



Idaho Public Charter School Commission

PUBLIC CHARTER SCHOOL COMMISSION MEETING SPECIAL MEETING

December 31, 2012
650 W. State Street, Boise, Idaho
State Board of Education Office, Assay Conference Room

**Monday, December 31, 2012 – 650 W. State Street, SBOE Office, Assay
Conference Room, 9:00 a.m.**

1. Bingham Academy New Charter Petition
2. Odyssey Charter School New Charter Petition

OTHER / NEW BUSINESS

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the Board office at 334-2270 or Charter Commission staff before the meeting opens. While the Commission attempts to address items in the listed order, some items may be addressed by the Commission prior to or after the order listed.

SUBJECT

Idaho STEM Academy DBA Bingham Academy New Charter Petition
(Fourth Hearing)

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5205

BACKGROUND

Bingham Academy (BA, previously Idaho STEM Academy) is a proposed new public charter school to be located in Blackfoot, Idaho. The petition was referred to the Public Charter School Commission (PCSC) by Blackfoot School District 55.

BA initially presented the petition at the April 2012 PCSC meeting; the petition was also considered at the May 2012 and December 2012 PCSC meetings. At each hearing, a decision was delayed in order to give the school additional time to address concerns identified by the PCSC and staff.

The petitioners and PCSC have mutually agreed to consideration of the petition at this December 31, 2012, meeting.

DISCUSSION

BA's petition is for the establishment of a new public charter school with a primary attendance area encompassing the Blackfoot, Snake River, and Firth school districts. The school will serve students in grades 9-10 initially and expand to include grades 11-12 within three years. BA is intended to be a school focused on providing extensive opportunities for students to earn both secondary and post secondary credit during their high school years. The school will use several key teaching methods to encourage real-world thinking and concurrent enrollment, including integration of STEM.

The BA petition has improved significantly since the December 4 hearing, particularly in regards to the educational program description and MSES. Budgets are clearly labeled, and additional funds have been set aside for curriculum. Additionally, the school has increased its list of interested students from 104 to 156 since December 4.

Significant changes were made to the CSP grant budget. The amount dedicated to curriculum increased to \$140,500 over three years (combining amounts from the CSP and Albertsons grant budgets), while funds for external evaluation (a DOE requirement) and professional development decreased significantly. This is not necessarily problematic; however, the school should ensure that sufficient funds are available.

The following items represent remaining concerns:

1. Most of the MSES are well-aligned with the Star Rating System and will aid the school in reaching at least a 4 Star Rating. However, the petitioners chose not to implement some recommendations from SDE and PCSC staff, and as a result, several targets lack clarity or are set low given the school's mission and vision.
2. The budget assumptions information still lacks detail, and the budgets appear to require additional revision. Title VI-B funds are still included as revenue in operational year one. Schools are not eligible for Title VI-B funds until at least the second year of operations.

IMPACT

BA has been awarded a \$600,000 federal start-up grant (\$200,000 per year for three years). Failure to receive petition approval in time to open in fall 2013 could result in the loss of this grant.

As BA could be the second of two, new charter schools impacting the Blackfoot School District in fall 2013, the PCSC should strongly consider comments previously provided by the district regarding the potential impact of the proposed schools.

If the PCSC approves the petition, BA 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.

STAFF COMMENTS AND RECOMMENDATIONS

The BA petition is significantly improved from the version considered by the PCSC on December 4. Because this petitioning group required an unusually high level of guidance from the state in order to bring the petition to this point, the PCSC should carefully consider whether BA will be able to effectively operate a high quality public charter school. Additionally, the PCSC should weigh the impact of its decision in light of the federal grant that depends upon approval for opening in fall 2013.

COMMISSION ACTION

A motion to approve the petition for Idaho STEM Academy doing business as Bingham Academy.

OR

December 31, 2012

A motion to deny the petition for Idaho STEM Academy doing business as Bingham Academy based on item(s) _____.

OR

The PCSC and petitioners may mutually agree to delay a decision on the petition for a specified period of time.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

December 31, 2012

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Bingham Academy (formerly Idaho STEM Academy)

Petition Review Timeline

Petition Submitted to PCSC	Completed Review Returned to School	Notes	Petition Considered by PCSC*
11/07/2011	01/05/2012		
02/29/2012	03/14/2012		04/05/2012
5/02/2012	05/09/2012		05/31/2012
08/22/2012	08/31/2012	An additional submission received during summer 2012 was returned to petitioners without review due to failure to address previously identified issues.	
10/16/2012	10/17/2012	Partial review only; BA had not adequately addressed questions & concerns from 8/31/12 review.	
10/29/2012	11/02/2012		
11/05/2012	11/21/2012		12/04/2012
12/17/2012	12/20/2012		12/31/2012

*BA, formerly known as Idaho STEM Academy (ISA) was removed from additional PCSC agendas due to lack of progress on the petition.

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

Name of Proposed School: ***Bingham Academy (formerly Idaho STEM Academy)***
Date: ***12-20-12 (previous reviews dated 1-5-12, 3-14-12, 5-9-12, 8-31-12, 10-17-12, 11-2-12, and 11-21-12)***

Petition Delivered to Commission Staff: ***Original draft submitted 11-7-11; petition considered received on 4-5-12. This revision received 12-17-12.***

File Number: ***2011-04***

Proposed school year: ***2013-2014***

Proposed grades to begin operations: ***9-10, expanding to 9-12***

Proposed attendance area: ***Blackfoot, Snake River, and Firth School Districts***

Means by which petition came to Commission:

Virtual school

Referred by school district

Reason for referral: ***Inconsistencies in Articles of Inc. and Bylaws, lack of well-defined expectations, lack of clarity regarding educational program, lack of information regarding post-secondary credit requirements costs and eligibility, concerns regarding exemptions from highly qualified status for individuals providing temporary services, and lack of understanding regarding special education services.***

Filed by petitioner after withdrawal from school district

Date of filing with board of trustees:

SBOE re-directed petition for consideration by commission?

Reason for referral:

Transfer of district-authorized charter school

Reason for request:

Documentation of district agreement to proposed transfer, including any charter revisions, has been provided

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

COVER PAGE & TABLE OF CONTENTS

- X Name of proposed charter school
- X School year petitioning to open the school
- X Name of the school district(s) affected by the attendance area
- X Where the public charter school building will be physically located, or the physical location of the main office of a virtual school
- X Name, address, telephone number, fax number, and email address of the petitioner's authorized representative
- X Table of contents

Comments:

While the Table of Contents list of Appendices is accurate, there are still many references to appendices in the narrative that are inaccurate.

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:

Comments / feedback from the 11/21/12 review were addressed.

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:

Previous reviews (including the 11/21/12 review) included recommendations to revise the section on potential effects on other districts to more fully address

the question at hand. This section of the petition has not been edited.

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:

This section has improved – the newly added introduction does aid in clarifying BA’s approach and how both concurrent enrollment and STEM will be integrated into the curriculum. Further revision could be done to improve the section; however, the goals of BA’s educational program are clearer and all essential information is included.

Please note: there is at least one reference to Students Come First legislation and its relevance into BA. Since the legislation has been overturned by the voters, all such references in this section should be removed.

Please see in-text comments for additional feedback.

TAB 4

- X Measurable Student Educational Standards (MSES), 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:

Significant improvements have been made to the MSES. However, both SDE and PCSC staff recommended additional changes that the petitioners chose not to implement, including:

- **PCSC staff recommended that MSES #4 be split into separate MSES for each academic area to improve ease of evaluation in the future and to make clearer to the public where the schools areas of strengths and weaknesses lie.**
- **For MSES #5, because of BA's mission and focus on post secondary preparation and concurrent enrollment, both the SDE staff member and PCSC staff member recommended increasing the percentage of students who achieve college readiness benchmark scores to higher than 25%.**
- **For MSES #6, both SDE staff and PCSC staff recommended defining successful completion as at least a "C or better" so this goal would align properly with the Five Star Rating System.**

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:

The addition of the organizational chart is helpful.

Per previous reviews (11/21/12, 8/31/12), it was recommended that you provide additional information on board training. In the 11/21/12 review, it was noted that there was a reference in the petition to an appendix with board training info, but no such document in the petition or appendices. This issue has not been addressed. The petition still includes a reference to a "board training schedule" stating that it can be found in Appendix Z. However, Appendix Z is the Start-up Timeline and does not provide information about board training. There is no appendix that outlines board training.

The previous recommendations from previous reviews (11/21/12, 8/31/12) were not addressed:

- ***Does BA have a plan for recruiting new board members? The governance section is the appropriate place to include it or refer to an included appendix.***

- ***While you improved the section on the relationship between the board and administrator by adding some information about the board's role, this section is still primarily the job description for the administrator. This section should be clarify the relationship and division of roles and responsibilities between the two entities. What do appropriate interactions and communication look like? What kind of support should the board give (or not give) the administrator? What responsibilities does the administrator have to the board (reporting, etc.)?***

TAB 6

- X The qualifications to be met by individuals employed by the public charter school. Instructional staff shall be certified teachers, or may apply for a waiver or any of the limited certification options as provided by rule of the state board of education. *I.C. § 33-5205(3)(g)*
- X The procedures that the public charter school will follow to ensure the health and safety of students and staff. *I.C. § 33-5205(3)(h)*
- X A provision which ensures that all staff members of the public charter school will be covered by the public employee retirement system, federal social security, unemployment insurance, and workers compensation insurance? The budget should reflect consideration of these provisions. *I.C. § 33-5205(3)(m)*
- X A description of the transfer rights of any employee choosing to work in a public charter school and the rights of such employees to return to any non-charter school in the school district after employment at a public charter school. *I.C. § 33-5205(3)(o)*
- X A provision which ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining. *I.C. § 33-5205(3)(p)*
- X A statement that all teachers and administrators will be on written contract *I.C. § 33-5206(4)*

Comments: **N/A**

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)*
- X The disciplinary procedures that the public charter school will utilize, including the procedure by which students may be suspended, expelled, and re-enrolled. Disciplinary procedures for Special Education Students should also be included. *I.C. § 33-5205(3)(l)*
- X The governing board of the charter school shall ensure that procedures are developed for contacting law enforcement and the student's parents, legal guardian or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. Charter

school policies formulated to meet the provisions of Section 37-2732C, Idaho Code, and this section shall be made available to each student, parent, guardian or custodian by August 31, 2002, and thereafter as provided by Section 33-5126, Idaho Code. *I.C. § 33-210(3)*

- X The public school attendance alternative for students residing within the school district who choose not to attend the public charter school. *I.C. § 33-5205(3)(n)*
- X The process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. *I.C. § 33-5205(3)(s)*
- X A plan for the requirements of section 33-205, Idaho Code, for the denial of school attendance to any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board of directors of the public charter school, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public charter school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. *I.C. § 33-5205(3)(i)*
- X The student handbook that describes the school rules and the procedure ensuring a student's parent or guardian has access to this handbook.

Comments:

Per previous review comments, the growth plan could be clearer. The petition should outline the intended growth from year one through final expansion (either in narrative or in a table). This is important for district planning and charter school lottery purposes.

TAB 8

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

Comments:

The following comment from two previous reviews (8/31/12, 11/21/12) was not addressed: The marketing plan is improved but can still use some work –

more detail would be helpful around how you will reach at-risk and minority students...

PCSC staff does recognize that the petitioners added marketing costs to the pre-opening budget as previously recommended.

Please see General Comments (below) for detailed feedback on your budgets.

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: *N/A*

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	X YES	<input type="checkbox"/> NO
Special education	X YES	<input type="checkbox"/> NO
Transportation	X YES	<input type="checkbox"/> NO
Meals	X YES	<input type="checkbox"/> NO
Legal	X YES	<input type="checkbox"/> NO
Accounting	X YES	<input type="checkbox"/> NO

- Copies of contracts included in petition (**some, but not all**)
- 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:

Some comments provided in the last three reviews were not adequately addressed.

The following was in a previous review forms: Your appendices includes (presumed) contract information with entities such as The STEM Academy and CIS Lab that are not mentioned elsewhere in the petition. They should be mentioned in this section.

Per the 8/22/12 review form --- Did you add the following to your petition? It has not been referred to or found. These sections are now required as a part of Tab 10:

- ***Detailed board training plan including timelines***
- ***Professional standards for school board members and administrators***

GENERAL COMMENTS

The petition has improved significantly, and most critical items are addressed.

Revisions to the following areas have made the most positive improvements to this petition:

- ***Educational program description (introduction / overview)***
- ***Most of the MSES are strong and closely aligned to the Idaho Star Rating System***
- ***Professionalism, clarity of writing, and minimization of typographical and grammatical errors***
- ***Increased list of interested families / students (from 104 to 156), which shows efforts by the petitioners to reach their market***
- ***Budget labeling***
- ***Funds for curriculum were increased significantly***

On the other hand, there were recommendations and questions made in previous PCSC staff reviews (or during the revision process) that have not yet been addressed. The following concerns still exist:

MSES

- *Per documentation (attached), you received significant guidance from both SDE and PCSC staff in improving your MSES. However, you did not make some recommended changes, so the following concerns about your MSES remain with MSES #4, #5, and #6. Please see the comments regarding Tab 4 on this form (above) for more details.*

Budgets

While some issues were addressed (labeling, cash flow, etc.), the following concerns about budgets still remain:

- *The Budget Assumptions were slightly improved, but still lack details and cost breakdowns that would clarify some of the expenses you have listed in your grant and operating budgets. For instance, you list ISTEM curriculum in the Albertson's budget (total of \$57k over 3 years) and Curriculum in the Charter Start grant budget (total of \$83k over 3 years) but do not show a breakdown of the curriculum costs in your Budget Assumptions.*
- *After the PCSC meeting on December 4, PCSC staff sent BA an e-mail regarding the need to remove Title VI-B funds from the revenue listed in the first year of operation (see Appendix V), as the SDE had notified our staff that schools are not eligible for this funding until at least the second year of operation. This change was not made.*

Professional Development

- *There is no board training plan included in the petition narrative or appendices, despite recommendations in at least 2-3 previous reviews*
- *The funds set aside for staff development may be inadequate for the purpose of implementing a strong educational program. This is particularly true given that the Budget Assumptions states that board development costs are included in these expenses.*

Despite feedback from the PCSC, funds set aside for professional development were not increased in this version of the petition. If Bingham Academy reaches their enrollment goal of 100 students in their first year of operation (thus using the Expected Budget; Appendix W – 2nd budget), the following funds would be available for professional development of all BA staff and board:

Pre-Opening Year: \$5,000 (in CSP budget)

December 31, 2012

Operating Year 1: \$9,300 (\$5,000 in CSP, \$4,300 in operating budget)
Operating Year 2: \$7,300 (\$5,000 in CSP, \$2,300 in operating budget)
Operating Year 3: \$2,400 (in operating budget)

Appendices

- *The appendices are still ordered in a way that makes them difficult to manage (including the budget items, despite specific recommendations from PCSC staff regarding the most logical order).*
- *While not critical for approval, there are many references to appendices in the petition narrative that are incorrect.*

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

Legislative formatting from prior revisions should be removed so that only the most recent revisions are shown. Note that use of your word processing software's "show edits" feature is NOT an acceptable substitute for legislative formatting. Color and font should NOT be used to emphasize or replace legislative formatting. It is NOT necessary to further emphasize new text with italics and boldface; underscoring is sufficient.

Legislative formatting need not be used on budget spreadsheets or when entire appendices are simply re-ordered but not changed.

December 31, 2012

General Feedback from PCSC Staff

From: Tamara Baysinger
Sent: Wednesday, December 05, 2012 10:45 AM
To: pkolbet@idahostem.com; greg@wisdomfactor.com
Cc: fball@bcclc.com; Alison Henken
Subject: PCSC Meeting Follow-up

Good morning, Bingham Academy petitioners,

Thank you for your attendance at yesterday's PCSC meeting. As you know, the PCSC and BA reached a mutual agreement to delay consideration of the petition until December 31, 2012. During that meeting, the PCSC will consider the petition as a whole; it is important for you understand that the PCSC's decision will not be based solely on the items that were specifically addressed during yesterday's hearing. However, the PCSC did provide some specific guidance to assist you. Please be sure to make your best effort in preparing the entire petition, in addition to focusing on the items below:

1. Enrollment interest. The PCSC asked to see strong evidence of substantially greater interest in enrollment at BA. Documentation will be extremely important; be sure to provide evidence of number of students interested, their grades, and other information demonstrating that these are real individuals with a genuine interest in attending the proposed charter school.
2. Measurable Student Educational Standards. Please work with Michelle Clement Taylor in the SDE and Alison Henken in our office to be sure you have crafted strong MSES that reflect a thorough understanding of the Star Rating System. Explanations of how the system functions and what information can be gleaned from it is available on the SDE website. Examples of good MSES are available on the PCSC website in the September regular meeting materials for Wings Charter Middle School and Chief Tahgee Elementary Academy.
3. Budgets. Please double-check to ensure that all revenues and expenditures appear in the correct years and are adequate and accurate. Note that some of the Title revenues appear to be timed inappropriately, as does the \$42,000 curriculum expenditure in the Albertsons grant budget. We also have some concern, based on the amounts other schools have paid for similar curriculum, that this sum may be inadequate. The PCSC also expressed concern that the amount budgeted for professional development is insufficient. As always, the more you can document that your proposed revenues and expenditures are realistic, the better.
4. Items noted in previous staff reviews. Be sure to comb through our staff's in-text comments and memo from prior reviews and respond thoroughly to each point.

I also recommend that you add bookmarks to the petition; this will significantly improve everyone's ability to navigate the document during the December 31 hearing.

Regarding timing: Please be advised that our staff's schedules for the next month are already very full. It is critical that you communicate with Alison immediately to agree upon a specific due date and time for the revision. Bear in mind that it is unrealistic for us to turn around multiple revisions of the petition prior to December 31. I strongly advise you, once again, to thoroughly address each issue raised in the multiple, previous reviews of your petition by the PCSC and our staff.

Regards,

Tamara L. Baysinger
Public Charter School Commission Director

December 31, 2012

From: Alison Henken
Sent: Wednesday, December 05, 2012 12:18 PM
To: pkolbet@idahostem.com; greg@wisdomfactor.com
Cc: fball@bcclc.com; Tamara Baysinger
Subject: RE: PCSC Meeting Follow-up

Pat and Greg,

Per Tamara's e-mail earlier today, we do need to establish a timeline for your petition. I have reviewed my calendar and identified an internal deadline for getting the final review and materials to the commissioners. Based on this, **I need to receive your revised petition no later than 8:00am on Monday, December 17**. I had initially planned to give you a Friday deadline, but because I will not be reviewing it until Monday, I am willing to allow you the weekend to finish your work. However, it is critical that the petition be in my Inbox when I arrive at work on the Monday morning (12/17), as I have set a significant portion of that day aside to begin my review. Also, please note that you will not be able to make any revisions or additions after 12/17/12; the petition you submit will be the one distributed to the commissioners.

I believe that Tamara's e-mail (below) should provide you with a strong overview of the work that needs to be done on the petition. Additionally, please note the following additional feedback regarding your budgets:

- 1) SDE staff identified a couple of other issues that PCSC staff have not recently flagged for you:
 - a) you have Title VI-b funds listed for your first year of operations, and schools are not eligible for these funds until the second year of operations
 - b) your cash flow projection for the first year show income from the state in July, but for cash flow purposes, this should be listed for August, since funds are not dispersed until the end of the month of July.
- 2) Please also make sure your budgets are organized and clearly labeled – for instance, to reduce confusion, I recommend that the years on the Charter Start-up Budget should say Pre-opening, Operation Year 1, and Operation Year 2 instead of the current labels.
- 3) I recommend re-organizing the order of the budgets in your appendices. Generally, the budget assumptions is the first document, followed by the pre-opening budget, and then the operational budgets.

Finally, in addition to the MSES resources Tamara recommended, I wanted to let you know that we recently added a document to the PCSC website to support petitioners and schools in developing well-written MSES.

If you have any questions, please let me know as soon as possible, so we can arrange a time to talk. I have site visits to schools over the next couple weeks, so my availability is limited.

Best,
Alison

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

alison.henken@osbe.idaho.gov
208-332-1585

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

December 31, 2012

Friday, December 07, 2012 9:37 AM

To: pkolbet@idahostem.com

Cc: fball@bcclc.com

Subject: Would you like to schedule a time?

Pat,

Tamara let me know that you left her a message regarding the BA petition. Since I completed your last review and will be doing the next one, I am the person with whom you should speak. My schedule is pretty busy right now and I want to make sure I have enough time set aside for you, so if you would like to discuss your petition, please let me know so we can schedule an appointment for that purpose.

Also, while I believe this has been mentioned in a couple of previous reviews, since concurrent enrollment is a focus of the BA petition, I did want to follow-up about the status of potential relationships with colleges / universities. With any school that is including concurrent enrollment as a part of their educational plan, the PCSC generally wants to see evidence that relationships are being developed. In your petition, you state the following:

"ISU and BSU have indicated that they will not sign any letters of commitment until the school actually is charter and exists. CSI and EITC have indicated that they respect ISU's boundaries and will work with us after ISU has first had the opportunity."

Since concurrent enrollment is a critical part of Bingham Academy's plan, I believe that this statement is insufficient in demonstrating that schools are willing to partner with you. While letters of intent are ideal (see the Chief Tahgee petition in the [10/19/12 meeting materials](#) for an example), other evidence (an e-mail, etc.) that shows that you have communicated with schools and that they would consider working with you if the petition is approved would suffice. On a separate note, it worth noting the grammatical error in this sentence as well (I italicized the section for your review) – if you choose to keep this section in your petition, I recommend re-wording the sentence.

Best,
Alison

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

alison.henken@osbe.idaho.gov
208-332-1585

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

MSES Recommendations from SDE and PCSC Staff

From: Michelle Clement Taylor
Sent: Tuesday, December 11, 2012 2:35 PM
To: 'Pat Kolbet'
Subject: RE: Bingham Academy MSES

Pat,

I've looked at the MESE you sent and have the following feedback for you.

- 1) Standard 1 does not meet the standards established for the sufficiency review. It is below the AMO Targets for the ISAT for the 2013-14 school year. You can see those targets on this webpage: <http://www.sde.idaho.gov/site/assessment/ISAT/> You will want to make sure that your standards are aligned with the minimum standards at the very least.

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One concern with having the targets lower is that the points for the ratings will be lower. You could achieve your standard, but only receive 3 points.

- 2) Standard 3 should list juniors as opposed to seniors. The College Placement Requirement is based on “the percentage of students (out of the total Junior class population)”. See page 7 of the “Understanding the Star Rating System” on this web page: <http://www.sde.idaho.gov/site/esea/> The link is actually title Interpreting the Star Rating System.
- 3) Standard 3 add the words “placement test” after Accuplacer. There are is a diagnostic test and a placement test for the Accuplacer. If the students take the diagnostic test it won’t count for the Star rating and the college entrance rating.
- 4) Standard 4 should have an explanation for “successfully complete”. Does a letter grade of “D” constitute successfully completing the course/credit? In most cases the student will receive credit for the course, but probably isn’t “successfully complete”. Also a grade of “D” won’t count toward the Star rating, it must be a “C” or above.
- 5) Standard 5 should probably be rewritten to say either: Each year BA will have a 90% or higher graduation rate or Each year 90% of BA 12th grade students will achieve on-time high school graduation. (I would remove the following “entering” and “who remain continuously enrolled” from the statement.) I would check with the Commission staff for their preference on this one.

Hopefully this will help clarify and/or strengthen the MSES that you have written. If you have questions about my comments, please call me.

Respectfully,
Michelle

Michelle Clement Taylor

School Choice Coordinator
Idaho State Department of Education
mtaylor@sde.idaho.gov 208-332-6963

From: Alison Henken
Sent: Wednesday, December 12, 2012 3:51 PM
To: 'Pat Kolbet'
Cc: fball@bccclc.com
Subject: Feedback on Bingham Academy's Revised MSES

Pat,

Per our previous communication, here is my written feedback about Bingham Academy’s revised MSES.

You have made moderate improvements to your MSES since the last review and PCSC meeting, but your targets still need revision to make them stronger and more aligned to minimum state expectations and the Star Rating System. Additionally, while some of your MSES will help you to meet minimum standards (including AGP), this section of your petition would be strengthened by the addition of a MSES regarding the school’s targeted SGPs for reading, math, and language arts OR a goal regarding the star rating overall (see PCSC recommendations on our website).

Please also note that for the majority of the MSES, you do not need the phrase “continuously enrolled” as the data that should be used for accountability purposes will be any data that the SDE has deemed usable for analysis, and students who are removed from your data set by the SDE (due to a lack of appropriate enrollment, etc.) would, therefore, not be considered in the evaluation of your MSES. Please see notes on individual MSES below.

MSES #1

- The 75% target does not meet minimum state expectations (see the link previously sent to you by Michelle Clement Taylor). Additionally, meeting this target would only ensure that BA would

receive 3 achievement points. The PCSC generally prefers to see targets that will aid a school in achieving a 4 star rating or better. To do so, your target would need to be 84% or higher.

- We recommend separating reading, math, and language arts into separate MSES, whether it be for achievement (ISAT proficiency) or growth. We realize that this will result in more MSES, however, it aids the accountability process, since the PCSC will be able to communicate with you about each subject area separately. With your current MSES, if BA made the targets in language and reading, but not in math, BA would receive a Notice of Defect for the MSES with no consideration / recognition for the targets that were reached, because they were grouped together. If you separate them and do not meet a single target, your Notice of Defect is only for that subject area (in this example, math), rather than for achievement across the board.
- You do not need the “continuously enrolled” language. Based on the goal and its alignment with the Achievement category of the Star Ratings system, there is an internal assumption that the SDE will identify students to be included in your data set.

MSES #2

- While this goal is appropriately stated, we recommend separate MSES for each academic area (reading, math, and language arts) for the reasons previously explained.
- Again you do not need the “continuously enrolled” language. Since this MSES will require analysis by your school based on the individual student data, you could potentially say “of students who have appropriate growth data”. However, even this is not necessary, since there is an internal assumption that only students with data can be included in the analysis.

MSES #3

- Please see notes from Michelle Clement Taylor to strengthen this MSES, as it needs language revisions.

MSES #4

- Please see Michelle Clement Taylor’s recommendations and note that the PCSC will expect to see MSES that will aid you in having a strong star rating, so it would be appropriate to either define completion as a “C or better” or set BA’s standard higher than that.

MSES #5

- Idaho will have full implementation of calculating and using four-year graduation rates in the 2013-14 school year. Thus, you should either define “on-time graduation” in a way that aligns with the state’s definition (see page 9 of the attached document) or change your goal to say “Each year, BA will achieve a four-year graduation rate of at least 90%.” The attached document provides full information about how Idaho will calculate the four-year graduation rate.
- You do not need the statements “entering senior class” or “continuously enrolled.”

If you have additional questions, we can discuss them during our phone meeting tomorrow.

Best,
Alison

Alison Henken, MPP
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December 31, 2012

Title VI-b Funding Eligibility

From: Michelle Clement Taylor
Sent: Tuesday, December 18, 2012 2:37 PM
To: Tina Naillon
Cc: alison.henken@osbe.idaho.gov
Subject: Title VIB funds

Tina,

I have a question for you about Title VIB funds.

It is my understanding that a school must be open for at least one year in order to receive any of the VIB funds. Is that correct?

For the Small Rural School Achievement Program (SRSA) they need to have the average daily attendance results for eligibility and for the Rural and Low-Income School Program (RLSIP) they need AYP and ADA for eligibility. Is this correct?

One of the potential charter schools has listed Title VIB funds in the first year budget and it doesn't seem like they would be eligible in the first year.

Thank you,
Michelle

Michelle Clement Taylor
School Choice Coordinator
Idaho State Department of Education
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From: Tina Naillon [mailto:tmnaillon@sde.idaho.gov]
Sent: Wednesday, December 19, 2012 12:19 PM
To: Michelle Clement Taylor
Cc: Alison Henken
Subject: RE: Title VIB funds

Michelle,

You are correct on both questions. The school has to be in their second year for us to have data to report to the US Department of Education.

Small Rural School Achievement (SRSA) *Eligibility*

A LEA is eligible if:

- The total number of students in ADA at all of the schools served by the LEA is fewer than 600, or each county in which a school served by the LEA is located has a total population density of fewer than 10 persons per square mile; and
- All of the schools served by the LEA are designated with a school locale code of 7 or 8 by the Department's National Center for Education Statistics, or the secretary of education has determined, based on a demonstration by the LEA and concurrence of the state education agency (SEA), that the LEA is located in an area defined as rural by a governmental agency of the state.

Rural and Low-Income School (RLIS) *Eligibility*

A district shall be eligible if:

- The LEA is not eligible for a grant under the Small Rural School Achievement Program.
- 20 percent or more of the children ages 5 through 17 years served by the LEA are from families with incomes below the poverty line; and
- All of the schools served by the LEA are designated with a school locale code of 6, 7, or 8.

Tina Naillon
Coordinator- Federal Programs
State Department of Education
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tmnaillon@sde.idaho.gov

December 31, 2012

To Begin 2013-2014

Bingham Academy

Available to all Idaho students with a primary attendance area consisting of Blackfoot, Snake River and Firth School Districts

Presented to

Idaho Public Charter School Commission

December 31, 2012

Bingham Academy

17 N 550 West

Blackfoot, Idaho, 83221

Contact Person:

Greg Sigerson

21 N 550 West

Blackfoot, Idaho 83221

Phone: 208-782-0282

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School Phone: 208-557-4003

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TAB 1: ARTICLES OF INCORPORATION, BYLAWS, SIGNATURES, AND MISSION STATEMENT

ARTICLES OF INCORPORATION/DBA

See Appendix A.

BYLAWS

Bylaws Idaho STEM Academy, Inc. doing business as Bingham Academy, an Idaho Non-profit Corporation and Public Charter School

**ARTICLE 1
OFFICES**

Section 1.1 Offices

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

**ARTICLE 2
PURPOSE**

Section 2.1 Purpose

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

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

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

**ARTICLE 3
NO MEMBERS**

Section 3.1 No Members

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

**ARTICLE 4
BOARD OF DIRECTORS**

Section 4.1 Board of Directors

The number of Directors constituting the Board of the Corporation shall be five to seven (5 - 7) Directors. The function of the Board can be described as fiscal management, policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. It shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.2 Powers of the Board of Directors

The Board of Directors, 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 of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5201).

Section 4.3 Election of Directors

- (a) Upon charter authorization, the founding board will transition to a governing board. A general meeting of founders and current stakeholders will be convened within 10 working days of official authorization date wherein those present will nominate and elect officers as outlined in Section 6.1 of the Bylaws. A founder is defined as any person, including employees or staff of a public charter school, who makes a material contribution to the establishment of the school. The criteria for determining what constitutes a material contribution shall be established by the Board of Directors and in accordance with I.C. 33-5202A. Founders must be designated within 180 calendar days after the date that instruction first begins at the charter school. Founders are recognized by de facto involvement as defined herein. Additional Directors, that is, more than the initial 5 may be added, but not to exceed 7, at the discretion of the current Directors, as established with a two-thirds majority vote.
- (b) After the initial year of operation, Directors shall be elected in accordance with the provisions of Section 4.3 (c).
- (c) After the initial year of operation, Directors will be elected to fill vacancies on the Board by the process outlined below:
 - i. All Board of Directors applicants will be required to submit a letter of interest and resume.

- ii. Board of Directors applicants will be required to go through a screening process, overseen by the Board of Directors or a committee consisting of staff members, parents, and members of the Board of Directors.
- iii. This screening committee will then nominate to the School Board of Directors, candidates for each open position.
- iv. No more than three candidates per position shall be nominated.
- v. Stakeholders of the school will then be asked to vote on the candidates. A stakeholder of the school is defined as one or more of the following; a parent of a child attending the school; a legal guardian of a child attending the school; staff members or employees of Bingham Academy; Bingham Academy board members and founders of the charter school that signed the charter petition. Each parent or guardian may vote, but no more than 2 1 vote will be allowed per family.
- vi. Bingham Academy Board of Directors will ensure all ballots are counted in a fair and impartial manner, by a neutral 3rd party.
- vii. The time, date and location of all elections will be advertised by Bingham Academy using, but not limited to, the following methods; newspaper articles, public service announcements in newspapers, and notification sent home with students.
- viii. Voting on board member elections can be done in person or via absentee ballot. Absentee ballots must be received by 5:00 p.m. of the day on which the board will receive the tabulated voting results from the third party counters. Absentee ballots are valid only if person is named on the Stakeholder list. The stakeholder list consists of; parents of students attending the school, staff members or employees of Bingham Academy, board members and founders of the school that signed the charter petition. The cut-off for being listed as a stakeholder is the final day of school each year. Parents of newly enrolled students are eligible to vote; parents of students who have exited the school will not vote.

Section 4.4 Terms

- (a) Directors shall be elected or appointed to a two (2) year term of office. However, during the initial year of operation, one Director shall be selected by the founders of the charter school for a term of only one (1) year; two Directors will be appointed for a term of two (2) years and two Directors will be appointed for a term of three (3) years.
- (b) Each Director shall serve until the stakeholders at the annual meeting of the Corporation duly elect his/her successor.

Initial Terms

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

- (Seat One) - 1 year
- (Seat Two) - 2 years
- (Seat Three) - 2 years
- (Seat Four) - 3 years
- (Seat Five) - 3 years

Section 4.5 Resignation and Removal

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

Section 4.6 Vacancies

- (a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- (b) The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, has failed to attend three (3) consecutive meetings during any fiscal year, or has failed to attend four (4) or more meetings of the Board in any calendar year.
- (c) Removal of a Director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board or by petition signed by at least 20 Stakeholders. To consider a Section 4.6(b) vote for removal, the Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or at the next scheduled monthly board meeting during the summer. Such a meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.
- (d) A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum. Resumes of potential directors will be solicited from the stakeholders and the community. Each Director so elected shall hold office until the next annual meeting of the Corporation.
- (e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.7 Compensation of Directors

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

Section 4.8 Employees

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The Board shall have the power to hire employees of the Corporation whose duties shall be specified by the Board.

Section 4.9 Voting

No proxy voting on the Board may occur. Tie votes will be broken by the Chairman of the Board.

Section 4.10 Quorum

A quorum consisting of a majority or more of the then current Directors must be assembled to vote and conduct business. The board may not continue to transact business or vote if a quorum is not present.

Section 4.11 Rights of Inspection

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

ARTICLE 5 BOARD MEETINGS

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be permanently established after a building is constructed. Until that time, all meetings will be conducted in the library of the Blackfoot Charter Community Learning Center, 2801 Hunters Loop, Blackfoot, Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year during the first full week of June, at the principle office of the Corporation in the County of Bingham, Idaho. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers will be held as soon as possible thereafter, pursuant to these Bylaws.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will be scheduled for the second Thursday of each month. This may change if a Director sees the need to have a different meeting time during the month.

Section 5.4 Notice of Meeting

Notice of the date, time and place of any meeting of the Board shall be in accordance with Idaho Open Meeting Law. Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be posted in accordance with section 67-2343 Idaho Open meeting Law at least five (5) calendar days prior to the meeting and an agenda notice posted 48-hours prior to the meeting.

Section 5.5 Special Meetings

Special meetings of the Board of Directors shall be in accordance with Idaho Open Meeting Law and may be held at any time on a call issued by two or more members of the Board of Directors. Any special meeting of the Board shall be given at least 24 hours' notice for the meeting and agenda previously thereto by written notice delivered personally or sent by mail, facsimile, or electronic mail to each Director and posted publicly in two locations.

Section 5.6 Attendance

Each member of the Board is expected to diligently and responsibly execute his duties and responsibilities. Failure to attend three consecutive meetings during any fiscal year of the Board, or four absences in one year shall be, at the discretion of the Board, grounds for removal with cause.

Section 5.7 Robert's Rules of Order

Robert's Rules of Order will be used by the Board of Directors.

Section 5.8 Order of Business

At the meetings of the Board of Directors, 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 officers and Directors.
- (e) Reports of committees.
- (f) Unfinished business.

- (g) New business.
- (h) Public input.
- (i) Executive session (if needed)
- (j) **Adjournment.**

ARTICLE 6 OFFICERS AND DUTIES

Section 6.1 Officers

The Officers of the Corporation shall be Chairman of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected by majority vote of the Board each year at the annual meeting and serve a one (1) year term. If mid-term officer elections become necessary, the same process will be followed.

Section 6.2 Chairman of the Board

The Chairman of the Board has general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the Board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board.

Section 6.3 Vice Chairman

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

Section 6.4 Secretary

- (a) The Secretary shall keep or cause to be kept, at the principle office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principle office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.
- (b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall

distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

- (a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member. The school secretary may serve as Treasurer.
- (b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board

Section 6.6 Removal

Any Officer may be removed, either with or without cause, by a majority of the Directors then in office.

Section 6.7 Vacancies

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

ARTICLE 7 DEPOSITORIES AND CONTRACTS

Section 7.1 Depositories

All funds of the Corporation shall be deposited in the name of the Corporation in such bank, banks, or other financial institutions the Board of Directors may from time to time designate. Those funds shall be drawn on checks, drafts, or other orders signed by individuals designated by the Board. The board must adopt policies for the signing of checks, drafts, or orders to ensure

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appropriate control over the expenditure of corporate funds and those policies must be included in the Board's Policy Handbook. Under no circumstances is any person authorized to sign checks, draft, or other orders drawn on a financial institution of the Corporation if that person is not covered by the Corporation's errors and omissions policy or directions and officers liability policy.

Section 7.2 Contracts

The Chairman, or Vice-Chairman, is authorized to execute any contract which has been previously approved or has been budgeted by the Board. No member of the board is authorized to bind the corporation by any contract, agreement, understanding, obligation, instrument, or by any other means, in any manner, inconsistent with the will of the Board.

**ARTICLE 8
FISCAL AFFAIRS**

Section 8.1 Fiscal Year

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

**ARTICLE 9
NOTICES**

Section 9.1 Manner of Giving Notice

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be given in accordance with section 67-2343 Idaho Open Meeting Law.

Section 9.2 Waiver

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

**ARTICLE 10
DISSOLUTION**

Section 10.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to the authorizing chartering entity.

**ARTICLE 11
AMENDMENTS**

December 31, 2012

Section 11.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board and contingent on the approval of the chartering entity, 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. Amendments made to the bylaws must be approved by the authorized chartering entity before they take effect.

CERTIFICATION OF ADOPTION OF BYLAWS

See Appendix B

SIGNATURES OF QUALIFIED ELECTORS

See Appendix C

PROOF OF ATTENDANCE AT CHARTER START 101

See Appendix D

IRS 501(c)(3) DESIGNATION

See Appendix E

December 31, 2012

Mission Statement

The mission of Bingham Academy (BA) is to prepare students to make intelligent and appropriate decisions about their education and future careers. Students who are motivated will be able to complete an Associate Degree by the time they graduate from high school.

Vision Statement

Bingham Academy will emphasize opportunities for high school students to earn both secondary and postsecondary credit during their high school years. Whether they choose a traditional university, a professional-technical school, or other specialized postsecondary training, the focus will be to maximize each individual's high school experience toward postsecondary education.

Each student will come to understand that high school is a preliminary step and that postsecondary education is essential to career success. Bingham Academy will provide a safe and supportive environment where each student can optimize learning.

TAB 2: PROPOSED OPERATION AND POTENTIAL EFFECTS OF THE PUBLIC CHARTER SCHOOL

Bingham Academy will serve the community and students by offering an educational choice currently not available. There are over 400 charter school students in grades K-8. A great many of the charter parents see a powerful need for and want a choice beyond eighth grade. Other community members also support the need for charter education as evidenced by the fact that only 31% of the students in the community's current charter middle school (grades 6-8) were students in the charter elementary school.

All students will participate in a common core of learning that will fulfill the school's goal to produce students who possess the academic skills and personal habits needed for success in the 21st century. Bingham Academy will remain aligned with the goals and objectives of the Idaho Thoroughness Standards. When possible, Bingham Academy's emphasis on postsecondary credit will carry into every aspect of its curricular program.

Bingham Academy will offer a unique opportunity for students to maximize postsecondary credit opportunities. The school will establish and nurture relationships with colleges and universities to enhance dual and online enrollment opportunities. Trained facilitators will guide and monitor students as they pursue postsecondary credit. Direct communication between Bingham Academy facilitators and the postsecondary institutions will help create an atmosphere where students are highly likely to succeed.

Bingham Academy instructional methodology hosts three types of learning environments: 1) classrooms similar to traditional high school classes, taught by highly qualified teachers. 2) Dual enrollment classrooms where the teacher is both a highly qualified secondary teacher and an adjunct university faculty; credit is awarded for both high school and college simultaneously. 3) Computer labs with full-time facilitators where students schedule individual online college courses based on their interests and ability.

Physical Facilities

Bingham Academy recognizes the need to provide adequate and safe facilities without burdensome fiscal commitments. Bingham Academy has developed three options to meet its initial facility needs.

Primary Facility Plan

The primary facility plan option consists of purchasing modular insulated panel units from Diverse Services Group (DSG) on a seven year contract. Total cost is listed in Appendix F. These units can be converted into the Bingham Academy permanent building. The initial units to operate the school for the first year consists of 6 classroom units, each 28' x 32'; 1 administrative unit, 10' x 30' and 1 bath unit, 12' x 30' (boys and girls unit). Additional units will be added until the school population reaches a total of 400 students.

These modular units will be located on property leased from the Idaho Science and Technology Charter School. A Letter of Intent from ISTCS is included in Appendix F. This location includes the infrastructure plus access to the ISTCS music room, outdoor fields, and other ISTCS facilities. This lease includes grounds maintenance and snow removal as listed in the Letter of Intent. Set up costs, as detailed in the budget, include building, sewer and electrical permits. The vendor will ensure that all modular units meet all local and state regulations for schools. A visual of the proposed site is found in Appendix G.

Secondary Facility Plan

Bingham Academy's secondary facilities plan includes two elements: 1) leasing modular classrooms and offices from Design Space Modular Buildings; 2) leasing land from Mr. Warren A. Hahne. Design Space Modular Buildings, Boise Idaho, has provided an estimate of costs to lease, transport, and set-up a minimum of five modular classrooms (three are double classrooms in one unit) on a year-to-year lease basis. Appendix H contains the Design Space estimates.

A letter of intent to lease land from Mr. Hahne is included in Appendix H. The Set up costs include building, sewer and electrical permits. The vendor would ensure that all modular units meet all local and state permits, regulations and inspection for schools.

Based on the estimates provided by the vendors, Option 2 would cost \$2,935.00 more than Option 1 for the initial year. In the event that BA's enrollment grows beyond the anticipated 100, the Best Case budget projections include additional facility costs. Facility costs for the worst case scenario remain the same as the most likely case.

Tertiary Facility Plan

Appendix I contains a Letter of Intent from the Woodbury Corporation for Bingham Academy to lease 16,000 square feet in the Riverside Plaza. This space formerly housed Bradbury College Outreach classrooms, the Blackfoot Book Store, and the Twin Theatre. It would provide space for 9 classrooms, offices, restrooms, a small auditorium, and a small gymnasium. A copy of the existing floor plan is included in Appendix I, as well as a visual of the mall.

Randy Woodbury (CEO and Owner) has been involved with retrofitting other similar facilities for Charter School use. He understands how charter school are funded and has indicated that if BA moves ahead with this option, they will structure a flexible lease payment plan tied directly to student enrollment numbers.

Prior to the start of school, facilities will be inspected to ensure compliance with Section 39-4130, Idaho Code and the Americans with Disabilities Act.

Attendance Area

The primary attendance area includes Blackfoot, Snake River, and Firth School Districts. A map of the attendance area is documented in Appendix J. These students will be given priority as designated in Idaho Code Section 33-5205(3) (j), however, students from other areas may be

enrolled. Interest has been expressed by residents in all of these areas. A survey of area families indicates there is sufficient interest to meet the initial enrollment levels. See Appendix K. Bingham Academy will endeavor to maintain small class sizes, with no more than 30 students per class.

Potential Impact on the School Districts

BA's potential impact on surrounding school districts uses the survey of area families (Appendix K) to calculate that 60% of BA's first year enrollment is projected to come from current Idaho Science and Technology Charter School students; consequently these students do not represent an enrollment decrease to surrounding school districts. The remaining 40% (or 40 students) are projected as follows: 72.5% (29) from Blackfoot School District; 22.5% (9) from Snake River School District; 5% (2) from Firth School District.

At capacity, the total enrollment cap for Bingham Academy is 400 students with a cap of 100 students/grade level. It is recognized that few older students would be attracted to the school for the first years; consequently, the initial year budget is projected on a student population of approximately 100 students in grades 9 and 10. Once again, based on the most current Survey of Attendance Area Families (Appendix K) BA's first year enrollment is projected to be 60% ninth grade and 40% tenth grade. Grade 11 will be added the next year, followed by grade 12 the succeeding year.

Currently there are approximately 2,121 students in grades 9-12 within the Bingham Academy primary attendance area. When filled to capacity, Bingham Academy's goal is to enroll approximately 20% of this population.

Bingham Academy will benefit students, families and the community. Student benefits are smaller classroom size, more diverse educational opportunities, and increased innovation in teaching and greater accountability for the school to retain them. Family benefits are increased parent involvement in the education of their student, higher potential their student will graduate from high school and attend post-secondary institutions and school choice. Community benefits of Bingham Academy include the ability of Bingham Academy to focus on a STEM curriculum that reflects the needs of the local industries, competition with local schools that translates into a better education for all students and more educational opportunities for all students through collaborative efforts of local schools.

The attendance areas for Bingham Academy and Chief Taghee Elementary Academy overlap for the Blackfoot School District #55. Chief Taghee Elementary Academy will enroll elementary school students and Bingham Academy will enroll high school students. These student populations are mutually exclusive. Establishing BA in the Blackfoot School District will primarily impact students of high school age in that district. Much of that impact is alleviated by the fact that 60% of the students to enroll at BA will be transfer students from the Idaho Science and Technology Charter School.

Previous reviews recommended revising this section to more fully address the impact that

Bingham Academy would be likely to have on school districts in the area. However, it does not appear that this section has been changed.

Bingham Academy will not rely on adjacent school districts for contracted services such as special education, psychological evaluation services, occupational services, speech and language therapy, vision, gifted and/or talented, or other administrative or special needs. Bingham Academy will partner with the other charter schools in the area to provide these services in the most economically conservative way possible.

Administrative Services

Administrative services for the school will be provided by the school's Chief Administrator, who will serve as both the building level principal and LEA administrator. A description of the Chief Administrator's responsibilities is included in Appendix L. A full-time secretary to handle paperwork and required reporting and a part-time business manager will take care of the school's fiscal affairs. Appendices V and W contains a detailed budget that demonstrates how all employee costs will be covered.

Day-to-Day Operations

The Chief Administrator will determine the day-to-day operations of Bingham Academy.

Civil Liability

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.

Insurance Coverage

Bingham Academy will procure and maintain insurance on 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.

Proof of insurance will be given to the Public Charter School Commission each time it is renewed to maintain continuous coverage. Bingham Academy will provide a list of all other types and amounts of insurance required prior to the opening of the school.

TAB 3: EDUCATIONAL PROGRAM AND GOALS

Educational Program

The Bingham Academy educational program focuses on preparing all students for their future by first graduating from high school and second improving their college and career readiness. BA provides the opportunity and encouragement for students to earn post-secondary credit through concurrent/dual credit enrollment, tech prep, and through a pre-engineering STEM education program. These work synergistically to prepare students for their future.

Dual Enrollment

The intended outcome of all dual enrollment programs is to provide high school students with the opportunity to pursue college-level coursework while still in high school. It is also a way to smooth the transition to college for students traditionally underrepresented in higher education. Many scholars and practitioners are coming to believe that high school students who have the opportunity to participate in college courses are more likely to enroll in college and succeed once there. Dual enrollment has multiple purposes. These include the following:

- Advanced academic options for high-achieving students. Dual enrollment programs were originally developed to provide high-achieving students with academically rigorous courses beyond those offered at the secondary level. Sometimes, this was viewed as a way for them to make better use of the senior year of high school. This continues to be the central purpose of dual enrollment locally and nationally.
- Preparing a skilled workforce for the 21st century. An increasing number of policymakers, educators and researchers are promoting dual enrollment as an avenue for building a workforce with the knowledge and skills needed for the emerging globalized economy. With almost 80% of the nation's fastest-growing jobs requiring some postsecondary education, there is a growing recognition that a college education is necessary to prepare a workforce for the present and future economic realities. Dual enrollment is viewed as an important mechanism for encouraging students to enter college and meet the needs of the emerging job market.

Do you have research to back any of this up (particularly the statement about scholars and practitioners?) If so, you should provide references / citations.

Tech Prep

This program receives significant federal funding to focus on preparing high school students interested in preparing for professional/technical careers to earn college credit by aligning high school courses with entry-level college courses. Many Tech Prep students enter postsecondary education with one or more years completed toward an Associate Degree. Often they also have completed important industry-related certification.

- Include both academic and technical courses of study.
- Focus on preparing students to transition seamlessly to post-secondary education.

- Promote post-secondary education so Tech Prep students graduate with in-demand technical and marketable skills.

STEM

Educationally, STEM instruction is viewed as a tool to successfully accomplish all learning goals. Additionally, as a field of study, STEM looks for highly proficient students and tries to increase their interest in these fields so that we develop the innovators of the future. Our goal is to get them through high school prepared for rigorous college coursework so they can become the leaders of tomorrow's industry. Educationally we see STEM as a very specialized, high-tech field we are grooming our students to join. Industry, on the other hand, has a very unique view.

STEM from the workforce perspective is significantly different and more about grooming workers with 21st-century skills who are ready to jump right in. When teachers think about technology, we envision computers, touchscreens, and digital data-collection tools. Technology in industry is about thinking outside the box and using materials to solve problems. Scissors were once considered a form of technology, and for industrial purposes, they really are. They were created to solve a problem: how to cut something more precisely. Problem-solving and developing quick and cost-effective solutions on the go are what industry is seeking in the next-generation workforce.

Biochemistry, engineering, computer programming, and emerging technologies are just a small sliver of what the STEM workforce needs. These positions require the most skills, and we need to continue developing students for these specialized fields, but we cannot forget the larger segment of industry that relies on STEM. Construction, transportation, and even the hospitality industry rely on a STEM-developed workforce. Whether it's understanding how an engine works, or plotting trucking routes, the advanced level of technical knowledge and problem-solving capability needed for these positions have become obstacles that did not previously exist. Industries view career and technical education as a key piece of STEM education. Students must be prepared for any path they choose in life, whether it is directly into a STEM career or studying a specialized STEM field in college.

The educational program at Bingham Academy is about preparing all students for their future.

Thoroughness Standards (Idaho Code 33-1612)

Bingham Academy 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. Students have the right to an education without fear of taunting, teasing, ridicule, or violence. Each parent has the right to

expect a school to provide a safe and secure environment for his/her child. Every teacher has the right to work without the threat or fear of violence.

Objectives: Bingham Academy 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, ensuring the school is drug-free, notification of parents' rights, and staff monitoring responsibilities.
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, 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.
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

Standard b: Educators are empowered to maintain classroom discipline.

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

Objectives: Bingham Academy will:

- Develop policies that ensure a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.
- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting. Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent rules aligned throughout the school.

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

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

Objectives: Bingham Academy will:

- 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. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve

community problems.

- Provide character education as an integrated part of the curriculum
- Provide opportunities for community service and service learning

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: Bingham Academy will:

- Emphasize meaningful language experience in literature, writing, and spelling, enhanced by dramatization and speech.
- Provide a technology-rich environment that enhances communication. A technology-rich environment is defined as an environment well equipped with computer hardware, software, electronic whiteboards and rich digital and online curricular resources. In a technology-rich learning environment interactive learning, higher level thinking skills, and student engagement are pervasive, whether students are learning math, science, reading, or history. Digital cameras, interactive white boards, robust courseware, digital content, and computers provide students with opportunities to collaborate and connect to the rich and relevant content that might not usually be available. Using technology tools enables teachers to develop personalized learning plans for students of varying learning abilities. The needs of the gifted student are met as well as those of the slower learner without affecting the progress of any student or group. In a technology-rich environment students are likely to spend up to 45-55% of their time using some form of technology.
- Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills. In the event Bingham Academy is unable to fill positions based on FTE projections, BA will utilize one of the distant learning academies or college/universities to meet these needs in a facilitated lab or independently.

Standard e: A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided.

Goal: Offer a thorough, dynamic, and interactive academic program where pacing is driven by student capabilities and opportunities for postsecondary credit are maximized for each individual. Students must be well grounded in the basics such as reading, writing, and social studies, with an overarching emphasis on science, technology, engineering, and mathematics (STEM).

Objectives: Bingham Academy will:

- Develop relationships with multiple universities and colleges to offer a broad range of concurrent and/or dual enrollment opportunities for students.
- As provided in the budget projections, Appendices S and T, establish computer labs with full-time facilitators where students will receive effective support while pursuing postsecondary courses. Initially one computer lab augmented with SDE-supplied laptops

will be established. A second lab will be established in the second year of operation. This will provide a ratio of 1:2 to 1:1 computers per student.

- Use a variety of methods to ensure student learning. In addition to traditional approaches, Bingham Academy will use methods of instruction that employ technology and prepare students for successful careers. This also includes a strong emphasis on real-life experience and hands-on experimentation. It will be important for the school to access and integrate resources such as the INL and other local industries into classroom and field instruction.
- Field trips and career development will be used to expose students to a wide range of career options.

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 to local and nationwide resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the work force with a solid foundation of knowledge and skills.

Objectives: Bingham Academy will:

- Provide a strong foundation in core subjects such as English and History, with strong programs in science, technology, engineering and mathematics.
- Provide a technology-rich environment that supports and encourages the effective use of resources to pursue both secondary and postsecondary educational opportunities.
- 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 work load; and working cooperatively with others to reach group consensus.

Standard g: The students are introduced to current technology.

Goal: Provide students with tools such as computers, scientific equipment, and networks linked to local and worldwide resources.

Objectives: Bingham Academy will:

- Develop and maintain labs of computers with full-time facilitators that provide online access to colleges and universities across the nation and beyond.
- Ensure students use interactive technology and tools in an integrated educational program.
- Emphasize the acquisition of computer skills as an important medium for communication and research.

- Ensure students use computer networks and the internet as tools for such activities as accessing information, authoring, computation, record keeping, data storage, and communication.

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

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

Objectives: Through its service learning program, Bingham Academy will:

- Provide a program of community service that reflects responsible citizenship in a democratic society and an interdependent world.
- Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
- Provide a well-developed social studies curriculum that enable students to understand and apply concepts and principles embedded in history, geography, political science, economics, etc..

Bingham Academy will achieve the Thoroughness Standards through its basic curriculum and the unique aspects its expanded resources. A strong emphasis is placed on hard work, responsibility, honesty, and respect. This helps to create an environment that allows peace of mind and maximizes learning potential.

Defining an Educated Person

An educated student is one who is prepared for a successful future where technology and science are an integral part of every career. This requires a solid academic core, an in-depth knowledge of modern technologies, and productive work habits. In addition, individuals need the ability to accept responsibility, work cooperatively with a team, and the ability to solve complex problems.

Bingham Academy believes that high school can serve a much more productive role in preparing individuals to become a truly educated person.

When Learning Best Occurs

Bingham Academy believes that a challenging but supportive atmosphere along with a safe environment create the setting where learning best occurs. Bingham Academy's core educational philosophy is that learning best occurs when:

- students experience the connection between school curriculum and the real world
- students actively engage in hands-on and practical tasks
- student activities are integrated, meaningful, and applicable

- 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
- expectations for student achievement are held to a high level
- advanced learning opportunities are an integral part of each class
- the educational program includes character education and community service
- the learning experience contributes to the development of positive self esteem

Bingham Academy is committed to the concept that during high school, students can make significant progress toward a college degree or professional-technical certificate.

Instructional Methods

Bingham Academy instructional methodology hosts three types of learning environments: 1) classrooms similar to traditional high school classes, taught by highly qualified teachers. 2) Dual enrollment classrooms where the teacher is both a highly qualified secondary teacher and an adjunct university faculty; credit is awarded for both high school and college simultaneously. 3) Computer labs with full-time facilitators where students schedule individual online college courses based on their interests and ability.

After Bingham Academy is authorized and funded, the school will establish and nurture relationships with colleges and universities to enhance dual and online enrollment opportunities. Trained facilitators will guide and monitor students as they pursue postsecondary credit. Direct communication between Bingham Academy facilitators and the postsecondary institutions will help create an atmosphere where students are highly likely to succeed.

BA has contacted High School/Concurrent Credit Coordinators for the surrounding colleges and universities, as well as the Engineering Academy 101 to discuss BA's college credit options. College and universities through which students can earn college credit for Engineering Academy 101 courses include: Purdue University, the United States Academy at West Point, University of Wisconsin, Massachusetts Institute Technology and the United States Naval Academy. Each has expressed full willingness to work with us. Any costs not covered through Idaho's Dual Credit for Early Completers Program or other dual enrollment cost assistance programs, will be the responsibility of the family if a student takes courses eligible for dual credit.

Bingham Academy classrooms will employ a multiplicity of methods to ensure student learning. These methods include the following:

- The Subject Matter Method presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture-based. The charter school utilizes computer and other technology-based learning to increase the efficiency of this method and to provide the opportunity for everything from rote drill to complex analysis

and problem solving.

- The Inquiry and Problem-Solving Method suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information.
- The Individualized Learning Method attempts to personalize the learning process to the interests of the individual by allowing students to develop goals for their self-study. The reasons for learning thus become intrinsic--one's own curiosity and personal applicability of the information learned.
- The Discussion Method encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner. This method emphasizes learning, the democratic way of thinking, training in reflective thinking and training in self-expression.

Professional development is a critical component of the Bingham Academy program. The success of any teaching method is largely dependent on the teacher's ability to apply the technique. For this to occur, individuals must 1) learn the theoretical foundations and 2) practice the specific processes in order to develop competency. Bingham Academy professional development will occur through the following:

- hiring teachers as early as possible and begin pre-service training organized by administrative personnel and covering the unique aspects of BA's emphasis
- extensive teacher mentoring (see next bullet)
- a four day student week, with every Friday set aside for targeted professional development
- teams of teachers who 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.

Curriculum Overview

All students will participate in a common core of learning that will fulfill the school's goal to Produce students who possess the academic skills and personal habits needed for success in the 21st century. Bingham Academy will remain aligned with the goals and objectives of the Idaho Thoroughness Standards section of this petition. All course work will be available for high school credit. When possible, Bingham Academy's emphasis on postsecondary credit will carry into every aspect of its curricular program.

Bingham Academy students will:

- be responsible users of scientific information
- gain hands-on skills and practical knowledge in the use of technology across the curriculum
- participate in a well-defined career exploration and preparation program
- use knowledge, critical thinking, and logic to solve problems in mathematics, science and other curricular areas
- develop well defined oral and written skills

- develop their aesthetic talents in areas such as music, visual, and/or performance arts
- participate in a comprehensive program of community service that teaches responsible citizenship both locally and beyond

Bingham Academy recognizes that true education means students acquire knowledge and develop skills. This knowledge and these skills enable them to become proficient practitioners and establish a foundation for advanced study and career options.

The Bingham Academy curriculum is unique in that it contains traditional academic subjects as well as a strong emphasis on science, technology, mathematics, pre-medical and pre-engineering options. The Idaho State Board of Education's Thoroughness Standards serve as the starting point. Traditional core curriculum areas such as language, arts and social studies remain vital. They are augmented by music, art, career, health, physical, and professional-technical education.

Bingham Academy will establish a pre-engineering curriculum the first year and seek to establish a pre-medical professions curriculum no later than the third year. For each of these, qualified teachers will be hired as described in TAB 6.

Classrooms and computer labs provide the space and technology for these curricula. In the initial start-up year there is one computer lab with 24 computers with software and associated equipment. **These facilities may be augmented with laptops provided by the SDE as part of the Students Come First Plan.** A second computer lab will be added the second year of operation. The cost of the initial computer lab was determined by the IT specialist for ISTCS and is documented in Appendix M. Instructors and facilitators will be recruited through regional university teacher career fairs, university career centers and advertising on the school website, the state SDE website and through local newspapers. Hiring preference will be given to those applicants with more than one endorsement. Teachers hired as instructors of the Academy 101 curriculum will receive on-site training and earn 3 graduate school credits through the University of Wisconsin. Bingham Academy will need to hire facilitators and instructors early and train them due to the unique nature of their responsibilities. Bingham Academy will foster a culture of collaborative inquiry among faculty and students. The primary forum for training faculty will be the Friday staff development meetings.

STEM Education: The goal is to develop a STEM literate student citizenry with open ended problem solving capacity while improving student growth, closing achievement gaps, decreasing dropout rates, increasing graduation rates, and improving teacher and principal effectiveness. STEM education involves more than education in the separate fields of science and math. STEM involves curriculum that integrates rigorous project-based content from science, technology, engineering, and mathematics, within the context of designing solutions to real-world problems, especially those at the local level where communities can be positively affected. STEM students will conduct scientific experiments, gather and analyze data, draw and communicate conclusions, develop and evaluate prototypes, and think critically. Integrated STEM education is a very effective way to engage students in higher order critical thinking and problem solving skills by placing rigorous mathematics and science in the context of technology and engineering. STEM education at Bingham Academy includes the modules from the Academy 101 Foundation Course

(Appendix CC) and the courses offered through dual enrollment at Idaho's colleges and universities (Appendix BB).

The STEM Academy 101 program includes an intensive 3-day orientation and training program for teachers and administration. Participants will learn the STEM pedagogy, best practices for curriculum delivery, course sequencing, career pathways, and how to manage student outcome data. (See Budget for curriculum costs and professional development for teachers and administration, Appendix V and W).

Modules of the Foundation Course schedule represent the recommended curricular content foundation required to deploy a true STEM academic model with the capacity to empower an entire school with the resources to integrate an interconnected or multidisciplinary approach to STEM. Courses feature learning activities based upon STEM principles which challenge students to develop critical thinking and problem solving capacity. The real world learning activities utilize resources demanded by industry today and tomorrow. Students will explore aerodynamics, aeronautics, alternative energy, architecture, biotechnology, electronics, engineering, material science, robotics and sustainability. Modules within the foundation course are described in Appendix CC.

This section should have had legislative formatting showing edits and deletions.

Language Arts (English and Foreign): The goal is to develop learners who are effective communicators, who enjoy literature, and are lifelong readers and writers. The curriculum is literature based. Comprehensive skills, grammar, and vocabulary are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes creative, narrative, technical and expository writing. Communication skills include speaking, writing, and presentation skills. The innovative teaching methods will expand to include modern technological tools such as tablets, iPads, iPods, and 3-dimensional visual software. These technological tools will be limited the first year and expanded as funds become available the second and third years. In addition to high school credit in each of the Language Arts and foreign language areas, students will have the opportunity to enroll in college credit courses as outlined in Appendix BB. Courses available for dual credit include Speech, English Composition, Introduction to Literature, Elementary French, Elementary German and Elementary Spanish.

Science and Health: The science curriculum is a multi-year sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling, and testing science to actually “doing” and “feeling.” This process approach 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. Bingham Academy will foster a culture of collaborative inquiry among faculty and students. In addition to high school credit in each of the Science and Health areas, students will have the opportunity to enroll in college credit courses as outlined in Appendix BB. Courses available for dual credit include Concepts in Biology, General Biology I and II,

Environmental Science, Anatomy and Physiology, and General Chemistry.

Mathematics: Students will master computation processes and proceed into algebra and/or geometry as individual ability dictates. Exploring, conjecturing, and thinking 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. Bingham Academy's emphasis on math will differ from traditional schools through its focus on specialized curriculum (Academy 101) and postsecondary ties early in the high school years (See Appendix N). Bingham Academy will foster a culture of collaborative inquiry among faculty and students. In addition to high school credit in Mathematics, students will have the opportunity to enroll in college credit courses as outlined in Appendix BB. Courses available for dual credit include Calculus I and II, Introduction to Statistics, Applied Statistics and General Physics I and II.

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. In addition, there will be a strong emphasis on community service in Grades 9 through 12. Bingham Academy will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community. In addition to high school credit in each of the Social Studies and Community Service areas, students will have the opportunity to enroll college credit courses as outlined in Appendix BB. Courses available for dual credit include Foundations of European History and US History.

Career Education: Through the Idaho Career Information System (CIS) BA will provide direct access to the vast array of career opportunities available in today's world. Additionally, individuals will work to recognize and understand their unique aptitudes, interests, and abilities as assets in the world of work. This will be accomplished through administering aptitude and interest survey throughout the high school years, along with career counseling and internships. 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 strong understanding of computer, mechanical, electrical, pneumatic, hydraulic, electronic, and other technologies that operate in the world around us as an integrated part of each classroom and its pre-engineering program. Instruction will utilize a hands-on modular approach that employs discovery learning and problem solving. Students will seek solutions to real-life challenges. Modern technological tools such as tablets, iPads, iPods, and 3-dimensional visual software as well as the traditional computer lab and SDE supplied student laptop will be available to students to enhance the integration of technology into the classroom. Bingham Academy will provide our learners with technology skills that prepare them for future employment. Bingham Academy will comply with all requirements set forth in the Children's Internet Protection Act.

Professional-Technical Education: Bingham Academy will offer strong and effective programs to prepare students who are interested in engineering and health **professions careers**. These programs will accelerate learning opportunities through dual and online postsecondary coursework as previously described. Programs available to Bingham Academy through the

Eastern Idaho Professional Technical High School are documented in Appendix N. Costs for local PTE programs for students to attend are approximately \$1000.00/year through a consortium. BA will bear these consortium costs.

Curriculum Development and Approval

Bingham Academy 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 Thoroughness Standards as documented under Tab 3. As the state of Idaho implements the Common Core State Standards over the next 3 years, Bingham Academy will use these standards to guide its curriculum implementation. Bingham Academy will continue to develop its curricular offerings by establishing and nurturing relationships with colleges and universities across the county. Both the secondary and postsecondary curriculum will be evaluated through ongoing observations of teachers and students, program audits, and with follow-up discussions with the Chief Administrator to include written goals.

Textbooks and Curriculum

Bingham Academy will follow the Common Core State Standards. Textbooks for the school are not yet chosen and will be selected as required by online courses and by curriculum committees that include the Chief Administrator, teachers, and parents. Textbooks will be approved by the State Department of Education.

Educational Programs and Services

Means for all educational programs and services such as special education, physical education, HIV/AIDS education, family life/sex education, guidance and counseling services, Safe/Drug Free Schools programs, summer school programs, parent education programs, social work, and psychological services will be provided from the first day of school forward.

