

Timpanogos Academy

Charter School Application

(Spring 2003 Amended Version)

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Utah Charter School Application

Applicant

Instructions: The applicant is the person authorized to act on behalf of the proposed charter school. The USOE will address all of its correspondence and communication to the applicant. The applicant may represent an individual, group or organization; if a group or organization, please provide a description. If the space provided on this form is not sufficient, please place the description in an appendix and reference the appendix here.

Name: The Timpanogos Academy Foundation
Contact Person: Eric Smith
Address: 33 North 1200 East
City: Lindon
State: Utah
Zip: 84042
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We represent a group of parents, children, educators, and community and business leaders in northern Utah County who would like to have a charter school in our community. We plan an academically rigorous, back-to-basics curriculum with small classes and a low student-to-teacher ratio to best meet our children's needs.

We wish to make the benefits of the acclaimed Core Knowledge curriculum available to our children in a public school setting.

In accordance with USOE request, this revision has removed much of the supplementary information contained in the original document.

Acknowledgements

The Timpanogos Academy Founding Members would like to thank the consultants that have assisted us in this application process.

- Denise Mund, Board President at Jefferson Academy Charter School, Charter Schools Consultant for the Colorado Department of Education
- Mike Munier, CDE, Regional Team Coordinator, Colorado Department of Education
- Lynne Williamson, Founding Member and Board President, Woodrow Wilson Academy Charter School
- Andrea Bartleson, Principal, Woodrow Wilson Academy Charter School
- Jim Griffin, Director, Colorado League of Charter Schools
- Jon Schroeder, CEO, Charter Friends National Network
- Holly Hensey, Regional Training Director, Core Knowledge Foundation
- Dr. Marguerite Driessen, Professor of Law, J. Rueben Clark Law School, Brigham Young University

School

Instructions: Please provide the requested information about the proposed charter school. If the information is not yet available, please indicate by writing N/A in the space provided.

Name: Timpanogos Academy
Address: N/A 55 South 100 East
City: Northern Utah County Lindon
State: Utah
Zip: N/A 84042
Phone: N/A 801.785.4979
Fax: N/A
E-mail: N/A reporter@timpacademy.org
Web Address: http://www.timpacademy.org
School District: Alpine School District
Date School Will Begin: August 26, 2002

Grade Level or Student Ages to Be Served:

Initial enrollment may include approximately 350 students, grades kindergarten through sixth (K-6) with up to two classes of each grade level.

~~At a time yet to be determined, the Academy will request to amend this application in accordance with the provision in the Utah Charter School Act, 53A-1a-508-4, to include the addition of one upper grade each year through twelfth grade. With Utah State School Board permission, the Academy will eventually be a two-round school with a maximum capacity of approximately 650 students, grades K-12.~~

Starting in the 2003-2004 school year Timpanogos will expand to serve children in grades kindergarten through eighth (K-8) with up to three classes of each grade level. Total maximum enrollment will be approximately 675. It is anticipated that our enrollment would only gradually increase to this number over a period of several years. This growth would only represent a small fraction (<5%) of the annual growth of the Alpine School District (from which almost all of our student population is drawn).

Timpanogos Academy understands that it will be its own LEA. We understand this will require us to handle many issues like testing and special education. We agree to comply with the requirements implied by this designation, and request that the Utah State Office of Education help to educate us on the issues that we might not be aware of.

School Governance

1. Administrative Structure:

Instructions: Describe the governance and administrative structures of the school, including representation on the governing board.

Number of Members; Manner of Selection; Vacancies; Attendance

A Chief Administrative Officer (CAO) and a six-member board of directors will oversee and direct Timpanogos Academy. They will have ultimate responsibility for running the school. The Elections Sub-Committee will strive to recruit a balance of parents or grandparents of children enrolled in Timpanogos Academy and members of the community-at-large to serve as board members. Additionally, the Academy's principal will sit on the board as an ex officio (non-voting) member.

Upon approval of the Timpanogos Academy's charter application, the board of directors will be elected by the parent membership, after the approval of their application by the Founding Committee of the Academy. (Members of the Founding Committee are listed in *Appendix B*.)

In order to establish a board of director's service rotation, in the initial term of service, all the directors except the principal will be elected for terms of varying duration. Two members will be elected for a one-year term, two directors, including the Vice-President of Education, will each be elected for a two-year term, and three directors, including the CAO and Treasurer will each be elected for a three-year term of service. Thereafter, elections for directors will be held each May at the annual meeting of the parent membership of Timapanogos Academy (parents of students for the following school year) and voted upon by the parents of The Academy. Each director will be elected to a two-year term of service with the exception of the CAO, which will always be a three-year term. Each parent will have one vote for each board seat, except for the principal seat.

- A. In the event of dismissal, resignation or other vacancies on the board, volunteers will be asked to apply to serve the remainder of the term for any particular seat, and a volunteer will be selected by a vote of the board. Attendance at board meetings is mandatory. Missing two meetings in a row without prior approval from two directors of the board will result in immediate dismissal from the board.
- B. The board will meet at least once a month to discuss the Academy's operations and hear reports and updates from each board member, consider and adopt policies, and consider requests and concerns from parents, students and teachers. A majority vote of those present at a board meeting will constitute action by the board. The board may not act unless a quorum of four members is present.

2. Governing Board:

Instructions: Describe the selection process for the charter school governing board, including how often members are chosen.

Timpanogos Academy Board of Directors shall have a firm belief in the traditional school format and be committed to using the Core Knowledge curriculum. The directors shall be fully committed to the charter school concept.

