

SALT LAKE CHARTER SCHOOL



**Sorenson Research Park
4393 South Riverboat Road
Taylorsville, Utah**

Salt Lake Charter School

2013-2014 Utah Charter School Application

School Name:

Salt Lake Charter School

Applicant Name:

Angela Hansen Aiono

Submitted to Martin W. Bates, Granite School District Superintendent, on March 29, 2011.

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.

Angela Hansen Aiono
Authorized Agent



Signature of Authorized Agent

March 29, 2011
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.

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Title Page

Name of Proposed Charter School: Salt Lake Charter School

New School

Converted School

Name of Applicant Applying for the Charter: Angela Hansen Aiono

Authorized Agent for Applicant: Angela Hansen Aiono

Authorized Agent Mailing Address: 6792 Bridle Farms Road

City: West Valley City State :UT Zip: 84128

District school will be located: Granite E-mail: angelauia@yahoo.com

Daytime Phone (801) 789-7625 Fax (801) 789-7628

Form of Organization	Name <small>(if known at time of application)</small>	Phone Number	Type of Member <small>(examples: parent, business, potential staff)</small>	Position on Board <small>(examples: chair, vice chair, secretary)</small>
<input checked="" type="checkbox"/> Nonprofit Corporation <input type="checkbox"/> 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.	Angela Hansen Aiono	540-660-4060	Education	Chair
	Papaalii Patane	801-209-3930	Non-profit, finance	Secretary
	Juliann Jenne	801-590-1983	Education	Treasurer
	Lola Akeripa	801-957-4092	Education	Board
	Lorena Riffo-Jenson	801-364-8900	Legal Affairs	Board
	Samuel Peay	801-664-1818	Financial Advisor	Board
	Matt Gregersen	801-664-1818	IT Specialist	Board

Enrollment Preference: Up to 2% of the total population of enrolled students may be eligible for “enrollment preference,” we define enrollment preference as founders’ children, children with siblings already at the school and teachers’ children.

Founding Board Members: Chair, Angela Hansen Aiono, Juliann Jenne, Lola Akeripa, Janet Romo, Papalii Patane

Founding Members: Angela Hansen Aiono, Rob Muhlestein, John Thorn, Darren Beck

Target Population Mission Statement (use only this space):

The mission of Salt Lake Charter School is to close existing achievement gaps of underrepresented, low-income, and underprivileged students by providing an individualized grade K-12 education that

- cultivates success rooted in academic excellence, passion, accountability, leadership, and teamwork,
- guides student success from cradle-to-career in partnership with educators, parents, and the community,
- inspires higher levels of academic, personal and social achievement, and
- prepares students to become constructive contributors to their community.

	Grades Served Please indicate all grades being taught.													Total Number Served Enrollment cap at all campuses and in all grades combined	Sites Number Operating	
	Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12		1
2013-2014	65	65	65	65	65	65	65	65	65	50	25	25	15	15	650	
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12			
2014-2015	65	65	65	65	65	65	65	65	65	55	25	25	25	25	675	
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12			
2015-2016	65	65	65	65	65	65	65	65	65	65	35	30	25	25	700	

School Calendar	
<input type="checkbox"/> Standard <input checked="" type="checkbox"/> Extended School Year <input type="checkbox"/> Alternative (please describe in 5 words or less) <hr/>	Instructional Days __210_____ Start Date __August 19, 2013_____

Seven Purposes of Charter Schools (Section 3)

Utah Code Ann. § 53A-1a-508(3)a,b,e

- 1. **Improve student learning.** A comprehensive college preparatory educational program within an extended school day and school year allows Salt Lake Charter School (SLCS) to have a strong focus on academic excellence within a safe, structured, and personalized environment. SLCS plans to achieve academic excellence in the following ways: 1) extending the school day by adding after-school programs and extending the year to prevent summer learning loss, 2) adding additional instructors, coaches or paraprofessionals to the classroom, and 3) offering a school program that focuses on low-income and underprivileged students, but more specifically Pacific Islander students.

1) According to the *Educational Research Information Center*, there is little statistical data as to whether or not extended school day instructional programs make much difference in increasing test scores of students. However, the report did reveal that after-school programs dramatically increased student achievement. <http://www.eric.ed.gov/PDFS/ED461695.pdf> Our extended day program does not increase the number of instruction hours, but does include after-school programs. These programs will focus on tutoring to help close the achievement gap; elementary school math projects that aid school day learning and science project learning classes, and for the secondary school, college academic advisory, extra-curricular activities, ACT/SAT prep courses, etc. The above report also mentioned the importance of a longer school year, either through year-round school or by extending the year into the summer. We have chosen to extend the school year into the summer to help prevent summer learning loss. We feel longer days and a longer school year will help create a sense of community and connection to SLCS and will close any existing achievement gaps. The following illustrates the transformation of a once struggling west side Chicago school, Alain Locke Charter Academy, into achievement success in only three years by incorporating an extended day and extended school year program along with the goal of academic excellence. http://www2.ed.gov/admins/comm/choice/charterk-8/report_pg8.html

2) Each grade will have reading and math coaches and all classrooms will be staffed with one lead teacher and a paraprofessional. We feel the more instructors, coaches or paraprofessionals that are in a classroom, the more successful the student will be. If the students are struggling in a particular subject, they will have the opportunity to work one-on-one with a teacher, coach or paraprofessional to help them understand the concept. By focusing on more teachers, coaches and paraprofessionals in the classroom, we can begin to close the achievement gap between Pacific Islander students and their top performing counterparts (Asians/Caucasians).

3) The focus of the school is aimed at underrepresented, low-income and underprivileged students, and more specifically, Pacific Islander students. Students at

SLCS will be given the opportunity to feel a school community that is truly concerned about their academic, social and physical welfare. Students will be able to eat three meals (breakfast, lunch and dinner), thus having their non-academic concerns met, and engage with educators who understand them and are interested in what is best for them. It will take a caring approach from the Board of Directors, administrators, teachers, advisors, paraprofessionals and all who work with or are associated with the school. This will be more specifically addressed in the Market Analysis Section.

2. **Increasing choice of learning opportunities for students.** SLCS will provide low-income and underrepresented students with the options of an after-school program along with their education, which is currently only available to a small private sector of the community. In this particular model, we hope to target Pacific Islander Students and utilize these programs as a way to combat neighborhood violence and drug use. By extending our school day, we are confident the after school programs will allow us to achieve three distinct goals: 1) Time on task in the classroom. By spending 30% more time in the classroom in core subjects and essential supplemental subjects, we can ensure students will meet and exceed state and national standards. 2) After school programs are critical from 3:00 to 6:00 p.m. to engage students in productive activities. According to the RAND Corporation, statistics show that low-income students are more likely to engage in deviant and criminal behavior in those hours. Baldwin Academy in Los Angeles offers after school programs facilitated by parents and the community, enabling parents and community members to become actively engaged with the students' achievement.
3. http://www.closingtheachievementgap.org/cs/ctag/print/htdocs/success_baldwin1.htm
3) Offer three meals a day for our students. Because of the nature of our target population, these meals may be the only food students will eat all day. We intend to increase the number of charter schools based on need in our communities. 80% of Washington DC's public schools offer three meals a day to reduce child hunger due to poverty, which has shown to significantly improve children's academic performance and psychological well-being. <http://www.streetsense.org/2010/10/could-dinner-close-the-achievement-gap-in-d-c-public-schools/> Research has shown that poor nutrition creates major learning challenges and that proper nutrition is key to boosting academic achievement among low-income students. <http://www.nea.org/home/37100.htm>

Calendar and Bell Schedule (Section 4)

Salt Lake Charter School Bell Schedule Grades 7-12

School Day: 8:00 – 4:00 p.m. Mon-Fri
 Student count per teacher: 25

Schedule A A/B Block Schedule (7-8 Grade)	
7:30 – 7:55	Breakfast
8:00 – 9:10	Period 1
9:10 – 9:15	Passing Period
9:15 – 10:25	Period 2
10:25 – 10:30	Passing Period
10:30 – 11:00	Lunch
11:05 – 12:15	Period 3
12:15 – 12:20	Passing Period
12:20 – 1:30	Period 4
1:30 – 1:35	Passing Period
1:35 – 2:45	Period 5
2:45 – 2:50	Passing Period
2:50 – 4:00	Period 6
4:05 – 4:35	Dinner
4:40 – 6:00	After School Programs

Schedule B A/B Block Schedule (9-12 Grades)	
7:30 – 7:55	Breakfast
8:00 – 9:10	Period 1
9:10 – 9:15	Passing Period
9:15 – 10:25	Period 2
10:25 – 10:30	Passing Period
10:30 – 11:40	Period 3
11:40 – 11:45	Passing Period
11:45 – 12:15	Lunch
12:20 – 1:30	Period 4
1:30 – 1:35	Passing Period
1:35 – 2:45	Period 5
2:45 – 2:50	Passing Period
2:50 – 4:00	Period 6
4:05 – 4:35	Dinner
4:40 – 6:00	After School Programs

Salt Lake Charter School Bell Schedule Grades K-6

School Day: 8:00 – 4:00 p.m. Mon-Fri

Student count per teacher: 25

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
7:30 – 7:55	Breakfast						
8:00 – 8:50	Math						
8:50 – 9:35	LA						
9:35 – 9:50	Recess						
9:55 – 10:55	LA						
11:00 – 11:15	Lunch	Lunch	Lunch	Lunch	Library	Lunch	Library
11:15 – 11:30	Recess	Recess	Recess	Recess	Lunch	Library	Lunch
11:30 – 12:00	LA	LA	LA	LA	LA	Science	LA
12:00 – 12:15	Recess						
12:20 – 1:20	Science	Science	Science	Science	Science	LA	Science
1:20 – 2:20	SS						
2:20 – 2:40	Recess	Recess	Recess	Recess	Reading	Reading	Reading
2:40 – 6:00	Dinner After School						

*Note: All Elementary students will eat dinner at the same time as 7-12 grades.

Salt Lake Charter School

2013 - 2014

Academic Year Calendar

August 2013						
Su	M	Tu	W	Th	F	Sa
			1	2	3	
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30	31		

September 2013						
Su	M	Tu	W	Th	F	Sa
	3	4	5	6	7	
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		

October 2013						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	
8	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26		
29	30	31				

November 2013						
Su	M	Tu	W	Th	F	Sa
				1	2	
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30		

December 2013						
Su	M	Tu	W	Th	F	Sa
	3	4	5	6	7	
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		
31						

January 2014						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	
7	8	9	10	11		
14	15	16	17	18		
21	22	23	24	25		
28	29	30	31			

February 2014						
Su	M	Tu	W	Th	F	Sa
					1	
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28			

March 2014						
Su	M	Tu	W	Th	F	Sa
					1	
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29		

April 2014						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	
8	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26		
29	30					

May 2014						
Su	M	Tu	W	Th	F	Sa
			1	2	3	
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30	31		

June 2014						
Su	M	Tu	W	Th	F	Sa
	3	4	5	6	7	
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		

July 2014						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	
8	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26		
29	30	31				

Quick Dates

Staff Development Aug 15 th - 17 th
Back-to-School Night, Sep 5 th
Tours available on request
Student Non-attendance Days:
Labor Day, Sep 3 rd
Fall Break, Oct 18 th - 19 th
Thanksgiving, Nov 28 th - 30 th
Winter Break, Dec 24 th - Jan 4 th
Martin Luther King Day, Jan 21 st
President's Day, Feb 18 th
Snow Make Up Day, Mar 18 th
Spring Break, Apr 15 th - 19 th
Memorial Day, May 27 th
Important Dates:
School Starts, Aug 20 th
Parent/Teacher Conferences, Sep 11 th
UBSCT, Oct 23 rd - 25 th and Feb 4 th - 8 th
Parent/Teacher Conferences, Nov 13 th
SEPs, Dec 4 th - 6 th
SEOPs, Dec 10 th - 14 th
Parent/Teacher Conferences, Jan 29 th
DWA, Feb 26 th - 27 th
Parent/teacher Conferences, Apr 9 th
CRT, Apr 29 th - May 3 rd
6 th grade Promotion, June 4 th
8 th grade Graduation, June 5 th
High School Graduation, June 6 th
Board Meetings are the first Tuesday
of each month unless otherwise noted:
Aug 7 th ; Sep 4 th ; Oct 2 nd ; Nov 6 th ; Dec 4 th ;
Jan 8 th ; Feb 5 th ; Mar 5 th ; Apr 2 nd ; May 7 th ;
Jun 11 th ; No meeting July 2014

1st Semester Aug. 20 – Jan. 18 (94 days)
 2nd Semester, Jan. 22 – June 6 (90 days)
 Summer Term, June 10 – July 3 and July 8 – July 23 (30 days)

Market Analysis (Section 5)

Proposed Site.

The proposed site for SLCS is in the Sorenson Research Park at 4393 South Riverboat Road in Taylorsville (just off 4500 South). The building is currently used for a University of Phoenix satellite campus, which is in the process of closing. The Pacific Islander population is primarily located in West Valley City and Taylorsville, which will be discussed later in this section. Discussions with many Pacific Islanders (these discussions are purely anecdotal as no statistical data was taken at the time of the discussion) revealed they would drive as far away as fifteen miles to attend a school like SLCS. Because the majority of Pacific Islanders who would utilize SLCS reside within a ten mile radius, it is reasonable to believe they would drive or carpool to this location, which is also on a major street that has public transportation (UTA). The building is ideal for SLCS' program in that it provides ample space for long-term operation.

The total square footage amounts to 60,303: floor 1 is 22,144, floor 2 is 23,188 and floor 3 is 14,971. The facility is already divided into classrooms with many of those having the capability to be further divided by embedded partitions. The general assembly and cafeteria area will be located on the 3rd floor where the high school courses will be taught. The main office and services center will be located on the 1st floor. The building provides elevators accessible to each floor and which comply with the requirements of the Americans with Disabilities Act. An initial investment in a security system will be required given the nature of the building and the need to watch entrances and exits. Some remodeling will need to take place on the main floor to provide an extra level of security to protect students and staff on the 2nd and 3rd floors.

Market Context

All statistics are based on West Valley City, with reference to West Jordan and Taylorsville. It is important to stress the target population consistently recognizes and frequents all three cities. For our purposes, we reasonably assume the proposed site is well within the target population.

West Valley City and Taylorsville are located within the boundaries of Salt Lake County and Granite School District. According to the Utah Governor's Office of Planning & Budget, Salt Lake County's population (ages 5-29) is projected to reach 426,024 residents by 2012, which is a 20% increase from the 2010 census of 340,820. Of the county's 426,024 residents, approximately 29% reside in West Valley City and another 25% in Taylorsville. Ethnic demographic information from the West Valley City Mayor's office shows the 2008 population consisted of about 25% ethnic minorities, projecting 27% by 2013.

Population trends show the following, according to the West Valley City Office website and the 2010 Census Bureau; <http://2010.census.gov/news/releases/operations/cb11-cn53.html>:

Year and population

1990 - 87,637
2000 - 109,673
2008 - 124,154;
2010 - 129,480; ages 5-14 = 22,893; ages 15-19 = 9,474
2013 - 133,617 (projected)

The following statistics (again from the West Valley City website <http://www.wvc-ut.gov/index.aspx?NID=752>) show the change in percentage between 1990s census and 2000's census and the numbers collected for 2008 with those projected for 2013:

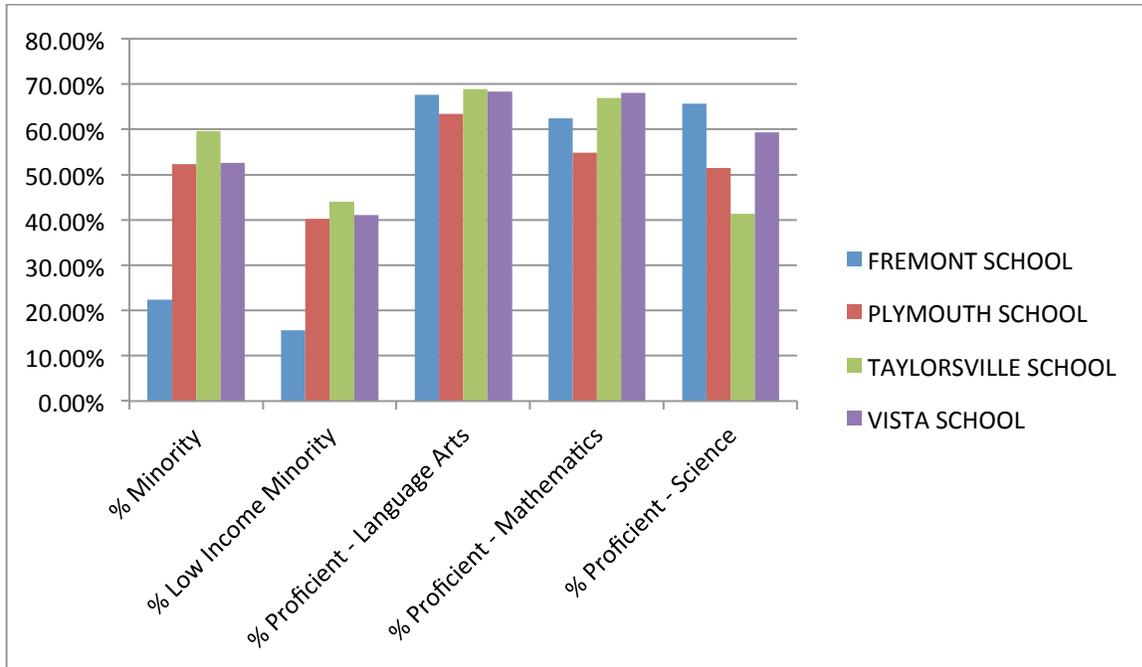
African American - 69.7%, 18.1%
American Indian - 33.3%, -2.6%
Asian and Pacific Islander - 126.5%, 16.5%
Hispanic/Latino - 223.1%, 22.1%

The data available from West Valley City also shows the increase of the following age groups:

Ages 5-14, -3.2% from 1990 to 2000, 7.3% from 2008 to 2013
Ages 15-19, 23.8% from 1990 to 2000, 4.9% from 2008 to 2013

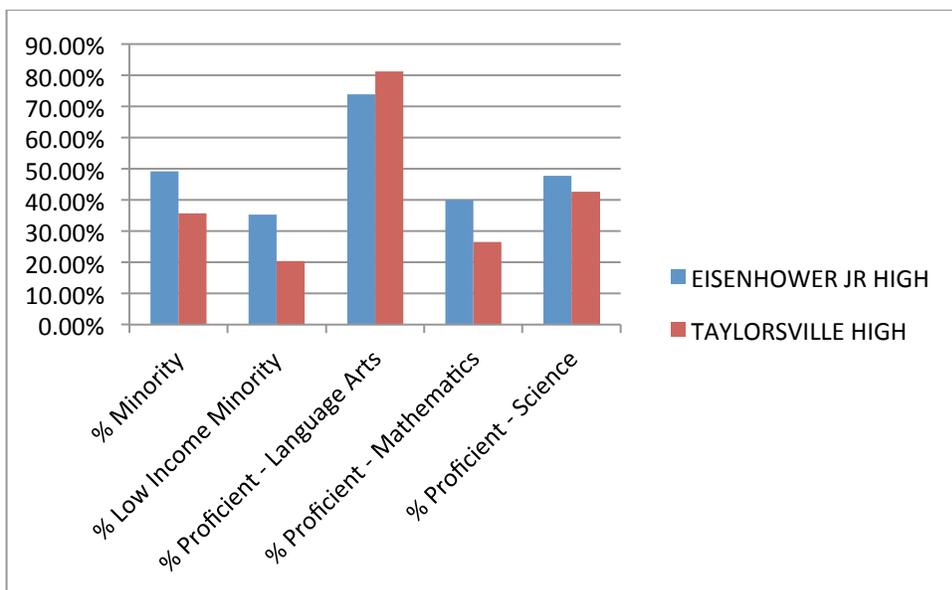
According to the 2010 census, the Pacific Islander community in Utah grew from 15,145 in 2000 to 24,554 in 2010, which is an increase of 62%. By contrast, the Caucasian population increased by only 23%. At this rate of growth, the Pacific Islander population is expanding at a much faster rate than their Caucasian counterparts. Yet, according to statistics that are represented in this section, Pacific Islanders and economically disadvantaged students are still performing 15% to 25% percent lower than the Caucasian students on end-of-level CRT tests. SLCS is focused specifically on reducing the various achievement gaps impacting these underserved students.

Based on the primary location in the Capital Facility Plan, the following graphs compare AYP (Adequate Yearly Progress) reports based on other elementary, junior high and high schools in the area, thus furthering the argument that SLCS should operate in this area. According to the Public School Data Gateway <https://cognos1.schools.utah.gov/ibmcognos/cgi-bin/cognos.cgi>, the following schools were used for comparison purposes: Plymouth School, Fremont School, Vista School, Taylorsville Elementary, Eisenhower Junior High School and Taylorsville High School. The results are as follows:



Fremont School: LA-67.6%; Math-62.6%; Science-65.7%, Plymouth School: LA-68.9%; Math-54.9%; Science-51.5%, Taylorsville School: LA-68.9%; Math 67.0%; Science-41.4%, Vista School: LA-68.4%; Math-68.1%; Science-59.4%

Only Fremont and Vista Schools met AYP for the year 2010.



Eisenhower Junior High School: LA-74%; Math-40%; Science-47.7%, Taylorsville High School: LA-81.2%; Math-26.5%; Science-42.6%

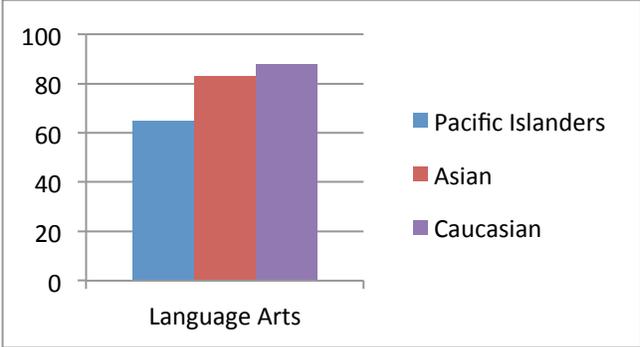
Taylorsville High School was the only school to meet AYP.

According to the statistics, 50% of the schools in the Taylorsville area are failing to meet AYP standards. The average math proficiency score in the elementary schools was 63.1%. When schools reach Eisenhower Junior High School, math scores drop 23.1% and drop again at Taylorsville High School another 14.5%.

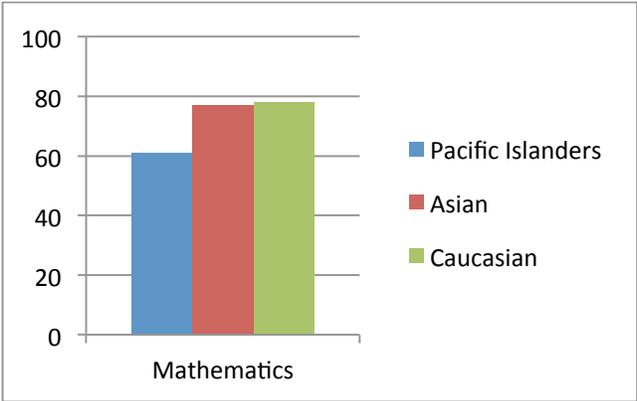
Because our school is aimed at closing the achievement gap between the Pacific Islanders and Caucasians, comparing schools was a compelling argument for us in deciding to place the school near 4500 South in Salt Lake County.

The following graphs will explain in more detail the significant achievement gap for our specific targeted group.

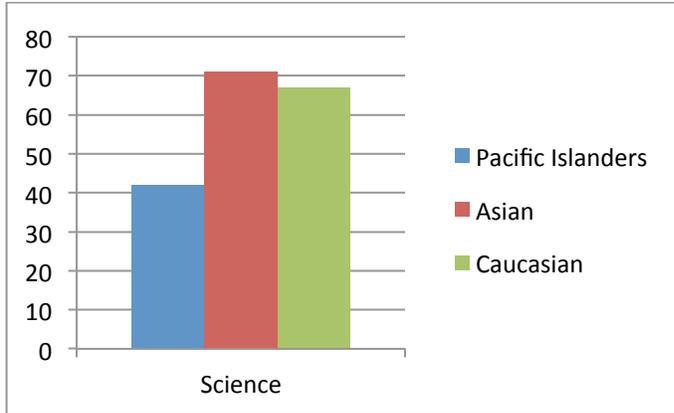
As it is reported in the *USOE's Achievement Gap Report of 2009*, the following charts will illustrate the gap in all reported subject areas.



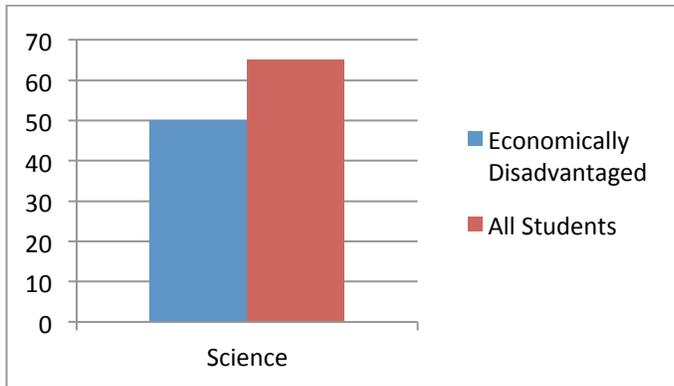
Language Arts: Pacific Islanders=65; Asian= 83;Caucasian= 88



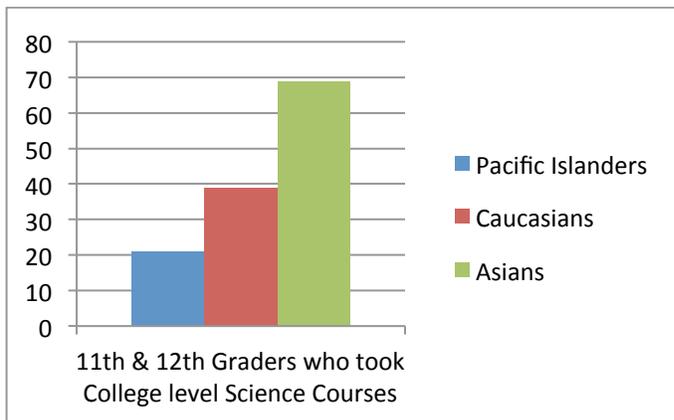
Mathematics: Pacific Islanders=61; Asian=77;Caucasian=78



Science: Pacific Islanders=42; Asian=71;Caucasian=67



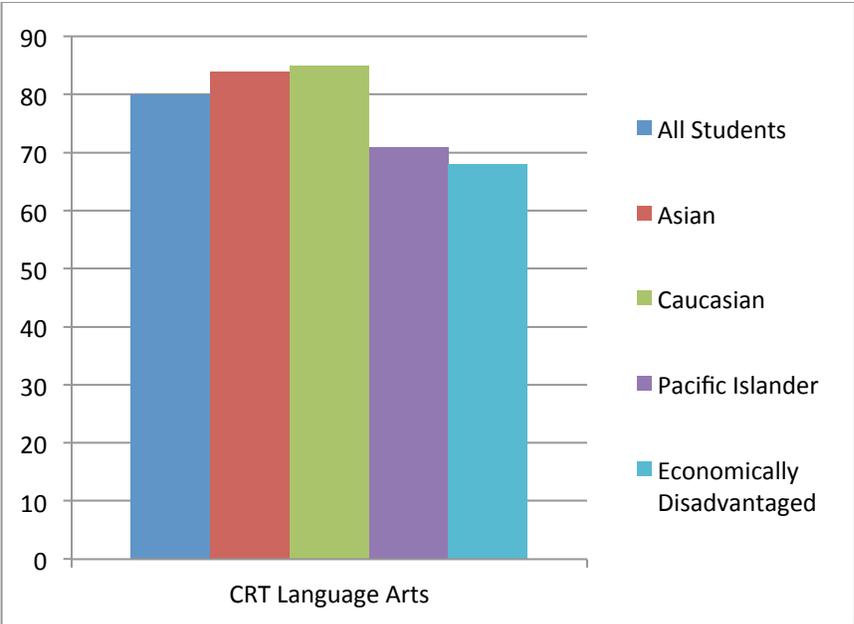
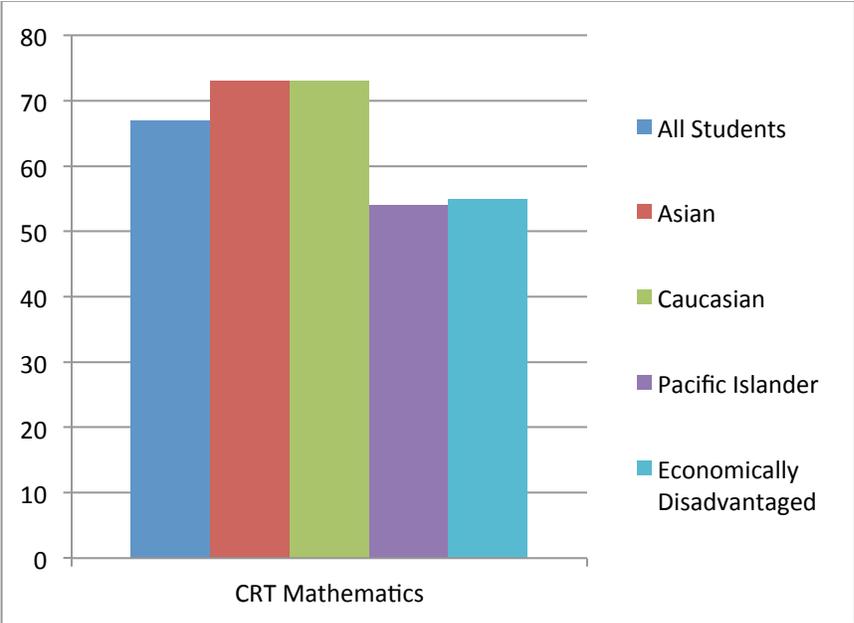
Science: Economically Disadvantaged=50; All Students=65

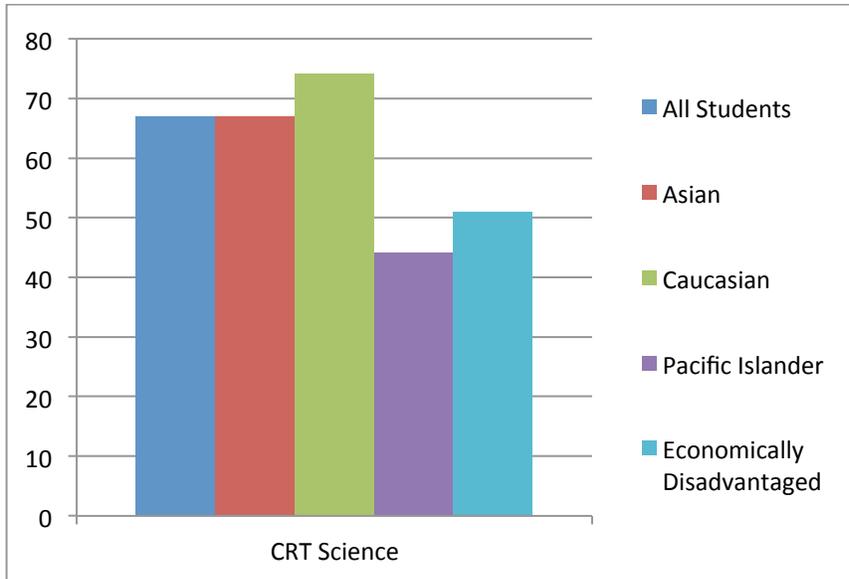


College Science: Pacific Islanders=21; Caucasians=39; Asians=69

It is clear through the *USOE's Achievement Gap Report of 2009*, Pacific Islanders are scoring far below their Caucasian and Asian student counterparts.

According to the 2010 CRT reports, there is a 10% to 25% gap in the Language Arts, Mathematics and Science categories. The following charts will show all students: Asian, Caucasian, Pacific Islander, and economically disadvantaged students.





For purposes of analysis, we will compare the top-performing group (Asian and Caucasian) with our subject group (Pacific Islander). While there may be a need to compare all ethnic minorities, for the purposes of SLCS we are only comparing Pacific Islanders and economically disadvantaged to the top-performing group because the goal of SLCS is to close the achievement gap of the two above-mentioned groups. There is a 14% gap in Language Arts, 19% gap in Mathematics, and 26% gap in Science. It seems rather compelling that the achievement gap between Asian and Caucasian students and Pacific Islanders students remains unchanged from the USOE's 2009 Achievement Gap report and the 2010 CRT report. We assume it will not change in the upcoming 2011 CRT report.