Any additional contracted services in areas such as psychological evaluation services, occupational therapy, speech and language therapy, etc. will be provided through qualified school employees or other non-employee contracted private professionals.

How Special Education and Other Special Needs Will Be Met

Bingham Academy serves all children including special education, gifted and talented, and LEP (Limited English Proficient) students. Bingham Academy follows the requirements of IDEA, the State of Idaho, and all other federal and state mandates regarding special needs students.

Bingham Academy will adhere to The *Idaho Special Education Manual*, and will adopt and implement all 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

State of Idaho Special Education Manual.

Bingham Academy budgeting will provide personnel, physical facilities, funding and contractual arrangements to ensure that students with disabilities attending the charter school will receive special education and other services as requirements in IDEA 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 school year.

Bingham Academy 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:

- Step 1. Locating students: The school will establish and implement an ongoing Child Find system. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.
- Step 2. Ensuring that staff and the school's constituents are informed of the availability of special education services
- Step 3. A screening process that will include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals. This screening will be an organized process, to identify students who are not meeting or who may not be meeting Idaho Content Standards.

Nondiscriminatory enrollment procedures

Bingham Academy 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 petition, is consistent with the mission of Bingham Academy and civil rights requirements.

LRE Requirements

Bingham Academy will provide special education and related services to eligible Bingham Academy students in the Least Restrictive Environment (LRE) in accordance with the Idaho Special Education Manual and as identified on each student's IEP. In many cases, the LRE will be specified as Bingham Academy. In other cases, the LRE might be a district school site or an alternative site, depending on the needs of each student.

If an IEP team determines that a student's academic needs cannot be met on site, the school will contract with another agency to provide those services. The school will, however, continue to monitor student progress.

Regardless of transportation services for other students, Bingham Academy will also provide transportation services to those students whose IEP requires it.

Bingham Academy 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 student's IEP.

Gifted and Talented program

Gifted/talented children are those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

After qualified personnel are hired, Bingham Academy will develop a written plan for its gifted and talented program and submit it to the authorized chartering entity and State Department of Education. Updated plans will be submitted every three (3) years thereafter. Bingham Academy's plan shall include the following:

- Philosophy statement
- Definition of giftedness program goals
- Program options, including identification procedures and program evaluation
- Bingham Academy will screen all potentially gifted and talented students to ensure they have an opportunity to be considered for the program. The screening criteria will be age/grade appropriate, will be nondiscriminatory, and will comply with the procedures set forth in all governmental mandates.

The school will assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs. Identification of gifted and talented students will be based on multiple indicators of giftedness with information obtained through the following methods and sources:

1. Formal assessment methods, such as group and individual tests of achievement, general abilities, specific aptitudes, and creativity.
2. Informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews, and grades.
3. Information regarding students will be obtained from multiple sources, such as testing results, teachers, counselors, peers, parents, community members, subject area experts, and the students themselves.

The needs of identified gifted and talented students will be met through advanced learning opportunities (focus on dual enrollment), added leadership responsibilities and opportunities for

internships, community service and other programs (STEM Academy 101). Dual enrollment opportunities are documented in Appendix BB and STEM Academy 101 modules are detailed in Appendix CC.

LEP Students

Bingham Academy will conform to the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. Idaho LEP program guidance will be used to support the needs of students who are English language learners (ELL). Students for whom English is a second language will be assessed using the ELL placement test. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home language other than English. The Idaho English Language Assessment (ELA) will be used to assess English proficiency as English language learners progress through school.

Students who are eligible for the LEP program will participate in the NCA LEP program according to state and federal guidelines. State and federal mandated testing of LEP students will be administered. LEP services may be provided on-site or contracted out. The IELA will be used to monitor student growth.

Curriculum will be purchased and modified using the Sheltered Instructional Observation Protocol and other LEP instructional approaches. Educational Learning Plans (ELP) will be developed to support ELLs. ELPs will be developed and overseen by teachers certified in Bilingual Education.

IELA will be used to monitor student growth. Students who meet state recommended levels of proficiency on the IELA or other assessments will be exited from the LEP program.

The LEP program will be evaluated based on collected data and trends and will be revised, if necessary. Evaluation of the program will be based on tracking data on swiftness of intervention, type of intervention, comparison with peers for student improvement tracking; availability of resources; staff training; and viable sources of assistance.

LEP program eligibility criteria:

- Registration cards will include at least the following question: What is the primary language spoken at home?
- If a response is any language other than English, a survey will go home to the parents.
- If the survey comes back indicating that a student may be LEP, they will be tested using the “Woodstock Munoz” test to determine the student’s English language proficiency within 30 days of registration or within two weeks of entry into the school.
- If a student tests less than proficient on the English language proficiency test, a letter will go home to the parents indicating that their child was identified as needing specific

English language services. The parents must be given the opportunity to waive the service.

- If the parent does not waive the limited English proficiency services for their child, then the student will be placed in the LEP program.
- Those students placed in the LEP program can be counted for state and federal funding purposes.

Additional Special Needs Services

As required by state and federal statutes, students attending Bingham Academy who are identified as disadvantaged to the extent that they may require Special Education, Title I or Section 504 services or requiring other accommodations will receive those services at or through Bingham Academy or at an alternate site.

Dual and Concurrent Enrollment

Bingham Academy students will be allowed to participate in dual enrollment with other public schools as required by Idaho Code 33-203. 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.

Concurrent enrollment will include the option of enrollment in a postsecondary institution if the student chooses. Any credits earned from the accredited postsecondary institution will be credited toward graduation requirements as outlined in Bingham Academy Board Policy. If a student takes courses eligible for dual credit, any costs not covered through Idaho's Dual Credit for Early Completers Program or other dual enrollment cost assistance programs will be the responsibility of the family. Information regarding this responsibility will be clearly communicated to parents through parent and student handbooks, course descriptions, registration materials, etc.

TAB 4: MEASURABLE STUDENT EDUCATIONAL STANDARDS

Measurable Student Educational Standards

Bingham Academy will accomplish the following standards:

1. 86% of students who have been at Bingham Academy since the beginning of the (current) school year will score proficient or advanced on the Reading, section of the Idaho Standard Achievement Test (ISAT) or ISAT-Alt. Assessment.
2. 84% of students who have been at Bingham Academy since the beginning of the (current) school year will score proficient or advanced on the Mathematics section of the Idaho Standard Achievement Test (ISAT) or ISAT-Alt. Assessment.
3. 77% of students who have been at Bingham Academy since the beginning of the (current) school year will score proficient or advanced on the Language Usage section of the Idaho Standard Achievement Test (ISAT) or ISAT-Alt. Assessment.
4. 75% of students who have been at Bingham Academy since the beginning of the (current) school year will achieve a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in each of the Reading, Mathematics, and Language Usage sections of the ISAT or ISAT-Alt. Assessment.
5. 25% of BA juniors will achieve a score indicating college readiness on either the SAT, ACT, ACCUPLACER Placement Test, or COMPASS.
6. 75% of graduating seniors will successfully complete at least 18 postsecondary credits prior to graduation. Successful completion means a passing grade as determined by the postsecondary institution.
7. Each year, BA will achieve a four-year graduation rate of at least 90%.
 - ~~1. BA will score at least a 3 in the area of Achievement as measured by Idaho Star Rating System.~~
 - ~~2. BA will score at least a 3 in the area of Adequate Growth Percentile (AGP) as measured by Idaho State benchmarks.~~
 - ~~3. BA will achieve at least 10 Achievement Subgroup points as measured by the Idaho Star Rating System.~~
 - ~~4. Seventy five percent (75%) of BA students at will successfully complete at least 18 postsecondary credits prior to graduation.~~
 - ~~5. At least 95% of BA students will participate in the ISAT or ISAT-Alt each year.~~

6. Methods for Measuring Student Progress

December 31, 2012

~~The standard for every teacher at Bingham Academy will be to challenge each student to maximize his or her academic growth. The school's overall academic goal will be to accomplish all of the above standards by the end of the 2015-2016 year.~~

Methods for measuring student progress will include, but not be limited to:

Standards 1, 2, and 3:

Data regarding the percentage of students scoring advanced or proficient on the ISAT will be pulled directly from the school's official ISAT results.

~~The school's cumulative Achievement score will be determined by averaging all students' ISAT and ISAT-Alt. scores.~~

Standard 4:

The percentage of students whose Student Growth Percentile (SGP) is equal to or greater than their Adequate Growth Percentile (AGP) will be calculated using official testing results for each individual.

~~The school's cumulative average Adequate Growth Percentile (AGP) is calculated by totaling the AGP's for all students and dividing by the number of students.~~

Standard 5:

The percentage of Bingham Academy juniors designated as "college ready" will be determined according to the scores achieved on the individual tests listed.

~~BA's completion of Standard 3 will be determined by the individual AGP scores of all subgroup populations in the core areas as outlined in the Star Rating.~~

Standard 6:

Successful completion of postsecondary credit is defined as receiving college level credit from at least one postsecondary institution. The percentage of graduating seniors receiving 18 or more postsecondary credits will be determined by the school counselor and through an examination of each senior student's file.

~~The percentage of students completing the ISAT or ISAT-Alt. will be determined by dividing the total number of BA students eligible to take the ISAT or ISAT-Alt. by the number who actually take the test.~~

Standard 7:

The percentage of seniors achieving on-time graduation will be determined as defined by the State of Idaho. This calculation takes into consideration when each student entered high school as well as the number of years it has taken him/her to graduate. It also defines and includes drop-out considerations.

Provisions by Which Students Will Receive Standardized Testing

Under the direction of the School Test Coordinator, standardized testing will be conducted in

strict accordance with and at the specified intervals mandated by the State of Idaho:

Any and all other assessments required in Idaho now or in the future will be administered in accordance with state mandates and policies.

Additionally, all postsecondary tests or assessments to be administered at Bingham Academy will strictly adhere to the policies and processes defined by the postsecondary institution.

Accreditation

During its first year of operation, BA will apply to the Northwest Accreditation Commission as required in IDAPA 08.02.02.140 for secondary accreditation. In compliance with Idaho State Board of Education Rules BA will complete the state accreditation process. During its initial year of operation, the school will complete an accreditation self-assessment.

All student and teacher standards will meet state-approved accreditation standards as adopted by the State Board of Education.

Throughout the accreditation and strategic planning process, Bingham Academy will comply with all provisions of NCLB, ESEA, and/or of other federal and state mandates. In the event that concerns regarding NCLB standards should arise, steps will be taken by the Principal and the Board to identify and target school and individual needs. A comprehensive plan of improvement will be developed and implemented as required.

Accreditation reports outlining the attainment of standards will be submitted to both the authorized chartering entity 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 Chief Administrator will submit annual accreditation reports to the Idaho State Department of Education. BA representatives have reviewed Idaho and Northwest accreditation requirements. The school will fully comply and meet accreditation requirements.

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

Improvement Planning

If Bingham Academy is placed in “needs improvement” status, 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 provide regular reports on implementation of the plan to the board of directors.

Bingham Academy will also develop a Continuous School Improvement Plan based on its strategic plan and focused on the improvement of student performance. This plan will also focus on improving school and staff capacity (structure/resource allocation/teacher skill sets) to increase student achievement.

Additionally the school will comply fully with the national and state mandates for No Child Left Behind including full compliance with the steps established by the ACT. The following chart lists the specific school improvement requirement per each year missing AYP. Should the time come that BA is placed in “needs improvement” status, the board of directors and the school administrator will guide the school through the process as required by the state of Idaho.

AYP TIMELINE

Improvement Year Status	When the Status Takes Effect	Accountability Workbook Label	School Improvement Requirements	LEA Improvement Requirements
Not in "Needs Improvement"	N/A (or in the year following 2 consecutive years of making AYP)	Year 1	None	None
Alert	Year Following the 1st time Missing AYP	Year 2	None	None
School Improvement Year 1	Year Following 2nd Consecutive Time Missing AYP	Year 3	School Improvement	LEA Improvement
			<ul style="list-style-type: none"> • Technical Assistance from LEA 	<ul style="list-style-type: none"> • Technical Assistance from SDE
			<ul style="list-style-type: none"> • Choice 	<ul style="list-style-type: none"> • Develop and implement an Improvement Plan
			<ul style="list-style-type: none"> • Develop and implement a School Improvement Plan 	
			<ul style="list-style-type: none"> • Supplemental Services (SES) for eligible students in reading and math if choice not available 	

School Improvement: Year 2	Year Following 3 rd Consecutive Time Missing AYP	Year 4	School Improvement	LEA Improvement
			<ul style="list-style-type: none"> • Technical Assistance from LEA 	<ul style="list-style-type: none"> • Technical Assistance from SDE
			<ul style="list-style-type: none"> • Choice & SES 	<ul style="list-style-type: none"> • Implement the LEA Improvement Plan
			<ul style="list-style-type: none"> • Implement Intervention Plan School Improvement 	
Corrective Action	Year Following 4 th Consecutive Time Missing AYP	Year 5	School - Corrective Action	LEA - Corrective Action
<i>[School Improvement Year 3]</i>			<ul style="list-style-type: none"> • Choice & SES 	<ul style="list-style-type: none"> • Technical Assistance from SDE
			<ul style="list-style-type: none"> • Technical Assistance from LEA 	<ul style="list-style-type: none"> • Plan for and Implement Corrective Action
			<ul style="list-style-type: none"> • Plan for and Implement Corrective Action 	
Restructuring Year 1: Planning	Year Following 5 th Consecutive Time Missing AYP	Year 6	School - Restructuring	LEA - Corrective Action
<i>[School Improvement Year 4]</i>			<ul style="list-style-type: none"> • Choice & SES 	<ul style="list-style-type: none"> • Technical Assistance from SDE

			<ul style="list-style-type: none"> • Develop a Restructuring Plan for Alternative Governance 	<ul style="list-style-type: none"> • Plan for and Implement Corrective Action
Restructuring Year 2: Plan Implementation	Year Following 6th Consecutive Time Missing AYP	Year 7	School - Restructuring	LEA - Corrective Action
[School Improvement Year 5]			<ul style="list-style-type: none"> • Choice & SES 	<ul style="list-style-type: none"> • Technical Assistance from SDE
			<ul style="list-style-type: none"> • Implement the Restructuring Plan for Alternative Governance 	<ul style="list-style-type: none"> • Implement Corrective Action

* School Improvement Holding - Years are marked with an asterisk on the State Report Card and delay the implementation of any new AYP requirements. However, all previously existing requirements must still be met.

Academic performance each year is determined by the Adequate Yearly Progress Proficiency Targets established by the State of Idaho. These are as follows:

AYP Proficiency Targets			
% Proficient or Advanced Needed Under Indexing			
School Year	2013-2014	2014-2015	2015-2016
Reading	85.60%	90.40%	95.20%
Mathematics	83.00%	88.70%	94.30%
Language Usage	75.10%	83.40%	91.70%

The first stage of AYP accountability is School Improvement and it has two phases. In the first year of School Improvement, the school must develop and implement a “School Improvement Plan” that identifies specific actions for improving a school’s performance. Furthermore, parents are entitled to transfer their child to another, better performing school (this is called Public School Choice). As schools of choice, parents decide to send their child to a charter school so offering Public School Choice to charter school parents may mean notifying parents of their right to return to their local school district (a right that charter parents, no matter if the charter is low-performing or not, can always exercise.)

If Bingham Academy is in Alert status and fails to make AYP for a third year, the school will move into “school improvement” status in which parents who elect to keep their child in the underperforming school are entitled to have the child receive, at no cost to them, federally-

funded Supplemental Educational Services (SES), such as tutoring. There are no improvement requirements to be followed at this point; however, the school will take action to develop and implement an improvement plan. As both a School and LEA, this designation will require the school to notify parents of this status and their choice for other schools notify parents of provisions for supplemental services to qualified students in reading and math if choice is not available, and develop an intervention school improvement plan. The school may also receive technical assistance from the SDE. At any time during the School Improvement phase, if a school achieves AYP for one year, it will then move into a holding pattern and be labeled as in "School Improvement 1" status. Any school in Improvement status must achieve AYP for two years consecutive years in order to exit the school improvement phase and be designated as "Met Goal".

In the fourth consecutive year of missing AYP, the school moves into what NCLB calls Corrective Action. The Corrective Action stage requires a school to make substantial changes to its program with one or more of the following steps:

- Replacing the school staff that are relevant to the failure to make AYP.
- Instituting and fully implementing a new curriculum, including providing appropriate professional development for all relevant staff that is grounded on scientifically-based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP.
- Significantly decreasing management authority at the school, perhaps by hiring an educational management organization to operate the school. Fourth is appointing an outside expert to advise the school on its progress toward making AYP, based on its school plan.
- Extending the school year or school day or restructuring the internal organizational structure of the school.

If the school doesn't make AYP for a fifth year, it enters the Restructuring phase. Under Restructuring, the school must plan for and then, in the following year, execute fundamental changes in its program and the governance of the school, including:

- Contracting with an external provider to manage a school;
- Replacing staff and leadership;
- Turning the school's operation over to the state; or engage in some other kind of restructuring.
- Significantly decreasing management authority at the school, perhaps by hiring an educational management organization to operate the school;
- Appointing an outside expert to advise the school on its progress toward making AYP, based on its school plan;
- Extending the school year or school day; or
- Restructuring the internal organizational structure of the school.

If for a sixth year the school fails to meet AYP then all previous sanctions will be applied plus the school will be required to develop a Restructuring Plan that will implement one of the restructuring models such as closing down the school, closing down the school and reopening it under new authorizing authority, replacing all the teachers, or replacing the Chief Administrator.

If a seventh year of failing to meet AYP is reached, the school will be subject to all previous sanctions and must then implement alternate governance provisions.

In the event that ~~ISA~~ BA moves into the School Improvement, the Bingham Academy Board of Directors will assume responsibility to provide the financial support for planning and implementing school improvement and professional development as outlined in NCLB. The Title I budget will be altered to include a 10% provision to purchase professional development for staff. The professional development will be determined by the School Improvement Plan. Further, 20% of the budget will be set aside for providing supplementary education services. While the general education budget, as well as additional Federal funds will be taken into consideration, no general budget funds will be used to cover set asides, rather the Title program budgets will be modified to cover set aside amounts.

If the school enters a restructuring phase, finances will be set aside to offset changes including but not limited to: replacing teaching staff; adding additional paraprofessional staff; implementing new curriculum, or other restructuring alternatives that may be designated for improvement.

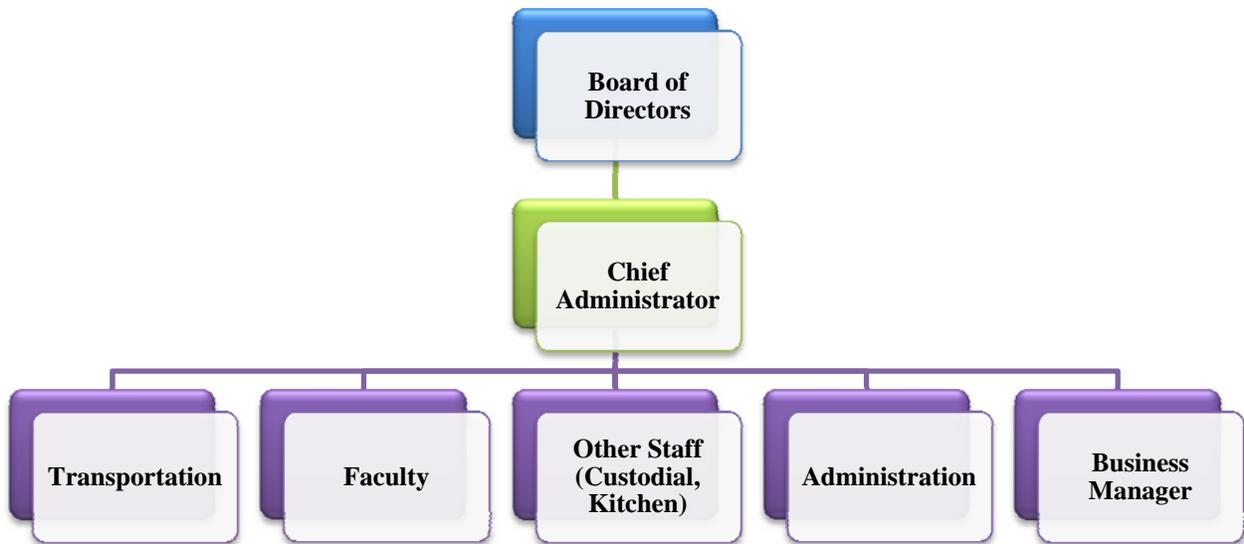
Using viable data, the Chief Administrator will determine what changes need to be made; the Chief Administrator will develop several restructuring plans and present them to the governing board. The governing board will partner with an outside entity to provide arbitration, perspective, coaching and evaluation. The governing board will choose a viable plan; the board will oversee the implementation and evaluation of the plan.

TAB 5: GOVERNANCE STRUCTURE

Governance Structure

Idaho STEM Academy, Inc., doing business as Bingham Academy, is a non-profit organization managed under the Idaho Nonprofit Corporation Act. The Board of Directors will be the public agents who control and govern the school. Bingham Academy 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 open meetings laws, keep accurate minutes, and make the minutes available to the public.

**Bingham Academy
Governance Structure**



Founders

A founder is hereby defined as a person, including employees, parents, or staff of a public charter school, who within 180 calendar days after the date that instruction first begins at the charter school, makes a material contribution toward the establishment of a public charter school.

Additionally, to qualify as a founder, one must:

- A. Have been involved in the initial writing of the petition for the Charter of BA, researching start-up facilities, budget planning, writing policies and definition.
- B. Have been directly involved in the initial development of the charter petition, or
- C. Have made a significant contribution of time, expertise, money, property or talents related to the successful development or establishment of BA as defined by the Board.

BA founders include parents and other community members who meet the above criteria. Founders will elect the initial Board of Directors, write and edit the charter petition, recruit

candidates for the position of school Chief Administrator, and establish a preliminary operating budget. Following the election of the Board of Directors, founders may be appointed to serve on various committees that provide input and recommendations to the board of directors.

Powers and Limitations

Bingham Academy is 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 school. Bingham Academy acknowledges that upon approval of the petition and 501(c)(3) status, the school's Board of Directors will be public agents required to control the school's operation. Bingham Academy commits to compliance with all federal and State laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

The Board of Directors will have the responsibility to approve the selection of the school Chief Administrator, who may not be one of its members.

Bingham Academy will not extend the faith and credit of any school district or the Idaho Public Charter School Commission to any third person or entity. Bingham Academy will not contractually bind any school district or the Idaho Public Charter School Commission with any third party.

Board Training

BA governing board will insure that each member receives adequate and continuous training. This will occur through monthly training sessions at board meetings, Idaho School Board Association training, and the Idaho Charter School Network or other training opportunities. The board will conduct a yearly self-assessment. A recommended training schedule for board members is attached. See Appendix ~~BBZ~~.

Appendix Z is not a board training schedule (it is the Start-up Timeline) and there does not appear to be an appendix that addresses board training.

Relationship between Board of Directors and School Administration

The relationship of the Board of Directors to Bingham Academy's administration will be as follows:

The Board of Directors is responsible for policy implementation, fiscal oversight, contractual agreements, and general governance. Under the direction of the board, the Chief Administrator is authorized to provide educational direction, administration, and on-site, day-to-day operation in accordance with Title 33 of Idaho Code, 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
- 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

Standing Committees and Ancillary Support Personnel

Standing committees may be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to, Parent Activity Committee (PAC), fundraising, policy review, etc.

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Chief Administrator. 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 fundraising efforts.

The Board of Directors of Bingham Academy will provide consultation to the Chief Administrator regarding ongoing plans for the school. Parent committees may also work with the Board of Directors on school improvement.

Process to Ensure Parental Involvement

Parents of students who attend Bingham Academy 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:

- Parents will receive a student/parent handbook at registration.
- Parents will be encouraged to attend 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.

Public Access

Bingham Academy's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be outlined in the Student/Parent Handbook. Parents and members of the community are invited to communicate with teachers, administrators, and board members. The charter school will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. Bingham Academy gives permission for public inspection.

Annual Financial and Programmatic Operations Audits

An independent annual financial audit will be conducted by a qualified CPA after the completion of each charter school year.

Programmatic Operations audits will be conducted as mandated by state requirements as outlined in:

- I.C. 33-5205(4)(k)
- I.C. 33-5206(7)
- IDAPA 08.02.04.300.03, Rules Governing Public Charter Schools
- IDAPA 08.03.01.301.12, Rules of the Public Charter School Commission

In accordance with Idaho Administrative Rule the programmatic operations audit must be submitted annually and must be submitted to the Public Charter School Commission no later than October 15th for the previous school year (IDAPA 08.03.03.301.12).

Dispute Resolution

The Public Charter School Commission and the Governing Board of Bingham Academy 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

Bingham Academy’s certificated staff will meet all federal HQT standards. All full-time and part-time staff, including both classified and non-certificated individuals, will meet or exceed qualifications required by Idaho law. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Bingham Academy as outlined within this petition. The Chief Administrator will make recommendations to the Board of Directors for approval of instructional staff.

Bingham Academy reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. For all permanent or long term employees, Bingham Academy will meet state certification standards and the No Child Left Behind, Highly Qualified Teacher requirements. A thorough screening process will be used for temporary personnel to assure the safety of students and personnel. 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 a short-term or seminar basis.

Background Checks

All employees and individuals having contact with students 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 and one will be kept in the individual’s personnel file.

Targeted Staff Size

Bingham Academy will make every effort to keep class size small by employing one core area teacher per every 25 students. BA will employ additional staff as lab facilitators and and/or teachers in technical education, music, foreign language, career education, physical education, etc. Hiring will focus on applicants with more than one endorsement. Because BA is so closely situated to both ISU and BYU-I, there are two major teacher preparation programs within a very short distance. BA will actively recruit teachers with multiple and targeted endorsements from these and other sources. Additionally, there are five school districts within Bingham County, plus 2 in Idaho Falls and 1 in Pocatello. All of these areas have retired teachers who often wish to supplement their retirement with part time employment. This too is a viable pool from which to draw.

The following positions are based on a first year student population of 100 students in grades 9 and 10. If more students are enrolled, these position numbers will be adjusted accordingly:

Chief Administrator	1.0 FTE
English	0.5 FTE
Math	0.5 FTE

Science	0.5 FTE
Social Studies	0.5 FTE
Teacher/Postsecondary Facilitator	1.0 FTE
Special Education	0.5 FTE
Professional-Technical	0.5 FTE
Counselor	0.5 FTE
Foreign Language	0.5 FTE
Physical Education	<u>0.5 FTE</u>
Total Certificated Staff	6.5 FTE

Administrative Assistant	0.8 FTE
Business Manager	0.3 FTE
Custodian/Maintenance	0.8 FTE
Paraeducators	<u>0.3 FTE</u>
Classified	2.2 FTE

Bingham Academy’s goal is to achieve full capacity enrollment by its third year of operation. Additional certificated and classified staff will be added as needed. Projections for the coming year will be determined by the number of students in the lottery, as outlined under Tab 7.

Health and Safety Procedures

Bingham Academy will comply with the following health and safety procedures:

- Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- Require that all students show proof of immunizations before being enrolled at Bingham Academy or have an exemption signed by a parent or legal guardian.
- Require that all visitors sign in at the office and receive and wear a visitor’s pass when visiting the school building.
- Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
- Adopt and implement a comprehensive set of health, safety and risk management policies.

These policies will be developed in consultation with Bingham Academy’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 receives training in emergency response, including appropriate “first responder” training.
- 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 safety hazards.
- Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.
- Bingham Academy will develop a policy regarding internet usage and comply with all requirements set forth in the Children's Internet Protection Act.

All 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.

Employee Benefits and Provisions

Bingham Academy will provide all employees with the opportunity to participate in group health insurance and the following programs and benefits:

- 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 leaves for teachers shall be up to ninety (90) days and be governed by section 33-1217, Idaho Code.

Faculty at Bingham Academy will work in an environment where they have opportunities to work with other faculty to align subject areas. The Chief Administrator will determine in-service 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.

Transfer Rights

Bingham Academy claims no employee transfer rights.

Collective Bargaining

Bingham Academy's staff shall be a separate unit for purposes of collective bargaining.

Written Employment Contracts

All certificated staff will be required to sign a written contract with Bingham Academy. Contracts will be in the standard form as approved by the state superintendent of public instruction and in compliance with Idaho Code 33-5206(4). Copies of these contracts are available at www.sde.idaho.gov/EducatorResources/docs/Contracts.

Copies of all teacher contracts and certificates for all certified teachers/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.

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Experience for Salary Schedule

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

Employee Use of Drugs and Alcohol

See Appendix O.

TAB 7: ADMISSION PROCEDURES

Admission and Over Enrollment Procedures

During its first year of operation, Bingham Academy will focus on 9th and 10th grade students. Enrollment will be capped at 120 students this first year with no more than 70 students/grade and no more than 80 new students per year until the 400 student cap is reached with no more than 100 students/grade. One grade will be added each year so that a full high school program will be offered within three years.

In accordance with Idaho Code Section 33-5205(3), Bingham Academy has identified the following admission procedures:

Bingham Academy 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. The public will be notified of enrollment opportunities as described in the “Public Notification of Enrollment Opportunities” section below.

Bingham Academy will follow the admission procedure identified by the Idaho State Board of Education in Idaho Administrative Rules 08.02.04 and 08.02.04.203 in the initial year and for every year thereafter.

Enrollment Deadline

Each year Bingham Academy will establish an enrollment admissions deadline that will coincide with the Board of Director’s 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 for admission for slots remaining open and/or in addition to waiting lists at any time, but will be added to the bottom of the final selection list after the lottery.

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 Bingham Academy. 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. 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. 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. 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 must go to the bottom of the sibling list.

Admission Preferences

Bingham Academy will establish admission preference as authorized by Section 33-5205(3)(k), Idaho Code, for students returning to Bingham Academy, students of founders, siblings of students already selected to attend Bingham Academy, and those in the attendance area.

Priority of Preferences for Initial Enrollment

Admission preferences for initial Bingham Academy enrollment of students shall be as follows:

- a. First, to children of founders and children of 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
- b. Second, to siblings of pupils already selected by the lottery.
- c. Third, to prospective students residing in the primary attendance area.
- d. Fourth, to all other students by lottery.

Priority of Preferences for Subsequent Enrollment Periods

The selection hierarchy for admission preferences for enrollment of students in subsequent school years shall be as follows:

- a. First, to pupils returning to the public charter school in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a random selection method.
- b. Second, to children of founders and to children of full-time employees; this admission preference shall be limited to not more than ten percent (10%) of the school's capacity.
- c. Third, to siblings of pupils already enrolled in the public charter school.
- d. Fourth, to students residing in the primary attendance area.
- e. Fifth, by lottery for prospective students residing outside the primary attendance area of the school.

Proposed Final Selection List for Lottery

Each year Bingham Academy will create a final selection list containing the names of all prospective students on whose behalf a written request for admission was timely received by the public charter school, separated by grade level.

Students whose applications received after the deadline will be added to the bottom of the final selection list.

Lottery Process

If the initial capacity of Bingham Academy is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then Bingham Academy will determine the students who will be offered admission by conducting a fair and equitable lottery. This lottery will be conducted according to IDAPA 08.02.04.203.

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 in that grade, and shall be offered admission to the public charter school in such grade until all seats for that grade are filled. All remaining students will be placed on a waiting list in the order drawn in the lottery. Any students admitted after initial acceptance will be taken in numerical order from this list.

Notification and Acceptance

- a. 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 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 by the date designated in such offer letter by the public charter school.
- b. With respect to a prospective student not eligible for admission to the public 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.
- c. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to timely sign and return such offer 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 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, also called the waiting list, for a given school year shall not roll over to the next school year.

Disciplinary Procedures Including Suspension, Expulsion, and Reenrollment

Bingham Academy is committed to the provision of a safe learning environment. Expectations for appropriate student behavior are high and will be communicated upon enrollment to both students and parents, through the student handbook, and verbal reminders from faculty and administrators.

A draft of the initial Bingham Academy Student Handbook is contained in Appendix P. Upon approval of the charter, the Board will appoint a committee to develop a final version of the student handbook. Under the Bingham Academy Chief Administrator, this committee will assemble a student handbook that outlines the Student Code of Conduct and includes expectations and consequences for unacceptable behavior as outlined below:

Inappropriate student behavior will be identified as either a minor or major infraction. Minor infractions may include such behaviors as talking in class, tardiness, failure to follow directions, etc. Repetitious or extreme minor infractions may constitute a major infraction. Major infractions may include but not be limited to fighting, bullying, defiance, use of illegal substances, possession of a weapon or firearm, etc.

In all serious or continuing disciplinary concerns, parents/guardians will be notified via phone calls, in writing, and/or through school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the ~~school~~ Chief Administrator for further discussion and appropriate action. The consequences for violations are described below.

Consequences for minor violations include, but are not limited to, the following:

- a. Loss of privileges
- b. Detention (lunch hour or before or after school)
- c. Phone call to parent
- d. Letter sent to the parent
- e. Student conference with the Chief Administrator
- f. Student and parent conference with Chief Administrator
- g. Suspension from extracurricular activities

Consequences for major violations may include any of the above consequences plus:

- a. In-school suspension
- b. Out-of-school suspension
- c. Referral to Status Offenders Service.
- d. Referral to Counselor or Student Specialist for intervention
- e. Recommendation to Board for expulsion

Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

Step 1: Teacher and/or Chief Administrator intervention includes disciplinary measures within the school designed to address the behavior problem while insuring the safety of all staff and students.

Step 2: Parent/Guardian Incident Notification.

Step 3: Suspension by the Chief Administrator or Bingham Academy Board of Directors in compliance with requirements of section 33-205, Idaho Code.

Step 4: Expulsion by the Bingham Academy Board of Directors in compliance with requirements of section 33-205, Idaho Code.

Bullying/harassment

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.

Provisions to handle Students using or Suspected of being Under the Influence of Alcohol/Controlled substances

If a student discloses or is reasonably suspected of being under the influence of alcohol or controlled substances, Bingham Academy will comply with the procedures required by Section 33-210, Idaho Code. It is the policy of Bingham Academy 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 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.

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 will be notified immediately. The administrator or a designee will 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.

The Bingham Academy Board of Directors shall have the right to expel or deny enrollment to any student as set out in section 33-205, Idaho Code. Readmission of any student suspended or expelled, or admission of any student who has been denied admission shall be governed by section 33-205, Idaho Code.

All disciplinary actions related to special education students shall adhere to the federal mandates in IDEA and other applicable state and federal mandates as outlined in the Idaho special

Education Manual. Disciplinary decisions regarding students with IEPs will be made with consideration given to whether or not the student's disability affected the behavior.

In all disciplinary matters, students and parents have the right to due process and to appeal decisions to the next higher level. 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. Bingham Academy Board of Directors will formally adopt and recognize all Idaho Science and Technology Charter School policies addressing emergency or other situations not specifically covered by Bingham Academy policy.

STUDENT HEALTH AND SAFETY

Bingham Academy will comply with the following health and safety procedures:

- Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- Require that all students show proof of immunizations before being enrolled at the Bingham Academy 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. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
- Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the Bingham Academy'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.

Public Charter School Attendance Alternative

Because Bingham Academy is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the existing school districts. Students located within the charter school attendance area would have the option to enroll in existing public schools presently serving the area. No student will be required to attend Bingham Academy.

Attendance Requirements

Parents and educators recognize the importance of attendance and punctuality at school. Key

reasons for regular and punctual attendance are employability, educational benefits, and success in school.

- *Employability*—Punctuality and attendance are important skills for employment identified by employers. Developing these skills is critical whether students plan to work during the school year, after graduation, or after college.
- *Educational Benefits*—Regular attendance assures that students stay current in academic skills, personal management skills, and teamwork skills.
- *Success*—Students must be present in order to experience success. Further, each student's presence enhances the success of the entire class.

Habitual Truant

Any Bingham Academy pupil who, in the judgment of the board of directors, repeatedly has violated the established attendance regulations or whose parents or guardians fail or refuse to cause such child to be instructed as provided in Idaho Code 33-202, shall be declared a habitual truant as defined in Idaho Code 33-206. Such a child shall come under the purview of the juvenile corrections act and dealt with accordingly.

Attendance Appeal Process

If a parent/guardian wishes to appeal a failing grade or denial of promotion to the next grade due to the attendance requirement, trancies, or the number of tardies, the following policy applies:

- The parent/guardian has five (5) school days from the date shown on the notification to appeal the loss of credit or denial of promotion.
- The appeal process starts with the Chief Administrator. An adverse decision may be appealed to the Board of Directors. The decision of the Board of Directors is final.
- In each situation, representatives of the school and the parent/guardian have five (5) days in which to respond to the appeal or the ruling. Appeals and responses shall be in writing.

Denial of School Attendance

In Accordance with Idaho Code 33-205, the Bingham Academy 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 (12) 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 or any other state, except that the board may modify the

expulsion or denial of enrollment order on a case-by-case basis. Discipline of students with disabilities shall be in 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.

No pupil shall be expelled nor denied enrollment without the Board of Directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board of Directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his 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 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 principal shall not exceed five (5) school days in length; and the school superintendent may extend the temporary suspension an additional ten (10) schools 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) schools days. Prior to suspending any student, the administrator or 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 who suspended him upon such reasonable conditions as said administrator may prescribe. The Board of Directors shall be notified of any temporary suspensions, the reasons, and the response, if any, thereto.

The board of directors shall establish the procedure to be followed by the Bingham Academy administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

Process for Public Notification of Enrollment Opportunities

As outlined in the following sections, Bingham Academy intends to implement a solid plan to attract a sufficient and diverse student body, to provide for open communication, and to convey information about the school competently and accurately.

~~ISA~~-Bingham Academy will actively recruit students for enrollment through any or all of the following: advertising in a local newspaper, announcements at local schools, radio advertising, flyers, open houses, other forms of public media. The focus will be to attract a sufficient pool of potential applicants that includes disabled, low-income and racially diverse students. In each of these marketing processes, advertising will include strategies to reach at-risk and non-English speaking students. This process will comply with all requirements of Idaho code 33-5205, with respect to notifying citizens residing in the compact and contiguous attendance areas of enrollment opportunities at Bingham Academy.

Bingham Academy will disseminate enrollment information in English, Spanish, and possibly other languages, taking into consideration the language demographics of the attendance area. The school will post enrollment opportunities information in highly visible and prominent public locations through the community. This information will be disseminated at least three months in advance of the school's March enrollment deadline. Bingham Academy will also disseminate press releases to media outlets in the area on at least three occasions, beginning not later than fourteen days prior to the enrollment deadline. Once the enrollment deadline is established, if the school changes this date, this full notification process will be repeated.

Bingham Academy's Chief Administrator 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.

Student Handbook and Procedure Ensuring Parental Access

A copy of the Draft Student Handbook is contained in Appendix P. In order to ensure that both parents and students understand the expectations for students at Bingham Academy, 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.

Internet Use Policy

See Appendix Q.

Suicide Prevention Program

See Appendix R.

TAB 8: BUSINESS PLAN

Business Description

Idaho STEM Academy, Inc., DBA Bingham Academy, is organized exclusively for educational purposes within the meaning of IRC 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).

Marketing Plan

The intent of Bingham Academy is to respond to an expressed need by the parents and community members of Bingham County to establish a high school of choice. According to Idaho Code § 33-5205(3) (s), all advertising and promotion processes for BA will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school.

BA will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within and/or disseminate printed publications within the area of attendance of the public charter school. Finally, such enrollment information will 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, religious preference, gender, social or economic status, or special needs.

Marketing Methods

These are marketing options for Bingham Academy. BA is not limited to these methods.

- Speaking at community organizations like the Chamber of Commerce.
- Advertising with public schools located within the target area using flyers upon administrative approval.
- Web, e-newsletters, and social media.
- Bingham Academy website to introduce information about the school. Brochures will promote the curriculum and methods.
- News releases and articles to local newspapers (Morning News, Idaho state Journal, Post Register), local radio stations and local television stations (KIDK, KIFI, KPVI)
- Yard signs around town and the attendance area.
- Public informational meetings about Bingham Academy held in accordance with Idaho Statute §67-23.

- Spanish language enrollment information posted on the Bingham Academy website.
- Build relations with other charters school.
- Flyers sent to parents of private and charter school students attending schools that only enroll up to 8th grade.
- Flyers attached to products sold by local merchants.
- Word-of mouth referrals.
- Dissemination of brochures at community events.
- Distribution of flyers to heavily trafficked areas.
- Vehicle decals.
- Cold Calling.
- Door-to-door contact.
- Posting advertising materials in English and Spanish in prominent locations (e.g., the library, the community notice board, at City Hall, stores, churches, and restaurants catering to Hispanics, etc.).

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 IDAPA 08.02.04.203.02. A schedule of events held throughout the year that Bingham Academy can participate in to inform the public about the school, to attract students and business partners and to participate in community service events and programs can be found in Appendix S. The Chair of the Board of Directors will be responsible to ensure that marketing strategies are implemented according to the **Startup Timeline, Appendix Y.**

Recruiting High School Students

Bingham Academy founders recognize that as a new start-up school, Bingham Academy's greatest appeal will be to students already attending the local charter middle school (Idaho Science and Technology Charter School). However Bingham Academy's emphasis on STEM curriculum and postsecondary credit opportunities will appeal to many parents and students.

A school focusing on STEM curriculum and postsecondary credit presents a very strong appeal to this community since the Bingham Academy primary attendance area serves as a bedroom community for the Idaho National Laboratory and Premier Technology businesses, which employ an abundance of parents in the scientific and high tech industries.

In consideration of these factors, along with other considerations such as dissatisfaction with existing schools and little school choice, Bingham Academy is comfortable with its projected enrollment and confident of its ability to recruit a sufficient number of students to ensure economic viability.

Recommendations from previous reviews (8/31, 11/21) to provide additional detail regarding demand and thus, need for additional recruitment (particularly with ISTCS's history of being under-enrolled) have not been addressed.

Management Plan

The Chief Administrator in coordination with the Charter School Board of Directors will determine the day-to-day operations of Bingham Academy. Refer to Appendix L for the job description and qualifications for Chief Administrator of the Bingham Academy.

Administrative services will be provided by the Bingham Academy Chief Administrator supplemented by other contracted services as needed. The Chief Administrator will also serve as the liaison between the Bingham Academy and its Board of Directors, and parents. Financial operations will be provided by the school business manager. Funding sources will include state foundation and other allocations, federal start-up grants, and, after authorization, the school will actively pursue, private grants, business partnerships, and donations.

Resumes of Founders

See Appendix T.

Financial Plan

While the Chief Administrator of Bingham Academy 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. Bingham Academy 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 Bingham Academy will be prepared in compliance with section 33-801, Idaho Statutes and State Board of Education policies and administrative rules. The budget will be presented at a public hearing in June of the year the school will open, and will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the Idaho Public Charter School Commission. The budget will be prepared, approved and filed using the ISEE format.

REVENUES

- Estimates of funding sources will include state allocations 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 remediation state lottery
- Private grants
- Business partnerships
- Donations

As soon as possible Bingham Academy will notify the appropriate divisions of the Idaho Department of Education of the school's intend to apply for federal Title I and IDEA funds. For

Title I, the school will develop and implement an approved Consolidated Plan that details its program. 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. For Federal IDEA funds the school will complete and submit Part B of the IDEA application as prescribed by the Division of Special Education Services.

EXPENDITURES

Purchasing Process: Purchasing procedure will be in compliance with State Law, Idaho Code 33-601.-Bingham Academy's Chief Administrator will determine procedures for procuring goods and services with approval of the Board of Directors.

Payroll Processing: Bingham Academy will process its payroll in accordance with applicable Idaho codes.

Reports and Audits

Bingham Academy will conduct an independent financial audit annually. A yearly independent audit will be performed as required by Idaho statute regarding audit reporting. Bingham Academy Chief Administrator will provide a monthly cash-flow and balance sheet to the Board of Directors that details revenues and expenditures for the previous month.

Estimated Startup Budget

See Appendix V.

Three Year Estimated Budget (worse case, expected, best case scenarios)

See Appendix W.

Estimated First Year Monthly Cash Flow

See Appendix X.

Albertson/CSP Grant Expenditures

See Appendix Y.

Start-up Timeline

See Appendix Z.

Transportation Services

Transportation services will be offered beginning in year one, to all students residing in the primary attendance area more than one and one half miles from the school and within a 15 mile radius of the school. Students who reside less than one and a half miles will be looked at for safety busing. Bus services will be in cooperation with the existing charter schools, namely Idaho Science and Technology Charter School and Blackfoot Charter Community Learning Center. By combining busing with ISTCS & BCCLC we will be able to reach more of our students with a bus. All student transportation will be in accordance with Idaho Department of Education, Division of Student Transportation regulations and Idaho Code chapter 15, Title 33. 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 reflect the previous year's "allowable" transportation costs.

Transportation costs included in the Estimated Budget are based on actual costs incurred by Blackfoot Charter Community Learning Center and Idaho Science and Technology Charter School. Bingham Academy has discussed these transportation plans with Brandon Phillips at the SDE to ensure proper procedures for bidding and/or combining transportation services are properly followed. Appendix Z documents a letter of intent with ISTCS to provide transportation (busing) for BA students.

School Lunch Program

Bingham Academy will not offer a school lunch program. If a school lunch program is offered, Bingham Academy will participate in the National Child Nutrition Program as per Idaho code 33-1015. 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 if a school lunch program is offered. The Bingham Academy 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. Any such policies will be consistent with federal policy and guidance from the Idaho State Department of Education. Implementation of a school lunch program will be dependent on the facility location. After one of the three options is developed, BA may re-examine its lunch options.

Facility construction will include appropriate food preparation equipment so as to allow Bingham Academy to provide its own food service after the first two years of operation. However, the school may contract for food service during the first years of operation and at any time in the future.

Budget Assumptions:

See Appendix U.

TAB 10: TERMINATION OR DISSOLUTION

Business Arrangements and Partnerships

When approved by an authorizing agency, Bingham Academy will contract with Idaho Science and Technology Charter School for any additional student services such as speech, psychological, or other assessment services. In the event that these services are not available for one of these schools, other agencies such as Bingham Memorial Hospital or Southeastern District Health Department who already provide some or all of these services will be contacted.

In addition to hiring a special education teacher, BA will contract with Idaho Science and Technology Charter School for any additional services such as speech therapy or occupational therapy. A Letter of Intent is included in Appendix Z. While no letters of intent are include for legal and accounting services, the budget includes funds earmarked for these services. When the school is chartered, these services will be secured.

Bingham Academy has been in communication with Idaho State University, University of Idaho, Boise State University, College of Southern Idaho, College of Western Idaho and Eastern Idaho Technical College regarding possible dual or concurrent credit relationships. ISU and BSU have indicated that they will not sign any letters of commitment until the school ~~actually~~ is chartered ~~and exists~~. Letters of intent from CSI, CWI and EITC are included in Appendix BB. CSI and EITC have indicated that they respect ISU's boundaries and will work with us after ISU has first had the opportunity. No further action will be taken until the school's charter is approved and funds are available to hire competent facilitators to assist with college relations.

Bingham Academy will actively and consistently seek to establish partnerships with business and industry that will lead to opportunities for guest speakers, guest teachers, field trips, internships, career education, and other on-site educational opportunities. At the current time, no such contracts exist.

In addition, these arrangements and partnerships may provide donations of supplies, equipment, or other educational materials. BA also aims to establish working relationships leading to instructional assistance, in-service training, internships, and other exchanges of professional expertise.

Additional Information from Petitioners

Bingham Academy 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. As soon as the school is authorized and funding is available, the founders will adopt the Idaho School Board Association Policy Manual as the governing document, where such policies are applicable and not covered in this petition. Funds are included in the budget under purchased services for membership in the Idaho School Board Association so that the school can obtain both the policy manual and the board training offer by ISBA.

DISSOLUTION

In cases of termination the Chair of the Board of Directors of Bingham Academy is responsible for the dissolution of the business and affairs and all other aspects of the school. Bingham Academy will fully cooperate with the authorizing chartering entity for the dissolution process. The board will follow all state and federal laws regarding the dissolution of a nonprofit corporation and arrange for the liquidation of assets, dispersing of funds to the creditors. When the board determines that the school will be terminated, the board chairman may appoint another board member(s) to execute the termination. The designee will work under the direction of the Chairman and will coordinate the dissolution of the school.

BA has adopted the Colorado model for specifics of the dissolution process which includes:

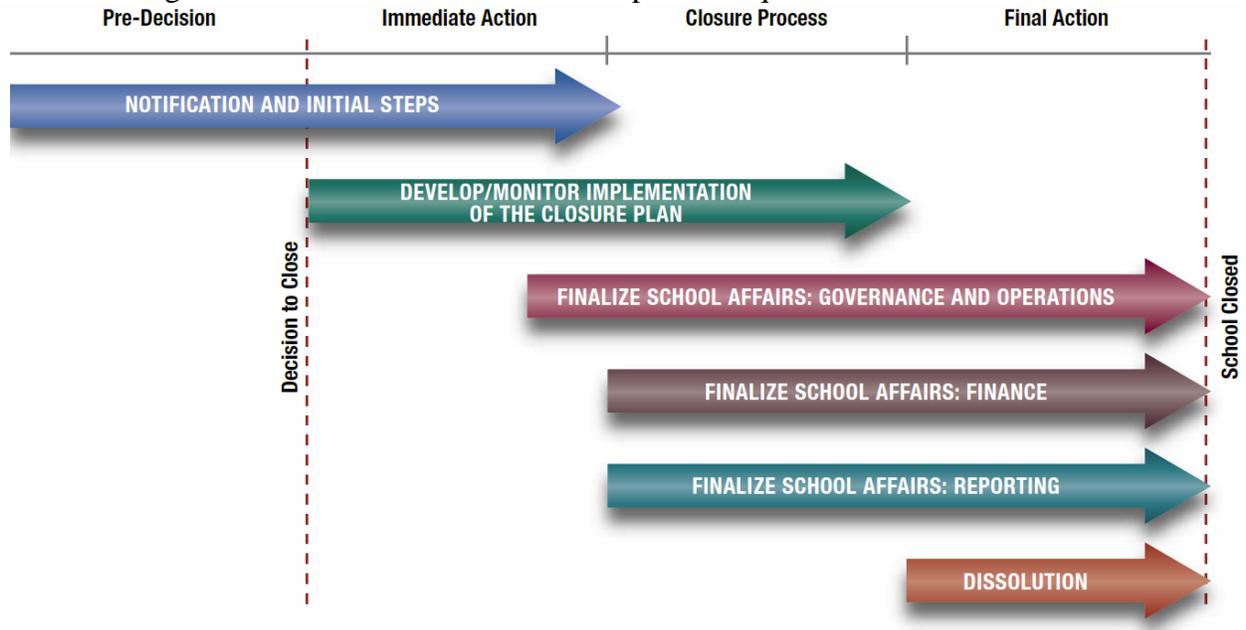
1. Providing educational services in accordance with the charter contract until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs
3. Addressing the school's financial, legal and reporting obligations

To accomplish this, tasks will fall into the following categories:

1. notification to affected school districts and families
2. developing and monitoring the closure plan
3. winding up the school's affairs in governance and operations, finance, and reporting

Regardless of how the process unfolds, the authorizer's staff should meet with the charter school board and principal immediately after the initial closure decision to determine who will send letters to the school districts that are materially affected and to the school's parents notifying them of the decision. Ideally, all parties will agree on the content of the letters. Additional letters should be sent to parents and school districts updating them about the timing and outcome of any appeals.

The following Timeline for Closure outlines the specific sequence of events:



Before final dissolution, any remaining student records will be stored in a secure location for the legal limit required by an individual or organization determined by the board chair. Bingham Academy will maintain a social media page where information will be available regarding how remaining student records can be obtained. A complete and detailed checklist of tasks to be completed in each of the identified areas is included in Appendix DD.

December 31, 2012

APPENDIX A: ARTICLES OF INCORPORATION/DBA

Name: Idaho STEM Academy, Incorporated

EIN: 27-4587929

201

FILED EFFECTIVE



ARTICLES OF INCORPORATION

(Non-Profit)

(Instructions on back of application)

The undersigned, in order to form a Non-Profit Corporation under the provisions of Title 30, Chapter 3, Idaho Code, submits the following articles of incorporation to the Secretary of State.

11 JAN 20 PM 12:45
SECRETARY OF STATE
STATE OF IDAHO

Article 1: The name of the corporation shall be:

Idaho STEM Academy, Incorporated

Article 2: The purpose for which the corporation is organized is:

the operation of a nonprofit charter school within the state of Idaho and to deal generally therein.

Article 3: The street address of the registered office is: 17 North 550 West, Blackfoot, Idaho 83221

and the registered agent at such address is: Brian Thelin

Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are:

Brian Thelin, 17 N 550 W, Blackfoot Idaho 83221

Fred Ball, 38 S 500 W, Blackfoot, ID 83221

Mark Fisk, 781 W. Quail, Blackfoot, ID 83221

Article 5: The name(s) and address(es) of the incorporator(s):

Brian Thelin, 17 N 550 W, Blackfoot Idaho 83221

Article 6: The mailing address of the corporation shall be:

17 N 550 W, Blackfoot Idaho 83221

Article 7: The corporation () does (X) does not () have voting members.

Article 8: Upon dissolution the assets shall be distributed:

to creditors pursuant to section 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to organizations that qualify as exempt under IRC 501(c)(3). Any remaining assets will be distributed by the Idaho Department of Education or the Bingham County District Court in a manner consistent with the purpose of the corporation.

Signatures of all incorporators:

Handwritten signature of Brian Thelin
Typed Name: Brian Thelin

Customer Acct #:

(if using pre-paid account)

Secretary of State use only

g:\corpforms\corp forms\articles\incprofit.p65
Revised 07/2002

IDAHO SECRETARY OF STATE
01/20/2011 05:00
CR: 5286 CT: 254574 BH: 1256249
1 @ 30.00 = 30.00 INC NONP # 2

C189804

December 31, 2012

Name: Idaho STEM Academy, Incorporated

EIN: 27-4587929

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 SEP 21 AM 8 42
SECRETARY OF STATE
STATE OF IDAHO

- 1. The name of the corporation is:
Idaho STEM Academy, Incorporated

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:
Ammend ARTICLE 2 Power, see attachment

- 3. The date of adoption of the amendment(s) was: September 8, 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: 3
 - b. The number of directors that voted for each amendment was: 3
 - 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: 9 8 2011
 Signature: [Signature]
 Typed Name: Brian Thelin
 Capacity: Chairman

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

st:\pro\forms\articles of amendment_1pp.pmd
Revised 10/2003
Vol. Form

IDAHO SECRETARY OF STATE
 09/21/2011 05:00
 CK: 1553054 CT: 254293 BH: 1291246
 1 @ 30.00 = 30.00 NON PROF A # 2

C189804

Name: **Idaho STEM Academy, Incorporated**

EIN: **27-4587929**

ARTICLE 2

PURPOSE

Section 2.1 Purpose

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

Section 2.2 Power

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.



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:

- 1. The name of the corporation is:
Idaho STEM Academy, Incorporated

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 8 : Upon dissolution the assets shall be distributed to the creditors pursuant to section 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be returned to the authorized chartering entity for distribution in accordance with applicable law.

- 3. The date of adoption of the amendment(s) was: March 29, 2012

- 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: 5
- b. The number of directors that voted for each amendment was: 5
- 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: _____

Customer Acct #:
(if using pre-paid account)

Secretary of State use only

Dated: 3 28 2011
 Signature: [Signature]
 Typed Name: Brian Thelin
 Capacity: Chairman

§ Corporations/Signs of Amendment_np.pmd
Revised 10/2003
Web Form

227



CERTIFICATE OF ASSUMED BUSINESS NAME

Pursuant to Section 53-504, Idaho Code, the undersigned submits for filing a certificate of Assumed Business Name.

FILED EFFECTIVE

2012 OCT -3 AM 9:01

SECRETARY OF STATE
STATE OF IDAHO

Please type or print legibly.
Instructions are included on back of application.

1. The assumed business name which the undersigned use(s) in the transaction of business is:

Bingham Academy

2. The true name(s) and business address(es) of the entity or individual(s) doing business under the assumed business name:

<u>Name</u>	<u>Complete Address</u>
<u>Idaho STEM Academy, Incorporated</u>	<u>17 N. 550 West, Blackfoot, ID 83221</u>
<u>Business entity - C189804</u>	<u></u>
<u></u>	<u></u>

3. The general type of business transacted under the assumed business name is:

- | | |
|--|--|
| <input type="checkbox"/> Retail Trade | <input type="checkbox"/> Transportation and Public Utilities |
| <input type="checkbox"/> Wholesale Trade | <input type="checkbox"/> Construction |
| <input checked="" type="checkbox"/> Services | <input type="checkbox"/> Agriculture |
| <input type="checkbox"/> Manufacturing | <input type="checkbox"/> Mining |
| <input type="checkbox"/> Finance, Insurance, and Real Estate | |

Submit Certificate of Assumed Business Name and **\$26.00** fee to:

Secretary of State
450 North 4th Street
PO Box 83720
Boise ID 83720-0080
208 334-2301

4. The name and address to which future correspondence should be addressed:

Brain Thelin
17 N. 550 West Blackfoot, ID 83221

5. Name and address for this acknowledgment copy is (if other than # 4 above):

Patricia Kolbet
2801 Hunters Loop, Blackfoot, ID 83221

Signature: *Patricia Kolbet*

Printed Name: Patricia Kolbet

Capacity/Title: Secretary, ISA Board of Directors

Signature: _____

Printed Name: _____

Capacity/Title: _____

Secretary of State use only

IDAHO SECRETARY OF STATE
10/03/2012 05:00
 CK: 10000 CT: 274915 BH: 1342266
 1 @ 25.00 = 25.00 ASSUM NAME # 2

D158492

9/21/2012

ebn.pmd Rev. 07/2010

December 31, 2012

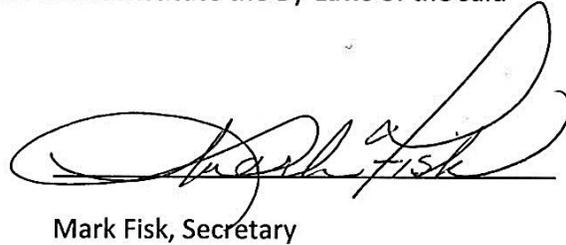
APPENDIX B: CERTIFICATION OF ADOPTION OF BYLAWS

December 31, 2012

CERTIFICATE OF ADOPTION

WE THE UNDERSIGNED, being the duly elected officers of the Secretary of the IDAHO STEM ACADEMY, INC., doing business as BINGHAM ACADEMY, do hereby certify that the above and foregoing BY-LAWS were duly and legally adopted as the By-Laws of said Corporation by resolution and consent of the Board of Directors on this 26th day of October, 2012 and that the same does now constitute the By-Laws of the said Corporation.


Greg Sigerson, Chairman


Mark Fisk, Secretary


Debbie Steele, Treasurer


Diane Dodds, Director


Patricia Kolbet, Director

December 31, 2012

APPENDIX C: SIGNATURES OF QUALIFIED ELECTORS

December 31, 2012



Sara J. Staub
Clerk of the District Court
Ex-Officio Auditor and Recorder
(208)782-3160

JoAnne Pharis,
Chief Deputy Clerk
(208)782-3159

Mary Jo Jemmett,
Deputy Auditor/Payroll
(208)782-3156

Catherine Miles, Jury
(208)782-3157

Tami VanOrden,
Court Supervising Clerk
(208)782-3121

Marlene Jensen, Elections
(208)782-3164

General Fax
(208)785-4131

Court Fax Numbers
District: (208) 785-8057
Magistrate: (208) 782-3167

BINGHAM COUNTY CLERK

501 N. Maple St #205, Blackfoot, ID 83221

January 14, 2011

To Whom It May Concern:

Please find attached a Petition Requesting the Formation of an Idaho Public Charter School with 50 verified signatures of registered voters living in the Firth, Blackfoot or Snake River School Districts. If you have any questions, I would be glad to discuss them with you.

Sincerely,

Jessica L. Lewis
Bingham County Deputy Clerk

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		Idaho STEM Academy			
School Districts in the Primary Attendance Area of the New Charter School		Firth, Blackfoot, Snake River			
I am currently a qualified elector in one of the above-named school districts.					
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	Tel	Date
01 Charville Macy	<i>Charville Macy</i>	RAIL Box 678	Ardenella	208-403-4008	1/13/11
02 Mandy Robison	<i>Mandy Robison</i>	834 W. Taber Rd	Blackfoot	684-5094	1/13/11
03 Brent Christensen	<i>Brent Christensen</i>	975 W. Hwy 26	Blackfoot	680-8060	1/13/11
04 Lisa Bligh	<i>Lisa Bligh</i>	408 N. BROW.	BLFT	684-4963	1/13/11
05 Janae Crook	<i>Janae Crook</i>	230 N 1000 W	BLFT	684-4189	1-13-11
06 Tiffani Taylor	<i>Tiffani Taylor</i>	225 East St.	BLFT	670-7801	1-13-11
07 Jamie Thomas	<i>Jamie Thomas</i>	1068 W. 305.	BLFT	684-3909	1-13-11
08 Alisa Kayne	<i>Alisa Kayne</i>	884 N 1400 W	SR	681-8351	1-13-11
09 Jay E. Fawcett	<i>Jay E. Fawcett</i>	124 N 1075 W	BLFT	684-4818	1-13-11
10 Tracy Watson	<i>Tracy Watson</i>	1021 W. 805 Spruce	BLFT	681-4458	1-13-11
11 Chad Hapke	<i>Chad Hapke</i>	1658 E. Terry	Ardenella	330-0779	1-13-11
012 Jeffrey E. Robbins	<i>Jeffrey E. Robbins</i>	442 W. 100 N.	BLFT	208-785-2412	1-13-11
013 Christine Robbins	<i>Christine Robbins</i>	442 W. 100 N.	BLFT	208-785-2412	1-13-11
014 Kelly Jo Fisk	<i>Kelly Jo Fisk</i>	781 W. Quail Circle	Blackfoot	208-785-1375	1-13-11
015 Bob Amos	<i>Bob Amos</i>	157 W. 350 N	Blackfoot	208-680-7580	1-13-11
016 Denise Curtis	<i>Denise Curtis</i>	408 S. UNIVERSITY	Blackfoot	208-785-0580	1-13-11
017 Mike Curtis	<i>Mike Curtis</i>	408 S. UNIVERSITY	Blackfoot	208-785-0580	1-13-11
018 Judy Hiler	<i>Judy Hiler</i>	208 N. 524 W.	Blackfoot	208-223-3749	1-13-11
019 Steven Dewey	<i>Steven Dewey</i>	318 E. Alice	Blackfoot	208-684-9884	1-13-11
020 Kristine Dewey	<i>Kristine Dewey</i>	318 E. Alice	Blackfoot	208-684-9884	1-13-11

Abbeeden
Pocate 110

18120 addresses in School Dist
0201120 registered voters in School District

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		Idaho STEM Academy			
School Districts in the Primary Attendance Area of the New Charter School		Firth, Blackfoot, Snake River			
I am currently a qualified elector in one of the above-named school districts.					
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	Tel	Date
01 Tonya Houston	<i>Tonya Houston</i>	82 N. 285E	Blackfoot	403-2677	1-13-11
02 Diane Dodds	<i>Diane Dodds</i>	705 500 W	Blackfoot	509-8080	1-13-11
03 Tiffany Cottrell	<i>Tiffany Cottrell</i>	195 Centennial St.	Blackfoot	705-0445	1-13-11
04 Emma Morgan	<i>Emma Morgan</i>	1400 Constance Way	Blackfoot	680-9404	1-13-11
05 Dan Parmenter	<i>Dan Parmenter</i>	875 N Skilling	Blackfoot	821-0024	1-13-11
06 Lisa Parmenter	<i>Lisa Parmenter</i>	875 N Skilling	Blackfoot	681-7389	1-13-11
07 Nathan Goodfellow	<i>Nathan Goodfellow</i>	982 E 400N	Blackfoot	681-4892	1-13-11
08 Tamsheal Wolfley	<i>Tamsheal Wolfley</i>	982 E 400N	Blackfoot	681-4893	1-13-11
09 E Mark Wells	<i>E Mark Wells</i>	1935 Newport	Blackfoot	785-4899	1-13-11
10 Ann Wells	<i>Ann Wells</i>	1935 Newport	Blackfoot	681-4893	1-13-11
11 Brock Hughes	<i>Brock Hughes</i>	5200 200N	Blackfoot	785-6358	1-13-11
12 Brock Hughes	<i>Brock Hughes</i>	5200 200N	Blackfoot	785-6358	1-13-11
13 Greg Sigeron	<i>Greg Sigeron</i>	910 N Skilling	Blackfoot	782-9509	1-13-11
14 Debbie Sigeron	<i>Debbie Sigeron</i>	910 N Skilling	Blackfoot	782-9509	1-13-11
15 Martina Odley	<i>Martina Odley</i>	970 W Harmony Dr	Blackfoot	681-3310	1-13-11
16 Jeff Newman	<i>Jeff Newman</i>	151 E 350 N	Blackfoot	681-5701	1-13-11
17 Judy A. Grubaugh	<i>Judy A. Grubaugh</i>	149 W 210 N Shoemaker Dr	Blackfoot	785-1565	1-13-11
18 Hank Grubaugh	<i>Hank Grubaugh</i>	149 W 210 N	Blackfoot	690-9013	1-13-11
19 Charles England Jones	<i>Charles England Jones</i>	1008 W 250th	Blackfoot	757-1320	1-13-11
20 Martin Johns	<i>Martin Johns</i>	1008 W 250th	Blackfoot	757-1320	1-13-11

John's 200 addresses in school districts
 15/20 Registered voters in School District

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		Idaho STEM Academy			
School Districts in the Primary Attendance Area of the New Charter School		Firth, Blackfoot, Snake River			
I am currently a qualified elector in one of the above-named school districts.					
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	Tel	Date
01 John F. Bell, Jr.	<i>John F. Bell, Jr.</i>	38 S. 500 West	Blackfoot	339-8264	1/13/11
02 Heather Gwynn	<i>Heather Gwynn</i>	514 W. 37 S.	Blackfoot	782-1761	1-13-11
03 Tamara Pender	<i>Tamara Pender</i>	163 Archer	Blackfoot	681-8943	1-13-11
04 Richie Wareing	<i>Richie Wareing</i>	362 Sonny	Blackfoot	785-4327	1-13-11
05 Holly D. Lilly	<i>Holly D. Lilly</i>	377 N 400th	Blackfoot	785-1236	1-13-11
06 Brent England	<i>Brent England</i>	248 N. Cottonwood	Blackfoot	690-0182	1-13-11
07 Kerene Kitzmiller	<i>Kerene Kitzmiller</i>	795 W. Harmony Dr	Blackfoot	681-1124	1-13-11
08 Lon Kitzmiller	<i>Lon Kitzmiller</i>	15 Elm St	Blackfoot	782-1804	1-13-11
09 Mike Kitzmiller	<i>Mike Kitzmiller</i>	275 Elm St	Blackfoot	782-1804	1-13-11
010 MARK FISH	<i>Mark Fish</i>	781 W. Quail	Blackfoot	785-1375	1-13-11
011 Lori Armstrong	<i>Lori Armstrong</i>	1310 S. Shilling	Blackfoot	785-5888	1-13-11
012 Shannon Jensen	<i>Shannon Jensen</i>	529 W 755	Blackfoot	681-5914	1-13-11
013 Brenda Neuman	<i>Brenda Neuman</i>	151 E 350 N	Blackfoot	681-5702	1/13/11
014 Stacey Hilpa	<i>Stacey Hilpa</i>	377 N 400th	Blackfoot	785-1236	1/13/11
015 Jennie Kuya	<i>Jennie Kuya</i>	628 Curtis St	Blackfoot	782-3409	1/13/11
016 Kristin Lilly	<i>Kristin Lilly</i>	628 Curtis St	Blackfoot	782-3409	1/13/11
017 Marc Izom	<i>Marc Izom</i>	150 S 900 W Blackfoot	Blackfoot	684-4573	1/13/11
018 Virginia Huff	<i>Virginia Huff</i>	1400 W	Blackfoot	681-7115	1-13-11
019 [Signature]	<i>[Signature]</i>	176 Archer St	Blackfoot	680-0116	1-13-11
020 Greg Houston	<i>Greg Houston</i>	82 N. 285 E.	Blackfoot	483-6919	1-13-11

20/20 Addressed in School District
 showing 18/20 registered voters in School District

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 Districts in the Primary Attendance Area of the New Charter School		Idaho STEM Academy			
		Firth, Blackfoot, Snake River			
I am currently a qualified elector in one of the above-named school districts.					
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	Tel	Date
1 RICHARD E. DODD		709 SDRW	Blackfoot, ID	509 9092	1-13-11
2 Joel F. Weaver		200 W. Ravenan Rd	Blackfoot, ID	757-8072	1-13-11
3 Marlene Axel		295 Centennial	Blackfoot, ID	(208)-4086	1-13-11
4 Jenni Perkins		1222 County Avenue	Blackfoot, ID	241-3708	1-13-11
5 Congratia Firth		2018 W. 2nd St	Stettin, ID	681 2449	1-13-11
6					
7					
8					
9					
10					
11					
12					
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15					
16					
17					
18					
19					
20					

give 415 registered voters in School District

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		Idaho STEM Academy			
School Districts in the Primary Attendance Area of the New Charter School		Firth, Blackfoot, Snake River			
I am currently a qualified elector in one of the above-named school districts. 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	Tel	Date
Barbara Parris	<i>Barbara Parris</i>	1111 So. Shilong	Blackfoot	785-6402	1-13-11
Andrew Matts	<i>Andrew Matts</i>	704 W 100 S	SR Blackfoot	528-8846	1-13-11
ED CASH	<i>ED CASH</i>	704 W 100 S	SR Blackfoot	564-5359	1-13-11
Bobby D. Parris	<i>Bobby D. Parris</i>	1111 So. Shilong	Blackfoot	785-6402	1-13-11
Steven Young	<i>Steven Young</i>	515 3rd west	Blackfoot	691-5600	1-14-11
Elizabeth Young	<i>Elizabeth Young</i>	515 3rd west	Aberdeen	681-5609	1-14-11
7					
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15					
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18					
19					
20					

Aberdeen
Aberdeen

Total
50/7

4/6 Addresses in school District
2/6 Registered voters in school District

December 31, 2012

APPENDIX D: PROOF OF ATTENDANCE AT CHARTER START 101



CERTIFICATE OF ATTENDANCE

This certificate is awarded to

Brian Thelin



Michelle Clement-Jaycox
School Choice Coordinator

Idaho State Department of Education
Charter Start Workshop
October 4 - 5, 2010

December 31, 2012

APPENDIX E: IRS 501(C)(3) DESIGNATION

December 31, 2012

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

DEPARTMENT OF THE TREASURY

Date: **MAR 13 2012**

IDAHO STEM ACADEMY INCORPORATED
C/O BRAIN THELIN
17 NORTH 550 WEST
BLACKFOOT, ID 83221

Employer Identification Number:
27-4587929
DLN:
17053018309012
Contact Person:
MITCHELL P STEELE ID# 31360
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
January 20, 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)

December 31, 2012

APPENDIX F: PRIMARY FACILITY OPTION

Charter Petition: Facility Details

School Name: Bingham Academy	Details for (in order of preference): Option 2 <input type="button" value="v"/>
Facility Name / Title: ISTCS Lot with Modular Units	Option Status: <input type="button" value="Possible"/> <input type="button" value="v"/>
Location Address: 17 N. 550 West Blackfoot, ID 83221	Primary Vendor Information (if applicable) Diverse Services Group, LLC 23233 N. Pima Rd. Scottsdale, AZ 85255 770-733-2026 www.diverseusa.com

Narrative

This facility plan option consists of purchasing modular insulated panel units From Diverse Services Group (DSG) on a seven year contract. These units can be converted into the Bingham Academy permanent building. The initial units to operate the school for the first year consists of 6 classroom units, each 28' x 32'; 1 administrative unit, 10' x 30' and 1 bath unit, 12'x30' (boys and girls unit). Additional units will be added until the school population reaches a total of 400 students.