The purpose of the board of directors is to oversee the school, but not manage the day-to-day affairs of the school. The directors shall be able carry out the Timpanogos Academy vision, foster relationships with staff and the school community, and oversee the budget.

Qualifications:

- A. Read Professor E.D. Hirsch's books, Cultural Literacy and The Schools We Need and Why We Don't Have Them and agree with the principle that our society has a foundation of knowledge upon which subsequent learning is built.
- B. Read and be familiar with Robert's Rules of Order since meetings will be conducted in this format.
- C. Be familiar with the Core Knowledge Scope and Sequence and understand the curriculum used in Open Court and Saxon Math.
- D. Be in agreement with the educational philosophy, discipline policy and administrative structure of Timpanogos Academy.
- E. Attend at least two Parent/Teacher Organization meetings a year to show support and encouragement for this vital aspect of the school. The Academy directors will not serve on the PTO board. However, directors may chair and serve on PTO committees.
- F. Prior board experience is helpful but not necessary. However, a high level of professionalism and a strong desire for the success of the school is mandatory. The motivation for serving on the board shall be to help guarantee the educational success of students.
- G. All directors are required to attend a yearly board conference where the goals of the board are defined, a board self-evaluation critiqued, outside speakers present information on effective board leadership, and other pertinent topics are discussed.
- H. The directors will annually attend a "Board Visit Day" at the school. During this time, directors will visit classrooms, talk with the staff and become familiar with current school concerns.
- I. The directors will conduct an annual self-evaluation. Goals for the next year will also be determined at that time.
- J. Directors shall fulfill their responsibilities on the board, board committees or subcommittees to their fullest capability.
- K. All directors should be the best public relations representatives the school has.
- L. The director elected to the Treasurer's position must have a strong financial background, including experience in education or budget management, personnel management, and conflict resolution.
- M. The director elected to the Vice-President of Education's position must have experience in education.

- N. The director elected to the Chief Administrative Officer's position must have extensive experience in general business administration, budget management, personnel management, and conflict resolution.

Behavioral Expectations:

- A. Expectations include a professional demeanor at all board meetings. Issues being discussed shall not be personalized nor directed toward any other board member, staff member, parent nor anyone else.
- B. Directors shall respect and listen to ideas being presented by other board members. Directors shall encourage each other to ~~fulfill~~ fulfill their responsibilities to their fullest potential.
- C. When receiving criticisms from parents or other interested parties about staff or other directors, the directors shall direct the speaker to the directors/staff member who is involved in the situation.
- D. Conflicts shall be addressed first with the people with whom the conflict was created. Directors will do their utmost to avoid unnecessary conflict, and always maintain the well being of the school as their first priority.
- E. Directors shall be dedicated and committed to the vision of Timpanogos Academy. As such, they are expected to exemplify integrity, honesty and respect. Any board member involved in conflict that is unresolved shall put the vision of the school first and step down from the board.
- F. Directors missing more than two consecutive board meetings without prior approval from two directors of the board shall be immediately dismissed.
- G. Board business will not be conducted outside of regular board meetings between the directors.

Governance of Timpanogos Academy:

- A. A Board of Directors shall govern Timpanogos Academy. The principal shall make decisions on a day-to-day basis and fulfill all administrative duties for the school. The principal of Timpanogos Academy shall answer directly to the board. The board will maintain the vision and steer the school's direction as it carries out the mission statement. (See Section 15)
- B. As with all charter schools, Timpanogos Academy is an entity separate from the school district in the area of governance. Each director shall protect this unique characteristic.
- C. Directors will not question any decision made by the principal in any public arena. If a director questions a decision, he or she shall immediately take that concern to the administrator in a confidential and diplomatic format. The principal shall agree to the same commitment. Respect for each other shall remain constant.
- D. While at the school, board members shall be mindful of the different roles they play: parent, volunteer, director, etc. A director will not use their position of authority while acting in their parent or volunteer roles. Directors shall foster good relationships with the administrator and staff. Each director will serve the best interests of the Academy.
- E. The vision and mission statement of Timpanogos Academy will serve to guide the board of directors. The goals to continually improve, maintain integrity, serve the

families of the Academy and ensure academic success for our students shall take precedence in all situations.

F. The directors shall sign an agreement that they will abide by all the above rules.

3. Chief Administrative Officer:

Instructions: Provide the name and describe the qualifications of the chief administrative officer.

The current Chief Administrative Officer of the Timpanogos Academy Foundation is W. Eric Smith, 33 N. 1200 E., Lindon, UT, 84042. He may be reached by phone at 801-796-0357 or 801-201-0435 or through email at esmith@timpacademy.com or eric@smithfam.org.

It is understood that he serves in a temporary capacity, until a regular CAO can be elected. The regular CAO will be elected, along with the governing board as soon as is practical upon Timpanogos Academy receiving its charter. See *Appendix D* for a list and resumes of potential CAO and Board candidates.

4. Parent Involvement:

Instructions: Describe how parents will be involved in establishing and reviewing policies, procedures, and programs, including the school's curriculum and instruction program.

Parent involvement will be essential to the success of the school. All parents are strongly encouraged to volunteer a minimum of 40 hours per family per year for the school. Parents will be asked to sign a contract to commit to volunteering at the Academy. This volunteerism will accomplish two goals:

1. Improve the quality of education by relieving some of the burdens on the teachers and staff.
2. Allow parents to feel ownership in the school and their children's education.