Conversely, Pacific Islanders are graduating at the same rate as their counterparts. The Utah State Office of Education reported the following graduation rates from December 2010:

Granite School District, 4,231 students with 84% graduation rate

Minority population rates: Asian - 166 students at 93%, African-American - 95 students at 84%, American Indian - 72 students at 68%, Hispanic/Latino - 936 students at 71%, Pacific Islander - 175 students at 87%, Economically Disadvantaged - 1,219 students at 78%, Limited English Proficiency - 482 students at 65%, Students with Disabilities - 358 students at 80%.

Jordan School District, 3,214 students with 89% graduation rate

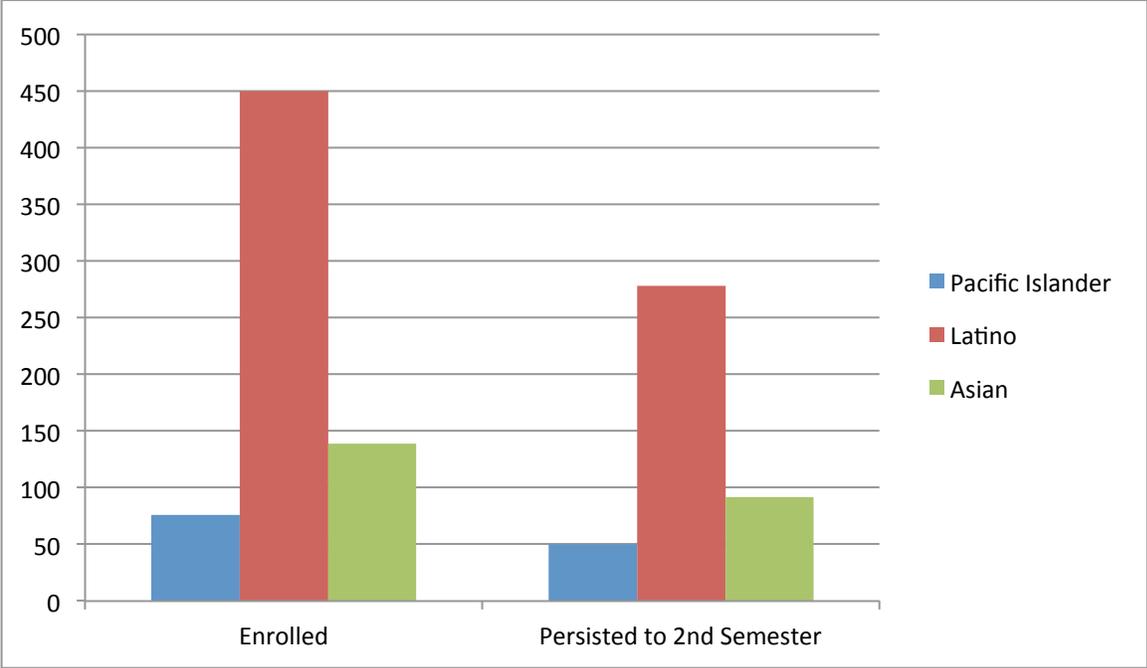
Minority population rates: Asian - 63 students at 93%, African-American - 28 students at 84%, American Indian - 19 students at 68%, Hispanic/Latino - 295 students at 71%, Pacific Islander - 31 students at 87%, Economically Disadvantaged - 545 students at 78%, Limited English Proficiency - 79 students at 61%, Students with Disabilities - 237 students at 89%.

Salt Lake District, 1,612 students with 72% graduation rate

Minority population rates: Asian - 73 students at 93%, African-American - 74 students at 62%, American Indian - 35 students at 46%, Hispanic/Latino - 554 students at 57%, Pacific Islander - 96 students at 76%, Economically Disadvantaged - 814 students at 61%, Limited English Proficiency - 529 students at 63%, Students with Disabilities - 135 students at 71%.

The discrepancy between the achievement gap numbers and graduation rate numbers caused the Pacific Islander community to ask questions. At a round table discussion on July 7, 2011, Samoan and Tongan educators came together and asked some of the following questions: Why are our students graduating at the same rate as others, but not going to college? Did our students barely graduate or did they graduate with honors? Are our students being given the same academic opportunities as other students? Why are our students not taking AP classes? Are they not academically ready for them?

Many of the answers to these various questions caused great concern among these educators. As educators, they could determine that students are graduating, but with such a low GPA they were not attending college. It was discussed that many of our students don't take AP classes because they can't get into them. Therefore, they are not graduating with honors, but barely graduating. The following chart, supplied by Salt Lake Community College; *SLCC: Ethnic Student Breakdown Fall 2010 and Spring 2011*, shows the enrollment and retention rate of Pacific Islander students vs. other ethnic groups (Asian and Latino).



By the numbers on the chart, Pacific Islanders are enrolling at smaller rates and continuing on to a second semester at even smaller rates. Less than 100 apply and less than 50 persist.

After a more thorough study of the facts, it became clear that a school for this community was necessary. In the following weeks, “town hall” discussions took place at predominantly Pacific Islander LDS, Methodist and Catholic churches to discuss if the Pacific Islander community would attend this school. No statistics were recorded since it was a preliminary meeting. However, anecdotally speaking, an overwhelming amount of people (approximately 200 of the 250 people in attendance at the various sites) gave their support to SLCS. Given the approximate number in attendance, we could reasonably anticipate a 38% enrollment rate just from attendance at this meeting.

The numbers in the charts, the discussions, and the “town hall” meetings are being used to establish the need for programs that specifically target closing the achievement gap for disadvantaged students, specifically the Pacific Islander population, though the school will serve all students who enroll.

Market Trends

Granite School District anticipates servicing 68,922 students during the 2011-12 school year, and in a recent Salt Lake Tribune article published in August of 2010, the district set forth its current construction activity, which consists of making additions to Granger High School in an effort to accommodate growth in the district. There was no information found in the Granite School District Board Meeting from June 2011 of any new proposed school openings for the district.

<http://www.graniteschools.org/departments/board/Board%20Meeting%20minutes%20archives/Forms/AllItems.aspx>

It is not necessary to debate the location of West Valley City or Taylorsville for our school. We are choosing West Valley City or Taylorsville because the majority of our target population lives in West Valley City, West Jordan and Taylorsville. Aside from Utah County, the vast majority of Pacific Islanders can be found from 6200 South to 2100 South, 300 East and as far west as 8400 West. It is in the best interest of the Pacific Islander Community to locate in an area that is fairly easy to access, and many in the Pacific Islander Community have requested to locate in the Granite School District, preferably West Valley City or Taylorsville.

Private school choices do exist; however, with a price tag of \$17,000 per year and up, but it is often out of reach for our demographic. These schools are also not within easy access to the Pacific Islander Community.

Competitive Advantage

SLCS's focused instructional program is a tremendous competitive advantage. SLCS has extended the school day by three hours and school year by 30 days to help close achievement gaps. It is not merely a gimmicky way to garner support. Those involved with

the formation of this school are totally committed to closing achievement gaps and making sure no child is left behind. SLCS students will develop the following skills and attributes necessary to be successful in college and life.

SLCS will establish an after-school program, hiring college students to work part-time as after-school tutors. We will try to focus on Pacific Islander college students in particular, as they could easily be mentors to these students as well. Tutoring will be available to all students.

The advantage of the school is based on the target population and the support that has been previously mentioned through “town hall” meetings, roundtable discussions and genuine concern from the Pacific Islander Community. SLCS is targeting a significant but focused segment of the population. Therefore, the advantage is less about school choice competition and more about closing an achievement gap in a small but significant group of students. The Pacific Islander Community is passionate about its people and has chosen through this school to help students achieve academically, socially and emotionally on the highest levels.

While we have not purchased a specific site at this time, the proposed service area has been determined to make sure underprivileged students from diverse backgrounds are given every opportunity to achieve.

Outreach/Marketing Plan

SLCS acknowledges the role effective marketing/outreach plays in providing parents with the opportunity to actively participate in the enrollment process. Therefore, we have established a marketing plan designed to inform parents in the West Valley City, West Jordan and Taylorsville areas of the school’s program and provide these parents equal opportunity to participate in its offering. Inasmuch as many schools struggle to meet the needs of various disadvantaged groups, SLCS will specifically seek to inform parents of the enrollment opportunities at SLCS. Outreach literature/advertising will be provided in English, Spanish, Samoan, and Tongan. SLCS will provide this literature to Pacific Islander leaders, The Cultural Celebration Center, and through different cultural dance studios. The school will utilize its website, local newspapers, school-based marketing, flyers, brochures, mailings, radio, social media, and other advertising avenues to inform the public. SLCS will also implement “town hall” meetings to answer questions about the proposed school. To implement SLCS’s outreach plan, committees will be created, application processes will be simplified within the laws of the State of Utah, and marketing materials will be strategically located in cultural dance studios, West Valley Wal-Mart, Taylorsville Wal-Mart, Valley Fair Mall COSTCO, Hunter, Taylorsville and Magna libraries, West Valley Recreation and Community center, Taylorsville Recreation and Community Center, and FOX 13’s Big Buddha and Polynesian Radio with Richard Wolfgramm and Anapesi Kaili. We are also

working with cultural celebration festivals and community fundraising events (i.e. Samoan Flag Day, West Fest, etc.) to market SLCS.

In addition, the tighter area of West Valley City, West Jordan and Taylorsville will also have access to information regarding the school and other services that will be available. This may pose problems for some in that the school will not provide transportation. It is critical that the school be open to all potential students even though the Pacific Islander population is the central subgroup SLCS hopes to serve. The after school tutoring, programs, and curriculum that will close the achievement gap will draw students of all ethnicities. We welcome all students and would never discriminate. However, the Pacific Islander community is a quiet, yet underserved population that, along with other groups, must not be overlooked any further.

Finally, SLCS will seek potential volunteers and students through public service announcements, informational seminars and networking opportunities in the community. Individuals expressing interest will be included on SLCS' mailing list and phone tree in order to keep them connected and informed of the progress and volunteer opportunities at the school. The marketing plan will be reevaluated on an annual basis.

Capital Facility Plan (Section 6)

At SLCS, we recognize the importance of finding and preparing a school facility to house our program, as well as the challenges charter schools face when entering this phase of their development. The purpose of this section is to describe SLCS's comprehensive plan to finance, design, acquire and maintain a school facility that will promote the mission and philosophy of SLCS. SLCS will acquire and finance the facility to be used for carrying out its educational plan, abiding by all state and federal statutes that impact such efforts. While no agreements have been entered into at this point, founders have held discussions with real estate and construction experts about the issues and have searched for an existing facility that allows for initial enrollment and growth expected at least through year five, at which time it will be determined whether or not to amend the charter for higher enrollment or to keep the enrollment constant.

Intent to Lease

The first step in the process of selecting a site/facility is to determine the proximity to our target population. The majority of the Pacific Islander community is located between 2100 South and 6200 South and from 8400 West to 300 East. While we would ultimately like to be located in West Valley City, Taylorsville is a viable option because of its proximity to West Valley City and West Jordan. In the process of selecting a site/facility, SLCS had to determine whether it is in the best interest of SLCS to purchase or lease its facility. We feel that leasing a facility provides the best option for our program, based on funding sources from federal or philanthropic grants. The decision to lease a facility is based on considering various benefits associated with leasing, namely: (i) in considering the building costs versus the retrofit costs, it is *more economical* to lease. If SLCS leases its facility, it can avoid costs associated with building a facility, up-front capital, additional management responsibility, and substantial time investment; (ii) it allows the school to adhere to our budget; and (iii) it would motivate the school to use the resources to educate rather than finance a building. Leasing a facility does have some disadvantages (e.g. rising leasing costs, no sense of permanence, substantial time investment, finding building insurance which should be covered by the building owner) and owning a facility would alleviate many of them; however, we feel that the benefits outweigh the disadvantages. Our plan to acquire and finance a school facility will be based on SLCS's intention to lease the site and building, and will address how we plan to meet the challenges associated with leasing.

Identification/Acquisition of Site & Facility

The proposed site for SLCS is in the Sorenson Research Park at 4393 South Riverboat Road in Taylorsville (just off 4500 South). This building currently houses the University of Phoenix satellite campus, though it is in the process of closing. It is ideal for SLCS' program in that it provides ample space for long-term operation. The total square footage amounts to

60,303: floor one is 22,144, floor two is 23,188 and floor three is 14,971. As a satellite campus for the University of Phoenix it is already divided into classrooms with many of those having the capability to be further divided by embedded partitions. The elementary school will be located on the 1st floor and the middle and high school courses will be taught on the 2nd floor. The main office and services center will be located on the 1st floor. Because the building is “B” occupancy, there are minor initial renovations to be made for the first year. According to Taylorsville City, the renovations to be made are minor. They are asking for the bathrooms to be renovated to fit elementary school children and the break room to be moved to a different location. We anticipate the cost of these renovations to be under \$10,000. There are 25 classrooms total and we are confident that the 1st and 2nd floors have enough room for the school, which eliminates need for the 3rd floor. The building has multiple floors, each accessible by elevators, and along with the main entrance, comply with ADA requirements. A new security system could be an initial investment given the nature of the building and the need to watch entrances and exits. However, we have not included this in the budget, since there is already a security system in the building.

AT&T is the neighbor on the 4th floor, which provides potential partnerships that will be a great value to the school's community. A drawback is the lack of green space, though preliminary discussions indicate that a section of ample parking space could be converted into a sizable playing field and playground without losing sufficient parking spaces. UTA bus lines pass directly to the south on 4500 South and, along with the proximity to I-15, there is ample access from all parts of the valley.



- Available space:
 - 1st floor 22,144 RSF
 - 2nd floor 14,288 RSF
 - 2nd floor 4,194 RSF (expansion)
 - 2nd floor 4,706 RSF
 - 3rd floor 14,971 RSF
- Lease rate: \$13.50/SF NNN
- Excellent freeway access
- Close to restaurants, fitness and banking amenities
- 5/1,000 parking ratio
- Fiber optic connectivity/CAT 5 cabling
- Located at the entrance to the prestigious Sorenson Research Park

Discussions have taken place among board members and with NAI/West about whether to lease, buy, or lease-to-buy and the pros and cons of each. At this point, even with the state of Utah's Risk Management no longer covering leased facilities, the board is leaning toward leasing with an option to buy. The amount for the lease is \$13.50 per square foot per year.

An advantage to the facility is available fiber optic connectivity. At least two computer labs are available based on the walk-through of the property conducted by founders.

In terms of a contingency plan, should the above facility not be available for the school, conversations are being had with a facility near the Decker Lake area. We



- Available space:
 - 1st floor 43,228 RSF
 - 2nd floor 43,401 RSF
 - 3rd floor 23,370 RSF
- Lease rate: \$13.75/SF NNN

- Excellent Bangerter Highway access
- Close to restaurants, fitness and banking amenities
- 5/500 parking ratio
- Located at Decker Lake Lane

The Decker Lake Lane building is currently vacant, but is not at an “E” occupancy rating. It is an ideal location for SLCS' program as it, much like the Taylorsville site, is in the heart of West Valley City and close to our target population. It also provides ample space for long-term operation. However, it would take substantial renovations to meet the “E” occupancy standard.

The square footage for floor one is 43,228, floor two is 50,079 and floor three is 16,693. As a vacant business building, it is divided into offices and conference rooms. However, many of the conference rooms have ample space and also the capability to be further divided by embedded partitions. The classrooms for the elementary school would be located on the north side of the 1st floor divided into 14 classrooms, and the middle and high schools would be located on the south side of the 1st floor with an additional 11 classrooms. The main office and services center would be located on the 1st floor as there is already office space and a reception area available. We are confident that 43,228 square feet is ample space to operate our school, therefore, we don't feel it necessary to expand to any other floors. Since the school would occupy only the first floor with the main entrance and the sidewalk outside being wheelchair accessible, it complies with the ADA requirements. The initial lease allows for \$30 to \$35 per square foot of tenant improvements, which will give leverage to negotiation on some of the necessary interior renovations: the office and services area on the first floor to be converted to classrooms and, ultimately, a school, achieving an “E” occupancy rating. The lease is \$13.75 per square foot per year.

There is ample parking space, which could easily be converted to drop off lanes for cars. UTA bus lines pass directly to the north on Decker Lake Lane and, along with the proximity to Bangerter Highway, there is ample access from all parts of the valley.

Despite being in close proximity to other charter schools; Monticello Academy, APA's West Valley Campus, Endeavor Hall and East Hollywood High School, SLCS is unique in its population served and therefore, would fit nicely into this area.

Another possibility is to move to the Meadowbrook Plaza area. This building is located at 4131 South Redwood Road. The total square footage of the building is 41,334 and the lease is \$10.00 per square foot per year. This building is not “E” Occupancy ready and would require significant renovations. It is primarily a business suite, but with less open space than our previous two buildings. We were not able to tour this building because of scheduling conflicts, but the initial negotiations for renovations were \$35 to \$40 per square foot. There is ample parking space and, like the Taylorsville location, is close to UTA bus lines that pass directly to the east on Redwood Road.

Ideally, SLCS desires to be located on the west side of I-15, and the 4500 South location works well for that. Being part of the Decker Lake Lane building would be great as well, but as with any project of this nature, it is subject to changes of all kinds. Likewise, the Meadowbrook Plaza location would fit well for location; however, both Decker Lake Lane and Meadowbrook Plaza are not “E” Occupancy ready and therefore would require substantial renovation costs.

Financing Site Acquisition and Facility Construction

Based on statute (53A-1a-507(9) and R277-470-7 (C)) regarding purchasing and real estate acquisitions for charter schools, SLCS will secure financing for leasing through private means. The appropriate parties at the state level will have delineated any business arrangements through commercial real estate, development, or construction firms in the RFP phase with prior review and approval.

A longer-term lease is the most ideal as it carries with it the tenant improvement provision, which would provide \$30 to \$35 per square foot on our second and third options, depending on what is negotiated at the time. In terms of cost effectiveness, it is believed that this approach is in the best financial and operational interest of the school. Again, no agreements will be entered into without full SLCS board approval and sign off by the state of Utah.

Facility Design & Equal Access

We anticipate SLCS’s facility to be situated on approximately two to three acres and consist of approximately 40,000 square feet or more. In addition to regular instructional rooms, the facility will contain a media center/library, special education rooms, administrative suites and faculty rooms, multi-purpose rooms, and collaboration/study areas. Our design will provide interior space with access, comfort, familiarity, and excitement.

In addition, SLCS will ensure that its school facility is designed and retrofitted to be accessible to and usable by individuals with disabilities. We acknowledge that compliance with ADA guidelines is mandatory for any new (or remodeled) charter school facility. We are aware of buildings that are not “E” Occupancy ready, so NAI/West will have to develop and construct them to the appropriate standard. Again, NAI/West or some other such firm will handle, through a careful and specific RFP process, the real estate, development, and construction efforts for the school.

Detailed Business Plan & Budget (Section 7 and 8)

It is essential to ensure the viability of the school, so SLCS places school management at high priority in order to assure fiscal responsibility and efficiency. The founders and Board of Directors are aggressively pursuing grant money and business partnerships to provide supplementary funding. Because we have already secured some funding from the Paul Soliai Foundation (please reference the letter in Section 31), we have included those revenues in the creation of the funding worksheet and budget proposals. Facility, operations and maintenance costs are expected to be similar to other charter schools of the same size. Extensive consultation has ensued with multiple administrators and contractors to determine approximate amounts, which are reflected in the school budget.

SLCS will proceed with a budget that is both aggressive and conservative. Because many start-up schools have dealt with issues concerning under-enrollment and improper budgeting adjustments after their enrollment projections, we have sought and received assistance from experts in the field of charter school finance. These experts, using their experience with existing charter schools, have facilitated the development of a budget that will create a rolling reserve, enabling us to be prepared for two factors: 1) enrollment fluctuations and 2) a back-up plan to cover the absence of a planned donation. These experts, who are available upon request, have a reputation of helping charter schools succeed. Our goal is to be a fiscally conservative school that plans to facilitate learning. Therefore, our model is a lean model based upon the experts' history of working with numerous schools.

We emphasize that we have adopted the strategy to rely on a successful model of budgeting lean and creating reserves. These reserves will enable our board to adjust to fluctuations in enrollment and also to have the option of constructing a building as necessary in the future. Central to the budget is to refrain from financing the school during the first year due to the donation pledged. In following years our goal is to preserve the donation amount to ensure financial stability and plan for the future.

Supplies:

During the planning year, we purchase our computers, textbooks, and many of the needed items to begin a school.

Salaries and benefits:

Each year a modest increase is added due to cost of living. The substitute plan is based upon each teacher having up to four days off or a total of 992 substitute hours. Benefits are calculated at a high end of 35% of total payroll. An extra \$3500.00 per teacher has been added to teacher payroll to account for the extra 30 days of instruction which we estimate approximately half of the student body will opt to attend the extra 30 days of instruction. We

have held out a substantial amount of reserves, which will enable us to pay teachers based upon performance.

Number of Teachers:

Teachers will be added at a rate of two per year due to the annual increase in enrollments.

Cash Flow projection:

Cash Flow Projection Summary				
	2012-13	2013-14	2014-15	2015-16
Salt Lake Charter School				
Income	\$650,000	\$4,165,068	\$4,299,239	\$4,431,499
Expense	\$544,500	\$3,514,410	\$3,595,117	\$3,769,578
Net	\$105,500	\$650,658	\$704,122	\$661,921
Running total	\$105,500	\$756,158	\$1,460,280	\$2,122,201

During the start-up year of SLCS, tasks to be accomplished along with partial completion dates are as follows:

- Hire Director and an Assistant (Fall 2012). Both employees will be employed by the Fall of 2012 to ensure programs are ready for full implementation prior to school opening
- Place a request for proposal (RFP) and hire a building officer to oversee facility construction and/or leasing options and necessary retrofits (Early 2012)
- Begin advertising the school through marketing plan and solicit applications for founding committee
- Access Teachers-Teachers.com as maintained through USOE, advertise employment opportunities, and begin interviews for teaching and certified library personnel positions
- Advertise the school and open houses, accept applications and conduct lottery
- Secure temporary facility lease, necessary conditional use permits, and retrofit plan
- Building Officer oversees temporary facility retrofit; if necessary
- All teachers hired (May 2013)
- Teacher training (July-August 2013)
- Interim members of the Parent Organization appointed from among founding committee to begin planning, organizing and carrying out activities to support the opening of the school
- All support staff (secretarial, janitorial, instructional aides, IT) hired
- Order and install all computers for the school
- Order text books, library books/supplies, technology supplies
- Obtain Certificate of Occupancy (August 1, 2013)
- Preliminary testing (August 2013)

Charter School Name: Salt Lake Charter School			
	Planning Year		
Number of Students:	650		
Grade Configuration:			
Revenue	Total		
Local Funding including anticipated fees from students			
Fee Basis if applicable:			
State Funding			
Private Grants & Donations	\$650,000		
Source(s): (specify)	Paul Soliai Foundation		
Loans:			
Commercial			
Private: State Charter Revolving Loan	\$0		
Other (specify):			
Total Revenue	\$650,000		
Expenses	# of Staff	@ Salary	Total
Salaries (100)			
Director or Principal	1.00	\$ 65,000	\$65,000
Other Administration: (specify) Administrative Assistant	1.00	\$ 25,000	\$25,000
Assistant Director	-	\$ -	\$
Counselors	0.25	\$ 32,000	\$8,000
Teacher-Regular Ed			\$
Teacher-Special Ed			\$
Instructional Assistants			\$
Secretary		\$ 25,000	\$
Business Manager/Bookkeeper		\$ 55,000	\$
IT Technician		\$ 35,000	\$
Program Facilitator/Instructional Support		\$ 35,000	\$
Speech & Language Therapist			\$
Counselor (Certified/Noncertified) (Circle)		\$ 15,000	\$
Substitute Teachers (daily basis)			\$
Teachers Aids and Paraprofessionals		\$ 20,000	\$
Employee Benefits (200)	2.25		24,500
Purchased Professional Services(300)			-
Audiologist, Psychologist, related support services (contracted)			-
Professional Employee Training and Development (330)			-
Administrative Services in Support of Management (310)			-

Professional Educational Services (contracted) (320)			15,000	
Legal (300)			5,000	
Audit Services (300)			3,000	
Web Site Development (300)			10,000	
Purchased Property Services(400)				
Facilities Rental or Lease (440)			-	
Property Tax			-	
Equipment or Vehicle Rental or Lease/Purchase Agreements			15,000	
Other Purchased Services (500)				
Travel (580)			10,000	
Transportation (Student) ((510-513)				
Personnel and Wage Records and Data Management				
Supplies(600)				
Instructional and other general supplies (610)			65,000	
Library Instructional Aids/Books/Periodicals(640/645)			15,000	
Textbooks (641)			50,000	
Audiovisual Materials (646)			15,000	
Software (670)			10,000	
Other (printing; postage)			5,000	
Total Instruction, Administration & Support			\$340,500	
Operations & Maintenance			Total	
Purchased Property Services(400)				
Facilities Rental or Lease (440)			35,000	
Water, Sewage , Disposal Services			2,500	
Property Tax			3,500	
Equipment or Vehicle Rental or Lease/Purchase Agreements			5,500	
Custodial Services			2,000	
Other Purchased Services (500)				
Property/Casualty Insurance (520/521)			5,000	
Advertising and Marketing			35,000	
Printing and Binding			7,000	
Phone/Communications				
Supplies (600)				
Operational Supplies			4,000	
Utilities and other Expendable Supplies (610-630)			3,500	
Property (700)				
Land & Improvements				
Buildings				
Technology-Related Hardware (Computers etc.)			57,000	
Furniture & Other Equipment			25,000	
Debt Service and Miscellaneous Costs (800)				

Fees/Permits & dues			9,000	
Loan Payments				
Other (security, copier lease)			10,000	
Total Operations & Maintenance			\$204,000.00	
Total Expenditures			\$544,500.00	
Total Revenues			\$650,000	
			Balance	
Budget Balance (Revenues-Expenditures)			\$105,500	
Budget Balance as Percentage of State Revenue			0.0%	

Charter School Name: Salt Lake Charter						
	Enrollment Maximum or Target			75% Enrollment or Target		
	First Operational Year			First Operational Year		
Number of Students:	650			488		
Grade Configuration:	K-12			K-12		
Revenue	Total			Total		
Local Funding including anticipated fees from students						
Fee Basis if applicable:						
State Funding	\$3,515,068			\$2,636,301		
Private Grants & Donations	\$650,000			\$650,000		
Source(s): (specify)						
Loans:						
Commercial						
Private						
Other (specify):						
Total Revenue	\$4,165,068			\$3,286,301		
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)						
Director or Principal	1.00	\$65,000	\$65,000	1.00	\$75,000	\$75,000
Other Administration: (specify)						
Assistant Directors	1.00	\$45,000	\$45,000	0.25	\$45,000	\$11,250
Counselors	2.00	\$32,000		1.50	\$32,000	\$48,000
Teacher-Regular Ed	31.00	\$35,500	\$1,100,500	21.50	\$32,500	\$698,750
Teacher-Special Ed	2.00	\$37,000	\$74,000	1.50	\$37,000	\$55,500
Instructional Assts	6.00	\$18,000	\$108,000	5.00	\$18,000	\$90,000
Secretary	1.00	\$25,000	\$25,000	1.00	\$25,000	\$25,000
Business Manager/Bookkeeper	1.00	\$70,000	\$70,000	1.00	\$60,000	\$60,000
IT Technician	0.50	\$45,000	\$22,500	0.25	\$45,000	\$11,250
Program Facilitator/Instructional Support	0.75	\$35,000	\$26,250	0.50	\$35,000	\$17,500
Speech & Language Therapist	0.30	\$25,000	\$7,500	0.20	\$25,000	\$5,000
Counselor (Certified/Noncertified) (Circle)			\$			\$
Substitute Teachers (daily basis)	1.00	\$35,000	\$35,000	0.90	\$35,000	\$31,500
Teachers Aids and Para-Professionals	2.00	\$12,000	\$24,000	2.00	\$12,000	\$24,000
Employee Benefits (200) @ .35%			\$560,963			\$403,462.50
Purchased Professional Services (300)			-			-
Audiologist, Psychologist, related			\$15,000			\$14,000

support services (contracted)					
Professional Employee Training and Development (330)			\$15,000		\$13,000
Administrative Services in Support of Management (310)			\$15,000		\$13,000
Professional Educational Services (contracted) (320)			\$20,000		\$15,000
Legal (300)			\$5,000		\$5,000
Audit Services (300)			\$8,000		\$8,000
Web Site Development (300)			\$7,000		\$6,500
Purchased Property Services (400)					
Facilities Rental or Lease (440)			\$814,950		\$611,982
Property Tax			\$40,748		\$30,599
Equipment or Vehicle Rental or Lease/Purchase Agreements			\$5,000		\$5,000
Other Purchased Services (500)			\$18,000		\$15,000
Travel (580)			\$10,000		\$8,000
Transportation (Student) ((510-513)			\$20,000		\$20,000
Personnel and Wage Records and Data Management					
Supplies (600)					
Instructional and other general supplies (610)			\$55,000		\$50,000
Library Instructional Aids/Books/Periodicals (640/645)			\$7,000		\$5,000
Textbooks (641)			\$5,000		\$3,000
Audiovisual Materials (646)			\$2,000		\$1,500
Software (670)			\$5,000		\$4,000
Other (printing; postage)			\$5,000		\$4,500
Total Instruction, Administration & Support			\$3,236,410		\$2,389,294
Operations & Maintenance			Total		Total
Purchased Property Services (400)					
Facilities Rental or Lease (440)			\$60,000		\$50,000
Water, Sewage, Disposal Services			\$2,500		\$2,500
Property Tax			\$60,000		\$55,000
Equipment or Vehicle Rental or Lease/Purchase Agreements			\$5,500		\$5,500
Custodial Services			\$15,000		\$15,000
Other Purchased Services (500)					
Property/Casualty Insurance (520/521)			\$15,000		\$15,000
Advertising and Marketing			\$15,000		\$10,000

Printing and Binding			\$12,000			\$10,000
Phone/Communications			\$5,000			\$4,500
Supplies (600)			\$15,000			\$10,000
Operational Supplies			\$4,000			\$4,000
Utilities and other Expendable Supplies (610-630)			\$15,000			\$15,000
Property (700)						
Land & Improvements						
Buildings						
Technology-Related Hardware (Computers etc)			\$10,000			\$15,000
Furniture & Other Equipment			\$25,000			\$15,000
Debt Service and Miscellaneous Costs (800)						
Fees/Permits & dues			\$9,000			\$9,000
Loan Payments			-			-
Other (security, copier lease)			\$10,000			\$10,000
Total Operations & Maintenance			\$ \$278,000.00			\$ \$245,500.00
Total Expenditures			\$ 3,514,410.00			\$2,634,793.60
Total Revenues			\$4,165,068			\$3,286,301
			Balance			Balance
Budget Balance (Revenues- Expenditures)			\$650,658			\$651,508
Budget Balance as Percentage of State Revenue			18.5%			24.7%