These modular units will be located on property (1.2 acres) leased from the Idaho Science and Technology Charter School. A Letter of Intent from ISTCS is included. This location includes the infrastructure plus access to the ISTCS music room, outdoor fields, and other ISTCS facilities. This lease also includes grounds maintenance and snow removal as listed in the Letter of Intent. Set up costs, as detailed in the budget, include building, sewer and electrical permits. The vendor will ensure that all modular units meet all local and state regulations for schools.

Lease/purchase option: BA will lease a 1.3 acre lot from ISTCS. The modular units are purchased from Diverse Services Group. DSG is responsible for delivery and set-up of the units.

Strengths of this option: 1) Located near to ISTCS and includes the infrastructure and access to the ISTCS facilities listed above, 2) the modular units become part of the permanent facility 3) busing is simplified

Challenges: There are no foreseeable challenges with this option that would delay the opening of the school.

Draft Facility Budgets

Pre-Opening Expenses (required)

[Please insert rows as needed]

Description	Qty	Unit Cost	Total Cost	Comments
Modular delivery and set up	8	\$2,995	\$23,995	Responsibility of DSG
TOTAL Pre-Opening Costs			\$23,995	

Operating Expenses: Year 1 & Year 2 (required)

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments
Modular Classrooms	6	\$9,000	\$54,000	6	\$9,000	\$54,000	Lease/purchase cost
Modular Office	1	\$2,000	\$2,000	1	\$2,000	\$2,000	Lease/purchase cost
Modular Restrooms	2	\$2,500	\$5,000	2	\$2,500	\$5,000	Lease/purchase cost
Land Lease	1	\$500/month	\$6,000	1	\$500/month	\$6,000	Lease from ISTCS
Insurance	1	\$7,000	\$7,000	1	\$7,500	\$7,500	Liability and Property (Calculations based on cost by ISTCS to insure modular units)
Maintenance and Grounds	.8	\$28,400	\$28,400	.9	\$31,950	\$31,950	Custodial, maintenance, snow removal
TOTAL Year 1 Costs			\$102,400	TOTAL Year 2 Costs		\$106,950	

Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)

Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	4 / Exp Qty	Year 4 or Expansion Unit Cost	Year 4 or Expansion Total Cost	Comments
Modular Classrooms	7	\$9,000	\$63,000	8	\$9,000	\$72,000	Lease/purchase cost
Modular Office	1	\$2,000	\$2,000	1	\$2,000	\$2,000	Lease/purchase cost
Modular Restrooms	2	\$2,500	\$5,000	2	\$2,500	\$5,000	Lease/purchase cost
Land Lease	1	\$500/month	\$6,000	1	\$500/month	\$6,000	Lease from ISTCS
Insurance	1	\$8,000	\$8,000	1	\$8,500	\$8,500	Liability and Property (Calculations based on cost by ISTCS to insure modular units)
Maintenance and Grounds	1	\$35,500	\$35,500	1.1	\$38,500	\$38,500	Custodial, maintenance, grounds, snow removal
		TOTAL Year 3 Costs	\$119,500			TOTAL Year 4 or Expansion Costs	\$132,000

List of Attachments

Attachments (required)

[Please insert rows as needed. List all documents related to this facility's location, costs, etc.]

Attachment Title	Brief Description	Notes or Considerations
ISTCS LOI	Non-binding letter of intent with ISTCS to lease property.	
DSG LOI	Non-binding letter of intent with Diverse Services Group, LLC (details the individual units and costs)	
ISTCS Lot	Visual of ISTCS lot depicting lot location in reference to ISTCS	Appendix G
Estimated Start-up Budget	Details of the associated costs for opening the school	Appendix U

	including facility costs.	
3-year Estimated Budget	Budgets for the first 3 years of operations including the worse, likely and best case scenarios	Appendix V
Monthly Cash Flow Budget	Expenditures by month for the first year of operation	Appendix W
Start-up Timeline	Details of the tasks associated with opening the school including facilities.	Appendix Y

December 31, 2012

10/26/12

Idaho STEM Academy Mail - FW: School



Pat Kolbet <pkolbet@idahostem.com>

FW: School

1 message

Troy Eppich <teppich@diverseusa.com>
To: pkolbet@idahostem.com

Wed, Oct 17, 2012 at 1:38 PM

Here is the e-mail from DSG. Will this help?

From: swilliams@diverseusa.com [mailto:swilliams@diverseusa.com]
Sent: Thursday, October 04, 2012 9:04 AM
To: Troy Eppich
Subject: RE: School

Here you go...

Stephen V. Williams

Director of Business Development
Diverse Services Group, LLC

23233 N. Pima Rd.
Suite 113-276
Scottsdale, AZ 85255

Cell: 770-733-2026
Skype: swilliams1
Email: swilliams@diverseusa.com
Website: www.diverseusa.com

This e-mail is covered by the Electronic Communications Privacy Act, 18 U.S.C. Sec.2510-2521, is confidential and may be legally privileged. If you are not the intended recipient, you are hereby notified that any retention,

<https://mail.google.com/mail/u/0/?ui=2&ik=7957a15d5b&view=pt&q=teppich%40diverseusa.com&qs=tru...>

December 31, 2012

10/26/12

Idaho STEM Academy Mail - FW: School

dissemination, distribution or copying of this communication is strictly prohibited. Please reply to the sender that you have received this message in error, then delete it Thank you.

----- Original Message -----

Subject: School
From: "Troy Eppich" <teppich@diverseusa.com>
Date: Thu, October 04, 2012 10:57 am
To: <swilliams@diverseusa.com>

Hey,

I have a meeting with the school board today. I have plans for the renovation to bring to our meeting. I think that they might need the pricing for the 6 mod classes and 1 office and 1 bathroom unit today if you think you have time.

thank you

Troy

No virus found in this message.

Checked by AVG - www.avg.com

Version: 2012.0.2221 / Virus Database: 2441/5309 - Release Date: 10/04/12

 **DSG School 10_4_12.pdf**
103K

<https://mail.google.com/mail/u/0/?ui=2&ik=7957a15d5b&view=pt&q=teppich%40diverseusa.com&qs=tru...>

		<p>PRELIMINARY BUDGETARY ESTIMATE</p>					<p>10/1/2012</p>			
<p>School Proposal</p>		<p>6Classrm/1Office/1Restroom</p>								
Item	Qty	Stud/Class	Total Stud	sf/Stud	Total sf	Unit Price	FF&E	Price/sf	Total Price	
Classrooms	6	25	150	35	10,752	\$ 49,500	No	\$ 57.29	\$ 297,000	
Office	1			2	320	\$ 24,250	No	\$ 75.78	\$ 24,250	
Restrooms	1			5	720	\$ 45,750	No	\$ 63.54	\$ 45,750	
DSG Averages & Totals	8			39	11,792			\$ 31.12	\$ 367,000	

December 31, 2012

APPENDIX G: VISUAL FOR OPTION 1 AND OPTION 2



December 31, 2012

APPENDIX H: SECONDARY FACILITY OPTION

Charter Petition: Facility Details

School Name: Bingham Academy	Details for (in order of preference): Option 3
Facility Name / Title: Hahne Lot with Modular Units	Option Status: Possible
Location Address: 5 N. 550 West Blackfoot, ID 83221	Primary Vendor Information (if applicable) Design Space Modular Buildings 4055 S. Eagleson Rd. Boise, ID 83705 www.designspace modular.com 208-362-7587

Narrative

Bingham Academy's secondary facilities plan includes two elements: 1) leasing modular classrooms and offices from Design Space Modular Buildings; 2) leasing land (1.3 acres) from Mr. Warren A. Hahne. The lot is located adjacent to ISTCS property. Design Space Modular Buildings, Boise Idaho, has provided an estimate of costs to lease, transport, and set-up a minimum of twelve five modular classrooms (three are double classrooms in one unit) on a year-to-year lease basis.

Based on the estimates provided by the vendors, this option would cost \$2,935,00 more than modular on the ISTCS property for the initial year. In the event that BA's enrollment grows beyond the anticipated 100, the best case budget projections include additional facility costs. Facility costs for the worst case scenario remain the same as the most likely case.

Lease option: BA will lease a 1.3 acre lot from Warren Hahne. The modular units would be leased from Design Space Modular Buildings of Boise, ID. Modular lease costs were provided to BA by Design Modular Buildings.

Strengths of this option: 1) Located near to ISTCS, 2) busing is simplified, and 3) lease is on a year-to-year basis.

Challenges: 1) additional costs for best case scenario, 2) for BA students to have access to the infrastructure of ISTCS additional costs are possible. Costs for BA students to have access to ISTCS infrastructure are affordable and would not delay the opening of the school.

Draft Facility Budgets

Pre-Opening Expenses (required)

[Please insert rows as needed]

Description	Qty	Unit Cost	Total Cost	Comments
Modular delivery and set-up	7	\$3056	\$24,450	Responsibility of DSMB, includes permits and inspection
TOTAL Pre-Opening Costs			\$24,450	

Operating Expenses: Year 1 & Year 2 (required)

[Please insert rows as needed]

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments
Modular Classrooms	4	\$790/month	\$37,920	4	\$790/month	\$37,920	Lease only
Modular Office	1	\$550/month	\$6,600	1	\$550/month	\$6,600	Lease only
Modular Restroom (double)	1	\$790/month	\$9,480	1	\$790/month	\$9,480	Lease only
Land Lease	1	\$1000/month	\$12,000	1	\$1000/month	\$12,000	From Warren Hahne
Insurance	1	\$7,000	\$7,000	1	\$7,500	\$7,500	Liability and Property (Calculations based on cost by ISTCS to insure modular units)
Maintenance and Grounds	.8	\$28,400	\$28,400	.9	\$31,950	\$31,950	Custodial, maintenance, snow removal
TOTAL Year 1 Costs			\$101,400	TOTAL Year 2 Costs		\$105,450	

Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)

[Please insert rows as needed]

Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	4 / Exp Qty	Year 4 or Expansion Unit Cost	Year 4 or Expansion Total Cost	Comments
Modular Classrooms	5	\$790/month	\$47,400	6	\$790/month	\$37,920	Lease only
Modular Office	1	\$550/month	\$6,600	1	\$550/month	\$6,600	Lease only
Modular Restroom (double)	1	\$9,480	\$9,480	2	\$790/month	\$9,480	Lease only
Land Lease	1	\$1000/month	\$12,000	1	\$1000/month	\$12,000	Land Lease
Insurance	1	\$8,000	\$8,000	1	\$8,500	\$8,500	Liability and Property (Calculations based on cost by ISTCS to insure modular units)
Maintenance and Grounds	1	\$35,500	\$35,500	1.1	\$38,500	\$38,500	Maintenance, custodial, grounds and snow removal
		TOTAL Year 3 Costs	\$118,980		TOTAL Year 4 or Expansion Costs	\$122,480	

List of Attachments

Attachments (required)

[Please insert rows as needed. List all documents related to this facility's location, costs, etc.]

Attachment Title	Brief Description	Notes or Considerations
LOI	Letter of intent from Warren Hahne to lease the proposed lot	
Visual of Hahne Lot	Picture of the proposed lot depicting its location in relationship to ISTCS	Appendix G
Estimated Start-up Budget	Details of the associated costs for opening the school, including facility costs	Appendix U
3-year Estimated Budget	Budgets for the first 3 years of operations including facility costs for the worse, likely and best case scenarios	Appendix V
Monthly Cash Flow Budget	Expenditures by month for the first year of operation including facilities	Appendix W
Start-up Timeline	Details of the tasks associated with opening the school including facilities	Appendix Y

[LEARN MORE](#)

Mail
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What's New? [Mobile Mail](#) [Options](#)

Check Mail
Compose
Search Mail | Search the Web

I Make \$75/hr While I Sleep

Folders

- Inbox (2)
- Drafts (3)
- Sent
- Spam [Empty]
- Trash [Empty]

Chat & Mobile Text [Hide]

I am Available

0 Online Contacts [Add]

No contacts online right now.

Start a New Chat

0 Mobile Contacts [Add]

You don't have any Mobile text contacts yet.

Start a Text Message

Send text

Previous | Next | Back to Messages Mark as Unread | Print

Delete | Reply | Forward | Spam | Move...

Classroom building quote from Design Space

From: "Bryan Fletcher" <bryan@dsmb.com>
To: balljohnf@yahoo.com

Dear Fred,

Thank you for your call to us here at Design Space. Please find included in this quote below pricing for some equipment options that we have to offer to you for your charter school needs. All pricing is on a per building basis. The first item is a two classroom 28'x64' two piece building. If you are looking for 10 classrooms then you will need five such buildings. We have options both with and without restrooms. I have included a floorplan of each. The second item is more geared for your administration/offices needs. It is a two piece 24'x60' building and I have included several floorplans of options offering multiple offices and restrooms. If the 24'x60' building is a bit large for your office needs then the third item quoted may be a better fit. It is a single floor 12'x56' building. Again I have both with and without a restroom and I have included a floorplan. Please feel free to call me at 208-362-7587 with any questions. Thank you and have a great day.

Bryan

4055 S. Engleson rd
Boise, ID 83706
Ph: 208-362-7587
Fx: 208-362-7588

Quotation

Customer: Chartor School	Ship to: Blackfoot, ID.
Attn: Fred Ball Phone: 208-782-0744 Email/Fax: balljohnf@yahoo.com	

June 13, 2008	Terms: Upon Invoice	Ship Via: Common Carrier
Salesman: Bryan Fletcher	Quotation good for 30 days, subject to availability	Date required: TBD

DESCRIPTION	ITEM #1
1	28'x64' Double wide mobile classroom trailer - budgetary pricing on a per building basis

Pricing:

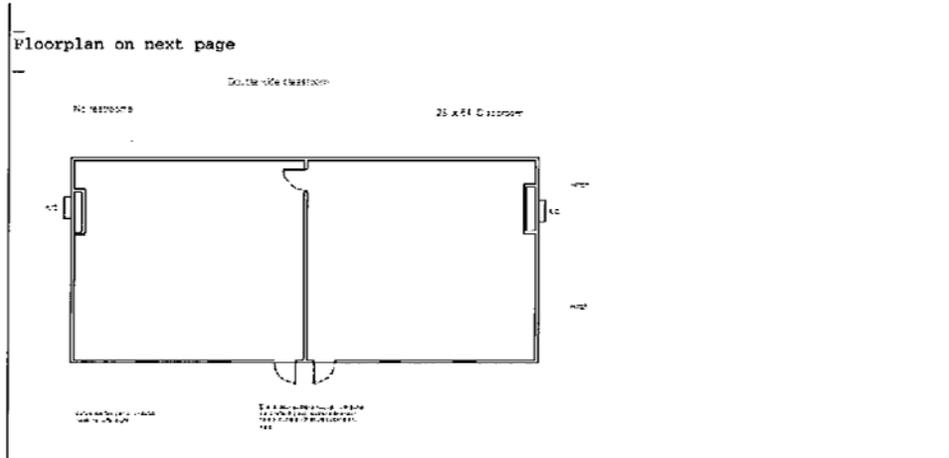
IA: Operating Lease rates:
12-month rate: \$1,239.00/month
24-month rate: \$1,022.00/month

Installation charges (within Blackfoot, ID):
Delivery: \$3,400.00
Block & level *: \$2,953.00

Return Charges:
Billed at prevailing rate at time of lease termination and equipment return

Optional Services **:
Step rental: \$10.00/ea./month
Anchors: \$720.00
Vinyl skirting: \$1,490.00
Wood skirting: \$2,208.00

<http://us.mc557.mail.yahoo.com/mc/welcome?gx=0&tm=1246033953&.rand=eqv9npsia...>



DESCRIPTION ITEM #2

1	24'x60' Double wide mobile office trailer - budgetary pricing on a per building basis
---	---

Pricing:

2A: Operating Lease rates:
 12-month rate: \$1,172.00/month
 24-month rate: \$1,001.00/month

Installation charges (within Blackfoot, ID):
 Delivery: \$3,200.00
 Block & level *: \$2,885.00

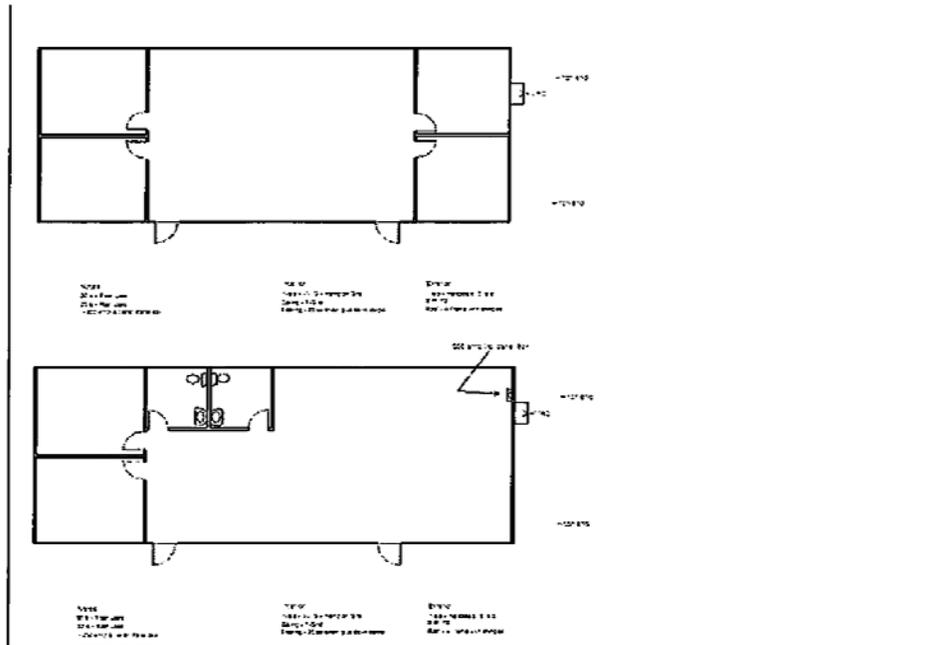
Return Charges:
 Billed at prevailing rate at time of lease termination and equipment return

Optional Services **:
 Step rental: \$10.00/ea./month
 Anchors: \$650.00
 Vinyl skirting: \$1,345.00
 Wood skirting: \$2,016.00

Not included:
 Taxes
 Ramp or Deck
 Insurance

Conceptual Floorplan (actual floorplan may differ slightly):

Floorplan on next page



DESCRIPTION ITEM #3

1	12'x56' Single wide mobile classroom trailer - budgetary pricing on a per building basis
---	--

Pricing:

3A: Operating Lease rates:
 12-month rate: \$423.00/month
 24-month rate: \$389.00/month

Installation charges (within Blackfoot, ID):
 Delivery: \$1500.00
 Block & level *: \$150.00

Return Charges:
 Billed at prevailing rate at time of lease termination and equipment return

Optional Services **:
 Step rental: \$10.00/ea./month
 Anchors: \$650.00
 Vinyl skirting: \$1,088.00
 Wood skirting: \$1,632.00

Not included:
 Taxes
 Ramp or Deck
 Insurance

Conceptual Floorplan (actual floorplan may differ slightly):
 Floorplan on next page

<http://us.mc557.mail.yahoo.com/mc/welcome?.gx=0&.tm=1246033953&.rand=eqv9npsia...>

December 31, 2012

Classroom building quote from Design Space - Inbox - Yahoo! Mail

Page 10 of 10

Thank you for the opportunity to provide you with this quotation. Please feel free to call me with any questions that you may have at 208-362-7587.

Sincerely,

Bryan Fletcher



Pricing Summary

Rental Payments

(4) 28'x56' classrooms x \$790 each	\$3,160 per mo
(1) 28'x56' music room x \$790 each	\$790 per mo
(1) 12'x42' restroom unit x \$790 each	\$790 per mo
(2) 12'x42' office units x \$550 total	\$550 per mo
Total Monthly Payments	\$5,290 per mo + tax

Upfront charges

(5) 28'x56' deliveries x \$4,890	\$24,450
----------------------------------	----------

<http://us.mc557.mail.yahoo.com/mc/welcome?ex=0&tm=1246033053&rand=ag00ansic>

LETTER OF INTENT

October 24, 2012

This letter represents a proposed lease agreement as follows:

Landlord: Warren A. Hahne

Lessee: Bingham Academy

Property Location: 5 N. 550 West

Duration/Terms: 3 years

Lease Amount: \$1,000.00 per month

Other considerations: Property will include existing office building. Bingham Academy will maintain all leased areas as required by Idaho Department of Building Safety.

Warren A. Hahne
Warren A. Hahne
(Print name)

Patricia Kolbet
Bingham Academy authorized Representative
(Print name)

Warren A. Hahne
signature

Patricia Kolbet
Bingham Academy authorized signature

10-26-12
Date

10-26-2012
Date

December 31, 2012

APPENDIX I: TERTIARY FACILITY OPTION

Charter Petition: Facility Details

<p>School Name: Bingham Academy</p>	<p>Details for (in order of preference): Option 1 <input type="button" value="v"/></p>
<p>Facility Name / Title: Riverside Plaza Mall</p>	<p>Option Status: <input type="button" value="v"/> Likely</p>
<p>Location Address: 1350 Parkway Drive #19 Riverside Plaza Blackfoot, Idaho 83221</p>	<p>Primary Vendor Information (if applicable) Woodbury Corporation 2733 East Parleys Way, Suite 300 Salt Lake City, UT 84109-1662 www.woodburycorp.com 801-845-7770</p>

Narrative

Bingham Academy would lease 16,000 square feet in the Riverside Plaza located with the city limits of Blackfoot. The space includes an area formerly occupied by Bradbury College Outreach Program that includes classrooms, the Blackfoot Book Store and the Twin Theaters. It would provide space for 9 classrooms, offices, restrooms, a small auditorium, and a small gymnasium. A copy of the existing floor plan is included in Appendix I, as well as a visual of the mall with associated parking areas. Parking areas include space for faculty, staff and students, both in the front of the building and at the rear of the building. Access to the facility from the back of the building provides unloading of the buses out of the main lanes of traffic.

Randy Woodbury (CEO and Owner) has been involved with retrofitting other similar facilities for Charter School use. He understands how charter school are funded and has indicated that if BA moves ahead with this option, they will structure a flexible lease payment plan tied directly to student enrollment numbers.

Lease option details: Lease costs will be based on the number of enrolled students. The lease would be for 5 years. Landlord would retrofit the facility for school use.

Strengths of this option: (1) Woodbury Corp. has been involved with retrofitting similar facilities for charter school use, (2) Woodbury Corp. is willing to adjust the lease payments based on student enrollment (3) the facility is centrally located, (4) the landlord will commit to an August 13, 2013 opening date for completion on retrofit as a turn-key facility

Associated challenges: 1) An additional bus drop for students will be added that may result in additional busing costs. These costs are affordable and would not delay opening of the school.

Draft Facility Budgets

Pre-Opening Expenses (required)

[Please insert rows as needed]

Description	Qty	Unit Cost	Total Cost	Comments
No pre-opening expenses	0	0	0	Mr. Woodbury is involved with charter schools in Utah and would like this to be turn-key
TOTAL Pre-Opening Costs			0	

Operating Expenses: Year 1 & Year 2 (required)

[Please insert rows as needed]

Description	Year 1		Year 2		Comments
	Qty	Unit Cost	Qty	Unit Cost	
Building Lease	16,000 ft ²	\$66,000	16,000 ft ²	\$87,000	Approximately 11.7% of revenue
Insurance	16,000 ft ²	\$7,000	16,000 ft ²	\$7,500	Liability and Property (Estimates from other school costs)
Maintenance and Grounds		\$35,400		\$37,100	Custodial, maintenance and grounds, snow removal
TOTAL Year 1 Costs		\$109,400	TOTAL Year 2 Costs		\$131,600

Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)

[Please insert rows as needed]

Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	4 / Exp Qty	Year 4 or Expansion Unit Cost	Year 4 or Expansion Total Cost	Comments
Building Lease	16,000ft ²	\$104,000	\$104,000	16,000 ft ²	\$120,000	\$120,000	Percentage of revenue decreases as enrollment increases
Insurance	16,000ft ²	\$8,000	\$8,000	16,000 ft ²	\$8,600	\$8,600	Liability and Property (Estimates from other school costs)
Maintenance and Grounds		\$41,200	\$41,200		\$44,000	\$44,000	Custodial, maintenance and grounds, snow removal
		TOTAL Year 3 Costs	\$153,200		TOTAL Year 4 or Expansion Costs	\$172,600	

List of Attachments

Attachments (required)

[Please insert rows as needed. List all documents related to this facility's location, costs, etc.]

Attachment Title	Brief Description	Notes or Considerations
Woodbury LOI	A non-binding letter of intent with Woodbury Corp.	
Proposed Layout	Proposed area within the Riverside Mall to leased by BA.	
Visual of the Riverside Mall	Overhead view of Riverside Mall outlining the areas included in the lease with Woodbury Corp.	
Estimated Start-up Budget	Details of the associated costs for opening the school including facility costs	Appendix U
3-year Estimated Budget	Budgets for the first 3 years of operations including the worse, likely and best case scenarios including facilities	Appendix V
Monthly Cash Flow Budget	Expenditures on month for the first year of operation including facilities	Appendix W
Start-up Timeline	Details of the tasks associated with opening the school including facilities.	Appendix Y

December 31, 2012



Realtors / Brokers / Managers
Developers / Consultants / Architects

2733 East Parleys Way, Suite 300 / Salt Lake City, Utah 84109-1662

(801) 485-7770

October 5, 2012

Fax (801) 485-0209

Fred Ball
2801 Hunters Loop
Blackfoot City, ID 83221
208-339-8264
hgwynn@bcccl.com

Re: **Letter of Intent
Riverside Plaza
Blackfoot, Idaho**

Dear Fred:

Outlined below are terms and conditions for the leasing of approximately 17,000 square feet in the Riverside Plaza Shopping Center. Please review these terms and conditions, and if acceptable, acknowledge your approval where indicated below.

Landlord: Riverside Plaza Shopping Center

Tenant: Bingham Academy

Lease Premises: Approximately 17,000 Square Feet.

Lease Term: Five (5) years

Delivery Date: Upon execution of the Lease Document

Commencement Date: August 13th, 2012 for official occupancy.

Rental Rate: **Year 1 - Rent shall be established upon a percentage of state funding based upon a per student calculation. Payment of the rental amount will occur upon the state funding schedule.**

Rate Escalations: Rent shall escalate as enrollment increases.

Use: Premises shall be used for an educational facility.

Common Area, Taxes, and Insurance Charges: Full Gross Lease

Prepaid Rent: Equal to one months rent.

Security Deposit: Equal to one months rent.

University Mall / 575 East University Parkway / Suite N-260 / Orem, Utah 84097 / Tel (801) 224-0810 / Fax (801) 224-1424
Magic Valley Mall / 1485 Poleline Road East, Suite OFC / Twin Falls, Idaho 83301 / Tel (208) 733-3000 / Fax (208) 733-3283

Handwritten initials, possibly "FW", in the bottom right corner of the page.

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Landlords Work: Landlord will deliver the space in a "Turn Key" condition. As described in the scope of work exhibit established by Bingham Academy.

Signage: Landlord shall require Tenant to install, at the Premises, with such signage subject to Landlord's approval, not to be unreasonably withheld.

Guarantor(s): Name: _____

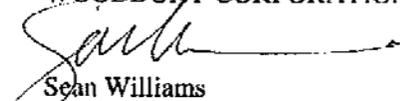
Utilities And Services: Landlord will supply all utilities to the Premises and Tenant shall be responsible for the payment of all utilities exclusively servicing the Premises.

Continuous Occupancy: Tenant on or before the Rental Term commencement date agrees to be open for business and to operate one hundred percent (100%) of the Leased Premises during the entire Rental Term of the Lease unless prevented from doing so because of fire, accident, or acts of God, and to conduct its business at all times in a high class and reputable manner.

This proposal is neither contractual in nature, nor an offer, but an expression of the principal terms proposed to be incorporated in a mutually acceptable lease agreement. An agreement resulting from our negotiations is subject to final approval by our real estate committee and will not be binding until fully executed.

Should you find these terms and conditions acceptable, please have the appropriate party sign where indicated below and return a copy to me. I will look forward to your response.

Very Truly Yours,
WOODBURY CORPORATION


Sean Williams
Development / Acquisitions / Leasing

TENANT'S APPROVAL

Accepted this _____ day of _____, 2012

Tenant: _____

By _____

Its _____

LANDLORD'S APPROVAL

Accepted this _____ day of _____, 2012

Landlord: _____

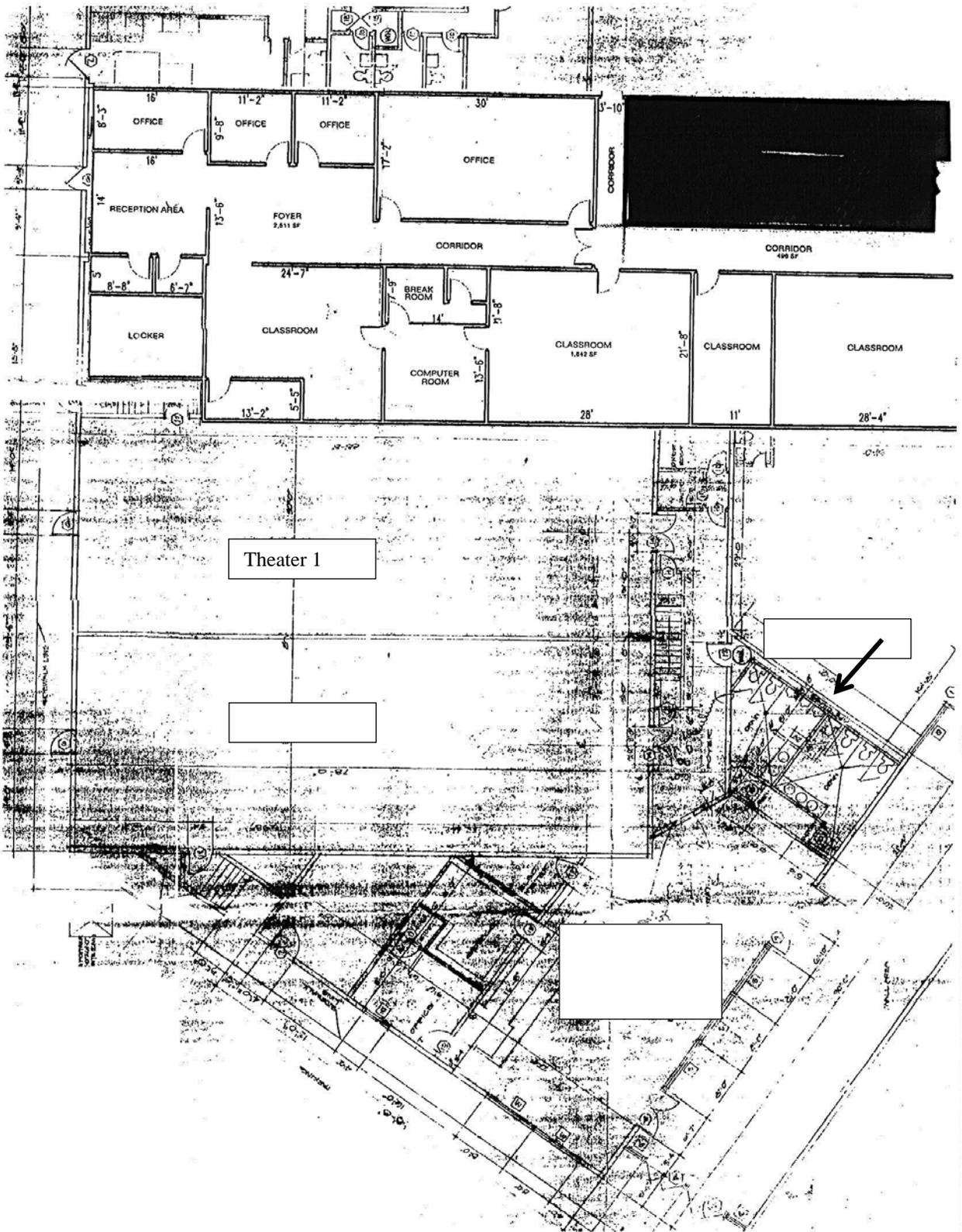
By _____

Its _____



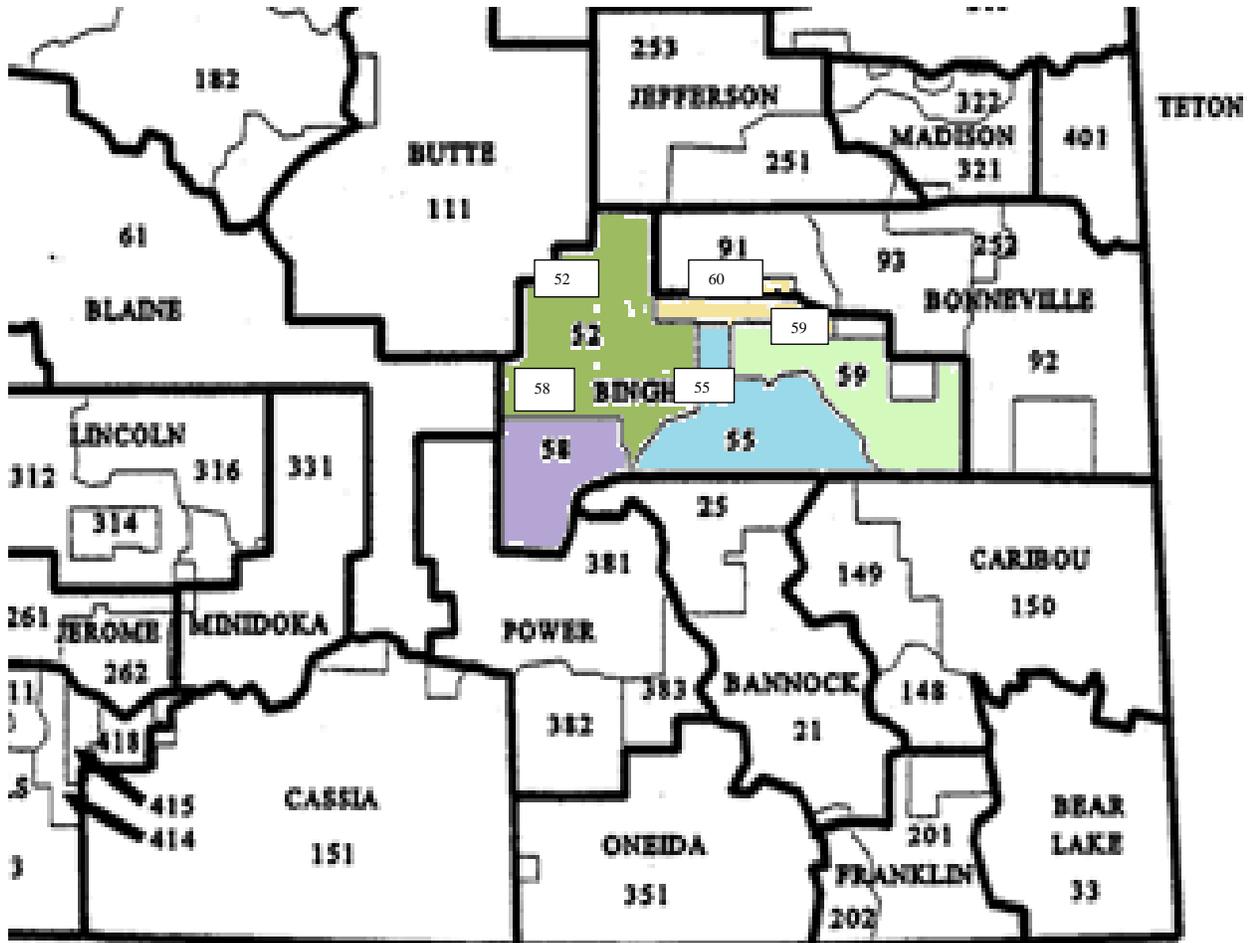


Picture of the proposed area of the Plaza Mall in Blackfoot that includes the former movie theater area and the adjoining area formerly occupied by Bradbury College. Area outside the building indicates student parking, faculty parking, and student drop off area.



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APPENDIX J: ATTENDANCE AREA

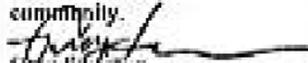


The attendance area for Bingham Academy includes the districts of Blackfoot (55), Snake River (52), Firth (59) some students from Shelley (60) and Aberdeen (58).

December 31, 2012

APPENDIX K: SURVEY OF ATTENDANCE AREA FAMILIES

Hi, for the past year I have been meeting as a member of the founding board of the Idaho STEM Academy. Establishing a charter high school is a long and time consuming process. Last month, I and some of my fellow founding board members went before the state charter commission and presented our proposal for a charter high school. One question that was raised by the board was, "What level of interest and commitment do you have for your charter high school?" What they wanted was data. Data that could be verified and that proves that there is a need for a charter high school in our community. To this end I approached the board of ISTCS and requested that this letter be carried home by your student. Please fill this out so we can accurately plan and prepare for a charter high school in our community.


Greg Singleton
Vice Chairman
Idaho STEM Academy
Founding Board

Idaho STEM Academy Interest Survey



What is your level of interest in the Idaho STEM Academy? (Circle the appropriate level)

Not interested Interested Very interested Highly interested

How many students do you have that could benefit from the unique experience that a charter high school will offer? (Circle the appropriate number)

1 2 3 4 5

What are their current grade levels? (Circle all the appropriate grade levels)

1 2 3 4 5 6 7 8 9 10 11

Are you willing to sign a non-binding letter of intent to have your student in the Idaho STEM Academy for the 2013 -2014 school year?

Yes No

Would you like more information?

Yes No

Would you be willing to help on the founding organization to insure that your student has a place in the Idaho STEM Academy?

Yes No

Student Name

Parent Name

Phone number

Mailing Address

Email Address

City

Attendance Area Survey Results for Bingham Academy

Stakeholder Name	Student Name	Phone	Grade 9	Grade 10	Grade 11
Amy Despain				1	
Amy Larsen	Tristen Larsen	208-390-3387		1	
Anita Hubbs		208-785-8733		1	
Ann Marie Jensen		208-680-2948		1	
Ann Marie Kennedy		208-380-4186	1		
April Earl		208-534-8622	1		
Audri Jackson		208-785-1624	1		
B. Chapa		208-243-0339	1		
Beverly Kingsford		208-785-0400		1	
Billie Newbold		208-251-7730		1	
Bobby Comunotti		208-360-3955	1		
Bonnie Doty	Justin Kirk	208-357-0470		1	
Bonnie Doty	Kaylee Kirk	208-357-0470	1		
Brian Thelin		208-243-2354		1	1
Carma Jensen		208-684-4580	1		
Carol Barber		208-680-7770		1	
Carolyn Scholz		208-785-2116	1		
Cathy Salisbury		208-785-2925	1		
Chantelle Macy		208-403-4008		1	
Cheryl Halford	Samuel Kudla	208-339-5877		1	
Cheryl Smith		208-785-9309	1		
Choncha Olmos		208-821-8055	1		
Chris Peterson	Alex Petersen	208-589-3759		1	
Chris Renova	Tianna Renova	208-380-0737		1	
Claire Scofield		208-681-1275	1		
Clayton Young		208-200-3079	1		
Corwin West		208-904-4097	1		
Cory/Kathy Brower		208-684-5550		1	
Darlene Smout		208-680-6822	1		
Dayna Nield		208-785-0846	1		
Debbie Steele		208-681-1948		1	
Debra Armstrong		208-785-0750	1		
Dee Armstrong		208-785-9631	1		
Denise Curtis		208-785-0580	1		
Denise Duroucher		208-785-0590	1		
Diana Moore	Rachelle Lynn Osborn	208-681-2157		1	
Estella Flores	Jasmine Alvarez	208-240-7557		1	
Greg and Tonya Houston		208-403-2677	1		
Grover Staug	Logan Staub	208-680-1776		1	
Holly Lilya		208-785-1236	1		
Jami Luna		208-681-5997	1		
Jamie Thomas		208-684-3904		1	

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JaNae Crook	Torrey Crook	208-684-4189		1	
Jason/Becky Young		208-681-3250		1	
Jenifer Wells	James Wells	208-785-3259		1	
Jennifer Bench		208-881-2899	1		
Joan Forsberg	Jamie Forsberg	208-684-4060		1	
Joe Hubbs	Arrianna Hubbs	208-681-1948	1		
John/Paula Brady		208-684-4922		1	
Joni Merrick		208-757-9676	1		
Joseph/Amy Delaney		208-684-4594		1	
Julie Christiansen		208-782-1802	1		
Julie Christiansen	Kolby Christiansen	208-782-1802	1		
Julie Harris		208-680-0396	1		
Justin/Cathrine Hokanson		208-684-4934		1	
Karen Robinson		208-782-0616	1	1	
Kathy Fitzen Payne		208-785-1240	1	1	
Kathy Lin Eggleston		208-690-9019	1		
Katrina Elliot		208-785-6564	1		
Katrina Mayer	Daniel Mayer	208-785-0788		1	
Katrina VanOrden		208-681-1359		1	
Kaya Nelson		208-405-1203	1	1	
KayAnn Hayes		208-680-0223	1		
Kaylynn Gorder	Jarod Greene	208-705-5214	1		
Kelly Moulton		208-243-5502	1		
Keri Kitzmiller		208-681-1124		1	
Klee Coverdale		208-221-7930	1		
Kristin Jensen		208-782-1374		1	
Lance Martin		208-681-3893		1	
Lane Giles		208-403-5036	1		
Lane Hepworth	Bradlynn Christensen	208-680-0241		1	
Laralee Eppich		208-680-2772	1		
Layn/Julie Hudson		208-684-4748	1		
Lee England	Carl J. England	208-757-0451		1	
Leiann Peterson		208-534-8920	1		
Linda Trahant	Cynthia Trahant	208-221-2666		1	
Linda Trahant	Kyra Trahant	208-221-2666		1	
Linda Trahant	Shayla Trahant	208-221-2666	1		
Linda Trahant	Jonathan Lewis	208-221-2666		1	
Linda Wright		208-785-5993	1		
Linnea Chidester		208-680-1996	1		
Lisa Blight	Michael Blight	208-684-4963	1		
Lisa Goodwin		208-643-4157	1		
Lisa Law	Spencer High	208-390-2686	1		
Lisa Patrick		208-541-0498		1	
Lori Kitzmiller		208-782-1804	1		
Lori Watkins	Julie-ann Garringer	208-681-5875	1		
Maria Dorn	Killian Dorn	208-684-4736		1	
Marilyn Cobbley	Tyler Cobbley	208-681-2210		1	

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Marina Ventura		208-223-3132		1	
Mark/Camille Withers		208-684-4686		1	
Michael Underwood		208-643-0590	1		
Michelle Cowden	Alyssa Sidney Walters	208-223-9303		1	
Mike Curtis	Spencer Curtis	208-785-0580	1		
Mindy Davison		208-684-5094	1	2	
Misty Jones-Holder	Tyler Jones-Holder	208-283-9223		1	
Noah and Judy Hiler		208-223-3749	1		
Rachel Saline	Sydney Saline	208-227-6359	1		
Raelyn Briscoe		208-785-4344	1		
Randy L. Teton		208-389-8595	1		
Rebecca Christensen		208-680-0664	1	1	1
Rhonda Burch	Ashley Peace	208-690-0650		1	
Rhonda Haroldson		208-684-4602	1		
Rhonda Murray	Tymber Murray	208-782-0968	1		
Robert/Deborah Wright		208-684-3974		1	
Rod Jaques		208-684-9814	1		
Sadie Perkins	Jacob Perkins	208-241-3708		1	
Sean Macy	Devon Macy	208-220-2787	1	1	
Shane Osborn	Rochelle Osborn	208-681-2157		1	
Shannon Jensen	TJ Jensen	208-681-9779		1	
Shara Lindsay		208-528-5328	1		
Sharon Nafus		208-684-4795	1		
Shauntel Marotz		208-782-1488	1		
Shelley Harding	Maurice Harding	208-242-7744		1	
Shelley Harding	Taylor Ballard	208-242-7744	1		
Simeon Serna		208-785-2875	1		
Stacie Heintzleman		208-680-2400	1		
Stacie Stephenson		208-709-7528	1	1	
Stephanie Thompson		208-785-7827	1		
Stephony McCall		208-757-0925	1		
Susan Loveland		208-782-3580	1		
Tammie Carson		208-201-8746		1	
Tammy Davis		208-220-5088	1		
Tara Capson		208-680-7650	1		
Taush & William Wolfley		208-785-5367		1	
Terri Love		208-684-3753		1	1
Tiffani Cottrell		208-785-0445		1	
Tiffany Earl	Joseph Earl	435-419-0060		1	
Tim Saunders		208-681-3560	1		
Virginia Neff		208-690-1308		1	
Virginia Gonzales		208-406-2477	1		
Wendy Durfee	Camdon Durfee	208-680-0116		2	
Wendy Hoblely		208-681-8288		1	
Wendy Schild		208-785-4564	1		
	Amy Godineze	208-313-5322	1		
	Treven Basset	208-602-8395	1		

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	Cody Winn	208-680-2052	1		
	Cade Winn	208-680-2052	1		
	Trenten Brown	208-680-3760	1		
	Jouelyan Truman	208-680-9236	1		
	Braydee Fries	208-681-1464	1		
	Cody Mikesell	208-681-6120	1		
	Brooke Yancey	208-681-8521	1		
	Sloan Merrill	208-681-9673	1		
		Sub Totals:	87	66	3
				Total:	156

December 31, 2012

APPENDIX L: CHIEF ADMINISTRATOR JOB DESCRIPTION

JOB DESCRIPTION

Position Title: Bingham Academy Chief Administrator

Reports to: Board of Director

Supervises: Directly or indirectly, all employees of the charter school

Performance Responsibilities:

1. Coordinates the total educational and operational programs of the Charter School and provides leadership in their development and improvement.
2. Represents the Board of Directors of the Charter School as the liaison between the Board and the charter school community.
3. Attends and participates in meetings of the Board of Directors and its committees, except when his/her employment or salary is under consideration or when there is an executive meeting.
4. Advises the Board of Directors on the need for new and/or revised rules and policies; exercises the power to carry out such rules and policies after the Board approves them; and provides such instructions to school employees and students as may be necessary to implement charter policy.
5. Submits to the Board of Directors an explanation of any proposed procedure that would involve either departure from established policy, or the expenditure of substantial sums.
6. Supervises the preparation of the annual operating budget recommendations and implements the Board-approved budget. Approves and directs, in accordance with law and regulations of the Board, purchases and expenditures within the limits of the budget.
7. Maintains adequate records for the Charter School, including a system of financial accounts, business and property records, personnel, school population, and scholastic records. The Chief Administrator acts as custodian of such records and of all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board of Directors. Management of all assets will be in accordance with the Bylaws of the Charter School Corporation, and will be Board-approved.
8. Prepares and submits to the Board of Directors recommendations relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions.
9. Coordinates the supervision and evaluation of all employees and recommends the appointment, assignment, transfer, promotion, demotion, discharge, and/or suspension of employees as provided by law and the policies of the Charter School.
10. Holds such meetings of teachers and other employees as necessary for the discussion of matters concerning the improvement and welfare of the Charter School.
11. Represents the charter school, as needed, in its dealings with other school systems, social institutions, business firms, government agencies, and the general public.
12. Keeps the charter school community informed about modern educational practices, educational trends, and the policies, practices, and problems.
13. Supervises, either directly or through delegation, all activities of the charter school according to the policies of the Board of Directors.
14. With Board of Directors' approval, keeps informed of changes, developments, and research in education by advanced study, by visiting school systems elsewhere, by attending educational

conferences, and by other appropriate means, and keeps the Board informed of trends in education.

15. Studies and revises, together with the staff, all curriculum guides and courses of study, on a continuing basis.

16. Recommends to the Board of Directors for its adoption all courses of study, curriculum guides, and major changes in texts and time schedules to be used in the Charter School.

17. Make recommendations to the Board of Directors regarding building and facility changes

18. Make recommendations to the Board of Directors concerning the transportation of pupils in accordance with the law and the requirements of safety.

19. Provides suitable instructions and regulations to govern the use and care of school properties for school purposes, in conjunction with the Board of Directors.

20. Performs such other tasks as may, from time to time, be assigned by the Board of Directors

21. Prepares an annual report to be delivered to the PCSC authorized chartering entity in compliance with the terms of the charter school petition.

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APPENDIX M: CIS LAB EXPENSES

Estimate for CIS Lab for 2013			
Item	Quantity	Price	Extended Price
Managed 48 Port Switch	1	\$707.00	\$707.00
Network cable	1	\$90.00	\$90.00
Network ends (100 pack)	1	\$25.00	\$25.00
Workstations	24	\$972.00	\$23,328.00
Software Licenses	24	\$400.00	\$9,600.00
Color Laser Printer	1	\$250.00	\$250.00
		Total	\$34,000.00

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APPENDIX N: DUAL AND CONCURRENT ENROLLMENT PARTNERS

December 31, 2012



17 N. 550 W. Blackfoot, ID 83221 208-557-4003 fax: 201-304-0275 www.idahostem.com

Russell Mickelson
Executive Director
The STEM Academy
8322 W. Cantera
Peoria, AZ 85383

Dear Russell,

This letter is to confirm our intent to implement a pre-engineering program provided by The STEM Academy. Implementation is contingent on the Idaho Public Charter School Commission authorizing the Idaho STEM Academy. We anticipate the authorization process will be completed in December 2012.

Thank you for your support.

Sincerely,

A handwritten signature in black ink that reads "Patricia Kolbet". The signature is written in a cursive style.

Patricia Kolbet, Secretary
ISA Founding Board of Directors
208-317-3501

FOUNDATION COURSE SCHEDULE (9-12)

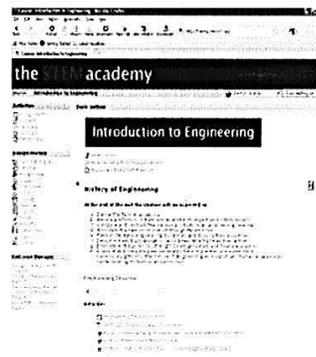
STUDENT LAB SCHEDULE

Qualifies the number of students to be served per class size. Curriculum access is unlimited per site for all faculty and students. Project resources are provided to support the qualified number of students per class size.

24 STUDENT: \$40,000.00 includes

CURRICULUM (180 CLOCK HOUR COURSES)

- Introduction to Engineering
- 3D Solid Modeling
- Design for Manufacturing
- Principles of Engineering
- Architecture featuring Green Methods



LEARNING MANAGEMENT SYSTEM

- Curriculum Delivery
- National Professional Learning Community
- Student Assessment
- Student Outcomes Management
- Student Portfolio Development



the STEM academy®

establishing engineering habits of the mind

SOFTWARE

Solidworks

MasterCAM

Graphisoft ArchiCAD

EcoDesigner

3D VIA Shape



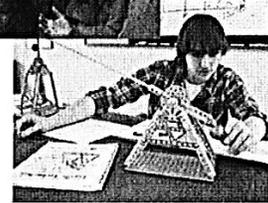
STUDENT ACTIVITY KITS

NASCAR STEM RC Student Activity Kits

Energy Concept STEM Measurement Student Activity Kits

Principles of Engineering STEM Student Activity Kits

Trebuchet Student Activity Kits



IMPLEMENTATION SCHEDULE

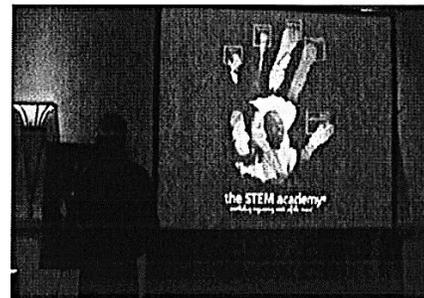
***3 Day STEM Instructor Orientation: \$7,500.00**

1: Investigation + Introduction

2: Methodologies + Learning Management System

3: Content Delivery + Content Mastery

*Instructors who attend training earn (1) graduate school credit per (8) hours of participation from University of Wisconsin



the **STEM** academy® *establishing engineering habits of the mind*

PROPOSAL SUMMARY

FOUNDATION COURSE SCHEDULE (24 STUDENT) \$40,000.00

Introduction to Engineering

3D Solid Modeling

Design for Manufacturing

Principles of Engineering

Architecture featuring Green Methods



PROFESSIONAL DEVELOPMENT OPTIONS

3 DAY ONSITE STEM INSTRUCTOR ORIENTATION TRAINING \$7,500.00

TOTAL: \$47,500.00

STEM JUMP START GRANT PROGRAM AWARD \$2,500.00

TOTAL DUE: \$45,000.00

SCALE UP OPTIONS AVAILABLE

Idaho STEM Academy
the **STEM** academy®
establishing engineering habits of the mind
A National Non-Profit Status K-12 Education Program www.stem101.org



the **STEM** academy®

establishing engineering habits of the mind

SCALE UP COURSE OPTIONS

Foundations of Technology

Engineering Technology

General Fabrication Methods

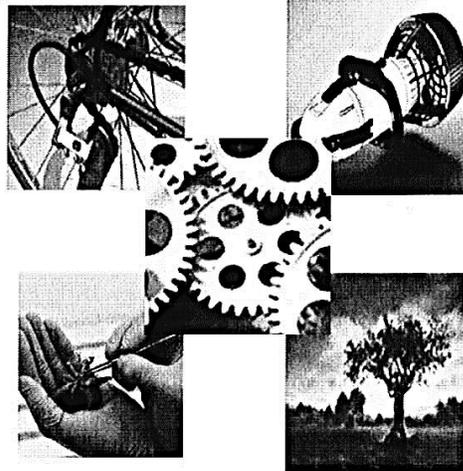
Green Methods

Green Building Science

Renewable Energy

Material Science

Foundations in Biotechnology



PURCHASE INFORMATION

Fed Tax ID# 27-2390050

The STEM Academy

8322 W. Cantera

Peoria, AZ 85383

Attn: Russell Mickelson

T: 480.381.9437

F: 480.505.1252

E: russell.mickelson@stem101.org





FOR MORE INFORMATION

Visit our web page at:
<http://www.d91.k12.id.us/EIPTHS>

Or contact us:

**Bobbi Crosser, Professional Technical
Education Coordinator**
208-525-7517
crossbobb@d91.k12.id.us

**Kristen Dunnells,
Administrative Assistant**
208-525-7549
Dunnkris@d91.k12.d.us



Classes offered for students in school districts:

Firth School District #59

Shelley School District #60

Idaho Falls School District #91

Bonneville Joint School District #93

Ririe School District #252

Bobbi Crosser
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**Eastern Idaho
Professional-
Technical High School**

**Eastern Idaho
Professional-
Technical High School**



**Delivering High-Tech
Educational Training for
Future Career Success**

Program Offerings—2012-13 Location

- Automotive Technology—BHS/EITC
- Auto Collision Repair—BHS
- Botany/Horticulture—EITC
- Certified Nursing Assistant (CNA) - CEG
- Culinary Arts—CEG
- Early Childhood Prof. —Skyline/EHS
- Education Assistant—TBA
- Electronics—HHS
- Emergency Medical Technician—EMT—CEG
- Information Technology—IFHS
- Occupational Career Experience—TBA
- Pharmacy Technician—CEG
- Pre-Engineering—TBA
- Sports Medicine—Skyline
- Welding—BHS
- Work-Based Learning—all schools

**Eastern Idaho Professional-
Technical High School**

950 Environmental Way

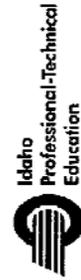
Idaho Falls, ID 83401

Phone: 208-525-7517



A consortium of schools from Firth School District #59, Shelley Joint School District #60, Idaho Falls School District #91, Bonneville Joint School District #93, and Ririe Joint School District #252 as well as EITC work together to help students connect with their futures by offering numerous classes at different locations.

Think of the Eastern Idaho Professional-Technical High School (EIP-THS) as “a school without a building.” Students attend classes where they are offered. For example, an Idaho Falls High School student who wants to take a Certified Nursing Assistant class will travel to Clair E. Gale (where the class will be held in 2012-2013), and a Hillcrest High School student who wants to take Auto Body will travel to Bonneville High School or EITC. This enables all students within the consortium to take classes that would not otherwise be available at their “home” high schools



**Eastern Idaho
Professional-Technical
High School**

High Schools in Eastern Idaho have long recognized the importance of professional-technical training to enhance and link high school programs with post-secondary education.

Since 1983, school districts and Eastern Idaho Technical College (EITC) have worked together to make post-secondary and other career training opportunities available to all high school students.

In 1998, a Cooperative Service Agency was formed to provide the governance structure for the Professional-Technical High School. There were five (5) programs offered to students in 1998. That number has grown to 15.



BYU - Provo Independent Studies
Idaho Course Provider #: 2897

Programs that offer a full and accredited high school education experience

The BYU Independent Study High School Program is designed to help students who are interested in completing their high school studies through our structured online program. If you are only in need of a few courses to meet your high school graduation requirements, go to our course catalog for a list of courses.

BYU Independent Study offers three different four-year high school programs: the Standard Program, the Advanced Program, and the Adult Diploma Program.

The Standard and Advanced Programs are designed for high-school-age students preparing for college or the job market. Upon completion of the program, students are issued an official transcript. This official transcript can be used to apply to colleges and universities or may be used as proof of high school completion for potential employers. Students in the Standard and Advanced programs do not receive a diploma.

It is recommended that students be at least 14 years old when applying to either program.

Areas of Course study include:

- | | |
|---------------------------------|------------------------------------|
| Accounting | Life Skills |
| Art | Mathematics |
| Business Education | Music |
| Career and Education Technology | Philosophy |
| Communications | Physical Education |
| Computer Science | Science-Biological |
| Family and Consumer Science | Science-Chemistry |
| Finance | Science-Earth Systems |
| Health | Science-Physics |
| Language Art-English | Social Science-Contemporary Issues |
| Language Arts-Literature | Social Science-History/Government |
| Language Arts- Reading | World Languages |
| Language Arts-Writing | |

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APPENDIX O: EMPLOYEE USE OF DRUGS AND ALCOHOL

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Bingham Academy
Use of Illegal Drugs and Alcohol
By Employees

Bingham Academy complies with the federal mandates to establish a drug free workplace. The school will not tolerate drug or alcohol abuse by teachers or any other employee. Employees are prohibited from being under the influence of illegal drugs or alcohol on any school property or at any school related activity. Furthermore, employees are prohibited from manufacturing, dispensing, using, possessing, or distributing illegal drug or alcohol on school property or at any school activity.

Federally Funded Programs:

Any employee working in programs partially or wholly funded through federal grants will, as a condition of employment, agree to abide by the terms of this policy and will notify the school of any criminal drug status conviction occurring in the workplace. The employee must notify the school no later than five (5) days after such convictions.

In Accordance with the Drug-Free workplace Act, the school will report to the federal granting agency in writing and within ten (10) working days, notice that an employee has been convicted of a criminal drug statute for a violation occurring in the workplace.

Definitions:

Illegal drugs: Any controlled substance defined by Idaho Code Section 37-2701, or any other substance which is used to alter or change the mood or perception of an individual. Anabolic steroids are also included in this definition. Over the counter drugs prescribed by a doctor and/or used in the appropriately prescribed dosage are not included.

Under the influence: This includes all traditional and legally recognized conditions and behaviors associated with intoxication. Also, any physical or mental condition which is the result of indulging to any degree in the use of unlawful alcohol or illegal drugs, and which may deprive one of clearness of intellect and/or control of behavior which he/she otherwise would possess.

Unlawful alcohol: any beverage as defined by Idaho Code Sections 23-105 and 23-1001.

Violations: The commission of an act of illegal drug usage or unlawful alcohol consumption by a district employee.

Employee Awareness of Drug-Free Program:

Bingham Academy will establish a drug-free awareness program to inform employees about the following:

- The school policy of maintaining a drug-free workplace

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- The dangers associated with drug abuse in the workplace
- The school's right to ask employees to submit to drug/alcohol testing
- Employee assistance programs related to drug counseling and rehabilitation
- Penalties imposed for violation of the Illegal Drugs and Alcohol policy may include suspension, administrative leave, counseling, and other disciplinary actions up to and including termination.

Upon adoption of this policy or initial employment, the school will provide all employees with a copy of this policy. A signed statement acknowledging receipt and understanding of an agreement to abide by this policy will be placed in each employee's personnel file.

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Receipt of Bingham Academy
Use of Illegal Drugs and Alcohol
By Employees

I hereby acknowledgement that I have received a copy of the Bingham Academy policy concerning Use of Illegal Drugs and Alcohol by Employees. I understand the provision of this policy and am willing to submit to drug/alcohol testing, if requested by school officials.

Employee

Date

Witness

Date

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APPENDIX P: DRAFT STUDENT HANDBOOK

Draft
Bingham Academy Student Handbook
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Bingham Academy Code of Conduct

Introduction

School is a place where students not only learn about the rights and responsibilities of citizenship, but also gain valuable experience in appropriately exercising them. It is important to strike a balance between rights and responsibilities to contribute to the maintenance of a school environment which is conducive to learning.

