

ODYSSEY CHARTER SCHOOL

Applicant Name

Todd Rapier

Table of Contents

1) Cover Sheet – Attachment A	1
2) Title Page – Attachment. B	3
3) Target Population – Attachment C	5
4) Comprehensive Program of Instruction	9
Curricular Emphasis	9
Effectiveness Goals – Attachment D	12
Lesson Plan and Summative Assessment.....	14
Monitoring Program of Instruction	16
School Calendar	17
Special Education.....	17
5) Detailed Business Plan	18
Operational Budget – Attachment E	19
6) Organizational Structure and Governing Body	24
7) Background Information Sheets and Resumes – Attachment F	29
8) Articles of Incorporation.....	40
Bylaws	45
9) Admission and Dismissal Procedures	54
10) Complaint Procedures	58
11) Opportunities for Parental Involvement	59
12) Insurance	62
13) Extracurricular Activities	62
14) Teacher Qualifications	63
15) OCS Library Plan	67
16) Administrative and Supervisory Services Plan	68
17) Fiscal Procedures	71
18) Employee Termination	72
19) Employee Evaluation	72
20) Employment of Relatives.....	72
21) For Conversion Charter Schools	not applicable
22) Assurances – Attachment H	73
23) Waivers for State Board of Education Rules – Attachment I	77
24) Letters of Support	78
25) Participation in the Utah State Retirement System	79
Appendix 1 – Uniform Policy and Regulations	80
Appendix 2 – Classical Education: Trivium	84

I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I understand that incomplete applications will not be considered.

The charter school applicant acknowledges that it has read all Utah statutes regarding charter schools and that, if approved, it is subject to and will ensure compliance with all relevant federal, state and local laws and requirements. The charter school applicant acknowledges that, if approved to operate a charter school, it must execute a charter contract with the Utah State Charter School Board within twelve months of the date of approval of the charter by the Utah State Charter School Board and must begin providing educational services within the timeframe outlined in the charter. Failure to do so may result in revocation of the charter approval and, if applicable, termination of the contract and revocation of the charter.

Todd Rapier
Authorized Agent (please print)

Signature of Authorized Agent

15 Sept 2004
Date

All information presented in this application becomes part of the charter contract and may be used for accountability purposes throughout the term of the charter contract

TITLE PAGE 2005 - 2006

Name of Proposed Charter School Odyssey Charter School
 New School Converted School

Name of Applicant Applying for the Charter Odyssey School Foundation
 (This may be a public body, private person, or private organization.)

Authorized Agent for Applicant Todd Rapier
 (This may be the individual applicant or an authorized member of the corporate board.)

Authorized Agent Mailing Address 852 W 1560 N

City Orem State UT Zip 84057

County Utah E-mail rapcycle@comcast.net

Daytime Phone (801) 358-5514 Fax (801) 722-7080

Form of Organization

- Nonprofit Corporation
- Tribal Entity
- _____

The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below.

Name, if known at time of application	Phone Number	Type of Member (examples: parent, business, potential staff)	Position on Board
Paul Waldron	801- 592-6838	parent	CAO
Todd Rapier	801-358-5514	parent	COO
Chris Gluch	801-796-0346	parent	HR/Secretary
Larry Cox	801-766-5664	parent	Treasurer
Marilyn Simons	801-885-3530	Potential Staff	Education

*Please attach a list of those persons whom you have designated as **FOUNDING MEMBERS** of the school. Children of a Founding Member (an individual who has had a significant role in the development of a charter school application R277-481) are eligible for preferential enrollment under both State and Federal Charter School law. 53A-1a-506(b)(i)*

Persons Currently Designated as FOUNDING MEMBERS of Odyssey Charter School

Paul and Amy Waldron
Todd and Wendy Rapier
Marilyn Simons
Larry Cox
Chris and Renee Gluch
Lucy Hamblin
Jennifer Lynsky
Rob and Marianne Corniea
Candice Vaughn
Corrine Smith
Tammy Wilkins
Karen Daniels

TARGET POPULATION

Mission Statement (use only this space):

Odyssey Charter School teaches students how to learn using a classically based curriculum that is thorough, challenging and systematic. Taught to appreciate public virtue, supplied with knowledge and enabled to discover the patterns and relationships therein, each student is prepared to embark on their individual odyssey with the foundation of knowledge and critical thinking skills necessary to enjoy being independent learners for life.

	GRADES SERVED												TOTAL NUMBER OF STUDENTS (Enrollment cap)	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Year 1	x	x	x	x	x	x	x							350
Year 2	x	x	x	x	x	x	x	x						425
Year 3	x	x	x	x	x	x	x	x	x					475
Ultimate Enrollment	x	x	x	x	x	x	x	x	x					475

(The number of students should be a maximum enrollment that is being requested.)

Outreach Plan (consistent with the school's mission AND the public school law and purposes)

OCS intends to communicate with local residents through multiple avenues including: newspaper, flyers, radio, OCS website, and town meetings. To begin with, OCS will schedule regular public information meetings upon approval of the charter application. Community efforts will continue with the intent of notifying and educating residents about OCS. In anticipation of Open Enrollment, which will begin February 1 and continue through March 15, OCS will pursue further outreach opportunities and efforts.

School Calendar

Standard

Extended School Year

Instructional Days 180

Alternative (please describe in 5 words or less)

Start Date Fall 2005

Complete the following information for each site indicated above. If planning more than one site, attach an additional page with the following information.

If facility arrangements have been made, provide the information below.

Site Name yet to be determined

Site Address _____

City _____ Zip Code _____ County _____

Site/Location Description. (If facility arrangements have not been finalized, please provide general information on the location and type of facility planned for your school.)

The initial plan is to locate the school along the I-15 corridor somewhere between Lehi and North Orem. Easy highway access is a must for any location we choose. A real estate committee is already looking for suitable sites. We intend to build a new facility but are open to converting existing commercial space. We desire approximately 45,000 square feet with 30,000 to be used for classrooms and 15,000 to be used for multi-purpose.

Title 53A-1a-503 statutorily defines seven purposes for charter schools. Please provide a detailed description of how your school will meet these defined purposes. You may attach sample lesson plans and other information that demonstrates a fulfillment of a stated purpose. If a purpose does not apply to your proposed school, please so indicate.

1. Continue to improve student learning:
 - Odyssey Charter School will use a pre-assessment tool for all students in reading and math. According to the results of the assessment and the teacher's input, students will be placed in smaller skill-level groups for the purpose of mastering the basics in language arts and math.
 - Ongoing assessments from the designated curricula as well as "running records" or teacher-developed tests will be administered to determine literacy and math competencies. Groups will be continually changing at intervals that are conducive to the learning environment and students' individual learning demands.
 - Data from the K-3 DRA, ITBS, CRT and the State Writing Assessment will be used to determine students' proficiency levels and for developing, aligning and enhancing curriculum for the purpose of improving student learning.
2. Encourage use of different and innovative teaching methods:
 - Teachers will be trained in direct instruction teaching methods for the basic skill development or "grammar stage" of classical education. This stage generally includes grades K-4.
 - Teachers of grades 4-6 will be trained in the "logic stage" of classical education using the multi-intelligence model and become proficient in tutoring, coaching, evaluation, etc.
 - Teachers will be trained and competent in teaching the Core Knowledge curriculum.
3. Create new professional opportunities for educators that allow them to participate in designing and implementing the learning program:
 - Odyssey's goal is to staff teachers by June 1. This will provide an opportunity for a faculty retreat wherein teachers may participate in designing and implementing the learning program.
 - Inservice days will be included before the school year begins and planned throughout each school year for additional implementation needs (e.g. Core Knowledge Conference, Charter School Conference, Direct Instruction, etc.).

- Teachers will participate in data-based decision making for ongoing alignment of curriculum and training in the summer following CRT testing that will take place at the end of the first school year.
4. Increase choice of learning opportunities for students:
- Odyssey Charter School will offer programs during school such as gifted talented programs/ accelerated reader programs/special education programs.
 - During the school day, music (e.g. choir, music history, instruments), art, and drama will be taught as essential elements of a classical education and Core Knowledge.
 - Frequent assemblies will give the students opportunities to practice public speaking and other presentation skills.
 - For grades 4-6, classical education presents logic/philosophy both as integrated into other subjects and as an independent subject.
 - OCS will provide early foreign language learning. This will be phased in during year two or three.
 - Character Education at the school will take place formally through Dr. Lynn Scoresby's "Character and Competence" curriculum. This program incorporates learning about good study habits, emotional well-being, multiple intelligences, and more. Specialized training will be provided to teachers and parents.
5. Establish new models of schools and new forms of accountability that emphasize measurement of learning outcomes and the creation of innovative measurement tools.
- In addition the State's measurements and assessments for learning outcomes such as the DRA, the ITBS, the State Writing Assessment and the CRT for elementary schools and the designated curricula assessments, Odyssey Charter School will develop measurement tools that will be used to monitor skill level mastery in the basic subjects.
 - Using the 6-traits for writing rubric, a scoring instrument will be developed to measure mastery in each writing trait. Using the State standards and the mastery strands indicated on the CRT, a scoring instrument will be developed to measure proficiency in reading and math on specified intervals throughout the school year. These instruments coupled with curricula assessments and teacher input will be used to determine movement or placement within the leveled groups in both reading and math.
6. Provide greater opportunities for parental involvement in management decisions at the school level. (*See also 53A-1a-508 (3)(h)*)
- The Founding Council consists of a number of parents whose children will attend OCS. They have been involved in decision making from the onset.
 - Parents will vote for and serve on the Governing Board.
 - Parents will participate on a variety of educational, parent advisory, or activity committees that will be assigned and/or designated by the board or the administration. (See Organizational Structure for details.)
 - Parents will be highly encouraged to provide 40 hours of service to the school in areas of their choosing.

- Further detail is found in the “Opportunities for Parental Involvement” section of this document.

7. Expand public school choice in areas where schools have been identified for improvement, corrective action or restructuring under the No Child Left Behind Act:

- Does not apply to our proposed school.

COMPREHENSIVE PROGRAM OF INSTRUCTION

Curricular Emphasis

Mission

Odyssey Charter School teaches students *how to learn* using a classically based curriculum that is thorough, challenging and systematic. Taught to value public virtue, supplied with knowledge, and enabled to discover the patterns and relationships therein, each student is prepared to embark on their individual odyssey with the foundation of knowledge and critical thinking skills necessary to enjoy being independent learners *for life*.

Motto

Education is a journey.

Philosophy

Public education should allow for the diversity of the public it serves. Charter schools give flexibility to public education, and are a choice, not *the* choice, for all students or families. Odyssey Charter School is the embodiment of what its founders desire to choose for their children and offer to like-minded parents and families.

We believe that children are born with intelligence and curiosity to learn. If done right, education will embrace and enhance these characteristics. An elementary education should provide the foundation of learning skills and knowledge that is deep and strong enough to support whatever subsequent educational goals a student may desire to pursue. Priority must be given to mastery of basics in language arts and math as the foundation for all other knowledge.

We feel there are some characteristics that a community of learning must model in order to be effective:

Mission-driven. Curriculum, pedagogy, and all other aspects of the school's activities should reflect the school's stated mission. This mission should allow for some flexibility to address individual student needs within the school framework.

Parents as real partners. We believe that parents are the primary teachers of their children; schools support parents' efforts. Since student achievement and parental involvement are so closely related, a school should do all in its power to encourage meaningful parent participation. School hours, communication strategies, and homework schedules are designed to recognize the importance of family time and support.

Elevated school culture. School culture should be highly collegial and focused on continual improvement in all areas, including valuing academic achievement and improvement. A school is comprised of individuals who bring individual attitudes. The whole of these attitudes creates a school's culture. As school staff and parents model teachability and synergy, children are more

likely to develop the same attributes. Frequent assemblies, uniforms (see Appendix 1), and ongoing teacher training all encourage this sense of community.

Character education. When intelligent students possess knowledge yet lack an understanding of public virtue, a misuse of their abilities may result. Character education is inimical to the creation of responsible and contributing members of society. An educational environment must support the development of positive character traits such as civility, integrity, and hard work. Such support will help students become productive members of society and putting their knowledge to good use.

Strong accountability system. We believe that little else is as important as effectively educating our children. Student, parent, and educator are all accountable for a child's success and learning. It is essential that expectations for each party be well developed and communicated with methods for follow-up.

Methods of Instruction

Curricula. The following curricula are examples of research-based, data-driven teaching tools that may be implemented by OCS.

- The Core Knowledge sequence outlines a core curriculum in English/language arts, history and geography, math, science, the fine arts and music. It is designed to ensure that children are exposed to the essential knowledge that establishes cultural literacy as they also acquire a broad and firm foundation for higher-level schooling.
- Direct Instruction will be used in the grammar stage (K-4).
- The Madeline Hunter model of direct instruction is more applicable for the logic stage (5-8) as it provides a guiding structure and then allows for independent interpretation.
- Saxon Math curriculum provides incremental development of a concept. Saxon introduces topics in easily understandable pieces permitting the assimilation of one facet of a concept before the next facet is introduced. Both facets are then practiced together until another is introduced.
- Reading Mastery Classic K-2 focuses on teaching beginning readers how to read and comprehend. Throughout Levels I, II, and *Fast Cycle*, decoding is taught through an explicit phonics method that stresses letter sounds and blending. Students learn letter sounds, read regularly spelled words presented in lists and decodable stories. They also learn basic reasoning skills, such as making inferences and drawing conclusions, and apply these skills as they answer interpretive comprehension questions related to the stories.
- Reading Mastery Plus K-6 Assists students in developing into fluent, independent, and highly skilled reads. Students have ample opportunity to practice all concepts and skills so they achieve mastery and develop efficient strategies for learning.

Projects and Portfolios. Some subjects lend themselves more readily to hands-on learning (i.e. science, music, art); these subjects will utilize more project-based methods. Further, there will be windows of opportunity during the school year that are particularly well-suited to project-based learning. These times include school days before holidays, in preparation for school-wide events (assemblies, concerts, etc.), and in the Spring after standardized testing is completed. During these times, Odyssey Charter School, with direction from the teachers and guidance from the curriculum, will plan for and initiate project-based learning opportunities. Portfolios will be used as an avenue for students, parents, and teachers to recognize progress and development.

Ability grouping. Odyssey Charter School will implement small learning groups in an effort to enhance students' individual learning readiness and capabilities. In core subjects, small learning groups will progress at rates dictated by the students themselves.

Grading, Promotion, and Remediation. Grading will be according to traditional letter grades as assigned by teachers. Promotion and remediation considerations are greatly alleviated by the use of ability grouping since students move according to their personal mastery of knowledge and skills in core subjects. Should ability vary too greatly in any way from a student's age group, the school will make adjustments according to those students' needs.

Ongoing professional development. Continued learning is at the heart of what Odyssey Charter School hopes to accomplish by way of creating a culture of learning. Teachers who are teachable and are continually stretching and growing can inspire students to the same efforts. OCS intends to be forward-leaning in its opportunities for teachers to improve and enhance their abilities in their chosen life work. Conferences, workshops, professional development days and other training opportunities will be incorporated into the school's calendar and employee job responsibilities.