Charter School Name: Salt Lake Charter						
	Enrollment Maximum or Target			75% Enrollment or Target		
	Second Operational Year			Second Operational Year		
Number of Students:	675			506		
Grade Configuration:	K-12			K-12		
Revenue	Total			Total		
Local Funding including anticipated fees from students						
Fee Basis if applicable:						
State Funding	\$3,649,239			\$2,736,929		
Private Grants & Donations	\$650,000			\$650,000		
Source(s): (specify)						
Loans:						
Commercial						
Private						
Other (specify):						
Total Revenue	\$4,299,239			\$3,386,929		
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)						
Director or Principal	1.00	\$65,000	\$65,000	1.00	\$75,000	\$75,000
Other Administration: (specify)						
Assistant Directors	1.00	\$45,000	\$45,000	0.50	\$45,000	\$22,500
Counselors	2.00	\$32,000		1.50	\$32,000	\$48,000
Teacher-Regular Ed	33.00	\$36,500	\$1,204,500	22.00	\$35,500	\$781,000
Teacher-Special Ed	2.00	\$37,000	\$74,000	1.50	\$37,000	\$55,500
Instructional Assts	6.00	\$18,000	\$108,000	5.00	\$18,000	\$90,000
Secretary	1.00	\$25,000	\$25,000	1.00	\$25,000	\$25,000
Business Manager/Bookkeeper	1.00	\$70,000	\$70,000	1.00	\$60,000	\$60,000
IT Technician	0.50	\$45,000	\$22,500	0.25	\$45,000	\$11,250
Program Facilitator/Instructional Support	0.75	\$35,000	\$26,250	0.50	\$35,000	\$17,500
Speech & Language Therapist	0.30	\$25,000	\$7,500	0.20	\$25,000	\$5,000
Counselor (Certified/Noncertified) (Circle)			\$			\$
Substitute Teachers (daily basis)	1.00	\$35,000	\$35,000	0.90	\$35,000	\$31,500
Teachers Aids and Para-Professionals	2.00	\$12,000	\$24,000	2.00	\$12,000	\$24,000
Employee Benefits (200) @ .35%			\$631,498			\$461,112.50
Purchased Professional Services (300)			-			-
Audiologist, Psychologist, related			\$15,000			\$14,000

support services (contracted)					
Professional Employee Training and Development (330)			\$15,000		\$13,000
Administrative Services in Support of Management (310)			\$15,000		\$13,000
Professional Educational Services (contracted) (320)			\$20,000		\$15,000
Legal (300)			\$5,000		\$5,000
Audit Services (300)			\$8,000		\$8,000
Web Site Development (300)			\$7,000		\$6,500
Purchased Property Services (400)					
Facilities Rental or Lease (440)			\$839,400		\$630,341
Property Tax			\$41,970		\$31,517
Equipment or Vehicle Rental or Lease/Purchase Agreements			\$5,000		\$5,000
Other Purchased Services (500)					
Travel (580)			\$10,000		\$8,000
Transportation (Student) (510-513)					
Personnel and Wage Records and Data Management					
Supplies (600)					
Instructional and other general supplies (610)			\$25,000		\$20,000
Library Instructional Aids/Books/Periodicals (640/645)			\$7,000		\$5,000
Textbooks (641)			\$5,000		\$3,000
Audiovisual Materials (646)			\$2,000		\$1,500
Software (670)			\$5,000		\$4,000
Other (printing; postage)			\$5,000		\$4,500
Total Instruction, Administration & Support			\$3,368,618		\$2,494,721
Operations & Maintenance			Total		Total
Purchased Property Services (400)					
Facilities Rental or Lease (440)			\$95,000		\$95,000
Water, Sewage, Disposal Services			\$2,500		\$2,500
Property Tax			\$3,500		\$3,500
Equipment or Vehicle Rental or Lease/Purchase Agreements			\$5,500		\$5,500
Custodial Services			\$15,000		\$15,000
Other Purchased Services (500)					
Property/Casualty Insurance (520/521)			\$15,000		\$15,000
Advertising and Marketing			\$5,000		\$5,000

Printing and Binding			\$12,000			\$12,000
Phone/Communications			\$5,000			\$5,000
Supplies (600)			\$10,000			\$10,000
Operational Supplies			\$4,000			\$4,000
Utilities and other Expendable Supplies (610-630)			\$15,000			\$15,000
Property (700)						
Land & Improvements						
Buildings						
Technology-Related Hardware (Computers etc)			\$10,000			\$15,000
Furniture & Other Equipment			\$10,000			\$15,000
Debt Service and Miscellaneous Costs (800)						
Fees/Permits & dues			\$9,000			\$9,000
Loan Payments			-			-
Other (security, copier lease)			\$10,000			\$10,000
Total Operations & Maintenance			\$ \$226,500.00			\$ \$236,500.00
Total Expenditures			\$ 3,595,117.50			\$2,731,220.55
Total Revenues			\$4,299,239			\$3,386,929
			Balance			Balance
Budget Balance (Revenues- Expenditures)			\$704,122			\$655,709
Budget Balance as Percentage of State Revenue			19.3%			24.0%

	Enrollment Maximum or Target			75% Enrollment or Target		
	Third Operational Year			Third Operational Year		
Number of Students:	700			525		
Grade Configuration:	K-12			K-12		
Revenue	Total			Total		
Local Funding including anticipated fees from students						
Fee Basis if applicable:						
State Funding	\$3,781,499			\$2,836,124		
Private Grants & Donations	\$650,000			\$650,000		
Source(s): (specify)						
Loans:						
Commercial						
Private						
Other (specify):						
Total Revenue	\$4,431,499			\$3,486,124		
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)						
Director or Principal	1.00	\$65,000	\$65,000	1.00	\$75,000	\$75,000
Other Administration: (specify)						
Assistant Directors	1.00	\$45,000	\$45,000	0.50	\$45,000	\$22,500
Counselors	2.00	\$32,000		1.50	\$32,000	\$48,000
Teacher-Regular Ed	35.00	\$37,500	\$1,312,500	23.00	\$36,500	\$839,500
Teacher-Special Ed	2.00	\$37,000	\$74,000	1.50	\$37,000	\$55,500
Instructional Assts	6.00	\$18,000	\$108,000	5.00	\$18,000	\$90,000
Secretary	1.00	\$25,000	\$25,000	1.00	\$25,000	\$25,000
Business Manager/Bookkeeper	1.00	\$70,000	\$70,000	1.00	\$60,000	\$60,000
IT Technician	0.50	\$45,000	\$22,500	0.25	\$45,000	\$11,250
Program Facilitator/Instructional Support	0.75	\$35,000	\$26,250	0.50	\$35,000	\$17,500
Speech & Language Therapist	0.30	25,000	\$7,500	0.20	\$25,000	\$5,000
Counselor (Certified/Noncertified) (Circle)			\$			\$
Substitute Teachers (daily basis)	1.00	\$35,000	\$35,000	0.90	\$35,000	\$31,500
Teachers Aids and Paraprofessionals	2.00	\$12,000	\$24,000	2.00	\$12,000	\$24,000
Employee Benefits (200) @ .37%			\$671,458			\$482,757.50
Purchased Professional Services (300)			-			-
Audiologist, Psychologist, related support services (contracted)			\$15,000			\$14,000
Professional Employee Training and Development (330)			\$15,000			\$13,000

Administrative Services in Support of Management (310)			\$15,000			\$13,000
Professional Educational Services (contracted) (320)			\$20,000			\$15,000
Legal (300)			\$5,000			\$5,000
Audit Services (300)			\$8,000			\$8,000
Web Site Development (300)			\$7,000			\$6,500
Purchased Property Services(400)						
Facilities Rental or Lease (440)			\$864,582			\$649,251
Property Tax			\$43,229			\$32,463
Equipment or Vehical Rental or Lease/Purchase Agreements			\$5,000			\$5,000
Other Purchased Services (500)						
Travel (580)			\$10,000			\$8,000
Transportation (Student) ((510-513)						
Personnel and Wage Records and Data Management						
Supplies(600)						
Instructional and other general supplies (610)			\$25,000			\$20,000
Library Instructional Aids/Books/Periodicals(640/645)			\$7,000			\$5,000
Textbooks (641)			\$5,000			\$3,000
Audiovisual Materials (646)			\$2,000			\$1,500
Software (670)			\$5,000			\$4,000
Other (printing; postage)			\$5,000			\$4,500
Total Instruction, Administration & Support			\$3,543,019			\$2,594,721
Operations & Maintenance			Total			Total
Purchased Property Services(400)						
Facilities Rental or Lease (440)			\$95,000			\$95,000
Water, Sewage , Disposal Services			\$2,500			\$2,500
Property Tax			\$3,500			\$3,500
Equipment or Vehical Rental or Lease/Purchase Agreements			\$5,500			\$5,500
Custodial Services			\$15,000			\$15,000
Other Purchased Services (500)						
Property/Casualty Insurance (520/521)			\$15,000			\$15,000
Advertising and Marketing			\$5,000			\$5,000
Printing and Binding			\$12,000			\$12,000
Phone/Communications			\$5,000			\$5,000
Supplies (600)			\$10,000			\$10,000

Operational Supplies			\$4,000			\$4,000
Utilities and other Expendable Supplies (610-630)			\$15,000			\$15,000
Property (700)						
Land & Improvements						
Buildings						
Technology-Related Hardware (Computers etc)			\$10,000			\$15,000
Furniture & Other Equipment			\$10,000			\$15,000
Debt Service and Miscellaneous Costs (800)						
Fees/Permits & dues			\$9,000			\$9,000
Loan Payments			-			-
Other (security, copier lease)			\$10,000			\$10,000
Total Operations & Maintenance			\$226,500.00			\$236,500.00
Total Expenditures			\$3,769,518.60			\$2,831,221.05
Total Revenues			\$4,431,499			\$3,486,124
			Balance			Balance
Budget Balance (Revenues-Expenditures)			\$661,980			\$654,903
Budget Balance as Percentage of State Revenue			17.5%			23.1%

CHARTER SCHOOL WORKSHEET

FY 2013-2014

*******PROJECTION ONLY*******

School Name	Salt Lake Charter School		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	65	0.55	35.75
Estimated ADM (1-3)	195	0.9	175.5
Estimated ADM (4-6)	195	0.9	175.5
Estimated ADM (7-8)	115	0.99	113.85
Estimated ADM (9-12)	80	1.2	96
Special Ed Pre-School	0		
Special Ed ADM (K)	6		
Special Ed ADM (1-12)	60		
Special Ed (Self- Contained)	5		
Number of Teachers (K-6)	19		
Number of Teachers (7- 12)	12		
WPU Value	\$2,816	<i>(Except for CTE Add-on and Special Ed.)</i>	
Prior Year Teacher FTE (CACTUS)	34		
School Administrators (CACTUS)	2		
Prior Year WPUs	0		
ELL Students	90		
Low Income Students- prior year	325		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	596.6000	\$1,680,026
Professional Staff	0.05000	29.8300	\$84,001
Restricted Basic School:			
Special Ed--Add-on	1.0000	68.3000	\$176,009
Spec. Ed. Self- Contained	1.0000	5.0000	\$14,080
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$248.76 per K-8 ADM		\$141,793
Total WPU Programs		699.7300	\$2,095,909
Non-WPU Programs Related to Basic Programs:			
Flexible Allocation- WPU Distribution	\$29.76 per WPU		\$20,824
Special Populations			

Special Ed Self-Contained is not included in K-12. However, Add-on (resource students) are included in K-12 and Add-on Special Ed Self-Contained is also included in Add-on

Total \$'s divided by Total WPU's

Enhancement for At-Risk Students			
Enhancement for Accelerated Students			
Other			
School Land Trust Program	\$37.67 per student		\$24,486
Reading Achievement Program	\$15.97 per WPU		\$11,175
	\$2.04 per K-3 student		\$530
	\$32.96 per low income student		\$2,966
Charter Administrative Costs	\$100 per student		\$65,000
Educator Salary Adjustment (ESA)	\$4,200 per qualified educator plus benefits		\$177,310
ESA-School Administrators	\$2,500 per qualified administrator		\$6,208
Local Replacement Dollars	Average \$1,687 per student		\$1,104,985
Total Non-WPU			\$1,413,484
One Time			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) ¹	19	\$3,325
	\$200 or \$150 per teacher (7-12) ²	12	\$1,800
Library Books and Resources	\$0.84 per student	655	\$550
Total One Time			\$5,675
ESTIMATED Total All State Funding			\$3,515,068
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			<i>Updated 04-18-11</i>

* Charter schools do not get this money the first year in operation

* Get this money only for K-3 students

CHARTER SCHOOL WORKSHEET

FY 2013-2014

*******PROJECTION ONLY*******

School Name	Salt Lake Charter School		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	65	0.55	35.75
Estimated ADM (1-3)	195	0.9	175.5
Estimated ADM (4-6)	195	0.9	175.5
Estimated ADM (7-8)	120	0.99	118.8
Estimated ADM (9-12)	100	1.2	120
Special Ed Pre-School	0		
Special Ed ADM (K)	6		
Special Ed ADM (1-12)	60		
Special Ed (Self-Contained)	5		
Number of Teachers (K-6)	19		
Number of Teachers (7-12)	14		
WPU Value	\$2,816	<i>(Except for CTE Add-on and Special Ed.)</i>	
Prior Year Teacher FTE (CACTUS)	34		
School Administrators (CACTUS)	2		
Prior Year WPU's	0		
ELL Students	90		
Low Income Students-prior year	325		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	625.5500	\$1,761,549
Professional Staff	0.05000	31.2775	\$88,077
Restricted Basic School:			
Special Ed--Add-on	1.0000	68.3000	\$176,009
Spec. Ed. Self-Contained	1.0000	5.0000	\$14,080
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$248.76 per K-8 ADM		\$143,037
Total WPU Programs		730.1275	\$2,182,752
Non-WPU Programs Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$29.76 per WPU		\$21,729

Special Ed Self-Contained is not included in K-12. However, Add-on (resource students) are included in K-12 and Add-on Special Ed Self-Contained is also included in Add-on

Total \$'s divided by Total WPU's

Special Populations Enhancement for At-Risk Students Enhancement for Accelerated Students			
Other School Land Trust Program	\$37.67 per student		\$25,427
Reading Achievement Program	\$15.97 per WPU		\$11,660
	\$2.04 per K-3 student		\$530
	\$32.96 per low income student		\$2,966
Charter Administrative Costs	\$100 per student		\$67,500
Educator Salary Adjustment (ESA)	\$4,200 per qualified educator plus benefits		\$177,310
ESA-School Administrators	\$2,500 per qualified administrator		\$6,208
Local Replacement Dollars	Average \$1,687 per student		\$1,147,160
Total Non-WPU			\$1,460,491
One Time Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) ¹	19	\$3,325
	\$200 or \$150 per teacher (7-12) ²	14	\$2,100
Library Books and Resources	\$0.84 per student	680	\$571
Total One Time			\$5,996
ESTIMATED Total All State Funding			\$3,649,239
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			<i>Updated 04-18-11</i>

* Charter schools do not get this money the first year in operation

* Get this money only for K-3 students

CHARTER SCHOOL WORKSHEET

FY 2013-2014

*******PROJECTION ONLY*******

School Name	Salt Lake Charter School		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	65	0.55	35.75
Estimated ADM (1-3)	195	0.9	175.5
Estimated ADM (4-6)	195	0.9	175.5
Estimated ADM (7-8)	130	0.99	128.7
Estimated ADM (9-12)	115	1.2	138
Special Ed Pre-School	0		
Special Ed ADM (K)	6		
Special Ed ADM (1-12)	60		
Special Ed (Self-Contained)	5		
Number of Teachers (K-6)	19		
Number of Teachers (7-12)	16		
WPU Value	\$2,816	<i>(Except for CTE Add-on and Special Ed.)</i>	
Prior Year Teacher FTE (CACTUS)	34		
School Administrators (CACTUS)	2		
Prior Year WPUs	0		
ELL Students	90		
Low Income Students-prior year	325		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	653.4500	\$1,840,115
Professional Staff	0.05000	32.6725	\$92,006
Restricted Basic School:			
Special Ed--Add-on	1.0000	68.3000	\$176,009
Spec. Ed. Self-Contained	1.0000	5.0000	\$14,080
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$248.76 per K-8 ADM		\$145,525
Total WPU Programs		759.4225	\$2,267,735
Non-WPU Programs Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$29.76 per WPU		\$22,600

Special Ed Self-Contained is not included in K-12. However, Add-on (resource students) are included in K-12 and Add-on Special Ed Self-Contained is also included in Add-on

Total \$'s divided by Total WPU's

Special Populations Enhancement for At-Risk Students Enhancement for Accelerated Students			
Other School Land Trust Program	\$37.67 per student		\$26,369
Reading Achievement Program	\$15.97 per WPU		\$12,128
	\$2.04 per K-3 student		\$530
	\$32.96 per low income student		\$2,966
Charter Administrative Costs	\$100 per student		\$70,000
Educator Salary Adjustment (ESA)	\$4,200 per qualified educator plus benefits		\$177,310
ESA-School Administrators	\$2,500 per qualified administrator		\$6,208
Local Replacement Dollars	Average \$1,687 per student		\$1,189,335
Total Non-WPU			\$1,507,447
One Time Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) ¹	19	\$3,325
	\$200 or \$150 per teacher (7-12) ²	16	\$2,400
Library Books and Resources	\$0.84 per student	705	\$592
Total One Time			\$6,317
ESTIMATED Total All State Funding			\$3,781,499
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			<i>Updated</i> 04-18-11

* Charter schools do not get this money the first year in operation

* Get this money only for K-3 students

Fiscal Procedures (Section 9)

SLCS has established various fiscal policies and procedures to provide its program with the foundation to properly safeguard its assets, establish a responsible decision-making process, ensure compliance with state and federal laws and regulations, and produce timely and accurate financial information. SLCS will maintain its financial and accounting records using the Utah State Office of Education guidelines for Budgeting, Accounting, and Auditing for Utah School Districts and in accordance with all applicable federal, state, and local laws and regulations. The following policies highlight some of the fiscal procedures that will govern SLCS's operation upon approval.

Budget Process

The director and business manager of SLCS will be responsible to prepare a monthly operating budget of revenues and expenses and a cash flow projection. These budgets and projections will be reviewed and approved by the school's Board of Directors at the monthly meeting and modified as necessary. Financial statements displaying the school's budget versus actual results will be prepared by the business manager and reviewed by the Board's treasurer and presented to the Board at each regularly scheduled board meeting.

The budget and cash flow projections will support SLCS's mission and philosophy and must provide the following:

	Cash Flow Projection Summary			
Salt Lake Charter School	2012-13	2013-14	2014-15	2015-16
Income	\$650,000	\$4,165,068	\$4,299,239	\$4,431,499
Expense	\$544,500	\$3,514,410	\$3,595,117	\$3,769,578
Net	\$105,500	\$650,658	\$704,122	\$661,921
Running Total	\$105,500	\$756,158	\$1,460,280	\$2,122,201

Sufficient detail to enable reasonably accurate projections of revenues and expenses, separation of capital and operational items, cash flow, and subsequent audit trail; a balanced budget – appropriations must be planned such that they equal or are less than anticipated revenue and maintain a 5% reserve at the end of each fiscal year; and budgets must align with school priorities as established by the Board.

SLCS will fully comply with all established budgetary and reporting deadlines. This includes, but is not limited to, annual audits performed by an independent, third party CPA firm, AFR/APR submissions, and other financial documents as requested by USOE. The School will adhere to Generally Accepted Accounting Principles (GAAP) as constituted by the Financial Accounting Standards Board. All checks originating from the school's bank

account will require two signatures. In order to safeguard assets, accounting personnel will not be permitted as signers on the bank account.

Cash collected at the school will be reconciled in the presence of two authorized individuals. Cash will be sealed in tamper-evident envelopes and delivered to the bank within three business days of receipt. Cash should not remain in the building overnight.

Either the board chair or board treasurer must approve all purchases between \$2,500.00 and \$5,000.00. The Board must approve all purchases over \$10,000 for subsequent years.

Prior to purchases being made, authorized personnel must sign invoices, purchase orders, and authorized facsimiles. Personal purchases, which result in reimbursement, shall be kept to an absolute minimum. In accordance with state guidelines, the business manager will provide the Board with updated financial statements and budget reports.

Capitalization and Expense Policy

The purpose of this policy is to allow for accounting to depreciate rather than expense qualified inventory items.

Items, including associated components necessary to use the item, which (a) have a fair market value over \$1,500.00 and (b) have a useful life of more than three (3) years shall be depreciated rather than expensed. The period of time items will be depreciated will be based on the length of the item's useful life.

Expendable Revenue, Appropriation Limitations & Appropriations in Excess of Estimated Revenue

SLCS' Estimated Expendable Revenue will also include prior year deficits. In the case of both school districts and local districts, boards may not ([§17B-1-613](#), [§53A-19-104](#)) make any appropriation in the final budget in excess of the estimated expendable revenue for the budget year. While it is within the discretion of the Utah SCSB as to their treatment of this situation ([§53A-1a-511\(f\)](#)), similar action is recommended for charter schools. Generally accepted standards of fiscal management require that a school does not plan to allow expenditure to exceed estimated available revenues. A prior-year deficit will similarly require reduction of revenue estimates for an upcoming year by the value of existing deficits. The Governing Board shall comply with the same financial audits, audit procedures and audit requirements of school districts. The charter entity or the Legislative Auditors Office may conduct the program, financial, and compliance audits. The Governing Board shall maintain the financial records of the school pursuant to the governing authority and the State Auditor's Office. The entire amount of any deficit, which results from non-emergency activities, should be included as an item of appropriation.

Budget Reports

SLCS's budget reporting will be in accordance with Generally Accepted Accounting Principles (GAAP) and Generally Accepted Governmental Auditing Standards (GAGAS). SLCS's business manager will maintain supporting records in sufficient detail to prepare the school's financial reports, including: (i) annual financial statements for audits and the annual budget; (ii) monthly reports including budget versus actual financial statements with explanations for significant variances, updates of cash flow projections, and monthly reports to the Utah State Office of Education; and (iii) quarterly preparation of IRS Form 941 and payroll and tax returns (unless outsourced) and other reports upon request. Under the direction of the board, the director shall ultimately be responsible for filling out and submitting reports to the state as set forth in the Utah Charter School Act.

Undistributed Reserves

Any undistributed reserves shall be added to SLCS's operational budget for the following year and will be properly re-allocated at the direction of the board.

Interfund Transfers

Subject to any restrictions imposed by law or other rules, SLCS's Board of Directors reserves the right to reallocate funds from one line item in the budget to another as prescribed by the board if purchasing practices or conservation result in an expenditure different than the budgeted amount. SLCS is aware that all line item budget transfers will be and are audited and reviewed by USOE.

Emergency Expenditures

In the event of an emergency the governing board of SLCS may, by resolution, amend a budget and authorize spending that results in a deficit; however, this may take place only if the governing board determines that ([§53A-19-107](#); [§17B-1-623](#)):

- an emergency exists.
- the spending is reasonably necessary to meet the emergency.
- the spending is subsequently used to meet the emergency.

All three conditions must be met, and the business manager or director must certify this in writing. Emergency procurement must be limited to only those supplies, services, or construction items necessary to meet the emergency ([R33-3-502](#)).

The source shall be selected with the assurance that the required supplies, services, or construction items are procured in time to meet the emergency. Given this constraint, competition that is practicable shall be obtained.

If competitive sealed bidding is unsuccessful and deemed unreasonable, noncompetitive, or the low bid exceeds available funds as certified by the appropriate fiscal officer, time or other circumstances will not permit the delay required to re-solicit competitive sealed bids. If emergency conditions subsequently exist or are brought about by an unsuccessful attempt to use competitive sealed bidding, an emergency procurement may be made.

If SLCS's Board determines that an emergency exists, they may, by resolutions, amend the budget and authorize an emergency expenditure. In the event an emergency purchase has been properly authorized, "best value" procurement guidelines must be followed. In addition, the treasurer or designee must authorize the purchase. All receipts and records justifying emergency purchases will be kept and maintained by the business manager.

Mandatory Training: Business Administrator

SLCS will hire or contract a business administrator and require the business administrator and board treasurer to attend training in school finance and statistics regarding the Minimum School Program (MSP) and financial reporting requirements prior to working with the school. They will also be required to attend yearly training to stay current with all MSP changes, reporting procedures, etc. The business manager will provide payroll management services for all school staff. SLCS's payroll services will function similarly to services provided for other state and district employees, including preparation of W-2s, filing of taxes, and any other reports that are required by state and federal law.

Purchasing Policy & Procedure (PP&P)

SLCS will comply with Utah PP&P ([§63G-6-104](#)), and follow federal cost principles and federal standards when expending federal funds, and where this standard differs from state standards; SLCS will use EVerify and the excluded parties list system for purchases greater than \$25,000. SLCS acknowledges neither the chartering entity nor the state or agency of the state is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school as per [§53A-1a-508](#).

SLCS will purchase only those items and services required to perform the school's mission and/or fill a bona fide need. Procurements are made using best value contracting, considering quality, performance and price.

The school will use a competitive procurement process, which requires sound business practices for purchases less than \$5,000. The school will also select the best value considering quality, performance and price by obtaining three written quotes for items greater than \$5,000 and less than \$20,000. However, in procuring professional services and supplies, the governing board of the charter school may determine that the use of competitive sealed bidding is neither practical nor advantageous; a contract may then be entered into by competitive sealed proposals ([§63G-6-408](#)). The governing board of SLCS

has determined a minimum number of three bids must be used in those procurements, and includes the relative importance, if any, of the fee to be charged by an offer. The rules may provide that it is neither practicable nor advantageous to procure certain types of supplies, services, or construction by competitive sealed bidding or competitive sealed proposals. Proposals may then be solicited through a request for proposals, and public notice of the request for proposals must then be given in accordance with written governing board rules.

Finally, a formal bid process will be used for items greater than \$20,000, in which three bids will be received and evaluated using a formal evaluation process. The School adheres to the following objectives: (i) procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc; (ii) make all purchases in the best interests of the school and its funding sources; (iii) obtain quality supplies/services needed for delivery at the time and place required; (iv) buy from responsible and dependable sources of supply; (v) obtain maximum value for all expenditures; (vi) deal fairly and impartially with all vendors; and (vii) be above suspicion of unethical behavior at all times and avoid any conflict of interest, dealings with related parties or even the appearance of a conflict of interest in SLCS's supplier relationships.

SLCS will execute a purchase order for all purchases over \$1000 and it shall be approved by the business manager for purchases less than \$5,000 and by the Board of Directors for purchases greater than \$10,000.

Purchasing Outline:

- 1) Fill out requisition form.
- 2) Obtain necessary signature(s) on the requisition and submit to the school's business office.
 - a) Signature Guidelines: For purchases under \$500.00, any one of the following signatures is required: (i) the chair of SLCS's Board of Directors; (ii) the business administrator; or (iii) one of the officers of the Board. For purchases between \$500.00 and \$2,500.00, two of the above signatures are required.
 - b) For purchases over \$2,500.00, all three of the above signatures are required.
- 3) The business administrator makes a copy of the requisition and returns it to the requester (along with a purchase order if necessary) to process the order.
- 4) When the order is received, the individual must either sign the packing slip or sign the requisition and mark it "received" before returning it to the business office.
- 5) If the school is billed directly for the purchase, the job is complete.
- 6) If the individual paid for the purchase, that individual must fill out a check request, attach all receipts, and turn it into the business office.

All procedures and policies must also conform to SLCS's conflict of interest policy.

Organizational Structure & Governing Body (Section 10)

Board Members; Governing Body

SLCS is a Utah non-profit corporation governed by a board of directors (the “Board”). The Board will consist of five to nine voting members comprised of parents, IT professionals, local business/civic leaders, attorneys or a variety of such. SLCS will pursue a board with diverse backgrounds to better serve the school. In accordance with *Utah Admin Code R277-470(12)*, SLCS will encourage and maintain active involvement of parents of students attending the school. In an effort to promote parental involvement, parents of students currently attending SLCS shall elect at least one parent representative to serve on a rotating basis as a voting member on the Board. Additional parents of students currently attending SLCS will comprise a minimum of twenty-five percent of the Board. No board member may receive remuneration for board service. No employee of SLCS may serve as a voting board member.

Board Member Roles & Responsibilities

The SLCS board members’ roles and responsibilities will be set forth and clearly defined in SLCS’s bylaws. In general, it is the Board’s responsibility to manage the property, affairs, and business of the school. These roles and responsibilities include but are not limited to protecting the legal interests of the school, establishing and setting forth the vision and mission of SLCS, establishing its policies and procedures in accordance therewith, exercising sound legal and ethical practices and policies, managing liabilities wisely, advocating good external relations with the community, school districts, media, neighbors, parents, and students, hiring and evaluating the school’s director, practicing strategic planning, ensuring adequate resources and managing them effectively, and assessing SLCS’s overall performance. In addition, the Board will perform such other duties as are appropriate and necessary for the safe and effective operation of the school and which promote SLCS’s vision, mission, and educational philosophy.

Board Officers

The officers of the Board will include president, vice president, secretary, and treasurer. Officers will be chosen by, and come from among the members of the Board.

President. The president will preside over all official board meetings, have general charge of the business of the Board, and carry out its policies under direction of the Board. The president has authority to delegate duties and responsibilities to other board members. The president shall form committees as required, and appoint committee chairs and other committee members, subject to approval of the Board.

Vice President. The vice president shall have all the powers and perform all the duties of the president in his/her absence. The vice president shall perform other such duties that may be assigned to him/her by the president or the Board.

Secretary. The secretary will keep accurate minutes of all board meetings. The secretary will act as a clerk thereof and record all actions, votes and minutes of all proceedings in one or more books to be kept for that purpose. The secretary is responsible for posting notices of upcoming meetings in accordance with the provisions of SLCS's bylaws or as required by law, and performs such other duties that may be assigned to him/her by the president or the Board.

Treasurer. The treasurer is the general supervisor of the financial affairs of the school, subject to Board concurrence, and has power to disburse funds, sign checks, drafts or other payments of money, and make or cause to be made monthly financial statements for the Board in accordance with SLCS policy and procedure. The treasurer also performs such other duties that may be assigned by the president or the Board. The treasurer must receive, record within three business days, and safeguard money, bonds, or other securities ([§17B-1-633\(3\)\(b\)](#)). Funds are deposited, under supervision and by action of the treasurer, in accounts appropriately meeting the requirements of the Utah State Money Management Act (MMA), such that they will be subsequently distributed to accomplish school objectives by the action of a business manager or similar agent ([§51-7-11](#)). Treasurers responsible for public funds must be bonded in the amounts indicated in R628-4-4 ([R628-4-2](#); [R628-4-4](#); [§51-7-15](#)). Additionally, SLCS assures that it will "make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds." The treasurer will ensure that the business administrator is properly carrying out these activities on behalf of the governing Board.

Election Process

SLCS board member elections begin during the first week in June of the year in which a term or terms have expired. Elections extend for a ten-day period beginning no later than June 10 and extending until the Friday of the following week. During this election period, the voting will take place during school hours in person and 24-hours online.

The Board shall advertise for board candidates at least four weeks prior to the first week of elections, or no later than the first week in May. Upon request, the Board will provide interested candidates with board member application forms and candidate information forms. Candidates must complete these forms and return them to any member of the Board no later than two weeks prior to the first day of elections, or mid-May. The Board shall publish a list of candidates and their corresponding forms not less than two weeks prior to the scheduled election.

Each SLCS family will be allowed one vote per available position. In order to assure that 25% of the board comprises parents of students, the votes will be tallied considering parents first. When a parent has been selected, the next person with the most votes will be selected. In the event of a tie vote for a position, a second ballot will be cast for that position only, with only the tied candidates eligible for the position. Should a second tie occur, a result would be obtained through a random drawing.

Board Member Terms

Of the initial board members, two members will serve terms of three years and two members will serve terms of four years with newly elected members serving two-year terms. All other board members will serve staggered two-year terms (four members will be elected in even numbered years, and three will be elected in odd-numbered years). Each member is limited to two consecutive terms. If a member resigns or their second term expires, they must wait a minimum of one year before running for re-election.

Following each June election, the Board of Directors votes to select its own leadership. At the Board's discretion, it may also reorganize following the filling of a Board vacancy. In the event of dismissal, resignation, or other vacancy on the Board (other than any vacancy which occurs within six months of a regularly scheduled election), the Board will conduct a special election to fill the remaining portion of the vacant member's term. For a vacancy occurring within six months of a regularly scheduled election (three months in the event that such vacancy was the result of a successful recall vote), the remaining board members will appoint a replacement from the candidates who submit their names to serve until the next regularly scheduled election. The Board at its sole discretion can determine whether or not to reorganize following the filling of a vacancy.

In the event of a special election, the Board shall advertise the vacancy and request candidate nominations within one week of the confirmation of the vacancy. Interested candidates must apply and submit the necessary paperwork within two weeks of the advertising of the vacancy. A special election to fill the vacancy will occur within four weeks of the advertising of the vacancy and shall run for a period of three days during normal school hours with a minimum of one evening until 7:00 p.m.

Flow of Information

As indicated below, information to and from SLCS's Board, the stakeholders, and SLCS administrators may occur in several ways. Whether information flows to the stakeholders through the PTO, committees, or instructional staff/administrators, our intent is to encourage open communication between and among all individuals and groups organized to promote the mission and philosophy of SLCS.

Board Minutes Adopting PP&P

Salt Lake Charter School Board
Meeting Minutes, 3/24/2011

Time gaveled in: 5:38 pm

Present:

Angela Hansen Aiono
Lola Akeripa
Papalii Patane
Janet Romo (via phone)

Not present:

Ifo Pilli

Minutes taken by Darren Beck

I. Information sharing and discussion regarding charter application

Charter targets underserved population; Research on low retention rates among various subgroups at SLCC.