Although the student code of conduct contains a listing of infractions, it is clearly intended not to be all-inclusive, since no list can be. It is also intended that the administration and/or the Board of Directors have/has the power to administer discipline for any other offense that is in violation of law or school policy or procedures, or in violation of what is deemed accepted standards of conduct for Bingham Academy students.

This code of conduct has been prepared to specify:

- Acceptable behavior and unacceptable behavior
- Procedures to determine violations of rules
- Consequences for such violations

The school acts "in loco parentis," that is, in the place of the parent with respect to the supervision of a student's education and conduct while he/she is in school. This authority, and this code of conduct, extends to school sponsored functions at whatever location they are conducted.

Each student is guaranteed the right:

- To be heard
- To have fair and consistent rules
- To due process procedures

These student rights are accompanied by student responsibilities

- To attend school and classes regularly
- To respect school property
- To refrain from conduct that disrupts or threatens to disrupt the learning of other students

The code of conduct has been developed to address the responsibilities of students to attend school and to attend classes, making fully clear the possible immediate benefits and/or long-term consequences of excessive absences, truancy, class cuts, and tardiness.

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The administration, through the Superintendent or his/her designee, and/or the Board of Education, reserves the right to follow different courses of action other than those listed. These courses of action may include a review and/or hearing by the Board of Education.

Section I

Class Contact Time

Excused Absences

Absences from school with the knowledge and approval of a student's parents/guardian are excused absences, but such absences are counted toward the maximum allowed per semester. In order for an absence to be excused, oral or written communication from the student's parents/guardian must be received within 48 hours of the last day of the absence, except for school approved activity absences.

Make-up Work

Make-up work is allowed for students who have excused absences. The classroom teacher will provide the student or the parent/guardian who requests make-up work with: a) a list of pages covered during the absence; b) information about assignments or special projects; c) a copy of all handout materials given during the absence. Credit for make-up work is not allowed for an unexcused absence.

Tardies

A student is tardy if he or she is not in the assigned classroom when the bell rings. In general, tardiness will be dealt with on an individual basis; however excessive and habitual tardies can lead to a loss of class credit.

Maximum Days Missed

Students may have a maximum of nine (9) absences per semester, or the number of absences permitted by the Idaho State Department of Education, whichever is fewer. Absence from class for any reason, including family convenience, shall be counted when the percentage of attendance and eligibility for promotion or credit is being considered.

Notification of Absences and Discipline

Parents/guardians will be notified of the 5th, 8th, and 10th absences from class during a semester. Notice of the 10th absence will inform the parent/guardian of the loss of credit, and include the appeal rights to challenge the loss of credit. The school Chief Administrator may deny a promotion to the next grade or deny credit for a class to any student who exceeds the maximum number of absences.

Grounds for an Appeal

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Those students who have valid reasons to believe that all or parts of their absences are the result of extraordinary circumstances may request a review of their case following the attendance appeal process below. Extraordinary circumstances may include, but are not limited to, verified

illness or medical treatment, death in the family or death of close friends, and medical or dental professional appointments.

A. Late to Class

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
1. Less than 2 min (1st MP)	Teacher Warning	Teacher Warning	Teacher Detention & Parent Contact	1 Administrative Detention	1 Administrative Detention	2 Administrative Detentions	1 Saturday Session
2. 2-5 min	1 Administrative Detention	2 Administrative Detentions	1 Saturday School				
3. More than 5 min (considered class cut)	3 Administrative Detentions	1 Saturday School	1 Day Internal Suspension	2 Days Internal Suspension			

B. Cutting Class

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Any student cutting 3 or more classes in any given day will be considered truant for the day. Any test/quiz missed due to cutting will result in a grade of "0" with no make-up.	3 Detentions	1 Saturday School	1 Day Internal Suspension	2 Days Internal Suspension			

C. Truancy

Infraction	Occurrence						
	1st	2 nd	3rd	4th	5th	6th	7th
Any test/quiz missed due to truancy will result in a grade of "0" with no make-up.	1 Saturday School	1 Day Internal Suspension	2 Days Internal Suspension				

D. Leaving School/Activity

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Leaving the school grounds or site of school activity without permission	1 Day Internal Suspension Loss of parking privileges for 15 days	1 Day Internal Suspension Loss of parking privileges for 30 days	2 Days Internal Suspension Loss of parking privileges for remainder of the school year				

Section II

General Student Behavior

A. Display of Affection

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Displays of physical affections on school property	Warning	1 Detention	2 Detentions				

B. Radio/CD/Headphone, etc.

Infraction	Occurrence						
	1st	2 nd	3rd	4th	5th	6th	7th
Possession and/or playing of radios, stereos, tape decks, Walkman set, head set Wearing a hat Portable phones	Confiscation Return to the student at the end of the day and 1 detention	Confiscation Return to the parent and 2 detention	Internal Suspension				

C. Paging Devices

Infraction	Occurrence						
	1st	2 nd	3rd	4th	5th	6th	7th

Possession of a paging device	Confiscation. Return to parent Parent conference 1 Detention	Confiscation Device turned over to police Parent Conference 1 day internal suspension	Confiscation Disorderly Persons Charges filed with police 2 days internal suspension
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D. Eat/Drink outside of Cafeteria

Infraction	Occurrence						
	1st	2 nd	3rd	4th	5th	6th	7th
Eating or drinking outside assigned areas	1 Detention	2 Detentions					

E. Cigarettes & Matches

Infraction	Occurrence						
	1st	2 nd	3rd	4th	5th	6th	7th
Possession of cigarettes, matches, pipes, or any other type of smoking paraphernalia or smoking on school property	1 Day Internal Suspension	1 Day Internal Suspension Parent/guardian contact	2 Days Internal Suspension with parent/guardian contact				
	In addition to the consequences listed above, the administration will sign a complaint with local authorities against any student who is seen smoking inside of the school building.						

F. Flagrant Disrespect

Infraction	Occurrence						
	1st	2 nd	3rd	4th	5th	6th	7th
Flagrant disrespect to any adult	1 - 5 Days Internal or External Suspension						

G. Not Going to Detention

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
1. Failure to report to administrative detention	1 Additional Detention	1 Saturday School	1 Day Internal Suspension				
2. Failure to report to teacher detention	2 Detentions						

H. Disruptive Behavior

Infraction	Occurrence						
	1st	2 nd	3rd	4th	5th	6th	7th
1. Classroom - sent to office	Restricted from class 2 Detentions	Restricted from class minimum 2 days pending parent/teacher conference Saturday School	1 Day Internal Suspension				

2. In Internal Suspension	Further disciplinary action resulting in detention(s) and/or additional Internal/External Suspension						
3. In Detention	Will warrant additional days of detention and/or suspension						

I. Defiance of Teacher

Infraction	Occurrence						
	1st	2 nd	3rd	4th	5th	6th	7th
Defiance of a teacher's authority	1 - 5 Days Internal or External Suspension						

J. Inappropriate Language

Infraction	Occurrence						
	1st	2 nd	3rd	4th	5th	6th	7th
Inappropriate language in halls or classroom	Detention(s), Saturday School and/or Suspension						

Section III
Other Infractions

All acts of violence, whether contained in the following section of infractions or not, will not be tolerated. In addition, the student misconduct may be so serious in nature as to require further disciplinary action such as long term suspension and/or expulsion, and/or referral to the civil authorities. The administration and/or the Board of Education reserve the right to impose greater penalty at any time, depending upon the facts and circumstances of the particular infraction.

A. Stealing

Infraction	Occurrence		
	1 st	2nd	3rd

Stealing	Appropriate discipline that will range from Internal Suspension to Board of Education hearing Return and/or payment for stolen property		
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B. Weapons / Explosives

Infraction	Occurrence		
	1 st	2nd	3rd
Possession and/or use of a dangerous weapon (including explosives)	10 Days External Suspension Parent Conference Confiscation of weapon/explosives Referral to local authorities Mandatory Board of Education hearing for possible expulsion		

C. Fight / Assault

Infraction	Occurrence		
	1 st	2nd	3rd
<p>Offenses are cumulative over a student's high school tenure. Administration will maintain accurate records of all fighting infractions.</p> <p>A parent conference with an Assistant Principal must be held prior to readmittance</p> <p>Should the nature and gravity of a single act of violence be deemed of a very serious nature, the administration reserves the right to place a student in the Alternative Evening Education Program or be brought before the Board of Education for an expulsion hearing.</p>	<p>Immediate External Suspension of at least 5 days not to exceed 10 days</p> <p>Incident report filed with the Police Department</p> <p>A parent conference with an Assistant Principal must be held prior to readmittance</p> <p>Referral for counseling services</p>	<p>Immediate External Suspension for 7 to 10 days</p> <p>Student will be removed from the building by Police and taken to Police Station</p> <p>Charges filed with the Police Department against student</p> <p>Administration may assign student to Alternative Evening School</p> <p>Parent conference with Executive Assistant Principal or designee prior to readmittance</p> <p>Referral to Child Study Team for consultation</p>	<p>Immediate External Suspension for 10 days</p> <p>Student will be removed from building by Police and taken to Police Station</p> <p>Charges filed with the Police Department against student</p> <p>Parent conference with Executive Assistant Principal or designee</p> <p>Possible Board of Education hearing for expulsion</p>

D. Provoking / Harassing

Infraction	Occurrence		
	1 st	2nd	3rd
<p>Provoking a fight / verbally abusing or harassing another student / physically violating the rights of others. This includes inappropriate</p>	<p>Internal / External Suspension and/or detention(s) including referral for counseling services</p>		

<p>comments or behaviors that denigrate the race, ethnicity, religion or gender of another student, as well as any form of hazing.</p>	<p>Student may be sent home for the day</p> <p>Parent contact if deemed necessary</p> <p>Referral to authorities if deemed appropriate</p>		
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E. Fire Extinguisher Tampering

Infraction	Occurrence		
	1 st	2nd	3rd
<p>Tampering, damaging or attempting to cause damage to school or personal property</p>	<p>Restitution / restoration and detention and/or 1-5 Days Internal / External Suspension</p> <p>Note: Improper use of computers and technical equipment may result in removal from the class with loss of credit and loss of privileges to use such equipment</p> <p>Appropriate legal action will be taken</p>		

F. Trespassing

Infraction	Occurrence		
	1 st	2nd	3rd
<p>Trespassing on school grounds while on suspension</p>	<p>3 Days External Suspension</p>		

G. Use or possession of drugs, alcohol, or illegal substances

Infraction	Occurrence	
	1st	2nd

<p>Possession, consumption or being under the influence of alcoholic beverages or of controlled dangerous substances (marijuana or other dangerous drugs) This includes possession of drug paraphernalia</p>	<p>The following action will result in conjunction with present Board policy.</p>	
	<p>The student will be externally suspended from school for a minimum of 5 school days</p> <p>Referral to local authorities</p> <p>See below</p>	<p>The student shall be externally suspended from school for a minimum of 10 school days pending possible BOE expulsion hearing</p> <p>Referral to local authorities</p> <p>See below</p>
<p>The student who tests positive must obtain a letter from their physician attesting to their physical, mental and emotional ability to return to school.</p> <p>The student must attend an intake session and follow all recommendations that may include becoming involved in an out-of-school counseling program before readmittance to the school.</p> <p>This also applies to any student who is found to be in possession of alcoholic beverages, controlled dangerous substances and/or drug paraphernalia, regardless of the outcome of the drug-urine screening.</p> <p>If the administration deems necessary, a referral to the Child Study Team will be made to determine the student's eligibility and need for special education programs.</p> <p>The student will be monitored by their counselor on their return to school.</p> <p>Beyond the first offense, the Principal may recommend to the Superintendent that the student be expelled and have the matter referred to the Board of Education for a hearing.</p> <p>All offenses are cumulative over a student's high school tenure.</p>		

Section IV

Consequences and Disciplinary Actions

A. Due Process

In all disciplinary matters, students and parents have the right to due process and to appeal decisions to the next higher level.

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. Bingham Academy Board of Directors will formally adopt and recognize all Blackfoot School District policies addressing emergency or other situations not specifically covered by Bingham Academy policy.

B. Minor Offenses

Inappropriate student behavior will be identified as either a minor or major infraction. Minor infractions may include such behaviors as talking in class, tardiness, failure to follow directions, etc. repetitious or extreme minor infractions may constitute a major infraction.

Major infractions may include but not be limited to fighting, bullying, defiance, use of illegal substances, possession of a weapon or firearm, etc.

In all disciplinary concerns, Parents/guardians will be notified via phone calls, in writing, and/or through school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the school Chief Administrator for further discussion and appropriate action. The consequences for violations are described below.

Consequences for minor violations include, but are not limited to, the following:

- a. Loss of privileges
- b. Detention (lunch hour or before or after school)
- c. Phone call to parent
- d. Letter sent to the parent
- e. Student conference with the Principal.
- f. Student and parent conference with Principal
- g. Suspension from extracurricular activities

C. Major Offenses

- h. In-school suspension
- i. Out-of-school suspension
- j. Referral to Status Offenders Service.
- k. Referral to Counselor or Student Specialist for intervention

1. Recommendation to Board for expulsion

D. Suspension

Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

Step 1: Teacher and/or Chief Administrator intervention includes disciplinary measures within the school designed to address the behavior problem while insuring the safety of all staff and students.

Step 2: Parent/Guardian Incident Notification.

Step 3: Suspension by the Chief Administrator or Bingham Academy Board of Directors in compliance with requirements of section 33-205, Idaho Code.

Step 4: Expulsion by the Bingham Academy Board of Directors in compliance with requirements of section 33-205, Idaho Code.

The administrator 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 principal shall not exceed five (5) school days in length; and the school superintendent may extend the temporary suspension an additional ten (10) schools 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) schools days. Prior to suspending any student, the administrator or 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 who suspended him upon such reasonable conditions as said administrator may prescribe. The board of directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

All disciplinary actions related to special education students shall adhere to the federal mandates in IDEA and other applicable state and federal mandates as outlined in the Idaho special Education Manual.

In all disciplinary matters, students and parents have the right to due process and to appeal decisions to the next higher level.

E Expulsion

The Bingham Academy Board of Directors shall have the right to expel or deny enrollment to any student as set out in section 33-205, Idaho Code. Readmission of any student suspended or expelled, or admission of any student who has been denied admission shall be governed by section 33-205, Idaho Code.

No pupil shall be expelled nor denied enrollment without the board of directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the board of directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his 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 board may modify the expulsion or denial of enrollment order on a case-by-case basis. 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.

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APPENDIX Q: INTERNET USE POLICY

Bingham Academy
Network and Internet Acceptable Use Policy

Acceptable Use:

- The Bingham Academy network and Internet connection have been established solely for educational purposes.
- The Internet is to be used to pursue intellectual activities, seek resources, and access libraries in order to enhance the learning process.
- Be polite and use appropriate language. Do not use profanity, obscenities, sexually explicit material, or expressions of bigotry, racism and/or hate.
- Maintain individual anonymity and privacy. Do not reveal names, personal addresses or phone numbers.
- Adhere to copyright laws and restrictions. Do not transmit material in violation of federal or state law or regulation. (Such material includes, but is not limited to, commercial software, copyrighted material, threatening or obscene material, or material protected by trade secret.)

Unacceptable Use:

- Any use of the Bingham Academy network and Internet connection for commercial purposes or political lobbying is prohibited.
- Any use of the ~~ISA~~ Bingham Academy network and Internet connection for illegal, inappropriate, or obscene purposes, or in support of such activities, is prohibited. Illegal activities shall be defined as a violation of local, state or federal laws.
- Inappropriate use shall be defined as a violation of the intended use of the network, including the intentional introduction of viruses, corruption of systems, files and resources. Obscene activities shall be defined as a violation of generally accepted social standards for use of a publicly-owned and operated communications vehicle.
- Students are prohibited from illegally copying documents, software, and other materials.
- Students are not allowed to enter or participate in any Internet "Chat Rooms".
- Students will not tie up the Bingham Academy network resources with idle activities.
- Only school approved games are allowed, and only with teacher permission.
- Students are not allowed to download files to the hard disk of any computer on the Bingham Academy network. Any files that are downloaded must be able to fit on a CD or USB drive.
- Students will not intentionally disrupt network traffic or crash the network and related systems
- Students shall not waste or take supplies, such as paper, printer accessories and CD's

Procedures for Use:

Students must always get permission from their instructors before using the Bingham Bingham Academy network or the Internet.

Students must sign in legibly on the appropriate log or register in the classroom each time they use the network.

Encounter of Controversial Material:

- With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of a school setting. Bingham Academy has taken precautions to restrict access to controversial materials.
- However, on a global network it is impossible to control effectively the content of the data and an industrious user may discover controversial material. It is the student's responsibility not to initiate access to such material.

No Warranties:

Bingham Academy makes no warranties of any kind, whether expressed or implied, for the service it is providing. Bingham Academy will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or user errors or omissions. Use of any information obtained via the Internet is at the users own risk. Bingham Academy denies any responsibility for the accuracy or quality of information obtained through its services. Bingham Academy has the right to monitor Bingham Academy network and/or Internet access activity in any form that it sees fit to maintain the integrity of the network.

Student Agreement:

I understand and will abide by the above Network and Internet Use Policy. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action.

Student Name

(Please Print)

Student Signature _____ Date _____

(If you are under the age of 18 a parent or guardian must also read and sign this agreement.)

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Parent Agreement

As the parent or guardian of this student, I have read the Network and Internet Use Policy. I understand that this access is designed for educational purposes. Bingham Academy has taken precautions to eliminate controversial material. However, I recognize it is impossible for Bingham Academy to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to give my child access to the Bingham Academy network, including access to the Internet and certify that the information contained on this form is correct.

Parent or Guardian's Name

(Please Print)

Signature _____ Date _____

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APPENDIX R: SUICIDE PREVENTION PROGRAM

BINGHAM ACADEMY
SUICIDE PREVENTION PROGRAM

The Bingham Academy Suicide Prevention Program will consist of 4, 50 minute classroom lessons presented to all ninth grade students in their health/PE class, and at least one follow-up lesson each year present in either a Social Studies or English class. The four lessons presented in the freshman year will align with National Health Education Standards 1.12.5, 2.12.3, 2.12.9, 3.12.4, 3.12.5, 4.12.1, 4.12.3, 4.12.4, 5.12.1, 5.12.4, 7.12.3, 8.12.2be as follows:

The first day of the student training focuses on the person at risk.

Objectives:

- Students will learn signs of depression and suicide.
- Students will learn myths about suicide.
- Students will analyze media to identify signs of depression and suicide possibly in a video.

The second day focuses on attitudes and behaviors that might interfere with getting help.

Objectives:

- Students will analyze a true story to determine *attitudes* that interfere with getting help.
- Students will analyze a true story to determine *behavior* that interferes with getting help.
- Students will analyze attitudes that they hold or have observed that interfere with getting help.
- Students will analyze behaviors that they hold or have observed that interfere with getting help.

The third day focuses on helping behavior.

Objectives:

- Students will learn specific steps to help someone at risk for suicide.
- Students will learn who the “suicide contacts” (key staff trained in suicide intervention) are at the school.
- Students will analyze media to identify helping behavior in a video.

The fourth day focuses on skills practice and resources.

Objectives:

- Students will practice intervening with another student exhibiting signs of depression.
- Students will meet the “suicide contact(s)” at the school and learn what to expect when seeking help.
- Students will learn how to respond when someone reveals they are suicidal on the Internet or through other technology.
- If you would like to see a clip of the video used in the RESPONSE Student Component, it is available on the Outreach Arts website: www.outreacharts.com/never_enough.htm

Parent mailing, information, and participation

The parent mailing consists of information regarding the program, a flyer with much more detail on depression and suicide, and (an optional) passive or active permission slip for their son/daughter to participate in the RESPONSE student component. It is required that the parent mailing goes out each year to parents of incoming freshmen. Parents may also be invited to a Parent Workshop. Research in the field indicates a clear need for parents to be educated on the signs of depression and suicidal ideation as well as the need to seek treatment; however, the most common strategy for parent involvement --offering a workshop on depression and suicide -- has not been successful with other suicide prevention programs regardless of program quality. Attendance at these workshops typically peaks only after a suicide has occurred. The parent workshop is optional, but strongly recommended for schools that can integrate the workshop with another school event. If parents would like to see a clip of the video used in the parent workshop, go to: www.outreacharts.com/never_enough_parent.htm.

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APPENDIX S: SCHEDULE OF MARKETING EVENTS

Marketing Plan by Month for Community Events

Month	Event	Audience
January	1. Relay for Life 2. Chamber of Commerce President's Dinner	1. Community members, adults and adolescents 2. Chamber members, local businesses to partner with
February	1. Legislative Breakfast	1. Chamber members, local businesses as potential partners
March	1. Bingham Co. Potato Hall of Fame Reception 2. Legislative Breakfast	1. Community members, industry leaders 2. Chamber members, local politicians, local businessmen as potential partners
April	1. Relay for Life Fundraiser	1. Community members, local businesses, potential partners
May	1. Drug Prevention Coalition Fair 2. Bike Safety Fair	1. Community members, parents, adolescents, potential service projects 2. Community members, parents, adolescents, potential service project
June	1. Relay for Life 2. High School Rodeo	1. Community members, local businesses, potential business partners, potential service projects
July	1. Blackfoot Pride Days 2.	1. Community members, parents, adolescents, potential service project
August	1. Bingham County 4-H Fair 2. Chamber of Commerce Golf Tournament	1. Parents, Adolescents, Community business and leaders 2. Chamber members, business leaders, community leaders
September		
October	1. Chamber of Commerce Officer Awareness Award 2. SEICAA Stone Soup Fundraiser	1. Local businesses, Chamber members, potential partners 2. Community leaders, Potential business partners, parents
November	1. Thanksgiving Food Baskets	1. Potential community service project
December	1. Christmas Tree Fantasy	1. Community members, parents, business leaders, potential partners

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APPENDIX T: RESUMES OF FOUNDERS

Greg Sigerson

October 2003 to Present – Founder and Owner of The Wisdom Factor Inc.

A consulting firm located in Blackfoot serving customers nationwide.

- Responsible for all aspects of operating the business.
- Responsible for sales, marketing, accounting, production and client management.
- Responsible for creating solutions that move the clients from their current financial situation to a level of greater income.
- Currently producing the book “*The Owners Manual, The Insiders Guide To Business Success*” with all the audios, seminars, speeches, webinars, and online training that accompany the project.

August 1994 – October 2003 Radio Sales Representative for KOOL 94.9

- Responsible for generating over a million dollars in local advertizing sales.
- Responsible for finding, consulting, closing, copy writing, collecting and seeing that all aspects of the clients needs were met.

Greg Sigerson has a BS in Psychology and Speech Communications for Idaho State University.
52 graduate credits from ISU

Name: Brian Thelin
Address: 2226 w. 800 so.
Sterling, Idaho, 83210
Phone: 208-243-2354
Email: brian.thelin@gmail.com

Statement of Intent:

As a father of five children education is very important to me. Choice and quality are also very important. All five of my children have or are currently attending charter schools. I am committed to the charter school movement. Through choice freedom can be realized. I have been involved in the beginnings of Blackfoot Charter Community Learning Center, Idaho Leadership Academy and Idaho Science & Technology Charter School.

Work Experience:

- | | |
|--|-------------------------|
| Hebe & Sons: Partner | 1981 - Present |
| Truck sales, truck parts, dismantling trucks and automobiles, providing service and repair | |
| Idaho Leadership Academy | 2002 - July 2008 |
| Assistant Transportation Supervisor, bus driver, bus technician, | |
| Teton Stage Lines | 2006 - 2009 |
| Responsibilities: bus driver, substitute bus driver, charter bus driver (motor coach) | |
| Idaho Science & Technology Charter School | 2009 - Present |
| Transportation Supervisor, bus driver, driver trainer, bus technician | |
| Blackfoot Charter Community Learning Center | 2010 - Present |
| Transportation Supervisor, bus driver, driver trainer, bus technician | |

Honors & Activities:

I am a volunteer fireman and EMT with the Aberdeen-Springfield Fire Department. I have attended many fire and EMS trainings, including the 110 hour EMT training and many hours of continuing education to include CPR and first aid.

I operated my own computer business where I built, sold and serviced computers. I took classes in networking from Eastern Idaho Technical College.

I am a certified SCUBA diver instructor. I have taught and conducted many SCUBA classes.

Name: Mark C. Fisk
Address: 781 W. Quail Circle , Blackfoot, Idaho 83221
Phone: 208.785.1375
Email: mark@fisk.us.com

Statement of Intent

No one can say they are free to choose without at least two viable options to choose between. Freedom and choice are partners. Barring an all online high school experience, the school districts of Bingham County have embraced a one size fits all high school educational model. This means the citizens of our area do not have a choice and thus their freedom is neglected. In other words, high school choice is not something that Bingham County families currently possess. This proposed charter school would enable educational choice and enhance our community's freedom.

Additionally, the educational model for this new high school is progressive, intelligent and a practical solution to the rising costs of post-secondary education. I had the privilege of attending one of the best junior colleges in the country before transferring to a California State University. Attending a less expensive city or junior college is not something that is available to students in our area. Anything that our high schools can do to reduce the cost of post-secondary education while introducing them to college curriculum in a supervised environment will greatly benefit these students and their families. I believe these benefits will not only be financial but students' online exposure to college curriculum will encourage them to pursue post-secondary education after high school, something the Idaho state government greatly desires.

Education

Master of Divinity, Talbot School of Theology, La Mirada, CA	1993 - 1999
B.A. English, California State University Long Beach, Long Beach, CA	1989 - 1992
Transfer, Pasadena City College, Pasadena, CA	1989 - 1986

Work Experience

Pastor, Blackfoot First Baptist Church, Blackfoot, ID	2006 - Present
Pastor, Heritage Valley Christian Fellowship, Santa Paula, CA	1999 - 2006
Administrative Manager, Inter-Con Security, Pasadena, CA	1991 - 1999
Sergeant, United States Marine Corps, El Toro, CA	1990 - 1992
Sergeant, United States Marine Corps Reserve, El Toro, CA	1987 - 1993

Other Experience

Substitute Teacher, Blackfoot, ID	2009 - Present
Founder, Idaho Science and Technology Charter School, Blackfoot, ID	2007 - 2009
Fire Department Chaplain, City of Santa Paula, Santa Paula, CA	2000 - 2001
Infant & Pediatric Security Workshop, Alhambra, CA	1996
Professional Assault Response Training®, Los Angeles, CA	1995
Supervisory Sexual Harassment Course, Pasadena, CA	1995

Honors & Activities

Churches of the Future Selectee, 2011, 2008
Inter-Con Supervisor of the Year, 1996, 1994
National Service Defense Medal, 1992 (USMC)

Name: Mary Diane Dodds
Address: 70 South 500 West
Blackfoot, ID 83221
Phone: 208-569-8080
Email: ddodds@bcclc.com

Statement of Intent: I am supporting a charter high school because I have seen the success of students in the Blackfoot Charter Community Learning Center. When parents have school choice it invites excellence from students, parents, and staff. I would like to see this kind of quality education be an option for students all the way through high school.

Education: 1995-1996 Multiple Subject Teaching Credential with CLAD
National University, Stockton CA

1993-1995 Bachelor of Arts Interdisciplinary Studies
National University, Stockton CA

1972-1974 Associate of Arts General Studies, Emphasis in Vocal Music
Butte College, Oroville CA

Work Experience: 2007-2011 Kindergarten Teacher, Blackfoot Charter Community Learning Center, CA
2002-2006 Kindergarten Teacher, Patterson Unified School District, CA
2001-2002 Literacy Coach, Patterson Unified School District, CA
1996-2001 First Grade Teacher, Patterson Unified School District, CA
1995-1996 Substitute Teacher, Patterson Unified School District, CA
1980-1993 Piano Instructor, Self-employed

Non-profit Experience: Parent Teacher Association 1988-2006
Boy Scouts of America 1988-1996

Honors & Activities: 2000 Teacher of the Year – Patterson Unified School District, CA

Idaho Educational Credentials: Standard Elementary, All Subjects K / 8

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P.O. BOX 20 • 751 W. 160 N. • MORELAND, ID 83256
PHONE (208) 684-4849 OR (208) 317-3501
E-MAIL PKOLBET@AOL.COM

PATRICIA I. KOLBET

STATEMENT OF INTENT

I support the establishment of a charter high school in Bingham County, ID that offers parents in the community another educational choice. I support a school system that enables students to excel in an environment that supports both their developmental and intellectual needs through a variety of programs and support structures.

QUALIFICATIONS

Six year as an instructor with Eastern Idaho Professional Technical High School. Courses of instruction include Introduction to Horticulture, Landscape Design, Floral Design and Greenhouse Management. Experience in developing course curriculum, instruction and evaluation. Developed the state-approved TSA for Horticulture with the INLA.

Three years as an adjunct faculty with Eastern Idaho Technical College. Courses of instruction focus on horticultural topics.

Eleven years experience in Landscape Design as private consultant providing technical expertise in property use analysis, maintenance considerations and consultation, provide plant care, use and maintenance analysis.

Twelve years as an Advanced Master Gardener with University of Idaho, Bingham County Extension office. Helped organize and currently presides over Bingham County Advanced Master Gardeners organization.

One year on the Blackfoot Urban Forestry Council consulting with the city concerning tree selection, planting and care, park design and grant writing.
ISA Certified Arborist, 2006.

EMPLOYMENT HISTORY

9/11 – present **FUNDING COORDINATOR**
Blackfoot Charter Community Learning Center Blackfoot, ID

8/02 – 08/11 **HORTICULTURE INSTRUCTOR**
Eastern Idaho Professional Technical High School, Idaho Falls,
ID

9/01- 08/04 **ADJUNCT FACULTY**
Eastern Idaho Technical College, Idaho Falls, ID

7/96 - present **LANDSCAPE DESIGNER/CONTRACTOR**

Nature's Image Landscape Design, Moreland, ID
Owner/Operator & General Manager/Designer

2/07 - 08/07 **HORTICULTURE ASSISTANT**
Bannock/Bingham County Extension, Pocatello/Blackfoot, ID

5/93 - 9/94 **OFFICE ASSISTANT**
Re/Max of Boise, Boise, ID

6/82 - 5/93 **SYSTEMS ENGINEER/OPERATIONS SPECIALIST**
International Business Machines (IBM), Boise, ID

6/81 - 6/82 **LABORATORY TECHNICIAN**
J.R. Simplot Company, Pocatello, ID

5/77 - 8/79 **HISTOLOGY TECHNICIAN**
Bannock Regional Medical Center, Pocatello, ID

EDUCATION

Idaho State University, Pocatello, ID
Human Resources and Development
Goal – BA, Human Resources and Development

University of Idaho, Idaho Falls, ID
Plant Science – on hold
Goal – PhD, Plant Science or Horticulture

Conway School of landscape Design, Conway, MA
Master of Arts – June 1995
Major – Landscape Design

Idaho State University, Pocatello, ID
Master of Science – December 1982
Major – Zoology

Idaho State University, Pocatello, ID
Bachelor of Science – May 1975
Major – Biology
Minor – Math

References Available Upon Request

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APPENDIX U: BUDGET ASSUMPTIONS

Bingham Academy Budget Assumptions

All budget calculations are based on an initial enrollment of 100 students

Calculation for state funds, including State of Idaho Apportionment funds and foundation payments were completed using FY13 Budget Calculations templates provide by the Idaho Department of Education.

Estimated federal funds for year one are limited to projected IDEA funds. This figure was estimated based on comparisons of funding received at BCCLC and ISTCS for their programs.

Estimated federal funds for years two and three are increased to include Title I, Title II, and Small Rural School Grant funds.

The Federal Charter Start Grant (CSP) funds for Bingham Academy are not included in the general budget projections, but are tracked separately. The 3 year budget as approved in the grant is included in the Appendix ~~XY~~. Carryover amounts are tracked in the separate budget included in the Appendix ~~XY~~.

BA anticipates receiving a \$200,000 new charter school grant from the Albertson's Foundation. These funds are tracked separately and are not included in the revenue or expenditure estimates for the general budget. Carryover amounts are tracked it the separate budget included in the Appendix ~~XY~~.

Cost for purchase of the STEM program, including the Engineering Academy materials, curriculums, and training, are included in the CSP grant.

Part of the expense for textbook is also included in the CSP grant.

Bingham Academy plans to contract with ISTCS for student transportation. Their transportation Director, Mr. Brian Thelin, has estimated total costs plus the non-reimbursable percentage that BA will be responsible to pay. These are the projections included in the budget estimates.

Costs such as accounting, legal services, utilities, and textbooks were derived from projections based on actual costs experienced at other charter schools (BCCLC and ISTCS).

Bingham Academy will make every effort to hire teachers with more than one endorsement so that they can teach more than one subject area. There is a significant number of retired teachers in Blackfoot, Pocatello, Aberdeen, Shelley, Firth, Rigby, and Idaho Falls who often look for supplemental income. These too are a viable source for qualified teachers. All certificated personnel must meet HQ status.

In the event that BA does not meet its projected 100 student enrollment for its first year and must resort to its worst case budget, Only teachers in core areas will be hired. In this case, the following staffing will be implemented:

Certificated Staff

<u>Chief Administrator (paid from grant)</u>	<u>1.0 FTE</u>
<u>English</u>	<u>0.5 FTE</u>
<u>Math</u>	<u>0.5 FTE</u>
<u>Science</u>	<u>0.5 FTE</u>
<u>Social Studies</u>	<u>0.5 FTE</u>
<u>Teacher/Postsecondary Facilitator</u>	<u>0.5 FTE</u>
<u>Special Education</u>	<u>0.5 FTE</u>
<u>Counselor</u>	<u>0.5 FTE</u>
<u>Physical Education</u>	<u>0.5 FTE</u>
<u>Total Certificated Staff</u>	<u>5.0 FTE</u>

Classified Staff

<u>Administrative Assistant</u>	<u>0.5 FTE</u>
<u>Business Manager (paid from grant)</u>	<u>0.5 FTE</u>
<u>Custodian/Maintenance</u>	<u>0.5 FTE</u>
<u>Paraeducators</u>	<u>0.3 FTE</u>
<u>Classified</u>	<u>1.8 FTE</u>

Cost for computer lab equipment, including the Career Information System (CIS) Lab has been estimated by Mr. Travis Crook, IT Director for Idaho Science and Technology Charter School. As a full time professional specializing in educational technology, he is well aware of student needs and costs for these items.

Costs for staff development are included in grant expenses.

Board training expenses are included in the budget within the “Staff Development” category.

BA has estimated liability insurance yearly cost of approximately \$7,000 based on actual payment made by similar size charter schools.

Estimates of utilities and debt service were calculated in the same manner.

The estimated cost for a yearly independent audit and a programmatic audit are also projection base on other school’s actual expenses.

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APPENDIX V: ESTIMATED START-UP BUDGET

Idaho STEM Academy First year estimated budget

Revenue	Anticipated	Worst Case	Best Case
	100 students	70 Students	125 Students
	8 units	6 units	9 units
Base support	165,530	126,118	187,354
salary based apportion	325,080	232,456	369,874
benefit apportionment	58,644	41,935	67,069
State Transportation	0	0	0
Other state revenue	8,700	6,000	7,880
Title VI-B	19,300	15,400	22,100
Technology	6,500	5,900	6,880
Lottery	2,700	2,100	3,600
total:	586,454	429,909	664,757
Expenditures			
all salaries	231,500	200,500	307,900
benefits	71,780	62,170	95,460
travel/purchased services	6,800	6,100	7,800
supplies	15,750	12,620	12,800
Accounting	4,400	4,400	4,400
Advertising	3,000	3,000	3,000
software/testbooks	11,246	10,700	11,846
staff development	4,300	3,400	4,500
testing	1,400	1,100	1,670
Equipment	1,200	1,200	2,200
Legal services	3,200	2,900	3,200
postage	1,100	1,000	1,300
CIS lab equipment	4,000	4,000	1,000
inservice & training	3,200	2,100	3,700
Modular setup	23,995	17,000	3,800
building rental	61,000	46,600	69,200
land rental	6,000	6,000	6,000
utilities & insurance	22,960	15,886	23,560
grounds & maintenance	3,600	3,200	3,600

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pupil transportation	11,000	11,000	12,000
Building reserve	42,800	0	34,300
Total:	534,231	414,876	613,236
Fund Balance	52,223	15,033	51,521

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**APPENDIX W: THREE-YEAR ESTIMATED BUDGETS (WORSE, EXPECTED AND
BEST CASE SCENARIOS)**

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Bingham Academy Worst Case 3 year Annual Operational Budget

	2013-2014			2014-2015			2015-2016				
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount		
Number of Students	70			100			140				
Revenues:											
State Apportionment		\$ 5,715	\$400,509		\$ 5,492	\$549,254		\$ 4,800	\$672,000		
State Transportation		75%	0		75%	0		75%	0		
Nutrition Program		\$ -	0		\$ 60	0		\$ 60	0		
Federal programs			15,400			39,300			76,600		
Contributions/Donations											
state classroom enhancement			3,500			4,200			4,600		
State Technology			5,400			6,500			6,800		
State Textbook			3,000			4,500			4,700		
State Lottery			2,100			2,700			3,600		
Loan Proceeds											
Total Revenues			\$429,909			\$606,454			\$768,300		
Expenses:											
Salaries:											
Teachers		\$ 34,000	1	\$34,000	0.0%	\$ 34,000	\$ 34,000	3.0%	2	\$68,000	
Teacher/Facilitator		\$ 34,000	1	\$34,000		\$ 34,000	\$ 34,000		2	\$68,000	
Teachers		\$ 31,000	1.5	46,500		\$ 31,000	2.5	77,500	\$ 31,000	1.5	46,500
Special Ed. Teacher		\$ 31,000	0.5	15,500		\$ 31,000	0.5	15,500	\$ 31,000	0.5	15,500
Instructional Aids		\$ 16,000	0.3	4,800		\$ 16,000	0.3	4,800	\$ 16,000	1	16,000
Classified/Office Staff		\$ 18,000	0.8	14,400		\$ 18,000	0.8	14,400	\$ 18,000	1	18,000
Administration		\$ 73,000	0	0		\$ 73,000	1	73,000	\$ 73,000	1	73,000
Business manager		\$ 42,000	0	0		\$ 42,000	0.4	16,800	\$ 42,000	0.6	25,200
counselor		\$ 38,000	0.4	15,200		\$ 38,000	0.5	19,000	\$ 38,000	0.7	26,600
bus drivers		\$ 15,000	0.5	7,500		\$ 15,000	0.5	7,500	\$ 15,000	0.5	7,500
Maintenance/Other		\$ 31,000	0.8	24,800		\$ 31,000	0.6	18,600	\$ 31,000	1	31,000
Total Salaries			\$196,700			\$315,100				\$395,300	
Benefits:											
Retirement/PERSI		15.0%	\$29,510	15.0%	\$47,270	15.0%	\$59,300				
Health/Life Insurance		5.0%	9,840	8.0%	15,760	8.0%	19,770				
Payroll Taxes		8.0%	15,740	8.0%	25,210	8.0%	31,620				
workers Compensation		3.0%	5,900	6.0%	9,450	6.0%	11,860				
Total Benefits			\$60,990			\$97,690				\$122,550	
Operating Expenses:											
Textbooks		\$ 25.00	\$1,750	\$ 26.50	\$2,650	\$ 28.00	\$3,920				
software			\$5,246		\$2,600		\$1,400				
Supplies			\$9,500		\$10,200		\$11,090				
Equipment			\$0		\$1,500		\$2,600				
Contract Services			\$1,200		\$1,800		\$2,200				
Legal			\$3,000		\$3,200		\$3,600				
Accounting			\$4,400		\$4,500		\$4,600				
Advertising/Marketing			\$3,000		\$1,000		\$1,800				
Gas/Electric			\$11,000		\$15,400		\$17,400				
Telephone			\$1,360		\$1,600		\$1,600				
Liability & Property Insurance			\$6,000		\$7,500		\$8,000				
Testing & Assessment			\$1,000		\$1,400		\$2,000				
Staff Development			\$2,300		\$2,300		\$2,400				
Consulting			\$1,000		\$1,200		\$1,200				
Travel			\$1,735		\$2,600		\$3,000				
Postage			\$1,100		\$1,200		\$1,400				
Rents and Leases			\$61,000		\$61,000		\$71,000				
Modular set-up			\$23,995		\$6,000		\$6,000				
land lease			\$6,000		\$6,000		\$6,000				
building reserve			\$0		\$25,000		\$32,000				
Grounds & Maintenance			\$1,600		\$3,500		\$3,600				
Miscellaneous			\$0		\$1,200		\$1,500				

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Total Operating Expenses		\$146,186		\$163,350		\$188,310
Program Expenses:						
Transportation	\$ 600	\$11,000	\$ 600	\$11,500	\$ 600	\$12,500
Nutrition Program		0		0		0
Total Benefits		\$11,000		\$11,500		\$12,500
Total Expenses		\$414,876		\$587,840		\$718,660
Net Operating Income/(Loss)		\$15,033		\$18,814		\$49,640
Beginning Fund Balance		0		15,033		33,847
Ending Fund Balance		15,033		33,847		83,487

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Bingham Academy Expected 3 year Annual Operational Budget

	2013-2014			2014-2015			2015-2016		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students	100			140			200		
Revenues:									
State Apportionment		\$ 5,492	\$549,254		\$ 4,500	\$630,000		\$ 4,500	\$900,000
State Transportation		75%	0		75%	0		75%	0
Nutrition Program	\$ -		0	\$ 60		8,400	\$ 60		12,000
Federal programs			19,300			92,000			94,200
Contributions/Donations									
state classroom enhancement			4,200			4,200			4,200
State Technology			6,500			6,500			6,500
State Textbook			4,500			4,500			4,500
State Lottery			2,700			3,500			3,600
Loan Proceeds									
Total Revenues			\$586,454			\$749,100			\$1,025,000
Expenses:									
<u>Salaries:</u>					3.0%			3.0%	
Teachers	\$ 34,000	1	\$34,000	\$ 35,020	1	\$35,020	\$ 36,070	4	\$144,280
Teacher/Facilitator	\$ 34,000	1	\$34,000	\$ 35,020	2	\$70,040	\$ 36,070	2	\$72,140
Teachers	\$ 31,000	2.5	\$77,500	\$ 31,930	2.5	\$79,830	\$ 32,890	2.5	\$82,230
Special Ed. Teacher	\$ 31,000	0.5	15,500	\$ 31,930	0.5	15,970	\$ 32,890	0.5	16,450
Instructional Aids	\$ 16,000	0.3	4,800	\$ 16,480	0.8	13,180	\$ 16,970	1	16,970
Classified/Office Staff	\$ 18,000	0.8	14,400	\$ 18,540	0.8	14,830	\$ 19,100	1	19,100
Administration	\$ 73,000	0	0	\$ 73,000	1	73,000	\$ 75,190	1	75,190
Business manager	\$ 42,000	0	0	\$ 43,260	0.4	17,300	\$ 44,560	0.4	17,820
counselor	\$ 38,000	0.5	19,000	\$ 39,140	0.5	19,570	\$ 40,310	0.7	28,220
bus drivers	\$ 15,000	0.5	7,500	\$ 15,450	0.5	7,730	\$ 15,910	0.5	7,960
Maintenance/Other	\$ 31,000	0.8	24,800	\$ 31,930	0.6	19,160	\$ 32,890	1	32,890
Total Salaries			\$231,500			\$365,630			\$513,250
<u>Benefits:</u>									
Retirement/PERSI	15.0%		\$34,730	15.0%		\$54,840	15.0%		\$76,990
Health/Life Insurance	5.0%		11,580	8.0%		18,280	8.0%		25,660
Payroll Taxes	8.0%		18,520	8.0%		29,250	8.0%		41,060
workers Compensation	3.0%		6,950	6.0%		10,970	6.0%		15,400
Total Benefits			\$71,780			\$113,340			\$159,110
<u>Operating Expenses:</u>									
Textbooks	\$ 25.00		\$2,500	\$ 26.50		\$3,710	\$ 28.00		\$5,600
software			\$11,246			\$7,600			\$6,400
Supplies			\$12,500			\$10,200			\$11,090
Equipment			\$1,200			\$1,500			\$2,600
Contract Services			\$2,800			\$1,800			\$2,200
Legal			\$3,200			\$3,200			\$3,600
Accounting			\$4,400			\$4,500			\$4,600
Advertising/Marketing			\$3,000			\$1,000			\$1,800
Gas/Electric			\$14,400			\$15,400			\$17,400
Telephone			\$1,560			\$1,600			\$1,600
Liability & Property Insurance			\$7,000			\$7,500			\$8,000
Testing & Assessment			\$1,400			\$1,400			\$2,000
Staff Development			\$4,300			\$2,300			\$2,400
Consulting			\$2,000			\$1,200			\$1,200
Travel			\$4,000			\$2,600			\$3,000
Postage			\$1,100			\$1,200			\$1,400
CIS Lab			\$4,000			\$4,000			\$4,000
Rents and Leases			\$61,000			\$61,000			\$71,000
Modular set-up			\$23,995			\$5,000			\$6,000
land lease			\$6,000			\$6,000			\$6,000
building reserve			\$42,800			\$102,000			\$138,000
Grounds & Maintenance			\$3,600			\$3,500			\$3,600

December 31, 2012

Miscellaneous		\$1,950		\$1,200		\$1,500
Total Operating Expenses		\$219,951		\$249,410		\$302,990
Program Expenses:						
Transportation	\$ 600	\$11,000	\$ 600	\$12,000	\$ 600	\$12,500
Nutrition Program		0		0		0
Total Benefits		\$11,000		\$12,000		\$12,500
Total Expenses		\$534,231		\$740,380		\$987,850
Net Operating Income/(Loss)		\$52,223		\$8,720		\$37,150
Beginning Fund Balance		0		52,223		60,943
Ending Fund Balance		52,223		60,943		98,093

December 31, 2012

Bingham Academy Best Case 3 year Annual Operational Budget

	2013-2014			2014-2015			2015-2016			
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	
Number of Students	125			140			200			
Revenues:										
State Apportionment		\$ 4,994	\$624,297		\$ 4,500	\$630,000		\$ 4,500	\$900,000	
State Transportation		75%	0		75%	0		75%	0	
Nutrition Program	\$ -		0	\$ 60		8,400	\$ 60		12,000	
Federal programs			22,100			92,000			94,200	
Contributions/Donations										
state classroom enhancement			4,100			4,200			4,200	
State Technology			5,860			6,500			6,500	
State Textbook			4,800			5,500			5,500	
State Lottery			3,600			3,600			3,600	
Loan Proceeds										
Total Revenues			\$664,757			\$750,200			\$1,026,000	
Expenses:										
Salaries:										
Teachers	\$ 34,600	2	\$69,200	\$ 34,600	1	\$34,600	\$ 34,600	3.0%	4	\$138,400
Teacher/Facilitator	\$ 35,000	1	\$35,000	\$ 35,000	2	\$70,000	\$ 35,000		2	\$70,000
Teachers	\$ 31,800	2.5	79,500	\$ 31,800	2.5	79,500	\$ 31,800		2.5	79,500
Special Ed. Teacher	\$ 31,800	0.5	15,900	\$ 31,800	0.5	15,900	\$ 31,800		0.5	15,900
Instructional Aids	\$ 16,000	0.6	9,600	\$ 16,000	0.8	12,800	\$ 16,000		1	16,000
Classified/Office Staff	\$ 18,000	0.8	14,400	\$ 18,000	0.8	14,400	\$ 18,000		1	18,000
Administration	\$ 73,000	0	0	\$ 73,000	1	73,000	\$ 73,000		1	73,000
Business manager	\$ 42,000	0	0	\$ 42,000	0.4	16,800	\$ 42,000		0.4	16,800
counselor	\$ 38,800	0.5	19,400	\$ 38,800	0.5	19,400	\$ 38,800		0.7	27,160
bus drivers	\$ 15,000	0.5	7,500	\$ 15,000	0.5	7,500	\$ 15,000		0.5	7,500
Maintenance/Other	\$ 32,000	0.8	25,600	\$ 32,000	0.6	19,200	\$ 32,000		1	32,000
Total Salaries			\$276,100			\$363,100			\$494,260	
Benefits:										
Retirement/PERSI	15.0%		\$41,420	15.0%		\$54,470	15.0%		\$74,140	
Health/Life Insurance	5.0%		13,810	8.0%		18,160	8.0%		24,710	
Payroll Taxes	8.0%		22,080	8.0%		29,050	8.0%		39,540	
workers Compensation	3.0%		8,280	6.0%		10,890	6.0%		14,830	
Total Benefits			\$85,600			\$112,570			\$153,220	
Operating Expenses:										
Textbooks	\$ 25.00		\$3,130	\$ 26.50		\$3,710	\$ 28.00		\$5,600	
software			\$11,246			\$8,700			\$7,400	
Supplies			\$12,800			\$13,200			\$14,090	
Equipment			\$22,020			\$4,500			\$4,600	
Contract Services			\$7,800			\$2,800			\$2,200	
Legal			\$3,200			\$3,200			\$3,600	
Accounting			\$4,400			\$4,500			\$4,600	
Advertising/Marketing			\$6,000			\$5,000			\$5,000	
Gas/Electric			\$14,400			\$15,400			\$17,400	
Telephone			\$1,560			\$1,600			\$1,600	
Liability & Property Insurance			\$7,000			\$7,500			\$8,000	
Testing & Assessment			\$1,670			\$1,700			\$2,000	
Staff Development			\$5,300			\$2,300			\$2,400	
Consulting			\$2,000			\$2,000			\$2,000	
Travel			\$1,500			\$2,800			\$3,000	
Postage			\$1,100			\$1,200			\$1,400	
CIS Lab			\$1,000			\$4,000			\$4,000	
Rents and Leases			\$64,000			\$71,000			\$80,000	
Modular set-up			\$23,560			\$5,000			\$6,000	
land lease			\$6,000			\$6,000			\$6,000	
building reserve			\$34,300			\$64,000			\$136,000	
Grounds & Maintenance			\$3,600			\$3,500			\$3,600	

December 31, 2012

Miscellaneous	\$1,950		\$2,000		\$2,500
Total Operating Expenses	\$239,536		\$235,410		\$322,990
Program Expenses:					
Transportation	\$ 600	\$12,000	\$ 600	\$12,500	\$ 600
Nutrition Program		0		0	
Total Benefits	\$12,000		\$12,500		\$13,000
Total Expenses	\$613,236		\$723,580		\$983,470
Net Operating Income/(Loss)	\$51,521		\$26,620		\$42,530
Beginning Fund Balance	0		51,521		78,141
Ending Fund Balance	\$1,521		78,141		120,671

December 31, 2012

APPENDIX X: MONTHLY CASH FLOW BUDGET

December 31, 2012

Projected monthly cash flow For Bingham Academy first year of operation						
REVENUE				Monthly totals		
Month	state/fed income	Grants	monthly revenue	monthly expenses	monthly balance	
July		100,000	100,000	35,178	64,822	
August	233,534		233,534	195,626	102,730	
September			0	73,788	28,942	
October	109,630	199,680	309,310	70,096	268,156	
November	89,410		89,410	57,753	299,813	
December			0	62,781	237,032	
January			0	57,374	179,658	
February	76,940		76,940	64,063	192,535	
March			0	54,153	138,382	
April			0	55,593	82,789	
May	76,940		76,940	54,153	105,576	
June			0	53,353	52,223	
total:	586,454	299,680	886,134	833,911		
			cash balance	52,223	52,223	
EXPENSES						
Month	payroll + benefit	materials, supplies, e	travel, purchased services	fixed costs	monthly Total	running total
July	25,274		10,200		35,178	35,178
August	25,274	130,335	9,904	33,560	195,626	230,804
September	25,274	31,734	10,500	16,780	73,788	304,592
October	25,274	22,895	7,689	16,780	70,096	374,688
November	25,273	15,700	6,457	16,780	57,753	432,441
December	25,273	12,450	6,457	19,601	62,781	495,222
January	25,273	12,500	6,457	19,601	57,374	552,596
February	25,273	12,500	5,147	19,601	64,063	616,659
March	25,273	12,100	5,514	16,780	54,153	670,812
April	25,273	13,540	5,457	16,780	55,593	726,405
May	25,273	12,100	6,612	16,780	54,153	780,558
June	25,273	11,300	6,689	16,780	53,353	833,911
	303,280	287,154	87,083	209,823	833,911	833,911

December 31, 2012

APPENDIX Y: ALBERTSON AND CSP GRANT EXPENDITURES

December 31, 2012

Albertson Grant Usage

Estimated Expenditures			
	Pre-opening year	2013-2014	2014-2015
Facilitator/Teacher		\$35,000	
Business Manager		\$14,000	
Supplies		\$6,000	\$20,000
Equipment		\$14,000	\$38,000
ISTEM Curriculum	\$22,000	\$12,000	\$23,000
Administration		\$7,000	\$7,000
Marketing	\$2,000		
Total	\$24,000	\$88,000	\$88,000

Charter Start Program Proposed Budget Changes

Expenditures	Pre-Opening (2012-2013)	Year Two (2013-2014)	Year Three (2014-2015)
Personnel			
Principal	\$73,600	-	-
School Director	\$15,000	\$15,000	\$ -
Total	\$88,600	\$15,000	\$ -
Fringe			
Fringe (23.85%)	\$20,980	\$3,080	\$ -
Medical, Dental, Vision	\$8,392.00	\$1,232	
Retirement	\$12,168	\$1,786	
Workers Comp	\$420	\$62	\$ -
Total	\$20,980	\$3,080	\$ -
Travel:			
Travel			
Valuator Travel	\$2,000	\$2,000	\$2,000
Total	\$2,000	\$2,000	\$2,000
Equipment:			
Equipment			
Server	\$7,000	\$8,500	
Network	\$6,700	\$11,500	
Copier	\$15,000		
Computers, tablets	\$18,500	\$49,800	\$39,000
Smartboards		\$14,400	\$64,800
Computer Furniture		\$12,600	\$6,300
Misc. Infrastructure	\$5,000	\$11,300	\$4,025
Total	\$52,200	\$108,100	\$114,125
Supplies:			
Supplies			
Paper	\$750	\$4,100	\$8,200
Software	\$1,450	\$6,910	\$20,120
Curriculum	\$20,500	\$36,000	\$27,000
Textbooks		\$10,350	\$13,410
Misc	\$200	\$1,000	\$1,750
Total	\$22,900	\$58,360	\$70,480
Contractual:			
Contractual			
External Evaluator	\$8,000	\$8,000	\$8,000
Professional Dev.	\$5,000	\$5,000	\$5,000
Total	\$13,000	\$13,000	\$13,000
Totals			
Total Request	\$199,640	\$199,540	\$199,605

December 31, 2012

APPENDIX Z: START-UP TIMELINE

December 31, 2012

Category	Task	Responsible Parties	contacts/resources	Start Date	Completion date
Board Governance:	elect governing officers	board chair		12/11/2012	12/11/2012
	adopt policy manual	board chair	ISBA	12/11/2012	1/8/2013
Enrollment/Lottery:	letters to interested parents	board secretary	board secretary	12/11/2012	12/14/2012
Facilities:	determine best option	board of directors	Zack Filmore, Troy E.	12/11/2012	1/8/2013
	designate temporary or permanent office location	board of directors	Fred Ball		
Fiscal Management:	establish bank accounts	board treasurer	Chantelle Macy	12/5/2012	12/7/2012
	designate check signers	board treasurer	Chantelle Macy	12/5/2012	12/5/2012
Human Resources:	hire administrator	board of directors	Fred Ball	1/8/2013	2/12/2013
	hire Bus. Man./Secretary	board of directors	Chantell, Randy Ruger	1/8/2013	2/12/2013
Marketing and PR:	public announcement of authorization	board chair	Leslie Meilke	12/5/2012	12/7/2012
		board chair	board secretary		
	include newspapers, television	board chair	Jackie at newspaper	12/5/2012	12/7/2012
materials & supplies:	establsih school telephone contact number	board secretary	Travis Crook		
		board secretary	Heather Gwynn	1/8/2013	2/12/2013
	order basic office supplies	board treasurer	Randy Perterson	1/8/2013	2/12/2013
Transportation:	confirm transportation arrangement with ISTCS	board chair	Brian Thelin	12/11/2012	1/8/2013

December 31, 2012

Enrollment/Lottery:	review fiscal policies	board chair	Chantelle Macy	12/11/2012	2/12/2013
	review personnel policies	board chair	Randy Ruger	1/8/2013	3/5/2012
Facilities:	begin lottery list	board secretary	Randy Peterson	1/8/2013	3/5/2012
	sign facility contracts	board chair	Mark Cornelison	1/8/2013	3/5/2012
Fiscal Management:	set up temporary or permanent office	board secretary	Heather Gwynn	1/8/2013	2/12/2013
	begin work on permanent facilities	board chair or vice chair	Zack Filmore Troy Epich	1/8/2013	3/5/2012
	secure/deposit CSP funds	board secretary	Chantelle Macy	12/5/2012	1/8/2013
	secure/deposit Albertsons funds	board secretary	Chantelle Macy	12/5/2012	1/8/2013
Human Resources:	complete SDE LEA designation	board treasurer	Chantelle Macy	12/5/2012	1/8/2013
	hire teacher facilitator	board chair or vice chair	Fred Ball	12/11/2012	2/12/2013
Marketing and PR:	advertise for teachers	board secretary	Jackie Hamilton	3/5/2012	6/11/2013
	initiate facilitator training				
	advertise as per marketing plan	board vice chair	Jackie Hamilton	12/11/2012	on going
materials & supplies:	ensure continuous flow of information to stakeholders	board secretary	Leslie Meilke	12/5/2012	on going
		board secretary	Leslie Meilke		
Transportation:	order academy materials	board treasurer	Chantelle Macy	3/5/2012	6/11/2013
	initial textbook order	board treasurer	Chantelle Macy	3/5/2012	6/11/2013
	purchase computers, etc.	board treasurer	Travis Crook	3/5/2012	6/11/2013
	secure copy machine	board secretary	Todd/ IBS	1/8/2013	2/12/2013
	order paper/other supplies	board treasurer		1/8/2013	2/12/2013
	complete transportation contract	board vice chair	Brandon Phillips	1/8/2013	3/5/2012
	begin establishing bus routes	board vice chair	Brian Thelin	1/8/2013	3/5/2012

December 31, 2012

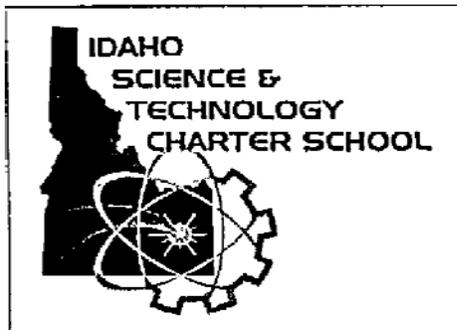
Phase 3: 3 to 6 Months before Opening					
Board Governance:	review transportation policy	board chair	Brian Thelin	3/5/2012	6/11/2013
	review student policies	board chair	administrator	3/5/2012	6/11/2013
Enrollment/Lottery:	conduct first lottery	Board of Directors	Chantelle Macy	3/5/2012	3/5/2012
Facilities:	order furniture	board treasurer	administrator	3/5/2012	6/11/2013
	install units or remodel spaces	board chair and vice	Troy Epich	3/5/2012	6/11/2013
	ensure compliance w/permits	vice chair			
	install furniture/equipment	vice chair	Zack Filmore	3/5/2012	6/11/2013
Fiscal Management:	monitor expenditures	board treasurer	Chantelle Macy	on going	
	ensure reports completed	board secretary	Chantelle Macy	on going	
	begin ISEE training	board secretary	Chantelle Macy	3/5/2012 on going	
Human Resources:	attend college hiring fairs	board chair	administrator	3/5/2012	
	hire teachers	board chair	administrator		4/18/2013
	STEM Academy Training	board treasurer	Pat Kolbet	3/5/2012	6/11/2013
Marketing and PR:	ensure continuous flow of information to stakeholders	board secretary	Leslie Meilke	on going	
	conduct Open House	board secretary	Leslie Meilke	on going	
		board vice chair	Gary Larsen	7/17/2013	7/19/2013
materials & supplies:	continue to order and monitor testbooks, computers, paper, and other supplies	board treasurer	business manager	on going	
		board treasurer	administrator	on going	
		board treasurer	administrator		
Transportation:	ensure bus routes are established	board vice chair	Brian Thelin	7/19/2013	
	notify students of routes		board secretary		7/19/2013

December 31, 2012

Phase 4: 0 to 3 Months before Opening					
Board Governance:	establish board training calendar	board chair	Fred Ball	7/9/2013	7/9/2013
	continue policy adoption	board chair	administrator	12/11/2012	on going
Enrollment/Lottery:	maintain waiting list	board secretary	Heather Gwynn	6/11/2013	on going
Facilities:	provide access/ket to staff	administrator	Zack Filmore	6/3/2013	6/3/2013
	ensure computer installation is complete and functional	vice chair	Travis Crook	3/5/2013	8/1/2013
Fiscal Management:	ensure ISEE reporting in place	board secretary	Chantelle Macy	6/3/2013	8/1/2013
Human Resources:	complete hiring staff	board chair	administrator	6/3/2013	6/3/2013
	conduct staff training	administrator	administrator	6/3/2013	on going
Marketing and PR:	continue advertising as per marketing plan	business manager	business manager	on going	on going
materials & supplies:	continue to order and monitor textbooks, computers, paper, and other supplies	business manager	business manager	3/5/2012	8/1/2013
		administrator	Chantelle Macy	3/5/2012	8/1/2013
Transportation:	ensure bus routes are established	administrator	Brian Thelin	7/19/2013	
	notify students of routes		administrator		8/1/2013
	ensure student transportation policies are complete	board chair		3/5/2013	
			Brian Thelin		7/19/2013

December 31, 2012

APPENDIX AA: BA/ISTCS LETTERS OF INTENT



21 North 550 West
Blackfoot, ID 83221
Phone: 208-785-7827
Fax: 208-785-9913
www.idahoscience.com

I as Transportation Director for ISTCS and BCCLC been working with Brandon Phillips from SDE to make joint busing work between ISTCS and BCCLC. We are working toward having ISTCS run the busing program. ISTCS would count all of the students all of the miles and file for the reimbursement. BCCLC would then pay for the their portion (50%) that was not reimbursed by the state(15%).

When Bingham Academy is chartered we will work to add them in as well to our joint busing. They will also be responsible for their share that is not reimbursed(15%).

ISCTS intends to bus Students for Bingham Academy. As we already do busing in the same attendance area for our school and BCCLC. ISTCS will count the BA students in their count and file for the reimbursement for all students (BCCLC, ISTCS & BA). BA will be responsible for their share (1/3) of the amount not reimbursed by the state (approximately 15%).



Brian Thelin Transportation Director ISTCS

December 31, 2012

Idaho Science and Technology Charter School
21 North 550 West
Blackfoot, ID 83221
(208)785-7827
www.idahoscience.com



November 5, 2012

Mr. Greg Sigerson, Chair
Bingham Academy
17 N 550 West
Blackfoot, Idaho, 83221

R.E.: Letter of Intent to provide services

Dear Mr. Sigerson:

This letter is to validate that ISTCS is willing to contract with BA to provide Speech, Occupation, and Physical therapy services. These will be available for a rate of \$65.00 per hour for the 2013-14 school year, but may increase thereafter.

Sincerely,

A handwritten signature in black ink that reads "Richard Dodds".

Richard Dodds, Chair
Idaho Science and Technology Charter School

December 31, 2012

APPENDIX BB: DUAL CREDIT OPTIONS

December 31, 2012



Karrie Hornbacher
PO Box 1238
Twin Falls, ID 83301
December 11, 2012

For the Attention of Bingham Academy and Ms. Pat Kolbet,

Dear Ms. Kolbet,

The Idaho Tech Prep Program consists of six regions that offer articulated Tech Prep Credits for secondary schools within their region. The six Tech Prep Regions also abide by a first right of refusal agreement that any school seeking a new articulation must first work with their own region to determine if a new Tech Prep Articulation is possible. In the event the home Tech Prep Region is unable to provide a program articulation, that Region's Tech Prep Coordinator can then defer the articulation to an outside region.

Our records indicate that your school is located within the Region V service area and would therefore be served by the Region V Tech Prep Program operated through ISU. If the Region V Tech Prep Program is unable to provide your program with a Tech Prep Articulation and chooses to defer the articulation to the Region IV Tech Prep Program, operated through CSI, CSI would work with your program to determine if an articulation can be formed through Region IV.

If any questions arise regarding this letter, please contact my office at your earliest convenience.

With regards,

A handwritten signature in black ink that reads 'Karrie'.

Karrie Hornbacher
Coordinator of Accelerated Learning
(208) 732-6276
khornbacher@csi.edu

315 Falls Avenue • PO Box 1238 • Twin Falls Idaho 83303-1238 • 208.733.9554 • www.csi.edu

December 31, 2012

Fred Ball

From: Pat Kolbet <pkolbet@idahostem.com>
Sent: Tuesday, December 11, 2012 12:03 PM
To: Fred Ball
Subject: Fwd: Articulation Agreements

----- Forwarded message -----

From: Carol A Perry <carol.perry@my.eitc.edu>
Date: Tue, Dec 11, 2012 at 10:50 AM
Subject: Articulation Agreements
To: "pkolbet@idahostem.com" <pkolbct@idahostem.com>

Bingham Academy Members,

Region 6 Tech Prep would be happy to look at setting up articulation agreements with your school. In order to do so, the teachers wanting to articulate their programs and get college credit for their students would need to be PTE certified (professional-technical education). If they are, or when they receive that certification, we would then have a face-to-face meeting between the high school teachers and Eastern Idaho Technical College faculty members to discuss competencies and program alignment. Competencies between the two entities must match at least to 80%. If they do not, the high school must adjust their curriculum so an agreement can be reached.

When you are ready to move forward with articulating classes, please feel free to contact me. Thank you.

Carol Perry

Region VI Tech Prep Coordinator

Eastern Idaho Technical College

1600 S. 25th E.

Idaho Falls, ID 83404

Phone: 524-3000 Ext. 3362

Fax: 208-525-7199

Toll Free: 1-800-662-0261

1

An Exciting Partnership for CWI Dual Credit

Inbox x

Eric Studebaker <ericstudebaker@cwidahoccc.edu>

11:33 AM (4 minutes ago)

to me

Pat,

It was great to visit with you earlier this week. It sounds like the charter school effort will provide some great opportunities for Eastern Idaho high school students. The CWI Dual Credit Office and the college at large appreciates the opportunity to partner with your high school to provide advanced learning opportunities. I believe there will be opportunity for this via several modalities.