Parents will be encouraged to volunteer in a variety of ways that can include, but are not limited to:

Classroom Help	Tutor/Mentor
Grading Papers	Field Trips
Bulletin Board	Room Parents
Assemblies	Lunch Room
Special Productions	Playground
Pianist	Library
Committees	Technology
PTO	Office Help
Fundraising	Clinic Help

Parents who are employed will not be excluded from volunteering at the school; but they may, because of time restrictions, spend time doing things that can be done at home, in the evenings, on weekends, or over vacations.

In order to facilitate parent volunteerism the Academy will have a volunteer coordinator who will organize and oversee the volunteers at the Academy. Her job will consist of organizing and planning volunteer schedules, keeping track of volunteer hours, contacting parents with their schedules and keeping copies of volunteer contracts. This position will be a volunteer position at first, but may become a paid position at minimum wage should the position warrant it.

5. Communication with Parents:

Instructions: Describe the procedures for notifying parents of their opportunities or obligations for involvement as well as the procedures for filing complaints.

Communication with parents is vital to the Academy's success. Thus, Timpanogos Academy will have an "open door" policy for parents. Subject to State and Federal laws, parents are welcome to visit the school or classroom at any time. We ask that parent visits not disturb the teacher nor the students. Parents will have no restrictions in discussing needs or concerns with teachers except that it cannot interfere with classroom instruction. As a courtesy we suggest an appointment, but it is not required. Parents who abuse this privilege or who become a nuisance to the teacher or students will be asked to stop.

In addition to open access to the classroom and the teacher, parents will receive a monthly newsletter from the Academy and a weekly newsletter from the teacher. Technology will be an important part of the school's curriculum and communication. Each teacher will be accessible to parents through personal contact, e-mail and telephone.

Parents shall in no way interfere with or supercede the autonomy of the teacher in the classroom. While at school the teacher will have the authority and control over the classroom.

Parents may voice complaint(s) with the person(s) or teacher(s) involved. If the concern is not resolved a parent may file a complaint with the principal. If the principal does not respond in a timely and satisfactory manner the parents may take their complaint(s) to the board of directors.

6. Complaints:

Instructions: Describe the procedures for receiving and responding to parent complaints.

Complaints should be handled between the parties involved. For example: if a parent has a complaint against a teacher, that parent should go to the teacher. If this fails to solve the problem then the parent should go to the principal. If the problem is not solved, the parent should go to the board of directors. Any problems not solved satisfactorily in this manner may be referred to the legal system. *(See district policy 1312 in Appendix E)*

Students

7. Notification:

Instructions: Describe how potential students and their families will be notified of the opportunity to attend the new school and the procedures for applying.

Since its approval, Timpanogos Academy has provided community notification as follows:

September 7-9, 2001: more than 200 fliers announcing the school's approval and acceptance of student applications were posted throughout the Alpine School District. These were posted in diverse businesses, including grocery stores, dance studios, gymnastics studios, karate studios, bread stores, auto parts stores, gas stations, and so forth. They were also posted in public libraries, community centers, and city halls.

September 7, 2001: a press release detailing the school's approval and acceptance of student applications was sent to every newspaper, radio, and television station from Salt Lake to Provo.

September 7, 2001: KSL Radio repeatedly broadcast news of the school's approval.

September 7, 2001: Parents who had previously expressed interest in the school by filling out "Intent to Enroll" forms were notified by email and/or phone that they could now complete an actual application for enrollment.

September 8, 2001: The Salt Lake Tribune ran an article highlighting the school's approval and acceptance of student applications.

September 9, 2001: The Deseret News ran an article highlighting the school's approval and acceptance of student applications.

September 9, 2001: The Daily Herald ran an article highlighting the school's approval and acceptance of student applications.

September 14, 2001: The Deseret News ran an article highlighting the school's acceptance of student applications.

September 20, 2001: The Daily Universe ran an article highlighting the school's approval and acceptance of student applications.

September 24, 2001: The Daily Herald ran an article highlighting the school's acceptance of student applications.

September 26, 2001: The Daily Herald ran an article highlighting the school's acceptance of student applications.

September 29, 2001: The Timpanogos Academy held a public meeting at 6:30 pm in the American Fork Public Library to explain details about the school to interested people and explain the application process. The meeting was well attended by community and press members.

Early October, 2001: Articles ran in city newsletters distributed with city utility bills in American Fork, Pleasant Grove, Lehi, Lindon, Highland, Alpine, Saratoga Springs, Cedar Hills, and Orem, detailing the school's acceptance of student applications.

October 5, 2001: The Deseret News ran an article highlighting the school's acceptance of student applications.

The school will continue its efforts at community notification through the close of its open enrollment period by generating weekly press releases to the Deseret News, the Salt Lake Tribune, the Daily Herald, and the Daily Universe detailing the application process.

The school will continue its efforts at community notification through holding an open, informational meeting at the American Fork Public Library on October 27, 2001 at 6:30 pm.

The school will continue to communicate with interested community members through regular emails to its listserv.

The school will continue to accept all applications received up through November 9, 2001.

8. Selection:

Instructions: Describe the admissions selections process and any preference given in admissions.

Federal and State laws prohibit the selection process from discriminating against anyone regarding religion, gender, race, national origin, color, disability or age.

Timpanogos Academy's initial open application period extends from September 7 2001 through November 9 2001. First preference in enrollment will be given to children of founding members of the school. Second preference in enrollment will be given to siblings of students as permitted by state law. Third preference in enrollment will be given to residents of the Alpine School District. Space available after enrollment is given to founders' children, siblings of currently enrolled students, and Alpine School District residents may be filled by other students residing within Utah. In the event that Timpanogos Academy is oversubscribed at any of these preference levels, on November 9th, 2001, Admission will be offered base on the results of a lottery held in accordance with State and Federal requirements and with Timpanogos Academy's allowed legal preferences. Students not accepted at Timpanogos Academy will automatically be wait-listed in accordance with lottery outcome.