Looked at K-12 where students are falling one and more years behind academically.

Facility: old Granite High School; South Salt Lake City wants to revitalize the area with a community center.

Charters are public schools, no tuition; Lottery once enrollment fills; No discrimination in admissions/enrollment.

School based on low income, underrepresented populations; Modeled after Harlem Children Zone and Vaughn Street New Century Learning Center.

School hours: 8 am - 6 pm; classes run to 3:30 with enrichment, arts, tutoring, sports, and other programs going to 6 pm.

Allows for support in the area of student nutrition--serve breakfast, lunch, dinner.

3 reasons for the daily schedule: (1) make up lost time; time-on-task; (2) statistically hours between 3 and 6 highest for juvenile crimes including gangs, drugs; (3) student nutrition/health.

Bussing from the west side to Granite High School--coordinate UTA bus routes.

Calendar year: 210 days as opposed to 180, mandatory summer semester prevents summer brain drain.

Health clinic, medical for students and families.
Hope to include dental at some point.

No early outs other than periodically on Fridays at the end of the term.

Full-day Kindergarten.

K-12 total enrollment = 650
50 per grade level, 2 classes
Can amend enrollment and other items as needed.

Submit by April 1st, hear back by May 1st.

Commitment of \$10 million from Paul Soliai Foundation (Pro football player with Miami Dolphins).

Languages and cultures: Samoan, Tongan, Spanish, Navajo, Mandarin, French, Italian, ASL.

Cultural sensitivity and generational connections to be sought and maintained throughout.
Focus on pride, love, respect.

II. Vote on Approval of Charter

Motioned by Janet Romo
Seconded by Papalii Patane
4 ayes, 1 absent

III. Adjournment

Motioned by Papalii Patane
Seconded by Lola Akeripa
4 ayes, 1 absent

Board Minutes Replacing Board Members

Salt Lake Charter School Board
Meeting Minutes, 07/27/2011

Time gaveled in: 4:38 pm

Present:

Angela Hansen Aiono
Lola Akeripa
Papalii Patane
Janet Romo (via phone)

Not present:

Ifo Pili

Minutes taken by Angela Hansen Aiono

I. Discussion about Ifo Pili resigning from Board and discussion of adding Juliann Jenne.

Ifo Pili asked to be taken off the Board due to intense travel schedule. The board discussed whether he should continue to be a board member or be replaced.

It was determined because of his inability to be at board meetings due to travel, the board would replace him with Juliann Jenne.

Angela felt Juliann would be a good replacement because of her knowledge and passion regarding higher education.

Papalii agreed Juliann was incredibly knowledgeable and could add a great deal of experience to the board.

All were in agreement.

II. Vote to accept Ifo Pili's resignation

Motioned by Janet Romo
Seconded by Papalii Patane
4 ayes

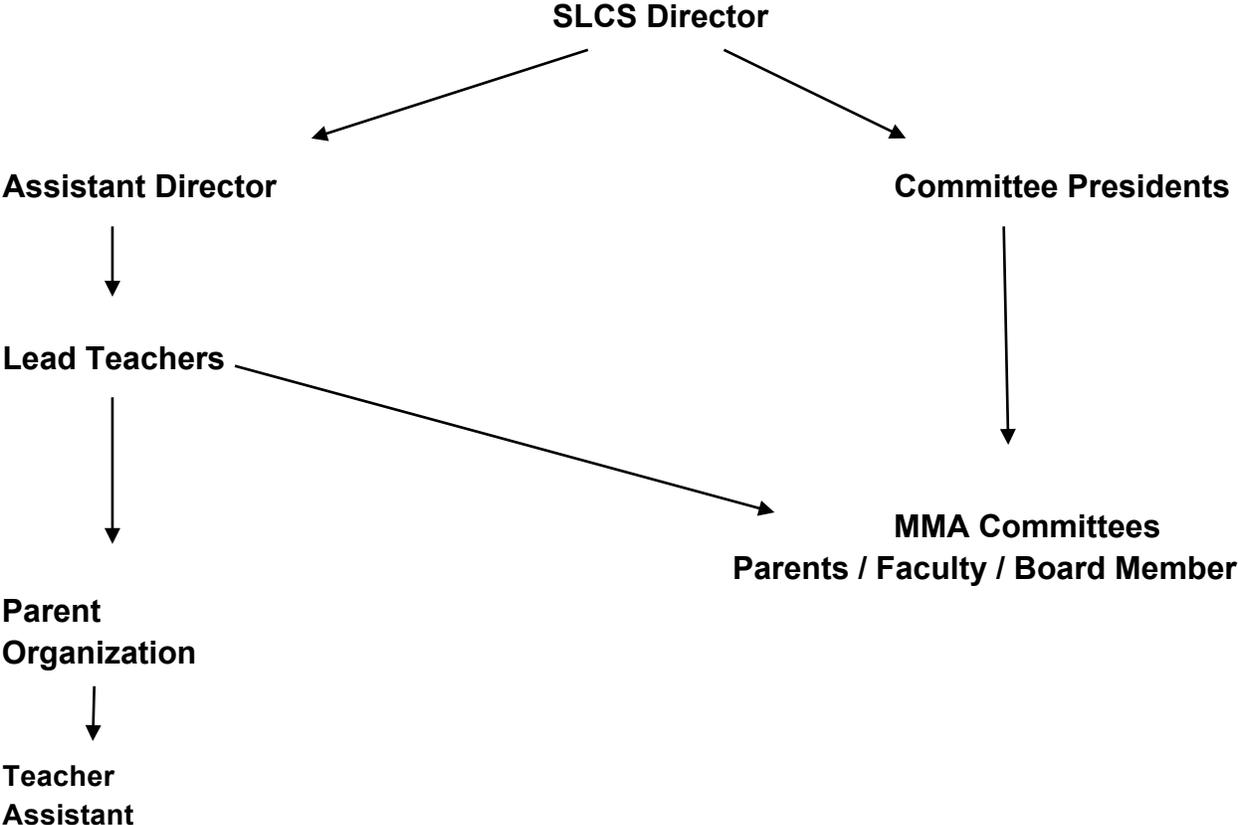
III. Vote to add Juliann Jenne to the Board

Motioned by Angela Hansen Aiono
Seconded by Janet Romo
4 ayes

IV. Adjournment
Motioned by Lola Akeripa
Seconded by Papalii Patane
4 ayes

Organizational Flow Chart

Utah State Charter School Board
Salt Lake Charter School Board of Directors



ARTICLES OF INCORPORATION OF SALT LAKE CHARTER SCHOOL, INC.

We, the undersigned natural persons all being of the age of eighteen years or above, acting as incorporators under the Utah Non-Profit Corporation and Cooperative Association Act, adopt the following Articles of Incorporation for such Corporation:

**ARTICLE I.
NAME**

The name of the Corporation is Salt Lake Charter School, INC.

**ARTICLE II.
DURATION**

The period of duration of this Corporation is perpetual.

**ARTICLE III.
PURPOSE**

(a) To act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Utah, and to act and operate as an educational and charitable organization within the meaning of Section 501(c)(3) of the Internal Revenue Code. The specific purpose of the nonprofit corporation is to manage, operate, guide, direct and promote promised future charter school, and such other educational activities as the Board of Directors may define from time to time.

(b) To engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing and following purposes.

(c) To engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code and are consistent with those powers described in the Utah Nonprofit Corporation and Cooperation Association Act, as amended and supplemented.

(d) To solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any activity "in furtherance of, incidental to, or connected with any of the other purposes."

(e) No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other persons, except that the

Corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein;

(f) 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 any candidate for public office except as authorized under the Internal Revenue Code of 1954, as amended;

(g) The Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under 501(c)(3) of the Internal Revenue Code of 1954, as amended (or the corresponding provision of any future United States Internal Revenue law).

**ARTICLE IV.
MEMBERS/STOCK**

The Corporation shall not have any class of members or stock.

**ARTICLE V.
BYLAWS**

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

**ARTICLE VI.
DIRECTORS**

The number of directors of this Corporation shall be five (5), or more than three, as fixed from time to time by the Bylaws of the Corporation. The number of directors constituting the present Board of Directors of the Corporation is five (5), and the names and addresses of the persons who are to serve as directors until their successors are elected and shall qualify are:

- Angela Hansen Aiono: 6792 Bridle Farms Rd., West Valley, UT 84128
- Rob Muhlestein: 3435 East Stonebridge Lane, Eagle Mountain, UT 84005
- John Thorn: 3435 East Stonebridge Lane, Eagle Mountain, UT 84005
- Darren Beck: 3435 East Stonebridge Lane, Eagle Mountain, UT 84005

**ARTICLE VII.
INCORPORATORS**

The names and addresses of the incorporators are:

Angela Hansen Aiono: 6792 Bridle Farms Road, West Valley, UT 84128
Rob Muhlestein: 3435 East Stonebridge Lane, Eagle Mountain, UT 84005
John Thorn: 3435 East Stonebridge Lane, Eagle Mountain, UT, 84005
Darren Beck: 3435 East Stonebridge Lane, Eagle Mountain, UT 84005

**ARTICLE VIII.
VOTING MEMBERS**

The Corporation will not have voting members.

**ARTICLE IX.
REGISTERED OFFICE AND AGENT**

The address of the Corporation's initial registered office shall be 6792 Bridle Farms Road, West Valley City, Utah 84128. Such office may be changed at any time by the Board of Directors without amendment of these Articles of Incorporation.

The Corporation's initial registered agent at such address shall be Angela Hansen Aiono.

I hereby acknowledge and accept appointment as corporate registered agent:

**ARTICLE X.
PRINCIPAL PLACE OF BUSINESS**

The principal place of business of this Corporation shall be 6792 Bridle Farms Road, UT 84128. The business of this Corporation may be conducted in all counties of the State of Utah and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Directors shall determine.

**ARTICLE XI.
DISTRIBUTIONS**

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof.

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 other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, 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.

**ARTICLE XII.
DISSOLUTION**

According to Utah State Code 53A-1a-517, a charter school may receive, hold, manage, and use any device, bequest, grant, endowment, gift, or donation of any asset made to the school for any of the purposes of this part unless a donor or grantor provides otherwise in writing. This identifies all such items as assets of the charter school. All items purchased with charter school funds are to be included in the school's assets, though it may not dispose of its assets without providing for a uniform dissolution plan should the need to close the school occurs, in accordance with Utah State Code 53A-1a-510.5.

IN WITNESS WHEREOF, We, Angela Hansen Aiono, Rob Muhlestein, John Thorn and Darren Beck have executed these Articles of Incorporation this 25th day of March, 2011, and say:

That we are all incorporators herein; that we have read the above and foregoing Articles of Incorporation; know the contents thereof and that the same is true to the best of our knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters we believe to be true.

Board Minutes Adopting Articles of Incorporation

Salt Lake Charter School, Inc.

Minutes of the Organizational Meeting of Board of Directors

Date: March 25, 2011

The organizational meeting of the Board of Directors of Salt Lake Charter School, Inc., a Utah nonprofit corporation, was held at 3435 East Stonebridge Lane, Eagle Mountain, UT on March 25, 2011.

The undersigned, being all of the members of the initial Board of Directors of Salt Lake Charter School named in the Corporation's Articles of Incorporation filed with the Secretary of State of Utah were present.

Angela Hansen Aiono was appointed Chairperson of the meeting and Darren Beck was appointed Secretary of the meeting. The Board of Directors voted and approved the motion.

ARTICLES OF INCORPORATION

The Secretary then presented and read to the meeting a copy of the Articles of Incorporation and reported that the original thereof was filed in the office of the Secretary of State of the State of Utah on March 25, 2011. The Secretary presented a duplicate of the Articles of Incorporation as filed and it was ordered inserted into the corporate record book.

OFFICERS

The Chairperson of the meeting then called for the election of officers of the Corporation. The following persons were nominated to the office preceding their name:

Office Name

President, Angela Hansen Aiono

Secretary, Darren Beck

Treasurer, John Thorn

No further nominations being made the nominations were closed and the directors proceeded to vote on the nominees. The Chairperson announced that the foregoing nominees were elected to the offices set before their respective names to serve as such at the pleasure of the Board of Directors or pursuant to the terms of any written employment agreement executed by the Corporation and the respective officer.

ADJOURNMENT

The Chairperson asked whether there was any further business to come before the Directors at this meeting, and being no response, the meeting was adjourned.

DATE: March 25, 2011.

Background Information Sheet (Section 11)

The following have been selected to serve on the Founding Board:

Background Information Sheet

Name Juliann Jenne

Role with school Board member

Expertise Traditional public education teacher and Director of Orientation at Salt Lake Community College

Statement of Intent:

The commitment I have toward this school concept is like my commitment to education in general. We live in the 21st century and our children will inherit the world from us, good, bad, or otherwise. They must be provided with various tools to make sense of it all and then go to work building for the next generation. Salt Lake Charter School will take what is seen as a decent enough graduation rate among Pacific Islanders and bridge the achievement gap between them and their counterparts.

Additionally, while an 88% graduation rate may not raise red flags, the lack of actual preparation for college and career as expressed by various Pacific Islanders including well-respected former professional football player, Vai Sikahema, does. Graduation rates without measuring preparation and then follow through once students are in college is one of the most counterintuitive things done in American education. Granted, it is the responsibility of the student once they leave the levels of compulsory education as to what path they will walk and how they will walk it, but the lack of support many experience from family and peer groups along with myriad other social indicators shows that the not-horrible graduation rate is actually a near-empty indicator.

Salt Lake Charter School's potential to meet these and other needs by spending education funds more wisely and allocating resources intelligently make it a wise approval.

Not-for-Profit History:

I have very little experience working with non-profit organizations, but I have extensive group organization and event planning experience from working first as a secondary school teacher, then a university professor and performing group advisor, next as a admissions counselor and recruiter, and finally as the Director of Orientation and the advisor for the Ambassador program.

Employment History:

Director of Orientation

April 2010-present

Salt Lake Community College, Salt Lake City, UT

- Initiated the implementation of mandatory new student orientation for first-time students
- Improved and updated three methods of in-person and online new student orientations
- Presented and/or directed the facilitation of orientations to approximately 9,500 students per

academic year

- Maintained a weekly email information campaign to approximately 6,000 new students each semester
- Mentored the student Ambassador program in conjunction with the School Relations Office

Intern: Study Abroad to Peru

University of Utah, Salt Lake City, UT

June 2010

- Assisted with the facilitation and transcription of focus group discussions and personal interviews
- Studied the impact of international travel on students' perspectives of diversity

Intern: Orientation Office

Salt Lake Community College, Salt Lake City, UT

February-March 2010

- Facilitated in the marketing, preparation, and execution of the College's largest orientation events

Northern Utah Admissions Counselor

July 2008-March 2010

Southern Utah University by way of Salt Lake City, UT

- Encouraged higher enrollment participation as an off-site counselor within my territory utilizing positive public relations, marketing, and branding of Southern Utah University
- Co-directed Governor's Honors Academy, a ten-day intensive program for high achieving high school seniors
- Met with hundreds of students for three months a year in dozens of schools through a targeted program called: The Utah High School Tour
- Developed various open houses along the Wasatch Front to meet the needs of potential students and educate them on possibilities of exploring higher education
- Hosted various regional open houses in Utah, Salt Lake, Davis and Cache Counties
- Edited all marketing and publications for the Admissions Office

Adjunct Instructor

August-December 2008

Salt Lake Community College, Salt Lake City, UT

- Instructed Writing 990, a developmental education course

Admissions Counselor

May 2007-June 2008

Southern Utah University, Cedar City, Utah

- Increased enrollment in Southern Utah schools through a variety of activities and correspondences with students and their parents
- Hosted various regional open houses in Iron, Washington, and Kane counties
- Co-directed Governor's Honors Academy, a ten-day intensive program for high achieving high school seniors. Made arrangements for 25 workshop presenters of various backgrounds and experiences
- Directed Quest Leadership Academy for high school leadership councils; boosted enrollment by 5%

- Co-directed initiatives with Hispanic Center to increase enrollment and public interest of local Hispanic students, including Hispanic Breakfast for prospective students and their families
- Edited all marketing and publications for the Admissions Office

Acclamation Coordinator/Director

August 2004-May 2007

Southern Utah University, Cedar City, Utah

- Taught and/or administrated voice, choreography, and acting of 8-14 performers annually in over 20-30 hours of weekly rehearsals
- Scheduled all tours, travel and itineraries for over 100 annual performances locally, nationally and abroad, including tour to Germany and Czech Republic
- Manipulated and boosted a \$30,000 revenue generated budget to secure funds for program continuation
- Directed all phases of production from technical and costuming aspects to show execution in diverse venues: performances for dignitaries to elementary schools and fairs
- Collaborated with SUU Admissions Office and other departments to bolster recruitment for the university, ie., “Ahead of the Class”, a program geared towards helping 8th graders plan toward higher education
- Facilitated and designed marketing components from idea conception to distribution: posters, mailings, t-shirts, website, etc.
- Mentored students daily in academic consistency, time management, involvement and development

Education History:

M.Ed. Educational Leadership and Policy, Student Affairs Emphasis

May

2011

University of Utah, Salt Lake City, Utah

B.A. English-Secondary Education, Spanish and Psychology Minors

August

2004

Southern Utah University, Cedar City, Utah

Background Information Sheet

Name: Lola Akeripa _____

Role with school: Board Member _____

Expertise: Education _____

Statement of Intent:

My role on this board is to assist in putting a great idea on the ground and potentially impacting the lives of hundreds of students and many families. I believe there is no other reason for chartering as a concept. People need their schools to be more than places to warehouse children for a small number of hours per day. They should be able to expect from that time students who are able to read, write, and function well as citizens of this republic. While idealistic, it is the barest of minimums to provide such a return on what is actually a very small investment personally.

Not-for-Profit History:

Non-profit organization: I served as a two-year college representative for the Utah Council of Higher Education from 2005 – 2007. I currently run an annual Pacific Island College Day Conference at Salt Lake Community College for students from 10th to 12th grade, recruiting them from the Alpine, Davis, Cannons, Granite, Jordan, Provo, and Salt Lake School Districts. I have also been in other non-profit organizations in the community such as the Samoan Cultural Celebration sub-committee, Miss Samoa USA, Samoan Relief Wave as the Volunteer Coordinator, Divine Heritage Choir which performs throughout the state of Utah and also out of state.

Employment History:

SALT LAKE COMMUNITY COLLEGE, Salt Lake City, UT October 2002- Present

Recruiter/ Outreach Specialist: Assist with high school tours and help promote the importance of higher education to middle and high school students. Responsible for planning and scheduling tours on campus as well as doing presentation in classrooms and out in the community. Duties include complete knowledge of SLCC, computers- Banner system, power point presentation, advising and other duties as assign.

UOFU NEUROPSYCHIATRIC INSTITUTE, Salt Lake City, UT August 2000- October 2002

Financial Counselor: Mediator between the patient and their insurance company, verify patient's insurance coverage, assist crisis worker with insurance information, help patients work out payment arrangements and apply for Medicaid and other state assistant programs. Duties include knowing computer programs such as Allegra and Metra Frame.

PERFECTPRACTICE.MD, Sandy, UT April 2000- July 2000

VP Assistant/Trainer: Trained doctor's office staff on computer software called PerfectPractice.md. Duties include assisting with implementing new computer software programs, helped with quality

assurance department in assurance of computer software and filling in for other office positions in time of needs.

LDS HOSPITAL, Salt Lake City, UT

February 1998- March 2000

Patient Representative: Assist with new employee training, resolve patient and insurance company concerns, coordinate bills between patient and insurance companies, process daily work and special financial consideration applications, investigate past credit history, verify income and assets of insured, answer incoming phone calls. Proficient in the following billing systems AS400, tandem, and in the IHC Health Plan System.

Education History:

Masters of Criminal Justice: Weber State University, Ogden, UT

May 2006

Major: Criminal Justice

Bachelors of Science Degree: Weber State University, Ogden, UT

December 2004

Major: Criminal Justice

Minor: Psychology

Associate of Science: Salt Lake Community College, SLC, UT

August 2003

Major: Criminal Justice

Background Information Sheet

Name: Angela Hansen Aiono _____

Role with school: Board President _____

Expertise: Education _____

Statement of Intent:

If one were to ask my friends to describe me they would describe me as a very ambitious, diverse, active and intelligent woman. I think one of my most distinguishing characteristics is the passion I possess for education, but more importantly, education for Pacific Islander students. I am an advocate and an educator with a passion for the underdog. I am a woman with technical aptitude and an interest in educating Pacific Islander students. I also have a passion for traveling and understanding different cultures of the world. All these elements have given me a very broad outlook, with varying degrees of knowledge in a range of topics. I strongly believe that all these qualities will influence my work with Salt Lake Charter School.

Not-for-Profit History:

I am currently on the Board for Harmony Non-Profit organization. Its primary means is to support educational endeavors, but more specifically to help fund charter schools. I have worked specifically with the Pacific Islander Medical Students Association through presentations to Pacific Islander high school students to bring awareness to the medical profession. I have been on the organizing committee to bring the Pacific Islander education day to Salt Lake Community College. It comprises of a full day of workshops and presentations from professionals in the Pacific Islander community to 450 high school students.

Employment History:

2010-Present Harmony Educational Services Springville, UT

School Development Coordinator

Oversee all school counseling functions at various charter school locations

Develop new charters in Utah, California, Hawaii and Nevada

Manage fundraising opportunities for Harmony Non-Profit

2008 – Present Salt Lake Community College Salt Lake City, UT

Adjunct Professor

Manage a classroom of 25 students in Writing 0900

Work on curriculum to help developmental education students become more proficient at their writing

Train students in Writing 0900 to reach the next level of Writing 0990

Try to push students to move from Writing 0900 to English 1010 by implementing challenging course work that will get them College ready

2007-2010 Salt Lake Community College Salt Lake City, UT

Director of Orientation

Manage and maintain an annual budget of \$55,000
Oversee all orientation programs on 14 campuses
Implement new online orientation as well as maintain in-person orientation with a staff of 2
Provide marketing for all orientations to new students which has included 34,000 students in Fall of 2009
Work directly with School Relations concerning recruiting of new students and academic advising in helping students with academic needs
Work with institutional marketing to preserve the marketing focus for orientation and the college

2006-2007 Southern Utah University Cedar City, UT

Assistant Director of Student Involvement and Leadership

Managed and maintained an annual budget of \$250,000
Directed Student Government and Student Senate
Oversaw and directed different department directors including: Outdoor Recreation, Service Learning, Ballroom Dance, Cheerleaders, and Dance Team
Balanced and corrected budget concerns in the above mentioned departments
In charge of 80 student leaders including events and event management

2005-2006 Southern Utah University Cedar City, UT

Transfer Advising Coordinator

Transfer Center Director: duties include evaluation of all transfer credit, registration, and general advisement about majors
Advisement to Transfer Students about course selection
Director of all recruitment for Transfer students in/out of Utah
Ability to act as Registrar specifically for Transfer Students
In charge of all recruitment for High Schools students located on East Coast
Extensive travel to Junior Colleges and Community Colleges for recruitment and advising purposes

2004-2005 Randolph-Macon Academy Front Royal, VA

College Counselor

Director of all College Counseling services
Aid in application process to college for 11-12 grades
Director of all Standardized Testing (i.e. SAT, ACT, AP programs)
Financial Aid consultant to parents
Successfully placed 100% Seniors in college with \$4.8 million in scholarships

2003-2004 Copper Hills High School West Jordan, UT

Counselor/Intern

Responsive services counseling for troubled youth
Individual Planning assessment for 10-12 grade students
Group Therapy for specific students with specific needs
Crisis counseling for severely troubled youth
Counselor for MESA (Math Engineering Science Achievement) for minorities

Education History:

2001-2003 University of Phoenix Salt Lake City, UT

Masters of Education/Educational Counseling
Member of Utah School Counselors Association
Counselor for MESA (Math Engineering Science Achievement) for minorities and women

1992-1998 Utah State University Logan, UT

- Bachelors of Science Political Science Minor
- Member of the Utah State Polynesian Club
- Member of Utah State Women's Basketball Club Team

Background Information Sheet

Name: Papaalii Patane, Jr. _____

Role with school: Board Member _____

Expertise: Business _____

Statement of Intent:

Throughout my life, I have always known that helping others would be an integral part of my life. My parents raised me with the belief that we must constantly strive to touch the lives of the people around us. I have worked my entire life to live up to the things my parents taught me. I have sought out opportunities to enrich others lives. It has been amazing how much my life has been enriched by the people I have been trying to help. In later years, whenever I began wondering where my life was headed, my mother would remind me of our beliefs and heritage. She has never questioned her conviction that I will one day be able to touch the lives of our people somewhere and somehow. Through this school, this is the day.

Not-for-Profit History:

I am currently the Executive Director of the Paul Soliai Foundation. Its purpose is to fund and help develop projects and experiences for Pacific Islanders. I have been on the Samoan Council of Utah for the past 12 years. This is made up of members of the Samoan Community to better the lives of Samoans living in Utah. I have been directly involved with running and helping maintain the Samoan Flag Day, Miss Samoa Pageant and various events involving this community. The Miss Samoa Pageant was an organization that attracted the Deputy Prime Minister of Tourism who came to Utah per our request. It was run by a committee that appointed me President. These events have led me to meetings with congressmen, Heads of State and other dignitaries around the world.

Employment History:

2010-Present Paul Soliai Foundation West Valley City, UT/ Fort Lauderdale, FL

Executive Director

- Oversee all operations and funding opportunities for foundation
- Travel around country to negotiate donations made to foundation
- Manage fundraising opportunities for foundation
- Work on identifying good Public Relation opportunities for foundation

2003 – 2010 AMT Construction Lehi, UT

Business Partner

- Managed various construction projects for AMT
- Secured bids and negotiated contracts for construction projects
- Liaison between management and staff for benefits
- Oversaw all Public Relations dealing with AMT

Education History:

1992-1998 Brigham Young University Provo, UT

- Bachelor of Science
- Business

2000-2003 Brigham Young University Provo, UT

- Master of Business Administration

Background Information Sheet

Name Matt Gregersen

Role in School (list positions with school) Board of Directors

Statement of Intent:

Rapidly advancing technology has been integral in recent education advances, as well as being a wasted expenditure in some instances. My role on the board will be to assist in finding helpful and innovative solutions to assist in the learning process, as well as to find companies willing to donate hardware and software for the school. I have always wanted to be involved in something that helps others, and this role is exciting for me given the potential to build something unique.

Not-for-Profit History:

I have group organization and non-profit experience from participating in the Homeowners Association for our condos, as well as serving as the President of the organization for the last 2 years. I had the desire to help others while working at my current employer, and to that end created a customer education online learning site. I created varieties of tutorials, guides, and other resources, without being asked to by management. Some of my online videos even made rounds through the company (Hughes Network Systems), resulting in other employees from across the nation asking me for assistance with their training materials. This self-motivation and ability to create communicative and helpful materials will contribute nicely to the charter school.

Employment History:

Hughes Solutions Group (2007 - Present), Lindon, UT

Customer Support Manager, Senior Tester

Primary duties included Software/Hardware/networking support (OSX/Windows/Linux/Unix), software Testing (self-designed testing systems and processes), and customer training. In addition to my assigned duties I was able to create a system to distribute trainings/guides, and other resources to help customers learn our software.

Frontline Airsoft (2009-2010), Provo, UT

Owner

Self-owned and operated business, online website sales.

Humanvoice - 2004 - 2007, Orem, UT

Project Specialist, Supervisor

As supervisor managed a team of employees, including training and coaching. Handled escalated customer issues. As Project Specialist I was the main liaison for our primary customer. I helped with Excel based reporting, including writing VBA/Macros to streamline reporting.

Fresh Food Junkies Cafe (2000 - 2001, 2003 - 2004), Orem, UT

Supervisor

As a supervisor I managed the money, customer relations, and employee training.

Hogi Yogi (1998 - 2000), Provo, UT

Manager

My duties as manager at age 17 included hiring new employees, training, customer relations, shift management, and workflow.

Education History:

Brigham Young University (2000 - Present), Provo, UT

Majored in History, 118 Credit Hours, ~20 left for B.G.S. (currently enrolled in online classes on track to finish 2012)

ACT Standard Testing Exam

Scored 33

Timpview High School (1996 - 2000), Provo, UT

Graduated with Honors (3.70 GPA), 24 hours AP college Credit

Background Information Sheet

Utah State Charter School Board
Charter School Application

Background Information

Provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Lorena Riffo -Jenson

Role in School (list positions with school) Board Member

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 have read the application thoroughly and discuss in detailed the purpose of the charter school with a key advisor to the board.

Not-for-Profit History:

Using as much space as necessary below, please provide your not-for-profit 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 operation of a non-profit corporation, governing board experience, and background in group organization.

I have served on several non-profits throughout my professional career including, but not limited to:

- United Way of Salt Lake, Governing and Policy Committee
- SOMOS Foundation, a non-profit entity dedicated to provide scholarships to Latino students, fundraising
- Utah Hispanic Chamber of Commerce, Former Chair and board member
- The Leonardo, a science, art and technology museum, marketing committee member
- Education First, advisory board member, this is a coalition of business leaders supporting education and the need to invest in education
- University of Utah, member of the board of trustees

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.

Updated September 2010

- In 2003, I started my own business and I am the president of the company. Through my nine years of experience as a business owner, I have learned immensely about financial related issues, cash flow, management of employees, business development and most importantly how to survive an economic downturn as a small business, which have resulted in changing our business model. This has been the best experience one could have in order to truly learn about running and managing any type of operation in today's economy.

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.

- BS, University of Utah, Major: Sociology with a certificate in criminology, and a minor in French
- JD, Brigham Young University, J.Reuben Clark Law School, member of the Utah State Bar
- MPH, University of Utah, Medical School, Department of Family and Preventive Medicine

Fluent in Spanish and English, proficient in French

Background Information Sheet

Name: Samuel A. Peay

Role in School: Board Member

Statement of Intent:

It is rare opportunity to encounter an organization that demonstrates both a comprehensive vision and the leadership required to see it through. My faith in the Charter and its leadership has inspired me to contribute my time, effort and reputation to its success. Having come from difficult circumstances myself, I feel drawn to the Salt Lake Charter and it's mission to improve the education and life of its future students. Backed by a strong network of philanthropic minded collogues and clients I am committed to ensuring that the charter obtains the financial contributions and stability it needs to pursue its most aspirant goals.

Not-for-Profit History:

My not-for-profit experience includes volunteer work with the American Cancer Society and the Michael O. Leavitt Center for Politics and Public Service. Aside from these, I have been fortunate to work for some of the most influential firms in the world and plan to apply the lessons of leadership and innovation gleaned there to the challenges facing the Salt Lake Charter.

Employment History:

Associate, Goldman Sachs

Salt Lake City, UT

03/2010-Present

- Performed key role in several successful centralization projects between Goldman Sachs and affiliate companies.
- Developed intuitive reporting tools to improve senior management's communication strategy.
- Built reputation as senior management's go-to when there is a need for ad hoc analysis relating to strategic decisions.
- Responsible for technical training and development of new team members.

Personal Banker, Cedar City, UT

11/2006-05/2008

Wells Fargo Bank

- Innovated Wells Fargo off-site visits and community sponsorship program through creative application of the Community Reinvestment Act.
- Spearheaded a Latino initiative to generate new accounts and educate Spanish-speakers about banking fundamentals.
- Produced a high fidelity forecasting model of daily sales at Wells Fargo to improve scheduling

and resource allocation.

- Ranked within Wells Fargo's top ten producing Customer Service and Sales Representatives in Utah.

Financial Services Representative, Cedar City, UT

06/2004-11/2006

Zions First National Bank

- Consistently doubled sales and productivity goals while acting as branch sales liaison.
- Supervised a team of tellers.

Education History:

Colorado School of Mines, Golden, CO

08/2008-12/2009

Master of Science – Operations Research & Management Science

- Gerome Broussard Fellowship recipient.

Southern Utah University, Cedar City, UT

08/2005-05/2008

Bachelor of Science - Economics

- Excellence in Academics Scholarship recipient.
- Sharwan Smith Leadership Scholarship recipient.

Attachments/Affidavits (Section 11)

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name ANGELA HANSEN ANONO

Address 6792 Brydle Farms Rd.