Online coursework has remained a focus for CWI Dual Credit. I have been given support from the CWI Associate Vice President, Terry Blom, that it is our college's intent to continue to offer online coursework for high school students at the discounted tuition rate for at least the next several years. Currently the discounted rate for these online courses is \$65 per credit, plus an additional online fee of \$10 per credit. The \$65 per credit tuition rate is set by the State Board of Ed and may be subject to change in the future depending upon their guidance and recommendations following annual program reviews.

Your high school students will be able to take any of our online coursework for which they meet the necessary placement (COMPASS, ACT, SAT) scores and prerequisites. Currently this would include nearly all of our general education core requirements, including: English, communication, math, science, social science, and humanities.

Furthermore, I hope that you will provide us the opportunity to work directly with your high school instructors to develop dual credit opportunities within your high school. I have attached a document that lists the existing coursework offered through our in-high-school program and the correlating instructor criteria. Once you have your faculty in place, I would very much be interested in working with your instructors that have an interest in providing these opportunities for your students.

I wish you the very best of luck throughout this development process and am excited about our partnership and the opportunities this will create for your students. CWI Dual Credit is strengthened by the ease of credit transferability within Idaho and across the Northwest and will therefore serve your students well. I finally would like to again thank you for your work in developing this relationship, advanced learning opportunities are only made possible for students when passionate educators work beyond what is required and work towards what is possible.

Best of luck,

Sincerely,

Eric Studebaker, Ph.D.
Director of Dual Credit
CWI Dual Credit Office
(208) 362-3642

 **CWI Courses and Instructor Criteria.docx**
30K [View](#) [Download](#)

Dual Credit Options for Bingham Academy Students at Idaho College and Universities

Course	# of credits	Schools offering course*
Concepts of Biology	4	BSU, IDLA
General Biology I and II	4 each	ISU, BSU, CWI, CSI
Environmental Science	3	UI
Anatomy and Physiology A and B	3 each	NNU, IDLA
General Chemistry I	4	ISU, BSU, UI,
Speech	3	ISU, CWI, CSI, IDLA
English Composition	3	ISU, BSU, UI, CSI, IDLA
Intro to Literature	3	ISU
French, German, Spanish (Elementary I and II)	4 each	ISU, BSU, NNA, IDLA, CSI
Foundations of Europe	3	ISU, BSU, UI, IDLA
US History	3	ISU, BSU, UI, CWI, CSI, IDLA
Calculus I	4	ISU, BSU, UI, CSI, IDLA
Calculus II	4	BSU
Introduction to Statistics	3	ISU, BSU, UI, CWI, CSI, IDLA
General Physics I and II	3 each	ISU, BSU

ISU = Idaho State University
 BSU = Boise State University
 UI = University of Idaho
 CSI = College of Southern Idaho
 WSI = College of Western Idaho
 NNU = Northwest Nazarene University
 IDLA = Idaho Distance Learning Academy

For students to receive college credit they must meet the following requirements to be eligible to take a dual credit course:

- Be at least 16 years old or have successfully completed at least half of their high school requirements.
- Have a 3.0 GPA or instructor approval.
- Secure the approval of your high school representative and parent/guardian.

December 31, 2012

APPENDIX CC: STEM ACADEMY 101 MODULES

STEM Academy 101 Modules

Foundation Course modules are:

- Foundations of Technology

This course prepares students to understand and apply technological concepts and processes that are the cornerstone of the high school technology education program. Students study the nature and technological issues of the designed world. Students engage in group and individual activities where they develop innovations, design, fabricate, and engineer practical solutions to a variety of problems. Technology content, resources, and laboratory/classroom activities allow students to apply science, mathematics, and other school subjects in authentic situations.

- Introduction to Engineering

This STEM course is a basic introduction to engineering for all students. Students who complete this course will learn the concepts necessary to develop their ideas into solutions that will improve our lives. Hands-on learning activities like data comparison of heart rates, rating consumer products, destructive testing and 3D solid modeling apply math, science, history and English content from other courses to create a full STEM literacy experience.

- 3D Modeling

Learning 3D design is an interactive process. Students learn best when they can explore the practical applications of the concepts that they learn. This STEM course has many activities and exercises that enable students to put design concepts into practice. Students create their ideas such as artificial heart components, extreme sports equipment, hip replacement parts, robotic arm components, musical instruments and their parts as well as many others. Ideas become reality in this course.

- Design for Manufacturing

Design for Manufacturing teaches general manufacturing techniques. Calculations and analysis tools are used to design and redesign student's concepts. This course applies and integrates ideas that have been generated in other courses and generates life size models and prototypes. Industry standard software and machinery are used to manufacture student's ideas with verification programs to determine the ability for a plan to be mass produced. Certification will advance students toward continuing education and career opportunities in the fields of engineering, design and machine operation.

- Principles for Engineering

This STEM course makes a contribution to the curriculum by providing opportunities for students and teachers to link content together and apply it to solve problems. More and more jobs demand advanced skills, requiring that people be able to learn, reason, think creatively, make decisions, and solve problems. An understanding of science, technology, engineering and math and their methods contribute in an essential way to these skills. Principles of Engineering is an advanced, team based course designed for most students. Students who complete this course will engage in real world case studies and learning activities that focus on the engineering process and making the world a better place to live and work in.

- Architecture Featuring Green Methods

Architecture is more than just walls around us. The form and function of the spaces we live and work in are at the heart of how any design comes to life. This course will investigate how the structure is designed and built as well as the layout of spaces between the walls. Students will be introduced to a variety of concepts including green building and sustainable design in architecture. Students will apply the concepts introduced to a ‘dream home’ that they design and model.

APPENDIX DD: DISSOLUTION TASKS

Notification and Initial Steps

The following checklists can be downloaded at www.charterschoolquality.org > Publications & Tools > Authorizers.

Description of Required Actions	Responsible Party	Completion Date	Status
<p>Notify Parents / Guardians of Closure Decision Within one day of the authorizer’s decision to close the charter school, authorizer staff and charter staff/board collaborate to ensure that parents / guardians are notified regarding the closure decision. Such notification includes:</p> <ol style="list-style-type: none"> 1. If applicable, an explanation of the process for an appeal to the Colorado State Board of Education and possible litigation including the implications for families. 2. Assurance that instruction will continue through the end of the school year or the date when instruction will cease. 3. Assurance that after a final decision is reached, parents/students will be assisted in the reassignment process. 4. FAQ about the charter closure process. 5. Contact information for parents/guardians with questions. 			
<p>Notify School Districts Materially Impacted Within two days of the authorizer’s decision to close the charter school, notify districts materially impacted by the closure decision, including:</p> <ol style="list-style-type: none"> 1. Possible appeals and timeline for final decision. 2. Copy of the letter sent to parents. 3. Closure FAQ. 4. Information about the plan being developed to ensure an orderly closure process.. 5. Contact information for questions. 			
<p>Review Budget</p> <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. 2. Emphasize the legal requirement to limit expenditures to only those in the approved budget, while delaying approved expenditures that might no longer be necessary until a revised budget is approved. 3. Acknowledge that there are unique expenditures associated with closure for both the authorizer and school and that the parties will meet to identify these expenditures and funding sources. 4. Ensure that the school continues to collect revenues included in the school’s budget, if applicable. 			
<p>Meet with Charter School Faculty and Staff Principal and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 1. Discuss reasons for closure, the status of appeals/legal action and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Discuss plans for helping students find new schools. 4. Identify date when last salary check will be issued, when benefits terminate, and last day of work. 5. Describe assistance, if any that will be provided to faculty and staff to find new positions. 			
<p>Send Additional and Final Notifications Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. In the</p>			

letter to parents after the closure decision is final, include:

1. The last day of instruction.
2. Any end-of-the-year activities that are planned to make the transition easier for parents and students.
3. Assistance that will be provided to families in identifying new schools. This may include a list of school options, choice fairs, individual meetings with families, and prospective school visitations.

Develop/Monitor Implementation of the Closure Plan

Description of Required Actions	Responsible Party	Completion Date	Status
Establish Transition Team, Develop Closure Plan, and Assign Roles Transition team includes: 1. Lead person from authorizer staff. 2. Charter school board chair. 3. Lead administrator from the charter school. 4. Lead finance person from the charter school. Develop plan, exchange contact information and assign roles.			
Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include: 1. Reassignment of students. 2. Return or distribution of assets. 3. Transfer of student records. 4. Notification to entities doing business with the school. 5. The status of the school's finances. 6. Submission of all required reports and data to the authorizer and/or state.			
Submit Final Report Submit a final report to the authorizer detailing completion of the closure plan.			

Finalize School Affairs: Governance and Operations

Description of Required Actions	Responsible Party	Completion Date	Status
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.			
Notify Commercial Lenders / Bond Holders Within 10 days after the final decision on the charter school closure and after all appeals have been exhausted, notify banks, bond holders, etc., of the school's closure and a likely date as to when an event of default will occur as well as the projected date of the last payment by the school toward its debt.			
Terminate EMO /CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or when the charter contract expires. 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. 3. The school and the management company agree when other services including business services will end.			
Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration. 1. Maintain existing insurance coverage on assets, including facility			

<p>and vehicles, until the disposal of such assets in accordance with the closure plan.</p> <p>2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.</p> <p>3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.</p>			
<p>Maintain Corporate Records Maintain all corporate records related to:</p> <ol style="list-style-type: none"> Loans, bonds, mortgages and other financing. Contracts. Leases. Assets and asset distribution. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. Governance (minutes, bylaws, policies). Employees (background checks, personnel files). Accounting/audit, taxes and tax status, etc. Personnel. Employee benefits programs and benefits. Any other items listed in the closure plan. <p>Determine where records will be stored after dissolution.</p>			

Finalize School Affairs: Governance and Operations (continued)

Description of Required Actions	Responsible Party	Completion Date	Status
<p>Notify Employees and Benefit Providers Formally notify all employees of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. COBRA) and eligibility for Colorado Unemployment Insurance pursuant to any regulations of the Colorado Department of Labor. Notify benefit providers of pending termination of all employees, to include:</p> <ol style="list-style-type: none"> Medical, dental, vision plans. Life insurance. Cafeteria plans. 403(b), retirement plans. PERA. <p>Consult legal counsel as specific rules and regulations may apply to such programs.</p>			
<p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> Notify all contractors of school closure. Retain records of past contracts and payments. Terminate contracts for goods and services as of the last date such goods or services will be needed. 			
<p>Transfer Student Records and Testing Material Send student records, including final grades and evaluations, to the authorizer, including:</p> <ol style="list-style-type: none"> Individual Education Programs (IEPs) and all records regarding special education and supplemental services. Student health / immunization records. Attendance record. Any testing materials required to be maintained by the school. Student transcripts and report cards. All other student records. <p>Document the transfer of records to include:</p>			

<ol style="list-style-type: none"> 1. The number of general and special education records transferred. 2. Date of transfer. 3. Signature and printed name of the charter school representative releasing the records. 4. Signature and printed name of the authorizer’s representative who receives the records. 			
Inventory assets Inventory school assets, and identify items: <ol style="list-style-type: none"> 1. Loaned from other entities. 2. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. 3. Belonging to the EMO/CMO, if applicable, or other contractors. 4. Purchased with federal grants (dispose of such assets in accordance with federal regulations). 5. Purchased with Public Charter School Program startup funds (transfer assets to another charter school within the district or state). Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned.			
Notify Food and Transportation Services and Cancel Contracts Cancel school district or private food and/or transportation services for summer school and the next school year.			

Finalize School Affairs: Finance

Description of Required Actions	Responsible Party	Completion Date	Status
Review and Revise School Budget <ol style="list-style-type: none"> 1. Review the school’s budget and overall financial condition. 2. Make revisions that take into account closure and associated expenses while prioritizing continuity of instruction. 3. Identify acceptable use of reserve funds. 			
Maintain IR S 501(c)(3) Status Maintain IRS 501(c)(3) status, including: <ol style="list-style-type: none"> 1. Notify IRS regarding any address change. 2. File required tax returns and reports. 			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing the school’s grants that the school will be closing.			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. <ol style="list-style-type: none"> 1. This list is not the same as the contractor list, above, but may include contractors. 2. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. A UCC search should be performed to identify secured creditors. 3. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 			
Notify Creditors Notify all creditors of the school’s closure and request a final bill.			
Notify Debtors Contact all debtors and request payment.			
Determine PER A Obligations			

Contact PERA to determine remaining liabilities for employee retirement program.			
Itemize Financials Review, prepare and make available the following: 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and other obligations of the school, and all funds owed to the school, showing: 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed.			

Finalize School Affairs: Finance (continued)

Description of Required Actions	Responsible Party	Completion Date	Status
Complete Final Financial Audit Complete a financial audit of the school in accordance with the Charter Schools Act by a date to be determined by the authorizer.			
Reconcile with Authorizer Reconcile authorizer billings and payments, including special education payments or other “lagged” payments. If the school owes the authorizer money, it should list the authorizer as a creditor and treat it accordingly.			

Finalize School Affairs: Reporting

Description of Required Actions	Responsible Party	Completion Date	Status
Prepare End-of-Year Reports Prepare and submit all required end-of-year reports to the authorizer.			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.			

Dissolution

Description of Required Actions	Responsible Party	Completion Date	Status
<p>Dissolve the Charter School</p> <ol style="list-style-type: none"> The charter school board adopts a resolution to dissolve that indicates to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. Unless otherwise provided in the bylaws, the members (if any) or board votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (C.R.S. 7-134-103). 			
<p>Notify the Secretary of State After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth:</p> <ol style="list-style-type: none"> The name of the non-profit corporation. The address of the non-profit corporation's principal office. The date dissolution was authorized. If dissolution was authorized by the directors, a statement to that effect. If dissolution was approved by the members, a statement of the number of votes cast for the proposal to dissolve. Such additional information as the Secretary of State determines is necessary or appropriate. 			
<p>Notify Known Claimants Give written notice of the dissolution to known claimants within 90 days after the effective date of the dissolution.</p>			
<p>End Corporate Existence A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> Collecting its assets. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. Discharging or making provision for discharging its liabilities. Doing every other act necessary to wind up and liquidate its assets and affairs. (C.R.S. 7-134-105). 			
<p>Notify IRS Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>			

SUBJECT

Odyssey Charter School New Charter Petition (5th Hearing)

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.

Odyssey presented the petition at the April 2012, May 2012, September 2012, and December 2012 PCSC meetings. Each time, a decision was delayed in order to give the school additional time to revise the petition. The petition has undergone ten (10) PCSC staff reviews.

The petitioners and PCSC have mutually agreed to consideration of the petition at this December 31, 2012, meeting.

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 open with grades 6-10; adding grades 11 and 12 in subsequent years. Odyssey will focus on project-based instruction emphasizing the development of skills needed for postsecondary and career success.

In an effort to prepare its faculty and administration to effectively implement project-based learning across the educational program, Odyssey intends to contract with the Buck Institute for Education. The Institute will provide a three-day workshop prior to the beginning of operations; two, single-day workshops during the year; and pro-bono mentoring through an online platform. Additionally, two of Odyssey's curriculum vendors will provide product-specific training that, due to the nature of the curricula, Odyssey believes will further develop teachers' understanding of project-based learning. Odyssey will repeat the Buck Institute workshops (both the three-day and single-day follow-ups) during the second, third, and fourth years of operation and may also make them available for new teachers in the future. Once Odyssey has a group of teachers trained to implement project-based learning, they will develop a peer mentoring program between new and returning teachers. Odyssey will also use free, online resources for professional development.

Odyssey's enrollment caps allow space for up to 325 students in grades 6-10 in Year One, followed by annual enrollment increases and grade level expansions until the school reaches and ultimate enrollment cap of 700 in

grades 6-12. The petitioners have provided various budget scenarios acknowledging that actual enrollment may be well below these numbers. The petition includes a market interest appendix referencing 221 potential students.

The Measurable Student Educational Standards (MSES) in the petition reflect prudent use of the Star Rating System, though it appears the school's board would benefit from additional training in how Star ratings are determined and the conclusions that can be drawn from them.

IMPACT

As Odyssey could be the second of two petitions approved for opening in the Idaho Falls School District in fall 2013, the PCSC should strongly consider comments previously provided by the district regarding the potential impact of the proposed schools. The impact on Odyssey of a new magnet school with a similar program should also be considered.

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.

STAFF COMMENTS AND RECOMMENDATIONS

Odyssey's petition has been significantly revised since it was last considered by the PCSC. The document includes all critical components and no significant concerns remain. However, because this petitioning group required an unusually high level of guidance from the state in order to bring the petition to this point, the PCSC should carefully consider whether Odyssey will be able to effectively operate a high quality public charter school.

Additionally, the PCSC should carefully consider whether, given its limited budget and the difficulty of implementing a schoolwide, project-based learning program, Odyssey will be able to effectively implement the vision described in the petition.

COMMISSION ACTION

A motion to approve the petition for Odyssey Charter School.

OR

December 31, 2012

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

OR

The PCSC and petitioners may mutually agree to delay a decision on the petition for a specified period of time.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

December 31, 2012

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Odyssey Charter School
Petition Review Timeline

Petition Submitted to PCSC office	Completed Review Returned to School	Petition Considered by PCSC
10/26/2011	11/02/2011	
01/06/2012	03/21/2012	04/05/2012
04/14/2012	05/02/2012	05/31/2012
05/24/2012	06/22/2012	
06/25/2012	07/11/2012	
08/20/2012	08/29/2012	
09/07/2012	09/10/2012	
09/14/2012	09/18/2012	09/20/2012
10/25/2012	11/15/2012	12/04/2012
12/20/2012	12/21/2012	12/31/2012

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

Name of Proposed Public Charter School: Odyssey Charter School

Date: **12/21/12 (Previous reviews 11/2/11, 3/21/12, and 5/10/12, 6/22/12, 7/11/12, 8/29/12, 9/10/12, 9/18/12, and 11/15/12)**

Petition Delivered to Commission Staff: **petition initially submitted to the PCSC on 10/26/11. This revision delivered to the PCSC on 12/20/12**

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

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

Comments:

TAB 1

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

Comments:

TAB 2

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

Comments:

All previous comments and typographical / grammatical issues identified by PCSC staff were addressed.

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:

Both the dual enrollment and gifted and talented services sections were appropriately improved, and all other comments and typographical / grammatical issues identified by PCSC staff were addressed.

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:

The School Improvement section was significantly expanded and given depth and clarity. The section demonstrates that the petitioners have communicated with the SDE and have a clear understanding of the steps in of the school improvement process.

All other comments and typographical / grammatical issues previously identified by PCSC staff were addressed.

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:

TAB 6

December 31, 2012

- X The qualifications to be met by individuals employed by the public charter school. Instructional staff shall be certified teachers, or may apply for a waiver or any of the limited certification options as provided by rule of the state board of education. *I.C. § 33-5205(3)(g)*
- X The procedures that the public charter school will follow to ensure the health and safety of students and staff. *I.C. § 33-5205(3)(h)*
- X A provision which ensures that all staff members of the public charter school will be covered by the public employee retirement system, federal social security, unemployment insurance, and workers compensation insurance? The budget should reflect consideration of these provisions. *I.C. § 33-5205(3)(m)*
- X A description of the transfer rights of any employee choosing to work in a public charter school and the rights of such employees to return to any non-charter school in the school district after employment at a public charter school. *I.C. § 33-5205(3)(o)*
- X A provision which ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining. *I.C. § 33-5205(3)(p)*
- X A statement that all teachers and administrators will be on written contract *I.C. § 33-5206(4)*

Comments:

All comments and typographical / grammatical issues previously identified by PCSC staff were addressed.

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)*
- X The disciplinary procedures that the public charter school will utilize, including the procedure by which students may be suspended, expelled, and re-enrolled. Disciplinary procedures for Special Education Students should also be included. *I.C. § 33-5205(3)(l)*
- X The governing board of the charter school shall ensure that procedures are developed for contacting law enforcement and the student's parents, legal guardian or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. Charter school policies formulated to meet the provisions of Section 37-2732C, Idaho Code, and this section shall be made available to each student, parent, guardian or custodian by August 31, 2002, and thereafter as provided by Section 33-5126, Idaho Code. *I.C. § 33-210(3)*
- X The public school attendance alternative for students residing within the school district who choose not to attend the public charter school. *I.C. § 33-5205(3)(n)*

- X The process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. I.C. § 33-5205(3)(s)
- X A plan for the requirements of section 33-205, Idaho Code, for the denial of school attendance to any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board of directors of the public charter school, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public charter school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. I.C. § 33-5205(3)(i)
- X The student handbook that describes the school rules and the procedure ensuring a student's parent or guardian has access to this handbook.

Comments:

The classroom management section was improved; the intended methodologies are now clear.

All other in-text comments were addressed, and appropriate references to the petition's appendices added.

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

Comments:

The marketing plan was improved. Typographical / grammatical errors and flow of writing were also significantly improved, and all in-text comments from PCSC staff were addressed.

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***
- 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:

The dissolution process was improved, and practices that previously concerned PCSC staff were appropriately removed or edited. An appendix (Y) regarding the dissolution process was also added, and aids in giving more detail regarding the intended process.

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:

BUDGET

Budgets were revised and all issues were addressed. This includes alignment of the Budget Assumptions sheet and the budgets, edits to the Pre-Opening budget (including addition of funds for administration), and explanations to address other questions / comments raised by PCSC staff.

GENERAL COMMENTS

The petitioners have made extensive improvements to the petition, and no significant issues remain outstanding.

IMPORTANT: Remember that all changes to your petition must be submitted in legislative (or "redline") format. That is, text to be removed should be shown as ~~stricken~~, and text to be added should be underscored. Legislative formatting from prior revisions should be removed so that only the most recent revisions are shown. Note that use of your word processing software's "show edits" feature is NOT an acceptable substitute for legislative formatting. Color and font should NOT be used to emphasize or replace legislative formatting.

Please note that only the most recent changes should be shown in legislative format (Please remove earlier versions of legislative format so the actual changes appear in the text. Show only the current changes being made in legislative formatting. This must be done by hand).

Legislative formatting need not be used on budget spreadsheets or when entire appendices are simply re-ordered but not changed.

December 31, 2012

Odyssey

Charter School

Opening with Grades 6–10 the first year and adding 11th grade the second year and 12th grade the third.

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

Available to all Idaho students with a primary attendance area consisting of Bonneville County, Jefferson Joint School District No. 251, and Shelley Joint School District No. 60, with the facility located in Idaho Falls Joint School District No. 91.

Submitted to
The Idaho Public Charter School Commission
~~October 25~~ December 19, 2012 0 [received via e-mail 12-20-12]

Contact Person:
Karl Peterson
3890 Taylorview Lane, Ammon, Idaho 83406
Phone: 208-524-1285 Cell: 208-681-1805
kbpetersonmail@yahoo.com ocsidaho.org

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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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 Code §§ 33-5204(1) and 30-3-21(1)

See Appendix B.

Mission Statement

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

Vision Statement

The vision of the Odyssey Charter School is to prepare and equip our middle school and high school students for the rigors of higher education and an ongoing lifetime of achievement. We satisfy this goal by providing an education that incorporates a relevant, challenging, exploratory and integrative curriculum with the academic innovations of project based learning. Odyssey Charter School will seek to create a culture of productive collaboration, personal integrity, mutual respect and civic responsibility.

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 encourages students to develop their higher level thinking skills. Odyssey Charter School is based around an active, hands-on teaching technique called project based learning. Odyssey strives to meet the needs of students with different learning styles by building on student interests in order to motivate and enable the students to learn.

Teaching through the use of projects makes academic knowledge more relevant by providing the means for the immediate and practical application of core academic concepts learned in class. Odyssey students will use project based learning in their day to day classes. In addition, the students will work on one multi-disciplinary project each semester. Odyssey will promote its students' sense of civic responsibility by using projects designed to help their community and improve the world around them. Through project based learning, Odyssey teaches both the "3 R's" of reading, writing, and arithmetic, ~~as well as~~ and the "4 C's" of critical thinking, communication, collaboration, and creativity. Odyssey's curriculum will also integrate the development of personal management and social skills that the students will need to succeed in the modern day collaborative workforce and in their family life.

Although many local schools may occasionally offer a project based class, Odyssey will be the only school in the area that focuses on project based learning throughout the entire secondary school years.

See Appendix V for Odyssey's plan to provide its teachers with professional development in the use of project based teaching techniques. See the Curriculum Overview in Tab 3 for a description of the curricula selected for use with Odyssey's project based learning program, including the effectiveness and alignment of the curricula to Common Core State Standards.

Physical Facilities

Idaho Code § 33-5205(4)

Odyssey Charter School 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 the Americans with Disabilities Act, applicable OSHA regulations, and Idaho law. The building(s) shall provide sufficient wiring, communication capabilities, heating, ventilation, lighting, sanitary conditions, and water to support the operation of the school.

The Charter Developers are currently exploring a variety of building options for the school in order to ensure the sustainability of the program.

Current options for facilities for Odyssey Charter School are detailed in Appendix F.

Primary Attendance Area

Idaho Code § 33-5205(4)

The primary attendance area will be Bonneville County, Jefferson Joint School District No. 251 and Shelley Joint School District No. 60. Students from these districts will be given priority in accordance with Idaho Code § 33-5205(3)(j); however, students from other areas may also be enrolled. Odyssey's attendance area map is included in Appendix D.

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 Joint School District 251, and Shelley Joint School District 60. 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 programs, administration, or special needs such as special education accommodations, unless mutually agreed upon by Odyssey and the relevant district.

According to the 2009 U.S. census, there are approximately 12,452 students in grades 6–12 in Bonneville County. The total high school population within Odyssey's entire attendance area is approximately 13,222 students, according to the 2009 U.S. census. When filled to capacity, Odyssey Charter School will enroll approximately 3% of the secondary school population in the attendance area. Idaho Falls has grown 12% in the past ten years, and Ammon, a small city adjacent to Idaho Falls, has more than doubled in population during that time. Bonneville county school districts are over capacity and are using modular classrooms to accommodate the student population. These districts may need to build new facilities in order to accommodate the number of students they serve. In particular, Bonneville School District No. 93 has announced plans to build a new high school in 2015. Odyssey Charter School is not anticipated to significantly reduce the student population in the local districts' traditional secondary schools, but it will provide some relief for present facilities that cannot currently accommodate an increasing school population. Odyssey is also anticipated to provide an additional educational option for local private school students and home school students, ~~who often prefer to attend public charter schools over traditional public schools.~~

Odyssey's summary of potential students (see Appendix L) shows that less than 30% of Odyssey's potential students are anticipated to come from Idaho Falls School District No. 91,

40% are anticipated to come from Bonneville School District No. 93, 18% are anticipated to come from Jefferson School District No. 251, 7% are anticipated to come from Shelley School District No. 60, and the remainder are anticipated to come from outside these four districts. As a result, Odyssey's impact on the school districts within its attendance area will be widely distributed between the districts, thereby minimizing its impact on any one district.

The new Compass Academy being introduced by the Idaho Falls School District No. 91 is anticipated to have a very limited effect on the implementation of Odyssey Charter School's project based learning program for the following reasons:

- The Compass Academy magnet school will create interest for project based education not only among students in the Idaho Falls School District, but among students in the surrounding districts as well. Odyssey Charter School will be able to capitalize upon this increased public awareness of and interest in project based learning, particularly with regard to students ~~that~~ who live outside of the Idaho Falls School District, but within Odyssey's wider attendance area.
- Odyssey will span grades 6 through 12, while the magnet school will only enroll students in grades 9 through 12. Odyssey will be the only project based education option within its attendance area for 6th, 7th, and 8th grade students.
- Assuming that the new magnet school is successful in meeting its enrollment goals, there may be some parents in Idaho Falls School District No. 91 who are interested in a project based program but cannot enroll in the new academy. Odyssey Charter School will provide another project based education option for those families. Parents and students in Shelley Joint School District No. 60, Jefferson Joint School District No. 251, and the rest of Bonneville County will not have the option of attending the new magnet school, and Odyssey will be the only option for a project based secondary school for those families.

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 and 7th grades; and 8th grade usually starts at capacity and loses a few students during the year. 6th – 10th grades at Taylor's Crossing usually start the year at capacity and lose a few students throughout 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 that will help Odyssey attract students where other charter schools have struggled. These features include the following:

- Odyssey is the only project based school in Jefferson Joint School District No. 251, Shelley Joint School District No. 60, and the rest of Bonneville County.
- Odyssey will offer more integrated technology in the classrooms.
- Odyssey will be the only charter school in the area that focuses exclusively on the secondary grades. Many secondary age students do not want to attend a charter school that also includes elementary grade students, because it does not seem “grown up” enough. Many students are looking for a school that includes only middle and high school grades, rather than one that essentially functions as an extended elementary school. This formula has been proven successful by charter schools such as the Idaho Science and Technology Charter School, which serves an area with a significantly smaller student population than the primary attendance area of Odyssey Charter School.
- Odyssey will offer unique educational opportunities such as drama, dance, and multidisciplinary projects either as extra-curricular programs or as an integrated part of the school curriculum.
- Community improvement projects will create newsworthy stories that will foster connections with members of the larger community and civic outreach opportunities for Odyssey Charter School students.
- The collaborative nature of project based learning helps provide the kind of positive social interaction that secondary school students need.
- As part of its marketing program, Odyssey Charter School will emphasize its ability to provide participation in projects involving the arts (e.g., theater, music, and art) as well as science and technology (e.g., robotics, video production, and web design).

Administrative Services

Administrative services for the school will be provided by the school Principal, with support from the Board of Directors. The school Principal will be a full time position.

An administrative assistant will complete paperwork and required reporting, in addition to other duties. A business manager will manage the school's fiscal affairs. Both positions will be either full time or part time based on financial allocations from the state according to student population. If the administrative assistant and/or business manager are employed part-time, the Principal, faculty members, and parent volunteers will assist in the fulfillment of the duties of those positions. 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 may be utilized according to their background and experience, which includes teaching experience, grant writing expertise, etc.

Annual programmatic operations and financial reports will be presented to the Board of Directors. The Principal will also serve as the liaison between Odyssey Charter School, parents, and Odyssey's Board of Directors. The Board of Directors will report the results of the audits to the Public Charter School Commission.

Financial operations will be provided by the school. Funding sources will include state allocation per pupil, federal grants, private grants, business partnerships, fees (where appropriate), and donations. The Odyssey Charter School Board is ultimately responsible to its authorizer, and at least two members will be present during every meeting of the authorizer for which Odyssey Charter School is on the agenda.

Administrative services will be selected and evaluated by Odyssey Charter School's Board. Teachers will be employed by the school through the use of a written Idaho Standard Teachers' Contract in a form approved by the state Superintendent of Public Instruction. School personnel will be required to hold the appropriate Idaho teaching certifications and endorsements. Odyssey teachers will hold highly qualified status under the No Child Left Behind Act (NCLB) or will work towards this status in a state-approved program of instruction. This may include state-approved alternative routes to certification such as the American Board for Certification of Teacher Excellence (ABCTE) or other state-approved program. Any teachers teaching a class in a specific content area will be highly qualified in that content area. Teachers who are not highly qualified will have waivers from the State Department of Education.

The Board of Directors will conduct annual evaluations of the Principal based on the job description of the Principal. See Appendix S for the standards of the evaluations that Odyssey Charter School will use.

Day-to-Day Operations

The Principal, in coordination with the Odyssey Charter School Board of Directors, will determine the day-to-day operations of Odyssey Charter School. Please refer to Appendix I for staffing numbers.

Civil Liability

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 of 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 or loss with a minimum coverage of \$1,000,000 per event or \$5,000,000 in the aggregate, or as otherwise required by law or determined by the Board.

Odyssey Charter School is incorporated as a nonprofit public school under the laws of the sState of Idaho. The Odyssey Charter School Board of Directors is responsible for the operation of the school and the development of school policies. Odyssey Charter School will adopt and adapt prototype policies available through the Idaho School Board Association (ISBA) to the extent such policies are available and applicable. Other policies will be developed and adopted by the Board of Directors as necessary or prudent.

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 have the same role as traditional public schools in matters of civil liability. The appropriate insurance and legal waivers of liability will be obtained from outside groups using Odyssey facilities.

Odyssey Charter School shall provide to the Idaho Charter School Commission copies of insurance binders issued by companies authorized to conduct business in Idaho. The binders will contain Odyssey’s policies for liability insurance (per occurrence and aggregate coverage), property insurance, worker’s compensation insurance, unemployment insurance, and errors and omissions insurance. Additional proof of insurance will be provided as required by the Commission.

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 public school students required only a remedial education to enable them to function productively within a blue collar work force. In today's information age, employees in virtually every trade, profession and industry need not only the "three R's" of reading, writing and arithmetic, but also the "four C's" of critical thinking, communication, collaboration, and creativity. Life-long jobs are becoming increasingly rare, as employees move with greater rapidity between positions and even between industries. Most job growth is in small businesses and in new technology. Today's global business requires more sophisticated employees with a broad base of knowledge, experience in evolving technologies, and the ability to adapt to innovative work environments. An educated person must be flexible, responsible, interdependent, creative, and technologically competent. A useful education should include learning in science, math, and technology, as well as exposure to history's great ideas through the study of arts and humanities. 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 context
- 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 the 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 are 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

- The hallmark of an Odyssey Charter School education is the use of the project based instructional method. Other teaching methods may supplement project based learning where appropriate, but the broad application of hands-on, practical, project based teaching is what distinguishes Odyssey Charter School from traditional secondary public schools. This use of project based learning will help students be successful and fulfill their individual potential. 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.

Research demonstrates that project based learning is a very effective method of teaching. The following studies show that:

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.
 - 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.

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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 skills, personal habits, character traits, and attitudes that 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 and the Common Core State Standards. These standards will be enhanced with unifying themes in the project based classroom activities along with 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 choices of activities such as music, art, theater, science, career, health, physical, and environmental education.

The curricula for Odyssey Charter School have been chosen for its compatibility with the project based learning teaching method. Odyssey will use the curricula listed below as a starting point within each identified content area, and then adapt that content to individual project based lesson plans. The curricula will also be aligned to the Common Core State Standards and Idaho's Content Standards. ~~See Curriculum Overview in Tab 3 for more details.~~

The sections below describe the various curricula that Odyssey will employ. The Board or the administration may need to change curricula in the future to better suit the students' needs.

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 enjoy literature, and who are competent writers.

The curriculum will focus on the great ideas of western civilization that have provided 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 this subject through both positive and negative examples of the people and characters in this body of works. Grammar and vocabulary skills will be integrated into creative, technical, and expository writing. Communication skills will be developed through assignments in speaking, writing, and presentation, using technology such as 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 outlines reading selections and assignments for language arts classes. It uses works from various sources and it allows flexibility 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

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. The 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 and activity based to support student learning through projects. These curricula support the project based education model of Odyssey Charter School, and will be aligned with the Common Core Standards in Language Arts for literacy in science.

The effectiveness of *It's About Time* is based on research at Northwestern University that investigates the change in classroom practices elicited by project based units. Analyses of the artifacts produced by students indicates that students are engaging in ambitious learning practices, requiring weighing and synthesizing many results from complex analyses 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 are able to 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 use 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

This 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, which 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 that 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 can be used effectively in actual situations. 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 the humanities. Instruction will utilize a hands-on approach that employs technology in project based, discovery learning and problem solving. Students will seek solutions to real-life challenges. Odyssey Charter School will provide learners with technology skills which help prepare them for future employment. 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. This 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.

Integrating Projects into the Curriculum

Odyssey's curriculum will incorporate the use of projects into all aspects of the learning process. Most of the day-to-day work will consist of projects that may be accomplished in one or two class periods and over the course of a unit. For example, Odyssey's *College Preparatory Math* and *It's About Time* science curricula both employ hands-on projects that may span one or two class periods. In addition, students will have one long-term project to complete in each semester.

~~Some of~~ Odyssey Charter School's science, technology, engineering, and math (STEM) projects will revolve around many of the For Inspiration and Recognition of Science and Technology (FIRST) family of programs. For instance, those students involved in 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 art and performing art by their very nature are project based. Odyssey will offer extra-curricular opportunities for students who wish to participate in theater, music, dance, and art through the presentation of yearly musical productions. These presentations will also incorporate STEM technology through the use of lighting and sound reinforcement.

~~Some art~~ Art classes will use computers to create art work for performing art and STEM projects when appropriate.

In order for Odyssey's project based learning to be successful, a scope and sequence plan will be developed for proposed class room projects, to ensure that the relevant materials and concepts are taught in a logical order. The scope and sequence plan will be developed by Odyssey's teachers under the guidance of the workshop teacher from the Buck Institute for Education or from a similar organization or an experienced mentor chosen by the Principal. Much of the scope and sequence planning will be developed through Odyssey Charter School's professional development program.

For example, professional development in *College Preparatory Math*, *It's About Time* science, and FIRST robotics STEM program, will provide curriculum training for STEM projects by educating teachers on the projects used in the curricula as well as learning methods that will transfer into multidisciplinary projects.

Curriculum Development and Approval

Odyssey Charter School recognizes that curriculum development is a continuous process. 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. Different or additional curricula may be adopted and implemented over time as Odyssey continues to refine its curriculum and as additional resources become available.

An important part of curriculum development is the training and professional development of Odyssey's administration and teachers in the precepts of project based learning. See Appendix V Pre-Opening Professional Development for more details.

Thoroughness Standards

Idaho Code §§ 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: The administration will use accident and discipline reports as the source of measurement for evaluation.

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.
- Use Fred Jones's *Tools for Teaching* as Odyssey Charter School's classroom management/discipline model.
- Provide Odyssey's faculty and administration professional development in *Tools for Teaching* to increase their skills in maintaining classroom discipline.
- Develop a student handbook providing a code of conduct, including clear expectations and consequences for unacceptable behavior that are consistent throughout the school, to include 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.

Measurement and evaluation: Administration will use accident and discipline reports and RTI information as the source of measurement for evaluation.

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:

- 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. 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 both within the school, as well as between the school and the larger community, by using project based learning in 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.

Measurement and evaluation: This standard and its goals will be measured and evaluated through documentation of senior theses and other community services, and accident and discipline reports.

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 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.

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 Board of Education's content standards and Common Core Standards as a basis for unifying themes and projects.
- Organize projects across several subject areas to create interdisciplinary studies for the students so information will not be taught in isolation.
- Design project based learning 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.
- 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 begins as part of the teacher collaboration and professional development provided

before the opening of the school. Teachers will do their own formative assessments on a continual basis.

- Invite experts from various fields to judge student presentations and provide feedback to the students based on the experts' real world experiences.
- Enable students to develop the following intellectual habits important in the work place: ability to adapt to new situations and respond effectively to new information; solve problems; locate and evaluate information from a variety of sources; make flexible connections among various disciplines of thought; think logically, and make informed judgments.
- Enable students to develop the following personal habits important in the work place: ability to accept 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; ability to assume a fair share of the workload; and to work cooperatively with others to reach group consensus.

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 using AIMS web, a similar program to AIMS web, or teacher-developed assessments; state mandated test scores; and SAT scores.

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 internet access to local and nationwide resources. Also, Odyssey Charter School will provide students with opportunities to prepare them for a knowledge-based, project-style workplace where planning, people skills, and project organization are necessary abilities. These tools will assist students 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:

- Emphasize the importance of being on time and prepared.
- Provide concurrent enrollment classes for students when appropriate who have fulfilled their graduation requirements
- 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: ability to adapt to new situations and respond effectively to new information; solve problems; locate and evaluate information from a variety of sources; make flexible

connections among various disciplines of thought; think logically and make informed judgments.

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

Measurement and evaluation: This standard and its goals will be measured and evaluated through academic grades, project related rubrics related to workplace skills, formative assessments will provide data on these skills. Teacher citizenship grades, concurrent enrollment offerings and participation rates, and attendance and tardy records. ~~will also be utilized to evaluate the desired student personal habits.~~

Standard G. The students are introduced to current technology.

Goal: Provide students with technology and instruction on how to use it. The students will be using tools such as computers, scientific equipment, video production, and networks linked to local and nationwide resources.

Objectives: Odyssey Charter School will:

- Provide technology that enhances communication among students and teachers using 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.
- Maintain a ~~mobile~~ computer lab of 25 computers. These computers can be checked out as a group or separately. These will be used for state mandated testing and also for other class work.
- Provide at least 5 computers in each language arts, history, math, and science classroom.
- Provide an interactive white board for each language arts, history, math, and science classroom.
- 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 at least on a limited basis. The school will allow students to bring and use their own computing devices.
- Strive to become a “paperless” school, as much as it is practical, in order to mirror the workplace of the 21st century.

Measurement and evaluation: This standard and its goals will be measured and evaluated through the inventory of computers and mobile computing devices, and teachers' documentation of the frequency of the 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 program of projects that reflects responsible citizenship in a democratic society and an interdependent world. These projects will show the students real-world application of what they have learned.
- Enable students to accept responsibility for personal decisions and actions, have respect for differences among people, assume a fair share of the work load, and work cooperatively with others to reach group consensus.

Measurement and evaluation: This standard and its goals will be measured and evaluated through discipline records, 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. The evidence of the alignment will be provided to the Commission's staff during their annual visits to the school. The textbooks will be 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-Free Schools programs, summer school programs, parent education programs, social work, and psychological services will be 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 will be familiar to the students, others will be innovative, but all will strive to make learning relevant and purposeful and to actively engage the learner. Problem-solving groups will apply knowledge they have acquired, and practice new skills, by tackling both real-world problems and simulated problems to model those that could be found in the work world. For example, the school's requirement for students to perform community service as part of their senior theses not only informs students about the needs of our community, but also encourages them as a group to decide which needs they can reasonably address, and to plan an approach, implement the plan, and then evaluate the result. Team collaboration on assignments will provide an opportunity for learners to become educators, and it will reinforce their own knowledge and mastery of new skills through presentation of their own work and through working in groups. Projects will include requirements for both individual effort and group collaboration, to ensure mastery of basic content and interactive skills.

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

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

Odyssey Charter School recognizes that children do not develop character in a vacuum, and that the development of character and social skills are necessary to succeed in the workplace and in life. Project based learning requires that students work together to design, plan, execute, and document their projects; therefore, character development 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*. Odyssey will employ staff who model essential traits of good character. 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 all applicable laws and regulations promulgated by the Idaho State Department of Education. Odyssey will meet or exceed these 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 (Appendix K).

Core Area	Graduation Requirement
Core of Instruction	30 credits
Electives	17 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 the 11 th grade.
State Mandated Test	Pass the state mandated test with a score of Proficient or Advanced in Reading and Math, Language Usage, and Science
Online Classes	2 Credits from the list Odyssey will provide (This will take effect for the class graduating 2016).

Advanced Opportunity

Odyssey Charter School will offer concurrent credit classes, advanced placement classes, or both, for its students. Concurrent credit can also be earned through the Idaho Digital Learning Academy (IDLA). Concurrent classes may be taught on Odyssey's campus, at a local college or university, or online. The costs of concurrent classes will be the responsibility of the family of the students taking the classes. Odyssey will provide the opportunity for online distance learning classes as well as traditional classes. See Appendix P for possible providers and arrangements with Idaho State University and Connections Academy.

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. Thus, 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 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 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 Rule 08.02.03.105, may be approved by the Principal 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 pass the state mandated test, or pass a comparative assessment approved by the Board of Directors. In addition, each student receiving special education services will have included, in his or 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 No. 1 or No. 2 above.

Transfer Students

In order to receive a diploma from Odyssey Charter School, the students must attend Odyssey Charter School for that 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. In the case of homeschooled or students transferring in from non-accredited schools, Odyssey staff will evaluate the credits and decide to accept or reject these credits. The policy regarding accepting home schooled or private school credits will be in place before Odyssey's first lottery.

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 Directors for early graduation, providing he/she has the endorsement of the Principal.

How Special Education and Other Special Needs Will Be Met

Idaho Code § 33-5205(3)(q)

Odyssey Charter School will serve all children including special education, Gifted and Talented, and LEP (Limited English Proficient) students. Odyssey Charter School will follow 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*.

See Appendix R Adapting Project based Learning for Inclusive Classrooms for examples and details.

Special Education Services

Odyssey Charter School will plan and budget to provide personnel, physical facilities, funding, and contractual arrangements to ensure that Odyssey students with disabilities receive special education and services as required 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 2013–2014 school year. To meet these expectations, Odyssey Charter School will conduct a yearly Child Find activity. Odyssey will follow a three-step process, as outlined in the Idaho Special Education Manual, to determine whether or not a student requires special education services:

1. The school will locate students by establishing and implementing 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 an evaluation team, which includes educators and the parent and/or adult student, will review the information from multiple sources. These sources include, but are 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, 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.

Individual Education Plans

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 accommodation ~~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 accommodations, ~~interventions~~, adaptations, and modifications.

For more information on how project based learning can be adapted for students of various abilities, please refer to Appendix R.

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 continue to monitor the student's 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 the confidentiality of personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records. Odyssey Charter School will ensure access to charter school programs, as required by the ADA. Odyssey's building 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. Odyssey Charter School will include a comprehensive professional development plan for the training needs of special education personnel, as well as for general education teachers, in order to meet the needs of students with disabilities who are enrolled in the charter school. This will be done as a group or with an individual teacher, depending on the needs of the students in a particular teacher's class load. Special education professional development will be provided by the special education teacher.

Odyssey Charter School uses scientifically research-based curricula when working with students with disabilities who need supplemental or replacement curricula.

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 disabled students who have the opportunity to meet the minimum federally-established eligibility criterion for such services. Enrollment policies described elsewhere in this charter petition are 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 disabled students with non-disabled students 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. Professional service providers will include a 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:

- **The 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 the 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 will be educated in the school he or she would attend if not disabled.
- **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, recesses, 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 Code §§ 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 informed of the dual enrollment options. These options will be explained in the course catalog provided to families for class registration, in the student handbook, and online at Odyssey's website.

Odyssey does not permit part-time enrollment. Dual enrollment will be subject to Idaho Code § 33-203(1).

Gifted and Talented Program

Idaho Code § 33-2003

Odyssey Charter School will meet the needs of the Gifted and Talented (GT) students in the regular classroom. Giftedness can include high performing capabilities in intellectual, creative, leadership, or specific academic areas and require services that are not usually met by the school. The GT program will strive to develop the abilities of the GT students. Odyssey will identify potential GT students, provide various methods to educate them at their academic level, and evaluate both the student and program performance.

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 student. See Appendix R for more explanation. Also, a variety of classes at different skill levels will provide additional opportunities for GT students to excel. ~~See Appendix R for more explanation.~~

The measurement tools listed in Methods for Measuring Student Progress in Tab 4 will be used to evaluate both the GT students and the GT program.

Concurrent enrollment will be another option for students whose skills are beyond the offerings of Odyssey Charter School. Students may enroll in online college classes or attend university classes in the area to meet their educational needs. ~~Policies regarding concurrent enrollment will be developed by the Principal and the Board of Directors. Odyssey will cooperate with Idaho Falls School District 91 as the district's policies allow.~~

Identification

Odyssey Charter School shall identify and provide services to students who demonstrate evidence of high-performing capabilities. Odyssey Charter School utilizes eligibility criteria

developed by the Idaho Department of Education. The identification system aligns with GATE GT rules and regulations as identified by IDAPA Rule 08.02.03.171.

Odyssey Charter School will develop a procedure to identify and screen possible GATE GT 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, state mandated test, 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.

Evaluation

GT student performance will be evaluated using both the quantitative and qualitative methods stated in the Identification section above as well as other methods mentioned in Methods for Measuring Student Progress found in Tab 4. Parent and student feedback will also be used.

These evaluations will be used to evaluate the effectiveness of the GT program for the student and will guide Odyssey to improve the program's effectiveness.

LEP Students

Students who are eligible for the LEP program will participate in the Odyssey LEP program according to state and federal guidelines.

Administration and Evaluation

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

In preparation for the enrollment of 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.

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.

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 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. 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 teachers, 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. Odyssey will have a curricula list, materials list, and teacher training prepared before Odyssey opens.

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 in many cases.

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.

State mandated test 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 state mandated test 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 appropriate educational experiences, and educators that will strive to meet their these 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.

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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 I (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 will accomplish the following goals:

1. 90% of students ~~who have been continuously enrolled since the beginning of the school year~~ at Odyssey Charter School will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of reading.
2. 80% of students ~~who have been continuously enrolled since the beginning of the school year~~ at Odyssey Charter School will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of math.
3. 80% of students ~~who have been continuously enrolled since the beginning of the school year~~ at Odyssey Charter School will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of language.
4. Odyssey Charter School's median SGP in the area of reading will be 50 or higher.
5. Odyssey Charter School's median SGP in the area of math will be 50 or higher.
6. Odyssey Charter School's median SGP in the area of language will be 50 or higher.
7. In 2016 and afterwards, Odyssey Charter School will have at least a 90% on time (within 4 years) graduation rate.
8. In 2016 and afterwards, Odyssey Charter School will receive at least 4 out of 5 points ~~stars~~ in the Advanced Opportunity category on the Star Rating System.

Methods for Measuring Student Progress

Idaho Code § 33-5205(3)(c)

Data from the Star Rating System will be used to measure student progress in meeting the Measurable Student Education Standards listed above. Odyssey will also use a variety of the following methods to measure student progress: AIMS web or similar program's records; RTI records; teacher-created formative and summative tests; projects and presentations; the Idaho Standards Achievement Test, or the other state mandated test; the Idaho Alternative Assessment (IAA) if when applicable; the National Assessment of Educational Progress (NEAP), if selected; the ACT; Accuplacer; and SAT tests.

Provisions by which Students Will Receive Standardized Testing

Idaho Code § 33-5205(3)(d)

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

Accreditation

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

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

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

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

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

NCLB School Improvement Provision

Odyssey Charter School is committed to being a school where student success is the our top priority.

If it is ever determined that, based on student performance, the school is in need of improvement in accordance with the Star System by receiving a one, two or three Star Rating NCLB, Odyssey Charter School will develop a ~~strategic plan~~, plan that will focus ~~focused on~~ improving school and staff capacity (structure, resource allocation, and teacher skill sets) to increase student achievement.

The Board of Directors of Odyssey Charter School will provide consultation to the Principal regarding ongoing plans for the school. ~~The Board of Directors will take the responsibility role of the school district in ensuring that meeting the policies of the State Department of Education regarding school improvement are followed. This includes reviewing of the Star Rating, and determining future areas of improvement.~~ The Board will be responsible for the oversight and implementation of the school improvement process. It will subject all School-level Improvement, Continuous, Rapid, and Turnaround Plans to a documented, meaningful, and thorough review process prior to providing approval. If applicable, it will show that it has partnered with any schools in Turnaround planning to ensure a successful plan for alternative governance. The Board will oversee the development of the District Improvement Plan and will assure that the goals of the plan represent the goals of the Board of Directors.

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

If Odyssey receives either four or five stars, no action is required. If Odyssey receives a score of two stars or less, Odyssey will follow the procedures outlined below.

School Turnaround Plan

If Odyssey receives a rating of One Star and needs to develop a Turnaround Plan, Odyssey will write a Turnaround Plan using the state's WISE Tool. The Turnaround Plan will describe Odyssey's plan to:

- examine academic performance data on a regular basis to formulate plans for school improvement and the areas for additional professional development
- create a more supportive learning environment to improve discipline and safety and to address the social, emotional, and health needs of the students
- provide ways to engage the family and community in the school improvement process.

Odyssey will execute the following steps.

The SDE's team will conduct an Instructional Core Visit. Then, the **Public Charter School Commission**, Odyssey's staff, and Odyssey's Board will work with stake holders to create a

Turnaround Plan that will ensure the necessary improvements are made using one the following Turnaround Plan options:

- Transformation Model: Critical areas for transforming low-achieving schools include developing teacher and principal leader effectiveness (it can include replacing the current administrator), implementing comprehensive instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.
- Staffing Turnaround Model: Given that charter schools already have this flexibility, the data will be analyzed to determine what aspects of the school structure needs to be changed and what research based methods could be implemented to solve those problems. This model includes the following possibilities:
 - Reviewing the performance of the current principal and possibly replacing the principal unless it can be demonstrated that the principal has a history of improving achievement and has the ability to lead the turnaround effort
 - Making changes in scheduling, curriculum, budget, and staffing which can include rehiring up to 50 percent of teachers, and only retaining those teachers who have been determined to be effective
 - Implementing researched based practices and programs that are reflective of the data gathered about the dificiencies and needs of the school
 - Adoption of a new governance structure. That change may require amendments to the bylaws and the charter.
 - *The Board will take on the requirements of the district and will create a team that will use the WISE Tool requirements, which are District Support of Turnaround School, WISE Tool indicators, and District Support of Turnaround School Supplemental plan. The Board will submit the District Support of Turnaround Schools compliance checklist and submit a signed set of Assurance Pages.*
- Governance Partnership Model: Odyssey will partnership with an external entity to implement the Turnaround Principles and transform the governance of the school. This may include:
 - Agreeing to utilize services provided directly to the school in lieu of a state takeover, in which a diagnostic review is conducted and services are tailored specifically to the content of the school.
 - Purchasing the services of a lead turnaround partner, who will utilize research-based strategies and have a proven record of success with similar schools, and who shall be a key participant and decision-maker in all aspects of developing and collaborative executing the turnaround plan.
- School Closure Model: The Commission would revoke the charter and Odyssey would follow the termination plan outlined in Tab 10.

Odyssey will use the WISE Tool to create its Turnaround Plan. The WISE Tool requires that One and Two Star schools participate in the statewide system of support services, provide family and student support options like supplemental tutoring services, provide notification of school choice available in the area, maintain a professional development set-aside of 10

percent of school Title I funding allocation, and conform with state funding alignment requirements by providing a plan that describes how the funds are aligned to create student improvement.

The Odyssey Charter School Board of Directors will assume the responsibilities that are normally handled by the school district. Therefore, the Board will complete the following WISE Tool Requirements:

1. The Board will complete the District Support of Turnaround Schools WISE Tool Indicators that are listed below
 - The Board will ensure that the chosen Turnaround Model option reflects the unique strengths and weaknesses of the school.
 - The Board will review the capacity of the principal to implement the turnaround plan and decide if the existing principal is competent to lead the turnaround effort or whether the principal needs to be replaced.
 - The Board will ensure that the school leadership team is in place and meet regularly to make decisions required to implement the turnaround plan.
 - The Board will align professional development with the identified needs based on staff evaluations, student performance, and other pertinent data.
 - The Board will review the quality of all staff members in the school required to implement the turnaround plan and retain only those who have the ability to support the turnaround plan
2. The Board will allocate resources required by the turnaround plan.
3. District Support of Turnaround Schools Supplemental Plan. This will include
 - Selection of one of the Turnaround model options
 - Rational of the Turnaround Model selected

The Board will submit the District Support of Turnaround Schools compliance checklist.

The Board will submit one set of signed Assurance Pages assuring for all required district and school plans to the State. All School Turnaround Plans will be reviewed by the State.

The Board will execute the following District Support of Turnaround Schools Plan Compliance Checklist:

- A comprehensive data analysis identifying areas of strengths and concerns of the school. This is an internal process that will be used to support and guide the Turnaround Planning process
- Assess the plan for all 8 "District Preparation for Turnaround Schools" indicators within the Turnaround Schools Plan

- Approve the School Turnaround Plan and assure alignment to the District Support of School Turnaround Plans.
- Complete the District Support of Turnaround Schools Plan. Submit this plan.
- Complete and submit the District Support of Turnaround Schools Supplemental Plan. Submit this plan.
- Submit a copy of the District Support of Turnaround Schools Compliance Checklist.

Odyssey understands that it will continue to be a One Star School for at least three years unless it meets the exit criteria of attaining at least a Three Star rating for two consecutive years.

Rapid Improvement Plan

In the event that Odyssey receives a rating of Two Stars, Odyssey and its Board will execute the following steps:

1. Odyssey improvement teams assess, create plans for, and monitor the implementation of the required indicators in the WISE Tool.
2. School improvement teams submit the Rapid Improvement requirements to the district for review.
3. The Board review committee reviews the plan and provides feedback to the school improvement team.
4. If needed, appropriate changes are made to the plan and resubmitted to the Board until approved.
5. Upon Board approval, the school will submit the following to the State Department:
 - a. Ways to Improve School Effectiveness (WISE) Indicators
 - b. Rapid Improvement Plan Compliance Checklist
 - c. District approved Rapid Improvement Plan Scoring Rubric
6. The Board will submit one set of signed Assurance Pages assuring for all required district and school plans to the ISDE by March 1, 2013. All Rapid Improvement Plans will be reviewed by the ISDE.

Odyssey will submit the plan to the Board for review upon completion. Afterwards, the board will execute the Rapid Improvement Plan Compliance Checklist by doing the following.

- After approval of the plan, the Board will submit applicable requirements on the WISE Tool Dashboard.
- Submit a copy of this checklist.
- Submit a copy of the Rapid Improvement Plan Scoring Rubric showing district approval.

Odyssey understands that it will continue to be a Two Star School for at least three years unless it meets the exit criteria of attaining at least a Three Star rating for two consecutive years.

Timeline for Implementation of the Improvement Process

The following chart shows the improvement process for those schools that require school improvement based on the Star Rating.

<u>School Requirements</u>	<u>Board of Directors' Requirements in cooperation with the Public Charter School Commission</u>	<u>School Requirements</u>	<u>Board of Directors' Requirements in cooperation with the Public Charter School Commission</u>
Odyssey's stakeholders will engage in a yearly circular process of school improvement, encompassing student assessment, program planning and design, implementation, evaluation, and revision.		Odyssey's stakeholders will engage in a yearly circular process of school improvement, encompassing student assessment, program planning and design, implementation, evaluation, and revision.	
<u>Year after One Star Rating was received</u> <u>Turnaround Plan Year 1</u>		<u>Year after One Star Rating was Received</u> <u>Rapid Improvement Plan Year 1</u>	
<u>Prepare Continuous Improvement and other state requirements</u> <u>Staff incorporates suggestions of the Board and the Commission in the plan</u> <u>Submit Continuous Improvement Plan and other state requirements</u>	<u>Review the Continuous Improvement Plan before it is submitted to the State and make suggestions</u> <u>Submit district state requirements.</u>	<u>Prepare Continuous Improvement and other state requirements</u> <u>Staff incorporates suggestions of the Board and the Commission in the plan</u> <u>Submit the Continuous Improvement Plan and other state requirements</u>	<u>Review the Continuous Improvement Plan before it is submitted to the State and make suggestions</u> <u>Submit district state requirements</u>

<u>Turnaround Plan Year 2</u>		<u>Rapid Improvement Plan Year 2</u>	
<u>Participate in the Instructional Core Focus Visit</u>	<u>Participate in the Instructional Core Focus Visit</u>	<u>Participate in the Instructional Core Focus Visit</u>	<u>Participate in the Instructional Core Focus Visit</u>
<u>Provide School Choice</u>	<u>Sign up both the board and the school in the appropriate technical assistance programs</u>	<u>Provide School Choice</u>	<u>Sign up both the board and the school in the appropriate technical assistance programs</u>
<u>Provide Supplemental Tutoring Services</u>	<u>Chose a Turnaround Option</u>	<u>Provide Supplemental Tutoring Services</u>	<u>Oversee the development of the Rapid Improvement Plan</u>
<u>Prepare the school level Turnaround Plan and other required materials in cooperation with the Board</u>	<u>Prepare the Turnaround Plan based on the Turnaround Option chosen</u>	<u>Prepare the school level Rapid Improvement Plan and other required materials in cooperation</u>	<u>Review the Rapid Improvement Plan and make suggestions</u>
<u>Incorporate suggestions from the Board and Commission</u>	<u>Review the Turnaround Plan and make suggestions</u>	<u>Incorporate suggestions from the Board and Commission</u>	<u>Approve the Rapid Improvement Plan</u>
<u>Submit the Turnaround Plan and other required materials to the State</u>	<u>Approve the Turnaround Plan</u>	<u>Submit the Rapid Improvement Plan and other required materials to the State</u>	<u>Submit district state requirements</u>
	<u>Submit the District Support of Turnaround Schools compliance checklist.</u>		
	<u>Submit one set of signed Assurance Pages for all required district and school plans.</u>		

<u>Turnaround Plan Year 3</u>		<u>Rapid Improvement Plan Year 3</u>	
<u>Continue implementing the Turnaround Plan and other state requirements.</u>	<u>Provide ongoing support and monitoring of the Turnaround Plan and other state requirements</u>	<u>Continue implementing the Rapid Improvement Plan and other state requirements.</u>	<u>Provide ongoing support and monitoring of the Rapid Improvement Plan and other state requirements</u>
<u>Prepare updates and revisions to the Turnaround Plan</u>	<u>Review updates and revisions to the Turnaround Plan and other state requirements</u>	<u>Prepare updates and revisions to the Rapid Improvement Plan</u>	<u>Review updates and revisions to the Rapid Improvement Plan and other state requirements</u>
	<u>Approve the Turnaround Plan and other requirements</u>	<u>Submit updates and revisions to the Rapid Improvement Plan and other state requirements</u>	<u>Submit district state requirements</u>
<u>Submit updates and revisions to the Turnaround Plan and other state requirements</u>	<u>Submit district state requirements</u>	<u>Note: Odyssey may exit the Turnaround Plan if it receives a Star Rating of Three Stars or higher for two consecutive years.</u>	
<u>Note: Odyssey may exit the Turnaround Plan if it receives a Star Rating of Three Stars or higher for two consecutive years.</u>			

<u>Turnaround Plan Year 4</u>		<u>Rapid Improvement Plan Year 4</u>	
<u>(There are no responsibilities required of the school at this point.)</u>	<u>The State will intervene if the school has not achieved the exit criteria of two consecutive years at a Three Star Rating or higher by the end of the Turnaround Plan. The State will intervene according to the context and leadership capacity of the Board of Directors.</u>	<u>(There are no responsibilities required of the school at this point.)</u>	<u>The State will intervene at this point if Odyssey has not met the exit criteria of Three Stars or above for two consecutive years.</u>

Odyssey will modify the School Improvement Plan as it is needed to comply with any new or existing requirements of the Star Rating System or to comply with a new state mandated school improvement program that may come in the future.

~~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*.~~

~~Idaho is now preparing its waiver to the *No Child Left Behind Act of 2001*. The final details of this waiver are not currently set. Odyssey Charter School commits to following will follow the rules and regulations of the waiver. when it becomes official.~~

~~Until the waiver is in place, Odyssey will follow the *No Child Left Behind Act of 2001*. In the event that Odyssey Charter School does not meet AYP, Odyssey will follow the steps for school improvement as outlined in *School Improvement Plan Writing Workbook: Instructions for Idaho's Local Education Agencies*. As a charter school, Odyssey will be responsible for both the school's and the Local Education Agency's responsibilities for school improvement outlined in the workbook.~~

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

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'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 law and public records law. The secretary of Board of Directors will keep accurate minutes of the meetings and make the minutes available to the public according to the Bylaws of the charter school corporation.

Founders

A founder is hereby defined as a person, including employees, parents, or staff of a public charter school, who has served for at least 9 months on the founders committee and has worked at least 100 hours on outside projects. The time on the founders committee and the hours on outside projects must be performed before the opening of the school. The Board of Directors of Odyssey Charter School will vote after the opening of the school to identify qualified founders based on the criteria above.

The founders will have no authority in the administration or governing of the school. Their only reward for being a founder will be that their children will be considered children of the founders at the time of the enrollment lottery.

Board of Directors

The Board of Directors has three main responsibilities.

1. The board is responsible for policymaking for Odyssey Charter School. It develops and refines its policy manual using ISBA materials. It approves the budget, develops long and short term goals, establishes educational objectives and performance indicators, and approves curricular frameworks and student education standards.
2. The board provides administrative oversight for the operation of Odyssey and is ultimately accountable for all aspects of its operation. This includes fiscal oversight. The board administers through establishing policy. The board is not responsible for the day-to-day operation of Odyssey. The board answers to the Public Charter School Commission, its authorizer, for the operation of Odyssey Charter School.

3. The board provides leadership and represents the interests of the stakeholders of Odyssey Charter School. It selects the Principal of the school and approves personnel decisions. It serves as a forum for stakeholder input, soliciting input and balancing the desires of various shareholders.

Odyssey's Board of Directors will also have such duties and powers as are set forth in the Articles of Incorporation and the school's By-Laws.

Recruiting Highly Qualified Board Members

Odyssey will seek to recruit parents of students enrolled in the school and others people in the community who are highly qualified to be on the Board. The Board will seek prospective members who have training and demonstrated experience in accounting, law (preferably educational law), education (preferably project based learning), publicity, and business. Board members with experience in real estate, construction, and advertising will also be sought. Recruitment notices that detail the qualifications and experience required will be sent out through e-mail to the students' parents and others on the school's e-mail list. They will also be posted on the school's website, and sent out to the Board members' personal and professional associates. The staff of the school will also be notified of the need for Board members with certain skills sets. Odyssey will request the help of its faculty in finding highly qualified candidates.

See Appendix Q for details regarding Odyssey's Board Training Program.

Initial Terms

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

- Initial Class A: 2 years
- Class B: 4 years
- Subsequent Class A: 4 years

Initial Formation

The Board of Directors of Odyssey Charter School will consist of five to seven members.

A state of Idaho criminal background check on the Board of Directors will be conducted prior to the opening of the school and on each future board member.

Selection and Replacement

Biennial 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 governed 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 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 such laws and regulations and complying with them.

The Board of Directors will be responsible for the selection of the school Principal, who may not be one of its members. Odyssey Charter School will not contractually bind the Idaho Public Charter School Commission in a contract 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:

Principal

The Principal will work under the direction of the Board of Directors and 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
- supervising budget and financial records
- supplying annual reports to the Idaho Public Charter School Commission
- managing the day-to-day operations
- executing the policies of the board
- acting as an intermediary between the Board of Directors and the stakeholders
- communicating to the board Odyssey's performance
- making recommendations to the board issues facing the school
- supervising student scheduling
- administering the lunch program

Administrative Assistant

The administrative assistant will work under the direction of the Principal. The Administrative Assistant's 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 Action Committee (PAC), fund raising, and the like.

Process to Ensure Parental Involvement

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

Complaint Process

Odyssey Charter School's procedures for a complaint process for parents/guardians and the public will be developed as part of the tasks in the pre-opening timeline in Tab 10. The ultimate authority in any complaint process will reside with the Board of Directors of Odyssey of Odyssey.

Charter School. All complains will be forwarded to the Public Charter School Commission as required by administrative rule.

Crisis/Emergency Policies

Odyssey Charter School will develop policies for various crisis and emergency situations. This development is part of the timeline in Tab 10.

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.