Notification of either acceptance or wait-list status will be sent out to families by US mail within 30 days. Families must respond to the notification letter with actual enrollment within a reasonable time frame established by the school.

Enrollment standards comply with Utah Code Section 53A-1a-506 and the ESEA title X provision under the Charter School Expansion Act of 1998. (See *Appendix F* for a copy of ESEA's title X)

9. Standards:

Instructions: Describe the standards that will govern student conduct, dress, and performance, how and when those standards will be communicated to students and parents, and how they will be enforced.

A parent/student handbook will be given to each child upon enrollment and will outline the following standards:

Student Conduct:

Each student must learn to respect authority, the rights of others, and to take care of his own and others' property. Additionally, no student will be allowed to disrupt the education of other students. Although it is necessary to have school and classroom rules, The Academy's emphasis will not be on do's and don'ts, but on guiding the

student to a proper response to any given situation. In order to accomplish this, we will set discipline standards that are enforced fairly and consistently. In the event that disciplinary action is necessary, affected students will be given due process.

All enrolled students of Timpanogos Academy are expected to follow four school rules. Upon admission to the school parents and students will be expected to sign an agreement that they will abide by the four school rules.

Four School Rules

The following are the "Four School Rules" of Timpanogos Academy. It is the belief of the Board of Directors, staff and parents of Timpanogos Academy, that if each student acknowledges and obeys these rules, Timpanogos Academy will be a safe and enjoyable place to learn.

1. Keep all communications respectful.
2. Use your hands and feet in appropriate ways.
3. Be a good caretaker of all things.
4. Respect and obey all supervising adults.

Student Dress Code:

A safe and disciplined learning environment is the first requirement of a good school. Young people who are safe and secure, who learn basic American values and the essentials of good citizenship, are better students. In response to growing levels of violence in our schools, many parents, teachers and school officials have come to see school uniforms as one positive and creative way to reduce discipline problems and increase school safety.

They observe that the adoption of school uniform policies can promote school safety, improve discipline and enhance the learning environment. The potential benefits of school uniforms include:

- Decreasing violence and theft – even life-threatening situations – among students over designer clothing or expensive sneakers.
- Helping prevent gang members from wearing gang colors and insignias at school.
- Instilling discipline in students.
- Helping the students to concentrate on their schoolwork.
- Helping school officials recognize outsiders who come to school.

(U.S. Department of Education, Manual on School Uniforms)

As a result, Timpanogos Academy adopts a school uniform policy, in accordance with the recommendations of the U.S. Department of Education's school uniform policy and Utah State code, as follows:

- A. Parental support of a uniform policy is critical for success. Therefore, each parent and student will be asked to sign a form at registration that they will support and abide by the approved uniform policy.
- B. Uniforms will not interfere with religious freedom by restricting the wearing of religious attire under the Religious Freedom Restoration Act.

- C. Uniforms will not prohibit the wearing or displaying of expressive items such as campaign buttons – as long as such items do not contribute to disruptions by interfering with discipline or with the rights of others. Gang insignia, profanity or other offensive accessories shall not be worn. All other items including hats or caps shall not be worn during school hours unless they are a part of the approved uniform.
- D. The uniform policy of Timpanogos Academy is a mandatory policy. Because this is a charter school, parents have the right to choose whether to place their children in the school. Parents will make that choice being fully aware that there is a school uniform policy. The “opt out” clause of the uniform policy is to withdraw from the Academy.
- E. The uniform policy will not require the children to wear a political, business, religious nor any other message for advertising purposes. The only message permanently permitted on the uniform is the school logo.
- F. Families that qualify for government financial assistance will be provided with uniforms at little or no cost to them. This may occur in one of two ways:
 - a. Uniforms will be available for donation or resale at reduced prices during a uniform exchange to be held each year.
 - b. If no uniforms are available, Timpanogos Academy families may donate funds to provide uniforms, or the school will purchase two complete uniforms per child, per year.
- G. Uniforms will be determined by the Governing Board of Directors with input from the parents, and will not be changed nor altered except by a majority vote of the board.

Attendance:

The Academy will maintain an attendance rate equal to or better than the district standards. To assist in meeting this goal, the Academy will:

- Require that teachers contact absent students within one school day to make sure make-up work is clearly assigned and thereby reduce the impact on overall school work when returning to school.
- Recognize students each semester for perfect attendance through classroom awards.
- Recognize students for good work and behavior.
- Display students’ work in the classrooms and hallways.
- Require that teachers and/or the Principal are to determine causes for absences and contact parents of students with absences in excess of five percent. Individualized strategies will be developed to help these students improve attendance.
- Involve parents in correcting the problem.
- Ensure that students attend the required 990 hours per year.

Tardiness:

Tardiness is a disruption to the learning environment and will be discouraged for the benefit of all the students in the Academy. If a child is tardy, a parent must call or send a note to explain why the student is tardy in order for the student to be admitted to class. Three unexcused tardies within one semester will result in the student’s

receiving a one hour detention. The principal will contact the parents if tardiness becomes a chronic problem.

Attendance Notification:

If a student is absent from school, a parent or guardian is expected to call the school by 10:00 a.m. to excuse the student from school and let the school know when the student is expected to return. If a parent does not call by 10:00 a.m., a call will be placed to the parent's home or work to notify the parent that the child is absent from school. Parents must notify the school of absences or the absences will be unexcused. Three unexcused absences within one semester will result in the student's suspension for one day.