City, State, Zip West Valley, UT 84128

<p>1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is</p>	

SALT LAKE CHARTER SCHOOL | 1

<p>responsible for the cost of the background check.</p>	
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under <u>67-16-3(15)</u> declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR SALT LAKE CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.



Applicant's Signature

Subscribed and sworn before me this 15th day of March Year 2011

County of Salt Lake State of Utah

Notary Public Shawni Lynn Tui My Commission Expires 03/16/2011

The fingerprinting and background check will be submitted within the 90 day requirement of charter approval to the State Board of Education.



AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Papalii Jr PATANE

Address 6421 W Jeffs Cir

City, State, Zip SLC, UT 84120

<p>1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
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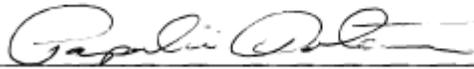
SALT LAKE CHARTER SCHOOL

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<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under <u>67-16-3(15)</u> declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
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Applicant's Signature

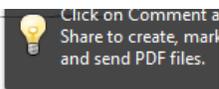
Subscribed and sworn before me this 15th day of March Year 2011.

County of Salt Lake State of Utah

Notary Public: Shawni M. Tui My Commission Expires 03/16/2011

The fingerprinting and background check will be submitted within the 90 day requirement of charter approval to the State Board of Education.





Name Lola Akeripa
 Address 2988 West Baty Dr
 City, State, Zip WVC, UT 84119

<p>1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES [] NO <input checked="" type="checkbox"/></p>
<p>2. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. The background check applicant is responsible for the cost of the background check.</p>	<p>YES [] NO <input checked="" type="checkbox"/></p>
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES [] NO <input checked="" type="checkbox"/></p>
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES [] NO <input checked="" type="checkbox"/></p>

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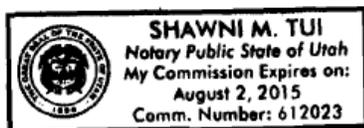
I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Jola Akempe
Applicant's Signature

Subscribed and sworn before me this 29th day of September Year 2011.

County of Utah - Salt Lake State of Utah

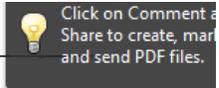
Notary Public Shawni M. Tui My Commission Expires August 2, 2015



Name Julianne Venne

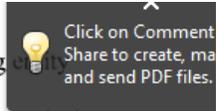
Address 3450 S. 500 E.

City, State, Zip Salt Lake City, UT 84106



<p>1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	YES [] NO <input checked="" type="checkbox"/>
<p>2. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education, A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. The background check applicant is responsible for the cost of the background check.</p>	YES [] NO <input checked="" type="checkbox"/>
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under <u>67-16-3(15)</u> declared bankruptcy in the 7 years preceding the date of this application?</p>	YES [] NO <input checked="" type="checkbox"/>
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	YES [] NO <input checked="" type="checkbox"/>

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.



WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Salt Lake CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

A handwritten signature in black ink, appearing to be "Shawni M. Tui", written over a horizontal line.

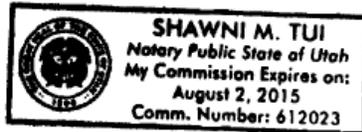
Applicant's Signature

Subscribed and sworn before me this 29th day of September Year 2011.

County of Salt Lake State of Utah.

Notary Public Shawni M. Tui

My Commission Expires August 2, 2015



AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Name Matthew Gregersen

Address 2071 S California Ave Apt D

City, State, Zip Provo, Utah, 84606

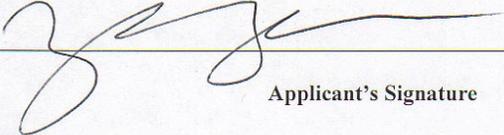
<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES [] NO [x]</p>
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p>	
<ul style="list-style-type: none"> • Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application? 	<p>YES [] NO [x]</p>
<ul style="list-style-type: none"> • Do you have outstanding or unresolved civil judgments against you? 	<p>YES [] NO [x]</p>

Utah State Charter School Board
Charter School Application

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Salt Lake CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.



Applicant's Signature

Subscribed and sworn before me this 18 day of JANUARY Year 2012.

County of UTAH State of UTAH.

Notary Public Kara Dunaway My Commission Expires 11/20/13



ATTACHMENT F

Updated September 2010

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Lorena Riffa-Jenson
 Address 1347 South 1500 East
 City, State, Zip SLC, UT 84105

<p>1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p>	
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under <u>67-16-3(15)</u> declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR _____ CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

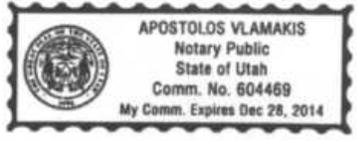
Applicant's Signature

Subscribed and sworn before me this 14th day of January Year 2012.

County of Salt Lake State of Utah

Notary Public _____

My Commission Expires Dec 28, 2014



AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Name Samuel Peay

Address 4829 West Victorine St.

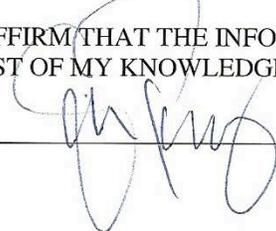
City, State, Zip Herriman, UT 84096

<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p align="right">YES [] NO[X]</p>
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p>	
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<p>• Do you have outstanding or unresolved civil judgments against you?</p>	<p align="right">YES [] NO[X]</p>

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I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.



Applicant's Signature

Subscribed and sworn before me this 18th day of January Year 2012.

County of SALT LAKE State of UTAH.

Notary Public  My Commission Expires March 15, 2015
AP



Comprehensive Program of Instruction (Section 12)

Comprehensive Program of Instruction

SLCS will offer an academically challenging and content-rich centered curriculum that is designed to reach individual students where they have the greatest need. As demonstrated below, SLCS will incorporate various teaching styles and approaches to best reach each student regardless of age, grade, or ability. According to the USOE's *Achievement Gap Report of 2009*, Pacific Islander students performed between 25% and 30% lower on Language Arts, Math and Science CRT's than their Asian and Caucasian peers. SLCS is determined to provide an environment in which every student has the opportunity to gain a strong foundation of knowledge in history, language arts, science and math. It is the mission of this school that every child be challenged, experience success, master basic skills, grow in academic ability and content knowledge, and perform at the level of their Granite District counterparts and beyond.

Philosophy

At SLCS, we believe in a content-rich educational program that develops the mind, cultivates a strong moral character and internalizes basic skills to perform at or succeed statewide performance indicators. SLCS students will develop the following skills and attributes necessary to be successful in college and throughout their life:

SKILL 1: a high level of competency in all core academic content areas.

SKILL 2: excellent communication skills and higher order critical thinking skills.

SKILL 3: initiative and self-direction in guiding individual life-long learning.

SKILL 4: a commitment to integrity, social responsibility and contextualizing the world in which they live.

SKILL 5: strong leadership skills and team-building capacity.

We believe all students should be given access to the same knowledge base that assures equality in learning and future educational and life success. We believe in meeting the needs of all learners through research-based practices listed below. To maximize student progress, we believe parental involvement should be encouraged and opportunities given for hands-on involvement with the education of their child. We expect that through this school, every child will receive the knowledge, skills and discipline necessary to become a successful lifelong learner and an active, informed and productive citizen.

The SLCS philosophy is all about serving underprivileged children, specifically addressing diversity in our communities, especially those that are either underserved or served superficially at best. SLCS believes this is best accomplished by providing a child-centered,

individualized approach to teaching and learning. We believe this allows us to ensure literally that no child is left behind.

Curriculum Emphasis

Individual Learning Plans (ILPs)

In addition to SEOP's and SEP's conducted by counselors, all students at SLCS will have computer-based individual learning plans or ILPs that are frequently updated based on ongoing assessments. The major difference between SEOP's/SEP's and ILP's are the ongoing nature of the ILP. While the SEOP/SEP can help determine a yearly goal, ILP's will assess the student many times throughout the year, therefore giving students and parents a closely tracked assessment report. These will be stored on the school's website and can be accessed online by the student and his/her parents/guardians, advisor, counselor, teachers, and principal. The ILPs will be reviewed regularly by students with advisors, especially the goal-setting portion, and will include the following key progress information:

- standardized test scores;
- individual class assessment scores (formative and summative);
- specific academic interventions used or in process;
- student goals;
- teacher comments;
- link to the students' online digital work portfolio

ILPs are useful tools not only for analyzing a student's most recent progress, but also for capturing how the student has been performing over time. They serve as a focal point for conversations with students, parents and teachers around goals and strategies to best support the students' learning and to increase their academic achievement levels. Research and other resources about ILPs can be found at:

www.excellencegateway.org.uk/page.aspx?o=108288

www.ncwd-youth.info/ilp-infobrief

www.aypf.org/documents/PPSD_Advisory_Toolkit.pdf

Advisory

Each student has an advisor (teacher, administrator, school counselor) responsible for knowing the students' performance, skills, strengths, interests, goals, challenges, etc. and who will serve as a liaison to all other teachers to ensure individual needs are met. Advisory meetings will occur weekly during our after-school hours, and the advisor will communicate with teachers via weekly grade-level meetings as well as online. The advantage of having an advisor is to allow students a resource to assist them in any academic, personal or social

struggle they may encounter and together with their advisor allow the student the opportunity to set and track goals. With advisory help, we can better understand where students may be lacking academically and where there may be major struggles personally and socially. Research on advisory was found at <http://educationnorthwest.org/news/1497>.

Small Class Size

The ideal class size will be 18-25 students per class, but will ultimately be dictated by the budget. Best practices will be factored in to serve student needs. Research about small class size was found at www2.ed.gov/pubs/ClassSize/academic.html.

High Expectations

Every staff member at SLCS will clearly convey high expectations that all students will graduate prepared for college. The staff will provide the support necessary for students to meet those expectations. Furthermore, the students, from the youngest to the oldest, as well as their parents, will know these expectations. These provide a common language for all those involved with the school. Research can be found at www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk11.htm.

Concurrent Enrollment

Students will enroll in and pass at least one college course while at SLCS. The school has partnered with Salt Lake Community College in developing and writing a federal grant to house SLCC academic advisors within the SLCS campus, which will ensure students have access to college advice. These academic advisors will work in the same capacity of advising our students as they do on SLCC's campus. However, they will be permanently housed on SLCS's campus to specifically assist students with college questions regarding everything from filling out college applications to choosing college classes.

Built-In Time in the Schedule for Collaboration

The schedule allows for common planning time by content area and by grade level on a regular basis, which provides the opportunity for advisors to share information with their advisees' teachers. In addition to the built-in nature of this effort, mentoring and professional development opportunities will be available outside of and during after school hours. Various pieces of research are available through www.rmle.pdx.edu/Key%20CPT%20Research%20Findings.pdf.

Online Teacher Chat room

SLCS will have a teacher portal and chat room for teachers to share best practices, challenges, and resources. The portal and chat room will be monitored by the administration

(director and assistant director), but will be used primarily by teachers to help each other in educating their students and learning from each other. The portal is designed to provide the teachers with an outlet for their creative teaching methods. Gathering a database of best practices will facilitate our ability to help students succeed and learn better. SLCS is designed to close achievement gaps and therefore, we will need ideas for best practices from all faculty members.

Individualized Computer-Based Instruction

SLCS will use a variety of software programs (i.e. K12, Giant Campus, and Harmony Online) that will allow students to learn at their own pace and provide immediate feedback to students on both practice and formal assessments. Because the goal of SLCS is to close the achievement gap between Pacific Islanders and Caucasian/Asian students, we believe offering classes online will help those students who may be behind in classes (i.e. middle school, high school) to catch up. Because we have implemented an after-school program, online classes can be taken and monitored during this time period.

Digital Portfolios

Digital portfolios allow each student to maintain records and samples of their best work and progress across subject areas. They are an efficient and engaging means to capture authentic student achievement. SLCC will provide assistance in developing them so that staff and students are well trained in how they work and the value they bring to the learning process. Because SLCC is writing a grant to place academic advisors in SLCS, the cost of digital portfolio training will be incorporated into the grant.

Parent Orientation

SLCS will host a parent orientation every summer, not only to inform and update parents on the policies of the school, but also to emphasize the desire and expectation that parents will play an active role in their children's school experience at SLCS. These orientation meetings will also identify valuable resources and classes that will enhance learning for the parents themselves. Orientation will also identify various opportunities for meaningful involvement at the school as members of various service committees or in other needed capacities.

Website/ Data Management System

Parents will have access to their childrens' syllabi for all classes and ILPs with the latest grades/test scores via the school's website. SLCS will provide after-school computer and Internet access to families that do not have such Internet access at their homes or workplaces.

Student and Parent Trainings on Data

SLCS will host trainings in its parent center for parents to better understand the school's available data online, including their children's ILPs, so they can become familiar with their children's academic strengths and weaknesses and monitor academic progress in school and at home. SLCS will similarly train students how to analyze their own performance data and set goals accordingly. These activities will take place primarily in advisory during the development and maintenance of the students' ILPs.

Teacher-as-Facilitator

In a learning environment that seeks to support students in becoming self-directed life-long learners, the primary role of the teacher is to guide learning rather than direct it. At SLCS, the teacher acts as a coach, providing frameworks for learning and helps students build on their strengths and interests.

Cooperative Learning

Cooperative learning supports the SLCS vision in a number of ways. In guiding effective small-group learning, SLCS teaches students communication and team-building skills that are essential in life and school. As students work together to solve problems and determine work processes, they begin to direct their own learning.

Scaffolding

Scaffolding instruction is based on Vygotsky's socio-cultural theory of learning and the zone of proximal development (<http://tip.psychology.org/vygotsky.html>), and relates to the teacher-as-facilitator role. Teachers identify the current developmental skills of individual students and of classes and provide support structures to help students move to the next level. As the year goes on, the student becomes more adept at skills and at directing his or her learning, at which point, the teacher begins to remove the supports.

Project-Based Learning

Research reveals that students who have access to project-based learning, along with the appropriate technology, are engaged, excited about school, and are demonstrating impressive gains in academic achievement. Project-based learning encourages students to use their creative skills and curiosity to discover new knowledge and practice communication skills to demonstrate their understandings.

Lecture/Modeling

Direct instruction is a methodology that will be used when teachers need to explain or demonstrate specific content and skills. This methodology serves an important role when combined with other instructional strategies, as it helps introduce or reinforce concepts quickly and efficiently. It is also helpful for students who are primarily auditory learners. It works well with Core Knowledge, Shurley Language Arts and Saxon Math to help maintain the vision of SLCS.

No Child Left Behind

As required by NCLB, SLCS will work with its staff to ensure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. SLCS will implement the use of effective methods and instructional strategies that are based on scientific research and that strengthen the core academic program, meeting AYP goals, providing extended learning for students below grade level, ensuring teacher quality, and participating in all required assessments.

After-School Tutoring

As part of the partnership with the local college, SLCS will establish an after-school program, hiring college students to work part-time as after-school tutors. Tutoring will be available to all students. However, because SLCS will require that core classes be passed with at least a grade of “C” or higher, all students with a grade of “C-” and lower will be required to attend after-school tutoring until that grade is raised to an acceptable level. The principal and teachers will supervise after school tutoring since the effort is not merely a space filler but an avenue that ensures core competencies are met. Tutors will have access to individualized pacing programs and classroom curriculum. In order to be hired, all tutors must commit to at least one full academic year.

After School Programs

As mentioned above, the after school tutoring programs are designed to help students reach their goal of performing on grade level. While the goal of SLCS is to close the achievement gap, it is also important to give students another reason to be in school. SLCS is committed to our school programs including, but not limited to: elementary and secondary after school tutoring, math Olympics classes, science project learning seminars, elementary school performing arts programs, intramurals for all ages, ACT/SAT seminars, and college advisory. There will be additional classes based on need, but it is important to emphasize the research from the *Educational Research Information Center* that suggests how important after school programming is to help close achievement gaps and help defer criminal activity in low-income, underrepresented students.

CORE KNOWLEDGE

Core Knowledge provides students with necessary background information to communicate successfully, a very important key for writing and for students new to the language and culture of American society. It has also been proven to be of great benefit to students residing in lower socioeconomic homes where they are less likely to be exposed to the variety of information and subject matter that children residing in more affluent homes receive. In essence, Core Knowledge levels the playing field for many children. The lower socioeconomic status of children in our target area will benefit from the use of the Core Knowledge curriculum.

<http://teachingcontentisteachingreading.com/CK/about/research/index.htm>

SHURLEY LANGUAGE ARTS

In order to help improve the students' English language arts skills, we will incorporate Shurley Instructional Materials' developed by the Shurley English curriculum for students in grades K-8. This English language arts program was designed to help students master the key fundamentals such as vocabulary, mechanics, usage, editing, and sentence work. Shurley English is a comprehensive language arts curriculum. Based on neuroscientific research, memory research, educational research, and effective strategy research on student learning, Shurley English incorporates:

- Direct Instruction
- The Memory Model
- Multiple Intelligences
- Brain-Compatible Instruction
- Cooperative Learning
- Multi-Sensory Learning

The most defining teaching model, the *Question and Answer Flow*, utilizes the different learning styles of students, includes enough repetition for students to master grammar easily, and incorporates the part-to-whole and whole-to-part philosophy. Furthermore, Shurley English writing teaches concrete organizational patterns for a variety of writing purposes. SLCS maintains Shurley Language Arts will effectively help close the achievement gap in Language Arts between Pacific Islander students and their top performing counterparts. More information about Shurley Language Arts can be found here: https://www.shurley.com/pdf/Shurley_English_Research_and_Efficacy.pdf

SAXON MATH

The Saxon Math program has proven higher overall results for students than other types of math curricula. The link to the study is listed below:

<http://ies.ed.gov/ncee/wwc/publications/quickreviews/QRReport.aspx?QRID=117>

http://ies.ed.gov/ncee/wwc/reports/middle_math/topic/index.asp

ENGLISH LANGUAGE LEARNERS

It is anticipated that SLCS will have numerous language learners as well as students who are still struggling with basic transitional language that may have exited from an ELL program elsewhere. As such, SLCS plans to apply for and hopefully receive Title III sub-grant funding to help cover some associated costs. In the early grades, a Transitional Bilingual Early Exit Program will be the main mode of teaching English to ELL students, but they will receive more intensive instruction as needed. For the middle and upper grades, a sheltered English Instruction program will be used. For those students not learning English at a rate adequate to learn the academic core, pull out ESL will be offered.

Core Knowledge works cited:

<http://teachingcontentisteachingreading.com/CK/about/research/index.html>

Saxon Math works cited:

<http://ies.ed.gov/ncee/wwc/publications/quickreviews/QRReport.aspx?QRID=117>

http://ies.ed.gov/ncee/wwc/reports/middle_math/topic/index.asp

Elementary Assessments and Graduation Requirements/Master Course List (Section 13)

Salt Lake Charter School Course Catalog

7th Grade Required Academic Course Descriptions

Course Title and Description	Utah Common Core Objectives
<p>English 7 1.0 credit</p> <p>Pre-requisite: Sixth Grade Language Arts</p> <p>Reading Standard: A balance of reading experiences exists in the Common Core. A teacher will find informational reading, poetry, narrative, and drama to be part of the content. It is necessary to include cross-curricular content reading, such as history, science and technical science. Also, teachers will find that there must be some cross over with their lower grade feeder schools to ensure that students will be prepared for the academic adventures ahead. Teachers will notice that there is a big focus on the analysis of literary and informational texts. Several elements of literature still exist, such as theme vs. main idea, point of view, setting, and characterization. Figurative language will also be found, but will include more than just simile and metaphor. What may be most noticeable is that while teachers will still find these elements in the Common Core, there is a distinct increase in what will be covered. Another Utah core thread that appears in the Common Core is the connection to text. The language of this standard in the Common Core is different, but the idea of text-to-self, text-to-text, and text-to-world is still present. Additionally, teachers will need to include a multi-media element to their reading.</p>	<p>Standard 1 (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.</p> <p>Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, to report observations, and to persuade others.</p> <p>Standard 3 (Inquiry): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</p>
<p>Math 7 1.0 credit</p> <p>Ratios and Proportional Relationships</p>	<ul style="list-style-type: none"> Analyze proportional relationships and use them to solve real-world and mathematical problems.

<p>The Number System</p> <p>Expressions and Equations</p> <p>Geometry</p> <p>Statistics and Probability</p> <p>Mathematical Practices</p>	<ul style="list-style-type: none"> • Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. • Use properties of operations to generate equivalent expressions. • Solve real-life and mathematical problems using numerical and algebraic expressions and equations. • Draw, construct and describe geometrical figures and describe the relationships between them. • Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. • Use random sampling to draw inferences about a population. • Draw informal comparative inferences about two populations. • Investigate chance processes and develop, use, and evaluate probability models. <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.
<p>Utah Studies 0.5 credit</p> <p>Prerequisite: none</p> <p>This course will examine Utah’s history, geography, and inhabitants and help students understand its unique nature, people, and cultures. Topics of study will include the contributions of Native Americans, explorers, and pioneers on the development of this area, settlement and statehood, government, and industry.</p>	<p>Standard 1: Students will understand the interaction between Utah’s geography and its inhabitants.</p> <p>Standard 2: Students will understand the contributions of Native American Indians, explorers, and Utah’s pioneers.</p> <p>Standard 3: Students will understand the relationship between government and the people of Utah.</p> <p>Standard 4: Students will understand the diverse ways people make a living in Utah.</p>

	<p>Standard 5: Students will understand the diverse nature of Utah’s peoples and cultures.</p> <p>Standard 6: Students will understand the impact of major contemporary events that concern the land and people of Utah.</p>
<p>Integrated Science 7 1.0 credit</p> <p>Prerequisite: none</p> <p>The seventh grade science course will review atomic structure covered in grade 5 and will expand upon this knowledge to discuss early theories of matter and the beginning of modern chemistry. Students will study chemical bonds and reactions, cell division, and genetics. They will also learn about the history of the earth and life forms, through the study of paleontology, geologic time, and evolution. The course will also include a study of the lives and discoveries of Charles Darwin, Antoine Lavoisier, Lise Meitner, and Dmitri Mendeleev.</p>	<p>Standard 1: Students will understand the structure of matter.</p> <p>Standard 2: Students will understand the relationship between properties of matter and Earth’s structure.</p> <p>Standard 3: Students will understand that the organs in an organism are made of cells that have structures and perform specific life functions.</p> <p>Standard 4: Students will understand that offspring inherit traits that make them more or less suitable to survive in the environment.</p> <p>Standard 5: Students will understand that structure is used to develop classification systems.</p>
<p>Physical Education/Health 7 1.0 credit</p> <p>Prerequisite: none</p> <p>Seventh grade Physical Education will aid students in developing skills such as throwing, catching, striking, and kicking. Students will participate in drills, activities and a variety of team sports to master basic movements and prepare themselves for advanced play.</p>	<p>Standard 1: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 3: Students will participate regularly in physical activity.</p> <p>Standard 4: Students will achieve and maintain health-enhancing levels of physical fitness.</p> <p>Standard 5: Students will exhibit responsible personal and social behaviors that show respect for themselves and others in physical activity settings.</p>

<p>The Health I curriculum focuses on what students can do for themselves to meet the objectives of the six state core standards. Students will learn that they are responsible for their personal well-being and that building a solid foundation of health literacy and decision-making skills can contribute to a variety of healthy choices for self and others that will be of value throughout life.</p>	<p>Standard 6: Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>Standard 1: Students will demonstrate the ability to use knowledge, skills, and strategies related to mental and emotional health to enhance self-concept and relationships with others.</p> <p>Standard 2: Students will use nutrition and fitness information, skills, and strategies to enhance health.</p> <p>Standard 3: Students will demonstrate health-promoting and risk-reducing behaviors to prevent substance abuse.</p> <p>Standard 4: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safety in the home, school, and community.</p> <p>Standard 5: Students will understand and summarize concepts related to health promotion and the prevention of communicable and non-communicable diseases.</p> <p>Standard 6: Students will demonstrate knowledge of human development, social skills, and strategies to encourage healthy relationships and healthy growth and development throughout life.</p>
<p>Applied Technology Library Media/Educational Technology 1.0 credit</p> <p>Prerequisite: none</p> <p>Emphasis is on the process of information problem solving as well as the final product.</p> <ul style="list-style-type: none"> • They realize information problem-solving skills are transferable from one discipline to another, from the school library media center to the classroom, to public and academic libraries, and to on-line services. • They feel confident about using the learning and problem solving styles best suited to them. 	<p>Standard 1: Students will define a task and identify information needed.</p> <p>Standard 2: Students will identify, evaluate, and select resources.</p> <p>Standard 3: Students will locate resources and access information within resources.</p> <p>Standard 4: Students will engage and extract information.</p> <p>Standard 5: Students will organize, synthesize, and present information.</p> <p>Standard 6: Students will evaluate the process</p>

- They can pursue personal interests in information problem solving and recreational reading.

Students will be assessed during the spring of their 7th or 8th grade year. The assessment will include a keyboarding skill test, a technology literacy self-assessment, and the inclusion of at least two pieces of student work in an electronic portfolio.

and the product.

Standard 1: Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.

Standard 2: Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.

Standard 3: Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.

Standard 4: Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.

Standard 5: Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.

Standard 6: Design, develop, publish and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.

Standard 7: Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.

Standard 8: Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.

Standard 9: Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and practical applications to learning and problem solving.

	Standard 10: Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real world problems.
<p>Exploratory World Languages 0.5 credit</p> <p>Prerequisite: none</p> <p>Level 1</p> <p>The overarching intent of world language instruction in levels 1 – 6 is to educate students linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which all students will develop and maintain proficiency in English and at least one other world language.</p>	<p>Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>

8th Grade Required Academic Course Descriptions

<p>English 8 1.0 credit</p> <p>Prerequisites: English 7</p> <p>Ultimately, the Common Core is more rigorous than the Utah Core, but has many of the same basic principles and starting points for 8th graders. Items that are not in the Common Core that were in the Utah Core are usually found in younger grades with the expectation that students have that information before entering the 8th grade. The biggest differences are: more difficult texts including many more informational texts, multi-formats of writing (i.e. argumentative, informative, and narrative), and use of multi-media in classroom instruction.</p>	<p>Standard 1 (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.</p> <p>Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, to report observations, and to persuade others.</p> <p>Standard 3 (Inquiry): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</p>
<p>Eighth Grade Math 1.0 credit</p> <p>Prerequisite: 7th Grade Math</p> <p>The Number System</p>	<ul style="list-style-type: none"> • Know that there are numbers that are not rational, and approximate them by rational numbers.

<p>Expressions and Equations</p> <p>Functions</p> <p>Geometry</p> <p>Statistics and Probability</p> <p>Mathematical Practices</p>	<ul style="list-style-type: none"> • Work with radicals and integer exponents. • Understand the connections between proportional relationships, lines, and linear equations. • Analyze and solve linear equations and pairs of simultaneous linear equations. <ul style="list-style-type: none"> • Define, evaluate, and compare functions. • Use functions to model relationships between quantities. <ul style="list-style-type: none"> • Understand congruence and similarity using physical models, transparencies, or geometry software. <ul style="list-style-type: none"> • Solve real-world and mathematical problems involving volume of cylinders, cones and spheres. • Understand and apply the Pythagorean Theorem. • Investigate patterns of association in bivariate data. <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.
<p>US History I 1.0 credit</p> <p>Prerequisites: none</p> <p>This course explores United States history from the Age of Exploration through the 19th century. Topics include the Exploration, Colonization, the Revolutionary War, the Constitution, the Civil War, Reconstruction, and Westward Expansion.</p>	<p>Standard 1: Students will interpret the role of geography in shaping United States history.</p> <p>Standard 2: Students will investigate the relationship between events of different time periods.</p> <p>Standard 3: Students will understand the changes caused by European exploration in the Americas.</p> <p>Standard 4: Students will analyze European colonization and settlement of North America.</p> <p>Standard 5: Students will understand the</p>

	<p>significance of the American Revolution in the development of the United States.</p> <p>Standard 6: Students will understand the structure and function of the United States government established by the Constitution.</p> <p>Standard 7: Students will explore the territorial growth of the United States before the Civil War.</p> <p>Standard 8: Students will examine the expansion of the political system and social rights before the Civil War.</p> <p>Standard 9: Students will understand the significance of the Civil War Era to the United States.</p> <p>Standard 10: Students will understand the development of the American West following the Civil War.</p>
<p>Integrated Science 8 1.0 credit</p> <p>Prerequisite: Integrated Science 7</p> <p>The eighth grade science course covers topics related to energy and changes in matter. In addition, the following topics will be explored: motion, forces, density and buoyancy, work, energy, power, electricity, magnetism, electromagnetic radiation and light, sound waves, and the chemistry of food and respiration. Scientists within these areas will also be studied, such as Albert Einstein, Dorothy Hodgkin, James Maxwell, and Charles Steinmetz.</p>	<p>Standard 1: Students will understand the nature of changes in matter.</p> <p>Standard 2: Students will understand that energy from sunlight is changed to chemical energy in plants, transfers between living organisms, and that changing the environment may alter the amount of energy provided to living organisms.</p> <p>Standard 3: Students will understand the processes of rock and fossil formation.</p> <p>Standard 4: Students will understand the relationships among energy, force, and motion.</p>
<p>Physical Education 8 0.5 credit</p> <p>Prerequisite: Physical Education 7</p> <p>Physical Education 8 expands up skills taught in Physical Education 7 and provides students with more challenging activities to improve skill development and physical fitness.</p> <p>Students will participate in team sports and</p>	<p>Standard 1: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Students will demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p>

<p>cooperative activities to develop teamwork and sportsmanship.</p>	<p>Standard 3: Students will participate regularly in physical activity.</p> <p>Standard 4: Students will achieve and maintain health- enhancing levels of physical fitness.</p> <p>Standard 5: Students will exhibit responsible personal and social behaviors that show respect for themselves and others in physical activity settings.</p> <p>Standard 6: Students will value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<p>Fine Arts 1.0 credit</p> <p>Students choose two fine arts courses from the elective courses of Visual Arts I, Music, Choir, and Orchestra to fulfill this requirement. Specific courses offered will depend on student numbers and teacher specialty.</p>	<p>Standards, based on the Utah Core Curriculum, will be specific to course offered.</p>

8th Grade Elective Course Descriptions

<p>World Language 1.0 credit</p> <p>Level 2</p> <p>The overarching intent of world language instruction in levels 1 – 6 is to educate students linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which all students will develop and maintain proficiency in English and at least one other world language.</p> <p>Students will choose from Samoan, Tongan, Spanish, French, Chinese or Japanese. Specific courses offered will depend on student numbers and teacher specialty.</p>	<p>Goal 2: Cultures Gain Knowledge and Understanding of Other Cultures</p> <p>Standard 4 - Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 5 - Students demonstrate an understanding of the relationship between the products and the perspectives of the culture studied.</p>
<p>Creative Writing 0.5 credit</p> <p>Prerequisite: None</p>	<p>Standard 1 (Reading Comprehension): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and</p>

<p>Through this course, students will explore the art and craft of creative writing including poetry, short story, essay, memoir, and drama. Students will be encouraged to develop their own personal voice. Literary works will serve as models through analysis, application, and imitation. Composition exercises will reflect an understanding of studied forms and an application of creative techniques.</p>	<p>informational grade level text.</p> <p>Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.</p> <p>Standard 3 (Inquiry): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</p>
<p>Business Technology (offered after first year) 0.5 credit</p> <p>Prerequisite: None</p> <p>This is an introductory course in computers and their application in the business world.</p> <p>Students will learn a history of computing and will study technology applications in business, such as in advertising, on Wall Street and in the workplace.</p> <p>Students will be introduced to operating systems and business applications, such as word processing, spreadsheets, databases, web design and multimedia. Microsoft Word will be used to learn about formatting of letters, reports, and tables. Students will develop better keyboarding speed and accuracy and improve their ability to type by touch. Students will also learn computing and internet —best practices with an emphasis on research and safety.</p>	<p>Standard 1: Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.</p> <p>Standard 2: Make informed choices among technology systems, resources, and services.</p> <p>Standard 3: Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.</p> <p>Standard 4: Demonstrate and advocate legal and ethical behaviors among peers, family, and community regarding the use of technology and information.</p> <p>Standard 5: Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).</p> <p>Standard 6: Evaluate technology-based options, including distance and distributed education, for lifelong learning.</p> <p>Standard 7: Routinely and efficiently use on-line information resources to meet needs for collaboration, research, publications, communications, and productivity.</p> <p>Standard 8: Select and apply technology tools for research, information analysis, problem solving, and decision-making in content learning.</p>