Special Emphasis

Odyssey Charter School feels that the best way to achieve our philosophy is through a classical education. Classical education is, above all, systematic. A classical education uses history as its organizing outline, beginning with the ancients and progressing forward to the moderns in history, science, literature, art, and music.¹

The main components of a classical education are as follows:

1. Classical education is a language intensive education. It demands that students use and understand words. During the first four years of education, classical education has two purposes: to get the child to read quickly, well, and habitually; and to fill his mind with stories of every kind—myth, legends, classic tales, biographies, poems, great stories from history.
2. Classical Education is history intensive, providing students with a comprehensive view of the human endeavor from the beginning until now.
3. Classical Education trains the mind to analyze and draw conclusions
4. Classical Education demands self-discipline
5. Classical Education produces literate, curious, intelligent students who have a wide range of interest and the ability to follow up on them
6. Classical Education Prepares students to read, write, calculate, think and understand

Classical education also includes the Trivium school of thought. The Trivium concept is divided into three specific stages; the grammar stage, the logic stage and the rhetoric stage. (See Appendix 2)

¹ Jessie Wise and Susan Wise Bauer. *The Well-Trained Mind.* (2004)

Effectiveness Goals

Goal	Specific Objectives	Measurement Criteria
1. Improve student learning	<p>1.a. Students will read proficiently.</p> <p>1.b. Students will know math facts and be able to solve problems.</p> <p>1.c. Students will write effectively.</p> <p>1.d. Students will understand history and their place in it.</p> <p>1.e. Students will develop skills and knowledge in the sciences.</p>	<p>At least 65% of students in grades 1-6 will score at proficient levels of 3 or 4 on the 2005 State CRT in reading.</p> <p>At least 70% of students will score at proficient levels of 3 or 4 on the 2005 State CRT in mathematics.</p> <p>At least 65% of students in grade 6 will achieve a level of proficiency on the State Writing Assessment.</p> <p>At least 60% of students will score at proficient levels of 3 or 4 on the State CRT in history (as it is developed).</p> <p>65 % of students will score at proficient levels of 3 or 4 on the 2005 State CRT in science.</p>
2. Provide a broad classical curriculum	Teach foreign language, music, art, drama.	These programs will be 100 % implemented by third year.
3. Develop character education	Implement Dr. Lynn Scorsby's "Character and Competence" program.	Discipline referrals will decrease 10 % per year.
4. Establish and maintain teacher professional development	4.a. Provide up-to-date training in main school curricula.	100 % of certified teachers will teach in subject area; 100% of teachers will accomplish goals established in OCS's professional development plan.

	4.b. Classroom teaching will be effective.	100% of teachers will be monitored regularly by a teacher coach
	4.c. Establish collaboration and synergy between teachers	70% of staff will attend team meetings
5. Encourage parental involvement	The Volunteer Committee will establish and implement procedures to involve parents.	70% of families providing their 40 volunteer hours (or 20, as applicable).
6. Achieve optimal attendance	Students will avoid tardiness and excessive absences.	96% of students will be in attendance 96% of the time.
7. Promote accountability	Expectations for parents, school, and students will be clearly communicated with methods for follow-up.	100% of families will sign and return the accountability contract.
8. Ensure Governing Board leads effectively	The Board will monitor progress and set goals to keep the school mission-centered.	100% of GB member will attend an annual strategic planning retreat to assess previous year effectiveness and determine ongoing courses of action.
9. Effectively use communication principles and tools within school community to achieve school goals	9.a. Establish clear structure to facilitate 2-way communication between staff and Administration.	90 % of teachers will rate the quality of interaction with Director as Excellent (annual review survey results).
	9.b. Establish strategic communication avenues, between parents and school, to disseminate pertinent information and establish school culture.	End of year survey will indicate 80% of parents feel apprised of vital school information and educated about school culture.
	9.c. Teachers and parents will maintain an ongoing, useful exchange of general classroom and individual student information.	90 % of parents will rate their communications with teachers as Excellent on the end of year survey.

Lesson Plan and Summative Assessment

SOCIAL STUDIES
5TH GRADE

SAMPLE UNIT
AND LESSON PLAN

CORE KNOWLEDGE STANDARD: Westward Exploration and Expansion

STATE STANDARD 2 : Students trace the development and expansion of the United States through the 19th century

Objective 2: Describe the events that motivated expansion of the United States

- Explain the political factors that aided expansion, e.g., Louisiana Purchase, Homestead Act, free/slave state admission, territorial wars.
- Research the impact of inventions on expansion; e.g., steamboat, cotton gin, transcontinental railroad.
- Describe the impact of the variety of cultures and individuals that participated in the westward movement.
- Relate how the expansion west impacted the way of life for the American Indian tribes.

The unit will consist of four lessons. In the first lesson, the students learn about the Homestead Act, the building of the Transcontinental Railroad and the purchase of Alaska. In the second lesson the students will learn about the geography of the westward expansion. In the third lesson the students will learn about the pioneers and the impact of the people who played an important role in the West and the fourth lesson will focus of the American Indian tribes. The unit following will consist of lessons focusing on the conflict with the American Indian and the “white man” part of the westward expansion.

A. Homestead Act

- In 1862 the U.S. Government decided to encourage people to populate western lands.
- 160 acres of public land for a ten dollar fee and farm the land for ten years
- Immigrants from countries such as Norway, Russia, Ireland and France came
- “Go West young man”

B. Transcontinental Railroad (1869)

- Promontory point
- Chinese workers
- Liberty bell was rung
- “May God continue the unity of our Country as this Railroad unites the two great Oceans of the world.”

C. Geography

- Original map before the expansion/after expansion
- Purchase from Russia – Alaska

D. People

- American Indians in the West
- African Americans going West
- American cowboys
- Chinese
- Immigrants

Small group Project:

Select an American Indian tribe and make a presentation to the class on the characteristics of each tribe

- Find at least five interesting facts about the tribe
- Identify the region where the tribe lived
- Interesting artifacts from the tribe
- Drawings
- Identify particular aspects of the tribe e.g. totem poles, the buffalo hunt, and Native American sign language.

Assessment:

- Teacher prepared multiple-choice test on the political facts that aided expansion.
 1. The Louisiana Purchase, the Homestead Act and the purchase of Alaska on the westward expansion.
 2. The impact on the invention of the transcontinental railroad
 3. Geography of the Western expansion
- Short Essay questions:
 1. Describe the characteristics of the Chinese in the West and their impact on the Transcontinental Railroad.
 2. Who were the “Buffalo Soldiers, of the West? What medals of Honor did they receive?
 3. Was there another time in history when the same opportunity occurred for the children of these Americans?
- Projects
 1. American Indian tribes (Presentations)
- Poetry (memorization)

Suggested reading for this unit:

Poetry:

"*I Like to see it lap the Miles*," Emily Dickinson
"*Dancing Teepees*," Virginia Driving Hawk Sneve

Song:

From Sea to Shining Sea: A Treasure of American Folklore and Folk Songs, Amy L. Cohn.

Crafts:

American Indian Activity Book, Dana Point.

Books:

The Transcontinental Railroad: Triumph of a Dream, Dan Elishy
Black Women of the Old West, William Katz
Children of the Wind and Water, Stephen Krensky

Speech:

"*I Will Fight No More Forever*", Chief Joseph (Introduction to the next unit)

Monitoring Program of Instruction

Dissemination of Information Regarding Student Progress in State Standards. Students will receive letter grades quarterly in the form of report cards sent home. All individual student testing data from standardized tests will be given to the parents of students as well as a copy remaining with the students' file. All aggregated data will be published in the local newspaper and on the website. The data can also be compared with other schools and accessed on the USOE website.

Monitoring Teacher Integration of State Standards into Instruction. The selected curricula at Odyssey Charter School will be mapped out and aligned with the State Standards. This process will begin before school opens in the fall of 2005.

Recognizing the importance of students becoming proficient in reading, writing and math skills, assessments will be woven into each subject matter on a regular basis. Pre-assessments are a vital component of measuring individual student growth. In addition to the pre-assessment tool, the Saxon math program has weekly assessments that identify collective and individual skill level mastery as well as end-of-unit and summative assessments at the end of the year.

The DRA assessment for 1-3 grades in reading is an accurate indicator of skill level proficiency for aiding in placing students in their fluid groups and for aiding the teacher in determining areas of emphasis in instruction in the classroom. Running records and an ongoing skill mastery scoring rubric will be developed and implemented on a school-wide basis as a means of monitoring student achievement in reading. Additionally, the Six Traits in Writing Rubric will also be used to develop a skill mastery scoring instrument that will monitor student achievement in writing.

Third and fifth grade students at Odyssey Charter School will participate in the ITBS testing in the fall, the sixth grade students will participate in the State Writing Assessment in the early Spring, and all grades will participate in the State CRT in language arts, math, science, and history (as it is developed). Baseline data will be compiled and disaggregated and compared with Odyssey Charter goals as well as State baseline goals for the 2005 school year. Strands of strengths and weakness in addressing the State Standards will be determined and results will be used on an ongoing basis to align and strengthen curriculum and focus on explicit skill level concerns.

School Calendar

We plan to open in the Fall of 2005 and follow a Standard School Year, which will include 180 days and a minimum of 990 instructional hours. We will provide a complete calendar before July 15, 2005. We intend to closely align our calendar with that of the Alpine School District. Other calendar elements:

- No more than the equivalent of 3 full days of parent/teacher conferences

- Sample schedule for a week:

Kindergarten: 8:30am-11:15am or 12:15pm-3:00pm/5 days a week/no lunch break

Grades 1-6: 8:30am-3:00pm/5 days a week/1 hour per day of lunch & recess

Special Education

Odyssey Charter School is committed to empower students with disabilities to learn and achieve at their highest capabilities.

OCS will employ a certified special education teacher responsible for:

- training teachers in referral procedures,
- providing assessments,
- writing and managing IEPs,
- coordinating related service personnel, and
- advising regular education teachers how to provide meaningful interventions and make appropriate accommodations to help all students be successful in the least restrictive environments possible.

Additionally, OCS will seek required services (e.g., Speech, Occupational Therapy) through jobshare and other contractual arrangements. OCS will provide all services required by a student's IEP.

OCS will develop a system for identifying children who have IEPs and for securing such records.

Odyssey Charter School will comply with all federal special education laws as referenced in *IDEA 97*. OCS will also follow all state requirements as found in the USOE Special Education Rules, *The Golden Rules*.

DETAILED BUSINESS PLAN

Following this page, please find

- Years 1-3 Operational Plan and Operational Budget
- Years 1-3 Charter School State Revenue Template

Facility Costs Addressed

OCS will seek to have a location along the I-15 corridor between North Orem and Lehi. OCS is keeping a number of property options open. They include, but are not limited to, building a new facility or converting existing space. We will also explore various locations with different zonings be it commercial, retail or residential. We are putting a premium on highway access as we hope to attract students from a wide geographical base.

Financing options vary from leasing, leasing to own, or buying. Various forms of financing are being explored including traditional debt financing, traditional lease, issuing of debt in the form of 501(c)(3) bonds and a landlord leveraged lease or a combination of any thereof. In the case that we choose to issue 501(c)(3) bonds, we are exploring issuance through traditional underwriters and directly to accredited investors or a combination thereof. Reasonable lease and debt service assumptions based on prior charter management experience have been built into the including operating budgets and models. Based on the these assumptions and current market rates for debt financing and commercial leasing in Utah Valley, we anticipate being able to support approximately 40k sq. ft. in mixed use space.

Budget Information

Odyssey Charter School

	First Year		Second Year		Third Year	
	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Number of Students (ADM):			350		425	475
Revenue			Total		Total	Total
State Funding			\$1,359,319		\$1,680,723	\$1,892,311
Federal & State Projects			\$150,000		\$150,000	\$150,000
Private Grants & Donations			\$100,000			
Loans						
Other (Specify)						
Total Revenue			\$1,609,319		\$1,830,723	\$2,042,311
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)			\$			\$
Director (Principal)	1.00	\$60,000	\$60,000	1.00	\$62,000	\$64,000
Teacher-Regular Ed	14.00	\$32,000	\$448,000	17.00	\$34,000	\$578,000
Teacher-Special Ed	1.00	\$30,000	\$30,000	2.00	\$32,000	\$64,000
Instructional Assits	6.00	\$8,000	\$48,000	7.00	\$8,000	\$56,000
Secretary	1.00	\$24,000	\$24,000	1.00	\$25,000	\$25,000
Bookkeeper			\$			\$
Other Office Manager	1.00	\$40,000	\$40,000	1.00	\$42,000	\$44,000
Other Specialists	3.00	\$14,000	\$42,000	4.00	\$14,000	\$56,000
Other Academic Specialists			\$			\$
Employee Benefits (200)			\$130,039		\$162,000	\$184,148
Travel (580)			\$2,500		\$3,000	\$5,000
Purchased Professional Services(300)			\$40,000		\$40,000	\$45,000
Purchased Property Services(400)			\$15,000		\$15,000	\$15,000
Instructional Aids/Books/Library(600)			\$120,000		\$90,000	\$60,000
Supplies(600)			\$60,000		\$40,000	\$50,000
Legal (300)			\$2,000		\$2,000	\$2,000
Auditor(300)			\$6,000		\$6,000	\$6,000
Marketing (300)						
Other (printing; postage)			\$1,500		\$1,500	\$1,500
Total Instruction, Administration & Support			\$1,069,039		\$1,242,500	\$1,433,648

Budget Information (continued)

	Total		Total		Total		Total
Operations & Maintenance							Total
Supplies(600)	\$5,500		\$7,000		\$9,000		\$9,000
Phone/Communications(4530)	\$8,000		\$6,000		\$4,000		\$4,000
Custodial Services(433)	\$35,000		\$37,000		\$37,000		\$37,000
Advertising (540)	\$1,500		\$1,500		\$1,500		\$1,500
Property/Casualty Insurance(521/22)	\$5,000		\$5,000		\$5,000		\$5,000
Utilities(420)	\$30,000		\$30,000		\$35,000		\$35,000
Rent(451)							
Fees/Permits & dues(810)	\$2,000		\$2,000		\$2,500		\$2,500
Transportation(510)							
Food Service(630)							
Accounting Services(300)							
Land & Improvements (710)							
Building & Improvements (710)	\$40,000		\$40,000		\$45,000		\$45,000
Computer Equipment (740)	\$32,000		\$28,000		\$18,000		\$18,000
Furniture & Other Equipment (733)	\$55,000		\$48,000		\$40,000		\$40,000
Upgrades (Connectivity)	\$2,000		\$2,000		\$4,000		\$4,000
Leases/Loan Payments	\$240,000		\$264,000		\$264,000		\$264,000
Other (security, copier lease)	\$7,200		\$6,000		\$12,500		\$12,500
Total Operations & Maintenance	\$463,200		\$476,500		\$477,500		\$477,500
Total Expenditures	\$1,532,239		\$1,719,000		\$1,911,148		\$1,911,148
Total Revenues	\$1,609,319		\$1,830,723		\$2,042,311		\$2,042,311
Budget Balance (Revenues-Expenditures)	\$77,080		\$111,723		\$131,163		\$131,163

ORGANIZATIONAL STRUCTURE AND GOVERNING BODY

All business and affairs of the organization will be managed under the direction of the Governing Board (GB). The GB will consist of five Officers and one ex officio member (the school Director). The GB may appoint non-voting Adjunct Officers.

Roles and Responsibilities

The CAO will be the Chairman of the OCS Governing Board. The CAO will oversee the operations of Odyssey Academy and have overall responsibility for its management. The CAO must have skills or seek guidance from those who possess skills in general business administration, budget management, personnel management, and conflict resolution.