Make-up Work:

When absences occur a student has 2 days for each day absent to make up missed work.

Homework:

Homework is a valuable part of the learning experience. Homework teaches self-discipline and good study habits. Therefore, we adopt a policy that homework is to be given out by the teachers on a regular basis using the following standard:

Meaningful homework is given out on an age appropriate basis of no more than 10 minutes for each grade. In other words, no more than 20 minutes a night for second graders and so on. Homework should be sent home a minimum of 3 nights per week.

10. Dismissal:

Instructions: Describe the procedures and processes that will be used to dismiss students from the charter school.

Since the classroom teacher is the one who works most closely with the children, he or she carries the bulk of the discipline responsibility. It is important that the teacher works with the parents in these matters and that communication remain open and honest. It is of utmost importance that the teacher and parents work together as a team in discipline matters. In the event that dismissal is necessary, affected students will be given due process. For details on the discipline and dismissal policy (*See Appendix G*)

Staff

11. Screening and Selection:

Instructions: Describe the procedures used to determine the qualifications and fitness of employees for assignments.

Hiring of Personnel:

All persons who perform services for the Academy shall be considered "at-will" employees. The State agrees that the Academy shall select its personnel directly without prior authorization from the State, subject to compliance with all federal and state rules and regulations. The Academy's board of directors may terminate the employment of any personnel so long as such employees are not terminated for unlawful reasons.

The Academy's board of directors and principal shall be independently responsible for the supervision and evaluation of the Academy's teaching staff on an annual basis.

The Academy's board of directors shall be responsible for evaluating the performance of the school's principal on an annual basis.

The Academy shall adopt its own written policies (in compliance with federal and state law) concerning the recruitment, promotion, discipline and termination of personnel; methods for evaluating performance; and a plan for resolving employee-related problems, including complaint and grievance procedures; however, the Academy shall not have the authority, by virtue of such policies or procedures or other action of the board of directors, to change the "at-will" nature of the employment relationship.

12. Qualifications:

Instructions: Describe the minimum acceptable qualifications for professional staff.

The positions described below are intended to be an example of the staffing that Timpanogos Academy might use. Timpanogos Academy will comply with all State and Federal laws in staffing, including hiring only certified teachers.

Principal or Headmaster:

Qualifications:

- An advanced degree in Educational and/or Business Administration.
- Three years successful administrative experience is preferred.
- Five years successful teaching experience is preferred.
- For a principal, a valid Utah Administrator's Endorsement, or one from a state with which Utah has reciprocity arrangement is required.

Leadership Duties:

- Demonstrates commitment to Timpanogos Academy's vision and mission and communicates that vision and mission to school personnel, the students and families and the community.
- Models school values for students, parents and the board of directors.
- Is a visible leader maintaining frequent contact with students and staff.

- Exercises a participatory management style with staff.
- Communicates effectively by written and oral methods.
- Fosters a climate of innovation.
- Facilitates activities for families and staff to encourage community and shared purpose.

Educational Leadership Duties:

- Hires and evaluates staff.
- Oversees planning and evaluation of programs and sets priorities for these.
- Coordinates design of curriculum with staff.
- Administrates all school-based programs.
- Administers services of resource personnel.
- Assists staff in evaluating their methods and instructional materials.
- Designs schedules.
- Develops cooperation and teamwork within staff.
- Assists staff in accommodating individual student needs and abilities.
- Monitors student progress, discipline, health and safety.
- Provides perspective on educational issues with the Academy's board of directors on a regular basis.
- Establishes a plan for improvement of instruction, school philosophy and school policies.
- Assists the board in evaluating the school's progress on established priorities.

Community Relations Duties:

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

Managerial Duties:

- Approves and authorizes:
 - building usage
 - budget items
 - permanent record maintenance
 - building maintenance
 - all school-based activities and schedules
 - purchase and utilization of material resources
 - equipment
 - textbook and supplies
- Establishes an organization pattern for the school.
- Plans and implements the staff development program.

- Delineates all responsibilities and authority, establishing lines of communication and supervision.
- Develops enthusiasm and promotes positive morale among staff and parents.
- Prepares master budget.

Teachers - Grades K through 6-8 (up to 13-26 positions):

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

Occasionally, after-hours work may be required. Teachers will be required to attend one-half of the Parent Teacher Organization meetings and assist with extra-curricular programs on a rotating basis.

All teachers must be licensed or qualified to teach under alternative certification or authorization programs according to state law, have prior experience in their grade level(s) and a strong desire to work with an innovative educational program. They must also possess the ability to work well with others.

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

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

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

Educational Assistants (Classroom Aides)- Grades K through 6-8 (up to 13-26 positions):

Educational Assistants will be responsible for implementing curriculum, coordinating with teachers for their work loads, maintaining current attainment level information, reporting attainment levels below minimum or early attainment to the teacher, keeping accurate and concise records, assisting with maintaining work portfolios, following established classroom procedures, requesting teaching materials from the

teacher, requesting supplementary educational materials from the teacher, requesting parent volunteers and reporting all education-related activities to the teacher. Classroom teachers will determine the hours they would like their Educational Assistant to work. Occasionally, after hours work may be required. Educational Assistants will also be required to assist with extra-curricular programs.

All classroom aides must have a minimum of a high school diploma, as well as a strong desire to work with an innovative educational program. They must possess the ability to work well with others.