Annual Financial and Programmatic Operations Audits

An annual financial audit and programmatic operations audit will be conducted during each fiscal year. Odyssey Charter School will annually submit to the Public Charter School Commission an annual report containing the fiscal audit, the programmatic audit, 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(5-10)
- IDAPA Rule 08.02.04.300.03, Rules Governing Public Charter Schools
- IDAPA Rule 08.03.01.301.12, Rules of the Public Charter School Commission

Tab 6: Employees of the Charter School

Employee Qualifications

Idaho Code §§ 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 § 33-5205(3)(g) and will be Highly Qualified in the teaching positions that require it or Odyssey will obtain waivers for teachers who are not highly qualified. This will include Special Education teachers. Teachers for grades 6, 7, and 8 will have either elementary or secondary certificates and will have the proper endorsements for the subjects they teach. Teachers for grades 9 through 12 will have secondary education certificates and will hold the proper endorsements for the subjects they teach.

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 § 33-5204A(1).

Odyssey reserves the right to 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 Principal will make recommendations to the Board of Directors for approval of the instructional staff. The Principal and the board must agree on the hiring decisions for them to be final.

Health and Safety Procedures

Idaho Code § 33-5205(3)(h)

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 State 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.
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 Idaho Code § 39-4130, 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.

Odyssey Charter School will develop a policy regarding internet usage and comply with all requirements set forth in the Children's Internet Protection Act. See Appendix K Student Handbook.

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.

Transfer Rights

Idaho Code §§ 33-5205(3)(o)

Odyssey Charter School is its own Local Education Agency (LEA). No employee transfer rights apply between Odyssey Charter School and any other school district.

Employee Benefits and Provisions

Idaho Code 33-5205(3)(m)

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

Professional Opportunities

All employees will undergo an annual performance review.

Odyssey recognizes that a successful project based learning program depends in large part upon the talent, skill, and commitment of its educators. In order to achieve its program goals, Odyssey will provide extensive professional opportunities to its teaching staff based on the following guiding principles:

- Hire teachers as early as possible.
- Conduct pre-service training in project based learning and software before school begins, to allow the teachers to prepare interdisciplinary unit studies that culminate in a field application.
- Mentor teachers extensively.
- Hire teachers who will teach students in more than one subject area and teach the students over the span of multiple years, as much as it is practical. Elementary endorsed teachers will be able to teach a variety of content areas in the middle school grades.

Secondary teachers with endorsements in specific content areas will work on project based learning in their own content areas and will collaborate with other teachers in other subjects to create and utilize multi-disciplinary projects that span more than one content area.

- Plan for teams of teachers to work cooperatively and provide 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.
- Provide opportunities for teachers to observe and work directly in the classroom with other teachers.

Workshops and Teacher In-Service Days

Initial professional development and mentoring in project based learning will be provided to all of Odyssey's teachers and administrators by the Buck Institute for Education in a three day workshop prior to the commencement of the school year. Buck Institute for Education will provide two follow up workshops during the school year. The first follow up work shop will be in or around January and the next will be in or around April. Ongoing professional development is scheduled and budgeted for in the first four years of operation. See Appendix V for more details.

Buck Institute for Education will provide continuing mentoring as part of their arrangement with Odyssey. The mentoring will be delivered through Edmodo, an online teaching platform similar to Moodle. Buck also provides forums and biweekly webinars to workshop participants for continuing support. See Buck Institute for Education's table of professional development found in Appendix X.

After Odyssey has opened and has trained a group of teachers in project based education, peer mentoring will also be implemented by utilizing experienced Odyssey teachers to mentor new Odyssey teachers.

Prior to opening, Odyssey will also provide professional development workshops in *It's About Time* science curriculum and *College Preparatory Mathematics*. These programs both emphasize project based learning, and will complement the Buck Institute for Education's workshops, as well as help the teachers better prepare to use these curricula.

In addition to receiving project based training from the Buck Institute and curricula training in specific subjects, professional development days will be provided to Odyssey's teachers at the beginning of each school year and periodically throughout the year in order to allow teachers to create project materials and to coordinate efforts in multidisciplinary projects under the direction of the Principal. Mentoring will also be provided from professional mentors specializing in project

based learning, other teachers who are knowledgeable and experienced in project based learning techniques, or both. All teacher in-service days will be determined by the Principal prior to the start of school and will be included in the calendar for each academic year.

See Appendix V Professional Development for more details.

Resources for Professional Development

In addition to the scheduled professional development outlined in Appendix V, a substantial amount of professional development resources is available online, either for free or at a discounted cost. For example, the Buck Institute for Education provides 18 free forms, handouts, rubrics, and other downloads on their site. They also provide links to other project libraries from many different organizations, including High Tech High, and project based tutorials from *PBL-Online.org*, *Project Based Learning in Hand*, *Apple's Challenge Based Learning*, *Edutopia: How to Plan a Project*, *Intel: Project-Based Approaches Online*, and *Project Based Learning Space* by Houghton Mifflin.

Buck Institute for Education's website has a library of over four hundred and forty projects indexed by 17 sources, and 10 subjects that can be downloaded free of charge. Buck also provides a free online, password-protected, Project Planner to registered users. Registration is free. Edutopia provides approximately 200 online articles and videos on project based learning, as well as large amounts of materials on comprehensive assessment, integrated studies, social & emotional learning, and technology integration. Another source of online professional development is College Preparatory Mathematics' website. It provides teachers with online explanations of every lesson in their courses. This is free to anyone.

Odyssey will utilize these free, online sources for ongoing professional development to target identified areas that need improvement, and make modifications in those areas. The faculty will be guided through these materials by the Principal or the Principal's appointee in collaboration with the Buck Institute or similar organizations.

One more source of professional development is the Odyssey faculty themselves. Odyssey will use the skills developed by its individual faculty members to improve the teaching quality of the faculty as a whole. Odyssey encourages its educators to personally invest in their own professional development and that of their peers through the research and development of their own unique and innovative methods to improve student learning.

An important part of providing curriculum development and professional opportunities lies in the training the administration and teachers will receive in preparation for teaching project based learning and using Odyssey's online computer programs. See Appendix V Professional Development for more details.

Odyssey has identified the following texts as potential tools for the training and development of successful educators:

- *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.

These materials will be used in the training and professional development of Odyssey's administration and teaching staff.

Collective Bargaining

Idaho Code § 33-5205(3)(p)

Odyssey Charter School's certified 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 a form approved by the Idaho State Superintendent of Public Instruction. The contract is conditional upon valid certification.

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.

Background Checks

Idaho Code §§ 33-130 33-512 and 33-5210(4)(d)

All employees, subcontractors, board members, and volunteers 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. Subcontractors will pay for their own background checks. Odyssey will pay for background checks for all employees, volunteers and board members.

Assessing Board, Administration, Teacher, and Staff Performance

Evaluation of the Board of Directors

The evaluation of the Board of Directors will take place one month before elections are scheduled. The evaluations will be self-evaluations provided by the ISBA and the Board will be guided through the process by the ISBA. See Appendix S for professional standards and evaluation information.

Evaluation of the Administration

The evaluation of the administration will take place annually before the end of June. See Appendix S for professional standards for administrators.

Evaluation of Teachers and Staff

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 the Danielson model for teacher evaluation or whatever model the state may mandate in the future. All teacher evaluations will be conducted at least once a year by a certified administrator according to the SDE timeline.

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 Chart

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

The initial enrollment caps in year 1 reflect that Jefferson Joint School District 251 starts middle school at 6th grade, so Odyssey assumes that many students from that school district will come when they start 6th grade. Other 6th grade students may come to participate in Odyssey programs that are not offered in their elementary schools. Idaho Falls, Bonneville, and Shelley school districts start middle school in the 7th grade. It is assumed that most students will enroll at Odyssey at this grade since it is the time when most students will be changing schools anyway. Smaller numbers in 8th through 12th grades reflect the assumptions that recruiting students in older grades will probably be more difficult and that Idaho Falls Joint School District's Compass Academy will be the choice of some of the high school students in the Idaho Falls School District. Students outside of Idaho Falls School District will not have the option of attending the magnet school. Please see Tab 2: The Potential Impact to Other Districts for a greater

explanation of how Odyssey Charter School and Idaho Falls Joint School District's Compass Academy differ. Please see Appendix L for the latest number of potential students broken down by grade level.

Odyssey Charter School also anticipates that there may be some attrition as students advance to the next grade, since this has been the experience of many other schools. However, Odyssey will guarantee a place in its enrollment numbers for all enrolled students to move up into the next grade. The enrollment caps in the higher grades reflect our commitment to the student body, to allow all enrolled students to move up to the next grade.

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 opportunities 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, Odyssey Charter School will ensure that such process include 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. Odyssey Charter School will ensure that such announcements are broadcast or published by such media outlets on at least three occasions, beginning 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.

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 whom the parents desire to enroll 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.

Priority of Preferences for Initial Enrollment

Admission preferences as authorized by Idaho Code § 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. Once this category is filled, the remaining students will be categorized according to the highest level of preference for which they are otherwise eligible.
2. To siblings of pupils already selected by the lottery
3. To prospective students residing in the primary attendance area
4. To all other students

While there is nothing incorrect about the way either of these two sections are written (preferences for initial enrollment and preferences for subsequent enrollment), it would

make more sense if they were organized in a similar manner. Changes were made to the organization of the following section but not the previous.

Priority of Preferences for Subsequent Enrollment Periods

Idaho Code § 33-5205(3)(j)

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

1. ~~To p~~Pupils returning to the public charter school in the second or any subsequent year of operation;
2. ~~To e~~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 s~~Siblings of pupils already enrolled in the public charter school; ~~;~~
4. ~~To p~~Prospective students residing in the attendance area of the school; and
5. ~~To a~~All 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

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 according to IDAPA Rule 08.02.04.203.09.

Final Selection List

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

All student names who were not selected in the lottery will be listed after the selected students in the order established by the lottery. All openings during the school year will be filled according to the order of this 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. Waiting lists for a given school year shall not roll over to a subsequent school year.

Notification and Acceptance

With respect to students selected for admission to the public charter school, within seven (7) days after conducting the selection process, Odyssey Charter School shall **notify 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 will be followed by enrollment information to be completed ~~letter must be signed~~ by such student's parent or guardian and returned to Odyssey by the date designated in the materials. Notifications will be by phone call, email, or letter. ~~such offer letter by the public charter school.~~

With respect to a prospective student who is not eligible for admission to Odyssey Charter School, ~~within seven (7) days after conducting the selection process, the public charter school~~

~~Odyssey will shall notify send a letter to~~ the parent, guardian, or other person who submitted a request for admission within seven days. ~~on behalf of such student,~~ The notification will explain 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 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 is the same as for those presently residing within Jefferson Joint School District No. 251, Shelley Joint School District No. 60, and Bonneville County. 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 Code §§ 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

incurable, 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 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 in accordance with the requirement of federal law Part B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Discipline of students with disabilities will consider whether the disability contributed to the student violation of school rules.

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. Odyssey Charter School will follow IDEA for students with an IEP that may include Behavior Intervention Plans (BIPs) and 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 will adjust the disciplinary action accordingly. When manifestation determinations occur, Odyssey Charter School will proactively use Positive Behavioral Interventions and Supports (PBIS).

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. 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 time to prepare their response to the charge. Any pupil who is within the age of

compulsory attendance, and 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 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 Principal shall not exceed five (5) school days in length; ~~and the principle~~ Principal may extend the temporary suspension an additional ten (10) school days.

~~Provided, that on a finding by~~ the Board of Directors finds 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 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 Principal who suspended him, upon such reasonable conditions as said 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.

Classroom Management

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

Tools for Teaching is a non-adversarial method that integrates the management of discipline, instruction, and motivation into a system that increases responsible behavior, motivation, and independent learning. It gives practical techniques for dealing with problems with discipline and instruction, which Jones sees as two sides of the same coin. More importantly, *Tools for Teaching* focuses on prevention of problems. Teachers learn how to deliver instruction efficiently and build capable, self-reliant students so fewer class room disciplinary issues occur.

There are two important parts of Jones' system. First is Preferred Activity Time (PAT), which is a way for students to have fun learning, after earning the privilege by good behavior. Second is a system of positive reinforcements. He provides specific, easy, down-to-earth techniques to combine effective classroom instruction and management in order to improve instruction.

Tools for Teaching includes methods to accomplish the following:

- Turning time used for classroom administrative duties into learning time for students
- Using the Say, See, Do teaching method, where students participate in a series of Say, See, Do cycles that cause them to continually learn by doing, rather than through lecture and explanation. The Say, See Do cycle is Say, the teacher explains what will be taught); See, the teacher demonstrates the skill); and Do, students practice the skill.
- Meaning business to decrease classroom disruptions and increase achievement. Meaning business means the teacher is consistent in the enforcement of class rules
- Teaching effectively so that teachers do not burn out. Teachers use the efficient teaching methods presented in *Tools for Teaching* that save the teacher needless effort.

See Appendix K Student Handbook for disciplinary policies.

Bullying/Harassment

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

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 consequences for violation of this policy will be determined by the Board of Directors and set forth in the Student Handbook. See Appendix K Student Handbook.

Fights, Weapons, Drugs, and Alcohol

Fights and weapons are prohibited on campus. The consequences for violation of this policy will be determined by the Board of Directors and set forth in the Student Handbook. See Appendix K Student Handbook.

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 Idaho Code § 33-210. 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 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 of a controlled substance or knowledge of being under the influence, information will be shared only on a "need to know" basis as provided in Idaho Code §33-210. See Appendix K Student Handbook.

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 Principal or a designee ~~shall~~ communicate all available information to the police and offer the full cooperation of the administration and faculty ~~to~~ in 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.

Students will not be questioned by law enforcement without prior parent notification.

Suicide Prevention Plan

IDAPA, Rule 08.02.03.160

Odyssey Charter School will develop a suicide prevention plan in accordance with IDAPA Rule 08.02.03.160 that will include collaboration among school personnel and collaboration with expert clinicians in the community. See Appendix X Suicide Prevention Guidelines.

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 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 educational environment at all times. Users must refrain from any use that is not consistent with the policies, purposes, or objectives of Odyssey Charter School.

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. Please refer to the 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. See Appendix K Student 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).

Marketing Plan

Odyssey Charter School will use the following marketing plan to attract students for the opening year and for every year after that.

Category	Strategy
Mission Statement	Please see Tab 1.
Situational Analysis	Please see Potential Impact on the School Districts section in Tab 2-2 where the unique qualities of Odyssey are listed.
Marketing Methods	<p>The following methods will be used for the first and each subsequent year. Odyssey Charter School will contact the <u>families of students and parents</u> to encourage them <u>parents</u> to re-enroll. It will <u>their children</u> and also to invite them to encourage their friends to enroll.</p> <p>Odyssey Charter School will <u>use several of the following methods</u> to recruit students using the following methods:</p> <ul style="list-style-type: none"> • Community calendars on television and radio • Yard signs around the attendance area • Flyers sent to parents of private and charter school students attending schools that only enroll up to 6th grade if the charter schools are willing <u>to circulate the flyers</u>

	<ul style="list-style-type: none"> • Flyers attached to products sold by local merchants. • Information tables at local gatherings such as the farmers markets and other civil events • School website, as well as blogs, Facebook, and Twitter pages • Speaking at community organizations like the Chamber of Commerce • Ongoing articles in the <i>Post Register</i>, <i>The Shelley Pioneer</i>, and <i>The Jefferson Star</i> • Holding public meetings within the attendance area once a month • News releases and articles • Stickers for back windows of cars <p>In each of these marketing methods, 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.</p>
<p><u>Marketing Methods for at-risk and underserved students in Spanish</u></p>	<p>Some of the methods Odyssey will use to attract non-English speaking, <u>other at-risk and underserved</u> students are listed below:</p> <ul style="list-style-type: none"> • Ongoing articles in <i>Idaho Unido</i> (Eastern Idaho's Spanish language newspaper) • Public service announcements on Spanish speaking radio programs • Spanish language enrollment information posted on Odyssey's website • Posting advertising materials in English and Spanish in prominent locations (e.g., the library, the community notice board, at City Hall, stores, churches, and restaurants catering to Hispanics, etc.) • Providing materials in Spanish at the public meetings and at the tables at local civic events • <u>Advertising materials will also be placed in locations targeting at risk students</u> • <u>Advertising materials will state Odyssey's non-discrimination policy</u>
<p>Marketing Budget</p>	<p>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 <u>sources</u> people interested in helping Odyssey Charter School get started. Also, some funding from the</p>

	<p>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.</p>
<p>Performance Analysis</p>	<p>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 <u>has</u> started work.</p> <ul style="list-style-type: none"> • July 2012: accumulate information on at least 100 potential students • September 2012: accumulate information on at least 200 potential students • January 2013: accumulate information on at least 250 potential students • March 2013: accumulate application forms for at least 300 potential students • September 2013: Start school with at least 140 students.
<p>Implementation Schedule</p>	<p>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 <u>implemented continuously a continuous process</u> 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.</p> <p><u>Throughout 2012</u>, Odyssey has scheduled the <u>following</u> public meetings to provide more information and recruit potential <u>student families</u>. Nov _____ Idaho Falls _____ Booth at the Boutique Fair at Bonneville H.S Additional marketing events will be scheduled throughout <u>2013</u> the coming year. The board of directors will administer the marketing of Odyssey. The principal will administer the day-to-day implementation of marketing Odyssey, <u>once the principal has been hired and started work</u>.</p>
<p>Additional Considerations</p>	<p>Despite Odyssey's very limited advertising <u>since due to the fact that Odyssey does</u> we do not have a guaranteed opening date, Odyssey has attracted over 200 possible students (please refer to Appendix L for the <u>list number</u> of potential students). Odyssey Charter School is confident that Odyssey can attract the necessary students to meet our enrollment goals. Many parents are looking for an alternative to the traditional schools in the area, <u>and for that provides</u> a smaller, more personal environment for their</p>

	<p>children.</p> <p>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 <u>information from</u> others in the community who show interest in Odyssey. Odyssey will open the application process in January 2013 and will cut off the application process for the lottery on March 31st of 2013.</p> <p>The Principal will use the same techniques outlined above to attract students in subsequent years. Also, the school will seek out public relation opportunities <u>to share about</u> the activities and accomplishments of the school.</p>
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Resumes of Directors

See Appendix G.

Financial Plan

While the 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.

The budget for Odyssey Charter School will be prepared in compliance with Idaho Code § 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 for Charter Schools

- Salary Based Apportionment for Charter Schools
- State allocations for pupil transportation
- State allocations for technology
- State lottery

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. Odyssey will also seek technology and arts grants.

Revenues and Expenditures Process

Odyssey will follow the process below for revenues:

1. Revenues will be received by the business manager, who will record the transaction in the proper account and will provide a receipt for the revenue.
2. The Principal and Odyssey's Board of Directors will also review the record of revenues and will approve the transactions.

The preparation for and the review of the annual financial audit will provide an additional financial safeguard. ~~also be one of the financial safeguards.~~

Purchasing procedure will be in compliance with State Law, Idaho Code 33-601. The board will develop and implement policies and procedures 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. 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 budget line item ~~funds the request will be paid from~~ and if there is sufficient funds in the line item for the purchase.
3. If the purchase is approved by the Principal, a purchase order will be sent to the vendor for the purchase. The Board will decide on a dollar amount that the Principal can approved without Board approval.
4. After the item has been received and inventoried, the business manager will prepare the check. All checks will be signed by two Board members.
5. The business manager will prepare monthly financial reports for the Board that will include the dispersal of funds for the purchases.
6. The yearly financial audit will also review the purchase as an additional safeguard.

Payroll Processing

Odyssey Charter School will process its own payroll. 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~~. The Odyssey Charter School_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)

From its opening, 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~~ distance the state laws and regulations may require in the future. Odyssey Charter School will contract out its busing for the first year and for the foreseeable future, although Odyssey may choose to purchase buses and provide its own busing at some point.

Busing will be provided 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 Idaho Code § 33-1006. Transportation reimbursement payments are based on a 60% advance payment with a final reimbursement of a blended 50/80% and a block grant. Please see Appendix H for assumptions of transportation expenses, and Appendix P for other transportation related materials.

Free and Reduced Lunch

From its opening, Odyssey Charter School will participate in the National Child Nutrition Program pursuant to Idaho Code § 33-1015. Meal preparation will be guided by the U.S. Dietary Guidelines for Americans. Free and reduced price lunches will be available to qualifying students based on the USDA's current Income Eligibility Guidelines. The income eligibility of the students' families will be determined based on enrollment forms that will ask about the income level of the families of the 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 memoranda of intent for Odyssey's potential food service providers.

Tab 9: Virtual Schools

Odyssey Charter School is not a virtual school.

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

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.

Information is listed in Appendix P Subcontractor Bids and Memoranda of Intent about possible concurrent enrollment arrangements.

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 subcontractors will sign a memorandum of understanding outlining the expectations and responsibilities of both the school and the individual or business. This will also apply to individuals or organizations involved in career explorations or community service activities of the school. Subcontractors will pay for and provide to Odyssey a copy of their employees' criminal background checks.

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

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

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. The Board of Directors will develop a working draft of 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

In order to prepare for the opening of Odyssey Charter School in the fall of 2012, the Directors will accomplish the following goals:

Category	Goal
Board Governance	The Directors will receive thorough training in order to prepare them to lead Odyssey in a fiscally responsible and educationally effective manner.
Enrollment	Odyssey Charter School will build an enrollment of at least 140 students by the opening day of school.
Facilities	Odyssey Charter School will obtain a facility and equipment to adequately meet the financial and educational needs of the school.
Fiscal Management	Odyssey Charter School will practice sound, transparent, and responsible financial practices.
Human Resources	By April 30, 2013, Odyssey Charter School will secure qualified administrative, instructional and support staff to meet the requirements outlined in the charter.

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

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

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

December 31, 2012

2012 – Upon Approval of Charter	
Category	Action
	to the planning and zoning committee, and seek a conditional use permit for the property.
Fiscal Management	<p>Contact the IRS regarding the approval of the school's charter.</p> <p>Set up a business bank account.</p> <p>Set up 2M data system.</p> <p>Continue seeking grants and other donations in the areas of technical education, math, science, start-up help, advertising, and other areas suggested by the Board of Directors.</p>
Human Resources	Continue collecting names of potential faculty and staff, and notify potential applicants of interview and hiring dates.
Marketing and Public Relations	<p>Start monthly information meetings.</p> <p>Continue advertising for potential students, faculty, and staff.</p> <p>Continue collecting data on potential students, faculty, and staff.</p> <p>Continue marketing through public relations outlets such as community calendars, posters, yard signs, local talk radio programs, etc.</p> <p>Sign up a booth for the Idaho Falls Roaring Youth Jam.</p>
Programmatic Development	<p>Continue revision of the draft Student Handbook found in Appendix K.</p> <p>Using ISBA materials continue creating a School Policy Manual that will incorporate a specific complaint process and a crisis/emergency policy. The crisis/ emergency policy will include prevention and procedures on the methods of responding to a crisis/emergency.</p>

January 1, 2013	
Category	Action

December 31, 2012

January 1, 2013	
Category	Action
Board Governance	Create a calendar of all state and authorizer deadlines.
Enrollment	Open enrollments for students, distribute applications, and begin collecting them.
Facilities	<p>Complete facility design with an architect in order to meet all design requirements for the facility.</p> <p>Finalize the facility location and sign contracts with the land owner or the management company of the facility or modular classroom company.</p> <p>Get the conditional use permit for the facility.</p> <p>Finalize plan to bring city utilities to the site if needed.</p> <p>Advertise bidding process for all contracts requiring bids.</p> <p>Make sure that all relevant building permits are secured.</p>
Fiscal Management	Ensure that bids and expenses to open the school remain within budget.
Human Resources	<p>Finalize salary schedule and benefits package.</p> <p>Advertise job openings.</p>
Marketing and Public Relations	Continue monthly open houses and continue advertising the dates of these open houses in community calendars, newspapers, radio, Internet, etc.
Programmatic Development	Develop a scope and sequence of classes and finalize class offerings.

March 1, 2013	
Category	Action

December 31, 2012

March 1, 2013	
Category	Action
Board Governance	Complete school calendar, school hours, and administrator contracts. Hire an administrator.
Enrollment	If Odyssey exceeds the enrollment caps in any grade, close applications for the lottery.
Facilities	Continue progress on facility.
Fiscal Management	Secure insurance policies (liability, property, worker's compensation, etc.). Continue to monitor expenses and ensure that the school's expenses remain within budget.
Human Resources	Hire an administrator, and continue to advertise other job openings.
Marketing and Public Relations	Continue monthly open houses and continue advertising the dates of these open houses in community calendars, newspapers, radio, theater screen advertising, Internet, etc.
Programmatic Development	Finish a working draft of the Student Handbook. Set up OpenSIS for the school.

April – May, 2013	
Category	Action
Board Governance	Retain legal counsel.
Enrollment	Collect enrollment packets. Perform lottery and notify applicants on or before April 30, 2013.
Facilities	Continue progress on facility.
Fiscal Management	Complete contracts for all contracted services such as transportation, food service, special ed. services, IT support, student information system, etc., and/or fiscal support services such as accounting,

December 31, 2012

April – May, 2013	
Category	Action
	<p>budget, payroll, banking, auditing, and purchasing.</p> <p>Secure telecommunications services.</p> <p>Continue to monitor expenses and ensure that the school's expenses remain within budget.</p>
Human Resources	<p>Finish hiring faculty and staff and sign employee contracts</p> <p>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).</p> <p>Ensure all teachers are highly qualified according to the NCLB or that they have waivers from the State Department of Education</p> <p>Ensure staff contracts are written in the form approved by the State Superintendent of Public Instruction 33-5206(4).</p> <p>Ensure that criminal background checks have been completed for all employees 33-5210(44)(d) (consider background checks for volunteers).</p>
Marketing and Public Relations	<p>Continue monthly open houses and continue advertising the dates of these open houses in community calendars, newspapers, radio, theater screen advertising, Internet, etc.</p>
Programmatic Development	<p>Order textbooks and other school supplies and equipment.</p> <p>Arrange the dates of presentations for pre-opening professional development.</p>

June 2013	
Category	Action
Board Governance	<p>Continue to monitor Administrator actions and provide support as needed.</p>

December 31, 2012

June 2013	
Category	Action
Enrollment	Update enrollment as new students enroll.
Facilities	Lease or purchase any office equipment.
Fiscal Management	Continue to monitor expenses and ensure that the school's expenses remain within budget.
Human Resources	Arrange for Fiscal and Programmatic Audits for the following school year.
Marketing and Public Relations	Announce on website if there are any openings for students and the available grades. Advertise at the Idaho Falls Roaring Youth Jam.
Programmatic Development	Order additional textbooks and other school supplies and equipment if needed.

July – August, 2013	
Category	Action
Board Governance	Finish a working copy of the School Policy Manual that will incorporate a specific complaint process and a crisis/emergency policy. The crisis/emergency policy will include prevention and procedures on the methods of responding to a crisis/emergency. The manual will be periodically updated to meet the needs of the school.
Enrollment	Announce on the school's website if there are any openings for students and the available grades.
Facilities	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.

July – August, 2013	
Category	Action
	<p>Ensure the grounds are safe and well maintained. Arrange for grounds care and snow removal.</p> <p>Finish city inspections such as fire and health, and obtain a certificate of occupancy.</p> <p>Post fire exit maps in all occupied spaces.</p>
Fiscal Management	<p>Have procedures in place for receiving donations and student fees.</p> <p>Continue to monitor expenses and ensure that the school's expenses remain within budget.</p>
Human Resources	<p>Enroll all staff in PERSI</p> <p>Provide social security, unemployment insurance, worker's compensation insurance and health insurance for all staff [33-5205(3)(m)].</p> <p>Ensure that up-to-date and accurate personnel files that contain only appropriate information have been created for all staff.</p> <p>Ensure that all paraprofessionals working in an instructional capacity meet the requirements of State Paraprofessional Standards and Federal NCLB requirements.</p> <p>Provide emergency preparedness training to all personnel.</p> <p>Provide procedures for emergency closure before, after, and during school.</p> <p>Establish fire drill procedures and schedule fire drills.</p> <p>Complete school policy handbook that details policies and procedures, especially in the following key areas:</p> <p>attendance</p> <p>check signing</p> <p>credit card use</p>

July – August, 2013	
Category	Action
	<p>enrollment</p> <p>family medical leave</p> <p>job sharing</p> <p>use of facility by outside groups</p> <p>communication</p> <p>homework</p> <p>dress code</p> <p>student discipline</p> <p>Internet use</p> <p>overnight excursion</p> <p>background checks on volunteers and board members</p> <p>Finish and publish student handbook.</p> <p>Finish obtaining immunization records for all enrolled students.</p> <p>Obtain Internet policy agreements signed by all students and their parents.</p> <p>Collect all existing IEPs.</p> <p>Revisit budgets and assumptions, and revise as needed.</p> <p>Hold annual public budget hearing.</p> <p>Develop a fund development strategy.</p> <p>Ensure that all personnel files are up-to-date and contain only appropriate information.</p> <p>Provide two days for student registration, which will include signing up students, gathering Internet usage agreements, handing out schedules</p>

July – August, 2013	
Category	Action
	and student handbooks, and meeting teachers. Provide orientation and professional development activities for faculty and staff in order to educate the faculty in project based. learning, enable them to prepare their first interdisciplinary project aligned to state standards, familiarize them with the student information system, set them up with the school's email system, give room assignments, familiarize them with the student disciplinary procedures, and familiarize them with the school's professional standards and expectations, etc.
Marketing and Public Relations	Send out press releases about the opening of the school. Post the press release on the website. Announce on the website if there are any openings for students and the available grades.
Programmatic Development	Inventory and distribute all textbooks, materials, and supplies to teachers.

Termination

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

In case of termination, the President of the Board of Directors will be responsible for the dissolution of Odyssey Charter School and will cooperate with the Public Charter School Commission. The board will follow all state and federal laws regarding the dissolution 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, the board will appoint a designee or designees to execute the termination. The designee may a Board member or the Administrator. ~~or may not be a member of the Board.~~ The designee will work under the direction of the President and will coordinate the dissolution of the school. The President of the Board will arrange for the sale of assets and will use the proceeds to pay creditors.

Within the month after the determination to dissolve the school, the designee 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. The designee 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 and to obtain records before dissolution, and where the records will be stored after dissolution.~~ The designee will send the records to the school that parents have requested.

~~Within two months after the determination to dissolve the school, the designee will send the remaining student records to parents for whom the school has mailing addresses. Any student records that are still left will be sent to the school district of the student's last known address if the school district is willing.~~

Any remaining student records will be stored in a secure location for the legal limit required by an individual or organization to be determined by the board. The Odyssey will maintain a Facebook page or similar page stating ~~where remaining student records can be located~~ how the remaining student records can be obtained.

The designee will send personnel records to all former employees of the school within one month after the final school year.

The President of the Board will arrange for the sale of assets and will use the proceeds to pay creditors. The specific details of the dissolution are found in Appendix Y Dissolution.

Any items bought with federal funds will be delivered to the Public Charter School Commission and will not be used to pay creditors. The remaining assets will be distributed to creditors pursuant to Idaho Code §§ 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be turned over to the Public Charter School Commission.

December 31, 2012

Appendix A

Articles of Incorporation

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

December 31, 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

December 31, 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.

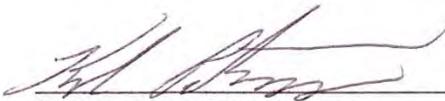
Article XI - Incorporator.

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

December 31, 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. .

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"), or the successor(s) of any Original Director(s) duly appointed by unanimous vote all Original Directors, shall serve as Directors until the First Election of Directors 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 of Directors, 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. In the first month of July 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 conduct the First Election of Directors. The Directors elected at the First Election shall include, at a minimum, each member of the Original Board (including any successors of the Original Board duly appointed pursuant to Section 4.4), plus the number of additional Directors fixed by the Original Board, if any. The Directors elected at the First Election shall be 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 two (2) years, after which all Class A Directors elected by the Board shall serve a term of four (4) years. Class B Directors, including those elected at the First Election, shall serve a term of four (4) years. After

the First Election, the Board shall hold Director elections biennially, 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 and the Directors elected at the First Election, 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 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 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.

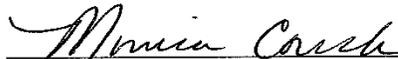
7.11 Dissolution. Upon dissolution of the Corporation, assets shall be distributed in accordance with the provisions for dissolution set forth in the Articles.

December 31, 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 7 day of September, 2012.


Karl Peterson


Chris Peterson


Monica Couch


Kimberly Evans Ross


Lisa Nolan

December 31, 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.

December 31, 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		Odyssey Bonnerille School District 993 area			
<ul style="list-style-type: none"> 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. 		Street Address	City	Telephone	Date
1	Michael Peterson	3890 Taylorview	Ammon	524-1285	12-29-2010
2	Chris Peterson	3890 Taylorview	Ammon	524-1285	12-29-2010
3	Janell Chancellor	3890 Taylorview	Ammon	200-5183	12-09-2010
4	Jeremy Sathison	3690 Silverstone Dr.	Ammon	522-6363	01/14/2011
5	Ann Sathison	3690 Silverstone Dr.	Ammon	522-6363	01/19/2011
6	Till Beach	3050 Fenwick	Ammon	523-0701	1-19-11
7	Ben Bristol	3239 F. Kit Ln	Idaho Falls	520-9352	1-19-11
8	Jessie Bristol	3239 F. Kit Ln	Idaho Falls	351-9178	1-19-11
9	Mike Scott	1718 Costelli Dr.	Ammon	680-9444	1-19-11
10	Christine Ogden	4171 Clarkston	Idaho Falls	5709-6634	1-19-11
11	Debra Woods	1231 Jefferson Ave	Idaho Falls	208-206-5742	1-19-11
12	Sara Henrie	3374 Charleston Lane	Idaho Falls	524-8841	1-19-11
13	Laci Sullivan	1101 Stevens Dr	Idaho Falls	524-1141	1-19-11
14	Sannon Steffer	3320 E Michelles St.	Idaho Falls	680-4227	1/19/11
15	Jake Silva	2011 RR 1 Unit Dr.	Ammon	932-4119	1/19/11

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BONNERILLE COUNTY
ELECTORS

4/16/2008

B-001

December 31, 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. Condie
County Clerk or Deputy

Petition # B-002

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		Odyssey charter School			
School District Where New Charter School will be Physically Located		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
1 Corrie Holden	<i>Corrie Holden</i>	655 S. Old Butte Rd #408	Idaho Falls	206-2085	2/28/11
2 Sarah Martin	<i>Sarah Martin</i>	810 W. Shalley	Idaho Falls	521-0480	3/2/11
3 Maureen Sargent	<i>Maureen Sargent</i>	7445 Lopez	Idaho Falls	529-1824	3/2/11
4 Dennis Craft	<i>Dennis Craft</i>	430 10th St.	Idaho Falls	524-509	3/2/11
5 Leahy Wilson CSW	<i>Leahy Wilson</i>	2740 W 33N	Idaho Falls	520-8904	3/4/11
6 Mary Blacker	<i>Mary Blacker</i>	3368 Chimney Peak	Idaho Falls	757-8373	3/10/11
7 Eileen Ellen Judd	<i>Eileen Ellen Judd</i>	1700 E. Summerside Rd	IF	558-1124	3/24/11
8 Monica Couch	<i>Monica Couch</i>	1450 Fox Ct.	IF	552-0706	3/24/11
9 Nathan Franzen	<i>Nathan Franzen</i>	3508 Smithville Tron	IF	709-7545	3/29/11
10 James Borup	<i>James Borup</i>	1117 Pacific St.	IF	557-8377	3/29/11
11 Jared Hatt	<i>Jared Hatt</i>	137 Clubhouse #102	IF	589-4185	3/29/11
12 Tricia McMaster	<i>Tricia McMaster</i>	1577 Debrae Circle	IF	528-4184	3/29/11
13 Kimberlee Smith	<i>Kimberlee Smith</i>	3080 Mesquite Dr.	IF	524-7018	3/29/11
14 Jennifer Hanneman	<i>Jennifer Hanneman</i>	1440 Fox Court.	IF	680-2320	3/29/11
15 Nicole Hansen	<i>Nicole Hansen</i>	2800 Odessa Trail	IF	403-5414	3/31/11

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4/16/2008

B-002

December 31, 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	Electors' Printed Name	Electors' Signature	Street Address	City	Telephone	Date
School District Where New Charter School will be Physically Located	16 David Gerritsen	<i>David Gerritsen</i>	1163 Diamond Dr	Ammon	523-3241	1/19/11
	17 Blair Jarrett	<i>Blair Jarrett</i>	319 Valley Dr	Idaho Falls	529-5591	1/19/11
<ul style="list-style-type: none"> 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. 	18 Carrie Spencer	<i>Carrie Spencer</i>	1750 Ashment #15	Idaho Falls	520-4392	1/19/11
	19 Joan Radford	<i>Joan Radford</i>	3798 Elorna	Idaho Falls	360-8345	01/19/11
	20 Kristi Hunter	<i>Kristi Hunter</i>	2950 Ross	IF	709-6485	1/19/11
	21 Brandi Wassom	<i>Brandi Wassom</i>	3510 Geneva	Ammon	403-4338	1-19-11
	22 Angela Powell	<i>Angela Powell</i>	4360 Cochise Dr	Ammon	419-5715	1-19-11
	23 Jandytor	<i>Jandytor</i>	1916 Mark Ave	IF	524-2604	1/19/11
	24 Filene Page	<i>Filene Page</i>	590 Ogden St	Idaho Falls	524-4494	1/19/11
	25 Janice Moore	<i>Janice Moore</i>	299 N. Arvid	IF	206-1585	1/19/11
	26 Kambria Reeves	<i>Kambria Reeves</i>	2992 N Azure Drive	IF	359-9581	1/19/11
	27 Carma Ellis	<i>Carma Ellis</i>	5008 Vell Drive	Ammon	552-1315	1/19/11
	28 Sharronda Silva	<i>Sharronda Silva</i>	805 Tenniss Court Dr.	Ammon	932-4119	1/19/11
	29 Owen Wheeler	<i>Owen Wheeler</i>	1200 S Rimline Dr.	T.F.	529-0368	1/19/11
30 Donne Guillen	<i>Donne Guillen</i>	4069 Birchwood Cir	Ammon	522-6916	1/25/11	

Odyssey
Bonneville School Dist #93

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4/16/2008

B-003



Appendix D

Odyssey Charter School's attendance area is Jefferson School District No. 251, Bonneville County, and Shelley School District No. 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 in the Hollipark Drive and Jones Street area in Idaho Falls. This Hollipark and Jones area is within the 15 road miles allowable for busing to these towns.

December 31, 2012

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 Clement Taylor

School Choice Coordinator

December 31, 2012

Certificate of Attendance

This certificate is awarded to

Monica Couch

For attending the Charter Start! 101 Workshop

March 8-9, 2012

Michelle Clement Taylor

School Choice Coordinator

December 31, 2012

Certificate of Attendance

This certificate is awarded to

Lisa Nolan

For attending the Charter Start! 101 Workshop

March 8-9, 2012

Michelle Clement Taylor

School Choice Coordinator

Appendix F

Facilities

Odyssey Charter School has looked at several possibilities for a facility that is located in Idaho Falls School District #91. Occupancy and conditional use permits would be needed for all the options and those costs are figured into the budgets.

The timeline for completion of the facilities is July 1, 2013, to give sufficient time to move in all the equipment and supplies to begin school.

Odyssey's 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 to finish the interior of the building to meet Odyssey's needs. To do this, he will require a 5 year lease. This means that Odyssey will need to find additional space at another location or locations to grow. The triple net takes care of the exterior maintenance of the building, as well as landscaping and snow removal. Odyssey will need to provide its own signage. The landlord will pay for all remodeling necessary to bring the building in compliance with the laws and codes applicable to an educational facility.

Broken Bow has an estimated capacity of 260. In the most-likely case scenario, this capacity will be reached in Year 2, with the addition of grade 11 and other anticipated growth. Once the capacity of Broken Bow is reached, Odyssey plans to lease additional space at 1167 Jones, which is adjacent to Broken Bow. The lease of 1167 Jones will allow three extra classrooms to be added to the school, which will provide room for an additional 90 students (350 students total). This additional space is factored into the budgets. Once Odyssey reaches capacity with the combination of Broken Bow and 1167 Jones, Odyssey can add modular classrooms between the two buildings, which will give it additional space in increments of 50 students per modular building (25 students in each classroom). The combination of Broken Bow, 1167 Jones, and 2 modular buildings will provide room for 450 students. The main advantage of using Broken Bow, then adding 1167 Jones, and then adding modular classrooms, is that it allows Odyssey to keep its facility lease costs low in the first years, when Odyssey's budget is the most vulnerable. It allows Odyssey to increase its facility cost as Odyssey's enrollment permits, rather than paying for more building than is needed. Many expenses would not increase at the same rate that the student body would increase. For instance, fixed costs like a student information system and a financial system would not change. Administrative costs would only go up slightly since the school will need only one business manager, administrative assistant, and principal. The economy of scale comes into play as enrollment increases, since a larger percentage of the total space would consist of classrooms and the facility would be more cost effective.

Odyssey's second choice is the Bowen Addition, which is a combination of bare land and modular classrooms. It is located south of Broken Bow in the same development. The area has been improved with street, curb, and gutter. Utilities are stubbed to the edge of the property. The developer has agreed to owner finance a 3.203 acre parcel land over 5 years, and provide an option on a 4 acre parcel next to it, which will give Odyssey a total of 7.203 acres. This option gives Odyssey the flexibility to adapt to a growing student body and to add more

classrooms as student enrollment increases, with no limitation to growth other than Odyssey's enrollment caps. Odyssey could grow its student enrollment in anticipation of a permanent facility and show potential lenders a record of Odyssey's ability to attract students. Odyssey would assume all costs to maintain the exterior of the buildings, as well as landscaping and snow removal for Bowen Addition. Odyssey would pay to have parking lots put in and for city utilities to be brought to the buildings, and for its own signage.

Odyssey's third choice is 3000 Pancheri, on the western side of Idaho Falls. This is an office complex that the landlord is willing to remodel from offices into classrooms, for a total of seven classrooms and the administration area. It is handicapped accessible and the landlord agrees to pay for all renovation to make it suitable to be occupied as a school. The triple net takes care of the exterior maintenance of the building, as well as landscaping and snow removal. The building has seven empty office suites that can be converted into classrooms and the owner will allow Odyssey to lease them as it needs them. He also owns more property and is willing to build more space for us as Odyssey grows. Odyssey could grow to full capacity at this location. This space is very adaptable, and Odyssey would not be locked into a building that is too large and too expensive during the first few years of operation. Odyssey will need to provide its own signage.

Odyssey's fourth option is 1167 Jones Avenue. This is a light industrial shop space with a lobby, office, bathroom, and a large workshop area. The building is a duplex, and the other unit currently houses a welding business. 1167 Jones Avenue contains 2400 square feet of space. The triple net takes care of the exterior maintenance of the building, as well as landscaping and snow removal. Odyssey will need to provide its own signage. The landlord will pay for all remodeling necessary to bring the building in compliance with the laws and codes applicable to an educational facility. Jones will hold 90 students and then Odyssey will add modular classrooms for additional students.

There is space for modular classrooms to the east of the building (on the right side of the building in the picture). Each modular building houses two classrooms. The modular buildings will provide space for 50 students (25 per classroom). This will give Odyssey room for 190 students in total, using both the building and two modular classroom buildings. Additional space would then be leased in the Broken Bow facility as needed, for a total of 450 students.

1167 Jones Avenue has a large workshop area with cement floors, which at first glance may seem rather unusual for classrooms. However, many light industrial shops are used in the areas for dance and gymnastic classes, and cement floors are used in many new retail spaces and in some newer charter schools like Monticello Montessori Charter School, which is in Odyssey's attendance area.

For the future, Odyssey is looking at several different options to secure a permanent facility, including building a new facility with Highmark School Development, with headquarters in Midvale, Utah. Odyssey has had preliminary discussions with Highmark. They have financed 25 charter school buildings and presently have six more schools in development as of April 2012.

Please see the sections below for more detail about each option.

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 three 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 for the school. Since the interior has not been built out, it can easily be finished to meet the needs of the school. The landlord is willing to build out at his expense the interior to suit the school's needs with a signed five year lease.

If Odyssey's enrollment grows beyond the capacity of this facility before Odyssey has finished its lease, Odyssey will seek to enlarge its capacity by using one or more of the following options: The first possibility is to add 1167 Jones Avenue, which is adjacent to Broken Bow. Odyssey can use these facilities and add modular classrooms. Another option is to lease additional space that may open in the future. Another option to expand Odyssey's capacity is to build additional space in the available land near the school. The last option is to find a tenant to sublease the facility and find or build a facility large enough to hold the entire student body.

Odyssey will make every effort to keep the students safe and maintain order. By arranging classes so that students stay in the same building as much as possible, having teachers move into these classrooms where it is feasible rather than the students, and possibly using an A/B

December 31, 2012

schedule, Odyssey would have less student movement between buildings ~~class-disruption~~
during the day.

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 16469390

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

**BROKEN BOW PROPERTIES
8575 N. 5TH E.
IDAHO FALLS , IDAHO 83401**

OCTOBER 1 2012

RE: Letter of Intent
Karl Peterson , Odyssey Charter School

- 1. **Landlord:** Broken Bow Properties
- 2. **Tenant:** Karl Peterson DBA Odyssey Charter School
- 3. **Building:** 1235 Jones Avenue , Idaho Falls, Idaho 83401
- 4. **Premises:** 6808 square feet Entire Building
- 5. **Term:** Fixed -60 month lease, to commence on JULY 1, 2012
- 6. **Base Rent:** \$8169.60. per month, \$1.20 / SQ . FT. based on 6808 sq. ft. @ \$14.40 per ft. annually
- 7. **Triple Net :** To include taxes, Insurance & exterior maintenance estimated at \$12,250.00 annually (\$1,020.83 monthly)
- 8. **Expenses:** Utilities, janitorial and phone
- 9. **Security Deposit:** Two Month Base Rent Equal To \$ 16,33.00 DEPOSIT REQUIRED PRIOR TO TENTANT IMPROVEMENTS STARTING MARCH. 1 2013
- 10. **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
- 11. **Tenant Improvements:** The landlord will finish the interior at his cost so that the building will be in compliance with all applicable codes and health and safety laws in order that the facility can be approved by the city for use as a public school.
- 12. **Subletting:** The tenants may **NOT** sublet the building without approval by the landlord.
- 13. **Binding Provisions:** When executed by Landlord and Tenant, this document will constitute a Letter Of Intent relative to the above-referenced trans-action 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 **THOMAS M BOWCUTT**
Thomas M. Bowcutt
Signature

Karl Peterson DBA Odyssey Charter School
Karl Peterson
Signature

October 1, 2012
Date

10/19/2012
Date

requirements for the modular classrooms will be the responsibility of the modular classroom company and the installer.

Purchasing land may seem like a big step for a beginning charter school, but this option has many favorable elements:

- It ends up being about the same amount of money as leasing Broken Bow.
- If Odyssey has smaller enrollment than expected, Odyssey can lease fewer modular classrooms which will lower expenses rather than having the fixed expense of Broken Bow.
- If enrollment is larger, Odyssey can lease more modular classrooms making the purchase more cost effective. The cost of the modular goes up but the cost of the land stays the same.
- It would provide Odyssey with at least a partial down payment on a future permanent facility.

Please see the information on the modular classrooms found at the end of this appendix to learn more about the modular classrooms Odyssey will use on this land.

The following is a letter of intent for both the purchase of land with the option for a second parcel next to it and a second letter of intent is for the improvement of the land which will include a paved parking lot, utilities brought into an area prepared for modular classrooms. Jerome Bowen Construction will be responsible for meeting all laws, codes, and regulations for the site and the modular classroom company will be responsible for the laws, codes, and regulations for the modular classrooms and their installation.

Non-Binding Letter of Intent to Buy
Bowen Addition Division 3 Lot 5

July 3, 2012

Karl Peterson – Odyssey Charter School

This correspondence shall serve as a non-binding letter of intent to lease the property located at Lot 5 Division 3 Bowen Addition and an option to purchase 5 Division 3 of Bowen Addition.

Owner: Grant M. Bowen & Sons, Inc.

Buyer: Odyssey Charter School

Purchase of Lot 5 Division 3 Bowen Addition

Purchase Price: \$210,000

Terms: \$45,000 down at closing, Seller to carry a note secured with a Deed of Trust for a term of 5 years with an interest rate of 7%. Payments will be due annually in the amount of \$33,595. Closing to be on or before January 1, 2013, the first payment will be due July 1, 2014. Subsequent payments will be due on the 1st of August of each year. Additional interest of \$5775 will be added to the first payment to cover interest for the additional 6 months.

Option to Purchase Lot 4 Division 3 Bowen Addition at \$295,000.

Terms: Purchaser to provide an additional \$10,000 at closing of Lot 5 for the option on Lot 4. If the option is not exercised by July 1, 2018, the option money will become non-refundable.

Non-Binding: This letter of intent is completely non-binding and has no effect on either party whatsoever until a lease agreement has been fully executed by both tenant and landlord. This letter is meant to act as a preliminary meeting of the minds so that Odyssey Charter School may demonstrate that they have the ability to secure a viable location for their proposed school.

Buyer: Odyssey Charter School, Karl Peterson Date: Sept 25, 12
Seller: Grant M. Bowen & Sons, Inc. Bruce Bowen Date: Aug 17, '12

Non-Binding Letter of Intent for Land Improvement

Bowen Addition Division 3

July 3, 2012

Karl Peterson – Odyssey Charter School

This correspondence shall serve as a non-binding letter of intent to improve the property located at Lot 5 Division 3 Bowen Addition.

Construction Company: Jerome Bowen Construction

Owner: Odyssey Charter School

Improvements to Land Parcel Lot 5 Division 3 Bowen Addition

Improvement Price: \$50,000

Terms: Jerome Bowen Construction will pave a parking lot suitable for 250 students and bring the utilities to 8 gravel pads with 1500 p.s.f. soil bearing capacity for 28' x 84' modular classrooms. Utilities will include electricity, phone, internet, water, and sewer.

Electric: 200 amp, 220 volt, single phase connection to building's panel box.

Jerome Bowen Construction will develop a site plan and will get all permits for construction and will be responsible for all state, county, and city requirements for the land to be used as a school.

The improvement price does not include any state, county, or city requirements that are the responsibility of the modular classroom leasing company or the company that installs the modular classrooms.

Non-Binding: This letter of intent is completely non-binding and has no effect on either party whatsoever until a lease agreement has been fully executed by both tenant and landlord. This letter is meant to act as a preliminary meeting of the minds so that Odyssey Charter School may demonstrate that they have the ability to secure a viable location for their proposed school.

Odyssey Charter School: *Odyssey Charter School Karl Peterson* Date: *Sept 25, 2012*

Construction: Jerome Bowen Construction *Blake Sharp* Date: *8/17/12*

3000 Pancheri



Pancheri is an office space development that is an office development that has three entrances. One third of the building is now used as a day care. This is the entrance on the left. The other two thirds are not leased at this time. The middle and right entrances are available. Each entrance opens to a hallway that then lead to various office suites that are approximately 1000 square feet each. These suites are divided up into a reception area and small offices. The landlord is willing to convert each of these office suites into classrooms at his cost and he is willing to take care of any remodelling that is needed to meet health and safety codes, ADA, and any other requirements for the facility to be used as a school (see the letter of intent later in this section). Triple net takes care of the exterior of the building. Odyssey will be required to provide signage. One of the offices will not be remodelled to provide administration space and small instruction rooms for special ed and intervention.

Asuming a beginning enrollment of 140, six offices will be remodelled into classrooms and one will be left as is for administrative offices. Existing bathrooms are sufficient for the needs of the school and all entrances and bathrooms are handicapped accessible. The owner is willing to build more space for the school to the right of the existing building on land that he owns if Odyssey fills up the existing spaces. This allows for future growth for Odyssey and incremental increases in facility costs as student enrollment requires it.



Non-Binding Letter of Intent to Lease

July 3, 2012

Karl Peterson - Odyssey Charter School

This correspondence shall serve as a non-binding letter of intent to lease the property located at 3000 Pancheri Dr. Idaho Falls, ID 83402.

Proposed Terms and Conditions:

Landlord: ABL Investments LLC

Tenant: Odyssey Charter School

Premises: 3000 Pancheri Suite #1-3 with the option to lease other suites as needed including 3002 Pancheri Dr.

Term: 60 month lease, to commence July 1, 2013 on 3000 Pancheri Suite #1. Lease of additional adjacent space to be determined at a later date.

Base Rent: \$4,400.00 per month, based on 4,400 sq. ft.

Triple Net: To include taxes, insurance and exterior maintenance of common areas and building

Deposit: \$1,100 per Suite or amount of space needing to be leased.

Option to Renew: Tenant, by providing landlord with 45 days prior written notice, may extend the term of this lease for a one to five year period.

Tenant Improvements: Remove dividing walls between offices, replace carpet and carpet pad, relocate electrical and networking in the ceiling, bring building within code requirements for a public school. Landlord to make improvements and adjust base rent accordingly to cover the incurred costs of improvements. Cost per Suite is \$4,300 to be amortized over the course of a 5 year lease agreement. This results in a monthly cost of \$71.67 per month, per suite, for 60 months to be paid in addition to the monthly Base Rent amount.

Signage: Tenant to be responsible for any new signage in front of the lease property; however, landlord will be responsible for the removal of any unwanted existing signage. Signage will be in accordance with CC&R's and city ordinances.

Non-Binding: This letter of intent is completely non-binding and has no effect on either party whatsoever until a lease agreement has been fully executed by both tenant and landlord. This letter is meant to act as a preliminary meeting of the minds so Odyssey Charter School may demonstrate they have a potential location for their school.

Tenant: [Signature] Date: 10/16/12
Landlord: [Signature] Date: 10/12/12

December 31, 2012

Triple net expenses were not included in the letter of intent for Pancheri, so an email was sent asking the real estate agent representing the owner about what the probable triple net costs would be. His response is below:

From: arave@kw.com
To: claudiarobin009@hotmail.com
Subject: RE: Pancheri
Date: Wed, 24 Oct 2012 11:06:02 -0600

The triple net expenses (property taxes, insurance, exterior maintenance, common area maintenance) is estimated at \$0.25/ft per month. If Odyssey Charter School leases 4,000 square feet, they should budget \$1,000 per month for triple net expenses.

Steve Arave
(208)419-1615 Cell
(208)529-8888 Office
(208)529-8893 Fax
arave@kw.com

12/12

Navica MLS

MLS #: SO178480A

3000 Pancheri Drive IDAHO FALLS, ID 83402



DAYS ON MARKET: 26
 LEASE RATE: \$1,100.00
 RATE TYPE: \$/Month
 TYPE LEASE: NNN
 CURRENT USE: Office
 # BUILDINGS: 0
 # OFFICES/UNIT(S): 3
 # RESTROOMS: 2
 # STORIES: 1
 HANDICAP ACCESS: Yes
 APX TOTAL SQFT: 0
 APX YEAR BUILT: 2009
 PARKING: Parking Lot
 # OFF STREET PARKING: 0

UNIT #:
 COUNTY: Bonneville
 SUB AREA:
 ZONING-GENERAL: NOT VERIFIED
 ZONING-SPECIFIC: NOT VERIFIED

LOT SIZE (APX SQFT): APX ACREAGE: 0 FRONTAGE: DEPTH: FLOOD PLAIN: N
 LOCATION: Near Schools, Near Site Bus Stop
 PARCEL #:

ABV GRADE SQFT: 1100 BLW GRADE SQFT: 0 FIRE SUPPRESSION:
 OVERHEAD DOORS: # OVERHEAD DOORS: 0 DOOR HEIGHT:
 CEILGHGT: 9 MINCLGHGT: MAXCLGHGT:
 SEP UTILITIES: \$/SQFT ANNUALLY: 12 ESTIMATED TRIPLE NET CHARGES: .25
 SUBLEASE: MINTRMLSE: 1 year PRMLSEEXP:

CONSTRUCTION/STATUS: Existing WATER: City/Public Water
 FOUNDATION: Concrete SEWER: City Sewer
 ROOF: Composition PROVIDER/OTHER INFO: Idaho Falls Power
 HEAT SOURCE/TYPE: Gas, Forced Air COMMERCIAL AMENITIES:
 AIR CONDITIONING: Central

INCLUSIONS:

EXCLUSIONS:

PUBLIC INFO: This office space for lease sits in a commercial zoning which will allow for all types of businesses including medical offices. Ideally positioned on the West side of Idaho Falls, this property is minutes from the airport, is surrounded by residential communities, and has easy access to the highway making it an ideal spot for those who need to travel out to the INL site. There are two separate office suites in this unit. Both Suites are 1100 Sq.ft. and are on individual utilities. Suite #1 has three large offices and a very large reception area. Suite #2 has 2 large offices a conference room and a very large reception area. These two suites share a common lobby and restroom facilities. The building has lots of parking, signage on the road and in the building is available. This office space is ideal for contract companies that need quick and easy access to the INL site, and doctors and dentists offices.

PRIVATE INFO: 3% of the annual total lease price paid in commission. Call Joe for the preferred lease form 208.380.4343.

DRIVING DIRECTIONS BEGINNING AT: Continue West on Pancheri to the address. Building is on the North side of the road.

OWNER NAME:

BUSINESS NAME:

CNTRTYPE: BA COMP: 3 NAGTOFFR: 3 DUALVAR: No AGTBONUS: MIN COMM:
 KEY BOX TYPE: STANDARD KEY BOX TIME: KEY LOCATION: LOCKBOX
 CMSSNPDSLRCNCSN: No SIGN: Yes AGT OWND: No BYREXCLSN: No
 DUPLICATE ENTRY: No OTHER MLS#:

SHOWING INSTRUCTIONS: Lockbox-Vacant

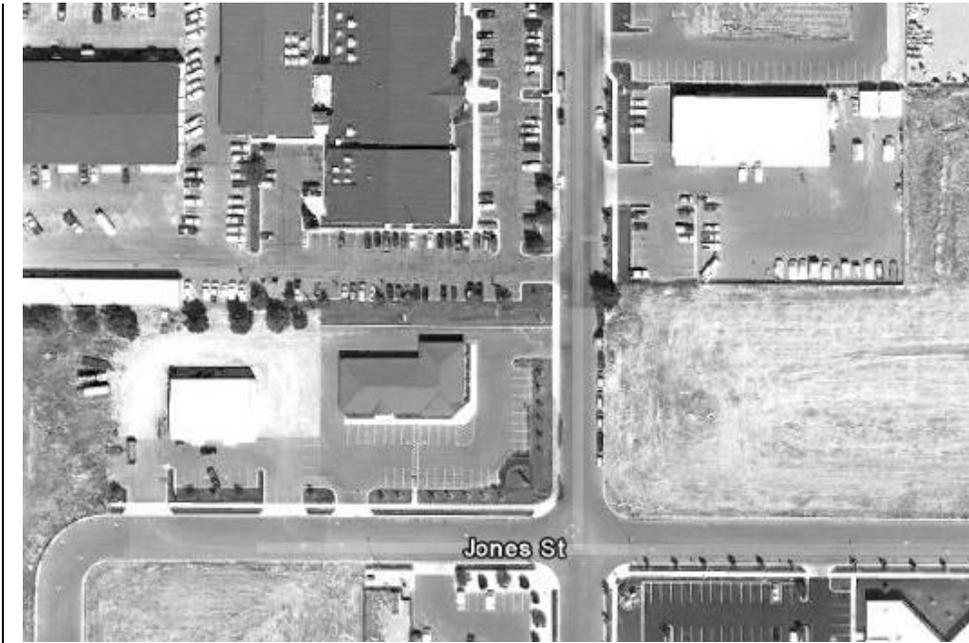
PENDING DATE: VOW AVM: No VOW COMMENTS: No
 LIST DATE: 2/6/2012 EXPIRE DATE: 2/6/2013 DISPLAY ON INTERNET: Yes DISPLAY ADDRESS: Yes
 CO-LIST OFFICE: CO-LIST AGENT: Joe Stroh

OFFICE NAME: Keller Williams Realty East Idaho (#3046)
 MAIN: (208) 529-8888
 FAX: (208) 529-8893

LISTING AGENT: Lee Gagner (#9766)
 AGENT EMAIL: lgagner@aol.com
 CONTACT #: (208) 529-8888

Information Herein Deemed Reliable but Not Guaranteed

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 a lobby, one office space, one bathroom, and a large L-shaped shop area. The facility can be remodeled into three classrooms and larger bathrooms for the school divided into three classrooms and also use the current office and lobby for administration. The letter of intent includes remodeling at the expense of the owner to make it compliant to all laws and regulations regarding an educational facility.

The facility alone will house 90 students 26.6 square feet per student. Also, there is room for two modular classrooms to the right side of the building and still have sufficient parking. This will provide space for 100 more students at 25 students per classroom for a total of 190 students. Additional space would then be rented at Broken Bow.

BROKEN BOW PROPERTIES
8575 N. 5TH E.
IDAHO FALLS, IDAHO 83401

OCTOBER 1 2012

RE: Letter of Intent
Karl Peterson , Odyssey Charter School

1. **Landlord:** Broken Bow Properties
2. **Tenant:** Karl Peterson DBA Odyssey Charter School
3. **Building:** 1167 Jones Avenue , Idaho Falls, Idaho 83401
4. **Premises:** 2400 square feet 50 % OF Building, Main floor area only.
5. **EXTERIOR LOT -** 4800 sq.ft. if used for Modular Trailers will be billed out @ \$.50 / sq ft with owner to pay all costs to add utilities for trailers (note -- these costs are not reflected at this time in base rent .
6. **Term:** FIXED -60 month lease, to commence on JULY 1, 2012 (TBD)
7. **Base Rent:** \$3000.00 per month, based on 2400 sq. ft. @ \$12.50 per ft. annually
8. **Triple Net :** To include taxes, Insurance & exterior maintance estimated at \$4320.00 annually (\$360.00 monthly)
9. **Expenses:** Utilities, janitorial and phone
10. **Security Deposit:** Two Month Base Rent Equal To \$ 6000.00 REQUIRED PRIOR TO TENTANT IMPROVEMENTS STARTING MARCH 1-2013
11. **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
12. **Tenant Improvements:** The landlord will finish the interior at his cost so that the building will be in compliance with all applicable codes and health and safety laws in order that the facility can be approved by the city for use as a public school.
12. **Subletting:** The tenants may NOT sublet the building without approval by landlord
13. **Binding Provisions:** When executed by Landlord and Tenant, this document will constitute a Letter Of Intent relative to the above-referenced trans-action 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 **THOMAS M.BOWCUTT**
Thomas M. Bowcutt
Signature

Karl Peterson DBA Odyssey Charter School .
Karl Peterson
Signature

OCTOBER 1 2012.
Date

10/19/2012
Date



4055 S. Eagleson rd

Boise, ID. 83705

Ph:208-362-7587

Fx:208-362-7588

Modular Classroom Quotation

DESCRIPTION ITEM #1

1	3-4 28'x64' Double wide mobile classrooms
---	---

Customer: Odyssey Charter School		Ship to: Idaho Falls, ID.	
Attn: Karl Peterson Phone: 208-681-1805			
May 18, 2012	Terms: Upon Invoice		Ship Via: Common Carrier
Salesman: Don Ruesch	Quotation good for 30 days, subject to availability		Date required: TBD

December 31, 2012

From: Steve Haynie <shaynie@dsmbi.com>
To: kbpetersonmail@yahoo.com
Sent: Tuesday, September 11, 2012 10:45 AM
Subject: Modular Classrooms

Karl,

Here at Design Space, we don't have a minimum on how many classrooms you have to rent from us in order for us to do business together. Please let me know if you have any questions.

Thanks,

Steve Haynie
Branch Sales Manager
Design Space Modular Buildings, Inc.
4055 Eagleson Rd, Boise, ID 83705
(208) 362-7587 office
(208) 362-7588 fax
shaynie@dsmbi.com

Pricing:

1A: Lease rates:

12-24 month rate for classroom lease: \$1,175.00 mo/ea w/ RR
12-24 month rate for classroom lease: \$1,075.00 mo/ea w/out RR

Price is for building only and does not include applicable tax, and installation charges

Installation charges (within Idaho Falls, ID):

Delivery: \$2,606.00 ea
Set-up *: \$2,956.00 ea

Return and teardown charges:

Current rate at time of return

Optional Services **::

Anchors: \$290.00 ea x 2 (lateral tiedowns)
Wood skirting: \$2,424.00 ea (includes wood frame backing; no insulation)
Vinyl skirting: \$1,937.00 ea (no framing or insulation)
HC ramp with switchback: \$256.00 mo/ea (\$400 set up, \$400 teardown)
Steps: \$10.00 mo ea

Not included:

Taxes
Ramp or Deck
Insurance
Site prep work
Utilities

Conceptual Floorplan (actual floorplan may differ slightly):

Utility Connections (provided by customer):

Electric: 200 amp, 220 volt, single phase connection to building's panel box

ADDITIONAL INFORMATION

* Set-up cost based on 1500 p.s.f. soil bearing capacity.

** Optional service (may be required by local municipality). Price reflects service taken during time of building delivery.

Our steps are constructed out of metal or aluminum with a 3'x5' landing and three risers with an average height of 34". The will facilitate a trailer setting with a door threshold of 33" to 38" at finished floor. Customer sites or requests that require either a higher or lower finished floor height outside of these parameters will need to find an alternative to the step option we provide.

Rates on handicap ramps assume a 30' long ramp with a 5'x5' landing. Site to be level. Customer requirements beyond those defined herein are subject to an additional charge.

Pricing is based upon others providing all permits, fees, taxes, licenses, utility connections and preparation of a level, compact and truck accessible site. The customer is solely responsible for the procurement and costs of all permits as required for the installation process of the building(s).

Unless otherwise noted, all buildings quoted herein offer a standard 50 lb roof load, and comply with DSMBI standard building specifications.

Quotation excludes all state, local and personal property taxes, fees, building permits and utility connections.

Pricing is for non-code, non-union, and non-prevailing wage.

Pricing is for a standard Modular Industry above ground, pier and pad foundation, block and level type set-up. Pricing does not include charges for tolls, escorts, local permits, and other charges required by local authorities.

Submission of an order does not constitute a guarantee of equipment availability or a commitment by Design Space Modular Buildings Inc. to provide equipment to you. All equipment rentals/sales are subject to equipment availability, credit approval, and execution of Design Space Modular Buildings Inc. lease/sale documentation. DSMBI does not warrant that the equipment meets any local or state code.

Quotation valid for 30 days starting from date listed herein.

Thank you for the opportunity to provide you with this quotation. Please feel free to call me with any questions that you may have at 208-362-7587.