The COO will be responsible for the oversight of the day-to-day operations of OCS. The COO must have strong communications and planning skills and will need to interact often with the Director and staff of OCS. The COO must have or seek guidance from those who have experience in operations, budgets, logistics, tactical application of general business principles and short and long term planning.

The CFO will oversee the finances of OCS. The Treasurer will be responsible for establishing and maintaining the budget, fundraising and collections, and maintaining Odyssey Academy's non-profit status. The Treasurer must have or seek guidance from those who have a strong financial background with experience or education in budget management, financial audits, general accounting, and compliance with tax law.

The Education Officer will advise the Governing Board on the operation, management, and functions of educational institutions. The Education Officer must have experience in education or seek guidance from those who have experience in education.

The Human Resources Officer/Secretary will advise the Governing Board on staffing matters, help set staffing policies and will establish, manage, and maintain the records of the Odyssey Charter School Foundation. The secretary will have oversight responsibility for maintaining all information and submitting all reports required pursuant to local school board, and state and federal statutory requirements under the supervision of the Governing Board. The HR Officer/Secretary must have or seek guidance from those who have experience in staffing issues, employment law and corporate governance.

The Director will be responsible for implementing the OCS vision and will be responsible for all day-to-day operations. All employees of OCS are to report to the Director. The Director reports to the CAO but is beholden to the Board as a whole. The Director must possess skills as both an educator and administrator. Additionally, the Director must maintain the skills requisite with fostering quality communications, portraying a positive public image of OCS, conflict resolution and staff development.

Adjunct Officers may be appointed and removed by and at the pleasure of the Governing Board. Adjunct Officers allow the GB to respond rapidly to issues or needs that arise. Although their responsibilities may be various, they must report directly to an assigned GB Officer and are fully accountable, empowered and autonomous. Adjunct Officers will be bound by fiduciary duties, including but not limited to the duties of confidentiality, loyalty and good faith.

For a working model of governance and operational oversight, please refer to the charts on pages 27 and 28.

Board Selection and Terms

In the initial term, all GB Officers, the ex officio Officer and Adjunct (non-voting) Officers, will be appointed by the Founding Council.

Each Governing Board Officer will hold an equal seat. The newly formed Governing Board shall decide by majority vote which Officer shall hold which position after considering the talents and abilities of the Governing Board Officers and the needs of OCS. The five Governing Board seats shall be: Chief Administrative Officer (CAO), Chief Operating Officer (COO), Chief Financial Officer/Treasurer (CFO/Treasurer), Education Officer, and Human Resources Officer/Secretary. Interested participants will run generally for the open seats and not for a specific title or position on the board.

To maintain stability during the first seven years of operation, some GB seats will be filled by Member at large vote and some will be filled by Founding Member vote.

Member At Large Vote

Any eligible Member who desires to run for office may declare their candidacy through a self-nomination process.

All elections will be decided by a nominee receiving more votes than other nominees. For example, if there are ten nominees for three open seats, each eligible voter would cast three votes, one for three different candidates, and the three nominees who receive the three highest number of votes shall win the three open seats. Each eligible Member will have one vote for each of open Governing Board Officer seats.

Founding Member Vote

The three GB Officer seats will be elected by majority vote of the Founding Members when those seats open by virtue of their terms expiring. The body of eligible Members shall then have a vote to ratify each Governing Board Officer elected by the Founding Members through a simple majority. The Founding Members may override a non-ratification vote by the eligible Members through a super-majority vote of two-thirds.

At the expiration of seven school years after the school opens for classes, the three GB seats elected by Founding Members shall no longer be elected by the Founding Members, but by a vote of the all eligible Members.

Sample of Succession

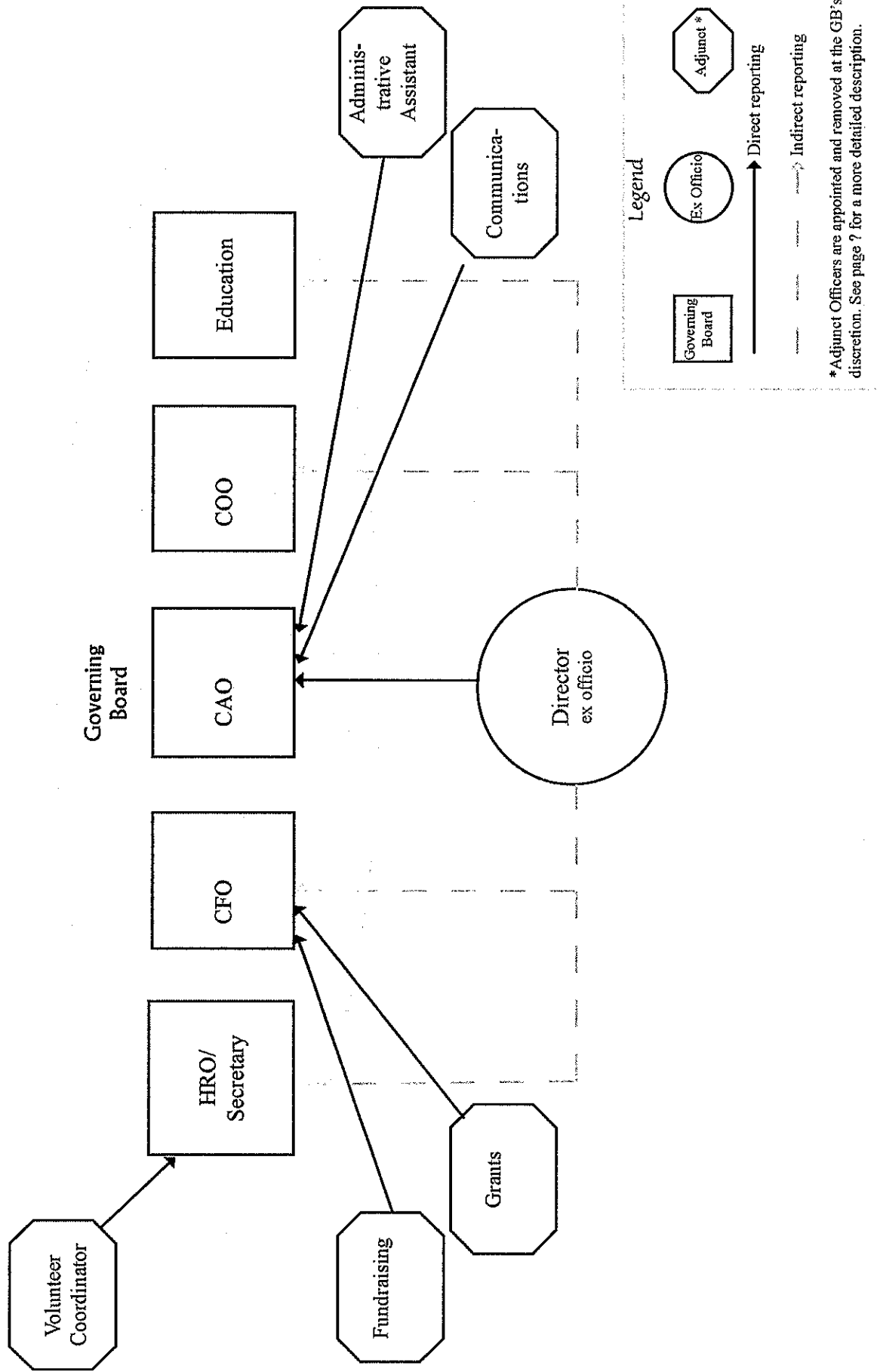
The following table provides an example of which selection body will vote to fill the seats coming open.

Selection Body	04-05	5/06	5/07	11/07	11/08	11/09	11/10	11/11	11/12	11/13
Founding Council - all officers	✕									
Members at large - 2 officers		✕		✕		✕		✕		
Founding Members - 3 officers			✕		✕		✕		✕	✕

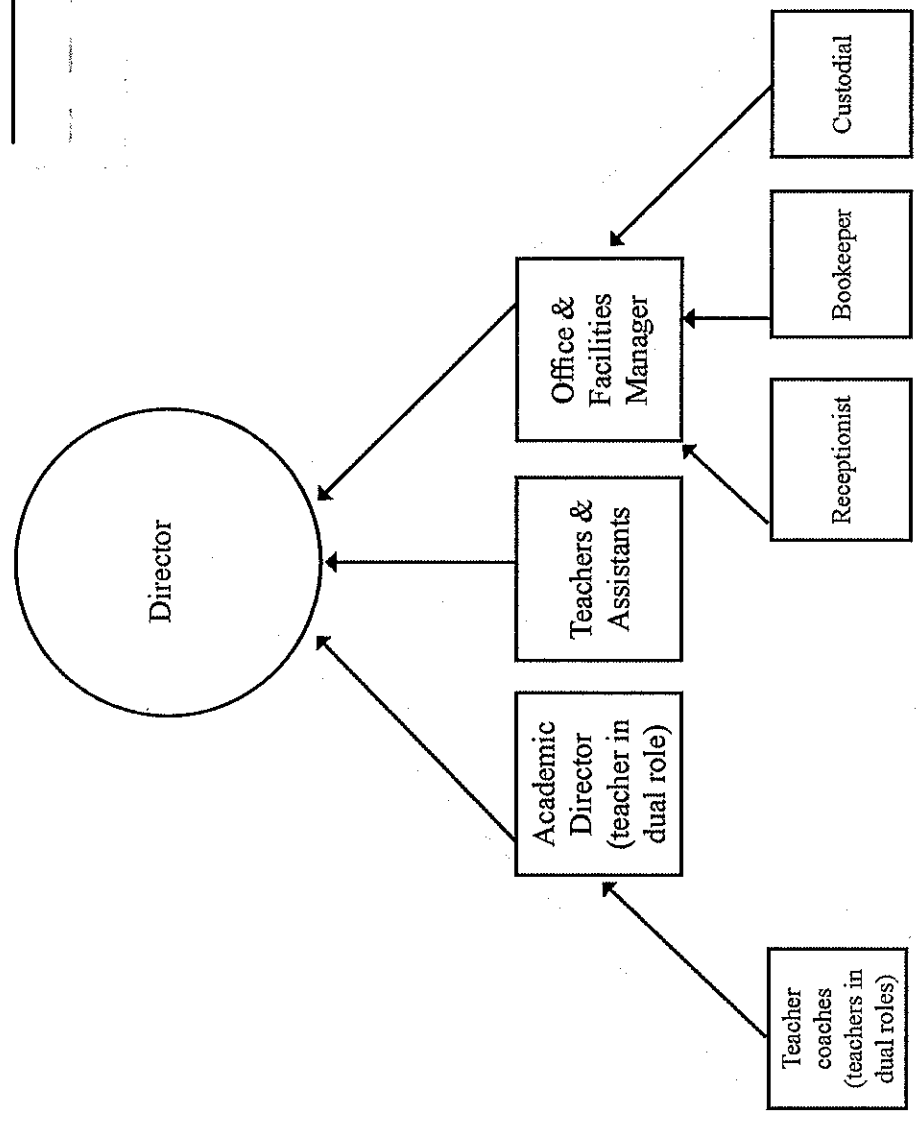
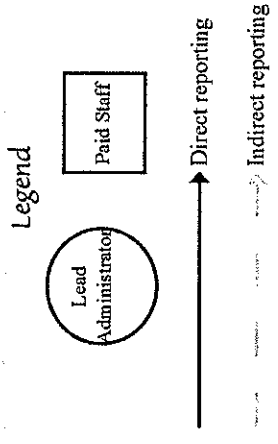
Truncated Terms

Resignation of a Governing Board Member. Each officer of the OCS Governing Board serves in that capacity voluntarily, and may resign at any time during the term by submitting his or her resignation in writing to the Governing Board or the Foundation. A resignation is effective when the notice is delivered unless the notice specifies a later effective date.

Filling Seats Mid-term. In the event of resignation or involuntary removal from the Governing Board, or vacancies on the Board for any other reasons, volunteers will be asked to apply to serve the remainder of the term for the particular seat or seats that are vacant. From the available applicants, the GB will select a new Officer by a majority vote.



Governance Oversight for Odyssey Charter School



Operations Oversight for Odyssey Charter School

BACKGROUND INFORMATION SHEET AND RESUME

Paul Waldron

Name Paul E. Waldron

Role in School (list positions with school) Chief Administrative Officer (CAO)

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

Attorney, Scribner & McCandless, March 2004 – Present. Civil litigation practice in the areas of family, contract, business, and property; transactional practice in business formation and general counsel and estate planning. Perform pro bono and conflict counsel work for the Utah Office of the Guardian ad Litem and conflict public defender counsel for the Utah County Public Defender's Association.

Captain, Judge Advocate, Utah Army National Guard. June 1998 - Present. Member of Utah National Guard since January 1993. Currently assigned to I Corps Artillery, HHB. Provide operational law assistance to commander and legal assistance and mobilization briefs to soldiers. Commander, Headquarters Battery, I Corps Artillery, November 2002 - Present. By commanding a unit of 180 personnel, I have experience in personnel management, logistics and operations.

Board Member, John Hancock Charter School, May 2003 - Present.

Attorney Guardian ad Litem, Fourth District Office of the Guardian ad Litem, State of Utah, May 2000-March 2004. Average caseload of 145 cases. 70% practice in Juvenile Court in child welfare cases, 30% in District Court in protective order/divorce cases. Member of a Family Drug Court team, federally trained and certified.

Mediator, April 1998 - Present. Trained in 40 hour course for the court-annexed mediation program. Mediation experience in civil and domestic cases. Trained in 20 hour course for the United States Post Office REDRESS program and currently contracted for mediation services in EEO cases. Trained in Utah Juvenile Victim Offender mediation program. Former board member (elect) of the Utah Council on Conflict Resolution. Former Member, Academy of

Family Mediators, April 1998 - May 2000. Former Member, Utah Council on Conflict Resolution. Member from inception to May 2001.

Sector Coordinator, Salt Lake Organizing Committee, 2002 Winter Olympics. Daily supervised 20-40 event services volunteers or paid staff at the Soldier Hollow venue. (Management experience).

Attorney, Managing member of Bailey, Taylor & Waldron, L.C., July 1997 - May 2000. Civil litigation practice in the areas of family, contract, business, property, and personal injury. Performed pro bono and conflict counsel work for the Utah Office of the Guardian ad Litem.

Law Clerk /Bailiff for Judge Anthony Schofield, Utah Fourth District Court, May 1996 - July 1997. Attended all court proceedings and performed legal research to draft rulings.

Intern, Federal Judicial Center, Court Education Division, Clerk's Office Branch, Washington D.C., May - August 1992. GS-5 or GS-6 rating for work. Helped create the *Federal Courtroom Deputy's Resource Manual*; Identified resources, edited and compiled operating procedures for courtroom deputies.

Teaching Assistant (Philosophy and Elementary Education), **Youth Camp Counselor**, Brigham Young University, June 1990 - April 1993.

Scouting Leader, May 1998 - August 2003. Involved with 14 - 18 year old boys as youth leader.

Judge, J. Reuben Clark Law School, various years. Judge trial advocacy and moot court competitions.

Judge, Youth Court Program-Utah State Bar, Winter 1999, trial advocacy programs for Jr. High Students

Representative Student Member, BYU Law School Curriculum Committee, December 1994 - April 1996. Worked with Task Force in evaluating experimental Public Interest Law Course for first-year students 12/94 - 4/95.