Physical Education Teacher (.5 to 1 position):

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

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

Music Teacher (.5 to 1 position):

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

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

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

Art Teacher (.5 to 1 position):

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

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

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

Computer Science Teacher (.5 to 1 position):

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

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

School Administrative Assistant (1 position):

The school administrative assistant will report directly to the principal, and will be responsible for answering the phone, calling parents in case of an ill or absent child, filing, typing, bookkeeping, and other receptionist-type duties. The administrative assistant may be required to word process or copy as a support function to the teaching staff as well. The administrative assistant may also work in the classroom, supervise playground activity, fill in as a clinic aide or otherwise support the Academy's day-to-day operations. The administrative assistant may also be asked to run errands, phone parent volunteers, etc. The administrative assistant will report to work no later than 8:00 AM and be available on campus until 4:00 PM. Occasionally, after-hours work may be required.

The administrative assistant must be computer literate, proficient in standard word processing and database programs, be able to handle money, be knowledgeable of standard office procedures including, but not limited to, letter writing, purchase orders, shipping, payroll, bookkeeping, and have prior experience working with children. The school administrative assistant must also have the ability to work unsupervised, a strong desire to work with an innovative educational program and the ability to work well with others.

Custodian (.5 position):

The Academy will employ one custodian. The custodian must have a high school diploma and at least 2 years experience in building maintenance and custodial services. As the school grows this position may be up-graded to a full-time position.

Clinic Aide (.5 position):

The clinic aide will be responsible for maintaining a daily clinic log, and health and immunization records required by Utah law for each student. First Aid and CPR certifications will be required and maintained on an annual basis. The clinic aide will also be required to assist in preparing state reports, ordering supplies and be an active member of the office team. The clinic aide will follow established guidelines of school health policies as well as observing issues of confidentiality. This is one-half of a position.

Terms and Conditions of Employment:

Definitions

Full-time employee:	Any employee working 35 hours or more per week on a permanent basis.
Full-time status:	Achieved when an employee has worked 35 hours or more per week for four consecutive weeks in any position(s).
Hourly employee:	Any employee whose pay rate is based on an hourly rate.
Salaried employee:	Any employee whose pay rate is based on an annual rate.
Paid vacation days:	As established by the school schedule. Only salaried employees will be entitled to paid vacation days.
Non-paid vacation days:	Holidays and other days as established by the school schedule. Hourly employees are not paid for non-paid vacation days.
Personal days:	Each full-time salaried employee shall receive two paid personal days per school year.
Sick days:	Each full-time salaried employee shall receive five paid sick days per school year.

Because the principal, teachers and staff will be working with children, all staff will undergo a background check in compliance with all state requirements. Volunteers who will serve in any capacity that may involve contact with children must also undergo a background check.

13. Staffing Patterns:

Instructions: Describe the anticipated staffing pattern, including whether students will be in self-contained classes, in multiage groups, or rotated among different teachers, class sizes, roles of non-professional support staff, and other pertinent aspects of the staffing pattern.

Students will be in a self-contained, traditional classroom setting for all of their core classes: Language Arts, Math, Reading Science, Social Studies, Handwriting, etc. Students will go to other teachers for Music, Art, Physical Education and Computer Sciences, or such teachers may rotate between classrooms. At some point there will be foreign languages taught in the schools and the students will go to another teacher for foreign languages.

Class sizes will be 25 students per class with a full time teacher and a teacher's aide and/or student teacher and/or classroom volunteer with a ratio in the classroom of at least 1 to 13. Kindergarten classes will be morning and afternoon classes of no more than 25 students each, with one teacher and one teacher's aide and/or student teacher and/or classroom volunteer per class.

14. Teaching Schedule:

Instructions: Provide a copy of teaching schedule for staff members, including provisions for preparation, consultation with students and parents, and professional development.

Report to School:

All teachers will report to school one week prior to the beginning of each school year. Teachers will receive a copy of the teaching schedule for the year on the first day they report to school. The staff under the guidance of the principal will develop the "teaching schedule".

Preparation Time/In-service:

Preparation time will be provided for with the half-day schedule on Friday for teachers to prepare class units, outlines and materials. Additional preparation time will be available while the students are in their elective classes and during lunch periods when teachers are not required to be supervising the playground at lunch. Teachers will supervise the playground at lunch on a rotating schedule along with parent volunteers.

Parent/Teacher Conferences:

All teachers will meet with parents of each student in a formal Parent /Teacher Conference twice each year.

Staff Meetings:

The teachers will attend weekly staff meetings. The principal and the staff will schedule these staff meetings.

Teacher Development:

The Academy will provide a two-day Core Knowledge in-service for the teachers prior to spring break each year. Teachers will attend a professional development retreat each summer to receive training, address concerns, develop units and review

information presented at the annual Core Knowledge Conference. The retreat will last for a minimum of three days and teachers will be paid for those training days.

Curriculum and Instruction

15. Purpose:

Instructions: Explain the school's purpose, mission, and goals, specifying the factors that set it apart from other educational entities currently available in the area.

Our motto:

“For the Love of Learning”

Our mission:

To establish an educational institute with an environment in which each student gains the scholarly knowledge and skills vital to becoming self-motivated life-long learners, and to succeed in this rapidly evolving and complex world.

This mission will be accomplished through an academically rigorous curriculum, taught in small classes, in an environment of respect and self-discipline with high parent involvement.

The Goals of Timpanogos Academy:

Academic..... To help each child:

- Develop communication skills in the areas of listening, speaking, reading and writing.
- Develop a core knowledge of mathematics and the sciences.
- Develop an appreciation and knowledge of world and American history and our country's heritage.
- Develop an appreciation of the physical environment.
- Develop good study habits.
- Achieve their full learning potential.