9th Grade Required Academic Course Descriptions

<p>English 9 1.0 credit</p> <p>Prerequisite: English 8</p> <p>The Common Core has four strands — Reading, Writing, Speaking/Listening, and Language</p> <p>Reading has two categories, acknowledging the different skill sets to effectively read each a wide range of texts:</p> <ul style="list-style-type: none"> • Reading Literature (RL): The objectives cover a comprehensive approach to the analysis of literature • Reading Informational Text (RI): The objectives address the need for lifelong learners to identify not only key ideas of text but also to think about all aspects that could be argued, i.e. fallacious reasoning, point of view, claims, and evidence. <p>Writing (W): focuses on three types: 1) argument, 2) informative/explanatory, 3) narrative</p> <ul style="list-style-type: none"> • Argument: reasoning and evidence need to support the claims. • Informative/Explanatory: writing to examine a topic and convey ideas and information. • Narrative: writing to develop real or imagined experiences or events. <p>Speaking and Listening (SL) — back in the core</p> <ul style="list-style-type: none"> • Discussion and collaboration are critical. Ninth grade includes more than interviews. Students are expected to listen and respond thoughtfully. • Integrate, collaborate, qualify, propel, incorporate, evaluate are just a few of the verbs to implement in your classroom. • Presentations put students on stage using a variety of technology and forums. <p>Language (L): Conventions (grammar, usage, mechanics), Knowledge of language (context and format), Vocabulary Acquisition and Use</p> <p>Parallel structure, phrases and clauses are the ninth grade emphasis.</p> <ul style="list-style-type: none"> • The CC requires correct capitalization, punctuation, and spelling (covered in earlier levels). 	<p>Standard 1: (Reading): (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.</p> <p>Standard 2: (Writing): Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, to report observations, and to persuade others.</p> <p>Standard 3: (Inquiry): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</p>
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<ul style="list-style-type: none"> • Focus on the colon and semi-colon in teaching punctuation. • Lifelong learners need skills to understand vocabulary in all its aspects (use of dictionary, thesaurus and digital reference materials to teach pronunciation). • Connotation and denotation: recognizing word nuances is key. • Using contractions, jargon, and idiomatic expressions as well as appropriate levels of diction for any given situation. • Figurative language is taught on all levels. 	
<p>Secondary Mathematics 1 1.0 credit</p> <p>Prerequisite: Eighth Grade Mathematics</p> <p>Unit 1 Relationships Between Quantities</p> <p>Unit 2 Linear and Exponential Relationships</p> <p>Unit 3 Reasoning with Equations</p> <p>Unit 4 Descriptive Statistics</p>	<p>Reason quantitatively and use units to solve problems. Interpret the structure of expressions. Create equations that describe numbers or relationships. Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</p> <p>Represent and solve equations and inequalities graphically. Understand the concept of a function and use function notation. Interpret functions that arise in applications in terms of a context. Analyze functions using different representations. Build a function that models a relationship between two quantities. Build new functions from existing functions. Construct and compare linear, quadratic, and exponential models and solve problems. Interpret expressions for functions in terms of the situation they model.</p> <p>Understand solving equations as a process of reasoning and explain the reasoning. Solve equations and inequalities in one variable. Solve systems of equations.</p> <p>Summarize, represent, and interpret data on a</p>

<p>Unit 5 Congruence, Proof, and Constructions</p> <p>Unit 6 Connecting Algebra and Geometry through Coordinates</p>	<p>single count or measurement variable. Summarize, represent, and interpret data on two categorical and quantitative variables. Interpret linear models.</p> <p>Experiment with transformations in the plane. Understand congruence in terms of rigid motions. Make geometric constructions.</p> <p>Use coordinates to prove simple geometric theorems algebraically.</p>
<p>World Civilizations 1.0 credit</p> <p>Prerequisite: none</p> <p>Students will explore political, social, economic, religious, scientific, and artistic relationships developed from the Classical Period through the Age of Discovery. Topics will include the early civilizations of Greece, Rome, China, and India, the Middle Ages, the Renaissance, the Protestant Reformation, and the French and Russian Revolutions.</p>	<p>Standard 1: Students will gain an understanding of early civilizations and their contributions to the foundations of human culture.</p> <p>Standard 2: Students will comprehend the contributions of classical civilizations.</p> <p>Standard 3: Students will investigate the diffusion and interaction of cultures from the Classical Period through the Age of Discovery.</p> <p>Standard 4: Students will understand the influence of revolution and social change in the transition from early modern to contemporary societies.</p> <p>Standard 5: Students will understand the interaction of peoples in the global integration of the 20th century.</p>
<p>Geography 0.5 credit</p> <p>Prerequisite: none</p> <p>This course will instruct students in map skills and foster an understanding of global relationships. Students will study the geography of North America, South America, and Europe and its impact on other world regions.</p>	<p>Standard 1: Students will understand the world in spatial terms.</p> <p>Standard 2: Students will understand the human and physical characteristics of places and regions.</p> <p>Standard 3: Students will understand how physical processes shape the earth's surface.</p> <p>Standard 4: Students will understand how human activities shape the earth's surface.</p> <p>Standard 5: Students will understand the interaction of physical and human systems.</p> <p>Standard 6: Students will use geographic</p>

	knowledge to connect to today's world.
<p>Community Service 0.5 credit</p> <p>Prerequisite: none</p> <p>Students will explore the concept of service and ways in which they can become more active and involved citizens.</p> <p>Through student inquiry and brainstorming, students will seek opportunities to contribute to the common good and then design and implement service projects in the areas of civic activism, environment, human needs, public safety, and student mentoring.</p>	No state standards
<p>Earth Science 1.0 credit</p> <p>Prerequisite: none</p> <p>Earth Science provides students with knowledge and understanding about life on Earth, geological change, and the interaction of the atmosphere, hydrosphere, and biosphere.</p> <p>Throughout this course, students will explore how the Earth consists of systems of interacting parts.</p>	<p>Standard 1: Students will understand the scientific evidence that supports theories that explain how the universe and solar system developed.</p> <p>Standard 2: Students will understand that the features of Earth's evolving environment affect living systems, and that life on Earth is unique in the solar system.</p> <p>Standard 3: Students will understand that gravity, density, and convection move Earth's plates and this movement causes the plates to impact other Earth systems.</p> <p>Standard 4: Students will understand that water cycles through and between reservoirs in the hydrosphere and affects the other spheres of the Earth system.</p> <p>Standard 5: Students will understand that Earth's atmosphere interacts with and is altered by the lithosphere, hydrosphere, and biosphere.</p> <p>Standard 6: Students will understand the source and distribution of energy on Earth and its effects on Earth systems.</p>
<p>Healthy Lifestyles: Participation Skills & Technique 0.5 credit</p>	Standard 1: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

<p>Prerequisite: Physical Education 8</p> <p>This course expands upon instruction and skill development presented in Physical Education 8 and provides students with instruction in individual and team sports, with an emphasis on building competency. Students will apply learned motor and movement skills in a variety of physical activities and develop healthy attitudes toward physical fitness.</p>	<p>Standard 2: Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 3: Students will participate regularly in physical activity.</p> <p>Standard 4: Students will achieve and maintain health- enhancing levels of physical fitness.</p> <p>Standard 5: Students will exhibit responsible personal and social behaviors that show respect for themselves and others in activity settings.</p> <p>Standard 6: Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>
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10th Grade Required Academic Course Descriptions

<p>English 10 1.0 credit</p> <p>Prerequisite: English 9</p> <p>Unlike the Utah Core, which is organized by specific grade levels, the Common Core is broken into bands of multiple grades. The ninth and tenth grades are banded together in the new core. Additionally, there are four separate strands on the new Common Core: Reading, Writing, Speaking and Listening, and Language. Some of these areas will require more adjustment to our current teaching practices than others. In general, the Common Core is less prescriptive and more holistic than the Utah Core.</p>	<p>Standard 1: (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.</p> <p>Standard 2: Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, to report observations, and to persuade others.</p> <p>Standard 3: (Inquiry): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</p>
<p>Secondary Mathematics II 1.0 credit</p> <p>Prerequisite: Secondary Mathematics I</p> <p>Unit 1 Extending the Number System</p>	<p>Extend the properties of exponents to rational exponents. Use properties of rational and</p>

<p>Unit 2 Quadratic Functions and Modeling</p> <p>Unit 3 Expressions and Equations</p> <p>Unit 4 Applications of Probability</p> <p>Unit 5 Similarity, Right Triangle Trigonometry, and Proof</p> <p>Unit 6 Circles With and Without Coordinates</p>	<p>irrational numbers. Perform arithmetic operations with complex numbers. Perform arithmetic operations on polynomials.</p> <p>Interpret functions that arise in applications in terms of a context. Analyze functions using different representations. Build a function that models a relationship between two quantities. Build new functions from existing functions. Construct and compare linear, quadratic, and exponential models and solve problems.</p> <p>Interpret the structure of expressions. Write expressions in equivalent forms to solve problems. Create equations that describe numbers or relationships. Solve equations and inequalities in one variable. Use complex numbers in polynomial identities and equations. Solve systems of equations.</p> <p>Understand independence and conditional probability and use them to interpret data. Use the rules of probability to compute probabilities of compound events in a uniform probability model. Use probability to evaluate outcomes of decisions.</p> <p>Understand similarity in terms of similarity transformations. Prove geometric theorems. Prove theorems involving similarity. Use coordinates to prove simple geometric theorems algebraically. Define trigonometric ratios and solve problems involving right triangles. Prove and apply trigonometric identities.</p> <p>Understand and apply theorems about circles. Find arc lengths and areas of sectors of circles. Translate between the geometric description and the equation for a conic section. Use coordinates to prove simple geometric theorems algebraically. Explain volume formulas and use them to solve problems.</p>
<p>Biology 1.0 credit</p> <p>Prerequisite: Earth Systems</p>	<p>Standard 1: Students will understand that living organisms interact with one another and their environment.</p> <p>Standard 2: Students will understand that all</p>

<p>The Biology course has three major concepts for the focus of instruction: (1) the structures in all living things occur as a result of necessary functions. (2) Interactions of organisms in an environment are determined by the biotic and abiotic components of the environment. (3) Evolution of species occurs over time and is related to the environment in which the species live.</p>	<p>organisms are composed of one or more cells that are made of molecules, come from preexisting cells, and perform life functions.</p> <p>Standard 3: Students will understand the relationship between structure and function of organs and organ systems.</p> <p>Standard 4: Students will understand that genetic information coded in DNA is passed from parents to offspring by sexual and asexual reproduction. The basic structure of DNA is the same in all living things. Changes in DNA may alter genetic expression.</p> <p>Standard 5: Students will understand that biological diversity is a result of evolutionary processes.</p>
<p>United States History II 1.0 credit</p> <p>Prerequisite: United States I</p> <p>Understanding United States history is essential for the continuation of our democratic society.</p> <p>This course will help students make connections between their world and the rich heritage of United States history. The course is designed as a survey of American history with an emphasis on post-Reconstruction America (1876-Present), but should include a review of the earlier period.</p> <p>The course can be taught using a thematic approach or in chronological order.</p>	<p>Standard 1: Students will expand their knowledge of pre-Reconstruction America.</p> <p>Standard 2: Students will understand how the growth of industry changed the United States.</p> <p>Standard 3: Students will recognize how social reform occurred at the turn of the century.</p> <p>Standard 4: Students will understand how war affected the early 20 century.</p> <p>Standard 5: Students will understand how Americans reacted to rapid social change during the 1920s.</p> <p>Standard 6: Students will understand how the Great Depression and the New Deal affected the United States.</p> <p>Standard 7: Students will understand the causes, course, and consequences of the United States' role in World War II.</p> <p>Standard 8: Students will understand the United States' domestic and international position in the Cold War era.</p> <p>Standard 9: The students will understand the emergence and development of the human</p>

	<p>rights and culture in the modern era.</p> <p>Standard 10: The students will understand economic and political changes in contemporary America.</p>
<p>Fitness For Life 0.5 credit</p> <p>Prerequisite: None</p> <p>In this course, students with the most substantial fitness education they will receive in high school. The teacher directly supervises classroom and participation sessions and serves as both facilitator and instructor working to individualize programs and outcomes for students.</p> <p>Fitness testing is used to establish individual baseline levels for designing fitness programs, to show improvement, and to provide students with personal information.</p>	<p>Standard 1: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Students will demonstrate understanding of movement, fitness and nutrition concepts, principles, and strategies as they apply to the learning and performance of fitness activities.</p> <p>Standard 3: Students will participate regularly in physical activity.</p> <p>Standard 4: Students will achieve and maintain a health-enhancing level of physical fitness.</p> <p>Standard 5: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Standard 6: Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>
<p>Computer Technology 0.5 credit</p> <p>Prerequisite: None</p> <p>This course is to equip students with technology knowledge and skills necessary to successfully live, learn, and work in the 21st century.</p>	<p>Standard 1: Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.</p> <p>Standard 2: Make informed choices among technology systems, resources, and services.</p> <p>Standard 3: Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.</p> <p>Standard 4: Demonstrate and advocate legal and ethical behaviors among peers, family, and community regarding the use of technology and information.</p>

	<p>Standard 5: Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).</p> <p>Standard 6: Evaluate technology-based options, including distance and distributed education, for lifelong learning.</p> <p>Standard 7: Routinely and efficiently use on-line information resources to meet needs for collaboration, research, publications, communications, and productivity.</p> <p>Standard 8: Select and apply Standard 8 Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.</p> <p>Standard 9: Investigate and apply expert systems, intelligent agents, and simulations in real- world situations.</p> <p>Standard 10: Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.</p>
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11th Grade Academic Course Descriptions

<p>English 11 1.0 credit</p> <p>Prerequisite: English 10</p> <p>The key areas of emphasis in the 11th grade Common Core compared to the 11th grade Utah Core are:</p> <ul style="list-style-type: none"> • The use of argument for critical thinking and writing, • Cross-curricular emphasis on reading, writing, and thinking skills as they pertain to each academic area, • An increase in the complexity of reading through explicit instruction, • A focus on specific types of writing and the 	<p>Standard 1 (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.</p> <p>Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, to report observations, and to persuade others.</p>
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<p>organizational process necessary to address task, audience, and form</p> <ul style="list-style-type: none"> • An increased analysis and evaluation of informational texts, • An evaluation of multiple perspectives in reading, inquiry, and writing; and, • A heavier and more specific emphasis on the use of educational technology. 	<p>Standard 3 (Inquiry): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</p>
<p>Secondary Mathematics III Credit 1.0</p> <p>Prerequisite: Secondary Mathematics II</p> <p>Unit 1 Inferences and Conclusions from Data</p> <p>Unit 2 Polynomial, Rational, and Radical Relationships.</p> <p>Unit 3 Trigonometry of General Triangles and Trigonometric Functions</p> <p>Unit 4 Mathematical Modeling</p>	<p>Summarize, represent, and interpret data on single count or measurement variable. Understand and evaluate random processes underlying statistical experiments. Make inferences and justify conclusions from sample surveys, experiments, and observational studies. Use probability to evaluate outcomes of decisions.</p> <p>Use complex numbers in polynomial identities and equations. Interpret the structure of expressions. Write expressions in equivalent forms to solve problems. Perform arithmetic operations on polynomials. Understand the relationship between zeros and factors of polynomials. Use polynomial identities to solve problems. Rewrite rational expressions. Understand solving equations as a process of reasoning and explain the reasoning. Represent and solve equations and inequalities graphically. Analyze functions using different representations.</p> <p>Apply trigonometry to general triangles. Extend the domain of trigonometric functions using the unit circle. Model periodic phenomena with trigonometric function.</p> <p>Create equations that describe numbers or relationships. Interpret functions that arise in applications in terms of a context. Analyze functions using different representations. Build a function that models a relationship between two quantities. Build new functions from existing functions. Construct and compare linear, quadratic, and exponential models and solve problems. Visualize</p>

	relationships between two-dimensional and three-dimensional objects. Apply geometric concepts in modeling situations.
<p>Chemistry 1.0 credit</p> <p>Prerequisite: None</p> <p>The Chemistry course has two primary goals: (1) students will value and use science as a process of obtaining knowledge based on observable evidence, and (2) students' curiosity will be sustained as they develop the abilities associated with scientific inquiry.</p>	<p>Standard 1: Students will understand that all matter in the universe has a common origin and is made of atoms, which have structure and can be systematically arranged on the periodic table.</p> <p>Standard 2: Students will understand the relationship between energy changes in the atom specific to the movement of electrons between energy levels in an atom resulting in the emission or absorption of quantum energy. They will also understand that the emission of high-energy particles results from nuclear changes and that matter can be converted to energy during nuclear reactions.</p> <p>Standard 3: Students will understand chemical bonding and the relationship of the type of bonding to the chemical and physical properties of substances.</p> <p>Standard 4: Students will understand that in chemical reactions matter and energy change forms, but the amounts of matter and energy do not change.</p> <p>Standard 5: Students will understand that many factors influence chemical reactions and some reactions can achieve a state of dynamic equilibrium.</p> <p>Standard 6: Students will understand the properties that describe solutions in terms of concentration, solutes, solvents, and the behavior of acids and bases.</p>
<p>United States Government and Citizenship 0.5 credit</p> <p>Prerequisite: U.S. History II</p> <p>This course is to foster informed, responsible participation in public life. Knowing how to be a good citizen is essential to the preservation and improvement of United States democracy. Upon completion of this course the student will understand the major ideas, protections,</p>	<p>Standard 1: Students will understand the significance and impact of the Constitution on everyday life.</p> <p>Standard 2: Students will understand the protections and privileges of individuals and groups in the United States.</p> <p>Standard 3: Students will understand the distribution of power among the national, state, and local governments in the United States</p>

<p>privileges, structures, and economic systems that affect the life of a citizen in the United States political system.</p>	<p>federal system.</p> <p>Standard 4: Students will understand the responsibilities of citizens in the United States.</p> <p>Standard 5: Students will understand basic economic principles and how they influence everyday life.</p> <p>Standard 6: Students will understand the relationship between the United States and the international system.</p>
<p>Financial Literacy 0.5 credit</p> <p>Prerequisite: None</p> <p>This course is designed to help students understand how to be fiscally responsible in their personal budgets. They will learn principles to help them be successful financially in their lives.</p>	<p>Standards, based on the Utah Core Curriculum, will be specific to course offered.</p>

12th Grade Academic Course Requirements

<p>English 12 1.0 credit</p> <p>Prerequisite: English 11</p> <p>The eleventh and twelfth grades are banded together in the new core. Additionally, there are four separate strands in the new Common Core: Reading, Writing, Speaking and Listening, and Language. Some of these areas will require more adjustment to our current teaching practices than others. In general, the Common Core is less prescriptive and more holistic than the current Utah Core.</p> <p>Generally, the Common Core is different in four main areas: 1) it stresses critical thinking and argumentation, 2) it focuses on research, use of source material, and citation of sources, 3) it includes more complex texts in terms of difficulty and content, and 4) it requires the study of more informational texts.</p>	<p>Standard 1: (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.</p> <p>Standard 2: (Writing): Students will write informational and literary text to reflect on and recreate experiences, to report observations, and to persuade others.</p> <p>Standard 3: (Inquiry): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</p>
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<p>Calculus 1.0 credit</p> <p>Prerequisite: Secondary Mathematics III</p> <p>This course will help students will expand their knowledge of quadratic, exponential, and logarithmic functions to include power, polynomial, rational, piece-wise, and trigonometric functions.</p> <p>Students will investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use graphing calculators and mathematical software to build understanding, make connections between representations, and provide support in solving problems.</p> <p>Students will analyze various representations of functions, sequences, and series.</p>	<p>Standard 1: Students will use the language and operations of algebra to evaluate, analyze and solve problems.</p> <p>Standard 2: Students will understand and represent functions and analyze function behavior.</p> <p>Standard 3: Students will use algebraic, spatial, and logical reasoning to solve geometry and measurement problems.</p> <p>Standard 4: Students will understand concepts from probability and statistics and apply statistical methods to solve problems.</p>
<p>Physics 1.0 credit</p> <p>Prerequisite: None</p> <p>The Physics course has two primary goals: (1) students will value and use science as a process of obtaining knowledge based on observable evidence, and (2) students' curiosity will be sustained as they develop and refine the abilities associated with scientific inquiry.</p>	<p>Standard 1: Students will understand how to measure, calculate, and describe the motion of an object in terms of position, time, velocity, and acceleration.</p> <p>Standard 2: Students will understand the relation between force, mass, and acceleration.</p> <p>Standard 3: Students will understand the factors determining the strength of gravitational and electric forces.</p> <p>Standard 4: Students will understand transfer and conservation of energy.</p> <p>Standard 5: Students will understand the properties and applications of waves.</p>

9th – 12th Grade Elective Course Descriptions

<p>Fine Arts 9-12 0.5 – 1.0 credit</p> <p>Prerequisite: none</p> <p>Students will have a variety of Fine Arts classes to choose from including, but not limited to:</p> <ul style="list-style-type: none"> - music - visual arts - performing arts <p>There will be a special section of the school devoted to these particular fine arts classes.</p>	<p>Standards, based on the Utah Core Curriculum, will be specific to course offered.</p>
<p>Foreign Language 1.0 credit</p> <p>Students will choose from Samoan, Tongan, or Spanish.</p> <p>Students will choose from Mandarin Chinese, French or Japanese.</p> <p>Specific courses offered will depend on student numbers and teacher specialty.</p>	<p>Standards, based on the Utah Core Curriculum, will be specific to course offered.</p>
<p>After school programs</p> <p>These programs will be established according to need, but will most likely be based on tutoring programs, health programs and community based programs.</p>	<p>Standards, based on the Utah Core Curriculum, will be specific to course offered.</p>
<p>Other Elective Credit</p> <p>There will be a variety of elective credit offered depending on need and interest.</p>	<p>Standards, based on the Utah Core Curriculum, will be specific to course offered.</p>

Utah State Core Standards: Mastery and Assessments

SLCS is committed to the continual improvement of our educational programs and instruction. The Utah Common Core Curriculum will be used to ensure that all students meet or exceed the appropriate grade level requirements.

Students in K-6 will be assessed using DIBELS, which is an instrument that allows elementary schools to determine achievement levels in Language Arts. Based on the results of DIBELS, the school will use ability grouping to help progress students to reach grade proficiency levels determined by SLCS and state guidelines. Students will be placed in ability grouping based on competency and will be evaluated 3-4 times per year. This will allow us to determine if other interventions (i.e. IEP testing) should be used.

We will monitor student progress in a comprehensive manner to determine the effectiveness of our program of instruction and its alignment with the State's core curriculum. Monitoring will be done through a variety of curriculum-based assessments given by the classroom teacher. We will also perform assessments required by the state through the Utah Performance Assessment System for Students (U-PASS).

Curriculum-based assessments used to monitor our program will include traditional methods such as written and oral exams and —authentic assessments such as student-driven projects, journals, simulations, and debates. Language arts skills in the areas of spelling, grammar, and vocabulary will also be monitored regularly through weekly tests and/or writing assignments.

Based on the specific population (Pacific Islanders), SLCS will use the UALPA (Utah Academic Language Proficiency Assessment), which will be used to measure fluency and monitor the development of early reading skills for English as Second Language students in grades 7-12.

In addition to DIBELS, U-PASS, CRT's, UALPA, we will also incorporate NAEP. According to the USOE website, "NAEP, or the National Assessment of Educational Progress, is often called the "Nation's Report Card." It is the largest continuing and nationally representative assessment of what our nation's students know and can do in core subjects. NAEP is congressionally mandated, and was first administered in 1969 to measure student achievement nationally. Teachers, principals, parents, policymakers, and researchers all use NAEP results to assess progress and develop ways to improve education in the United States." This particular test will not only help us determine if students are on grade level, but also help us determine how we can use what the students already know to help them achieve even greater successes.

SLCS staff will gather and analyze data from various assessments, looking for trends in student learning and lessons that may need to be reviewed further. To do this, SLCS will allow teachers to drill down to individual students and individual standards pinpointing their needs and help provide useful instruction to suit all students' abilities. Staff members will meet in both common subject matter and grade levels to discuss variances among students and/or specific lesson plans.

SLCS staff will take information learned from the data, and adjust their lessons accordingly, understanding which standards need to be reviewed or presented in a different way and which standards the students have mastered. The results of the data will also enable teachers to provide students with individualized practice problems to be completed in conjunction with students' personalized learning plans.

These assignments will primarily be used to drill students until they have mastered a standard. Only after mastery will the student be allowed to progress through his/her personalized learning plan.

Utilizing multiple assessments allows us to more accurately monitor our students' progress and provides a more comprehensive look at academic achievement. The data gained through testing will be used to track student progress longitudinally and provide comparative data between SLCS and other public schools. This information will be used to improve future instruction practices, curriculum changes and/or teacher evaluations.

Teachers will receive training and professional development opportunities in the Common Core Curriculum, and Saxon Math curricula adopted by the school to ensure standards are integrated into instruction. Curriculum training will focus on content to be taught at each grade level and how it aligns with the State Core Curriculum standards. Teachers will be held accountable for providing instruction that meets the standards of the SLCS and the State Core Curriculum. In addition to the curricular emphasis, teachers will also receive training on the mission and effectiveness goals of the school.

Students not making adequate yearly progress (AYP) toward the Utah State Core Curriculum standards will be identified through DIBELS and CRT's, and appropriate measures for improvement will be instituted. These measures may include remediation through one-on-one or small group tutoring and placement in a suitable ability group. Because our school year is extended to 210 days, it allows us to use the above-mentioned assessments to construct curriculum that will assure all students are achieving at grade level. Ongoing communication regarding student achievement will occur between the school and parents through progress reports and parent conferences.

According to The Utah Special Education Rules, http://www.schools.utah.gov/sars/data/Participation_2004.pdf all students must participate in state assessments. For students in Special Education, an Individual Educational Program

(IEP) team made up of the student, parent(s), regular education teacher, special education teacher, and school LEA will meet to determine appropriate action with regard to these assessments. If the IEP team determines that the student cannot participate in standard test administration, then alternate assessment methods will be implemented. If the IEP team determines standard administration can take place with allowable accommodations, those accommodations will be put into action. All accommodations and modifications will be described and justified in the IEP.

Annual IEP goals will be measurable with progress reported to parents quarterly. The IEP team will meet at a minimal interval of one year to review student progress and initiate new goals. If student progress is not sufficient then additional services will be identified based on decisions and discussions at the IEP meeting. Services may include but are not limited to speech therapy, occupational therapy, counseling, psychological and consultative services.

A student is identified for Section 504 if his/her impairment substantially limits one or more major life activities. Examples of major life activities include, but are not limited to:

- a) Learning
- b) Breathing
- c) Reading
- d) Hearing

The three-section definition for Section 504 identification criteria includes:

Section One: Substantial Limitations

Section Two: Record of impairment

Section Three: Regarded as having an impairment

A comment made in the training for 504 procedures is recorded as, "Section 504 is nothing more than a deluxe version of general education. Good teachers make accommodations for students who need them." If the student does not meet requirements for an IEP, SLCS will use a 504 plan to help determine needs and will be facilitated by the counselor and/or Special Education director of the school.

SLCS may investigate new methods for assessing student achievement and school curriculum alignment with the Utah State core curriculum requirements.

Special Education (Section 14)

Introduction

The SLCS is committed to providing the best possible education for students with disabilities enrolled at the school. The school will maintain policies and procedures consistent with Federal IDEA laws and the Utah State Board of Education Special Education Rules and any current and/or future iteration of such laws and rules.

Congruent with the mission of the school, SLCS is committed to students with disabilities and will educate them according to the laws indicated throughout this section. We will focus on their abilities and maintain closing any achievement gaps that can be reasonably closed. The school will have a written performance contract with the authorized public chartering agency, the State Charter School Board, and primary responsibility as provided by the State Board of Education through the Special Education Department at the Utah State Office of Education. This contract will include a description of how student performance will be measured including students on qualified IEPs.

As with other charter schools in the state, SLCS students are admitted based on a random lottery as required under Utah Code and the Utah State Board of Education Administrative Rules for Charter Schools. The lottery will be performed without restrictions due to race, color, gender, national origin, disability status, or religion. Assurances with regard to compliance with IDEA Part A and Part B, as well as the National Instructional Materials Accessibility Standard, and compliance with other Federal laws including “New Restrictions on Lobbying,” “Debarment, Suspension, and Other Responsibility Matters,” and the Drug-Free Workplace Act of 1988 will be submitted to the Utah State Office of Education (USOE) annually with the application for IDEA Part B funding.

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

SLCS will abide by all laws, codes, and rules as they govern and regulate the delivery of an education program. The concept, expectation, and law that governs the delivery of FAPE, is essentially the mission, vision, values of the school and how it interacts with its students.

SLCS hereby affirms the goal of providing a full educational opportunity to all students with disabilities between the ages of 12 and 22 served by SLCS, who are determined eligible for Special Education and related services under IDEA and the USBE SER, and in accordance with all of the timeline requirements of the IDEA with respect to the identification, location, evaluation, and provision of a free appropriate public education.

IDENTIFICATION/EVALUATION of STUDENTS with DISABILITIES

Child Find is required of public education institutions and SLCS is committed to seeking out students with disabilities enrolled in the grades K-12. This includes students who are highly

mobile, students who have been suspended or expelled from school, students who have not graduated from high school with a regular high school diploma, and those who are suspected of being a student with a disability and are in need of special education or related services even though they are advancing from grade to grade, and regardless of the severity of the disability. It also includes a practical method for determining which students are currently receiving needed special education or special education and related services.

In support of the mission of SLCS, students with IEPs will be served according to their needs and ability level, supported by licensed, knowledgeable and, above all, caring educators. It is essential that these students and their parents be treated with the utmost respect and professionalism. Depending on the age or grade level of a student, they will be part of their IEP team, which includes their parent(s) or guardian, special education educators, special services providers, regular education teachers, administration, and others as needed including parent and student advocates or others in accordance with Federal IDEA law.

SLCS will hire and/or contract with licensed professionals to handle these students from the earliest available signs of issues so that students entrusted to the school receive the best care possible. The school will obtain training for Response to Intervention (RtI) so students with academic or learning disabilities in the primary grades receive the support they need. For older students who have been allowed to move through the system for various reasons and who may not have ever been extended appropriate help available through an IEP previously, the classroom and subject teachers will be expected to facilitate the identification of these students so appropriate assessments, such as Woodcock-Johnson III, can be administered to either develop an IEP or rule that out in favor of more tutoring and intensive assistance as needed for that student. While this effort, sometimes called the discrepancy model has been used almost exclusively for many years, SLCS will modify it by having all hands on deck when it comes the students and individualizing their education. Students in need of Special Education services will be addressed through an IEP team and receive support by way of RtI. Students not requiring this level of help, but who still lag behind will receive directed support by virtue of tutoring by adult professionals and peer level tutors.

RtI identifies students who are struggling. Sternberg (1999) argues that with early detection and remediation, the number of students meeting diagnostic criteria is significantly reduced. Accordingly, SLCS will observe what is commonly referred to as an inclusion model, meaning mild to moderate need students will spend as much of their time in a traditional classroom setting as their IEP calls for with the option to pull out for specific needs or expectations. Pull outs will occur for intensive instructional sessions in the resource room for speech and language therapy, occupational therapy, physical therapy, or for counseling sessions with a psychologist or social worker as determined in the IEP.

Students with a higher level of need will be served in a special day class where their primary instruction will be given in a classroom designed to best meet their needs. At times these students will be given opportunities to leave that setting, with guidance and according to the IEP, to attend all or part of other classes in the school. This less restrictive environment is crucial for students' social development, but always has at the core what is best for the student and their peers. Special Ed teachers will have access to para-educators as needed based on enrollment numbers, who are trained to give this level of support.

While it is hoped that disciplinary actions such as suspension or expulsion are never necessary, SLCS is committed to follow school policy and state and federal statute when suspending a student on an IEP or expelling him/her. When suspension occurs, school support will be continued to the greatest degree possible according to the law. If a student on an IEP is expelled twice, due process and follow up will guide that action to ensure the student's rights are not diminished. The school will always refer to law, seek guidance from the state and keep the needs of the students at the forefront.

SLCS will provide an IEP for each student, and all teachers will provide accommodations in the way of modifications to the level of mastery of a subject or by adapting effort or material to their teaching practices, or both as determined by the IEP, for that student's specific needs. These adjustments also flow into the area of assessments, and though it is strictly prohibited to modify state level testing, various accommodations are allowed and should be easily identified by way of the IEP.