Legal Extern, Utah County Public Defender's Association, Juvenile Division, Fall Semester 1995. Interviewed clients and prepared pleadings in child removal and juvenile delinquency proceedings. Represented juvenile delinquents in pre-trials under the third-year practice rule.

Author, Paul E. Waldron, Comment, *Religion in Our Public Schools: Has the Supreme Court's treatment of Religion Made Government Intervention in Education Unconstitutional?*, 1996 BYU Educ. & L.J. 96.

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

Juris Doctor, Brigham Young University, J. Reuben Clark Law School, April 1996.

Bachelor of Arts, Brigham Young University, 1993.

Major: American Studies Minors: Philosophy; Analytical Thinking

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

I am one of the persons to gather and organize all the individuals involved in putting this application together. I have had significant oversight and input in all aspects of the application. I continue to be involved in the creative and decision making processes in forming this school. It is my aspiration that this school will provide a broad and solid foundation for our children and be a credit to charter schools.

BACKGROUND INFORMATION SHEET AND RESUME

Todd Rapier

Name Todd Michael Rapier

Role in School (list positions with school) Board member, authorized agent

Employment History:

PRESIDENT AND FOUNDER – Authoritative.Net, Orem, Utah

10/03 through Present

- Developed company concepts and strategies.
- Raised \$500,000 in seed capital.
- Hired and managed multiple employees.
- Managed multiple complex business issues including legal, budgets, marketing, staffing, strategy and operations
- Board member.

BOARD MEMBER– MobileLexis, SLC, Utah

01/04 through Present

BOARD MEMBER AND FOUNDER – Freedom Academy, Provo, Utah

Summer/Fall 2003

- Sat on founding board.
- Raised \$200,000 in seed capital.
- Found and acquired real estate.
- Managed building renovation.
- As a board member, handled or was involved with multiple complex issues including but not limited to staffing, legal, funding, grants, policies and procedures, and marketing.

**NATIONAL SALES MANAGER DESKTOP APPLICATIONS GROUP – LexisNexis Corporation,
Provo, Utah 10/01-10/03**

- Post 9/11, produced 5x group quota in first full quarter as national sales manager. Produced multiple record quarters for desktop application group. Produced sales growth during economic downturn.
- Worked with legal to create streamlined contracts processing and development of licensing agreements.
- Coordinated the creation and management of department budgets.
- Developed and implemented the Value Selling sales program.
- Completed LexisNexis management training program.
- Worked with the professional services group to actively manage consulting engagements.
- Trained new hires on products, accounts, business practices, and effective sales techniques.
- Created incentive programs for the LexisNexis national sales force and the desktop applications group VAR channel.
- Developed and maintained pricing and distribution models for HotDocs and HotDocs Online.
- Managed multiple marketing and product launch efforts.

**FIELD SALES REPRESENTATIVE – LexisNexis Corporation, Orem, Utah
01/97-10/01**

- Winner of Circle of Excellence 1998-2001. Winner of President's Club 1999-2001.
- Sales rep of the year 1998, 1999 and 2001.
- Performed at a high level relative to quota. 158% of quota 1998; 181% of quota 1999; 237% of quota 2000; 236% of quota 2001.
- Built solid relationships with customers by conducting on-site visits, exploring and understanding their business, and aligning customer objectives with LexisNexis solutions.
- Analyzed territory and initiated targeted cold call and marketing campaigns.
- Closed enterprise licenses and substantial professional services engagements with Fortune 500 and AmLaw 100 customers such as Cleary Gottlieb, General Electric, BankOne, Davis Polk & Wardwell, Bryan Cave A.G. Edwards, Shell Oil and Northwestern Mutual.
- Positioned and sold professional services.

**SALES ASSOCIATE – R.C. Willey, Orem, Utah
10/93-01/97**

- Averaged \$800,000 per year in sales.
- Utilized and developed extensive knowledge of the computer and consumer electronics industry.
- Developed and maintained contractor accounts.

Education History:

3 years of college toward B.A. in Marketing

June 1998 Gundersen High School -- San Jose, California

Statement of Intent:

As you can see from my personal information, I did not finish college. I hardly finished High School, for that matter. I spent many years struggling with the fact that I primarily failed at traditional education. Even at a young age, I was not able to reconcile my failure with an underlying belief that I was a somewhat intelligent individual. "You are a smart kid, you can do better than this," was a recurrent theme I heard from Parents, teachers and even friends during my school years.

Two years ago I was diagnosed with ADHD. I finally understood why I did not fit in what was a somewhat "one size fits all" educational approach. The fact is, I learned much differently than most kids and still do to this day. By and large, I fell through the cracks but it did not necessarily need to be that way.

This is why I am passionate about and deeply committed to the charter school movement. As you can see, I have experience as a founder and board member of another charter school. My wife and I attended the National Charter School Conference in June of this year (on our own dime). I see charter schools serving more individual needs through smaller class sizes, better discipline, better teacher training, parental involvement and less bureaucracy. I intend to work diligently as a board member to make certain that the mission OCS is applied in a successful manner. I believe that my experience and success in business, experience in helping found Freedom Academy and my failures in my own education make me uniquely qualified and motivated to make OCS a success.

BACKGROUND INFORMATION SHEET AND RESUME

Chris Gluch

Name Chris Gluch

Role in School (list positions with school) General Board Member Human Resources

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

Moxtek, Inc., Orem Utah (July 2004-Present)

HR Manager

- Responsibility for all aspects of the Human Resources function. Including Compensation, Benefits, Staffing, Employee Relations, Training, Safety and Performance Management.

Discover Financial Services, Sandy Utah (November 1999-July 2004)

Employment Manager/Recruiter

- Supervision of employment staff.
- Implementation and development of centers recruitment, retention, and staffing strategies, which has reduced overall turnover by 14 % and 60- day turnover by 16% in an outbound, call center with over 1800 employees saving the company over \$560,000 in turnover costs.
- Received the 2001 Older Worker Employer of the year from Green Thumb for efforts in recruiting and hiring senior workers.
- Administration of corporate affirmative action plan that is in line with Federal requirements in all protected groups. Resulting in meeting all underutilization and staffing goals.
- Employee relations and conflict resolution on all issues relating to ADA, FMLA, Unemployment claims, EEO, and Sexual Harassment.
- Created and Facilitated Center wide training on interviewing and sexual harassment using the ADDIE Model and Merrill's five stars of instruction methods.
- Performance management administration.
- Strategic partner to senior staff.

- Formulate, develop and deploy HR policies, practices and programs
- Budget administration and compliance.

Consumer Credit Counseling Service of Utah (April 1997-Novemeber 1999)

Human Resources Manager/Director of Education/Credit Counselor

- Administered benefits program including incentive, retirement, and medical benefits.
- Employee Relations administration including administration of Company grievance procedures, investigations of all employee complaints, and management training on those issues relating to Sexual Harassment, ADA, and EEO issues.
- Leadership development for exempt and senior staff.
- Recruitment and new hire orientations.
- Retention, Training and Development of new and existing employees.
- Performance management administration including performance evaluation, progressive discipline, and grievance process.
- Developed statewide education program in budgeting, money management, and credit. Offering over 20 seminars monthly to numerous organizations including: Utah State Office of Education, Utah State, SLCC, and Weber State.
- Created and implemented education budget.
- Formulate, develop and deploy company policies, practices and programs.

Great Western Business Forms (October 1996-April 1997)

Production Manager

- Supervised all production personnel in the manufacturing of various business forms.
- Created goals, plans, and objective as well as work flow for pre-production, graphics and production personnel.
- Set up purchasing program with purchase orders and reconciliation of merchandise and invoices.
- Implemented paper inventory computer system to monitor job usage as well as reorder quantities
- Reduced past due jobs by 20%.
- Performed all quality control procedures and controls.
- Created new structure for pre-production and graphics departments.

Zero Enclosures (March 1992- September 1996)

Materials Control Coordinator

- Responsible for purchasing, material resource planning and forecasting for materials group.
- Performed inventory reconciliation for all materials used on Haliburton production orders.

- Responsible for control and reconciliation of \$2 million dollar aluminum inventory.
- Appointed to ISO 9000 committee for development of policies and procedures for materials group.
- Liaison between materials group and all internal sales departments.
- Responsible for purchasing and negotiating all outside processing of materials.
- Implemented new purchasing program for control and purchasing of office supplies resulting in a cost savings of 30%
- Established a recycling program that saved the company \$1200 a month in refuse costs.

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

Master of Social Science Human Resources Management

Utah State University, December 2001

Baccalaureate of Sciences, Psychology

University of Utah, June 1987

Professional in Human Resources (PHR)

Society of Human Resource Management

Statement of Intent:

I believe that lifelong learning starts as a child and should continue until the day you die. As parents and educators we need to foster the child's love of learning. With a correct model and parental involvement in a child's life they will develop this love of learning and it will continue to serve them through out their lives. Only a small part of education happens between 9:00 am-3:00 pm while children are in a classroom. However this part of learning should help the child become excited about learning and should help them learn beyond the classroom. The classroom setting establishes core knowledge and an ability to think and reason, and helps the child look for possibilities beyond what is taught.

Charter schools provide a excellent venue for quality education. In order for a child to attend a charter school, direct and long-term parental involvement is required, boosting the child's potential for success. Also, with charter schools the opportunity exists to select and hire only those teachers who are committed to and excited about instilling a lifetime love of learning within each his/ her students.

BACKGROUND INFORMATION SHEET AND RESUME

Larry Cox

Name Larry Cox

Role in School (list positions with school) Board Member

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

Cook Dorigatti & Associates PC, Logan, UT, 1994 to 1998. Peterson & Associates, PC, Spanish Fork, UT, 1998 to 2000. Larry Cox CPA, Inc. 2000 to present. For the past 10 years I have been working as a public accountant at the listed firms. My responsibilities include consulting with small and medium size businesses as well as many exempt organizations. The consultations include initial business creation and setup, and financial operations. I also provide compliance services such as tax return and financial statement preparation.

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

My education includes Master of Business Administration (1999), Master of Accountancy (1997), and a Bachelor of Arts in Accounting (1994) from Utah State University, Logan, UT. Associate of Arts from Snow College, Ephraim, UT (2002). Professional licenses include Certified Public Accountant.

Statement of Intent:

As a father of 4 children between the ages of 9 and 6 months I am very concerned with the quality of education that they and their peers receive. I have personally been involved with education both as a student and a student leader while service as Student Body President for Snow College (1991-1992) and later as the Student Regent for the Board of Regents, Utah Higher Education (1992-1993). I understand the importance of education and the need to provide it to others.

BACKGROUND INFORMATION SHEET AND RESUME

Marilyn Simons

Name Marilyn Simons

Role in School (list positions with school) Board member over Curriculum

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

Administrator, Elementary and Middle School (7 years)

Teacher, Elementary and Middle School (8 years)

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

MA Curriculum and Instruction
Administrative Endorsement

Elementary Certificate – Area of emphasis: Language Arts

Secondary Certificate – Business Education

Endorsements: ATE, Economics, Social Studies and Business Technology

Statement of Intent:

Following many conversations and research efforts by the curriculum committee, I have developed the educational aspect of the Charter. I have drawn from my administrative experience, which includes one year with a Charter School as well as my Master's training in curriculum and instruction. It is my intent to participate in opening an exceptional charter school that is dedicated to the fundamentals of a classical education.

Affidavit #1

Affidavit #2

Affidavit #3

Affidavit #4

Affidavit #5

ARTICLES OF INCORPORATION OF ODYSSEY CHARTER SCHOOL

The undersigned natural persons action as incorporators under the Utah Revised Non-Profit Corporation Act, adopt the following Articles of Incorporation:

I

NAME

The name of the corporation is ODYSSEY CHARTER SCHOOL TRUST (hereinafter referred to as OCS).

II

NOT FOR PROFIT

The corporation is organized as a non-profit corporation under the laws of the state of Utah, exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code of 1986 and the regulations promulgated there under, is not formed for pecuniary profit, and shall be operated exclusively for charitable and educational purposes, including but not limited to: the education of members of the public. No part of the income or assets of OCS is distributable to or for the benefit of its Members, Trustees, or Officers, except to the extent permissible under law.

No substantial part of the activities of the corporation shall be 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 or in opposition to any candidate for public office.

Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any 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, as amended or supplemented, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended or supplemented.

III

DURATION

The duration (term) of OCS is perpetual.

IV

PURPOSES

The OCS Trust is organized, and shall be operated for the following purposes:

1. The establishment, operation, and maintenance of the Odyssey Charter School, a Utah Public School, to establish an academically rigorous classically based curriculum with smaller classes and student-to-teacher ratios, and to foster an academic environment that will meet the needs of our children.

2. To exercise all rights and powers conferred by the laws of Utah upon nonprofit corporations, including, without limiting the generality of these Articles, to acquire by bequest, devise, gift, purchase, lease, or otherwise any property of any sort or nature without limitation as to its amount or value, and to hold, invest, reinvest, manage, use, apply, employ, sell, expend, disburse, lease, mortgage, convey, option, donate, or otherwise dispose of such property and the income, principal, and proceeds of such property, for any of the purposes set forth herein.

3. To do such other things as are incidental to the purposes of The OCS Trust or necessary or desirable in order to accomplish them.

V

LIMITATION

No part of the net earnings of OCS shall inure to the benefit of or be distributable to its Members, Trustees, or Officers, but OCS 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 IV hereof. Further, in the event that OCS is ever dissolved, the Governing Board may distribute all remaining a not-for-profit charity or charities to which to donate any assets remaining after the satisfaction of all outstanding debts of OCS.

VI

FOUNDING MEMBERS

Founding Members are Founders as defined by the Federal NCLB Act, its regulations, U.S. Department of Education guidance or the Utah State Charter School statute.

VII

MEMBERS

Members are defined as Founders, custodial parents, or legal guardians of students currently accepted in the school. Eligible Members are defined as those parents of accepted students who will have students enrolled in OCS or the upcoming school year.

VII

GOVERNING BOARD

The management of OCS shall be vested in a Governing Board consisting of a Chief Administrative Officer (CAO), four Officers, and the Director of OCS serving as an ex officio (non-voting) member. The Officers shall be elected or appointed (and may be removed) pursuant to the bylaws. The ex officio member will serve incidental to appointment. The Governing Board may appoint Adjunct (non-voting) members.

VIII

OFFICERS

The officers of The OCS Trust shall consist of the Chief Administrative Officer (CAO), Chief Operating Officer (COO), Chief Financial Officer (CFO)/Treasurer, Education Officer, Human Resources Officer (HR)/Secretary, and such other Adjunct (non-voting) Officers as may be provided in the Bylaws.

IX

INDEMNIFICATION

OCS shall indemnify and hold harmless each voting Officer of the Governing Board, including former Officers, to the full extent permitted by the laws of Utah. OCS will provide directors and officers insurance in perpetuity or until such time as this entity is dissolved.

X

BYLAWS

The Bylaws of OCS are to be made and adopted by the Governing Board, and may be altered, amended, or rescinded by the Governing Board. All alterations, amendments, and repeals of the Bylaws must be approved by a majority of the voting Members.

XI

NONSTOCK BASIS

OCS is organized on a non-stock basis. This Corporation shall not issue shares of stock.

XII

REGISTERED AGENT

The name and address of The OCS Trust's initial agent for service of process is:

Name: Todd Rapier
852 W 1560 N
Orem, UT 84057

XIII

INCORPORATORS

The name and address of each Incorporator (Subscriber) is as follows:

Name	Address
<u>Todd Rapier</u>	<u>852 W. 1560 N., Orem, UT 84057</u>
<u>Paul Waldron</u>	<u>1558 W.800 N., Pleasant Grove, UT 84062</u>

In witness whereof, the undersigned have signed these Articles of Incorporation on this (date) _____.