TECHNICAL CLARIFICATIONS

1. This lease/sale is based on:
- a) an assumed soil bearing capacity of 1,500 psf at finished grade;
 - b) no excavation, grading, landscaping or site development;
 - c) a staging area located adjacent to the work site;
 - d) suitable and acceptable access to the site for the module size(s) to be provided;
 - e) electrical to a sub-panel(s) at the end of each module, connection by others;
 - f) multiple potable water/sanitary drops through floor – heat tape/insulation, utility connections to the drops and extensions finished and installed by others;
 - g) no dewatering of subsurface water;
 - h) all underground obstructions, if any, within the proposed building envelope/work area to be located and marked above grade, by others;
 - i) level grade (+ -3") within the proposed building envelope;
 - j) NO sprinkler system/fire alarm system – provided by others;
 - k) NO computer and phone systems - jacks and conductors by others;
 - l) actual module size slightly smaller than that listed herein;
 - m) attached specification(s) and scope of work which form a part of this proposal – DSMB recommends a detailed review of this specification in addition to all other proposals received, to ensure an equal comparison;
 - n) placement of module(s) to be accomplished by the use of truck;
 - o) unless otherwise noted, color selection(s) to be made from manufacturer's standard stock colors;
 - p) no ramps, steps, stoops walks and/or canopies;
 - q) HVAC certified balancing by others;
 - r) wheels and axles to remain on module(s). Hitches will be removed and stored under module(s) if skirting package option is selected, otherwise hitches to remain on building;
 - s) storm water management/erosion and sedimentation control by others;
 - t) Any other drawings and/or tests required are to be supplied by customer;
 - u) Geotechnical studies and reports and survey's are by others;
- NO fire extinguishers – provided by others

There are no businesses that sell or distribute liquor, or firearms that would prevent any of the four options to be used as a school.

The triple net payments will be paid by Odyssey Charter School as is outlined in the letters of intent in the three leasing options of Broken Bow, 3000 Pancheri, and 1167 Jones. Bowen Addition would require that Odyssey take care of these items and these are shown in Odyssey's budget for Bowen Addition.

December 31, 2012

Appendix G

Charter Developer Resumes

The resumes of the Board of Directors are on the following pages.

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 an art minor 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 four-plex apartments and 2 houses.
- ⤴ Organized the designing and building of 2 four-plexes.
- ⤴ 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

Dave Meyer, ~~Director of Monticello Montessori Charter School~~ Vice Principal, Rigby Junior High 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.

UNIVERSITY OF CALIFORNIA - BERKELEY, *B.A. English*, 1991

Minor in French. Senior seminar on the Irish Conflict; and courses in African-American literature.

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

December 31, 2012

Kimberly Evans Ross, Esq.

1120 E. 1275 N., Shelley, ID 83274

(208) 757-9319

kde@moffatt.com

WORK EXPERIENCE

Moffatt Thomas Barrett Rock & Fields, Chrt'd. Idaho Falls, ID
Partner/Shareholder April 2004 to present
Practice areas include general commercial litigation, business and corporate law, debtor/creditor relations, real estate litigation, construction litigation, insurance defense, employment litigation. and employment law, including ADA, Title VII, USERRA, FMLA, and FLSA, and the Idaho Human Rights Act.

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 Doctorate 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
Member of CEDA Debate Team, 2 years

MEMBERSHIPS & AWARDS

Montana State Bar: admitted 1998
Idaho State Bar: admitted 2004
(Member of Corporate Law, Litigation, and Employment Law Practice Divisions)
American Bar Association
Federal Bar Association
Society for Human Resource Management ("SHRM")
Idaho Women Lawyers
Idaho Legal Historical Society
Recipient of Idaho Business Review 2012 Women of the Year Award

Lisa S. Nolan, MBA, CPA

1000 Wheatstone Drive, Idaho Falls, Idaho 83404

(208) 520-9357

lisa.s.nolan@gmail.com

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

- 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.helpinidaho.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
- James Drake, DMD, Park West Dental Care – (208) 524-0870
- Todd Mary, The Hartwell Corporation – (208) 522-5656

December 31, 2012

Chris M. Peterson

3890 Taylorview Lane
Ammon, Idaho 83406
208-524-1286
cpeterson@butterflyoils.com

Education

Midwifery College of Utah May 2010-present
Graduation expected by January 2015
NARM Certification expected by 2015

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)

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, UT 84066

Tammy Sher
(208) 522-1119 Home
153 Clubhouse Circle
Idaho Falls, ID 83401

Appendix H

Assumptions

The start up budget is included in Appendix I and J. 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. Key budget assumptions are summarized below:

First Year:

Minimum expected students – 140

Maximum expected classrooms – 7

All calculations summarized are for Year 1 Worst Case Scenario – Broken Bow, unless otherwise indicated.

Income items:

- State Apportionment: Utilizing the state’s 2012 M&O worksheets. ADA of 90%, returns 10.9 support units in grades 6 through 10. Seven instructional staff with an index of 1.0. One administrator with an index of 2.0126.

**Required Data Elements for Calculating Salary Based Apportionment
Include only staff paid from General Fund Money (code 10)
For Budgeting Purposes 2011-2012**

Charter Number	
Charter Name	Odyssey
Charter February Support Units	10.9
Separate Secondary School Allowance	N/A
Charter Staff Index - Administration	2.01260
Charter Staff Index - Instructional	1
Actual FTE - Administration	1.00000
Actual FTE - Instructional	7.00000
Actual FTE - Noncertified	5.50000
Actual Total Salary - Administration	\$51,500
Actual Total Salary - Instructional	\$210,000
Actual Total Salary - Noncertified	\$73,000
Minimum adj to \$30,000	\$51,709

December 31, 2012

- State Transportation: Reimbursement is 85% of cost. Annual increase at standard inflation rate. Estimated reimbursement rate was compared to another charter school with similar distances and student demographics. Following are the calculations for estimating cost, as well as the calculation for comparing reasonableness of estimated transportation income.

Mileage rates (based on quote from Teton Stage Lines):

Minimum	\$3.05
Maximum	\$4.10
 Rate used for budgeting	 \$4.10

Proposed routes (see map):

Bus route #1 (Shelley)	13.4 miles
Bus route #2 (Rigby)	13.9 miles
Add'l mileage for routes	17.7 miles
Mileage one way	<u>45.0</u>
 Round-trip total estimated miles per day	 90
Times # of school days	176
Total miles per year	<u>15,840</u>
# months in year	9
# of bus routes	2
Estimated miles per month per route	<u>880</u>
 Estimated miles per month (2 routes)	 1,760
Times estimated mileage rate	\$4.10
Estimated monthly cost	<u>\$7,216.00</u>
 Estimated monthly cost	 \$7,216.00
# of months	9
Estimated annual cost (Teton Stage Lines)	<u>\$64,944.00</u>

COMPARATIVE ESTIMATE:

Taylor's Crossing busing % of student body (Grades K-12)	44.14%
 Reimbursable Cost per the Pupil Transportation Statewide Summary for School Year 2009-2010 (annual rate per student)	 \$886
 Student body - year 1	 140
Applied % of students busing (Taylor's Crossing)	44%
Estimated bused students	62
Reimbursement rate per student from State	\$886
Total estimated transportation income (# students x rate)	<u>\$54,932</u>
Variance from estimated income through Teton Stage Lines	(270)
 Total estimated transportation income	 54,932
Estimated transportation reimbursement rate	1
Total estimated transportation cost based on historic reimb rate	<u>64,626</u>
Variance from estimated cost through Teton Stage Lines	(318)

Transportation (continued)

Anticipated routes in the Worst Case Scenario include one to Shelley and one to Rigby:



Bus Route #1 (13.4 miles)



Bus Route #2 (13.9 miles)

In the Most Likely Scenario, an additional route is included in the budget to accommodate additional students. In the Best Case Scenario, one more additional route is included in the budget.

- Lunch: Reimbursement is based on 55% of the students utilizing free or reduced lunch, and 45% paid lunches. Reimbursement rates of \$2.77, \$2.37, and \$0.23 per lunch.

LUNCH

COSTS:

MOI That One Place	\$3.00
MOI Taylor's Crossing	\$2.75

		140	Rate Reimbursed	Daily Reimbursed	Student Paid	Daily Cost
Estimated total students		140				
% of students - paid lunch	45%	63	\$0.23	\$14.49	\$173.25	
% of students - reduced lunch	30%	42	\$2.37	\$99.54		
% of students - free lunch	25%	35	\$2.77	\$96.95		
Total lunches	100%	140		\$210.98	\$173.25	\$385.00

- Grants/Other Revenue: ~~The initial start-up budget includes~~ The Albertson's grant of \$250,000 is included in the Pre-Opening Budget. This budget shows how this grant will be utilized. The First-Year Month-by-Month Cash Flow budget shows how this grant will be utilized in the first year, as well as the First-Year Operating Budget without the grant

Expense items:

- Salaries: There will be a total of 7 instructors to accommodate 7 classrooms.
- Benefits:
 - PERSI is assumed at 10.5% of gross wages.
 - Health/Life Insurance: We are investigating health care plan options, including a medical stipend similar to a program utilized in another charter school. Current budget assumes \$2,400 per FTE. This stipend increases at the annual inflation rate. However, salaries increase at a faster rate than the insurance benefit, resulting in decreasing percentage of total wages over four years (from 9.69% of total salaries in year 1 to 8.94% of total salaries in year 4).

- Workers' Comp & Unemployment: Rates provided by the State Insurance Fund of \$0.54/\$100 for "professionals" and \$4.81/\$100 for maintenance workers. The board member rate is \$5 each. Unemployment is based on the "new employer rate" of 3.36%, up to \$34,100. No rate adjustments are assumed for subsequent years.

<u>Workman's Comp rates (Per State Insurance Fund):</u>		<u>Salary</u>	<u>Premium</u>
Professionals (rate per \$100)	0.54	324,500	1,752
Maintenance (rate per \$100)	4.81	10,000	481
Board members (\$2000 * 0.25 / 100 * each member)			25
		<u>334,500</u>	<u>2,258</u>
<u>Unemployment rate (Idaho Department of Labor)</u>			
Standard rate for new employers in 2012	3.36%	334,500	
Less excess wages (Base for 2012 is \$34,100)		(17,400)	
(Source http://labor.idaho.gov/dnn/Default.aspx?tabid=709)		<u>317,100</u>	<u>10,655</u>
TOTAL WORKMAN'S COMP & UNEMPLOYMENT			12,913

Total Benefits:

For comparison and reasonableness of amounts budgeted for Retirement/PERSI, Health/Life Insurance, Payroll Taxes, Workers Comp/Unemployment, the total budget of \$106,025 was compared to another charter school as a percentage of total gross wages. Odyssey has budgeted 31.7% of total wages, compared to 26.7% of total wages for the other charter school. This leaves 5% of total wages as a cushion.

- Textbooks: Estimated total cost includes additional books per class/grade level in anticipation of additional students in any given grade level. Price quotes were provided for Math (\$69), Science/Health (\$23), Social Studies (\$23), plus instructor texts. Language Arts and Robotics were estimated at \$10,500 and \$12,020, respectively. The cost of textbooks is subject to a 3% inflation rate.

- Student Technology: Year 1 provides a computer lab that can service up to 60 students, double the capacity in Year 2. The “host” computer monitors 10 terminals. The host computer would be utilized by the instructor and/or teacher’s assistant. Grade 6 would have primary access to the computer lab. Grades 7 through 12 includes 1 to 1 ratio of netbooks to student. Each teacher will have a netbook and printer in the classroom. The Testing and Assessment will be conducted in the Computer Lab. ~~The Albertson’s grant is budgeted for Grades 7 through 10 netbooks.~~ Of the \$66,193 of Year 1 budgeted needs, \$49,645 has been allocated to the Albertson’s grant in the Pre-Opening Budget. The classrooms will utilize the computer lab. Years 2 through 4 add additional netbooks and prices are adjusted for inflation.

MULTISEAT SYSTEM COST	Qty.	Unit Cost	Extended Cost
Host computer - quad core, 4GB RAM including monitor and keyboard	1	\$1,500	\$1,500
Monitors	10	\$120	\$1,200
Keyboards	10	\$30	\$300
License per computer, Useful	11	\$59	\$649
USB MultiSeat device	11	\$90	\$990
TOTAL COST			\$4,639

Location		Qty.	Cost	Total	Qty.	Cost	Total	Qty.	Cost	Total	Qty.	Cost	Total		
Computer lab	MultiSeat - 30 users	3	\$4,639	\$13,917	3	\$4,778	\$14,335								
Grade 6	(none - uses lab)														
Grade 7		45	\$348	\$15,660	-	\$358	\$0	-	\$369	\$0	16	\$380	\$6,084		
Grade 8		45	\$348	\$15,660	8	\$358	\$2,868	-	\$369	\$0	-	\$380	\$0		
Grade 9		25	\$348	\$8,700	28	\$358	\$10,036	-	\$369	\$0	-	\$380	\$0		
Grade 10	Acer 15.6" Netbook	25	\$348	\$8,700	-	\$358	\$0	26	\$369	\$9,599	-	\$380	\$0		
Grade 11	4GB RAM 1.0 GHz 1MB		\$348	\$0	20	\$358	\$7,169	-	\$369	\$0	26	\$380	\$9,887		
Grade 12			\$348	\$0	-	\$358	\$0	20	\$369	\$7,384	-	\$380	\$0		
Instructors		7	\$348	\$2,436	1	\$358	\$358	1	\$369	\$369	1	\$380	\$380		
Classrooms	Laser printers	7	\$160	\$1,120	1	\$165	\$165	1	\$170	\$170	1	\$175	\$175		
Total for computers and hardware				\$66,193					\$34,930					\$17,522	\$16,526
Allocated to Pre-Opening Budget				(49,645)											
Year 1 Budget				\$16,548											

- Furniture & Equipment: Seven (7) classrooms can be outfitted for approximately \$36,000. The balance of the budget includes Additional furniture and equipment needs have been estimated for the main office, principal's office, and mailroom. Subsequent years budget for additional classrooms and is adjusted for inflation. The Albertson's grant will be used to pay for \$37,918 of the Year 1 estimated needs.

	Year 1			Year 2			Year 3			Year 4		
2-drawer filing cabinet	7	189.88	\$1,329.16	1	\$195.58	\$195.58	1	\$201.44	\$201.44	1	\$207.49	\$207.49
3-hole punch	7	15.29	\$107.03	1	\$15.75	\$15.75	1	\$16.22	\$16.22	1	\$16.71	\$16.71
American Flag	7	\$8.30	\$58.10	1	\$8.55	\$8.55	1	\$8.81	\$8.81	1	\$9.07	\$9.07
Bookshelves	7	\$69.99	\$489.93	1	\$72.09	\$72.09	1	\$74.25	\$74.25	1	\$76.48	\$76.48
Bulletin board	7	\$111.77	\$782.39	1	\$115.12	\$115.12	1	\$118.58	\$118.58	1	\$122.13	\$122.13
Cabinet	7	\$319.95	\$2,239.65	1	\$329.55	\$329.55	1	\$339.43	\$339.43	1	\$349.62	\$349.62
Calculators	7	\$3.99	\$27.93	1	\$4.11	\$4.11	1	\$4.23	\$4.23	1	\$4.36	\$4.36
Chairs - student	145	\$23.88	\$3,462.60	45	\$24.60	\$1,106.84	16	\$25.33	\$405.35	22	\$26.09	\$574.08
Clock - Atomic Wall	7	\$46.88	\$328.16	1	\$48.29	\$48.29	1	\$49.73	\$49.73	1	\$51.23	\$51.23
Door Stop	7	\$4.49	\$31.43	1	\$4.62	\$4.62	1	\$4.76	\$4.76	1	\$4.91	\$4.91
Emergency Folder Wall Holder	7	\$9.79	\$68.53	1	\$10.08	\$10.08	1	\$10.39	\$10.39	1	\$10.70	\$10.70
Equipment Cart	7	\$74.88	\$524.16	1	\$77.13	\$77.13	1	\$79.44	\$79.44	1	\$81.82	\$81.82
Extension Cord	7	\$5.79	\$40.53	1	\$5.96	\$5.96	1	\$6.14	\$6.14	1	\$6.33	\$6.33
First Aid Kit	7	\$29.49	\$206.43	1	\$30.37	\$30.37	1	\$31.29	\$31.29	1	\$32.22	\$32.22
Globes	3	\$64.95	\$194.85	1	\$66.90	\$66.90	1	\$68.91	\$68.91	1	\$70.97	\$70.97
Microscopes	20	\$64.99	\$1,299.80	20	\$66.94	\$1,338.79		\$68.95	\$0.00		\$71.02	\$0.00
Overhead Projector	7	\$139.99	\$979.93	1	\$144.19	\$144.19	1	\$148.52	\$148.52	1	\$152.97	\$152.97
Pencil Sharpener	7	\$31.99	\$223.93	1	\$32.95	\$32.95	1	\$33.94	\$33.94	1	\$34.96	\$34.96
Power Strip	7	\$7.99	\$55.93	1	\$8.23	\$8.23	1	\$8.48	\$8.48	1	\$8.73	\$8.73
Projector	7	\$399.99	\$2,799.93	1	\$411.99	\$411.99	1	\$424.35	\$424.35	1	\$437.08	\$437.08
Pull Down Maps	7	\$249.00	\$1,743.00	1	\$256.47	\$256.47	1	\$264.16	\$264.16	1	\$272.09	\$272.09
Pull Down Screen	7	\$71.99	\$503.93	1	\$74.15	\$74.15	1	\$76.37	\$76.37	1	\$78.67	\$78.67
Safety Goggles	20	\$2.59	\$51.80	20	\$2.67	\$53.35		\$2.75	\$0.00		\$2.83	\$0.00
Scientific Calculators	20	\$9.49	\$189.80	20	\$9.77	\$195.49		\$10.07	\$0.00		\$10.37	\$0.00
Scissors	7	\$2.99	\$20.93	1	\$3.08	\$3.08	1	\$3.17	\$3.17	1	\$3.27	\$3.27
Staple Remover	3	\$2.99	\$8.98	1	\$3.08	\$3.08	1	\$3.18	\$3.18	1	\$3.27	\$3.27
Stapler - Heavy Duty	7	\$14.29	\$100.03	1	\$14.72	\$14.72	1	\$15.16	\$15.16	1	\$15.62	\$15.62
Stapler	7	\$8.99	\$62.93	1	\$9.26	\$9.26	1	\$9.54	\$9.54	1	\$9.82	\$9.82
Tables - Activity	35	\$78.80	\$2,758.00	1	\$81.16	\$81.16	1	\$83.60	\$83.60	1	\$86.11	\$86.11
Task chair	10	\$175.63	\$1,756.30	1	\$180.90	\$180.90	1	\$186.33	\$186.33	1	\$191.92	\$191.92
Tape Dispenser	7	\$3.99	\$27.93	1	\$4.11	\$4.11	1	\$4.23	\$4.23	1	\$4.36	\$4.36
Teacher chair	7	\$65.88	\$461.16	1	\$67.86	\$67.86	1	\$69.89	\$69.89	1	\$71.99	\$71.99
Teacher desk	7	\$331.70	\$2,321.90	1	\$341.65	\$341.65	1	\$351.90	\$351.90	1	\$362.46	\$362.46
Trash can (6.8 gal)	7	\$34.99	\$244.93	1	\$36.04	\$36.04	1	\$37.12	\$37.12	1	\$38.23	\$38.23
White board	7	\$279.99	\$1,959.93	1	\$288.39	\$288.39	1	\$297.04	\$297.04	1	\$305.95	\$305.95
White board eraser	14	\$2.49	\$34.86	1	\$2.56	\$2.56	1	\$2.64	\$2.64	1	\$2.72	\$2.72
Magnetic proj. markerboard	6	\$335.75	\$2,014.50	1	\$345.82	\$345.82	1	\$356.20	\$356.20	1	\$366.88	\$366.88
Portable XGA Projector	6	\$564.99	\$3,389.94	1	\$581.94	\$581.94	1	\$599.40	\$599.40	1	\$617.38	\$617.38
Shipping costs		10%	\$3,290.12		10%	\$656.71		10%	\$439.42		10%	\$468.26
TOTAL CLASSROOM EQUIPMENT			\$36,191.37			\$7,223.85			\$4,833.61			\$5,150.84

Additional furniture and equipment for the office/mailroom, Principal's office, and business manager's office are listed below:

		Year 1		Year 2		Year 3		Year 4	
3-Hole punch	3	\$15.29	\$45.87	\$15.75	\$0.00	\$16.22	\$0.00	\$16.71	\$0.00
Binding machine	1	\$122.99	\$122.99	\$126.68	\$0.00	\$130.48	\$0.00	\$134.39	\$0.00
Bookshelves	3	\$39.99	\$119.97	\$41.19	\$0.00	\$42.43	\$0.00	\$43.70	\$0.00
Bulletin Board Cabinet	1	\$79.88	\$79.88	\$82.28	\$0.00	\$84.74	\$0.00	\$87.29	\$0.00
Calculator	1	\$6.99	\$6.99	\$7.20	\$0.00	\$7.42	\$0.00	\$7.64	\$0.00
Chair - Office	3	\$84.88	\$254.64	\$87.43	\$0.00	\$90.05	\$0.00	\$92.75	\$0.00
Chair - Staff	8	\$23.88	\$191.04	\$24.60	\$0.00	\$25.33	\$0.00	\$26.09	\$0.00
Chair - Visitor	4	\$69.99	\$279.96	\$72.09	\$0.00	\$74.25	\$0.00	\$76.48	\$0.00
Chair - Visitor	4	\$69.99	\$279.96	\$72.09	\$0.00	\$74.25	\$0.00	\$76.48	\$0.00
Clipboards	10	\$1.79	\$17.90	\$1.84	\$0.00	\$1.90	\$0.00	\$1.96	\$0.00
Clock - Atomic Wall	3	\$46.88	\$140.64	\$48.29	\$0.00	\$49.73	\$0.00	\$51.23	\$0.00
Copier	1	\$799.99	\$799.99	\$823.99	\$0.00	\$848.71	\$0.00	\$874.17	\$0.00
Desk - Office	3	\$288.99	\$866.97	\$297.66	\$0.00	\$306.59	\$0.00	\$315.79	\$0.00
Emergency Folder Wall Holder	1	\$9.79	\$9.79	\$10.08	\$0.00	\$10.39	\$0.00	\$10.70	\$0.00
Extension Cord	1	\$5.79	\$5.79	\$5.96	\$0.00	\$6.14	\$0.00	\$6.33	\$0.00
Fax Machine	1	\$59.98	\$59.98	\$61.78	\$0.00	\$63.63	\$0.00	\$65.54	\$0.00
Filing cabinet - 2-drawer lateral	2	\$189.88	\$379.76	\$195.58	\$0.00	\$201.44	\$0.00	\$207.49	\$0.00
Fire Proof Filing Cabinet	1	\$1,099.99	\$1,099.99	\$1,132.99	\$0.00	\$1,166.98	\$0.00	\$1,201.99	\$0.00
First Aid Kit	1	\$29.49	\$29.49	\$30.37	\$0.00	\$31.29	\$0.00	\$32.22	\$0.00
Heavy Duty Stapler	1	\$47.99	\$47.99	\$49.43	\$0.00	\$50.91	\$0.00	\$52.44	\$0.00
Labeler	1	\$29.99	\$29.99	\$30.89	\$0.00	\$31.82	\$0.00	\$32.77	\$0.00
Laminator	1	\$1,330.99	\$1,330.99	\$1,370.92	\$0.00	\$1,412.05	\$0.00	\$1,454.41	\$0.00
Laminator Stand	1	\$186.99	\$186.99	\$192.60	\$0.00	\$198.38	\$0.00	\$204.33	\$0.00
Lockers	1	\$251.99	\$251.99	\$259.55	\$0.00	\$267.34	\$0.00	\$275.36	\$0.00
Mail boxes (set)	1	\$232.00	\$232.00	\$238.96	\$0.00	\$246.13	\$0.00	\$253.51	\$0.00
Microwave	1	\$49.00	\$49.00	\$50.47	\$0.00	\$51.98	\$0.00	\$53.54	\$0.00
Paper Clip Holder	2	\$4.79	\$9.58	\$4.93	\$0.00	\$5.08	\$0.00	\$5.23	\$0.00
Paper Cutter	1	\$114.99	\$114.99	\$118.44	\$0.00	\$121.99	\$0.00	\$125.65	\$0.00
Pencil Sharpener	1	\$31.99	\$31.99	\$32.95	\$0.00	\$33.94	\$0.00	\$34.96	\$0.00
Phone System, D-Link Voice Center	1	\$2,330.00	\$2,330.00						
IP Phone, Cisco SPA504G	12	\$169.00	\$2,028.00						
Power Strip	3	\$7.99	\$23.97	\$8.23	\$0.00	\$8.48	\$0.00	\$8.73	\$0.00
Radio - 2-way	1	\$47.11	\$47.11	\$48.52	\$0.00	\$49.98	\$0.00	\$51.48	\$0.00
Recycling bin & lid	1	\$204.98	\$204.98	\$211.13	\$0.00	\$217.46	\$217.46	\$223.99	\$0.00
Recycling bin (31 gal)	1	\$149.99	\$149.99	\$154.49	\$0.00	\$159.12	\$0.00	\$163.90	\$0.00
Recycling bin lid	1	\$54.99	\$54.99	\$56.64	\$0.00	\$58.34	\$0.00	\$60.09	\$0.00
Refrigerator	1	\$399.99	\$399.99	\$411.99	\$0.00	\$424.35	\$0.00	\$437.08	\$0.00
Round Tables	1	\$102.88	\$102.88	\$105.97	\$0.00	\$109.15	\$0.00	\$112.42	\$0.00
Scissors	2	\$2.99	\$5.98	\$3.08	\$0.00	\$3.17	\$0.00	\$3.27	\$0.00
Staple Remover	1	\$2.99	\$2.99	\$3.08	\$0.00	\$3.17	\$0.00	\$3.27	\$0.00
Stapler	3	\$14.29	\$42.87	\$14.72	\$0.00	\$15.16	\$0.00	\$15.62	\$0.00
Tables - Lunch	2	\$164.88	\$329.76	\$169.83	\$0.00	\$174.92	\$0.00	\$180.17	\$0.00
Tape Dispenser	3	\$3.99	\$11.97	\$4.11	\$0.00	\$4.23	\$0.00	\$4.36	\$0.00
Trash can (6.8 gal)	2	\$34.99	\$69.98	\$36.04	\$0.00	\$37.12	\$0.00	\$38.23	\$0.00
Trash can (6.8 gal)	3	\$34.99	\$104.97	\$36.04	\$0.00	\$37.12	\$37.12	\$38.23	\$0.00
Trash can-large (22 gal)	1	\$71.99	\$71.99	\$74.15	\$0.00	\$76.37	\$0.00	\$78.67	\$0.00
		10%	\$1,305.95	15%	\$0.00	15%	\$0.00	15%	\$0.00
			\$14,365.48		\$0.00		\$254.58		\$0.00

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~~Items to be covered by the Albertson's grant:~~

- Computer Hardware – Admin: There will be a total of three (3) computers and 2 printers (one networked and one dedicated) for the Principal, Business Manager, and Office Staff. The computers are pre-loaded with standard office software. Computers are scheduled for upgrade in Year 4. The Albertson's grant will be used to pay for the administration computer hardware and has been included in the Pre-Opening Budget.

LOCATION	Pre-Opening Budget	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Administrator (loaded with MS Office)	\$2,500				\$2,500
Business manager (loaded with MS Office)	\$2,500				\$2,500
Office staff (loaded with MS Office)	\$2,500				\$2,500
Networked laser printer	\$1,000				\$1,000
Dedicated laser printer - administrator	\$500				\$500
Router, SonicWall TZ215	\$859				\$859
24 Port Switch, Netgear JGS524	\$249				\$249
(3) Wireless AP, Linksys WAP54G	\$387				\$387
(12) IP Phone, Cisco SPA504G	\$2,028				\$2,028
TOTAL COST	\$12,523	\$0	\$0	\$0	\$12,523

- Audits: Total cost is adjusted for inflation in Years 3 and 4.

Type	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Financial audit	\$5,000.00	\$5,000.00		
Program audit	\$1,250.00	\$1,250.00		
Lunch audit	\$400.00	\$400.00		
TOTALS	\$6,650.00	\$6,650.00	\$6,849.50	\$7,054.99

- Licensing & Software: Total cost is adjusted for inflation in Years 3 and 4.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
2M Data Systems (accounting, payroll, SDE reporting)	3,200.00			
Annual support agreement	450.00	450.00	463.50	477.41
Annual updated fees (payroll & accounting)		840.00	865.20	891.16
OpenSIS - grades, attendance, etc.				
Idaho state reporting - one time fee	1,000.00			
Setup & configuration with 1 hr training - one time fee	500.00			
Monthly licensing	2,388.00	2,388.00	2,459.64	2,533.43
Internet protection (Lightspeed Systems)				
Appliance - one time fee	2,000.00			
1 year license - @ \$20 each per student	2,800.00	3,600.00	3,820.00	4,160.00
1 year license - @ \$20 each for 10 extra computers	200.00	200.00	200.00	200.00
Miscellaneous licensed software (Virus protection, etc.)	1,000.00	1,000.00	1,000.00	1,000.00
	13,538.00	8,478.00	8,808.34	9,261.99

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- Gas & Electric: Gas and electrical costs are based on historical costs at each facility. The cost per square foot was then increased to \$0.30.

	SF	\$ / SF	YEAR 1	YEAR 2*	YEAR 3*	YEAR 4*
<u>BROKEN BOW PLAZA</u>	6800	\$0.30	\$2,040.00	\$2,101.20	\$2,164.24	\$2,229.16
<u>BOWEN ADDITION</u>	4320	\$0.30	\$1,296.00	\$1,334.88	\$1,374.93	\$1,416.17
Unit 4 (24x60)	1440	\$0.30		\$444.96	\$458.31	\$472.06
Unit 5 (24x60)	1440	\$0.30				\$472.06
Unit 6 (24x60)	1440	\$0.30				
<u>3000 PANCHERI SUITES</u>	4000	\$0.30	\$1,200.00	\$1,236.00	\$1,273.08	\$1,311.27
3000 PANCHERI SUITES - ADD'L SUITES	1000	\$0.30		\$309.00	\$318.27	\$327.82
3000 PANCHERI SUITES - ADD'L SUITES	2000	\$0.30			\$618.00	\$636.54
3001 PANCHERI SUITES - ADD'L SUITES	2000	\$0.30				
<u>1167 JONES Building</u>	2400	\$0.30	\$720.00	\$741.60	\$763.85	\$786.76
2 MODULAR Buildings	3584	\$0.30	\$1,075.20	\$1,107.46	\$1,140.68	\$1,174.90
1/2 BROKEN BOW Building	3400	\$0.30				\$1,114.58
ESTIMATE FOR GAS (All locations)			\$1,500.00	\$1,650.00	\$1,815.00	\$1,996.50

- Telephone & Internet: The budget allows for internet and phone services through the local cable company that will provide sufficient download and upload speeds, unlimited data usage, IP address, website hosting, and email accounts with storage.
- Board Training: Board training program is outlined in Appendix Q. \$1,000 of the total Year 1 board training cost has been allocated to the Pre-Opening Budget for existing and new board members. The associated cost of the program is summarized below. Total cost is adjusted for inflation in Years 3 and 4.

Class	Amount	Qty.	Pre-Opening				
			Budget	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Summer Institute Learning	\$350			\$350.00	\$350.00		
Module training (quarterly)	\$500	4	\$500.00	\$1,500.00	\$2,000.00		
Trainer expenses (quarterly)	\$100	4	\$100.00	\$300.00	\$400.00		
Master Boardmanship Program			\$400.00	\$600.00	\$1,000.00		
TOTAL			\$1,000.00	\$2,750.00	\$3,750.00	\$3,862.50	\$3,978.38

- Professional Development: Project based education professional training through the Buck Institute is described in Appendix P Subcontractor Bids. The associated costs are outlined below.

Class	Amount	Qty.	YEAR 1	YEAR 2	YEAR 3	YEAR 4
It's About Time Science			\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
College Prep Math	\$9,100			\$9,100.00		
+ travel & lodging	\$1,500			\$1,500.00		
Tools for Learning (train the trainer)			\$1,350.00			\$1,350.00
Three-day PBL 101 workshop	\$8,500	1	\$8,500.00	\$8,500.00	\$8,500.00	\$8,500.00
One-day PBL follow-ups	\$4,500	1	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00
One-day PBL 201	\$4,950	1	\$4,950.00	\$4,950.00	\$4,950.00	\$4,950.00
One-day PBL Lead workshop	\$4,150	1			\$4,150.00	
Books	\$25	15	\$375.00	\$375.00	\$375.00	\$375.00
TOTAL			\$21,175.00	\$30,425.00	\$23,975.00	\$21,175.00

- Membership Dues: Total cost of Year 1 membership dues will be expended during the Pre-Opening months. Odyssey will belong to the Idaho School Board Association and the Charter School Network. The annual dues are included in the budget as follows.

	Pre-Opening Budget	YEAR 1	YEAR 2	YEAR 3	YEAR 4
<u>ISBA</u>					
Annual costs up to 500 students	\$ 1,250.00	\$ -	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00
\$1 per student over 500 students					
<u>Charter School Network</u>					
Annual dues	\$ 750.00	\$ -	\$ 750.00	\$ 1,250.00	\$ 1,250.00
TOTAL MEMBERSHIP DUES	\$ 2,000.00	\$ -	\$ 2,000.00	\$ 2,500.00	\$ 2,500.00

- Building Costs: The building costs include start-up costs in Year 1, triple-net (if applicable)

BUILDING COSTS - BROKEN BOW PLAZA (WORST CASE SCENARIO)

Student capacity 267
 Square footage per student 25
 Total available square feet 6,808

BROKEN BOW PLAZA	Start-up	Monthly	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Anticipated student enrollment			140	180	191	208
Remodeling costs	\$0					
Signs	\$370					
Signs - Toyskins, Inc.	\$1,009					
Occupancy permit	\$300					
Conditional use permit	\$400					
Deposit	\$16,339					
Rent (per month / annual)		\$8,170	\$98,035	\$98,035	\$98,035	\$98,035
Triple net (bldg insurance, tax, maint.)		\$1,021	\$12,250	\$12,617	\$12,996	\$13,386
Maintenace (interior areas)		\$42	\$500	\$515	\$530	\$546
Total start-up / monthly / annual costs	\$18,418	\$9,232	\$110,785	\$111,168	\$111,562	\$111,967

BUILDING COSTS - BOWEN ADDITION (WORST CASE SCENARIO)

BOWEN ADDITION	SF	sf/Student	# of Students			
Unit 1 (24x60)	1,440	25.71	56	56	56	56
Unit 2 (24x60)	1,440	25.71	56	56	56	56
Unit 3 (24x60) 1/2 for office space	720	25.71	28	28	28	28
Unit 4 (24x60)	1,440	25.71		56	56	56
Unit 5 (24x60)	1,440	25.71				56
Unit 6 (24x60)	1,440	25.71				

Total capacity:	140	196	196	252
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	Start-Up	Monthly	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Land improvement costs	\$0					
Signs	\$290			\$290		
Signs - Toyskins, Inc.	\$1,009			\$1,009		
Occupancy permit	\$300			\$300		
Conditional use permit	\$400					
Down payment - Lot 5	\$45,000					
Land payment - Lot 5		\$2,800		\$33,595	\$33,595	\$33,595
Accrued interest - Lot 5				\$5,775		
Option payment - Lot 4	\$10,000					
Estimated bldg insurance, tax, maint.		\$1,062	\$12,744	\$13,126	\$13,520	\$13,926
Unit setup costs - Unit 1	\$6,542					
Unit setup costs - Unit 2	\$6,542					
Unit setup costs - Unit 3	\$6,542					
Unit setup costs - Unit 4				\$6,673		
Unit setup costs - Unit 5						\$6,806
Unit setup costs - Unit 6						
Unit 1 (modulars & ramp)		\$1,431	\$17,172	\$17,172	\$17,172	\$17,172
Unit 2		\$1,431	\$17,172	\$17,172	\$17,172	\$17,172
Unit 3		\$1,431	\$17,172	\$17,172	\$17,172	\$17,172
Unit 4		\$1,460		\$17,515	\$17,515	\$17,515
Unit 5		\$1,489				\$17,866
Unit 6		\$1,519				
Total start-up / monthly / annual costs	\$76,625	\$12,622	\$64,260	\$129,800	\$116,147	\$141,224

BUILDING COSTS - PANCHERI (WORST CASE SCENARIO)

	<u>SF</u>	<u>sf/Student</u>	<u># of Students</u>			
3000 PANCHERI SUITES	4,000	22	180	180	180	180
3000 PANCHERI SUITES - ADD'L SUITES	1,000	33		30	30	30
3000 PANCHERI SUITES - ADD'L SUITES	2,000	33			60	60
3001 PANCHERI SUITES - ADD'L SUITES	2,000					

Total capacity:			180	210	270	270
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	Start-up	Monthly	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Remodeling costs (\$71.60/suite/60 mos.)		\$430	\$5,155	\$6,014	\$7,733	\$7,733
Signs	\$370			\$370		
Signs - Toyskins, Inc.	\$1,009			\$1,009		
Occupancy permit	\$300			\$300		
Conditional use permit	\$400			\$400		
Year 1 - Deposit	\$6,600					
Add'l Suites - Deposit				\$2,200		
Add'l Suites - Deposit					\$2,200	
Add'l Suites - Deposit						
Rent (6 suites)		\$8,800	\$105,600	\$105,600	\$105,600	\$105,600
Rent (additional suite)		\$1,100		\$13,200	\$13,200	\$13,200
Rent (additional 2 suites)		\$2,200			\$26,400	\$26,400
Rent (additional 2 suites)		\$2,200				
Interior maintenance		\$50	\$600	\$600	\$600	\$600
Triple net (\$0.25/ft per month)		\$1,000	\$12,000	\$15,000	\$21,000	\$21,000
Total start-up / monthly / annual costs	\$8,679	\$15,780	\$123,355	\$144,693	\$176,733	\$174,533

BUILDING COSTS - 1167 JONES AVENUE (WORST CASE SCENARIO)

	<u>SF</u>	<u>sf/Student</u>	<u># of Students</u>			
1167 JONES Building	2,400	27	90	90	90	90
2 MODULAR Buildings	3,584	36	100	100	100	100
1/2 BROKEN BOW Building	3,400	25				136

Total capacity:			190	190	190	326
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	<u>Start-up</u>	<u>Monthly</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>
Remodeling costs	\$25,000					
Signs	\$370			\$370		
Signs - Toyskins, Inc.	\$1,009			\$1,009		
Occupancy permit	\$300			\$300		
Conditional use permit	\$400			\$400		
Deposit - 1167 JONES	\$6,000					
Rent - 1167 JONES		\$3,000	\$36,000	\$36,000	\$36,000	\$36,000
Triple net - 1167 JONES		\$360	\$4,320	\$4,320	\$4,320	\$4,320
Site prep work - EST. FOR MODULARS	\$10,000					
Delivery & set-up - MODULARS	\$12,284					
Ramp with switchback	\$400	\$256	\$3,072	\$3,072	\$3,072	\$3,072
Rent - MODULARS		\$1,075	\$12,900	\$12,900	\$12,900	\$12,900
Rent - Land for Modulars		\$2,400	\$28,800	\$28,800	\$28,800	\$28,800
Deposit - 1/2 BROKEN BOW					\$7,375	
Rent - 1/2 BROKEN BOW		\$3,687.50				\$44,250
Triple net - 1/2 BROKEN BOW		\$510				\$6,125
Maintenace (interior areas)		\$700	\$8,400	\$8,652	\$8,912	\$9,803
Total start-up / monthly / annual costs	\$55,763	\$11,989	\$93,492	\$95,823	\$101,379	\$145,270

December 31, 2012

Appendix I

Four Year Operating Budget and Start Up Budget

The information is found on the following pages.

December 31, 2012

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

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

December 31, 2012

Odyssey Charter School

(ALTERNATE: WORST CASE) Location: Broken Bow Plaza

STUDENT #'S BASED ON BREAK EVEN GROWTH & ONE (1) ADDITIONAL CLASS PER YEAR

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

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Odyssey Charter School

(ALTERNATE: WORST CASE) Location: Bowen Addition

STUDENT #'S BASED ON BREAK EVEN GROWTH & ONE (1) ADDITIONAL CLASS PER YEAR

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

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Odyssey Charter School

(ALTERNATE: WORST CASE) Location: Pancheri

STUDENT #'S BASED ON BREAK EVEN GROWTH & ONE (1) ADDITIONAL CLASS PER YEAR

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

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Odyssey Charter School

(ALTERNATE: WORST CASE) Location: 1167 Jones Avenue

STUDENT #'S BASED ON BREAK EVEN GROWTH & ONE (1) ADDITIONAL CLASS PER YEAR

	Year 1			Year 2			Year 3			Year 4		
	Students per Class		Total	Students per Class		Total	Students per Class		Total	Students per Class		Total
Grade 6 (different divisor)	20	1	20	20	1	20	20	1	20	20	1	20
Grade 7	20	2	40	24	1	24	22	1	22	20	2	40
Grade 8	20	2	40	23	2	46	22	1	22	23	1	23
Grade 9	20	1	20	23	2	46	21	2	42	23	1	23
Grade 10	20	1	20	20	1	20	21	2	42	23	2	46
Grade 11				20	1	20	20	1	20	22	2	44
Grade 12							20	1	20	20	1	20
Total number of classes / students		7	140		8	176		9	188		10	216
Operating School Days			176			176			176			176
Inflation Rate						3%			3%			3%
Revenues:												
State Apportionment	10.9	\$5,174	\$724,323	13.1	\$4,932	\$868,104	14.0	\$4,988	\$937,818	16.0	\$4,974	\$1,074,437
State Transportation		85%	55,202		85%	56,858		85%	58,564		85%	60,321
Lunch Reimbursement (daily)		\$211	37,132		\$217	38,246		\$224	39,394		\$231	40,576
Grants/Other Revenue			0									
Total Revenues			816,658			963,209			1,035,776			1,175,334
Expenses:												
<u>Salaries</u>												
Teachers	5.0	\$30,000	150,000	6.0	\$31,500	189,000	6.0	\$33,000	198,000	7.0	\$35,000	245,000
Special Education	2.0	\$30,000	60,000	2.0	\$31,500	63,000	3.0	\$33,000	99,000	3.0	\$35,000	105,000
Administration	1.0	\$51,500	51,500	1.0	\$63,000	63,000	1.0	\$68,900	68,900	1.0	\$69,900	69,900
Instructional Aids	3.0	\$9,000	27,000	3.0	\$9,180	27,540	4.0	\$9,364	37,454	4.0	\$9,551	38,203
Office Staff	1.0	\$16,000	16,000	1.0	\$16,320	16,320	1.0	\$16,646	16,646	1.0	\$16,979	16,979
Business Manager	1.0	\$20,000	20,000	1.0	\$26,000	26,000	1.0	\$30,000	30,000	1.0	\$32,000	32,000
Maintenance/Other	0.5	\$20,000	10,000	1.0	\$20,400	20,400	1.0	\$20,808	20,808	1.0	\$21,224	21,224
Total Salaries	13.5		334,500	15.0		405,260	17.0		470,809	18.0		528,307
<u>Benefits</u>												
Retirement/PERSI		10.50%	35,123		10.50%	42,552		10.50%	49,435		10.50%	55,472
Health/Life Insurance		9.69%	32,400		9.15%	37,080		9.19%	43,285		8.94%	47,206
Payroll Taxes		7.65%	25,589		7.65%	31,002		7.65%	36,017		7.65%	40,415
Workers Comp/Unemployment		3.86%	12,913		3.88%	15,730		3.85%	18,106		3.85%	20,332
Total Benefits		31.70%	106,025		31.18%	126,365		31.19%	146,842		30.93%	163,426
<u>Operating Expenses</u>												
Textbooks		\$83	11,594		\$193	33,969		\$178	33,542		\$173	37,274
Student technology			16,548			33,497			16,045			18,428
Supplies			12,000			12,360			12,731			13,113
Furniture & equipment			12,639			7,116			5,116			5,467
Computer hardware - admin			0			0			0			12,523
Audits			6,650			6,650			6,850			7,055
Licensing & software app.			13,538			8,398			8,748			9,422
Advertising and marketing			0			5,150			5,305			5,464
Gas and/or electric			3,295			3,499			3,720			5,073
Telephone and internet			3,600			3,600			3,600			3,708
Liability & property ins.			4,000			4,120			4,244			4,371
Testing, assess., accreditation			3,750			4,223			4,350			4,480
Board training			2,750			3,750			3,863			3,978
Professional development			21,175			30,425			23,975			21,175
Membership dues			0			2,000			2,500			2,500
IT consulting & legal fees			9,100			26,780			27,583			28,411
Travel			600			618			637			656
Postage			600			618			637			656
Building costs			93,492			95,823			101,379			145,270
Miscellaneous			500			515			530			546
Total Operating Expenses			215,831			283,111			265,352			329,568
<u>Program Expenses</u>												
Lunch (daily cost)		\$385	67,760		\$397	\$69,793		\$408	71,887		\$421	74,043
Transportation			64,944			\$66,892			68,899			70,966
Spec. Ed. (Counselor, ST, OT)			9,000			9,270			9,548			9,835
Total Program Expenses			141,704			145,955			150,334			154,844
Total Expenses			798,060			960,691			1,033,337			1,176,145
Beginning Balance			\$22,817			\$41,416			\$43,934			\$46,372
Ending Budget Balance			\$41,416			\$43,934			\$46,372			\$45,561

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Odyssey Charter School

(ALTERNATE: MOST LIKELY) Location: Broken Bow Plaza

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

December 31, 2012

BUILDING COSTS - BROKEN BOW PLAZA (MOST LIKELY SCENARIO)

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

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

December 31, 2012

Odyssey Charter School

(ALTERNATE: BEST CASE) Location: Broken Bow Plaza

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

December 31, 2012

BUILDING COSTS - BROKEN BOW PLAZA (BEST CASE SCENARIO)

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

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

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

December 31, 2012

Appendix J

First Year Month-by-Month Cash Flow

The information is found on the following pages.

December 31, 2012

Odyssey Charter School

YEAR 1 MONTHLY BUDGET

(ALTERNATE: WORST CASE) Location: Broken Bow Plaza

	jul	aug	sept	oct	nov	dec	jan	feb	mar	apr	may	jun	TOTAL
Revenues:													
State Apportionment	\$362,162		\$72,432		\$72,432		\$72,432		\$72,432		\$72,432		\$724,323
State Transportation	27,601		5,520		5,520		5,520		5,520		5,520		55,202
Lunch Reimbursement (daily)			4,642	\$4,642	4,642	\$4,642	4,642	\$4,642	4,642	\$4,642			37,132
Albertson's Grant													\$0
Total Revenues	389,763	0	82,594	4,642	82,594	4,642	82,594	4,642	82,594	4,642	77,953	0	816,658
Expenses:													
<u>Salaries</u>													
Teachers			15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	150,000
Special Education			6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	60,000
Administration	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	51,500
Instructional Aids			3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	27,000
Office Staff		1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	16,000
Business Manager		1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	20,000
Maintenance/Other		909	909	909	909	909	909	909	909	909	909	909	10,000
Total Salaries	4,292	8,473	32,473	29,473	334,500								
<u>Benefits</u>													
Retirement/PERSI	451	890	3,410	3,410	3,410	3,410	3,410	3,410	3,410	3,410	3,410	3,095	35,123
Health/Life Insurance	416	821	3,145	3,145	3,145	3,145	3,145	3,145	3,145	3,145	3,145	2,855	32,400
Payroll Taxes	328	648	2,484	2,484	2,484	2,484	2,484	2,484	2,484	2,484	2,484	2,255	25,589
Workers Comp/Unemployment	166	327	1,254	1,254	1,254	1,254	1,254	1,254	1,254	1,254	1,254	1,138	12,913
Total Benefits	1,360	2,686	10,293	9,342	106,025								
<u>Operating Expenses</u>													
Textbooks	11,594												11,594
Student technology	16,548												16,548
Supplies	6,000		1,200		1,200		1,200		1,200		1,200		12,000
Furniture & equipment	12,639	0											12,639
Computer hardware - admin	0												0
Audits												6,650	6,650
Licensing & software app.	10,154		677		677		677		677		677		13,538
Advertising and marketing	0									0	0	0	0
Gas and/or electric	295	295	295	295	295	295	295	295	295	295	295	295	3,540
Telephone and internet	300	300	300	300	300	300	300	300	300	300	300	300	3,600
Liability & property ins.	333	333	333	333	333	333	333	333	333	333	333	333	4,000
Testing, assess., accreditation	750									1,500	1,500		3,750
Board training	600	350			600			600			600		2,750
Professional development				10,588				10,588					21,175
Membership dues													0
IT consulting & legal fees	9,100	0	0	0	0	0	0	0	0	0	0	0	9,100
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
Building costs	9,232	9,232	9,232	9,232	9,232	9,232	9,232	9,232	9,232	9,232	9,232	9,232	110,785
Miscellaneous	42	42	42	42	42	42	42	42	42	42	42	42	500
Total Operating Expenses	77,687	10,652	12,179	20,890	12,779	10,302	12,179	21,490	12,179	11,802	14,279	16,952	233,369
<u>Program Expenses</u>													
Lunch (daily cost)			7,529	7,529	7,529	7,529	7,529	7,529	7,529	7,529	7,529	7,529	67,760
Transportation			7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	64,944
Spec. Ed. (Counselor, ST, OT)			1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	9,000
Total Program Expenses	0	0	15,745	0	141,704								
Total Expenses	83,339	21,811	70,690	79,401	71,290	68,813	70,690	80,001	70,690	70,313	72,790	55,768	815,598
Beginning Balance*	60,162	366,586	344,775	356,679	281,919	293,223	229,051	240,955	165,596	177,500	111,828	116,990	60,162
Ending Balance	\$366,586	\$344,775	\$356,679	\$281,919	\$293,223	\$229,051	\$240,955	\$165,596	\$177,500	\$111,828	\$116,990	\$61,222	\$61,222

* The beginning balance as of 7/1/2013 is the balance remaining from the Pre-Opening Budget.

December 31, 2012

Appendix K

Student Handbook

The proposed Student Handbook is on the following pages.

Odyssey

Charter School

for grades 6-12

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.

CREDIT CRITERIA FOR ENROLLMENT

MIDDLE SCHOOL 6th-8th GRADES

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 by retaking the class or taking another class either at Odyssey or at another accredited school.
- ⤴ 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:

1. Take college home study classes (See Counseling Office).
2. Take summer school classes (limited to 2 credits).
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

\$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 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 See description below.
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 11th or 12th grade
ISAT	Pass the ISAT with a Score of Proficient or Advanced in Reading and Math, Language Usage, and Science
Online Classes	2 Credits from the list Odyssey will provide. This will take effect for the class graduating 2016.

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 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 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. Odyssey only accepts full-time students.

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
 - 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 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.

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

Summary of Potential Students

The founders of Odyssey Charter School realize that the summary of potential students contains many students who may not actually attend the school, but the summary 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.

As of the submission of this petition, we have the following breakdown of potential students:

- 6th grade: 37
- 7th grade: 64
- 8th grade: 49
- 9th grade: 45
- 10th grade: 26

This gives us a total of 221 students as of October 18, 2012. This is with no advertising budget other than what the founders donate. Also, this is with more than a year from the proposed opening date.

December 31, 2012

Appendix M

District 93's Letter of Referral to the Public Charter School Commission

The Letter of Referral from Idaho Falls Joint School District 91 is on the following page.



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

690 John Adams Parkway, Idaho Falls, ID 83401 • (208) 525-7500 • FAX (208) 525-7596
www.d91.k12.id.us

December 31, 2012



**Idaho Falls
School District 91**
A World Class Education ★

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 black ink that reads "Debbie Wilkie". The signature is written in a cursive style.

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

Appendix N

Plan for Inexpensive Technology

In the past, schools and businesses were required to invest huge amounts of money on computers and servers that used name brand software. Schools then had to hire experts who 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 no cost. Certainly some educational software requires Windows, but the vast majority of Odyssey’s computing needs can be done without it.

As a new school, Odyssey Charter School is not locked into expensive legacy technology such as Microsoft products and Power School. Odyssey can take advantage of new technology without needing to worry about integrating it into established systems.

Odyssey Charter School plans to integrate technology inexpensively and will direct savings from other areas into technology.

Various methods of integrating technology into Odyssey’s student instruction are outlined below. Odyssey will use the following methods or something similar to them as better and less expensive products come available.

Savings That Can be Directed into Technology

One of the reasons that technology is expensive for schools is that traditional methods of disseminating information are used. The use of reams of paper and 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, so that it can be accessed on an interactive whiteboard, on a computer, or on a tablet, is less expensive than paper copies. Also, putting information online allows users to repeatedly improve materials without the expense of new paper copies. It also allows greater interaction with the reading material and video content. Odyssey will strive to be a paperless school. The huge expense of paper and copying machine contracts can be saved and channeled into the technology budget.

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. It also 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 as new technology comes into the marketplace. Many laptops are now less expensive than desktop computers. Tablet computers like Barnes and Nobel's Nook presently sells for \$1799, and Google makes a tablet for \$199. Prices on such devices will probably drop even further in the next year and features on new tablets will increase.

Other innovative products are making computing hardware less expensive. One possible way Odyssey can save money on computer hardware is by using a product called Useful Multiseat, and also by acquiring used computers and accessories from other companies as they upgrade.

Useful Multiseat enables one computer to act as a server for 11 separate terminals for about \$150 a terminal. Each terminal works independently of the others and can run different web pages and different applications. This allows more students to access the Internet, and allows students to access their Google Docs files for a much lower cost than providing one computer for each student.

Odyssey will seek out surplus computers from area businesses like the Idaho National Laboratory's Education and Research Transfer Program, which donates surplus computers and related technology to schools that request it. Odyssey will also prepare ongoing grant requests for computers using DonorsChoose, and it will seek out other technology grants. Also, since Odyssey will utilize the web to host 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 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 by using free or less expensive online alternatives to traditional computer programs. There are many cloud-based software applications that are much less expensive than the traditional alternatives.

One technology area that can be costly for schools is the school's Student Information System. In lieu of PowerSchool, Odyssey will use the more economical OpenSIS. This program is used successfully at Idaho Connects Online School, and it allows easy preparation of mandated Department of Education reports.

Odyssey will also save money on technology by purchasing inexpensive SmartBoard technology. SmoothBoard is a program that uses Wii remotes and an infrared pen to create an interactive whiteboard similar to SmartBoard, for a much lower price.

Online coursework is part of Idaho's Student Comes First program. Though the details are not worked out yet, the program allows 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 online to be downloaded without cost by anyone who wants it. If Idaho laws and regulations will permit it, Odyssey will be able to adapt these courses to meet Idaho's Core Content requirements for Odyssey's online classes. This can all be done for a very minimal expense.

OpenSIS integrates with Moodle so that student scores from Moodle will automatically transfer to OpenSIS instead of having the teacher having to type in the scores.

Because Odyssey Charter School will emphasize "cloud" applications, most computers will only need to connect the students to the web, where they will use web applications to do their work. Google offers Google Apps, which includes Websites and Calendars. Google also offers Google Docs, which is an office suite that includes Document, Presentation, Drawing, Spreadsheet, Forms (used to create quizzes and surveys), and Gmail. Google provides these online programs for free to non-profit, educational institutions.

Collaborize Classroom offers free online sites on which teachers can hold online discussions with their students on various subjects, and a forum on which students can present their results. Online communication is something with which students are already familiar because of social network sites like Facebook.

Since much of the computing and all of the storage is done on Google's servers, the computers used by students will not need the computing power that computers loaded with name brand software would require. This will allow 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, and Odyssey will be able to utilize older, less powerful computers in the classrooms. Linux is also free and if a computer becomes infected, which is very rare for a Linux computer, the computer's hard drive can be wiped clean and Linux reinstalled. Since all the users' files are saved on the "cloud," all files can be easily restored.

Odyssey's goal is to begin with a set curricula for its classes and to 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 or something similar to it, which will enable Odyssey to put its coursework online. The school will not only put reading materials online, but it will also allow students to take some of their assessments online, and to collaborate on their projects online as well. This means that the cost of textbooks and paper copies of assignments can be greatly reduced. Odyssey can use this savings to provide more

technology. Moodle, Google Apps, and other online tools will reduce the time teachers need to complete manual grading and paperwork, and will allow them to spend more time working with students.

Moodle is a very simple program that can be integrated into the school by asking tech-savvy teachers to first integrate it in their classrooms, and then to train other teachers to use it.

Odyssey's philosophy is that these innovative programs will better 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 of 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.

Tech for Opening Day

Based on the enrollment population of 140 students, Odyssey will start with two computer labs that will each be equipped with a classroom set of terminals. Each teacher will have a computer to use, and each core class will also have an interactive whiteboard using SmoothBoard technology. Please see Appendix H for additional details and costs.

In conclusion, Odyssey will be able to provide a more integrated technological experience to its students by using newer methods than those used by many traditional school districts. Odyssey will not be locked into expensive hardware and software combinations, and it will provide more extensive technology at a much lower cost.

December 31, 2012

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: 208-681-1805	E-mail: kbpetersonmail@yahoo.com
Alternative Contact: Rebecca Ellis-Lindsey	
Address: 1270 Sunnyside, Idaho Falls, ID 83408	
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:</p> <p>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.</p> <p>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.</p> <p>The organization of this petition aided in the review process. There are many strong elements of the petition, however there are a number of sections that require more detail to demonstrate a "thorough understanding of key issues." (See the explanation for "Meets Standard" on the first page of this document.)</p> <p>There are numerous formatting and typographic errors throughout the petition that need to be corrected before the petition is submitted to an authorizer. Many of the errors make reading the petition more difficult; however some of the errors change the meaning of the text.</p> <p>Different sections of the petition refer to charter schools other than Odyssey and other districts. Before the petition is submitted to the potential authorizer this must be corrected. It is important for the Odyssey board to review those sections and insure that the language reflects the philosophy and 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)
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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)
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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.)

<ul style="list-style-type: none"> • 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. <p>Discipline of student under IDEA:</p> <p>Petition includes: <i>Disciplinary problems by special education students will be assessed by multidisciplinary teams and following manual (Chapter 7, Section 13)</i></p> <p>Petition needs to include:</p> <ul style="list-style-type: none"> • 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) <p>Least Restrictive Environment & Continuum of Services:</p> <p>Petition includes: <i>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...</i></p> <p>Petition needs to include: <i>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</i></p> <p>Evaluation:</p> <p>Petition includes: <i>A screening process is in place for child find....if a student is found to be eligible for special education services ...a multidisciplinary team to consider a student's eligibility.</i></p> <p>Petition needs to include: <i>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.</i></p> <p>Petition did not address;</p> <p><i>No mention Research Based Curriculum:</i></p> <ul style="list-style-type: none"> • 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. 	
<p>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).</p>	<p>33-5205(3)(f) 33-203(7)</p>
<p>Meets Standard – 2nd Review</p>	

Comments: 2 nd 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: 2 nd 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 95% 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 33-701sections 5-10. Page 34 states the school will conduct a programmatic operations audit as mandated by state requirement as outlined in IC 33-5210(3). Idaho Code 33-5210(3) has nothing to do with programmatic operations audits. Instead, IC 33-5210(3) states that charters will comply with the financial reporting requirements of IC 33-710, subsections 5-10.</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	

<p>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.</p> <p>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.</p>							
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							
<p>Include a provision that ensures all staff members will be enrolled in and covered by all of the following:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Public Employee Retirement System (PERSI)</td> <td style="width: 50%;">Unemployment Insurance</td> </tr> <tr> <td>Federal Social Security</td> <td>Health Insurance</td> </tr> <tr> <td>Worker's Compensation Insurance</td> <td></td> </tr> </table>	Public Employee Retirement System (PERSI)	Unemployment Insurance	Federal Social Security	Health Insurance	Worker's Compensation Insurance		33-5205(3)(m)
Public Employee Retirement System (PERSI)	Unemployment Insurance						
Federal Social Security	Health Insurance						
Worker's Compensation Insurance							
Meets Standard							
Include a provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining.	33-5205(3)(p)						
Meets Standard							
Include a provision that ensures all teachers and administrators will be on a written contract as approved by the state superintendent, conditioned up a valid certificate being held by such professional personnel at the time of entering upon the duties.	33-5206(4)						
Meets Standard							
Include a provision that ensures all employees of the school undergo a criminal history check.	33-5210(4)(d) 33-130 33-612						
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)(e)</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.</p> <p>More detail is needed on the tier of consequences for bullying / harassment and students being under the influence. Additionally, include clear prohibitions around fights and weapons on campus.</p>	
<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>	

<p>Comments: 3rd Review – the recommendation was incorporated into the student handbook.</p> <p>2nd Review – Revision is adequate. <u>Recommendation:</u> in the list of prohibited computer uses clarify that <i>any student who knowingly or purposefully</i> uploads files that contain viruses, malware, etc... are violating policy. Most who upload malicious software do so unknowingly.</p> <p>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.</p>	
<p>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.</p> <p style="text-align: center;">Meets Standard - 2nd Review</p> <p>Comments: 2nd Review – Student handbook is very thorough and detailed.</p> <p>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.</p>	08.02.04. 202
Tab 8	
<p>A detailed business plan including:</p> <ul style="list-style-type: none"> • 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 <p style="text-align: center;">Meets Standard - 2nd Review</p>	08.02.04. 202

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 332-6832 with additional questions on busing options and requirements.

Describe the school's proposal for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made	08.02.04. 202
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Meets Standard

Tab 9

Describe any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations. This includes curriculum, special education, transportation, food service, legal, and accounting.	08.02.04. 202
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Meets Standard - 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: 5205 (3) (u)
5206 (8)
- 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.

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 provide Odyssey's 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.

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

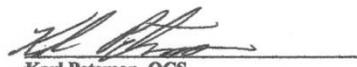
As a term of the binding contract anticipated by this Memorandum, Caterer will create a menu that meets or exceeds the requirements of the National School Lunch Program (NSLP).

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:

December 31, 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.

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.

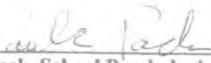
4. Number of Students Served

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:

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 *MT & J RPT*
TAYLOR PHYSICAL THERAPY
DATE:

Karl Peterson
Odyssey Charter School
DATE:

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.

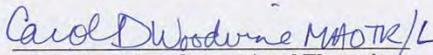
4. Number of Students Served

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:

MEMORANDUM OF INTENT

Between Sandra Reddish (Speech Language Pathologist) and Odyssey Charter School

This Memorandum of Intent is made between Sandra Reddish and Odyssey Charter School.

1. Purpose

The Parties recognize the benefit of forming a cooperative, pre-competitive alliance in order to provide speech language pathology 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 providing speech language pathology services 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.

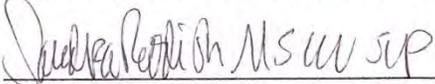
4. Number of Students Served

As a term of the binding contract anticipated by this Memorandum, Sandra Reddish will provide speech language pathology services 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 Sandra Reddish 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.



Sandra Reddish, Speech Language Pathologist
DATE:



Karl Peterson, Odyssey Charter School
DATE:

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

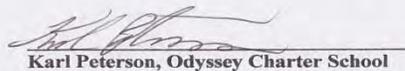
As a term of the binding contract anticipated by this Memorandum, Naomi Ostergar will provide special education services to the students who qualify for them at Odyssey Charter School. The initial total enrollment at OCS for its first operating year is 140 students.

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:

December 31, 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 two one-day follow up sessions in its first year of operation. In the second, third, and fourth year of operation, the three-day workshop will be repeated with a one-day follow-up workshop. By then, sufficient staff will be trained in project-based learning to train new staff.



BUCK INSTITUTE FOR EDUCATION
 ENGAGING LEARNERS SUPPORTING TEACHERS SHOWING RESULTS

Sept. 5, 2012

Project Based Learning Professional Development Sustained Support
Odyssey Charter School 2013-14

The Schedule below details the format by which the Buck Institute for Education (BIE) can effectively train and support Odyssey School and its staff in the implementation of Project Based Learning. The 2014-2016 years would repeat the process, adding additional workshops as needed.

Event	Schedule	Features	BIE staffing per event	Cost per event
Three-day PBL 101 workshop, on site, maximum of 35 teachers	Summer, 2013	Best practices in project design, assessment and management	One National Faculty member	\$8500
One-day PBL follow-up workshop with staff	Fall 2013	Project implementation and design review/critique, project design planning session	One National Faculty member	\$4500
One-day PBL follow-up workshop with staff	Spring 2014	Advanced practices in PBL	One National Faculty member	\$4950
Online Support via Edmodo	Ongoing	Workshop participants can continue to receive support through BIE Forums and by participating in biweekly webinars.	One National Faculty member	Pro bono

December 31, 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 is 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.

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.

December 31, 2012

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.

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

Transportation Services

Teton Stage Lines was unwilling to give Odyssey Charter School a formal letter of intent that included exact busing costs due to the fluctuating price of gas and the many unknowns like the number and location of students who will be using school transportation. They did send the letter found on the next page, expressing their desire to work with us to provide transportation. Also, they looked through a model contract that one of our founders prepared and made the following comments through emails.

From: dj_harrington@q.com [mailto:dj_harrington@q.com]
Sent: Saturday, May 19, 2012 8:55 PM
To: Cindy Lister
Subject: Re: Model Bus Contract

Sindy:

I have read through the changes that have been made and I am okay with the language used. It would appear that they are interested in a 3 year contract with two one year /or one two year extension.
Did you express that they could make the contract for one 5 year term with a 5 year extension if they wanted to?
That is the longest term that the State will allow.

Bottom line is.....I am happy with the contract they have currently drafted.

DH

From: Cindy Lister <sindyl@tetonstagelines.com>
To: monhendricks@yahoo.com
Sent: Friday, May 18, 2012 12:20 PM
Subject: FW: Model Bus Contract

Monica,

Here is the correspondence with Donovan about this model contract. He had a couple of issues but they will not be hard to fix.

December 31, 2012

1. He would like to have at least a 3 year contract with the additional 5 year extension option.
 - a. You can have up to a 5 year contract with a 5 year extension.
 - b. Financing, for the required school buses, is difficult with a 1 year contract.
2. There is no information about compensation for snow days.
 - a. They should be set at ½ the regular day rate. See Monticello Montessori contract for wording.

Other than that the contract looks good. We will do the pricing when we do actual bid process.

If you need anything else please get back with me.