SLCS has identified how services will be available for students on IEPs with specific learning disabilities or challenges. Additionally, students with non-academic needs will also be served. All such services are intended to support a student's personal, social, and academic opportunities and may include developmental, corrective and other supportive services that assist a student with special needs in speech and language pathology, audiology, psychological, physical and occupational therapy, rehabilitation counseling, orientation and mobility services, parent counseling, school health and medical services, assistive technology services, and other developmental or corrective services as determined by the IEP team.

At-risk students can be defined as those with educational needs that are not associated with a specific disability. These students will be carefully placed to avoid interrupting or impeding the learning in a regular classroom or resource room setting. SLCS will attend to the needs of each student, abiding by the law. Where possible, students on behavioral IEPs will be provided with services that allow them to attend a special services room where they can relax and refocus on the effort at hand to ensure that LRE will be safeguarded and the rights of all students to learn will be carefully weighed in the balance. Above all else, it is the responsibility of any school to educate their students and SLCS is fully committed to that prospect.

School Closure Plan (Section 15)

Consistent with Utah Code 53A-1a-510.5, Charter School Closure, SLCS is committed to the following school closure plan as required.

Upon notice from the school's authorizer regarding necessity of closure or in the event a public charter school desires to close or become a private school, the school will provide notification of the decision in writing by the school's governing board or the legal designee of such to the State Charter School Board (authorizer), parents of students enrolled at the school, school founders, creditors, the school district in which the school is located and other charter schools within that district. All such notifications must be documented pursuant to establishment of open communications to facilitate the closure or change in status.

The notification shall include the following information:

- (1) proposed date of school closure,
- (2) the school's plan to help students identify and transition to a new school (included below),
- (3) contact information for the school during transition (contact person or people, emails and telephone numbers), and
- (4) schedule of closure events.

The school will follow Utah State Code with regards to the appointment of one or more custodians for the protection of student files, school business records, and other pertinent files and records. Additionally, individuals with knowledge of educational support, finances, and law will be included to facilitate the smoothest transition possible. These items will be maintained throughout the closure calendar at a base of operations equipped with functional telephone service with voice messaging clearly stating hours of operation and appropriate contact information. Appropriate insurance and risk management coverage will also be maintained throughout the transition period and for a time following closure as directed by the chartering entity.

In addition to these activities, the school will complete a thorough financial audit, which includes taking inventory of all assets, developing a list of all creditors, and identifying secured creditors and assets that are security interests. It is the school's primary duty to protect all assets against theft, misappropriation, and deterioration. Any and all assets held subject to written conditions or limitations in accordance with Utah State Code 53A-1a-517 shall be disposed of in accordance to the same. Further, all liabilities and obligations shall be paid and discharged or otherwise adequate provisions made as allowed by school assets. Remaining assets not encumbered by use shall be returned to the chartering entity. The chartering entity may liquidate assets at fair market value or assign the assets to another public school.

All leases, service agreements, and other contractual obligations that are unnecessary in the transition will be terminated upon notice of closure. The school shall submit all required documentation per the original charter agreement, which verifies compliance with the closure order as well as satisfaction of financial issues. Upon closure and dissolution, the chartering entity will conduct a final audit.

With regards to the transition of students to other schools, appropriate district personnel within the Granite School District and other charter schools will be informed and included as necessary through the process of transitioning students. While SLCS reserves the right to change this closure plan after operation begins, the following initial closure draft demonstrates good faith with regard to the potential for closure or change in status to a private school.

In the event the closure takes place after the school year is completed, appropriate district personnel will be informed of the closure as required by Utah State Code. Likewise, as the transition moves forward, district personnel will be invited to participate in the closure process to ensure a smooth transition for students and to avoid overwhelming district or site personnel. Informational meetings for parents and students will be scheduled for registration and enrollment of elementary students prior to critical deadlines in the district. Additionally, SLCS will assist with counseling services for secondary students.

Closure of the school during the school year will be avoided; however, in the event closure occurs mid-year, the disruptive nature of sudden closure will be addressed immediately with the intent to assist the students with a successful finish to the school year. Regardless of circumstances, school personnel or designees will follow up after transfers are complete to ensure students' transition to a new facility is successful, having all of their needs met.

SLCS will manage the fiscal integrity of operations by reserving a minimum of three months fixed costs. While the school is committed to this minimum standard, it is a matter of fiscal and governance best practices to secure three percent of the annual budget, including six months fixed costs held in reserve as soon as is feasible. Such preferred figures would ensure avoidance of a mid-year closure and the associated negative repercussions of such. As with other aspects of this closure plan and the charter application in general, the school reserves the right to make changes through the appropriate amendment process as required.

According to Utah State Code 53A-1a-517, a charter school may receive, hold, manage, and use any device, bequest, grant, endowment, gift, or donation of any asset to the school for any of the purposes of this part unless a donor or grantor designates otherwise in writing. This identifies all such items as assets of the charter school. All items purchased with charter school funds are to be included as the school's assets, but the school may not dispose of its assets without providing a uniform dissolution plan in the event of a required school closure, in accordance with Utah State Code 53A-1a-510.5.

The school will maintain accurate records of student enrollment throughout the closure process and for the time period specified by the chartering entity. This information will be kept electronically and in hard copy format in a secured location as soon as it is determined that closure is the only viable option for the school. A secure, locking file cabinet is required for the hard copies, to provide ample security against loss by water or fire damage or by theft. The electronic files must be accessed with logins and passwords and should be backed up daily, or at least weekly, at a minimum.

In compliance with all fiscal practices, the school will keep an accurate account of the school's financial status during and after closure (for the period set forth by the authorizer). The trustee who will officially dissolve the Board under state law, preferably an attorney with experience in business dissolution, will provide this fiscal consideration and is neither a founder nor a current board member. The trustee assures supervision of the school's entire closure process and has primary responsibility over archived records. Along with the trustee, key personnel will ensure that complete records for each student are transferred to their new school. The trustee will also ensure that employment records are updated and archived, the school's assets and liabilities are distributed in a fair and transparent manner, and goods acquired through federal and state grants are properly liquidated. Finally, the trustee will arrange for the final financial audit, oversee the maintenance of student records and submit all end-of-year and other required reports.

Admission & Suspension/Expulsion Procedures (Section 16)

Admission Procedure

Admission to SLCS will be in accordance with the admission procedures approved by the Utah State Board of Education. Accordingly, admission at SLCS is not limited based upon ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language or athletic ability. There is no tuition charged for attending SLCS except those fees allowed by law. The board will set the fee schedule in a public meeting held prior to the beginning of the school year.

SLCS will admit all eligible pupils at the end of the application period permitting the number is less than the number of the school's capacity by grade or overall. Enrollment preference at SLCS shall be given to children of founding members, pupils returning to the charter school in the second or any subsequent year of its operation, siblings of pupils already enrolled at the charter school, and children of SLCS teachers.

If, by the application deadline, the number of applications exceeds the capacity of a class, grade level, or building, the applications will be selected for all available slots through a lottery system, after preference is given as allowed by law and outlined above. Selection of students to attend SLCS will be conducted through an auditor-certified computer program. After the application deadline, pupils for any remaining slots will be accepted in order of their lottery position, which will be maintained on a yearly basis. 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 will be enrolled on the same basis as outlined above.

Suspension / Expulsion Policy

Inasmuch as SLCS emphasizes the value of grace, courtesy, and respect, these principles will guide administrators and faculty in the application of the school's disciplinary policies and procedures, beginning with teachers addressing disciplinary issues in a respectful and compassionate manner. Teachers will be given opportunities to develop these abilities through professional development training seminars to be held semi-annually. In most cases, teachers will address and remedy discipline issues in the classroom, but if unable to do so, he/she will work closely with school administrators and parents to coordinate their efforts to resolve matters of discipline. In the event that suspension or dismissal is required, SLCS staff will act pursuant to the following Student Suspension and Expulsion Policy and in accordance with IDEA and all other applicable state and federal laws.

Procedure

SLCS will establish a Discipline Review Committee (DRC) to assist the Director when a student exhibits ongoing behavioral problems in school. The DRC will consist of some or all of these individuals: SLCS's director, assistant director, faculty member, designated member of the board, and parent.

Throughout the DRC process, parents will be notified by personal contact on a regular basis. The DRC will make recommendations for a behavior modification plan, which may include suspension or expulsion, and will meet with the student and parents in a timely manner to resolve the situation. If a solution cannot be determined, the DRC may make recommendations to the Board of Directors for further action to be taken.

Suspension is the temporary removal of a student from class or school. It is meant to alert the parent/guardian of a serious problem that requires action from the student, parent/guardian, and school. It may require a hearing scheduled no more than five school days following the suspension. Allowance to extend the hearing may be necessary through mutual agreement of the parties, inability of the district to contact parent(s)/guardian(s) despite documented good faith efforts, or lack of cooperation by parent(s)/guardian(s).

Expulsion is the process of dismissing a student from school for an extended period of time, up to one year. It transfers the primary responsibility of providing educational services from the school to the home and makes the parent/guardian responsible for compliance with the Compulsory Education Act for the duration of the expulsion. (*Utah Code Ann.* § 53A-11-907(2).) Only the board of directors can expel a student.

The DRC may also intervene in the event that an administrative disciplinary decision is appealed. In such a case, the DRC's process is: (i) to determine, in writing, the reason for the appeal; (ii) to determine the offense, the student's reaction, any history related to it and any extenuating circumstances; (iii) to determine the administrative action taken and the severity of the consequence; (iv) to determine school policies in the matter and which, if any, apply; (v) to determine whether the consequence was consistent with SLCS's policies and appropriate for the offense; and (vi) to make a written recommendation to the parent(s) and/or administration (whichever is appropriate) in regard to their conclusions.

Parents are allowed (but not required) to be a part of the initial meeting with the DRC to voice their reasoning. Once they have clarified their points, the DRC will gather to discuss the information presented. If presentation is made orally, an application for disciplinary appeal form must be in writing and submitted to the director (assistance will be available through the office if requested).

Due to the nature of the positions held within the DRC, it may be necessary for the DRC to choose one of their members to share their thoughts and then exit the remainder of the

meeting due to a conflict of interest. This might occur if a student has accused a member of the DRC of impropriety (this person may be substituted with another person by choice of the committee).

Once an appeal has been filed with the school, the DRC has up to three school days to convene and make a decision (with the intent to come together as quickly as possible) and carry out the discipline already in place until the DRC is able to meet. The director has the discretion to postpone action pending the decision of the DRC if extenuating circumstances are determined. Once the DRC has come to a final conclusion, the parent(s) will be notified. Since there is potential for an appeal beyond the DRC, the board chair and secretary should receive a copy of any appeal to the DRC.

Disciplinary Procedures for Students with Disabilities

SLCS will ensure that its disciplinary actions are consistent with IDEA, state, and federal law. SLCS recognizes that students with disabilities, who enroll in our program, and their parents/guardians, retain all rights under Part B of the IDEA, §§ 53A-15-301 through 53A-15-305 *Utah Code Ann.*, and other rules protecting the rights of students with disabilities. As a result, SLCS has adopted the following provisions regarding discipline procedures for students with disabilities as set forth in the *Utah Board of Education's Special Education Rules*, Section V. In the event SLCS's policy does not comply with Part B of the IDEA, *Utah Code Ann.* §§ 53A-15-301 through 53A-15-305, or other rules protecting the rights of students with disabilities, SLCS will adopt a policy to ensure compliance.

Utah Department of Education, Special Education Rules, § V. Discipline Procedures

V. A. DISCIPLINE PROCEDURES FOR STUDENTS WITH DISABILITIES.

Consistent with the requirements of Part B of the IDEA and these Rules, each LEA shall establish, maintain, and implement policies and procedures for disciplining students with disabilities.

V. B. DEFINITIONS.

The following definitions apply to this section only.

1) **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in Section 202(c) of the Controlled Substances Act (21 USC 812(c)).

2) **Weapon** has the meaning of the term "dangerous weapon" given under paragraph (2) of the first subsection (g) of Section 930 of Title 18, USC. "**Dangerous weapon**" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for,

or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.

3) “**Illegal drug**” is a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional, or that is legally possessed or used under any other authority under that Act or under any other provision of federal law.

4) “**Substantial evidence**” means beyond a preponderance of the evidence.

V. C. CHANGE OF PLACEMENT FOR DISCIPLINARY REMOVALS.

For purposes of removal of a student with a disability from the student’s current educational placement as described in this section, a change of placement occurs if:

1) the removal is for more than ten consecutive school days.

2) the student is subjected to a series of removals that constitute a pattern because they accumulate more than ten school days in a school year, and because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

V. D. REMOVALS - TEN SCHOOL DAYS OR LESS.

To the extent removal would be applied to students without disabilities, school personnel may order the removal of a student with a disability from the student’s current placement for not more than ten consecutive school days for any violation of school rules, and additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement under Rule V.C. 2.

V. E. REQUIRED SERVICES - NO CHANGE OF PLACEMENT.

1) An LEA need not provide services during periods of removal, under Rule V.D., to a student with a disability who has been removed from his or her current placement for ten school days or less in that school year, if services are not provided to a student without disabilities who has been similarly removed.

2) In the case of a student with a disability who has been removed from his or her current placement for more than ten school days in the same school year, the LEA, for the remainder of the removals, shall provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student’s IEP.

3) School personnel, in consultation with the student's special education teacher, determine the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP.

V. F. REMOVALS FOR WEAPONS OR DRUGS.

School personnel may order a change in placement of a student with a disability to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 calendar days, if:

- 1) the student carries a weapon to school or to a school function under the jurisdiction of a state or local education agency.
- 2) the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function under the jurisdiction of a state or local educational agency.
- 3) the interim alternative educational setting must be determined by the IEP team.

V. G. FUNCTIONAL BEHAVIORAL ASSESSMENT AND INTERVENTION PLAN.

Within ten business days after first removing a student for more than ten school days in a school year, or for weapon violation, drug violation, or behavior that is substantially likely to result in injury to the student or to others, the following actions shall be taken by the LEA:

- 1) if the LEA did not conduct a functional behavioral assessment and implement a behavioral intervention plan for the student before the behavior that resulted in the removal occurred, the LEA shall convene an IEP meeting to develop an assessment plan.
- 2) if the student already has a behavioral intervention plan, the IEP team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior.
- 3) As soon as practicable after developing the assessment plan described in subsection V.G.1. of this section, and completing the assessments required by the plan, the LEA shall convene an IEP meeting to develop appropriate behavioral interventions to address the behavior and implement the interventions.
- 4) If, subsequently, a student with a disability who has a behavioral intervention plan and who has been removed from the student's current educational placement for more than ten

school days in a school year, is subjected to a removal that does not constitute a change of placement under Rule V.C., the IEP team members shall review the behavioral intervention plan and its implementation to determine if modifications are necessary. If one or more of the team members believe that modifications are needed, the team shall meet to modify the plan and its implementation to the extent the team deems necessary.

V. H. AUTHORITY OF HEARING OFFICER.

A hearing officer under IDEA-B may order a change in the placement of a student with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) calendar days if the hearing officer, in an expedited due process hearing:

- 1) determines that the LEA has demonstrated by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.
- 2) considers the appropriateness of the student's current placement.
- 3) considers whether the LEA has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services.
- 4) determines that the interim alternative educational setting proposed by school personnel who have consulted with the student's special education teacher meets the requirements of Rule V.I.

V. I. DETERMINATION OF INTERIM ALTERNATIVE EDUCATIONAL SETTING.

Any interim alternative educational setting in which a student is placed under Rules V.F. and V.H. must:

- 1) be selected so as to enable the student to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student to meet the goals set out in that IEP.
- 2) include services and modifications designed to address the behavior described in Rules V.F. and V.G. that are designed to prevent the behavior from recurring. The IEP team must determine the interim alternative educational setting referred to under Rule V.F.

V. J. MANIFESTATION DETERMINATION REVIEW REQUIREMENT.

If an LEA removes, or contemplates removing a student for weapons violations, drug violations, behavior that is substantially likely to result in injury to the student or to others, or other behavior that violates any rule or code of conduct that applies to all students which results in a change of placement under Rule V.C., the following actions shall be taken by the LEA:

- 1) Not later than the date on which the decision to remove the student is made, the parents must be notified of that decision and provided the procedural safeguards notice described under these Rules.
- 2) Immediately, if possible, but in no case later than ten school days after the date on which the decision to remove the student is made, a review must be conducted of the relationship between the student's disability and the behavior subject to the disciplinary action. The review must be conducted by the IEP team and other qualified personnel in a meeting.

V. K. PROCEDURES FOR CONDUCTING A MANIFESTATION DETERMINATION REVIEW.

The IEP team and other qualified personnel in a meeting must conduct a manifestation determination review. In carrying out the review, the IEP team and other qualified personnel may determine that the behavior of the student was not a manifestation of the student's disability only if the team and other qualified personnel:

- 1) first consider, in terms of the behavior subject to disciplinary action, all relevant information, including:
 - a) evaluation and diagnostic results, including the results or other relevant information supplied by the parents of the student.
 - b) observations of the student.
 - c) the student's IEP and placement.
- 2) then determines that:
 - a) in relationship to the behavior subject to disciplinary action, the student's IEP and placement were appropriate, and the special education services, supplementary aids and services, and behavior intervention strategies were provided consistent with the student's IEP and placement.

b) the student's disability did not impair the ability of the student to understand the impact and consequences of the behavior subject to disciplinary action.

c) the student's disability did not impair the ability of the student to control the behavior subject to disciplinary action.

3) If the IEP team and other qualified personnel determine that any of the above standards in this section were not met, the behavior must be considered a manifestation of the student's disability.

4) The manifestation determination review described in this section may be conducted at the same IEP meeting that is convened to address a functional behavioral assessment and behavioral intervention plan.

5) If the review identifies deficiencies in the student's IEP or placement, or in their implementation, the LEA must take immediate steps to remedy those deficiencies.

V. L. DETERMINATION THAT BEHAVIOR WAS NOT A MANIFESTATION OF DISABILITY.

1) If the results of the manifestation determination review indicate that the behavior of the student with a disability was not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities, except that FAPE shall continue to be made available to those students consistent with Rule V.E.2.

2) The student's IEP team determines the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP if the student is removed because of behavior that has been determined not to be a manifestation of the student's disability.

3) If the LEA initiates disciplinary procedures applicable to all students, the LEA shall ensure that the person or persons making the final determination regarding the disciplinary action transmit the special education and disciplinary records of the student with a disability for consideration.

4) If a parent requests a hearing to challenge the determination that the behavior of the student was not a manifestation of the student's disability, then the student shall remain in the student's current educational placement as described in Rule IV.R. or in an interim alternative educational setting consistent with Rule V.N., whichever applies.

V. M. PARENT APPEAL.

- 1) If the student's parent disagrees with a determination that the student's behavior was not a manifestation of the student's disability, or with any decision regarding placement, the parent may request a hearing.
- 2) The USOE shall arrange for an expedited hearing in any case described in this section if requested by the parent.
- 3) In reviewing a decision with respect to the manifestation determination, the hearing officer shall determine whether the LEA has demonstrated that the student's behavior was not a manifestation of the student's disability, consistent with the requirements of Rule V.K.
- 4) In reviewing a decision to place the student in an interim alternative educational setting, the hearing officer shall apply the standards under Authority of Rule V.H.

V. N. PLACEMENT DURING APPEALS.

- 1) If a parent requests a hearing regarding a disciplinary action described in Rule V.F. or Rule V.J., to challenge the interim alternative educational setting or the manifestation determination, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five- (45) day time period provided for, whichever occurs first, unless the parent and the local educational agency agree otherwise.
- 2) If a student is placed in an interim alternative educational setting pursuant to Rule V.F. or Rule V.H., and school personnel propose to change the student's placement after expiration of the interim alternative placement, during the pendency of any proceeding to challenge the proposed change in placement the student must remain in the current placement (the student's placement prior to the interim alternative educational setting), except as provided for in this section.
- 3) If school personnel maintain that it is dangerous for the student to be in the current placement (placement prior to removal to the interim alternative education setting) during the pendency of the due process proceedings, the LEA may request an expedited due process hearing.
- 4) In determining whether the student may be placed in the alternative educational setting or in another appropriate placement ordered by the hearing officer, the hearing officer shall apply the standards under "Authority of Hearing Officer", Rule V. H.
- 5) A placement ordered pursuant to this section may not be longer than forty-five (45) days. The procedure in V.N.3., above, may be repeated as necessary.

V. O. PROTECTIONS FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES.

1) A student who has not been determined to be eligible for special education and related services under these Rules, and who has engaged in behavior that violated any rule or code of conduct of the LEA, including any behaviors described in this section, may assert any of the protections provided for in this section, if the LEA had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

2) An LEA must be deemed to have knowledge that a student is a student with a disability if:

a) the parent of the student has expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to personnel of the appropriate LEA that the student is in need of special education and related services.

b) the behavior or performance of the student demonstrates the need for these services in accordance with student evaluation/classification procedures, Rules II.D. and II.F.

c) the parent of the student has requested an evaluation of the student pursuant to Rule II.D.

d) the teacher of the student, or other personnel of the LEA, has expressed concern about the behavior or performance of the student to the director of special education of the LEA or to other personnel of the LEA in accordance with their established Child Find or special education referral system.

3) An LEA would not be deemed to have knowledge under this section, if, as a result of receiving the information, the LEA either:

a) conducted an evaluation consistent with these Rules and determined that the student was not a student with a disability; or

b) determined that an evaluation was not necessary, and provided notice to the student's parents of its determination consistent with prior notice requirement Rule IV.D.

4) If an LEA does not have knowledge that a student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same

disciplinary measures as measures applied to students without disabilities who engaged in comparable behaviors consistent with this section.

5) If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures under this section, the evaluation must be conducted in an expedited manner.

6) Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

7) If the student is determined to be a student with a disability, taking into consideration information from the evaluation conducted by the LEA and information provided by the parents, the LEA shall provide special education and related services in accordance with the provisions of these Rules, including the discipline procedures and FAPE requirements.

V. Q. REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES.

1) Nothing in Part B of the IDEA prohibits an LEA from reporting a crime committed by a student with a disability to appropriate authorities, or to prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with a disability.

2) An LEA reporting a crime committed by a student with a disability shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom it reports the crime.

3) An LEA reporting a crime under this section may transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

Procedures to Review Complaints (Section 17)

Procedures & Timelines

SLCS places high value on courtesy, respect and responsibility. As such, we encourage parents/guardians and staff to develop open and respectful lines of communication with each other for the benefit of SLCS students. However, we acknowledge that from time to time, situations may arise that are upsetting. If a parent/guardian, student, staff member or other individuals or groups are not satisfied with a decision, policy or act or believes that SLCS has violated or is violating any rule or regulation, they may take the following steps:

1) Discuss the complaint with the staff member that has direct responsibility for the problem.

a) As soon as possible, take the complaint directly to the staff member involved (in the case of violation of laws or issues with school-wide policies, the school director would be the appropriate staff member) to resolve the problem through discussion.

b) SLCS is committed to using communication to work out problems, therefore, the two parties involved may request mediation with the staff member's immediate supervisor if direct communication fails or would be inappropriate.

c) If the aggrieved person is not satisfied, the person should move to step 2 as soon as possible.

2) Discuss the complaint with the staff member's immediate supervisor.

a) If the two parties involved come to an impasse, then the complaint will be taken to the staff member's immediate supervisor for discussion including use of mediation if necessary. If the original complaint was directed toward the school director and discussion (as mentioned in step 1) has not worked, move directly to step 3.

b) This should continue through the ranks until the complaint has been discussed with the school director.

c) If the complaint has not been satisfactorily addressed after talking with the SLCS's director, move to step 3. This should occur as soon as possible following the original complaint.

3) Submit the complaint in writing to the director.

a) The director may speak to all parties involved and will try to resolve the issue through discussions with those people. Otherwise, within two weeks, the director will

make a written decision concerning the complaint, giving the reasons for the decision.

b) If the Director's written decision is unsatisfactory, move to step 4 as soon as possible.

4) Submit the complaint in writing to the chair of SLCS's Board of Directors.

a) Upon receiving the written complaint, the chair shall request copies of all written communications from Step 3.

b) The chair shall convene a complaint review committee consisting of Board members (with no less than a quorum of board members) that shall meet within ten working days to discuss the issues. Those involved with the complaint shall have a right to attend the meeting.

c) The complaint review committee shall decide on the matter by majority vote and shall respond in writing to the person issuing the complaint and the director no later than fifteen days from the receipt of the complaint.

d) If the complaint review committee is unable to reach a decision and/or the complaint is of such a nature that it might interfere with the normal functions of the school, then the committee shall bring this matter to the full Board for consideration. The Board will review the complaint at the next scheduled board meeting after receipt of the request. The Board's decision shall be final and shall be made within ten working days of the hearing.

Exceptions to Procedural Steps

SLCS recognizes that there may be certain circumstances in which it may be inappropriate to resolve a problem as prescribed above. Therefore, the following exceptions disclose some of the above steps may be bypassed to seek a resolution by a greater authority: (i) the complaint or problem involves a known or suspected violation of the law; (ii) the complaint or problem is clearly not within the authority of the staff member's supervisor to resolve; or (iii) the complaint falls under the scope of IDEA, *Utah Code Ann.* §§ 53A-15-301 through 53A-15-305, or other rules or regulations protecting students with disabilities.

Compliance with Section 504 & IDEA.

At SLCS, we recognize the importance of addressing parental complaints of students served under IDEA, *Utah Code Ann.* §§ 53A-15-301 through 53A-15-305, or other applicable laws protecting disabled individuals. Due to the complexity and importance of these procedural safeguards, SLCS has adopted the procedures endorsed by the Utah Board of

Education in their handbook entitled *Special Education Rules*, § IV.G. Complaint Procedures. As part of SLCS's complaint policy, we have established procedures to allow parties the opportunity to resolve disputes through a mediation process that is available whenever a due process hearing or an expedited due process hearing is requested. These procedures are outlined in the *Special Education Rules* handbook § IV.J. If the application of any provision of our complaint policy to a student with a disability is not permissible, or becomes impermissible, under IDEA or other law, SLCS will implement other actions consistent with the conflicting law or regulation which shall most closely correspond to the requirements of this policy.

Opportunities for Parental Involvement (Section 18)

Working in partnership with parents/guardians to provide an education that meets the needs of the whole child is a central component of SLCS’s approach. Parents/Guardians will be encouraged to actively participate in their children’s academic life by attending parent-teacher conferences, participating in the establishment of School Annual Goals, receiving Weekly Work Plans from teachers that include parent signatures, and attending program meetings, open houses and work through after-school programs. Discussions and meetings with teachers will further involve parents/guardians in their child's experience at school. Parents will also have the opportunity to engage in community based programs specifically targeted to run through SLCS.

Parents/guardians will also have ample opportunity to participate and have influence in the management of the school. To promote and maintain active involvement of parents/guardians in the management of the school, SLCS will have at least one elected parent representative chosen by parents of students attending SLCS with additional parents of students attending the charter school totaling a *minimum* of twenty-five percent of the Board. Required parent/guardian board membership will provide parents/guardians with the ability to be heard and ensure their participation is meaningful.

SLCS will also appoint a committee member to schedule and coordinate volunteer services for parents who wish to donate their time to the school. This individual will be charged with maintaining parent volunteer information and notifying parents of opportunities at the school. Examples of parent volunteer opportunities include but are not limited to:

- Recess assistance
- Musical assistance
- Playground monitoring
- Computer support
- At-home repair of student wear
- Field trips
- Daily cleanup
- Fundraising
- Classroom aid/support
- Traffic/Parking assistance
- At-home work for teachers
- Baking dishes for special events
- Library assistance
- Assemblies
- School tours
- Computer lab assistant
- PTO
- Home project assistance

Educator Qualifications (Section 19)

SLCS is committed to educating the whole child by utilizing proven educational philosophy and methodology. Teachers at SLCS will have received or be in the process of receiving Utah State certification from the State Board of Education. Teachers will be certified on the level they are teaching and display expertise in all aspects of the curriculum on that level. All teachers will also hold appropriate licenses and endorsements as outlined in Utah law. We will work with the state board and licensing office to qualify our SLCS teachers for Utah licensing. SLCS will employ a special education coordinator to ensure that students with special needs are experiencing success within the inclusion of the school environment. Because of the nature of the unique classroom, all student teachers and paraprofessionals will have the necessary education and background checks to ensure the highest level of education for the students.

Following are the standards that SLCS will require of the educators on staff:

Director Qualifications

SLCS will seek a director with, at minimum, a master's degree in a field of study related to education. The candidate for this position must display an understanding of school financial matters, the ability to develop positive relationships with parents and staff, knowledge of the Utah Core Curriculum standards, an understanding of special education programs and the law. We will seek an individual that also has experience working with a non-profit board of directors, strong communication skills, and is culturally sensitive to the population of the school.

Educational Background and Qualifications

All teachers will have bachelors degrees or higher and have current Utah credentials and endorsements as outlined in *Utah Admin Code R277-520* and must be highly qualified as outlined in *Utah Admin Code R277-510*. Each student teacher will also be certified or in process of certification from an accredited teacher education institute. Teachers who are eligible for the Utah State Office of Education's Alternative Routes to Licensure (ARL) program will also be eligible for a teaching position at SLCS.

Instructional Skills

SLCS teachers will have a clear understanding of how the Utah Core Curriculum standards align with the Utah Core Curriculum. Teachers must be able to develop lessons to meet the core standards and lessons in keeping with the individualized, hands-on approach of the Utah Core Curriculum method of education.

Interpersonal Skills

The SLCS staff will demonstrate their abilities to work and communicate effectively and respectfully with parents or guardians, students, other staff members, administrators and the board of directors in order to develop a cohesive and committed school.

Leadership Skills

SLCS will provide opportunities for all staff members to develop personal leadership skills. Staff members will be required to attend pertinent staff meetings and training, conferences and workshops, which will improve their professional competencies and leadership skills. All staff members will model and encourage leadership development of the students at SLCS. It is important that all staff members understand their potential to influence the students of our school.

Teachers will keep accurate and complete student records that will meet Utah state standards. These records will be updated consistently and will be readily available to parents and the administration of SLCS. Teachers will also assist paraprofessionals in understanding the policies and procedures of the school in support of our mission. Each teacher will work as a partner with a paraprofessional to develop an ideal learning environment. Paraprofessionals will be encouraged to work with the lead teacher to develop their leadership abilities so that in the event of the teacher's absence the classroom will continue to run smoothly.

Level 1 teachers will participate in the Early Years Enhancement (EYE) program, in which they will work with a trained mentor to ensure understanding of curricula, assessments, effectiveness goals, and Utah Core Curriculum standards and objectives. As part of the program, new teachers will also pass the required pedagogical exam, complete three years of employment and evaluation, and create a working portfolio.

Continuous monitoring of instruction will be conducted through classroom observations and professional development activities and discussions. The director/principal will monitor instructional practices of individual teachers informally on an ongoing basis and formally at least once a year. Level 1 teachers will be evaluated at least twice during each school year for three years, in accordance with EYE requirements. Where improvements are needed, professional development opportunities for teachers will be provided to help identify and improve individual student achievement.

No Child Left Behind

Teachers who do not qualify as "highly qualified" under No Child Left Behind (NCLB) and R-277-510 will be required to achieve that status by their third year of teaching. SLCS will

assist each teacher to meet this status by offering further training and assistance during our after school program hours.

Paraprofessionals, Substitute Teachers, and Interns

All paraprofessionals will be required to complete the 50-hour Introduction to the SLCS philosophy prior to the first day of school. All SLCS paraprofessionals shall meet the requirements and perform the duties outlined in *Utah Admin Rule R277-524* as it applies to employment at SLCS. In addition, all paraprofessionals and interns will work under the supervision and direction of a qualified SLCS teacher. SLCS' paraprofessionals will not be paid through Title I funds. Interns will be accepted from accredited educational institutions that will provide adequate field supervision. Substitute teachers will be required to attend substitute training prior to employment at SLCS.

Background Check Assurance

Any individual who has unsupervised time with students, including teachers, paraprofessionals, staff members, board members, volunteers, etc., will be required to submit to a standard criminal background check. Copies of the background check forms and results will be stored in the school office under the supervision of the office staff. The building will be designed so that the office staff will be able to monitor all incoming and outgoing visitors. All visitors will wear a prominent visitor's badge unless they have a background check form on file in the school office. The Director will review all background checks at the beginning of each year to keep them current. A summary of the status of the background checks will be reported to the director of the school.