Incorporator

Incorporator

State of Utah)
) ss:
County of Utah)

Before me personally appeared:

- 1. Todd Rapier
- 2. Paul Waldron

to me known to be the persons described herein who executed the forgoing instrument, and severally acknowledged to and before me that they executed said instrument for the purposes therein expressed.

Witness my hand and official seal this _____ day of _____ in the aforesaid County and State.

Notary Public

My Commission Expires: _____

ACCEPTANCE BY REGISTERED AGENT

The undersigned hereby accepts the appointment as registered Agent of The Odyssey Charter School Trust, which is contained in the forgoing Articles of Incorporation on this _____ day of _____.

Registered Agent

Bylaws of Odyssey Charter School

I

OFFICES

1.1 Location. The corporation may have such offices, either within or without the State of Utah, as the Board of Directors may designate or as the business of the corporation may require from time to time.

II

GOVERNING BOARD

2.1. Powers and Duties. All corporate powers and duties shall be exercised by or under the authority of the business and affairs of the corporation managed under the direction of the Governing Board.

2.2 Numbers of and Composition of Officers

a. There will be five Officers of the Governing Board, which Governing Board consists of three Officers chosen by the Founding Members, and two Officers chosen by the Members at large. In addition, the Director of the OCS will serve as an sixth *ex officio* member.

b. There may be Adjunct Officers appointed by the Governing Board. Adjunct Officers shall have no vote on matters to be decided by the Governing Board, but shall be bound by fiduciary duties, including but not limited to the duties of confidentiality, loyalty and good faith.

2.3. Terms of Governing Board

a. In the initial term, all Governing Board Officers, the *ex officio* Officer and Adjunct (non-voting) Officers, will be appointed by the executive committee. Two Officers will serve until May at the end of the first full school year after the school opens; the other three Officers shall serve until May at the end of the second full school year after the school opens.

b. Thereafter, elections for the Governing Board will be held each November in years in which a Governing Board Officer's term is due to expire. Beginning in November 2007, all Officers of the Governing Board will be elected to a two-year term

of service. The ex officio officer will serve in that capacity for the duration of their employment as Director of OCS. Adjunct (non-voting) Officers may be appointed and removed by and at the pleasure of the Governing Board.

2.4. Elections

a. Each eligible Member will have one vote for each of two open Governing Board Officer seats, which shall be the first two open Governing Board Officer seats open at the end of the first school year that classes are held. The ex officio officer will serve in that capacity by virtue of his or her appointment to the position of Director of OCS.

i. The three remaining Governing Board Officer seats shall be elected by majority vote of the Founding Members when those seats open by virtue of their terms expiring.

ii. The body of eligible members shall then have a vote to ratify each Governing Board Officer elected by the Founding Members through a simple majority.

iii. The Founding Members may override a non-ratification vote by the eligible Members through a super-majority vote of two-thirds.

iv. At the expiration of seven school years after the school opens for classes, the three Founding Member - elected Governing Board Officer seats shall no longer be elected by the Founding Members, but by a vote of the all eligible Members.

v. All elections will be decided by a nominee receiving more votes than other nominees. For example, if there are ten nominees for three open seats, each eligible voter would cast three votes, one for three different candidates, and the three nominees who receive the three highest number of votes shall win the three open seats.

b. Each Governing Board Officer will hold an equal seat. The newly formed Governing Board shall decide by majority vote which Officer shall hold which position after considering the talents and abilities of the Governing Board Officers and the needs of OCS. The five Governing Board seats shall be: CAO, COO, CFO/Treasurer, Education Officer, and Human Resources Officer/Secretary. Interested participants will run generally for the open seats and not for a specific title or position on the board.

2.5 Duties.

a. Chief Administrative Officer (CAO). The CAO shall preside at all meetings of the Governing Board, shall be the Chief Administrative Officer of OCS, shall see that all orders and resolutions of the Governing Board are carried into effect and shall perform such other duties as the Governing Board may from time to time prescribe.

b. Chief Operations Officer (COO). The COO shall attend all meetings of the Governing Board, have the general powers and duties of supervision and management of the business and affairs of OCS, and shall report directly to the CAO. The COO shall have special oversight and responsibility over the physical operations and elements of OCS, including physical facilities and procurement.

c. Chief Financial Officer/Treasurer (CFO/Treasurer). The CFO shall attend all meetings of the Governing Board, have the general powers and duties of supervision and management of the business and affairs of OCS, with a special oversight and responsibility over accounting, budgeting and bookkeeping, and shall report directly to the CAO.

d. Secretary. The Secretary shall attend all meetings of the Governing Board and shall prepare and record all votes and all minutes of all such meetings in a book to be kept for that purpose; the Secretary shall perform like duties for any committee when required. The Secretary shall give, or cause to be given, notice of all meetings of the Governing Board when required. The Secretary shall have the responsibility of authenticating records of OCS. The Secretary shall perform such other duties incident to the office of Secretary or as prescribed from time to time to perform by the Governing Board. Further, in the function of HRO, the HRO shall monitor, create, propose and enforce all human resource policies and procedures adopted by the Governing Board. This individual shall report directly to the CAO.

e. Education Officer. The Education Officer shall have special oversight and responsibility over the education being provided at OCS, shall attend all meetings of the Governing Board, and report directly to the CAO. The Education Officer may review and recommend new or changed curriculum and pedagogy methods, working in coordination with the Director.

f. Director. The Director of OCS shall be the individual hired by the Governing Board to run the school on a day-to-day basis, and shall serve as an ex-officio (non-voting) member of the Governing Board. The Director shall attend all meetings of the Governing Board and report directly to the CAO.

g. Other Officers. Adjunct (non-voting) Members may be designated by the Governing Board, serve at the pleasure of the Governing Board, and shall exercise such powers and perform such duties as may be delegated to them by the Governing Board.

2.6. Resignation of Governing Board Member. Each officer of the Governing Board of OCS serves in that capacity voluntarily, and may resign at any time during the term by submitting his or her resignation in writing to the Governing Board or the corporation. A resignation is effective when the notice is delivered unless the notice specifies a later effective date.

2.7 Vacancies. In the event of resignation or involuntary removal from the Governing Board, or vacancies on the Board for any other reasons, volunteers will be asked to apply to serve the remainder of the term for the particular seat or seats that are vacant. A volunteer will be selected to serve the remainder of the term for the vacant seat from those applying by a majority vote of the Governing Board.

2.8 Meetings. The Governing Board will establish the meeting schedule. In scheduling and conducting its meetings, The Governing Board shall act in accordance with these bylaws and the laws of the State of Utah. The Governing Board will meet at least once a month to discuss the operations of OCS, hear reports and updates from Board Members, consider and adopt policies, and consider requests and concerns from parents, students and teachers.

2.9 Quorum. The Governing Board may not act unless a quorum of three Governing Board Members is present.

2.10 Voting. Unless otherwise specified in the Bylaws, actions receiving a majority vote of those Governing Board Members present at a board meeting will constitute action by the Governing Board, unless the Utah Revised Non-Profit Corporation Act requires the vote of a greater number of Governing Board Members. A Governing Board Member who is present at a meeting of the Governing Board when corporate action is taken is deemed to have assented to such action unless: (i) such director objects at the beginning of the meeting (or promptly upon his arrival) to holding a meeting or transacting business at the meeting; (ii) such Governing Board member dissent or abstention from the action taken is entered in the minutes of the meeting; or (iii) such director delivers written notice of his or her dissent or abstention to the presiding officer of the meeting before its adjournment or to the Corporation immediately after adjournment of the meeting. The right of dissent or abstention is not available to a director who votes in favor of the action taken.

2.11 Removal of a Governing Board Member. Any of the Governing Board Members may be removed for cause by the affirmative vote of a super-majority of the entire Governing Board. A Governing Board Member may only be removed at a meeting called for the purpose of removing such Governing Board Member, and the meeting notice must state the purpose, or one of the purposes, of the meeting is removal of the Governing Board Member.

III

COMMITTEES

3.1 The Governing Board may create one or more committees, each consisting of one or more members. Members of committees of the Governing Board may be members of the Governing Board or they may be other natural persons. Such Committee members shall serve at the pleasure of the Governing Board. The creation of a committee and appointment of one or more committee members must be approved by the Governing Board.

3.2 Unless otherwise provided in the Act, to the extent specified by the Governing Board, each committee may exercise the authority of the Governing Board as directed by the Board. However, no such committee shall: (a) authorize distributions; (b) approve the dissolution or merger of the Trust, or sale, pledge or transfer all or substantially all of the assets of the Trust; (c) fill vacancies on the Governing Board or any of its committees; or (d) adopt, amend or repeal these Bylaws. All such committees and their members shall be governed by the same statutory requirements regarding meetings, action without meetings, notice and waiver of notice, quorum and voting requirements as are applicable to the Governing Board and its members.

IV

INDEMNIFICATION

4.1 Indemnification and Advancement of Expenses. OCS may indemnify any person who is or was a party or is or was threatened to be made a party to any action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that he or she is or was a director, officer, employee or agent of OCS, or is or was serving at the request of OCS as a Governing Board member, officer, employee, agent or trustee of another corporation or of a partnership, joint venture, trust, employee benefit plan or other enterprise, including service on a committee formed for any purpose (and, in each case, his or her heirs, executors and administrators), against all expense, liability and loss (including counsel fee, judgments, fines, ERISA excise taxes, penalties and amounts paid in settlement) actually and reasonably incurred or suffered by such a person in connection with such action, suit or proceeding, to the fullest extent permitted by applicable law, as in effect on the date hereof and as hereafter amended. Such indemnification may include advances of expenses in advance of the final disposition of such action, suit or proceeding, subject to the provision of any applicable statute.

4.2 Non-Exclusivity of Rights. The indemnification and advancement of expenses provisions of Section 5.1 shall not be exclusive of any other right which any person (and

his or her heirs, executors and administrators) may have or hereafter acquire under any statute, provision of these Bylaws, resolution adopted by the Governing Board, agreement, or insurance, purchased by OCS or otherwise, both as to action in an official capacity and as to action in another capacity. OCS is hereby authorized to provide for indemnification and advancement of expenses through its Bylaws, resolution of the Governing Board and agreement.

4.3 Insurance. OCS may maintain insurance, at its expense, to protect itself and any individual who is or was a Governing Board member, officer, employee or agent of OCS, Or who, while a Governing Board member, officer, employee or agent of OCS, is or was serving at the request of the OCS Governing Board or its Director as a Governing Board member, officer, partner, trustee employee or agent of OCS or of a partnership, joint venture, trust, employee benefit plan or other enterprise against any expense, liability or loss, whether or not OCS would have the power to indemnify such person against such expense, liability or loss under this Article or the Utah Revised Non-Profit Corporation Act.

V

CORPORATE ACTIONS

5.1 Contracts. Unless otherwise required by the Governing Board, the CAO shall execute contracts or other instruments on behalf of or in the name of OCS. The Governing Board may from time to time authorize any other officer, assistant officer or agent to enter into any contract or execute any instrument in the mane of and on behalf of OCS as it may deem appropriate, and such authority must be confined to specific instances.

5.2 Loans. No loans shall be contracted on behalf of OCS and no evidence of indebtedness shall be issued in its name unless authorized by the Governing Board. Such authority may be general or be confined to specific instances.

5.3 Checks, Drafts, Etc. Unless otherwise required by the Governing Board, all checks, drafts, bills of exchange and other negotiable instruments of OCS shall be signed either by the CAO or such other officer, assistant officer or agent of OCS as may be authorized so to do by the Governing Board. Such authority may be general or confined to specific business, and, if so directed by the Governing Board, the signatures of two or more such officers may be required.

5.4 Deposits. All funds of OCS not otherwise employed shall be deposited from time to time to the credit of OCS in such banks or other depositories as the Governing Board may authorize.

VI

FISCAL YEAR

6.1 The fiscal year of OCS shall be determined by the Governing Board, and in the absence of such determination, shall be from July 1 to June 30.

VII

CORPORATE SEAL

7.1 The Corporation shall not have a corporate seal.

VIII

NOTICE

8.1 Unless otherwise provided for in these Bylaws, the Utah Revised Non-Profit Corporation Act, or other statutes, any notice required shall be in writing except that oral notice is effective if it is reasonable under the circumstances and not prohibited by these Bylaws. Notice may be communicated in person, by telephone, telegraph, teletype or other form of wire or wireless communication, or by mail or private carrier. If these forms of personal notice are impracticable, notice may be communicated by a newspaper of general circulation in the area where published; or by radio, television or other form of public broadcast communication. Written notice to a domestic or foreign corporation authorized to transact business in Utah may be addressed to its registered agent at its registered office or to the corporation of its Secretary at its principal office as shown in its most recent annual report or, in the case of a foreign corporation that has not yet delivered an annual report, in its application for a certificate of authority.

IX

MISCELLANEOUS

9.1 Account Books, Minutes, Etc. The corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its board of trustees and committees. All books and records of the corporation may be inspected by any trustee or such trustee's authorized agent or attorney, for any proper purpose at any reasonable time.

9.2 Fiscal Year. The fiscal year of the corporation shall be as established by the board of trustees.

9.3 Conveyances and Encumbrances. Property of the corporation may be assigned, conveyed or encumbered by such officers of the corporation as may be authorized to do so by the board of trustees, and such authorized persons shall have power to execute and deliver any and all instruments of assignment, conveyance and encumbrance; however, the sale, exchange, lease or other disposition of all or substantially all of the property and assets of the corporation shall be authorized only in the manner prescribed by applicable statute.

9.4 Designated Contributions. The corporation may accept any designated contribution, grant, bequest or devise consistent with its general charitable and tax-exempt purposes, as set forth in the articles of incorporation. As so limited, donor-designated contributions will be accepted for special funds, purposes or uses, and such designations generally will be honored. However, the corporation shall reserve all right, title and interest in and to and control of such contributions, as well as full discretion as to the ultimate expenditure or distribution thereof in connection with any special fund, purpose or use. Further the corporation shall acquire and retain sufficient control over all donated funds (including designated contributions) to assure that such funds will be used to carry out the corporation's tax-exempt purposes.

9.5 Conflicts of Interest. If any person who is a trustee or officer of the corporation is aware that the corporation is about to enter into any business transaction directly or indirectly with such person, any member of that person's family, or any entity in which that person has any legal, equitable or fiduciary interest or position, including without limitation as a trustee, officer, shareholder, partner, beneficiary or trustee, such person shall (a) immediately inform those charged with approving the transaction on behalf of the corporation of such person's interest or position, (b) aid the persons charged with making the decision by disclosing any material facts within such person's knowledge that bear on the advisability of such transaction from standpoint of the corporation, and (c) not be entitled to vote on the decision to enter into such transaction.

9.6 Loans to Trustees and Officers Prohibited. No loans shall be made by the corporation to any of its trustees, donees or officers.

9.7 References to Internal Revenue Code. All references in these bylaws to provisions of the Internal Revenue Code are to the provisions of the Internal Revenue Code of 1986, as amended, and shall include the corresponding provisions of any subsequent federal tax laws.

9.8 Amendments. These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by a Super-Majority of the Governing Board present at any regular meeting or at any special meeting.