Physical..... To help each child:

- Develop habits of personal hygiene and healthful nutrition.
- Develop coordination skills.
- Develop an appreciation of sports through observation and participation.
- Develop safety awareness.

Artistic..... To help each child:

- Develop an awareness of and appreciation for nature.
- Develop an understanding and enjoyment of art and art media.
- Develop a knowledge and enjoyment of a variety of musical expressions.
- Enjoy creative expression through drama, musicals and puppetry.
- Enjoy and participate in artistic experiences in the community.

Character..... To help each child:

- Develop self-control and responsibility as a way of life.
- Develop the ability to meet change, uncertainty, and complexity with confidence.
- Prepare for intelligent, responsible citizenship.

- Develop appreciation, compassion and respect for others
- Experience success in-group participation as a leader and follower.
- Attain a good self-image.

16. Curriculum:

Instructions: Describe the curriculum and instructional program to be used in the school; specify compatibility with the state core curriculum and graduation requirements.

This unique school will feature the *Core Knowledge Sequence* by E.D. Hirsch, Jr. Timpanogos Academy will be the only public school in Utah to feature the *Core Knowledge Sequence*. The Academy will provide a rigorous academic choice in education for parents in Utah County.

Another unique feature of the Academy is that it will have one teacher and one full time teacher's aide in each classroom. We will maintain a student-to-adult ratio in the classroom of less than 13 to 1.

What is Core Knowledge?

For years, educators have identified skills that should be taught at each grade level, but content decisions have often been left to the individual classroom teachers. Thus, a vast disparity of topics is taught depending on the personal interests and expertise of a specific teacher. The curricula across schools, and even within schools at the same grade level, have been quite diverse.

The Core Knowledge Sequence was developed to provide students with a rich vocabulary and broad knowledge base on which future instruction can build, broaden, and deepen. The ultimate goal is to insure that all children are given access to the same knowledge base that assures later educational success.

Thus, the Core Knowledge Sequence provides a detailed, explicit, and systematic sequence of grade-specific content that can be taught consistently year after year. This core content is organized to spiral through the grade levels, becoming more sophisticated and detailed in each successive grade.

It has been the experience of those using this approach that students retain information much longer and develop skills more easily when meaningful content is combined with the teaching of skills. (For more information on the Core Knowledge Sequence see *Appendix H*.)

How Does Core Knowledge Compare to the Utah State Core?

We have provided a grade-by-grade analysis showing that the curriculum meets, and in virtually all cases, significantly exceeds the standards of the Utah State Core Curriculum. (*See Appendix I*) The Core Knowledge Sequence is listed on AIMS as a State approved curriculum.

How Successful is Core Knowledge in Educating Children?

Core Knowledge has been proven over the years to be an exceptional curriculum for elementary level students. "Research scientist Samuel Stringfield at Johns Hopkins University did a three-year study of 12 Core Knowledge schools across the county.

He determined that the more fully Core Knowledge is implemented, the more test scores improve. Students at schools with more than 50% of their curriculum devoted to Core teaching did 12% better on the Comprehensive Test of Basic Skills than comparable non-Core schools in the same districts.” (*Forbes*, July 26, 1999, Defining Literacy Upward.)

Similar findings are true for Colorado Core Knowledge schools. Charter schools in Jefferson County, Denver, Cherry Creek, Douglas County and Adams County school districts that use Core Knowledge have demonstrated gains in the Colorado Student Assessment Program (CSAP), in many cases above that of their school district. (*Rocky Mountain News*, 1998.) Colorado charter schools outperformed the state average on the CSAP by approximately 15%. (1998 Colorado Charter Schools Evaluation Study.) Most of the charter schools outperformed the average CSAP scores of their sponsoring districts. In two out of the three CSAP assessments they outperformed other public schools in their district that serve a roughly comparable student population. (1998 Colorado Charter Schools Evaluation Study.) In the last two school years Jefferson County Core Knowledge schools significantly outperformed neighborhood schools using the district standard curriculum on the Iowa Test of Basic Skills. (See Appendix I)

The Curriculum Guidelines:

Timpanogos Academy will encourage and provide growth in basic skills, utilizing the Core Knowledge Sequence, producing self-realized and productive citizens.

The staff of Timpanogos Academy will continually evaluate the curriculum and related methods and materials based on the following criteria:

1. The curricular units will be written from a Core Knowledge perspective. The curriculum should be traditional and conventional in nature utilizing proven advances in the field of education.
2. The curriculum must be teacher-centered, allowing the teacher to exercise personal skill, talent and judgment in applying the curriculum, methods and materials.
3. With the above in mind, Timpanogos Academy will use curriculum, methods and materials with the following stresses:

Within the Core Knowledge Sequence

- a. **Reading and Language Arts:** Reading, composition and creative writing, phonics, vocabulary, speaking, listening, grammar, persuasion, literature, library skills.
- b. **Mathematics:** Problem-solving, application and computational skills.
- c. **Grammar and Writing:** An emphasis on balance between grammatical terms, concepts and rules with actual creative writing and presentation of ideas.
- d. **Science:** A "hands on" approach as well as training in scientific methodologies.
- e. **Social Studies:** Emphasis on American and World civilizations and geography.