Thank you,

Sindy Lister

Office Manager

Teton Stage Lines

(208)529-8036 phone

(208)529-2364 fax

sindyl@tetonstagelines.com

ATTACHMENT A

SAMPLE PAYMENT SCHEDULE

On or before the 1st day of each month of each school year covered by this contract, contractor shall submit to the board a bill that shall include a detailed account showing the mileage covered in each category of transportation furnished during the preceding month. On or before the 10th day of the month in which the bill is submitted, the board agrees to pay contractor the contract price for those services that it shall find to have been rendered, computed on the following schedule:

Category of Service	Estimate of Miles per Month	Rate per Mile <i>final rate to be determined prior to execution of Contract</i>
Bus Route A	880	\$4.10 - \$3.05
Bus Route B	880	\$4.10 - \$3.05

December 31, 2012



TETON STAGE LINES
Charter Buses Anytime • Anyplace

P.O. Box 51455 Idaho Falls, ID 83405-1455
Telephone (208) 529-8036 877-529-8036
FAX (208) 529-2364 info@tetonstagelines.com
www.tetonstagelines.com

Odyssey Charter School
C/O Monica Couch
1450 Fox Court
Idaho Falls, ID 83404
208-351-8669
monihendricks@yahoo.com

April 10, 2012

RE: Proposal for School Bus Transportation.....

Monica Couch:

Thanks for the chance to talk with you about the school bus needs for the proposed Odyssey Charter School.

Teton Stage Lines currently operates 18 school buses under contract and provides school bus service for three separate charter schools in the Idaho Falls area and additionally we operate about 25% of the school buses in Blackfoot for School District #55.

We are proud to have received the #1 or highest safety rating with both the Dept of Transportation and the Department of Defense.

We would be honored to have the chance to bid for services for the new proposed Odyssey Charter School. Contracting for school busing can sometimes be a very complex thing; but we are prepared to help you through this process if you will allow us to do so.

Currently we have routes that run anywhere from 45 miles to over 75 miles per day. School bus mileage rates vary as well and currently are at \$4.10 to \$3.05 per mile based upon the numbers of miles run. The lower the mileage the higher the rate or cost per mile.

Please let us know if you would like us to help you establish routes for your school and how else we can help you move this along.

Sincerely:

Donovan Harrington
General Manager
Teton Stage Lines



December 31, 2012

Concurrent Enrollment information with Idaho State University

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

From: Karl Peterson <kbpetersonmail@yahoo.com>
To: Chelsie Rauh <rauhchel@isu.edu>
Sent: Saturday, December 15, 2012 10:53 AM
Subject: Re: Odyssey Charter School dual enrollment

Chelsie,

I am working under a time constraint so I will not have time to get it sent through the mail. As a charter school, we work as both a school and a school district. I think you answered our questions at this point. I appreciate your help.

Karl Peterson

From: Chelsie Rauh <rauhchel@isu.edu>
To: Karl Peterson <kbpetersonmail@yahoo.com>
Sent: Friday, December 14, 2012 6:57 PM
Subject: Re: Odyssey Charter School dual enrollment

Hi Karl,

Thanks for your email. I have all of this information in a hard copy format. I was under the impression you were sending me your mailing address. I will just cover the information for you in this email.

Firstly, as we discussed, all instructors must have a Master's Degree in the subject they are applying to teach. Please keep this in mind when hiring. I can provide more information specific to each department should you request.

Cost of credit right now is \$65/credit. Classes run from 1-5 credits, with the majority being 3 credits for a course. We have a memorandum of understanding with the school districts we work with. Will you be under a school district? It would just fall under the same MOU, or we can make another as well.

Thanks,
Chelsie

Sent from my iPad

On Dec 13, 2012, at 10:32 PM, Karl Peterson <kbpetersonmail@yahoo.com> wrote:

Chelsie,

Thank you for the information you sent. Please send me information about the cost and any agreements or terms and conditions you require to work with a school. Is there any kind of contract the school must sign to work with your Early College Program?

Sincerely,

December 31, 2012

Karl Peterson
Odyssey Charter School

From: Chelsie Rauh <rauhchel@isu.edu>
To: Karl Peterson <kbpetersonmail@yahoo.com>
Sent: Thursday, December 13, 2012 4:53 PM
Subject: Re: Odyssey Charter School dual enrollment

H Karl,

Here is the attached offerings currently through the Early College Program at ISU.
Please let me know if you have questions.

Thank you,
Chelsie

On Wed, Dec 12, 2012 at 10:06 AM, Karl Peterson <kbpetersonmail@yahoo.com> wrote:
Hi,

Please send me information about dual enrollment for high school students so that they
get high school and college credit for classes at Odyssey.

Karl Peterson
Odyssey Charter School

--

Chelsie Rauh, M. Coun, LPC, NCC
Director, Early College Program
Idaho State University
921 S. 8th Ave STOP 8057
Pocatello, ID 83209
208-282-2633 Phone
208-282-4511 Fax

GO BENGALS!

Idaho State

UNIVERSITY

Current Courses offered through the Early College Program:

*General Education Requirements-Goals (listed in Black)

*Elective Courses/ Program Requirements (listed in Orange)

BIOL 1101, BIOL 1101L Biology I and Biology I Lab

Major concepts in biology with an emphasis on the acquisition of new knowledge, cell structure and function, principles of inheritance, and evolution. This course is for students majoring in the biological sciences. COREQ: BIOL 1101L. With BIOL 1101L.

BIOL 1102, BIOL 1102 L Biology II and Biology II Lab

Major concepts in biology with an emphasis on the development of diversity, plant and animal structure and function, ecology, and behavior. This course is for students majoring in the biological sciences. PREREQ: BIOL 1101. COREQ: BIOL 1102L.

CHEM 1111 General Chemistry I

Introductory course for students in scientific and technical fields; structure and reactivity of elements and compounds, stoichiometry, states of matter, solutions, and chemical periodicity. May be repeated upon completion of CHEM 1111L. COREQ: CHEM 1111L. PREREQ: MATH 1143 or MATH 1147 or equivalent.

CHEM 1112 General Chemistry II

Introduction to kinetics, equilibrium, electrochemistry, and nuclear chemistry. May be repeated upon completion of CHEM 1112L. COREQ: CHEM 1112L. PREREQ: CHEM 1111 and CHEM 1111L or equivalent and MATH 1143 or MATH 1147 or equivalent.

CFS 1120 Personal Economics

A study of economic decisions facing people in their daily lives as individuals and families. Topics include budgeting, consumer credit, buying or renting a home, medical care, life insurance, retirement planning, investing, and tax management.

CSED 2205 Introduction to Communication Disorders

Survey of speech, hearing, and language disorders, including study of the development of speech. Observations, films and assigned readings serve as illustrations of the various communication problems

COMM 1101 Principles of Speech

Basic course in oral communication that emphasizes the theory and practice of informative speaking, logical argumentation, persuasion, small group discussion, and interpersonal communication. Designed to explain the humanistic nature of human communication and to improve a student's ability to express ideas orally. Satisfies Goal 2 of the General Education Requirements.

ENGR 1120 Introduction to Engineering

Introduction to engineering problem solving, engineering design, analysis of contemporary societal issues and methods of presenting engineering information. Design projects and/or presentations of current engineering challenges.

ENGL 1101 English Composition

Course in which students read, analyze and write expository essays for a variety of purposes consistent with expectations for college-level writing in standard edited English.

ENGL 1102 Critical Reading and Writing

Writing essays based on readings. Focus on critical reading; research methods; gathering, evaluating, analyzing, and synthesizing ideas and evidence; documentation. Satisfies Goal 1 of the General Education Requirements when passed with at least a C- grade. PREREQ: ENGL 1101 or equivalent.

ENGL 1110 Introduction to Literature

Introduction to the critical reading of various literary genres, with attention to the interpretation and evaluation of representative texts. Satisfies Goal 7 of the General Education Requirements.

ENGL 1115 Major Themes in Literature

Introduction to literature through the study of one or more major themes that cross historical and cultural boundaries. May be repeated for up to 6 credits with different content. Satisfies Goal 7 of the General Education Requirements.

FREN 1101 Elementary French I

Intended to teach students basic communication skills and grammatical structures in French and to acquaint them with the culture of the French-speaking countries. Practice in the language laboratory is required. With FREN 1102, satisfies Goal 10B of the General Education Requirements.

FREN 1102 Elementary French II

Intended to teach students basic communication skills and grammatical structures in French and to acquaint them with the culture of the French-speaking countries. Practice in the language laboratory is required. PREREQ: FREN 1101 or equivalent. With FREN 1101, satisfies Goal 10B of the General Education Requirements.

GERM 1101 Elementary German I

Intended to teach students basic communication skills and grammatical structures in German and to acquaint them with the culture of the German-speaking countries. Practice in the language laboratory is required. With GERM 1102, satisfies Goal 10B of the General Education Requirements.

GERM 1102 Elementary German II

Intended to teach students basic communication skills and grammatical structures in German and to acquaint them with the culture of the German-speaking countries. Practice in the language laboratory is required. With GERM 1101, satisfies Goal 10B of the General Education Requirements. PREREQ: GERM 1101 or equivalent.

HCA 1110 Introduction to Allied Health Professions

Introduction to the allied health professions with emphasis on interrelationships and the team approach to health care.

HCA 2210 Medical Terminology and Communication

Terminology and vocabulary basic to all areas of medical science, hospital services, and allied health specialties. Develops skills in correct written and oral usage of medical terms.

HE 2221 Introduction to Health Education

Concepts essential to understanding the discipline: competencies, ethics, health education theories and philosophies, and career opportunities for professional health educators in school and community settings.

HIST 1101 Foundations of Europe

Historical development of Europe since ancient times as a world region and its expanding importance in the first global age, to 1700. Satisfies Goal 10A of the General Education Requirements.

HIST 1111 US History to 1865

Colonial origins and achievement of independence, constitutional government, national boundaries, and the preservation of the union. Satisfies Goal 9 of the General Education Requirements.

HIST 1112 US History 1865 to Present

The domestic and international development of a plural, industrial society. Satisfies Goal 9 of the General Education Requirements.

HIST 1118 US History and Culture

An introduction to U.S. history and culture, including cultural change over time. Fulfills Goal 9.

HIST 2249 World Regional Geography

Introduction to world regions, using a geographic perspective as a vehicle, through the principal themes of human geography including, but not limited to, the spatial distributions and interactions of history, culture, economy, population, and environment. Satisfies Goal 10A of the General Education Requirements.

MATH 1153 Introduction to Statistics

Descriptive statistics, probability, confidence intervals, and hypothesis testing for one and two parameters. Emphasis on applications to a wide variety of disciplines. PREREQ: MATH 1108. Satisfies Goal 3 of General Education Requirements.

MATH 1170 Calculus I

First course in the sequence 1170, 1175, 2275. Real-valued functions of one real variable: limits, continuity, derivatives, integrals, applications. Credit cannot be granted in both MATH 1160 and MATH 1170. PREREQ: MATH 1144 or MATH 1147. Satisfies Goal 3 of the General Education Requirements.

MATH 1175 Calculus II

Techniques of integration, trigonometric integrals, improper integrals. Applications of definite integrals. Sequences and series. Parametric curves in the plane, polar coordinates. PREREQ: MATH 1170

MUSC 1100 Introduction to Music

A listening-oriented course with Western art music as its principal focus. Designed for the general student. No music reading ability/performance skills are assumed. Credit cannot be granted in both MUSC 1100 and MUSC 1108. Satisfies Goal 6 of the General Education Requirements.

PE 2222 First Aid CPR and Sport Safety

Course includes training in first aid, CPR and sport safety. The course also covers strategies for reducing the risk of suffering a heart attack. The sport safety portion will cover sports-related injury prevention.

PE 2237 Activity Performance Techs III

Laboratory-enhanced skills in fitness and conditioning-based recreation, nontraditional games and activities. Emphasis on skill development and performance.

PE 2243 Anatomical Foundations

Study of human body structure including the neuromuscular, skeletal, circulatory, respiratory, digestive, endocrine, reproductive, and organ systems. Course is designed for health and physical education candidates.

PTOT 2209 Introduction to Occupational Therapy

Exploration of the diversity of occupational therapy and how occupation or "activity" can be used as an intervention for promoting health and independence in persons with physical, emotional, and developmental disabilities.

PHYS 1111 General Physics

Introductory physics course for students in scientific and technical fields, particularly the biological sciences; mechanics, wave motion, thermodynamics. PREREQ: MATH 1143 or MATH 1147 or equivalent.

PHYS 1112 General Physics II

Introduction to optics, electricity and magnetism and selected topics from atomic and nuclear physics. PREREQ: PHYS 1111 or equivalent, and MATH 1143 or MATH 1147 or equivalent.

POLS 1101 Introduction to American Government

Constitutional basis, structure, and administrative organization of the national government. Satisfies Goal 11 of the General Education Requirements.

POLS 2202 Introduction to Politics

This class is an introduction to the fundamental issues in political science. Examples of topics covered include equality, majority rule, and the fact-value distinction. Required for all students majoring in political science.

SOC 1101 Introduction to Sociology

Introduction to the scientific point of view in the study of group life, social institutions, and processes. Satisfies Goal 12 of the General Education Requirements.

SPAN 1101 Elementary Spanish I

Intended to teach students basic communication skills and grammatical structures in Spanish and to acquaint them with the culture of the Spanish-speaking countries. Practice in the language laboratory is required. With SPAN 1102, satisfies Goal 10B of the General Education Requirements.

SPAN 1102 Elementary Spanish II

Intended to teach students basic communication skills and grammatical structures in Spanish and to acquaint them with the culture of the Spanish-speaking countries. Practice in the language laboratory is required. With SPAN 1101, satisfies Goal 10B of the General Education Requirements. PREREQ: SPAN 1101 or equivalent.

SPAN 2201 Intermediate Spanish I

Extensive review of grammatical structures and continued emphasis on developing students' communication skills in Spanish. Contrastive study of culture as reflected in the Spanish language. Practice in the language laboratory is required. PREREQ: SPAN 1102 or equivalent. With SPAN 2202, satisfies Goal 10B of the General Education Requirements.

SPAN 2202 Intermediate Spanish II

Extensive review of grammatical structures and continued emphasis on developing students' communication skills in Spanish. Contrastive study of culture as reflected in the Spanish language. Practice in the language laboratory is required. With SPAN 2201, satisfies Goal 10B of the General Education Requirements. PREREQ: SPAN 2201 or equivalent.

SPAN 2210 Spanish for Health Care I

A course designed to teach health care professionals how to communicate proficiently with Spanish-speaking patients. Integrates thematically-related vocabulary, grammar, and culture with an emphasis on occupational communication. PREREQ: SPAN 1102 or equivalent.

SPAN 2211 Spanish for Health Care II

A course designed to teach health care professionals how to communicate proficiently with Spanish-speaking patients. Integrates thematically-related vocabulary, grammar, and culture with an emphasis on occupational communication. PREREQ: SPAN 2210 or equivalent.

THEA 1101 Appreciation of Drama

An audience-oriented course in the creative processes and aesthetic principles which guide artists of the live theatre, film and television in the shaping and reflection of human value. Satisfies Goal 6 of the General Education Requirements.

THEA 2221 State Costume Construction

Methods of assembling stage costumes. Use of various fabrics and materials will be emphasized.

THEA 2251 Beginning Acting

Exercises in awareness, concentration, relaxation, imagination, and character interrelationships. Includes improvisation and some scene work.

December 31, 2012

From: Heather Krohn <hkrohn@connectionseducation.com>
To: "kbpetersonmail@yahoo.com" <kbpetersonmail@yahoo.com>
Sent: Thursday, December 13, 2012 3:05 PM
Subject: Following up information from Heather at Connections Learning

Karl,

Thank you so much for your call this afternoon. It was a pleasure speaking with you.

Although your daughter is currently enrolled in Connections, I did just want to be sure you knew that Connections Learning www.connectionslearning.com, part of Connections Education, and now under Pearson Education, is a K-12 online program provider, and an approved provider in Idaho, as well as being both NCAA & College Board approved.

Per your request I am sending you information to review that I hope helps provide you more information about what Connections Learning can offer to Odyssey Charter School, including: course lists for both grades 6-8 and 9-12, as well as our standard ala carte pricing.

As I mentioned on our call, if after looking things over you would be interested in more information, I would definitely suggested scheduling a live web presentation whereby we can give you a much better overview of Connections Learning and all that we can offer to you.

Please do not hesitate to contact me with any questions you may have.

I look forward to hearing back from you.

Sincerely,

Heather Krohn

Senior Inside Sales Rep
Connections Learning
8621 Robert Fulton Dr
2nd floor
Columbia, MD 21046
p: 888-440-2890 x1203 - f: 800-519-8804
hkrohn@connectionseducation.com
www.connectionslearning.com

PEARSON

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NEXT IN OUR FREE WEBINAR SERIES:

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DATE: Wednesday, December 19th, 2012

TIME: 2:00pm EST

DURATION: 1 hour

Click here to register:

https://event.on24.com/eventRegistration/EventLobbyServlet?target=registration.jsp&eventid=513181&sessionid=1&key=C138B171537DDF798111D6F74A1D8AAB&partnerref=Homebound_ResourceLibrary&sourcepage=register



Language Arts

Language Arts 6 A **F**
Language Arts 6 B
Language Arts 7 A **F**
Language Arts 7 B
Language Arts 8 A **F**
Language Arts 8 B

Mathematics

Algebra Readiness A
(Pre-Algebra) (8)
Algebra Readiness B
(Pre-Algebra) (8)
Essential Algebra Readiness A
(Pre-Algebra) (8)
Essential Algebra Readiness B
(Pre-Algebra) (8)
Essential Math 6 A
Essential Math 6 B
Essential Math 7 A
Essential Math 7 B
Math 6 A
Math 6 B
Math 7 A
Math 7 B

Science

Science 6 A **F**
Science 6 B
Science 7 A **F**
Science 7 B
Science 8 A **F**
Science 8 B

Social Studies

Social Studies 6 A **F**
Social Studies 6 B
Social Studies 7 A **F**
Social Studies 7 B
Social Studies 8 A **F**
Social Studies 8 B

Humanities

Art 6
Art 7
Art 8
Middle Chinese I (6-8)
Middle Chinese II (6-8)
Middle Sign Language (6-8)
Middle Spanish I (6-8)
Middle Spanish II (6-8)
Music IV (6-8)

Other

MS Introduction
to Entrepreneurship (6-8)

Technology

Business Keyboarding (6-8)
Ed Tech and Online Learning 6
Ed Tech and Online Learning 7
Ed Tech and Online Learning 8
MS Digital Arts I (6-8)

Gifted and Talented

Gifted and Talented
Language Arts 6 A **F** †
Gifted and Talented
Language Arts 6 B **S** †
Gifted and Talented
Language Arts 7 A **F** †
Gifted and Talented
Language Arts 7 B **S** †
Gifted and Talented
Language Arts 8 A **F** †
Gifted and Talented
Language Arts 8 B **S** †
Gifted and Talented
Literature Study 6 **F**
Gifted and Talented
Literature Study 7 **F**
Gifted and Talented
Literature Study 8 **F**

Gifted and Talented Math 6
(Pre-Algebra) A **F**
Gifted and Talented Math 6
(Pre-Algebra) B **S**
Gifted and Talented Math 7
(Algebra 1) A **F**
Gifted and Talented Math 7
(Algebra 1) B **S**
Gifted and Talented Math 8
(Geometry) A **F**
Gifted and Talented Math 8
(Geometry) B **S**
Gifted and Talented Science 6 A **F**
Gifted and Talented Science 6 B **S**
Gifted and Talented Science 7 A **F**
Gifted and Talented Science 7 B **S**
Gifted and Talented Science 8 A **F**
Gifted and Talented Science 8 B **S**

KEY

F Course only offered in the fall

S Course is offered in the spring for those students that have completed the A course in the fall. Student must have registered for the B course in the fall.

† Must accompany G&T Literature Study



Language Arts

AP English Language & Composition A **F**
 AP English Language & Composition B **S**
 AP English Literature & Composition A **F**
 AP English Literature & Composition B **S**
 English 9 A *
 English 9 B *
 English 10 A *
 English 10 B *
 English 11 A *
 English 11 B *
 English 12 A *
 English 12 B *
 Journalism A
 Journalism B
 Speech and Debate

Mathematics

Advanced Algebra with Financial Applications A
 Advanced Algebra with Financial Applications B
 Algebra 1 A *
 Algebra 1 B *
 Algebra 2 A *
 Algebra 2 B *
 AP Calculus AB A **F**
 AP Calculus AB B **S**
 AP Calculus BC A **F**
 AP Calculus BC B **S**
 AP Statistics A **F**
 AP Statistics B **S**
 Calculus A
 Calculus B

Consumer Math A
 Consumer Math B
 Explorations in Mathematics A
 Explorations in Mathematics B
 Geometry A *
 Geometry B *
 Pre-Algebra A
 Pre-Algebra B
 Precalculus A *
 Precalculus B *
 Statistics A
 Statistics B

Science

Anatomy and Physiology
 AP Biology A **F**
 AP Biology B **S**
 AP Environmental Science A **F**
 AP Environmental Science B **S**
 AP Physics B A **F**
 AP Physics B B **S**
 Biology A *
 Biology B *
 Chemistry A *
 Chemistry B *
 Earth Science A *
 Earth Science B *
 Earth Space Science A *
 Earth Space Science B *
 Environmental Science A
 Environmental Science B
 Forensics
 Marine Science A *
 Marine Science B *
 Physical Science A *
 Physical Science B *
 Physics A
 Physics B

Social Studies

American Government A *
 American Government B *
 AP Human Geography A **F**
 AP Human Geography B **S**
 AP Macroeconomics **F**
 AP Microeconomics **F**
 AP Psychology **F**
 AP United States Government **F**
 AP United States History A **F**
 AP United States History B **S**
 AP World History A **F**
 AP World History B **S**
 Economics
 Geography and Society
 Personal Finance
 Psychology A
 Psychology B
 United States History A *
 United States History B *
 World Geography
 World History A *
 World History B *

Career Technical

Career Exploration

Health and PE

Health, Fitness, and Nutrition A
 Health, Fitness, and Nutrition B
 Personal Fitness
 Physical Education

Humanities

AP Art History A **F**
 AP Art History B **S**
 AP Spanish Language A **F**
 AP Spanish Language B **S**
 Art History A
 Art History B
 Chinese I A
 Chinese I B
 Chinese II A
 Chinese II B
 Chinese III A
 Chinese III B
 Digital Photography
 French I A
 French I B
 French II A
 French II B
 French III A
 French III B
 French IV A
 French IV B
 German I A
 German I B
 German II A
 German II B
 German III A
 German III B
 Japanese I A
 Japanese I B
 Japanese II A
 Japanese II B
 Latin I A
 Latin I B
 Latin II A
 Latin II B
 Latin III A
 Latin III B
 Music Appreciation

Sign Language I A
 Sign Language II A
 Spanish I A
 Spanish I B
 Spanish II A
 Spanish II B
 Spanish III A
 Spanish III B
 Spanish IV A
 Spanish IV B

Other

Driver's Education
 HS Critical Thinking and Study Skills
 HS Introduction to Entrepreneurship I
 HS Introduction to Entrepreneurship II
 Introduction to Marketing II

Technology

AP Computer Science A **F**
 AP Computer Science B **S**
 Business Keyboarding
 Business Systems Technology
 Emergent Computer Technology
 Engineering Design I
 Game Design
 HS Digital Arts I
 Introduction to Computers and Applications A
 Introduction to Computers and Applications B
 Programming I: VB.NET
 Programming II: Java
 Web Design I A
 Web Design I B
 3D Art I – Modeling

KEY

F Course only offered in the fall.

S Course is offered in the spring for those students that have completed the A course in the fall. Student must have registered for the B course in the fall.

* Also offered as an Honors course.

Designates course also offers a Foundations level.

Connections Learning Standard Tuition Rates and Fees

Institutional Full Time Enrollment 2012-2013

Lower (K-5)	\$4,490
Middle (6-8)	\$4,995
Upper (9-12)	\$5,490

Individual Courses

Course Type	Lower (K-5)	Middle (6-8)	Upper (9-12)
Core	\$325	\$375	\$395
Elective	\$225	\$260	\$345
Gifted & Honors	\$360	\$415	\$435
Advanced Placement (AP)	NA	NA	\$445

Summer School 2013

Credit Recovery (HS)	\$275
Original Credit (HS)	\$325
Summer Smarts (K-8)	\$95

Homebound Package (Recyclable Seats)

\$5,000

STEM Full Year Program

\$2,760

Appendix Q

Board Training Program

Odyssey will be a member of the Idaho School Board Association (ISBA). Each member of the Original Board of Directors will be required to attend the Summer Leadership Institute offered by the Idaho School Board Association in Rigby, Idaho on August 2, 2012. The Institute will include training on a variety of topics including Roles and Responsibilities, Effective Meetings, Superintendent Evaluations, Basic School Finance, Board Policy, Recent Legislation Issues, and Board Scenarios and Ethics.

Original and subsequent Board members will receive ongoing training on a quarterly basis through ISBA Module trainings on School Board Governance, Leadership for Student Achievement, Education Law, Human Resources, Finance & Board's Oversight Role, or Collective Bargaining. Additional and specialized training through the ISBA Module program may also be obtained based on need and as budgets allow.

Beginning after the commencement of the first school year, the members of the Board will be provided additional board training at each regular Board meeting, based on either presentations by the Chairman and/or Vice Chairman regarding information obtained during their attendance at Master of Boardmanship Program seminars (as outlined below), or from use of a series of 10 Minute Training materials available from the ISBA on the following topics:

- Board Assessment
- Becoming a Better Board Member
- Five Items To Infuse Into Every Board Meeting
- Successful School Levy & Bond Campaigns
- Dealing With The Media
- Clerk Duties & Responsibilities
- What Counts?
- Dealing With Angry Patrons
- Reasons to attend the Annual Business Session
- Updating Policies
- Chain of Command
- Building Relationships with Legislators
- Reduction In Force
- Open Meeting Law
- Board Chair Selection
- Election Consolidation
- Superintendent Evaluation
- Interest Based 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, which is taken from the Idaho School Board Association's Master of Boardmanship Award Program.

Board Training / Event: Points:

Conventions

ISBA	50
NSBA	50

Workshops & Seminars

Summer Leadership Institute	25
Negotiations Workshop	25
Education Law Seminar	20

ISBA Regional Meeting

Spring Meeting	15
Fall Meeting	15

Day on the Hill

25

Individual Board Training

By ISBA Approved Presenter	
8 Hours Board Training	25
8 Hours Lighthouse Board Training	25
4 Hours Board Training	15
2 Hours Board Training	10
10 Minute Trainers	5

*(1 point per 10 Min. Training with maximum of 5 points.
Board Minutes from meeting must be attached for verification.)*

ISBA Executive Board Meetings

February Meeting	10
April Meeting	10
September Meeting	10

All board members will be required to accumulate 35 points each year from among the programs offered on the ISBA's Master of Boardmanship list above; however, 25 of the required points may be obtained through attendance at the Idaho Charter School Network's Annual Conference. Upon election, each newly elected Board member will be provided with the New Board Member Packet available through the ISBA. Newly elected members will be required to attend either the ISBA's Summer Leadership Institute or the Idaho Charter School Network's Annual Conference during their first year on the Board.

Recruiting New Board Members

Networking and recruitment for new or additional members of the Odyssey Board of Directors will be conducted on an ongoing basis. Outside members of the community and parents of children attending Odyssey Charter School may be offered a directorship position based on, among other things, the person's demonstrated interest in Odyssey Charter School, commitment to Odyssey's vision and mission statements, professional background, and training or skills relevant to the function of the Board and the operation of the school.

Appendix R

Adapting Project-Based Learning for Inclusive Classrooms

One of the great advantages of project-based learning is that an individual's part of a project can be customized to fit the abilities and interests of the student. Gifted students can be encouraged to dig deeper into the subject, and at risk students can work in their zone of proximal development or their "Goldilocks zone," where the level of the assignment is not too difficult or easy but it is "just right." This is easily accomplished in a project-based classroom, but is very difficult in a traditional textbook-driven classroom. One size fits all textbooks that are written for a specific reading level, accompanied by assessments have been written for the average skill level of the students, force some students to either "dumb down," or to struggle to complete work that is too advanced for their current abilities.

Another advantage of project-based learning is that special education teachers can be involved in the collaborative process to create projects. This allows the special education teacher to adapt the projects to meet the individual needs of any students who have an IEP or a 504 plan.

Project-based learning allows for more personalization for students of all levels. Some examples of these adaptations are:

- Research material can be adapted for the reading level of the student.
- Rubrics can be adjusted to fit the adaptations of an IEP or a 504 plan.
- Alternative methods of assessment can be personalized to fit the interests of the students.
- Student presentation requirements can be customized to conform to a student's abilities (e.g. length of presentation, type of presentation, number of sources, audience).
- An individual student's part of the group presentation can be tailored to match the student's skill level.
- Project teams can be led by an adult rather than a student.
- Students may work outside of a team and only work one-on-one with an adult.

Project-based learning can also be adapted to meet physical challenges; for example, large type sources and audio books can be used by the visually impaired to research presentations, and, kinesthetic presentations such as dance or acting can be incorporated as part of the team's presentation. Visual or audio aides can be used to make abstract concepts more understandable to students.

Jerry Webster (2012), an educator for over 18 years who now works with autistic students, states in "Project Based Learning for Special Education and Inclusion" that project-based

learning has been proven to improve content retention in a range of students. He claims that it deepens understanding because it engages higher level thinking skills like “Evaluate” and “Create” on Bloom’s Taxonomy, it is multi-sensory, it teaches skills of cooperation and collaboration, it provides alternate means of assessment, and it promotes engagement since students are able to better learn concepts by studying topics they are interested in.

A special needs student can have his or her part of a project altered by giving the student leveled readers to use as research material, or by requiring that the length of the student’s presentation be of shorter duration than the time other students are required to present. If the student has a fear of presenting in front of other people, the student might be allowed to give his or her part of the presentation to the teaching team rather than at the presentation night in front of the public. Rubrics for grading the special needs student can be adapted to reflect these changes. For example, in a project that combined ancient history, language arts, and drama, students might be given the multidisciplinary assignment of studying the main features of Greek theater and developing a traditional bedtime story like “Goldilocks and the Three Bears” into a short Greek tragedy. Students would be required to divide the story into five acts, with chorus sections between each act, for a total of four chorus sections. The chorus would divide into two parts at times, for the strophe and the antistrophe. The play would take place in less than 24 hours, would be in locations that take less than a few hours travel time to go from one to the other, and have no subplots. A special needs student who struggles to memorize might be given a small part like the Woodsman and might also be a member of the chorus. The special needs student would be assigned to work with a fellow student and they could write one of the chorus interludes together. A PSR worker would make sure the student understood the assignment and completed the parts assigned to him. The student would perform with the rest of the class.

A gifted and talented student’s learning plan can also be adapted to reflect his or her greater ability. He or she could be required to use a greater number of sources, to develop sophisticated synthesis of the sources, to compare and contrast differing viewpoints, or to edit the team’s presentation.

The ideas and examples below are based on Andrew Millar’s “Six Strategies to Differentiate in Project-Based Learning” (<http://www.edutopia.org/blog/differentiated-instruction-strategies-pbl-andrew-miller>).

Differentiate Through Teams

Sometimes it can be effective to differentiate through teams. In a literature-based project, it may be appropriate for students to be grouped according to reading level, so that the teacher can give them the help they need to be successful.

Reflection and Goal Setting

Students periodically reflect on their work and set goals for further learning. This is an opportunity for the teacher and the student to set personalized learning goals and target the specific instruction the student needs. A student who struggles with working in a collaborative setting can be given more individual work compared to the other students.

Mini-Lessons

Mini lessons can be given to students who do not understand a key concept or lack a needed skill. The lesson can be given only to the students who need it while the other students are working independently. For example, some students may not understand the difference between bacteria and viruses. The teacher can give a mini lesson to those students while the other students work on their projects. Mini-lessons may be presented by the teacher, a fellow student, or through a video.

Voice and Choice in Products

Giving students a voice and choice, both in their acquisition of knowledge and in their work product helps personalize the project. Choices in summative assessments or products allow students to show their knowledge in a variety of ways. The type of learning materials and the form of the final product can be adapted to fit the accommodations outlined in a student's IEP. For instance, a student with dyslexia may be guided to use videos for research in lieu of written sources.

Differentiate Through Formative Assessments

Formative assessments can be customized for different students. The assessment can be oral or written, and different mediums can be used to assess a student's progress, such as graphic design or perhaps a collage.

The explanation and examples above show how project-based learning easily allows for personalization and adaptation to the student's ability and interests. Part of the philosophy of inclusion is that "fair" is not always "equal." If we are to truly "leave no child behind," then we need to be sure that the target achievement level is based on what the student is capable of doing. Project-based learning can be adapted to the abilities of all students, so that they can each have the opportunity to succeed.

Appendix S

Professional Standards for Administrators and the Board of Directors

Administrator Professional Standards

Odyssey Charter School will follow the Interstate School Leaders Licensure Consortium Standards for School Leaders outlined below in standards one through six. The seventh standard has been added to the list by Odyssey's founders. These seven standards will serve as the Odyssey Charter School's professional standards for its administration. These standards will be used for the Board to evaluate its administrators. If the state creates a state mandated administrator evaluation, Odyssey Charter School will use that evaluation.

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of Odyssey Charter School's vision and mission statement.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7: A school administrator is an educational leader who promotes the success of all students by communicating honestly, clearly, and in a timely manner with the Board about the status of the school including but not limited to stakeholder and faculty satisfaction, Star rating, Measurable Student Educational Standards, finances, and attendance.

Board of Director Evaluation and Professional Standards

Odyssey Charter School's board of Directors will be guided through ISBA's self-evaluation process like this listed below:

BOARD OF TRUSTEES SELF-ASSESSMENT			
THE BOARD MEMBER TEAM	Very Good	Satisfactory	Needs to Improve
1. Keeps the education and welfare of students as their primary concern.			
2. Is open and honest with each other, as well as administrators and is able to maintain an attitude of mutual trust and respect.			
3. Works to preserve the confidentiality of items discussed in executive session.			
4. Represents the interests of the entire district rather than a special interest group(s).			
5. Understands the need for compromise and is willing to support the majority decision.			
6. Encourages each other to work together as a team.			
7. Realizes that independent decisions or commitments on the board's behalf are improper.			
8. During meetings is polite, listens carefully and is respectful of each other, as well as school personnel.			

9. Comes to meetings prepared to focus on discussion issues and keeps comments relevant and brief.			
10. Does not use the office of Trustee for personal profit and/or advancement of patronage.			
11. Is concerned about achieving results rather than giving a good appearance.			
BOARD/SUPERINTENDENT RELATIONS	Very Good	Satisfactory	Needs to Improve
1. The board and superintendent work together in a spirit of mutual trust and respect.			
The board:			
A. Understands the distinction between the board's role and the function of the administration.			
B. Avoids interference with the superintendent's duties.			
C. Solicits input from the superintendent in the development of board policies.			
D. Gives direction to the superintendent rather than through individual staff members.			
2. The board and superintendent develop, in cooperation, long-and short-term goals, and a once or twice yearly process for evaluating the superintendent's progress and performance.			
3. A spirit of open discussion prevails so that board members do not feel alienated and are able to address potentially destructive issues.			
4. The board plans regular opportunities for open communication between the board and the			

superintendent.			
BOARD/STAFF RELATIONS	Very Good	Satisfactory	Needs to Improve
1. Appropriate personnel policies in the area of employment evaluation are reviewed and adopted by the board.			
2. The board encourages and offers opportunities for professional growth for all employees.			
3. Suggestions from staff for improvement of the school system are welcome.			
4. Staff accomplishments are recognized by the board.			
5. An appropriate study of staff attitudes are conducted on a regular basis.			
6. Board members avoid making excessive personal requests from staff.			
7. The board provides a safe and productive working environment.			
BOARD/COMMUNITY RELATIONS	Very Good	Satisfactory	Needs to Improve
1. The Board:			
A. Keeps the public informed through regular newsletters, reports, and contact with the media.			
B. Is aware of community attitudes and of special interest groups.			
C. Seeks community input prior to establishing district goals and objectives.			
D. Holds public hearings on important issues before taking final action.			

E. Encourages public attendance/input at board meetings and at school functions.			
F. Cooperates with parent or citizen groups.			
G. Allows adequate time for public participation at board meetings, but prevents a single individual or group from dominating discussion.			
H. Channels public complaints/concerns about the school district to the appropriate member of the staff.			
BOARD MEMBER ORIENTATION AND CONTINUING DEVELOPMENT	Very Good	Satisfactory	Needs to Improve
1. The district has a planned program to orient newly-elected board members:			
A. The nature of their duties and responsibilities.			
B. The nature of the duties and responsibilities of administrative personnel.			
C. The difference in responsibilities between the board and the administration.			
D. The educational relationship between the school district and the state: i.e. finances, transportation, etc.			
E. The roll of the teachers' union.			
F. The use of Parliamentary Procedure.			
2. The board keeps informed through:			

A. Professional publications and educational periodicals.			
B. Use of pertinent data, research and consulting services.			
C. Training opportunities such as conferences and workshops relevant to board responsibilities.			
D. Listening to educators, students, parents and community.			
PLANNING	Very Good	Satisfactory	Needs to Improve
1. Demographic information is current and provided to the board.			
2. The board:			
A. Establishes its own goals and objectives through a yearly review and evaluation process.			
B. Provides for a continuous process of strategic planning which focuses on student achievement and citizenship.			
C. Develops long- and short-term goals and objectives for the school district jointly with the superintendent and administrative team.			
D. Requires the superintendent to discuss progress on goals and objectives at designated intervals during the year.			
POLICY	Very Good	Satisfactory	Needs to Improve
1. The board:			
A. Maintains well-defined policies consistent with strategic goals of the district.			

B. Periodically reviews and updates policies according to an existing plan or system.			
C. Involves administrators, teachers, staff, students, parents and community members in the development or review of policy.			
D. Ensures that policies are current with mandates by governmental agencies and courts.			
E. Makes policy manuals available for district employees, students and the public.			
BUDGET/FINANCE	Very Good	Satisfactory	Needs to Improve
1. The annual budget:			
A. Reflects the strategic plan and supports the district's goals and objective for student achievement and citizenship.			
B. Demonstrates the results of an evaluation of existing programs.			
C. Considers both short and long range funding sources and expenditures.			
2. The board encourages input from staff, parents, students and community members throughout the budgeting process.			
3. Quarterly reports, depicting the district's financial status, including bills paid and other expenditures are presented in written form, clearly and concisely.			
4. Financial reports present clear and understandable data to the public.			
INSTRUCTIONAL PROGRAM	Very Good	Satisfactory	Needs to Improve
1. The board formulates educational goals			

based on the needs and values of the community.			
2. The board provides a quality educational program imposing high individual academic standards for each student.			
3. The board provides alternative instructional programs for the non-traditional student.			
4. The board provides appropriate courses-information for post high school careers/education.			
5. The board understands and follows the basic instructional program mandated by the legislature and the State Board of Education.			
6. The board reaches decisions affecting school programs on the basis of study of all available data and the superintendent's recommendations.			
7. Programs are evaluated on a timely basis and reported to the board.			
8. Student academic performance in the district, state and nation is presented regularly to the board.			
9. The board recognizes student accomplishments.			
10. The board promotes a positive, consistent approach to student discipline.			

December 31, 2012

Odyssey's Board of Directors will follow the ISBA's professional standards listed below:

As a member of my local board of trustees, I will strive to improve student achievement in public education, and to that end I will:

1. Attend all regularly scheduled board meetings insofar as possible, having read my packet ensuring that I am informed about the issues to be considered at the meetings;
2. Recognize that the board must comply with the Open Meeting Law and only has authority to make decisions at official board meetings;
3. Make all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
4. Understand that the board makes decisions as a team. Individual board members may not commit the board to any action unless so authorized by official board action;
5. Recognize that decisions are made by a majority vote and the outcome should be supported by all board members;
6. Acknowledge that policy decisions are a primary function of the board and should be made after full discussion at publicly held board meetings, recognizing that authority to administer policy rests with the superintendent or administrator of the charter school;
7. Be open, fair and honest – no hidden agendas, and respect the right of other board members to have opinions and ideas which differ from mine;
8. Recognize that the superintendent or the administrator is the board's advisor and should be present at all meetings, except when the board is considering the superintendent's evaluation, contract or salary;
9. Understand the chain of command and refer problems or complaints to the proper administrative office while refraining from communications that may create conditions of bias should a concern ever rise to the attention of the board as a hearings panel;
10. Keep abreast of important developments in educational trends, research and practices by individual study and through participation in programs providing such information;
11. Respect the right of the public to be informed about district decisions and school operations;

December 31, 2012

12. Understand that I will receive information that is confidential and cannot be shared;
13. Give staff the respect and consideration due skilled, professional employees and support the employment of those best qualified to serve as district staff, while insisting on regular and impartial evaluation of all staff;
14. Present personal criticism of district operations to the superintendent or administrator, not to district staff or to a board meeting;
15. Refuse to use my board position for personal or family gain or prestige. I will announce any conflicts of interest before board action is taken; and
16. Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.

December 31, 2012

Appendix T

501(c)(3) Charitable Organization Approval Letter

Please see the following page.

December 31, 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

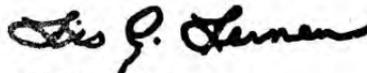
Dear Applicant:

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 U

Middle School Credit and Advancement Requirements

Idaho Code 08.02.03.107

Odyssey will implement the following credit system for 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.
- 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.

Appendix V

Professional Development

Administrator Professional Development

Intel's Educational Leadership for the 21st Century professional development will be completed by Odyssey's principal before the teachers start their professional development in August of 2013.

Tentative Pre-Opening Orientation and Professional Development Schedule

The professional development subjects and the schedule may change. The following schedule is representative of the professional development that Odyssey's faculty will receive.

Faculty Professional Development

Day 1

Teacher Orientation. Teachers will sign paperwork, go over professional standards, an introduction to the school, receive their laptops, and participate in get-to-know-you activities. They will receive their usernames and passwords for their Gmail, OpenSIS, and Collaborize Classroom accounts, and participate in the following training workshops:

Google Docs. An introduction of Google Docs.

OpenSIS. An introduction of Odyssey's student information system.

Introduction to Collaborize Classroom. A series of short modules on Collaborize Classroom, an online course management system (CMS), will be presented through the use of Collaborize webinars and hands-on practice. This will lay a foundation of tools the teachers will use to put the project materials online for use in the classroom and at home.

- Get Organized! A demonstration on how to set up class categories and student groups on the Collaborize Classroom site. (10 minutes)
- Adding Students. A webinar on how to add students to the teacher's Collaborize Classroom web site. (10 minutes)
- How to Prepare for Fall Semester. A webinar on how to save time, plan ahead, and manage discussion topics. (47 minutes)

Lunch

Work Time

Day 2-4

Buck Institute for Education 3 Day Workshop. Buck Institute’s workshop for designing, assessing and managing standards-focused projects as well as using performance assessments to judge the relevant work generated by students. Buck Institute for Education’s description of the workshop is below.

Three-day PBL 101 workshop. Schedule: TBA, 2013. **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: \$8500** *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.*

Day 5

Collaborize Classroom workshop continued

Create a Safe Space Online. This webinar discusses the importance of establishing a safe space online to ensure that online students’ conversations are respectful and supportive. It explains how to lay a firm foundation that will ensure that your discussion will be more successful long term. (42 minutes)

Getting Students Online and Posting Topics. This is a webinar to familiarize teachers with various ways to use Collaborize Classroom. It covers how to get students online, post a topic and begin engaging students in online discussions. (26 minutes)

Lunch

Work Time

Day 6

Teaching to Common Core State Standards Using Blended Instruction. This webinar discusses concrete strategies for how a teacher can leverage blended learning, online discussions and group collaboration to address Common Core State Standards. It shows how to teach technology and media literacy while providing more opportunities for students to develop their reading, writing, communication, critical thinking and problem solving skills. (60 minutes)

Lunch

Work Time

Day 7

Work Time

Professional Development after School Begins

Professional development will not end after Odyssey Charter School opens its doors. Odyssey has a multi-year schedule of ongoing professional development to educate the teachers in project-based learning.

Buck Institute for Education will provide mentoring for the teachers in project based learning through Edmodo, biweekly webinars, and Buck Institute for Education forums.

The order or content of the various workshops may be changed, but the level of professional development will not be diminished.

Odyssey plans for Buck Institute for Education to provide its three day PBL 101 workshop and two one follow up workshops in the first year. One follow up workshop will be in January, and another follow up workshop will take place around April. Buck's description of the two workshops is below.

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: \$4500.**

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: \$4950.**

The following years will include one three-day workshop and a follow up one-day workshop.

Odyssey's science program, It's About Time Science, will also have a strong project-based learning foundation. Odyssey will provide a yearly workshop to train the teachers on this project-based inquiry science program.

Odyssey will have a College Preparatory Mathematics (CPM) workshop the second year of enrollment. A CPM coach will work on-site with Odyssey's teachers once each quarter (minimum of 4 visits per teacher). Each visit will include a preconference, one observation period in their classroom, and a post conference. Each teacher will have two scheduled online appointments between each visit with their coach in a virtual CPM Coaching Office, providing time to discuss issues and planning. Email communication will occur between the coach and each teacher on a regular basis.

Teachers will also be trained in Fred Jones' *Tools for Teaching* classroom management and instruction methods. This training will be available yearly.

The workshop schedule may be altered if the administration and faculty see a need for more advanced training or if Odyssey does not have new teachers for the upcoming school year.

Odyssey will organize teacher's planning periods so that teams of teachers in the core classes of language arts, math, social studies, and history who need to coordinate their interdisciplinary projects will have a common preparation period to do so.

Odyssey will use a series of free professional development courses provided by the Intel Corporation for professional development during the school year. Odyssey will use the following two Intel classes in the first year:

- **Project-Based Approaches** helps teachers improve their understanding and application of project-based approaches in the 21st century classroom.
- **Assessment in 21st Century Classrooms** shows teachers ways to improve assessment of 21st century skills with new assessment strategies and tools for assessing 21st century skills.

Odyssey will use the following Intel classes the second year:

- **Collaboration in the Digital Classroom** provides teachers with strategies for building collaborative activities using online tools that support connection and sharing in and beyond the classroom.
- **Thinking Critically with Data** helps teachers to think critically about data quality, display, and interpretation.

Odyssey will use the following class the third year:

- **Inquiry in the Science Classroom** helps with the transition from textbook science to authentic inquiry. Teachers learn to develop students' scientific thinking and practices.

Odyssey Charter School will also provide links to the online lessons used in the professional development classes, and to other helpful materials.

To summarize, Odyssey Charter School will provide over 10 days of professional development a year for the first 4 years of enrollment, using the classes outlined above. Buck Institute for Education will provide continual mentoring through Edmodo, webinars, and forums. Additional professional development will come through workshops through Intel, Herf Jones *for It's About Time* project based inquiry science, and *College Preparatory Mathematics*. Teachers will receive training in Tools for Teaching. Odyssey will provide time for collaboration on projects and other teaching materials by scheduling groups of teachers to have common preparation time.

Appendix W

Responses from Other Districts

The Idaho Public Charter School Commission has asked Odyssey to contact the other local school districts about their reaction to Odyssey opening in the area. On September 22, 2012, Odyssey emailed the school boards of Idaho Falls School District No. 91, Bonneville School District No. 93, Jefferson School District No. 251, Ririe School District No. 252, Swan Valley School District No. 92, and Shelley School District No. 60.

None of the school districts responded by October 3, 2012.

On September 26, 2012, Odyssey emailed the superintendents of the same districts and asked them for comments.

Dr. Charles Shackett from Bonneville School District No. 93 responded. His reply is shown below.

From: "Shackett, Charles" <cshackett@d93.k12.id.us>
To: "<kbpetersonmail@yahoo.com>" <kbpetersonmail@yahoo.com>
Sent: Friday, September 28, 2012 11:20 PM
Subject: Re: Ask the Superintendent [#28]

Hello Karl,

The Bonneville School District No. 93 supports public charter schools as long as they provide students with educational opportunities that are unique and innovative-- something different than what is being offered at their local public school.

Dr. Charles J Shackett
Superintendent of Schools
Bonneville School District #93
"Sent from my iPhone"

Odyssey again emailed the superintendents of Jefferson, Ririe, Swan Valley, and Shelley school districts on October 3, 2012 using the emails listed on the school districts' web sites. They did not reply as of October 22, 2012.

Appendix X

Suicide Prevention Guidelines

The following guidelines will be followed by Odyssey Charter School. These guidelines are taken from The Idaho State Department of Education's website found at <http://www.sde.idaho.gov/site/docs/Annual%20Superintendent%202010/When%20the%20Unthinkable%20Happens/School%20Response%20Guidelines%20for%20Suicide.pdf>.

These guidelines are on the following pages.

IDAHO SCHOOL RESPONSE GUIDELINES FOR SUICIDE AND SUDDEN DEATH

Suicide crisis response and postvention is critical as it:

- Maintains student and staff safety
- Provides support to grieving and/or traumatized victims
- Screens and/or refers and follows-up with those who may need more support.
- Reduces the likelihood of contagion for suicide, other self-harm and violent crises

IDAPA 08.02.03.160 states that “the State Board of Education rule requires that each school district adopt, and review annually, a comprehensive district-wide policy and procedure encompassing...7. Suicide Prevention...” among others. The following information is derived from best practices in school suicide prevention including, “*Sudden Death – Suicide – Critical Incident: Crisis Response Procedures For Principals and Student Services Staff*, Madison Metropolitan School District, August 2005; *Maine Youth Suicide Prevention: Youth Suicide Prevention, Intervention & Postvention Guidelines*, The Maine Youth Suicide Prevention Program, 2006; and the Schools and Suicide Work Group, a sub-committee of the Idaho Council on Suicide Prevention.

Responsibilities of School Principal or Designee

1. Verify the death with law enforcement, coroner’s office, hospital, or family of the deceased. **IMPORTANT:** the death may be labeled a suicide ONLY AFTER it has been officially determined by the coroner.
2. Convene Crisis Response Team immediately.
3. Contact the family of the deceased to express condolences and offer support.
4. Inform 1) your school district office, 2) The State Department of Education at 208-332-6960, and 3) administrators of schools where siblings are enrolled.
5. Notify staff - If news of the death is received **prior to the start of the school day**, ensure all staff have been contacted via phone tree prior to start of school about the death and how the school response will proceed. Plan a staff planning session before the school day. If news is received **during the school day**, see Crisis Response Team procedures for proper handling of staff notification.
6. Act as media spokesperson. Direct all staff to refer all media requests to principal or designee. **Prompt response to the media is critical to help mitigate rumors.** When speaking with media, focus on the positive steps of the school’s postvention plan to help students through the immediate crisis. Offer warning signs (if coroner has ruled a suicide or confirmed that the death is being investigated as such) and resources where parents and student can get help. See [Sample Media Statements](#).
7. Ensure school secretary is prepared to deal with calls concerning the death. See [Sample Script](#).
8. Schedule time and place for after school de-briefing for school personnel to provide emotional support and review next steps.
9. Provide information about the death and funeral arrangements to parents of other students when the information becomes available. Include information about suicide warning signs (if coroner has ruled a suicide or confirmed that the death is being investigated as such), support services available to students at school and other community resources. [See Sample Letter](#).

DO NOT REFER TO THE DEATH AS A SUICIDE unless 1) the coroner has made the official certification and 2) the family of the deceased does not object. Otherwise, refer to it as a sudden death or that it is being investigated as a suicide **IF** that is known to be a fact in the case.

DO NOT CLOSE THE SCHOOL. For safety purposes, permit students to leave school early **only** with parental permission and documentation. Implement an enhanced system of tracking student attendance. Follow regular school routines to the extent possible.

DO NOT ANNOUNCE NEWS OF THE DEATH OVER THE LOUD SPEAKER OR IN A SCHOOL ASSEMBLY. See Crisis Response Team procedures for proper handling of student notification.

DO NOT EMPTY THE DECEASED STUDENT'S LOCKER OR GATHER PERSONAL EFFECTS WITHOUT FIRST CONTACTING THE FAMILY. The family of the deceased may prefer to do this in privacy or to have school personnel do it for them. Provide quiet time and support to meet their wishes.

Responsibilities of School Crisis Response Team

The school Crisis Response Team manages the emotional fallout within the school community to decrease the potential for contagion (copycat behavior). The team will likely meet several times during the first day.

1. Contact law enforcement to verify the facts of the case if not already obtained in the call by the principal.
2. Implement counseling support plan, which should include:
 - a. Assess what resources are needed. Consider requesting resources from neighboring school districts and contacting clergy if appropriate.
 - b. Clarify responsibilities for support of school personnel, students and parents with regard to grief counseling, debriefing, etc.
 - c. Designate rooms and personnel for crisis counseling.
 - d. Coordinate with district or community mental health services for additional resources.
3. Implement communication plan, which should include:
 - a. Write or review existing scripts for: secretaries, staff announcement, student announcement, and parent letter. Scripts should be honest and direct. See [Sample Announcements](#).
 - b. Notify staff - If news of the event happens **prior to the start of the school day**, conduct a staff planning session. See [Guidelines for Staff Session](#). If news of the event happens **during the school day**, or if phone tree notification was not implemented before the start of school, assign team members to first notify staff who taught the deceased student or other staff who might have had extensive contact. The team member should be accompanied by another adult in case the staff member is unable to continue his/her duties. Substitutes may be needed.
 - c. Notify closest friends of deceased if known – Individually notify those students who may be particularly at risk. Student services staff provides support now and ongoing. Encourage students to call parents for support. Keep in mind that the family of the deceased may have the best information about which students were friends and might be at risk.
 - d. Notify all staff and students – Read announcement from a written message, class by class. Notify as many classes simultaneously as possible (as resources allow). Provide special support in classes of the deceased student, or for any teacher or student needing assistance. **Pay close attention to students who attempted suicide, or have previously experienced loss by suicide or another recent loss.** See [Identifying At-Risk Students](#).
 - e. Ensure notification of other schools where there are siblings or others who may be affected including schools where the deceased student was engaged in extracurricular activities.

DO NOT REFER TO THE DEATH AS A SUICIDE unless 1) the coroner has made the official determination and 2) the family of the deceased does not object. **Always stick to the known facts of the case only.**

- **If the coroner has not officially determined the death to be a suicide**, refer to the event as a sudden death or say that it is being investigated as a suicide IF that is a known fact in the case.
- **SQUELCH RUMORS** – Rumors create more anxiety and trauma. If the coroner has not yet ruled and there are students or anyone sharing undocumented information, take them aside and explain that it would be better and safer to share only what is known to be documented fact.
- **If the coroner HAS ruled it a suicide** but the family objects to that label or does not want it used in the announcement, a good compromise is to honor the family's wishes for the

announcements (use “sudden death”), but if asked by students say that it was ruled a suicide by the coroner.

DO EXERCISE DISCRETION regarding the kind of information shared.

DO NOT USE EXCESSIVE DETAIL, e.g., discussion of method of death

DO NOT GLORIFY OR VILIFY THE SUICIDE VICTIM

DO NOT CONDUCT PREVENTION TRAINING for students following a suicide, such as training which includes risk factors and warning signs, etc.

4. Assign staff member to follow the deceased student’s schedule to observe reactions and comments of students and follow-up as necessary.
5. Identify, monitor and assist students who are considered at risk for suicide. Follow-up with these individuals and their families should continue for as long as necessary. All school staff should be especially sensitive to students who are particularly affected by the death such as the deceased’s close friends and peer groups, teams, clubs, etc. of which they were members including those at other schools. These students will need to talk about their reactions. Attention to these students may help prevent future suicidal behavior. Keep in mind that in small schools, this may mean every student. See [Identifying At-Risk Students](#).
6. Consider and provide accommodations for reintegration of the deceased student’s siblings. Ensure that this is addressed if siblings attend a different school.
7. Conduct daily debriefing with faculty and staff during the crisis and postvention periods.
8. Document activities as dictated by school protocols. Documentation is important as each crisis presents an opportunity to improve the process for handling the next crisis.

DO NOT ALLOW INAPPROPRIATE MEMORIAL ACTIVITIES - Avoid any activities that glorify, glamorize or sensationalize the death. *“A delicate balance must be struck that creates opportunities for the student to grieve but that does not increase suicide risk for other school students...”* (Suicide Prevention Resource Center, 2004)

AVOID that which other vulnerable youth may see as a way to receive recognition for considering suicide. DO NOT ALLOW:

- Memorial services within the school building
- Sending all students to the funeral or cancelling classes for the funeral
- Flying the flag at half-mast
- Large student assemblies about the victim or a moment of silence at assemblies
- Dedication of sports events or other events
- Permanent markers or memorials of any kind, e.g. at the student’s locker, plaques, trees, benches, retirement of a sports jersey, shrines of any kind, etc.

ALLOW that which honors the student who died and can help the living. ALLOW:

- Donations collected for the bereaved family, charities, suicide prevention efforts or youth support programs
- Positive notes or memories written by those students and staff who wish, to be given to the family
- Dedication pages in school newspapers or yearbooks that treat the dedication equally with that of any other. Common guidelines suggest a photograph, name, birth and death dates and something about what they did while living.

Also, assign an appropriate school official to monitor social media related to the deceased student such as MySpace, Facebook and Twitter pages. In some cases, the site may need to be taken down.

DO remember self-care during this process! Be aware of your own emotional response to these events and take care of yourself. See [Self Care](#).

For immediate or ongoing questions or concerns contact the State Department of Education at 208-332-6960. If you feel any student or staff poses an immediate threat to themselves or another, contact your local Department of Health and Welfare office.

For more information on school-related suicide prevention, intervention and postvention go to www.spanidaho.org or www.sprc.org.

Appendix Y

Dissolution

The dissolution process will follow four-step chronological process outlined below:

1. Pre-Decision
Notification and Initial Steps
2. Decision to Close
 - a. Notification and Initial Steps (continued)
 - b. Development and Monitor Implementation of the Closure Plan
 - c. Finalize School Affairs: Governance and Operations
3. Closure Process
 - a. Finalize School Affairs: Governance and Operations (continued)
 - b. Finalize School Affairs: Finance
 - c. Finalize Schools Affairs: Reporting
4. Final Action
Dissolution

The details of the above steps are outlined below.

Pre-Decision

Notification and Initial Steps

Notify Parents / Guardians of Closure Decision

Within one day of the authorizer's decision to close the charter school, authorizer staff and charter staff/board collaborate to ensure that parents/guardians are notified regarding the closure decision. Such notification includes:

1. If applicable, an explanation of the process for an appeal to the Idaho State Board of Education and possible litigation including the implications for families.
2. Assurance that instruction will continue through the end of the school year or the date when instruction will cease.
3. Assurance that after a final decision is reached, parents/students will be assisted in the reassignment process.
4. FAQ about the charter closure process.
5. Contact information for parents/guardians with questions.

Notify School Districts Materially Impacted

Within two days of the authorizer's decision to close the charter school, notify districts materially impacted by the closure decision, including:

1. Possible appeals and timeline for final decision.
2. Copy of the letter sent to parents.
3. Closure FAQ.
4. Information about the plan being developed to ensure an orderly closure process.
5. Contact information for questions.

Review Budget

1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable.
2. Emphasize the legal requirement to limit expenditures to only those in the approved budget, while delaying approved expenditures that might no longer be necessary until a revised budget is approved.
3. Acknowledge that there are unique expenditures associated with closure for both the authorizer and school and that the parties will meet to identify these expenditures and funding sources.
4. Ensure that the school continues to collect revenues included in the school's budget, if applicable.

Meet with Charter School Faculty and Staff

Principal and charter board chair meet with the faculty and staff to:

1. Discuss reasons for closure, the status of appeals/legal action and likely timeline for a final decision.
2. Emphasize importance of maintaining continuity of instruction through the end of the school year.
3. Discuss plans for helping students find new schools.
4. Identify date when last salary check will be issued, when benefits terminate, and last day of work.
5. Describe assistance that might be provided to faculty and staff to find new positions.

Send Additional and Final Notifications

Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. In the letter to parents after the closure decision is final, include:

1. The last day of instruction.
2. Any end-of-the-year activities that are planned to make the transition easier for parents and students.
3. Assistance that will be provided to families in identifying new schools. This may include a list of school options, choice fairs, individual meetings with families, and prospective school visitations.

Immediate Action

Notification and Initial Steps (continued)

The items of Notification and Initial Steps will continue during this step.

Develop/Monitor Implementation of the Closure Plan

Establish Transition Team, Develop Closure Plan, and Assign Roles

If possible, Transition team includes:

1. Lead person from authorizer staff.
2. Charter school board chair.
3. Lead administrator from the charter school.
4. Lead finance person from the charter school.

The team will develop plan, exchange contact information and assign roles.

Establish a Schedule for Meetings and Interim Status Reports

Agree on a meeting schedule to review progress and interim, written status reports to include:

1. Reassignment of students.
2. Return or distribution of assets.
3. Transfer of student records.
4. Notification to entities doing business with the school.
5. The status of the school's finances.
6. Submission of all required reports and data to the authorizer and/or state.

Submit Final Report

Submit a final report to the authorizer detailing completion of the closure plan.

Finalize School Affairs: Governance and Operations

Maintain Identifiable Location

Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.

Notify Commercial Lenders / Bond Holders

Within 10 days after the final decision on the charter school closure and after all appeals have been exhausted, notify banks, bond holders, etc., of the school's closure and a likely date as to when an event of default will occur as well as the projected date of the last payment by the school toward its debt.

Protect School Assets

Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration.

1. Maintain existing insurance coverage on assets, including facility and vehicles, until the disposal of such assets in accordance with the closure plan.
2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.
3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.

Maintain Corporate Records

Maintain all corporate records related to:

1. Loans, bonds, mortgages and other financing.
2. Contracts.
3. Leases.
4. Assets and asset distribution.
5. Grants.
6. Governance (minutes, bylaws, policies).
7. Employees (background checks, personnel files).
8. Accounting/audit, taxes and tax status, etc.
9. Personnel.
10. Employee benefit programs and benefits.
11. Any other items listed in the closure plan.
12. Determine where records will be stored after dissolution.

Notify Employees and Benefit Providers

Formally notify all employees of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. COBRA) and eligibility for Idaho Unemployment Insurance pursuant to any regulations of the Idaho Department of Labor. Notify benefit providers of pending termination of all employees, to include:

1. Medical, dental, vision plans.
2. Life insurance.
3. Cafeteria plans.
4. 403(b), retirement plans.
5. PERSI.
6. Consult legal counsel as specific rules and regulations may apply to such programs.

Notify Contractors and Terminate Contracts

1. Notify all contractors of school closure.
2. Retain records of past contracts and payments.
3. Terminate contracts for goods and services as of the last date such goods or services will be needed.

Transfer Student Records and Testing Material

Send student records, including final grades and evaluations, to the authorizer, including:

1. Individual Education Programs (IEPs) and all records regarding special education and supplemental services.
2. Student health / immunization records.
3. Attendance record.
4. Any testing materials required to be maintained by the school.
5. Student transcripts and report cards.
6. All other student records.

Document the transfer of records to include:

1. The number of general and special education records transferred.
2. Date of transfer.
3. Signature and printed name of the charter school representative releasing the records.
4. Signature and printed name of the authorizer's representative who receives the records.

Inventory assets

Inventory school assets, and identify items:

1. Loaned from other entities.
2. Encumbered by the terms of a contingent gift, grant or donation, or a security interest.
3. Belonging to subcontractors.
4. Purchased with federal grants (dispose of such assets in accordance with federal regulations).
5. Belonging to Odyssey Charter School.
6. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned.

Notify Food and Transportation Services and Cancel Contracts

Cancel school district or private food and/or transportation services for summer school and the next school year.

Closure Process

Finalize School Affairs: Governance and Operations (continued)

The items of Finalize School Affairs: Governance and Operations will continue during this step.

Finalize School Affairs: Finance

Review and Revise School Budget

1. Review the school's budget and overall financial condition.
2. Make revisions that take into account closure and associated expenses while prioritizing continuity of instruction.
3. Identify acceptable use of reserve funds.

Maintain IR S 501(c)(3) Status

Maintain IRS 501(c)(3) status, including:

1. Notify IRS regarding any address change.
2. File required tax returns and reports.

Notify Funding Sources / Charitable Partners

Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing the school's grants that the school will be closing.

List all Creditors and Debtors

Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor.

1. This list is not the same as the contractor list, above, but may include contractors.
2. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. A UCC search should be performed to identify secured creditors.
3. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.

Notify Creditors

Notify all creditors of the school's closure and request a final bill.

Notify Debtors

Contact all debtors and request payment.

Determine PERSI Obligations

Contact PERSI to determine remaining liabilities for employee retirement program.

Itemize Financials

Review, prepare and make available the following:

1. Fiscal year-end financial statements.
2. Cash analysis.
3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.

4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.

Close Out All State and Federal Grants

Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.

Finalize School Affairs: Reporting

Prepare Final Financial Statement

Retain an independent accountant to prepare a final statement of the status of all contracts and other obligations of the school, and all funds owed to the school, showing:

1. All assets and the value and location thereof.
2. Each remaining creditor and amounts owed.
3. Statement that all debts have been collected or that good faith efforts have been made to collect same.
4. Each remaining debtor and the amounts owed.

Complete Final Financial Audit

Complete a financial audit of the school in accordance with the Charter Schools Act by a date to be determined by the authorizer.

Reconcile with Authorizer

Reconcile authorizer billings and payments, including special education payments or other "lagged" payments. If the school owes the authorizer money, it should list the authorizer as a creditor and treat it accordingly.

Prepare End-of-Year Reports

Prepare and submit all required end-of-year reports to the authorizer.

Prepare Final Report Cards and Student Records Notice

Provide parents/guardians with copies of final report cards and notice of where student records will be sent along with contact information.

Final Action

Dissolution

Dissolve the Charter School

The charter school board adopts a resolution to dissolve that indicates to whom the assets of the non-profit corporation will be distributed after all creditors have been paid.

Unless otherwise provided in the bylaws, the members (if any) or board votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution.

Notify the Secretary of State

After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth:

1. The name of the non-profit corporation.
2. The address of the non-profit corporation's principal office.
3. The date dissolution was authorized.
4. If dissolution was authorized by the directors, a statement to that effect.
5. If dissolution was approved by the members, a statement of the number of votes cast for the proposal to dissolve.
6. Such additional information as the Secretary of State determines is necessary or appropriate.

Notify Known Claimants

Give written notice of the dissolution to known claimants within 90 days after the effective date of the dissolution.

End Corporate Existence

A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:

1. Collecting its assets.
2. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws.
3. Discharging or making provision for discharging its liabilities.
4. Doing every other act necessary to wind up and liquidate its assets and affairs.

Notify IRS

Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.

At this point, the school is closed.