9.9 Severability. The invalidity of any provision of these bylaws shall not affect the other provisions hereof, and in such event these bylaws shall be construed in all respects as if such invalid provision were omitted.

SECRETARY'S CERTIFICATE

I, the undersigned and duly appointed Secretary of Odyssey Charter School, do hereby certify that the foregoing Bylaws were adopted as the Bylaws of Odyssey Charter School on the _____ day of _____, 2004, in an open public meeting, and that the same constitute the Bylaws thereof.

In Witness Whereof, I have subscribed my name this ____ day of _____, 2004.

Secretary

ADMISSION AND DISMISSAL PROCEDURES

Admission Procedures: First Year

Odyssey Charter School will offer enrollment for K-6 grade students who reside in the state of Utah. OCS does not discriminate on the basis of race, creed, color, national origin, religion, age, sex, or handicap.

Prior to opening in August 2005, local residents will be notified of the open enrollment period—February 1 through March 15--through newspaper, flyers, radio, OCS website, and town meetings. During the open enrollment period, the school must receive an Intent to Register (ITR) for each prospective student.

If, at the end of the open enrollment period, the number of applicants for each class exceeds capacity, then those to be admitted will be chosen at random (by lottery) from among the applicants. The lottery will consist of all non-exempt ITRs received during the open enrollment period. Notification in writing of resulting status will be sent to each family within 30 days of the lottery.

To be admitted independent of the lottery, a student must be eligible for exemption and have submitted their ITR within the established enrollment period. According to Federal and State law, the following applicants--in order of priority--will be eligible for exemption from the lottery: (1) children of the Founding Members, and (2) siblings of students already admitted to the school. Children receiving the Founding Member exemption will never make up more than 10% of the OCS student body.

ITRs received after the open enrollment period will be compiled into a waiting list. Subsequent lotteries will be held as necessary.

Admission Procedures: Subsequent Years

Odyssey Charter School offers enrollment for K-6 grade students who reside in the state of Utah. OCS does not discriminate on the basis of race, creed, color, national origin, religion, age, sex, or handicap.

Prospective students and their families are invited to meet with OCS staff and tour school facilities prior to making the decision to register. Should the OCS mission and environment suit, parents must submit an Intent to Register (ITR) for each prospective student. Necessary forms and information are available at the OCS front office.

Open enrollment for each school year closes on the preceding March 15th. If the number of applicants for each class exceeds capacity, then those to be admitted will be chosen at random (by lottery) from among the applicants. The lottery will consist of all non-exempt ITRs received by March 15 and will take place during the last two weeks of March. Notification in writing of resulting status will be sent to each family within 30 days of the lottery.

To be admitted independent of the lottery, a student must be eligible for exemption and have submitted their ITR by March 15. According to Federal and State law, the following applicants--in order of priority--are eligible for exemption from the lottery: (1) children of the Founding Members, and (2) siblings of students already admitted to the school (in order of family's first student start date, then by ITR date). Children receiving the Founding Member exemption will never make up more than 10% of the OCS student body.

General Admissions Policies

Registration Decision: If offered a position at OCS through lottery or otherwise, parents must accept the position by submitting a completed Registration Packet within 7 days. If enrollment is not accepted, the applicant will be removed from the waiting list. If it is later decided to put that child back on the waiting list, a new Intent to Register must be completed and the applicant will be placed on the waiting list based on the date of the new form.

Mid-Year Availability: Public notice that OCS accepts applications year-round is available on the school website. If an opening in the school occurs mid-year and no students remain from a previous lottery, eligible applicants will be offered enrollment according to a subsequent lottery.

Mid-Year Decision: If enrollment is offered in the middle of a school year, the applicant will be allowed to decline and retain their position on the waiting list for the remainder of that year. This accommodation will not be made during August and September.

Information on ITR: Parents or guardians of the applicant are responsible for updating the ITR, i.e., notifying the school of change of address, phone number, etc. If the school is unable to contact an applicant's family because the ITR information is inaccurate or incomplete, OCS is not responsible to continue a search. The applicant will be dropped from the waiting list.

Student Dismissal

No staff member shall excuse any student from school prior to the end of the student's school day, or to any person's custody, without the direct prior approval and knowledge of the Director or designee.

The Director shall not excuse a student before the end of the student's school day without a request for the early dismissal by the student's parents, guardians, or individual(s) officially listed by a parent/guardian on the student registration or student health sheet.

If a properly identified law enforcement officer takes a student from school, the Director or designee shall make every reasonable attempt to notify the parents unless instructed otherwise by the law enforcement officer.

Students of estranged parents may be released only upon the request of the parent whom the court holds directly responsible for the child and who is the parent or guardian registered on the school record. Where no legal custody has been determined, the school may release students to either parent upon proper identification. Parents in this situation are responsible to ensure that the school has the appropriate documentation.

Suspension

A teacher may remove any student from the class for the day of the suspension. The teacher shall immediately report the suspension to the Director of the school and take the student to the Director for appropriate action. As soon as possible, the teacher shall ask the parent or guardian of the student to attend a parent/teacher conference regarding the suspension. A school administrator shall attend the conference if the teacher or parent/ guardian so requests. The student shall not be returned to the class from which he was suspended, during the period of suspension, without the concurrence of the teacher of the class and the Director. During the time of suspension from the class, a place shall be provided by the administration for the student to report, until the situation is resolved.

The Director may suspend a student for up to ten consecutive school days at which time review of case shall be considered to determine future status. The length of time that a student is suspended shall be related to the seriousness of the offense. Suspension of the student must be preceded by a meeting between the student, the Director or designee, and whenever practical, parents and the teacher or supervisor who referred the student to the Director.

At the meeting with the student, the parent or guardian, and the Director or assistant Director, the student shall be informed of the charges and evidence against him/her. If the student denies the charges he shall be given an opportunity to tell his/her side of the story. If the parent or guardian fails or refuses to attend the meeting at the scheduled date, time and place, and reasonable efforts to contact them are unsuccessful, the Director or assistant Director shall mail notification to the parent or guardian describing the charges and evidence against the student.

If a student is suspended, the suspending authority shall immediately notify the parent or guardian of the following:

- That the student has been suspended.
- The grounds for suspension.
- The period of time for which the student is suspended.
- The time and place for the parent or guardian to meet with the suspending authority to review the suspension. This meeting shall be scheduled to occur as soon as is practicable, but in all cases prior to the end of the tenth day of the suspension.

Suspension may be imposed without affording the student such an opportunity in an emergency situation which constitutes a clear and present danger to students or school personnel. If a student is suspended without a conference prior to suspension, a conference shall be held within three days.

Upon conclusion of the meeting or upon a determination that the parent or guardian has not appeared for the meeting, the Director or Assistant Director shall take one of the following actions:

- Take no further disciplinary action to extend the suspension beyond the previously stated period of suspension.
- Increase the time of suspension up to a total of ten days.
- Increase the time of suspension up to a total of ten days, with a recommendation to the Governing Board or its designee that a hearing be held to determine if extended suspension or expulsion should be imposed.

- Rescind the suspension already imposed and return the student to classes or impose disciplinary measures not including suspension/expulsion.

Parents/ guardians are urged to respond without delay to a request for a conference regarding the behavior of their child. No penalties may be imposed on a student for failure of the student's parents/guardian to attend a conference with school officials.

A suspended student shall be allowed to complete all assignments and tests missed during the suspension within reasonable time limits designated by the teacher, and upon satisfactory completion, shall be given full credit.

The Director shall keep written records of any suspension for future review during the time the student is attending that particular school.

Disabled Students

If the pupil is disabled under IDEA (special education) or §504 suspension must be carried out according to applicable laws and regulations.

Suspension Appeals

The parent/student shall have the right to appeal the suspension. The parent/student shall prepare a written statement and submit it to the Director.

The Director shall attach the parent/student statement to the Suspension Notice and submit it to the Governing Board's designee should the student/parent choose to take it to a higher level.

After reviewing the case to determine if there is sufficient evidence to find that the alleged violation occurred and whether the penalty imposed was appropriate for the violation, the Governing Board's designee shall inform the parent/student and Director of the decision.

COMPLAINT PROCEDURES

Most complaints will be handled between the parties involved. When complaints need to be addressed beyond the parties involved, they will make an appointment with the Director. The Director will serve as a mediator as needed and a school staff member may be present to take notes. Held in a timely manner, this meeting will allow the following:

- All parties involved will have an opportunity to voice their concerns in a calm atmosphere;
- Taking notes will allow the Board to review what took place;
- Concerned parties will have time to articulate what they want to say prior to the meeting.

If the conflict is between a parent and the Director and cannot be resolved between them, the matter will go directly to the Board for resolution.

In those cases where the problem is not resolved through the help of the Director, then the parent should file a written complaint with the Governing Board. There will be a member of the Board that is assigned to address parent complaints. The Board will then bring up the matter for discussion at their next monthly meeting, and may refer to the USOE for assistance. A written response from the Board will be sent to all involved parties. In highly unusual cases where the problem was not satisfactorily resolved at this level, complaint may be referred to a mediator agreed upon by both parties.

If the complaint is by the parent of a student served under IDEA, it will be handled in accordance with the procedures outlined by the USOE as found in Section IV of their Special Education Rules (1993).

OPPORTUNITIES FOR PARENTAL INVOLVEMENT

Communication with Parents

Meaningful information must be shared in order for parents to be informed enough to participate at their children's school. Since the desire for more effective participation is a primary reason that many parents seek out charter schools, OCS aims to communicate well throughout its entire learning community.

General Meetings

- General parents' meetings will be held in September and May.
 - September meeting may include: introduction to teachers and staff, volunteer needs and availability assessments, review of channels of communication, etc.
 - May meeting (held after the spring lottery, attended by current- and following-year parents) may include: report on past school year, recognition of support received, Board elections (see Organizational Structure), policy review and information for the following year, etc.
- Outline/minutes of meeting will be distributed via email/website.

Board Communication

- All Board Meetings will be open to the public as required by the Utah Open Meetings Law.
 - Parents will be invited by various communication avenues (e.g., newsletter, on website, and via email).
 - Board Meeting agenda will be posted on the school website and at the school entrance.
- Board Newsletter distributed to families and posted on the school website.

School-wide Newsletter

- The Newsletter will include such features as the school calendar, specific volunteer needs, letter from Director, etc.
- The Newsletter will be sent home with students and posted on the school website.

Teacher/Parent communication regarding individual students

- Practices in Teacher/Parent communications will be selected in consultation with OCS teachers and parent preferences.
- Some possible options include:
 - Monthly phone call to parent/guardian.
 - Communication Journals
 - Home visits to each student by teachers before the school year begins.
 - Regular email availability/office hours.
 - Regular classroom/grade-level newsletters.

Parent Voices in School-level Decisions

Most management decisions at the school level will be made by parents. The OCS Governing Board, at its inception, is comprised of parents in four of five available positions. It is foreseeable that parents will continue to constitute a majority of the Board. Governing Board responsibilities are detailed more fully in this application's sections on "Organizational Structure" and "Articles of Incorporation/Bylaws".

In matters of specific school-wide concern, the Board will create adjunct committees. These committees will be both chaired and populated by OCS parents. Parents on these committees will be responsible for recognizing opportunities, identifying concerns, fashioning resolutions, and reporting their activities to the Director and the Governing Board. Approved courses of action will then be carried out by those same committees.

The creation of a traditional Parent-Teacher Organization was rejected in a concerted effort to bring parents a step closer to impacting their children's education and to enable more effective, efficient communication between all parents and those ultimately liable for the school's actions (necessarily, a small number of individuals).

In addition to serving on the Governing Board and Committees, OCS parents will vote in elections to replace board members who have reached the ends of their terms.

Volunteer Committee Support

The key to encouraging volunteer efforts will be through the Volunteer Committee. The committee will be responsible for becoming familiar with the resources that families can contribute as well as their individual constraints (time and otherwise). The Volunteer Committee will assess potential family contributions through the use of questionnaires and/or personal meetings. Volunteer Committee actions and issues will be supervised by the Director and the Governing Board.

Opportunities to Participate

Parents who seek to enroll their children at Odyssey Charter School do so with the understanding that their volunteer involvement is necessary to the success of their child's education and of the school. Coordinated through the Volunteer Committee and/or classroom teachers, parents can volunteer their time in many ways, including but not limited to:

Board / Committees	Classroom Assistant	Physical Facilities
Newsletters / Yearbook	Special Lessons / Projects	Field Trips
Technical Services	Donation of Equipment	Assemblies
Library	Maintenance of Equipment	Lunch Duties

Parental involvement in the form of Volunteer Hours is broken down as follows:

20 hours minimum per year for a single parent family with one or more children
40 hours minimum per year for a two-parent family with one or more children

Volunteer hours may be fulfilled with work done at home or outside of regular school hours by families for whom volunteering at the school is not feasible. Homework assistance should not be counted as volunteer hours.

Parents may arrange for relatives to fill in volunteer requirements if they choose. The parents are responsible for making these arrangements with the Volunteer Committee and Director.

If parents fail to fulfill their volunteer responsibilities by the end of the school year, their family's sibling preference may be rescinded. The Volunteer Committee will strive to foster positive relationships with families and help their volunteer experiences be worthwhile and enjoyable.

INSURANCE

Odyssey Charter School will participate in State Risk Management. Insurance related expenses are included in the operational budget.

EXTRACURRICULAR OPPORTUNITIES

Odyssey Charter School will offer a variety of after-school activities designed to enhance or expand the school's curriculum. These activities will be organized by parent committees and overseen by the Governing Board. OCS will implement these activities in the second or third years of operation. Examples of activities that may be offered include: Abacus, chess club, sports clubs, etc.

QUALIFICATIONS OF TEACHERS

General

- Teachers must be in good physical condition, able to maintain an active, highly mobile level of interaction for a continuous eight-hour period of time with or without accommodations.
- Staff will possess or be willing to obtain multi-functional skills – a charter school must do more with less and will utilize staff in multiple areas of need.
- Because the Director, teachers, and staff will be working with children, all staff will undergo a background check in compliance with all state requirements.
- Volunteers who will serve in any capacity that may involve significant unsupervised access to a student must also undergo a background check, to include finger printing and Sex Offender / Child Abuse Registry Check.

Teacher Positions

Teachers will report directly to the Director or his/her designee, as the situation may require. As required by the State of Utah, all teachers will be licensed, certified teachers or be qualified to teach under USOE's alternative certification or authorization program.

Teachers will provide instruction and direction to students in accordance with the school's approved curriculum, while meeting the curriculum required by the State of Utah and striving to meet the school's mission, philosophy and goals. Teachers will be the primary interface to parents and volunteers. Teachers will also supervise any other instructor/teacher's aide or volunteer assigned to their respective classrooms and possess good classroom management skills.

Teachers will be responsible for implementing the curriculum, coordinating with educational assistants, maintaining current attainment-level information, coordinating additional studies for students not meeting or exceeding attainment, keeping accurate and concise records, maintaining work portfolios, establishing personal classroom procedures, ordering teaching materials through academic leadership, and adjusting students upwards or downwards in various subjects in cooperation with the Director and academic leadership. Teachers will also be responsible for ordering supplementary education materials through the academic leadership, requesting parent volunteers and reporting all education-related activities to the Director.

Occasionally, after-hours work may be required. Teachers will be required to assist with extra-curricular programs on a rotating basis.