Administrative Services (Section 20)

Instructional Leader

The instructional leader of SLCS will be its director. SLCS will seek a director with, at minimum, a master's degree in a field of study related to education and minimum of three years teaching or administrative experience. The candidate for this position must display an understanding of school financial matters, the ability to develop positive relationships with parents and staff, knowledge of the Utah Core Curriculum standards, an understanding of special education programs, and the law. SLCS will recruit qualified candidates for director through various sources such as national searches in publications, personal networking, newsletters, and posting the position on various state or national websites. We will seek an individual that also has experience working with a non-profit board of directors, strong communication skills, and culturally sensitive to the population of the school.

The director's primary responsibility will be to set and maintain an environment conducive to learning and establish a positive educational environment for SLCS students. The director's instructional duties will include: maintaining necessary standards required for intern site status, reading about the methods of instruction, gaining insight into successful strategies, reviewing research that supports the methods of instruction, viewing accounts about practices in successful schools and districts, being familiar with the instructional methods of all teachers, participating in training and in-service to remain current in educational research, providing in-service to teachers, and serving as a teacher resource for instructional and curricular help. Additional information regarding SLCS's philosophy and methods of instruction can be found in the *Comprehensive Program of Instruction* section above.

Curriculum Consultant/Specialist

SLCS will hire an assistant director who will be qualified as the curriculum specialist. The assistant director will be trained and possess an in-depth understanding of the SLCS philosophy. The assistant director/curriculum specialist will work closely with SLCS's director to ensure that classroom instruction aligns with the Utah Common Core and the school's goals and philosophy. In turn, the director and assistant director will work closely with teachers to gain practical insight and implement improvements in SLCS's instructional program. The creation of the curriculum, instruction and understanding will be the collective responsibility of all school personnel. Collaborative efforts to continually improve understanding and implementation of the Utah Common Core will be the responsibility of the entire staff.

Special Education Coordinator

SLCS will have at least one full time trained special education coordinator on staff. The special education coordinator will coordinate all special education related services and preside at all IEP meetings and initial team staffing meetings. The special education coordinator will possess the education, skills and credentials of a special educator who can appropriately select, administer and interpret assessments for determining special education eligibility. In addition, the special education coordinator will provide support and training (or coordinate trainings) for SLCS's director and staff to ensure knowledge of IDEA 2004 and requirements for the Utah Special Education Rules.

Supervision and Improvement of Instruction

The director will regularly provide the Board with updates on curriculum and any proposed improvements to SLCS's instructional program. After receiving this information, the director will determine whether or not to modify the instructional program. Supervision of instruction on a day-to-day basis will be the responsibility of the director, who will also be responsible for interpreting board policy in all instructional and behavioral concerns. Based on instructional methods, test scores, the computerized tracking system such as (MRX), and student achievement, a collaborative effort will be used to improve supervision and instruction within SLCS.

Business Administrator

SLCS will hire or contract a full time business administrator. The Board will consider multiple qualified parties before employing a business administrator, and will require the business administrator and board treasurer to attend training in school finance and statistics prior to working with the school. An ideal candidate for this position will have a Bachelor of Business Administration or equivalent, education or training in accounting/bookkeeping, at least two years of demonstrated experience in office administration in a public school or small business setting, and demonstrated proficiency with bookkeeping/accounting computer programs. SLCS's business manager will maintain supporting records in sufficient detail to prepare the school's financial reports, including: (i) annual financial statements for audits and the annual budget; (ii) monthly reports including budget versus actual financial statements with explanations for significant variances, updates of cash flow projections, and monthly reports to the Utah State Office of Education; and (iii) quarterly preparation of IRS Form 941 and payroll and tax returns (unless outsourced) and other reports upon request.

Interpretation of Student and School Progress and Performance

The classroom teacher, director, assistant director, and Board will take a collaborative approach to ensure SLCS goals and objectives are achieved. Correction and instructional

approaches will be made with the input of all stakeholders with the understanding that the Board will act in the best interests of the students and their families.

Community Relations

Community relations will be the primary responsibility of the Board of Directors.

Staff Development

Teachers at SLCS will be offered numerous opportunities to improve and develop their teaching skills. The intent behind staff development is to: (i) provide professional development and technical assistance to teachers and administrators in their school-wide implementation of SLCS's comprehensive program of instruction; (ii) focus on meaningful learning and understanding for all students in order to raise their level of achievement; and (iii) provide follow-up components for professional development to ensure that implementation of the comprehensive program of instruction results in improved student performance.

Counseling

SLCS will employ two certified school counselors. The qualified counselor will hold a master's degree in school counseling or equivalent from an accredited institution and have the appropriate endorsement and state licenses. The school counselors will be employed to run SEOP/SEP's, general mental health welfare of the students as well as scheduling duties as dictated by the director. In addition, two to three academic advisors will be employed, who hold bachelors degrees or equivalent in the field of academic advising. They will be on hand to assist students with academic advice, run after-school college tutoring, mentor students in taking ACT/SAT tests, etc.

SLCS will contract with a licensed school psychologist for all IEP tests and psychological needs especially in situations of neglect, abuse, or abandonment. In severe cases, state agencies may be called upon to assist the school. If situations of ungovernable behavior arise, parents and law enforcement will be contacted.

Employment Issues

All hiring and firing of SLCS employees will be the responsibility of the director. The director, teachers, and other staff members may be selected to serve on hiring committees, which will screen applicants and decide whom to interview. Individuals will be selected based on school needs and individual qualifications. The Board will approve all hiring, and candidates will be offered positions at SLCS only upon Board approval.

Discipline

Teachers have the primary responsibility of maintaining classroom discipline for the students under their supervision. Each classroom is required to have the classroom rules posted with the consequences for all inappropriate behaviors. When situations arise that the classroom teacher cannot handle, the director will address behavioral matters. See *also* SLCS's Suspension/Expulsion Policy.

Management of School Equipment and Supplies

Teachers will be responsible for all materials and supplies within their rooms. Yearly inventories will be referenced for insurance purposes and to assess replacement needs. Teacher supplies will be allocated on an "as-needed" basis. Each teacher will receive a budget for supplies and equipment, which may be purchased in accordance with the State and SLCS's Fiscal Policy.

Preparation and Completion of Federal and State Reports

Under the Board's direction, the director will provide timely completion and submittal of state and federal reports. Based on the number of reports to be reviewed, reports will be reviewed and delegated to certain board members for approval before submission.

Assistance and Support to Teachers and Staff

SLCS fully supports its employees. The director will address all teacher concerns/grievances. If satisfaction is not obtained, teachers must adhere to the SLCS's Grievance Policy, which will provide employees the opportunity to reach an equitable solution. It is SLCS's policy that teachers should try to resolve all concerns at the lowest level before bringing issues of grievance to the director or Board.

Head Secretary

The head secretary acts as a front-line information resource to students, faculty and staff, and must provide quality customer service to the public, students, parents and other SLCS staff. The secretary will also work to assist and support the director and faculty, and perform a variety of office duties requiring some independent judgment in the application of SLCS policies and procedures. The basic qualifications for this position will require a high school diploma, minimum of three years of related experience, proficiency with Microsoft Word and Excel, databases, email and Internet, and strong interpersonal and multi-tasking skills.

Education Service Provider: Fees

At this time, SLCS does not intend to contract with an Education Service Provider.

Library Plan (Section 21)

SLCS will house a complete library. Plans for a library will be included in building construction. In keeping with the school's mission, the library collection will include a wide range of age appropriate research materials, works of fiction and nonfiction including classic literature, works of reference, periodicals and other materials suggested by the Core Knowledge sequence. The library will have spaces for group learning and for private reading and research. It will supplement students' reading and language arts instruction, provide a broad range of content and contain appropriate history and American heritage materials to support the focus and philosophy of the school and aid in the development of lifelong research habits. A certified media specialist will manage the library, and parent volunteering will play a large role in library management. We will meet and fulfill core requirements of the Northwest Accreditation Commission beginning in year two, while the full volume and quality of library materials required for accreditation will be met by the end of year three.

We understand that a library is critical for successful teaching and learning and is ever growing, so we will strive to maintain an up-to-date and complete library. We will utilize donations of appropriate material, conduct fundraisers, and accept other funds received from any library-based grants to build our library collection.

We envision the library as a center of student and teacher reading and research. The philosophy and focus of SLCS requires students to gain a broad range of content knowledge, an appreciation of history and its relevance, and an understanding of our nation's heritage and founding principles. Intrinsic to this philosophy and focus are library materials that provide a wide range of core content, non-fiction materials for the research and study of history and a focus on documents and materials relating to the founding of this country. These materials will be found in the library and teachers will lead their students in searching and learning from these materials as part of this school's focus.

We will regularly assess the library's effectiveness in meeting the needs of students, teachers and the school's philosophy and focus. Methods to assess the library will include surveys, staff input and the assistance of the parent organization and other assessments implemented by the Board. The library specialist, in conjunction with teachers and with input from the Board will have responsibility over setting library policies, including the establishment of fines for late or lost materials. The Board of Directors will be responsible for ensuring adequate yearly funding to meet accreditation requirements and to meet the material and infrastructure needs of the school and its philosophy.

As designated by the Northwest Accreditation Commission:

- A certified library media specialist directs the library media program.

- Students, faculty, and support staff have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience.
- The library/information services program fosters independent inquiry by enabling students and faculty to use various school and community information resources and technologies.
- Policies are in place for the selection and removal of information resources and the use of technologies and the Internet.

Utah Specific Indicators – Library Information Services

- The Library collection and information resources are relevant, up-to-date and of sufficient size to meet the program’s curricular and literacy needs of the students and faculty (10 volumes per student but need not exceed 12,500 volumes).

Goal	Objective	Activity	Measure
1. Determine the functionality and environment of the library media center	Reach a minimum standard of 3,000 materials	<ul style="list-style-type: none"> ▪ Apply for varying library grants ▪ Solicit donors ▪ Fundraising ▪ Work with the Board & administrator to ensure funding on yearly basis 	Adequate funding will be available for library materials & programs
	Create a library media committee consisting of staff, parents, and librarian.	Library committee will develop policies and programs.	The library media committee will be formed by the second year of operation and foundational policies & goals will be written.
	Develop an effective feedback program to allow parents, students, and staff to suggest collection purchases and provide evaluation of collection growth.	Annual surveys will be distributed to parents, staff, & students.	The library media committee will conduct annual review of surveys and take action based on results. Overall evaluations will result in 80% or more satisfaction by students, staff, and parents.
	The library media programs will complement in-class	Create opportunities for collaborative instruction between	Collaborative instruction will occur at least two

	instruction.	the librarian and teachers.	times a year.
2. Students will develop a love of reading and knowledge.	To provide a broad array of quality printed materials to assist the students in developing a love of reading at all levels. This will include popular fiction and non-fiction, classics, biographies, and award winning books in all categories.	Spotlight book(s) of the month chosen by teacher, principal, students. ▪ Once collection is established, create a new arrivals section.	Student interest surveys; library will maintain a balanced variety of materials as determined by policy, interest, and statistical reports. ▪ Monitor check-out rates.
	Weekly scheduled library time for all classes.	Librarian will lead a reading and discussion time with students.	Parent feedback will be positive. Attendance rates will be high.
	Extended library hours.	▪ Library will be open before & after school. ▪ Reading with parents program will be established, inviting parents and children to read together, i.e. moms and muffins; dads and donuts.	Students will be able to demonstrate, by a test, competence in finding and using library media materials for research.
3. Strengthen research and reading skills.	Provide reference and non-fiction materials, in print and electronic format, that act as a resource to staff and students. Specifically, these may include books, periodicals, videos, DVD's, art prints, CD's, audiotapes, and links to online resources.	During designated library time, the librarian and/or teacher will provide instruction with an emphasis on research skills.	Grades 3-9 will demonstrate competence, by a test, in effectively using the software to locate reading and research materials. Staff will be able to locate research and teaching materials.
	Purchase and implement library automation software	Instruct students and staff in usage of software.	Acquisition reports will show that priority list has been followed.

	that will not only provide circulation and card catalog services, but also allow students and staff to search online resources.		
4. Compliment and support the curriculum, character, and enrichment programs.	Provide materials which coincide with the Core Knowledge Curriculum.	Utilize library to prioritize which print and non-print materials to acquire.	Students and staff will be able to locate and use resources specific to enrichment learning.
	Provide reference and non-fiction materials, in print and electronic format, that act as a resource to staff and students for enrichment type I and type II learning activities. Specifically, these may include books, periodicals, videos, DVD's, art prints, CD's, audiotapes, and links to online resources.	Instruction for facilitator/teachers of enrichment clusters so they know how to help themselves and students find and use enrichment related materials.	

Budget Year 2

Library supplies (laminare, labels, book repair materials, etc.)	\$ 2,000.00
Books	\$15,000.00
Educational DVD/Videos	\$ 2,000.00
Books/materials specifically for teacher/staff use	\$ 1,000.00
Music and audio CD's	\$ 500.00
Magazines/periodicals	\$ 1,500.00
Online subscriptions to encyclopedia or other educational sites	\$ 3,000.00
	<u>\$25,000.00</u>

Technology Plan (Section 22)

Charter School	Salt Lake Charter School
Date	02/17/2011
Principal/Director	Angela Hansen Aiono
Technology Coordinator	Jr. Patane

1) What is your school's Technology Plan vision statement? Include clear goals and realistic strategies for using telecommunications and information technology to improve education (i.e., student performance, library services, CBT, assessment, etc.)

In addition to using the budget to purchase computers, SLCS will seek donations from Microsoft and Apple for state of the art computers. It is the goal for the school to have two computer labs so that every student will have access to a computer and so that we can take advantage of distance learning programs such as K12, Harmony Distance Learning, Rosetta Stone, etc. This gives our students a distinct advantage of using technology not only in the classroom but also in their homes. We will use these computers to enhance student learning by taking advantage of technology and using "smart classrooms" which allow teachers the opportunity to use new and innovative teaching styles. SLCS plans to utilize web base programs as part of the curriculum in all grades. SLCS will use Salt Lake Community College as the provider of concurrent enrollment classes and will use the EDNET system to broadcast these classes. By doing this, students will make the most of their learning environment through concurrent enrollment on our campus. Because of our advisory system, if a student needs help within these concurrent enrollment classes, they have the ability to get that help. It is also the goal to use computer based testing for end of year tests with the USOE. Using the computer labs, we will use this as a way to assess our students for monthly assessments mentioned in Section 13, allowing SLCS to understand how our students are performing academically. We can use this information to enhance student learning by various means. Our counseling office can use these computers to help with SEP/SEOP and other career assessment tools. This will give high school students in particular the ability to make college and career choices.

2) What is your school's professional development strategy to ensure that staff (e.g., teachers, administrators, and support personnel) knows how to use these new technologies to improve education?

SLCS will take advantage of staff development time to offer courses that ensure they are comfortable using new technologies for the classroom. All teachers, administrators and support personnel will be required to have passed a SLCS certification that shows that they are up-to-date on all technologies. We will also seek qualified professionals who use new technologies in the classroom.

3) What is your school's evaluation process to enable the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise?

Based on the rapid rate of changes in technology, SLCS plans to use an aggressive monthly evaluation policy to ensure that all technological resources are being adequately reviewed. This evaluation process allows us to assess if students have access to the most up-to-date resources, and will be headed by our technology director who will be watching market trends to ensure SLCS is utilizing all technological idioms to improve learning. Our system will be maintained daily and we will bring in technological auditors to ascertain our compliance with the market. If there is a vast change in technology that can and should be implemented, SLCS will review by committee the changes and bring them before the board. The board will vote within a month to update and make said changes.

Inventory/Assessment of telecommunication services, hardware, software, and other services.

	Computer Labs	Classrooms	Library or Media Center	Admin. Office	Other Locations	Planned Future Acquisitions		
						Yr 1	Yr 2	Yr 3
Computers (List by Type)	50	25	Portable Lab – 0	5		0	10	10
A. Less than 4 yrs old	50		0					
B. Greater than 4 yrs	0		0					
C.								
D.								
# of above computers that are Internet capable	50	25	0	5		0	10	10

	Computer Labs	Classrooms	Library or Media Center	Admin. Office	Other Locations	Planned Future Acquisitions		
						Yr 1	Yr 2	Yr 3
Peripheral Devices								
A. Printers	2		1	2	2	1	1	1
B. Scanners			1	1	2			
C. Assistive/Adaptive Devices								
D. TVs capable of receiving digital signal			6					
E. DVD Players			12			2	2	2
F. LCD Projectors			12			2	2	2
G.								
H.								

	Current	Planned Future Acquisitions		
		Year 1	Year 2	Year 3
Network Equipment				
A. Hubs	1	1	1	1
B. Routers	1	1	1	1
C. Servers	2	1	1	1
D.				
Total Classrooms	20			
Number of classrooms wired for internal connections	12			

	Current	Planned Future Acquisitions

		Year 1	Year 2	Year 3
Telecommunication Links				
A. Gigabit Ethernet	1	1	1	1
B. Multiple T1s or T3	1	1	1	1
C. Microwave	2	1	1	1
D. Other				
Total School Buildings	1			

Extra-Curricular Activities (Section 23)

SLCS will form a parent committee to identify areas of interest and organize extracurricular activities. SLCS will adhere to Title IX requirements with the types of sports they approve. Activities may include various educational clubs and programs in the areas of sports and fine arts. In keeping with the mission and curricular focus of the school, after-school clubs in debate, drama, chess, math, and foreign language may be considered. We may also partner with other charter schools, districts and the Utah High School Activities Association (UHSAA) to allow for students to compete in sports. Interscholastic competitions may provide a healthy learning experience for children in the higher grades. The amount and level of participation will depend on the availability of local interscholastic competitions and approval of the governing bodies of the school and local school districts. Transportation to interscholastic functions will be analyzed on a case-by-case basis. For students with special needs, transportation will be provided as indicated in student's IEP. No agreements with the local school district have been established at this time.

No fees will be collected for participation in extracurricular activities in Grades K-6. SLCS will be subject to Utah Administrative Code R277-407 in assessing school fees including provisions for fee waivers.

Terms & Conditions of Employment (Section 24)

Treating our teaching staff with professionalism and respect is vital to the success of our program, and the following provisions governing employment at SLCS reflect our commitment to our teaching staff as well as our students. It is SLCS' policy to attract and retain the best personnel in each and every position available at the school.

With the assistance of the director, SLCS' Board will select the best-qualified applicant for each position at the school or may delegate this responsibility to the school's director. SLCS employees will be qualified by their training, experience and general competence, as determined by the board of directors. Employees must hold all licenses, certificates or special qualifications required by Utah law or school policy.

Terms & Conditions of Employment

Teachers at SLCS will be "at-will" employees of the school. Accordingly, SLCS will have the right to terminate employees at any time so long as the discharge is not unlawful or discriminatory (based on age, sex, race, color, national origin, religion, pregnancy, or disability). Employees at SLCS will possess the same right to resign their employment at any time. No policy, procedure or practice shall alter the employment "at-will" relationship.

Employment Agreement

The terms of employment at SLCS will be set forth in an employment agreement executed between SLCS and the employee. The employment agreement will specify SLCS' mission, philosophy and emphasis to ensure that prospective employees embrace the entire academic program offered at the school.

The employment agreement will serve the following functions: (i) it will clearly specify that employment at SLCS is "at-will" (SLCS' at-will policy will be reinforced in employee handbooks and policies to avoid creating expectations of continuing employment); (ii) it will clarify the duties and responsibilities of each employee; (iii) it will specify and set forth the specific areas of responsibility and duties the employee is expected to perform including grade level and subjects to be taught, number of work days per year, training responsibilities, parent-teacher conference expectations, professional development requirements and opportunities, adherence to staff policies, and other responsibilities; and (iv) it will serve to manage employee expectations and ensure compliance with the professional standards and conduct required at the school.

Termination of Employment

As mentioned above, SLCS is committed to attracting and retaining the best personnel to further its mission of providing a comprehensive program in a professional and compassionate environment; however, situations will arise when termination of an employee is in the best interest of the school. Inasmuch as SLCS will maintain an at-will employment arrangement with its employees, termination of an employee may be accomplished for any legally permissible reason. We recognize that termination proceedings can sometimes be complicated and often create fertile ground for contention and discord. With that in mind, if the Board is unsure how employment law applies in a particular situation, it will consult an attorney for advice.

SLCS reserves the right to terminate an employee at any time and for any legally permissible reason. Employees at SLCS possess the same right to resign their employment at any time. Because SLCS employees are “at-will,” SLCS is not legally obligated to provide notice or follow specific criteria prior to terminating an employee. Notwithstanding, SLCS’ goal is to retain employees, and therefore, it will generally follow a traditional disciplinary process including: (i) giving notice to the employee of the specific performance problems and the consequences of not improving; (ii) establishing goals for improvement; (iii) setting a reasonable time frame for meeting the goals (normally two weeks to thirty days); (iv) following up to see if there is improvement; and (v) terminating the employee if the goals have not been met. We recognize that an at-will relationship does not provide free reign to terminate employees, and we acknowledge that violations of public policy, anti-retaliation rules, or tortious conduct, among other things, could limit the school’s ability to terminate an at-will employee. In addition, federal and state anti-discrimination laws (e.g. race, gender) prohibit the use of an at-will employment agreement as a tool to engage in illegal employment discrimination. Notwithstanding SLCS’ intent to follow traditional disciplinary processes, nothing contained in this policy is intended to create, or can create, any contractual or other legal rights to such processes.

Anti-Discrimination Policy

In accordance with Title VII, Civil Rights Act of 1964, the selection and hiring of applicants shall be made without regard to age, race, color, creed, sex, marital status, national origin, religion, ancestry, or place of residence. Additionally, SLCS hiring shall be in accordance with the Americans with Disabilities Act of 1990 (“ADA”) which requires candidate selection to be made without regard to disability and is qualified to perform the duties and/or essential functions of the advertised position with or without reasonable accommodation. Finally, employee selection shall be made without regard to age as mandated in the Age Discrimination Act of 1967.

(NOTE: The aforementioned federal laws [Title VII of the Civil Rights Act, ADA, and Age Discrimination Act] have provisions that broaden their application beyond hiring to include

promotion, discharge, compensation, or terms, conditions or privileges of employment. SLCS recognizes their application throughout the employment spectrum and is strictly committed to their provisions and protections in all aspects of employment at SLCS.)

Employee Evaluation (Section 25)

Evaluations

All teachers at SLCS will receive at least one formal evaluation and several informal evaluations per calendar year. A formal evaluation is a pre-determined evaluation, wherein the teacher will be informed of the time, methodology, and expectations of the evaluator/director. This information will be introduced to all teachers at the beginning of the school year so they understand the purpose and methods they will be evaluated against. In a formal evaluation, each employee will meet in a pre-conference with the evaluator prior to the evaluation to review lesson plans and evaluation criteria as set forth below.

The evaluation process will provide an opportunity to set personal and professional goals in alignment with the mission and philosophy of the school. Based on the research given in *Improving Instruction Through Effective Teacher Evaluation*, SLCS will identify and measure instructional strategies, professional behaviors and delivery of course content knowledge that affect student learning. The director/principal will use formative and summative evaluations. In using formative evaluations, the director/principal will provide feedback on how to improve performance and what types of professional development opportunities will enhance performance. Using summative evaluations, the director/principal will make a decision on salary, personal assignments, transfers or dismissals. By implanting both formative and summative evaluations, teachers will be aware of any areas of weakness in their performance (formative), so they can understand why the decision of salary, personal assignments or dismissal (summative) is made. An officer of the Board may be present at formal performance evaluations. The signature of the faculty/staff member and the principal will be required at the conclusion of a formal evaluation. These procedures do not alter the “at-will” employment relationship with SLCS. No policy, procedure or practice shall alter the employment “at-will” relationship.

The school will maintain a confidential personnel file for each employee. The personnel file will contain the evaluation documents discussed in this section, as well as any other employment-related documents or correspondence. Employees will have the right to make written objections to the observations or review findings within one week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the employee's personnel file.

Entry Years Enhancement (EYE) Program

SLCS is committed to the development of its entry level teachers, and will give special attention to these teachers during their first three years of employment to provide them an avenue for success and competence as required by Utah Admin. R277-522. SLCS will accomplish this by ensuring its entry-level teachers: (i) develop the skills required of

capable teachers; and (ii) complete all enhancements enumerated in R277-522 for Level 1 teachers.

The purpose of SLCS's EYE Program is to develop in entry-level teachers a successful set of teaching skills and strategies with assistance from experienced colleagues. As part of SLCS's EYE Program, the director will assign each Level 1 teacher, as defined by law, a mentor-teacher in the first semester of teaching to supervise, support, and act as a resource for the entry level teacher as set forth in R277-522-3(B). Additionally, SLCS will provide training, mentoring, testing, assessment, evaluation, and assistance in developing and evaluating each entry-level teacher's professional portfolio.

Employment of Relatives (Section 26)

The purpose of our policy and procedures regarding the employment of relatives is to ensure employment at the school is based solely on merit and job availability, and secondly, to avoid the actual or perceived preferential treatment of relatives. Although SLCS will not prohibit employment of relatives defined as a father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law and domestic partner, it does provide the following safeguards as referenced in UCA 53A-1A-518:

If a relative of a charter school officer is to be considered for employment in a charter school, the charter school officer shall:

- (i) disclose the relationship, in writing, to the other charter school officers;
- (ii) submit the employment decision to the charter school's governing board for the approval by majority vote;
- (iii) abstain from voting on the issue; and
- (iv) be absent from any meeting when the employment is being considered and determined.

(1) (a) Except as provided in Subsections (3)(b) and (3)(c), a charter school officer or a relative of a charter school officer may not have a financial interest in a contract or other transaction involving a charter school in which the charter school officer serves as a charter school officer.

(b) If a charter school's governing board considers entering into a contract or executing a transaction in which a charter school officer or a relative of a charter school officer has a financial interest, the charter school officer shall:

- (i) disclose the financial interest, in writing, to the other charter school officers;
- (ii) submit the contract or transaction decision to the charter school's governing board for the approval, by majority vote;
- (iii) abstain from voting on the issue; and
- (iv) be absent from any meeting when the contract or transaction is being considered and determined.

(c) The provisions in Subsection (3)(a) do not apply to a reasonable contract of employment for:

- (i) the chief administrative officer of a charter school; or
- (ii) a relative of the chief administrative officer of a charter school whose employment is approved in accordance with the provisions in Subsection (2).

(2) The State Board of Education or State Charter School Board may not operate a charter school.

Insurance (Section 27)

Prior to its opening date, *SLCS will acquire and maintain a certificate of insurance for all insurances covered under this section and will maintain insurance coverage as a budgetary priority.* SLCS will secure and maintain \$2,000,000 per occurrence in liability insurance, property insurance, comprehensive/collision insurance, and its employee dishonesty bond through Utah Division of Risk Management. As of the date of this application, Risk Management has provided the following information:

General Liability Coverage (Bodily Injury and Property Damage)

SLCS will acquire and maintain general liability coverage up to \$2,000,000 without a deductible through the bondholder of the building, most likely the developer. This general liability coverage has a premium of \$18 per student with a minimum \$1,000 per school. Coverage extends to staff, administration, and the board of directors and includes personal injury and claims based on civil rights violations.

Property Coverage (Building and/or Contents)

SLCS will acquire and maintain property coverage up to the replacement value of the property as estimated by the school at the beginning of the fiscal year. Property coverage will be purchased through Utah Risk Management and will require a \$1,000 deductible per occurrence. SLCS will pay a minimum premium of \$100 for up to \$100,000 in replacement value. If the amount is greater than \$100,000, the rate is \$1 per \$1,000 in value. To prove contents, SLCS must keep serial numbers, receipts, invoices, and model information, and maintain copies of the same at a separate location.

Automobile Liability Coverage (Bodily Injury and Property Damage)

In the event that it is required, SLCS will acquire and maintain automobile liability coverage up to \$2,000,000 per occurrence including PIP coverage. Automobile liability coverage will be purchased through Utah Risk Management for \$125 to \$200 per year with a \$1,000 deductible per occurrence.

Workers Compensation Coverage

SLCS will acquire and maintain workers compensation insurance covering job related injuries, medical indemnity, rehabilitation, personal injury (\$100,000 for bodily injury by accident, \$500,000 for bodily injury by disease with a \$100,000 limit per employee). SLCS will purchase this insurance through the Workers Compensation fund for approximately \$4,800 per year (for both professional staff and non-professional employees).

Dishonesty Bond and Government Crime Policy

SLCS will acquire and maintain a dishonesty bond and government crime policy that covers errors and omissions, employee theft, faithful performance, and coverage for employee and officer bonds. This coverage will be purchased through Utah Risk Management for \$250 per year.

Conversion Schools (Section 28)

Not Applicable

Assurances (Section 29)

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 maintain 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 and other 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. At the beginning of every school year and prior administering any state assessment, the charter school will review the State Ethics Policy PowerPoint with all teachers who will administer any state assessment during the school year. School test proctors are then responsible to read the *Standard Test Administration and Testing Ethics Policy for Utah Educators* brochure and then sign the *Standard Test Administration and Testing Ethics Policy* document. The signed document must be kept on file at the school.

The charter school will administer the Iowa Test of Basic Skills (IOWA), the Utah State Core Course End-of-Level Tests (Criterion Referenced Test - CRT), the Direct Writing Assessment (DWA), the Utah Basic Skills Competency Test (UBSCT), and the Utah Alternate Language Proficiency Assessment (UALPA), in the grade levels required by U-PASS as a fundamental part of the overall assessment program for the school. Administration of each state assessment will follow all ethical testing procedures including a secure testing site as defined in the *Standard Test Administration and Testing Ethics Policy for Utah Educators*.

The school will administer all required assessments in a secure and standardized manner, and have a process in place to administer criterion-referenced tests (CRTs) via the computer. All test administrations will follow the protocol for submission of school files, ordering and administration of the test in the testing windows for each assessment.

Virtual schools are responsible to secure approved sites where state assessments can be administered and proctored.

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.

CC. All governing board members will attend a mandatory human resources training annually.

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): Angela Hansen Aiono

Title (type): Chair, Salt Lake Charter School, Inc.

Signature:

Date: March 29, 2011

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 Salt Lake Charter School except those allowed by law.

Salt Lake 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.

Legislation and by the Utah State Board of Education have approved these admission procedures. 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

Salt Lake 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

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

Nonsectarian Statement

Salt Lake 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 Salt Lake 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.

Assessment

Salt Lake Charter School will name an individual to act as the Assessment Director prior to the first day of instruction, who shall be responsible for ensuring that all U-PASS assessments are administered in a secure and standardized manner, in accordance with information provided during regular Assessment Director meetings and specific assessment trainings.

Angela Hansen Aiono
CAO


CAO Signature

March 29, 2011
Date

Utah State Retirement (Section 30)

SLCS will not participate in Utah State Retirement, but will provide a compensation package for all full-time employees.

Additional Information/Letters of Support (Section 31)



8201 Peters Road, Suite 1000, Plantation, FL 33324

Phone (954) 916 - 2703 Fax (954) 916 - 2601

March 15, 2011

Harmony Educational Services
ATTN: Mrs. Angela Aiono
3435 East Stonebridge Lane
Eagle Mountain, UT 84005

Dear Harmony Educational Services ,

I am pleased to lend my support to The Salt Lake Charter School in the amount of \$10,000,000.00 (Ten Million USD), over a period of 5 years.

My foundation supports initiatives and projects directed towards the under privileged Pacific Island students. The Salt Lake Charter School is the type of project this foundation supports.

Thank you for dedicating your time and efforts to the betterment of the Pacific Island community.

Sincerely,



Paul F. Soliai II, President
The Paul Soliai Foundation

Appendix A

Salt Lake Charter School
Governing Board Meeting, January 9, 2012
6:00 pm

Board members in attendance constituted a quorum: Angela Aiono, Paapalii Patane, Juliann Jenne, Lola Akeripa; none absent.

Call to order, 6:05 pm

No minutes needed to be approved from the previous meeting.

Business item:
Discussion of adding three new board members:
Samuel Peay
Matt Gregersen
Lorena Riffo-Jenson

Action item:
Voting on the new members

All three members are unanimously approved and will be included in the charter resubmission due Friday, January 20, 2012.

Business item:
Discussion of presentation to State Charter School Board meeting and how crucial it is for all to attend that day.

Call to adjourn meeting at 6:45 pm, motion by Paapalii Patane, seconded by Juliann... All in favor.