Qualifications and expectations include:

- Be licensed or certified by the State of Utah.
- Complete job duties with minimal supervision.
- Experience with direct teaching methods
- Experience with other innovative and creative teaching methods.
- Will teach the school's official curriculum.
- Will meet curriculum required by the State of Utah.
- Will demonstrate commitment to the school's mission, philosophy and goals.

Instructor/Teacher's Aide Positions

Instructors/teacher's aides will report directly to their supervising teacher. Instructors/teacher's aides will provide instruction and direction to students in accordance with the approved curriculum and provide assistance to the supervising teacher while striving to meet the school's mission, philosophy and goals. Instructors/teacher's aides will also supervise and assist volunteers assigned to their respective classrooms.

Instructors/teacher's aides will be responsible for implementing curriculum, coordinating with teachers for their work loads, maintaining current attainment level information, reporting attainment levels below minimum or early attainment to the teacher, keeping accurate and concise records, assisting with maintaining work portfolios, following established classroom procedures, requesting teaching materials from the teacher, requesting supplementary educational materials from the teacher, requesting parent volunteers and reporting all education-related activities to the teacher.

Classroom teachers will determine the hours they would like their Instructors/teacher's aide to work. Occasionally, after hours work may be required. Instructors/teacher's aides will also be required to assist with extra-curricular programs.

All classroom aides must have a strong desire to work with an innovative educational program. They must possess the ability to work well with others.

Qualifications and expectations include:

- A high school diploma
- Completes job duties with minimal supervision.
- Previous experience in an elementary school setting as an employee or volunteer.
- Will assist teacher in instructing students with the school's official curriculum.
- Will demonstrate commitment to the school's mission, philosophy and goals.

Special Education/Resource Teacher (.5 or 1 position)

The special education teacher will work with children one-on-one or in small groups in all disciplines. The special education teacher will take his/her work schedule from the Director, but will report to each teacher responsible for the individual child or groups of children receiving tutoring as to progress or need for additional assistance with both special education students and gifted students. The special education teacher must be qualified to conduct evaluations for OCS. The special education teacher may be required to work with parent volunteers, or may request parent volunteers from the appropriate teacher if needed.

The special education teacher must be certified and/or qualified to teach under alternative certification or authorization programs, according to state law, and have prior experience in special education and gifted programs and a strong desire to work with an innovative educational program. He/she must also possess the ability to work well with others. Depending upon enrollment, this position is one-half or one position.

Physical Education Teacher (.5 or 1 position)

The physical education (PE) teacher will develop and implement the PE curriculum, establish PE test methods and procedures and report the same to the Director. The PE teacher will establish and request needed materials and equipment for physical education and the playground areas, establish safety guidelines for outdoor play and use of the playground equipment, establish rules for use of the activity fields, monitor the condition and report irregularities of the playing fields, establish a schedule for indoor activities during inclement weather, request parent volunteers as needed, organize parent volunteers to apply for grants for PE equipment and monitor for usage and care of equipment. The PE teacher will report all PE-related tests, concerns, needs, etc., directly to the Director.

The PE teacher must be licensed and/or qualified to teach P.E. under alternative certification or authorization programs according to state law, have prior coaching and/or teaching experience with elementary school-aged children, have experience with First Aid and CPR, and have a strong desire to work with an innovative educational program. The PE teacher must be physically able to perform all job functions safely and correctly. Depending upon enrollment, this position is one-half or one position.

Music Teacher (.5 or 1 position)

The music teacher will implement the Core Knowledge curriculum, train students in healthy vocal production, teach the use of classroom instruments in addition to singing and moving, be familiar with the incorporation of technology in the study and use of music, possess good classroom management skills and creatively teach the six components of music: singing, listening, moving, playing, reading, and writing.

The music teacher will establish test methods and procedures and report the same to the Director. The music teacher will establish and request needed materials and equipment for the music department, request parent volunteers as needed, organize parent volunteers to apply for grants for music equipment and monitor for usage and care of equipment. The music teacher will report all music-related tests, concerns, needs, etc., directly to the Director. Depending upon enrollment, this position is one-half or one position.

The music teacher must be licensed or qualified to teach under alternative certification or authorization programs according to state law; have prior experience with elementary school-aged children, and a strong desire to work with an innovative educational program.

Foreign Language Teacher (.5 or 1 position)

The foreign language teacher will implement the Core Knowledge curriculum, help students develop oral and written foreign language skills, creatively incorporate different media, and possess good classroom management skills.

The foreign language teacher will establish test methods and procedures and report the same to the children's home room teacher. The foreign language teacher will establish and request needed materials and equipment for the foreign language department, request parent volunteers as needed, and monitor for usage and care of materials. The foreign language teacher will report all foreign language-related tests, concerns, needs, etc., directly to the children's home room teacher. Depending upon enrollment, this position is one-half or one position. The foreign language teacher must be licensed and/or qualified to teach under alternative certification or authorization programs

according to state law, have prior experience with elementary school-aged children, and a strong desire to work with an innovative educational program.

Art Teacher (.5 or 1 position)

The art teacher will implement the Core Knowledge curriculum, help students develop natural artistic talents, creatively incorporate different media, and possess good classroom management skills.

The art teacher will establish test methods and procedures and report the same to the Director. The art teacher will establish and request needed materials and equipment for the art department, request parent volunteers as needed, and monitor for usage and care of materials. The art teacher will report all art-related tests, concerns, needs, etc., directly to the Director. Depending upon enrollment, this position is one-half or one position. The art teacher must be licensed and/or qualified to teach under alternative certification or authorization programs according to state law, have prior experience with elementary school-aged children, and a strong desire to work with an innovative educational program.

Computer Science Teacher (.5 or 1 position)

The computer science teacher will develop the computer class curriculum, implement the Computer Science Lab curriculum, establish test methods and procedures that measure student's proficiency and report the same to the Director. The computer science teacher will determine needed materials and equipment for the computer science lab, request parent volunteers as needed, organize parent volunteers to apply for grants for computer equipment for the lab and monitor for usage and care of the equipment. The computer science teacher will establish procedures and safeguards for the students in using the Internet in the Computer Lab. The computer science teacher will report all tests, concerns, needs, etc., directly to the Director.

The computer science teacher must be licensed and/or qualified to teach computer sciences under alternative certification or authorization programs according to state law; prior experience with elementary school-aged children is preferred. The computer science teacher must have a strong desire to work with an innovative educational program. The computer science teacher must be able to operate and maintain all equipment in the computer lab. Depending upon enrollment this position is one-half or one position.

ODYSSEY CHARTER SCHOOL

LIBRARY PLAN

Vision

The Odyssey Charter School Library/Media Center exists to enrich and support the curriculum and enable the OCS learning community to become effective, independent users of ideas and information.

Library Goals

OCS believes that “access to information in all formats, at all levels, and to all members of the learning community is a crucial component of a culture of learning.”¹

Since the following goals are dependent on it, OCS will actively pursue the funding necessary to build a Library/Media Center that supports and enhances the OCS Mission. OCS aims to:

- Use as a guide the Utah Library Media Core Curricula and the “Standards for Utah School Library Media Programs” (2003).
- Employ a full-time licensed Library Media Teacher.
- Utilize parent service hours for data input and other necessary “set-up” and establishment needs.
- Provide a rich reading environment at the school, with priority given to materials that further the OCS special emphasis in classical education.
- Procure other print, non-print, and electronic resources that promote the mission of the school and the vision of the library at levels according to recommendations.
- Provide guided access to information for teachers and students as they pursue personal research and project-based learning.
- Supplement the reading curriculum with access to books for which Accelerated Reader quizzes have been developed for immediate feedback to students on their reading comprehension.

¹ American Association of School Librarians. *Information Power: Building Partnerships for Learning*. American Library Association: Chicago, 1998, p. 65.

PLAN FOR PROVIDING ADMINISTRATIVE AND SUPERVISORY SERVICES

The Director will be the chief administrator of the school. The following is a description of responsibilities and qualifications to be expected from the Director.

Director

The Director may be half-time and teach half-time. Because the Director position may include half-time teaching, the Director will be a licensed, certified teacher or be qualified to teach under USOE's alternative certification or authorization program.

Minimal qualifications for Director position:

- Have a Bachelor's degree in the field of Education.
- Have at least three years of successful teaching experience.
- Be licensed or certified by the State of Utah.
- Will be willing to work half-time as a teacher.
- Will be trained in the school's official curriculum.
- Will help implement and monitor the school's official curriculum.
- Will have expertise in the instruction, curriculum, and assessments required by the state.
- Will ensure the school meets curriculum required by the OCS Charter and the State of Utah.
- Will demonstrate commitment to the school's mission, philosophy, and goals.

Additional preferred qualifications for Director position:

- Master's degree in Educational Administration, a valid Utah Administrator's Endorsement, or one from a state with which Utah has reciprocity arrangement is required.
- Have at least five years of successful teaching experience.
- Have at least three years of successful administrative experience.
- Have school experience utilizing the Core Knowledge Sequence.

Leadership Duties:

- Demonstrates commitment to Odyssey Charter School's vision and mission and communicates that vision and mission to school personnel, the students and families, and the community.
- Models school values for students, parents and the Governing Board.
- Functions as a visible leader maintaining frequent contact with students and staff.
- Exercises a participatory management style with staff.
- Communicates effectively by written and oral methods.
- Fosters a climate of innovation and collegiality.
- Facilitates activities for families and staff to encourage community and shared purpose.

Educational Leadership Duties:

- Participates in the hiring and evaluation of staff.
- Oversees planning and evaluation of programs and sets priorities for programs.

- Coordinates design of curriculum with Governing Board, staff, and volunteers.
- Administrates all school-based programs.
- Administers services of resource personnel.
- Assists staff in evaluating their methods and instructional materials.
- Designs schedules.
- Develops cooperation and teamwork within staff.
- Assists staff in accommodating individual student needs and abilities.
- Monitors student progress, discipline, health and safety.
- Provides perspective on educational issues with the OCS Governing Board on a regular basis.
- Recommends plans for improvement of instruction, school philosophy, and school policies.
- Assists the board in evaluating the school's progress on established priorities.

Community Relations Duties:

- Promotes and develops a professional relationship with the school's Governing Board and staff.
- Seeks and considers opinions of others in a timely fashion.
- Provides information to community, media, and interested parties about the school, its programs, and progress towards goals.
- Develops all printed materials needed for the operation of the school.
- Serves in a liaison capacity with requisite State entities on administrative and/or educational matters.
- Assists with the recruiting, scheduling, and training of volunteers within the school.

Managerial Duties:

- Approves and authorizes:
 - building usage
 - budget items
 - permanent record maintenance
 - building maintenance
 - all school-based activities and schedules
 - purchase and utilization of material resources
 - equipment
 - textbook and supplies
- Establishes an organization pattern for the school.
- Plans and implements the staff development program.
- Delineates all responsibilities and authority, establishing lines of communication and supervision.
- Develops enthusiasm and promotes positive morale among staff and parents.
- Actively leads and participates in the development of the master budget.

Support Staff

OCS will employ the following personnel to work under the supervision of the Director to fulfill her/his administrative and supervisory responsibilities.

Academic Director/Curriculum consultant. The curriculum consultant will assist in developing the school's curriculum and ensuring that lesson plans and classroom teaching are in harmony with the OCS Charter, the stated philosophy and mission of OCS, and the direction of the Governing Board. This individual will also assist in staffing, student and school progress and performance.

Teacher Coach. The teacher coach will assist the OCS teachers in personally acquiring teaching techniques and methods in harmony with the OCS Charter, curriculum, stated philosophy and mission, and the direction of the Governing Board. This individual will stay current on the best and latest, as well as the tried and true, teaching pedagogical methods available for use by OCS teachers, instructors and teaching aides, and prepare in-service for teaching those to OCS personnel once approved by the Director and the Governing Board.

Counseling. Counseling will be contracted as needed and required.

Custodian (.5 position). The custodian will attend to building maintenance and custodial services. As the school grows this position may be up-graded to a full-time position.

Bookkeeping Assistant. The Bookkeeping Assistant will work with all necessary bookkeeping requirements for the school's finances as well as helping with other reports that are connected with his/her training and expertise.

Office Manager (1 position). The school administrative assistant will report directly to the Director, and will be responsible for answering the phone, calling parents in case of an ill or absent child, filing, typing, bookkeeping, and other receptionist-type duties. The administrative assistant may be required to word process or copy as a support function to the teaching staff as well. The administrative assistant may also work in the classroom, supervise playground activity, fill in as a clinic aide or otherwise support the school's day-to-day operations. The administrative assistant may also be asked to run errands, phone parent volunteers, etc. The administrative assistant will report to work no later than 8:00 AM and be available on campus until 4:00 PM. Occasionally, after-hours work may be required. The administrative assistant must be computer literate, proficient in standard word processing and database programs, be able to handle money, be knowledgeable of standard office procedures including, but not limited to, letter writing, purchase orders, shipping, payroll, bookkeeping, and have prior experience working with children. The school administrative assistant must also have the ability to work unsupervised, a strong desire to work with an innovative educational program and the ability to work well with others. A receptionist may be hired to assist the Office Manager.

FISCAL PROCEDURES

Fiscal procedures for OCS shall comply with State and Federal law, the Articles of Incorporation and Bylaws of OCS, generally accepted accounting principles, and the following policies:

The Governing Board must adopt an annual budget prior to the beginning of the fiscal year.

OCS fiduciaries include the CAO, COO, CFO and the Director.

OCS shall undergo an independent annual audit.

Operational expenditures pursuant to the adopted budget may be made by the Director without further Board action, but is subject to Governing Board oversight and can be revoked.

Capital expenditures over \$250.00 must be signed by more than one fiduciary.

Any extraordinary expenses must be signed by more than one fiduciary.

If any expenditure leads to an unbalanced budget, such expenditure may not be taken without Board action.

The OCS Governing Board may modify or enact future fiscal procedures as it may deem necessary for compliance with federal and state statutes and/or generally accepted accounting principles.

EMPLOYEE TERMINATION

All persons who perform services for OCS shall be considered "at-will" employees. The State agrees that Odyssey Charter School shall select its personnel directly without prior authorization from the State, subject to compliance with all federal and state rules and regulations. The Governing Board may terminate the employment of any personnel so long as such employees are not terminated for unlawful reasons. The Governing Board and Director shall be independently responsible for the supervision and evaluation of OCS's teaching staff on an annual basis, ensuring all teachers meet state licensing standards.

EMPLOYEE EVALUATION

The Governing Board shall be responsible for evaluating the performance of the school's Director on an annual basis. The Director and the GB will review all contracts periodically.

At its discretion and, operating through its Governing Board and the Director, OCS shall establish policies, guidelines, and regulations for the operation of the school. When OCS, at its discretion, determines that progressive disciplinary steps, or warnings, or evaluations of staff are in its best interest, it will employ those tools. However, no policy, guideline, regulation, or practice relating to the training and discipline of staff shall create any expectation of continued employment. Teachers shall understand and acknowledge that OCS retains its status as an at-will employer at all times.

Odyssey Charter School shall not have the authority, by virtue of such policies or procedures or other action of the Governing Board, to change the "at-will" nature of the employment relationship.

EMPLOYMENT OF RELATIVES

Employment of relatives is specifically allowed through exemption by Section 53A-1a-512(3)(c), UCA. At this time, the OCS Governing Board has no knowledge of or intention of hiring any relatives. However, OCS desires to maintain the flexibility to accomplish its mission in whatever manner is in the best interest of the students and OCS. Therefore:

Should a relative, that is a qualified candidate for employment at OCS, apply for employment at OCS, the OCS GB officer, member or employee shall not be allowed to participate in the deliberation or decision in the hiring or not hiring of that relative, and the decision shall be made by qualifying members of the Governing Board. This provision does not disallow the Governing Board from inquiring of or requesting facts from the current relative OCS officer, member or employee in their consideration for hiring the applying relative.

If relatives are hired at OCS, neither relative shall have supervisory authority regarding their relative.

Utah State Board of Education

UTAH CHARTER SCHOOLS Assurances

The applicant charter school hereby assures and certifies to the State Superintendent of Public Instruction that:

- A. The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds.
- B. The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the Utah State Office of Education.
- C. The charter school gives the Utah State Office of Education or the U.S. Comptroller General, through any authorized representative, the access to, and the right to examine, all records, papers, or other documents related to all funds, including the submission of reports as may be required.
- D. The charter school will annually provide written evidence of liability and other appropriate insurance coverages, including a description of the levels of coverage and the relationship of these coverages to local and state agency obligations.
- E. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.
- F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education or Legislature, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes.
- G. After settling any outstanding debt, all physical assets owned by the charter school become the property of the Utah State Board of Education upon the termination of the charter school.
- H. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.
- I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.
- J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.
- K. The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.

L. The charter school will function under an open admission policy. If the number of students applying to enroll at any grade level exceeds the capacity of the school or of, classes, or grade levels within the school, then those to be admitted shall be chosen at random from among the applicants, within the allowable mandatory and optional preferences specified in Section 53A-1a-506, Utah Code Annotated.

M. The charter school assures that it will not conduct a program of instruction until such time as:

- (1) The requisite health and safety standards for the school building have been met according to the local fire and health department inspectors;
- (2) Adequate equipment, and materials are available; and
- (3) Conditions are adequate to provide for the economical operation of the school with an adequate learning environment.

N. The charter school will comply with all applicable federal and state laws, rules, and regulations regarding the recruitment, screening, selection, and evaluation of all school employees.

O. The charter school will only employ educators who hold valid Utah Professional Educator Licenses or who meet State Board requirements for alternative licensing routes or Board authorization.

P. The charter school will employ the use of the Utah State Core Curriculum as the foundation for the instructional program for the school.

Q. The charter school will employ the use of the Iowa Test of Basic Skills and the Utah State Core Course End-of-Level Tests in the grade levels required by U-PASS as a fundamental part of the overall assessment program for the school.

R. The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student.

S. The charter school will operate with a written procedure for student suspension and dismissal, including appeal procedures.

T. The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.

U. The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt allowable fees annually in an open board meeting.

V. The charter school will operate under the provisions of the Utah Open Meeting Law and adopt bylaws in an open meeting.

W. A copy of the charter will be supplied to interested individuals or groups on request.

X. The charter school will submit an appropriately amended application prior to any material change affecting the purpose, administration, organization, or operation of the school.

Y. A secondary charter school will be accredited or in the process of seeking accreditation.

Z. The charter school will acquire and maintain nonprofit corporate status.

AA. The charter school will follow all state procurement rules.

BB. The charter school will maintain accurate student transcripts.

The chief administrative officer of the applicant charter school certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that the applicant will comply with the assurances noted above if this application is approved. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body and chief administrative officer of the proposed charter school.

Name (type): Paul Waldron

Title (type): Chief Administrative Officer

Signature: _____

Date: September 15, 2004

Admission Procedures

Admission is not limited based upon ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language or athletic ability. There are no tuition or fees charged for attending Odyssey Charter School except those allowed by law.

Odyssey Charter School will admit all eligible pupils who submit a timely application. A charter school shall give enrollment preference to children of founding members, pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school. If, by the application deadline, the number of applications exceeds the capacity of a class, grade level, or building, all applications for that class, grade level or building will be selected for the available slots through a lottery, except that preference as allowed in law shall be given. After the application deadline, pupils for any remaining slots will be accepted in order of their lottery position. If an opening in the school occurs mid-year and no students remain from the original lottery, a notice for applications will be announced and applicants enrolled on the same basis as outlined above.

These admission procedures have been approved in legislation and by the Utah State Board of Education. If you have other administrative details of how you intend to facilitate acceptance of applicants to your school, they should not be in conflict with the language noted above.

Proof of Insurance

Odyssey Charter School will provide to the Board a certificate of insurance before the first day of school in its initial year and annually thereafter.

Electronic Data Submission

Odyssey Charter School will have the technology and ability to meet all of the electronic data submission requirements for charter schools.

Nonsectarian Statement

Odyssey Charter School is nonsectarian in its programs, admission policies and employment practices and all other operations.

Special Education/Exceptional Student Services Training

The applicant/authorized signer for Odyssey Charter School will take a one-day Special Education training class sponsored by the Utah Department of Education subsequent to signing the contract, but prior to the first day of instruction and annually thereafter.

Paul Waldron
CAO (please print)

CAO's Signature

September 15, 2004
Date

Waiver from State Board Rules

OCS requests a waiver of Rule R277-470-1(D) requiring a closed list of Founding Members at the time of application for the school. Specifically, OCS requests that names may be added by the Governing Board to the list of Founding Members until the date the school opens, with the provision that the children receiving the Founding Member exemption not exceed 10% of the anticipated student body.

Section 53A-1a-506(2)(b)(i) Utah Code Annotated, (as amended 2004), states that, in the event the number of enrollees “exceeds the capacity of a program, class, grade level or the school, then students shall be selected on a random basis except that the school may give preference to a student of a parent who has actively participated in the development of the school . . .“

It is anticipated that there will be parents who “actively participate in the development of the school,” though they have not done so yet. Most of the actual work in opening the school happens after the charter is granted and the authority to act exists. Future anticipated needs are bookkeeping, construction/remodeling of the physical facility, technology development and website design, and so forth. Those parents who meet the criteria should have their students receive the preference. Truly, the “founding” of the school is not complete until the doors of the school first open for classes.

If this waiver is not granted, OCS will be inhibited and hindered from accomplishing its mission as set forth in the charter because it will be unable to solicit and acquire the necessary parent volunteers to complete all the work that needs to be done in order to open the school.

While some may view this waiver to be too likely to be abused, we at OCS believe such a status must be earned because it is a privilege. Further, our own charter limits the number of Founding Member exemptions to 10% of the projected student body; it is expected that there will ultimately not be nearly that many Founding Members at OCS. No person will be able to “buy” their way into Founding Member status, but the school should have the option of granting that status to those who “actively participate in the development of the school” as an incentive and privilege to those who meet the needs of the school.

The waiver request is for the period of time from the granting of the charter to the date when classes first begin.

LETTERS OF SUPPORT

STATEMENT OF INTENT TO PARTICIPATE IN UTAH RETIREMENT SYSTEM

Odyssey Charter School has elected not to participate in the Utah State Retirement System.

APPENDIX 1

ODYSSEY CHARTER SCHOOL

UNIFORM POLICY AND REGULATIONS

Uniform Policy

Purpose

Uniforms improve the classroom learning environment by:

- helping students concentrate on their school work by setting a tone for serious study;
- removing distractions created by socioeconomic differences and modern fashion; and
- instilling students with discipline and self-respect.

Uniforms build citizenship and a sense of community in our children by:

- building self esteem, self respect, and school spirit among students by creating the distinction of being part of a group;
- maintaining a healthy and positive school image in the community by a clean and neat appearance;
- providing a visible and public symbol of commitment to school improvement and reform.

Uniforms create a safe learning environment by:

- helping school officials recognize intruders who come to the school;
- eliminating the possibility of wearing gang-related or other potentially disruptive clothing.

Enforcement

Enforcement of the uniform policy will be overseen by school staff and the OCS Uniform Committee. The school should strive to achieve compliance through use of incentives and positive reinforcement measures and should resort to disciplinary action only when positive measures fail to result in compliance. The school will communicate with parents so that expectations, rationale, and benefits are clearly published.

When necessary, OCS will implement the following discipline policy;

1. First infraction: send home a note with the student noting the infraction, requiring a parent and the student to sign and return the note.
2. Second infraction: send home a note with the student noting the infraction, requiring a parent and the student to sign and return the note.
3. Third infraction: the student will be sent to the office to call home and request the parent to bring the appropriate clothing to remedy the violation.
4. Fourth infraction: the student will be sent to the office to call home and request the parent to bring the appropriate clothing to remedy the violation.
5. Fifth infraction and all thereafter: the student and parent shall have a conference with the Director immediately.

Grandfather Clause

Uniforms will be appropriate for use after they have been purchased under a current uniform guideline for one year or until they no longer meet the standards of appearance, whichever occurs first.

Assistance – Low Income Students

Uniform clothing under this policy may be available for students whose parents need help in obtaining them. Decisions regarding assistance shall be made by the Director.

Modification Process

The Uniform Committee shall monitor uniform implementation and recommend to the Governing Board any needed changes to the policy or regulations it perceives needed based on developing circumstances. Modification of the Uniform Policy and Regulations will take place by Board action.

Uniform Exemptions

The Director is allowed, at any time during the school year, to grant an exemption from wearing a uniform to a student because of extenuating circumstances. The school will work with families who have extenuating circumstances.

Uniform Regulations

Section One: General Provisions. Uniforms at OCS are mandatory. Implementation of the OCS Uniform Policy is as follows:

1. General: Uniforms must be worn during school hours, except under special circumstances as announced by the school. Uniforms must also be worn for all before and after school programs, including field trips and special school activities, and all tutoring and enrichment sessions, except on occasions when costumes may be required for dress rehearsals or performances. Gym clothes may be required for athletic activities.
2. Appearance: Students must present a clean, modest, and neat appearance at all times. All clothing must be appropriately sized and worn correctly. Pants/shorts/skirts must be worn at the waist, shirts must be buttoned and tucked in, shoes must be tied or fastened, clothing must be worn right-side-out, etc. Clothing shall not be excessively worn or have holes.
3. Dress Uniform: Dress uniforms (as described in Section Two) will be worn on Mondays, for field trips, and on other occasions as communicated by the school.
4. Footwear: Shoes for students should be brown or black. Shoes should be conservative in style. Students must wear shoes that are not distracting (no lights, charms, or characters). Closed toed and closed heel shoes only. Heels or soles may not be higher than 2 inches. Athletic shoes may be required for gym.

5. Socks: Socks or tights must always be worn. Socks for students should coordinate with the uniform. Girls may also wear appropriate smooth opaque or cable knit tights. No nylon stockings may be worn.
6. Underclothing: Other than plain white undershirts worn under uniform shirts, underclothing should not be visible. Girls are encouraged to wear shorts under skirts and jumpers. Shorts, knit leggings or pants that show underneath these articles of clothing are not allowed.
7. Hemlines: The hemlines in jumpers and skirts shall be no shorter than 2 inches above the kneecap; shorts and skorts will not be shorter than 4 inches above the kneecap.
8. School Shirts: Optional school shirts or sweatshirts may be worn only on Fridays or other specially designated times. School sweatshirts must always be worn with a school shirt or other uniform shirt underneath.
9. Jewelry, etc.: Girls may wear jewelry or hair accessories that are appropriate for wear at school and are not a distraction. Boys may not wear earrings. All jewelry, if worn, must not be a distraction to the educational environment of the class or school. Sunglasses should not be worn inside the school building.
10. Hair: Hair must be kept neat, have a combed appearance, and be appropriate for school. Irregular coloring of hair or outlandish hairstyles are inappropriate. Hair coloring and outlandish hairstyle parameters will be left to the discretion of the Director.
11. Cosmetics: Any makeup worn should be appropriate for school and not a distraction.
12. Head coverings: No hats of any kind, including baseball caps, may be worn inside the school building. Head coverings of a religious nature (e.g. yarmulke, hijad, etc.) are permitted.
13. Outerwear: All sweaters and vests must be worn with a uniform approved shirt underneath. Outerwear that is worn for warmth to and from school and at outside recess is not considered a uniform item.
14. Uniform Availability: No specific manufacturer or vendor for clothing is required, but uniform clothing must match the colors and styles below. Items meeting the descriptions which are listed below may be found at many outlets, for example: Target, The Children's Place, Burlington Coat Factory, Dennis Uniform, etc., as well as online at the following websites (not an exclusive list):
- | | | |
|--|--|--|
| jbiley.com | landsend.com | frenchtoast.com |
| jcpenny.com | target.com | aplusfabrics.com |

Dress items not specifically covered above but considered inappropriate or contrary to the Purpose Statement in the Uniform Policy are subject to review and interpretation by the Governing Board.

Section Two: Approved Uniform

DRESS UNIFORM

Girls	Boys
Blouse, white	Dress shirt, white
Skirt/skort/jumper, OCS plaid or navy	Pants, navy
Cross-tie (optional)	Tie (optional)
Sweater or sweater vest (optional)	Sweater or sweater vest (optional)
Socks, white or navy	Socks, white or navy

GIRLS' UNIFORM ITEMS

Tops		
Blouse	White or light blue; button-down oxford cloth or peter pan collar	Long or short sleeves, no visible logos
Polo shirt	White or navy; pique or knit	Long or short sleeves, no visible logos
Sweater or sweater vest	Navy	Pullover or cardigan, no visible logos

Bottoms		
Skirt, skort, or jumper	OCS plaid	No visible logos
Skirt or skort	Navy or khaki; twill	No visible logos
Pants or shorts	Navy or khaki; twill, uniform style	Pleat-front or flat front, no cargo pants, no visible logos

Accessories		
Belt	Brown or black	To be worn with all belt loops
Socks or tights	White, navy, or khaki	No nylons
Shoes	Brown or black; solid color	No distracting styles
Cross-tie (optional)	OCS plaid	

BOYS' UNIFORM ITEMS

Tops		
Dress shirt	White or light blue; button-down oxford cloth	Long or short sleeves, no visible logos
Polo shirt	White or navy; pique or knit	Long or short sleeves, no visible logos
Sweater or sweater vest	Navy	Pullover or cardigan, no visible logos

Bottoms		
Pants or shorts	Navy or khaki; twill, uniform style	Pleat-front or flat-front, no cargo pants, no visible logos

Accessories		
Belt	Brown or black	To be worn with all belt loops
Socks	Navy or khaki	
Shoes	Brown or black; solid color	No distracting styles
Tie (optional)	OCS plaid	

APPENDIX 2

CLASSICAL EDUCATION: TRIVIUM

The Trivium is a classical education concept that divides learning into three stages: grammar, logic and rhetoric.¹

Grammar Stage

During the grammar stage (grades 1-4), the mind is ready to absorb information. Embedding information through memorization and other methods are tools by which the mind learns. The grammar stage brings students to a mastery of basic skills in the disciplines of reading, writing, arithmetic, history, science, and foreign language. As a building block stage, it teaches students *what* to know and *how* to learn, laying the foundation for advanced study.

Logic Stage

During the logic stage (grades 5-8), the students begin to think more analytically. They develop higher-order thinking, problem solving and metacognitive strategies. They start to ask “Why?” They pay attention to cause and effect. They can evaluate, trace connections, and identify relationships among differing fields of knowledge. They begin to organize information and understand the way facts fit together into a logical framework.

Rhetoric Stage

The student who approaches the rhetoric stage is able to think through arguments. They can learn to write and speak with clear, original, and forceful language. The rhetoric stage covers grades 9-12 and will not be addressed at Odyssey Charter School.

¹ Jessie Wise and Susan Wise Bauer, *The Well-Trained Mind*. (2004)