- f. **Music:** Activity-based approach to develop musical skills and concepts. An emphasis on singing, instruments, listening, reading and composing music.
 - g. **Art:** Guiding the student in gradual development of skills in the uses of elements, and application of principles with art tools and materials.
- Beyond the Core knowledge Sequence**
- h. **Physical Education:** Child-centered and developmentally oriented activities giving students a sense of how to maintain a vibrant life-style through adulthood. Emphasis will be in broad areas of body management and general movement skills, teaching fundamental skills and knowledge of games and sports.
 - i. **Spelling:** An emphasis on spelling generalizations to word families and experience-based word lists from the student's creative writing.
 - j. **Handwriting:** Cursive writing will be introduced through a pre-cursive program that will begin in Kindergarten.
 - k. **Technology Instruction:** Emphasis will be placed on guiding the student in a gradual development of skills in the uses of technology and the computer.

Open Court Language Arts and Reading and Saxon Math will be used to support the Core Knowledge Sequence. These programs are widely recommended for their ability to support Core Knowledge.

Open Court Language Arts

In order to succeed, students must be able to read, understand, and evaluate a variety of text types and genres. In Open Court Reading, explicit phonics and comprehension skills instruction is balanced with extensive reading of both decodable texts and quality literature to give students the tools they need to succeed. This Program is designed to ensure that by the end of the first half of first grade, all students can begin to read authentic text.

In addition, the program emphasizes fluency, comprehension, writing, research, and inquiry with the goal of developing students who are truly lifelong learners and readers. Open Court Reading produces lifelong readers, thinkers, and learners.

Phonemic Awareness and Phonics

Before children can learn the sound/spelling relationships that constitute written language, they need to understand how individual sounds, or phonemes, work together to create spoken language. This awareness of how the system works, phonemic awareness, is the first piece of the foundation children need in order to go on to the next step: assigning written symbols to these sounds.

Comprehension/ Literature

Open Court Reading is based on the belief that students learn best when they are actively involved in constructing meaning. Instruction builds and supports the development of critical metacognitive strategies through teacher modeling and by demonstrating behaviors and strategies used by expert readers. Critical

comprehension skills such as classifying and sequencing help students organize information, while skills such as inference and drawing conclusions help students develop a deeper understanding of the author's meaning.

Students participate daily in reading, writing, discussing, researching, and thinking about authentic, high-quality literature encompassing a range of text genres, including different forms of fiction and nonfiction. Each selection in Open Court Reading was chosen specifically because it added a new dimension of thought to the concept of a unit and because it was the best possible example of how different forms of literature can all express a particular theme.

Inquiry, Research, and Exploration

In Open Court Reading, students model the behavior of expert learners and researchers. Opportunities for students, individually and in groups to explore, to write about, and to discuss key concepts in a specific area lead to improved critical thinking and reading skills. Students become independent, intentional, self-directed learners.

(Philosophy Statement, SRA, McGraw-Hill Publishing Co.)

For examples of how the Open Court Language Arts Program is working in other states see *Appendix K*.

Open Court is on the AIMS list for State approved materials.

Saxon Math

Learning need not be difficult, but neither does it happen quickly. Time is the elixir that turns things new into things familiar. Therefore, the most effective way for students to learn is through gentle development of concepts and the practice of those concepts extended over a considerable period of time. Saxon math calls these methods “incremental development and continual review” and applies them to mathematics.

At its simplest, incremental development is the introduction of topics in easily understandable pieces, permitting the assimilation of one facet of a concept before the next facet is introduced. Both facets are then practiced together until another is introduced.

The incrementalization of topics is combined with continual review, wherein all previously learned material is reviewed in every lesson for the entire year. Topics are never dropped but are instead increased in complexity and practiced every day, providing the time required for concepts to become totally familiar.

As concepts become familiar and the requisite skills become automated, learning becomes a game at which students can succeed and through which they find satisfaction and self-worth. More importantly, the automation of fundamental skills frees students' minds to consider the concepts on a more abstract level.

Genuine learning is demonstrated not only through the understanding of a concept but also through the ability to apply that concept to new situations. Saxon students do both with ease and confidence.

(Philosophy Statement, Saxon Publishers)

Saxon Math is on the AIMS list of State approved materials.

Timpanogos Academy will meet or exceed all the content standards in the Utah State Core guidelines and will comply with the requirements of U-Pass and assessment reporting required by statute.

17. Calendar:

Instructions: Provide copies of the school calendar and schedule, showing the hours and days that instruction will be provided.

School hours will be from 8:30 a.m. until 3:30 p.m. with a one hour break for lunch and recess Monday through Thursday. Friday classes will dismiss at noon for teacher in-service and preparation time for a total of 27.5 hours per week. Kindergarten will be in two classes. Early kindergarten will meet from 8:30 until 11:30 Monday – Thursday. Friday class will meet from 8:30 to 10:00 a.m. Late kindergarten will meet from 12:30 p.m. until 3:30 p.m. Monday through Thursday. Friday class will meet from 10:30 a.m. to 12:00 noon. The Academy will meet the requirement of 180 days and more importantly, 990 hours per school year.

In order to address the needs of families with students in the regular public schools, Timpanogos Academy will utilize a traditional school calendar, closely aligned with the calendar of the Alpine School District beginning in the fall of 2002.

18. Extracurricular Activities:

Instructions: Describe plans for extra curricular activities, including whether the school intends to participate in interscholastic competitions, and if so, how will they be done.

The Academy will plan meaningful field trips throughout the year for each grade. Parents will be notified of field trips in advance and asked to volunteer to staff and/or provide transportation for field trips.

The Academy will plan and implement after school activities as directed by parent/student interest under the direction and approval of the governing board of directors.

The Academy will not participate in interscholastic athletic competitions at this time. At some point in the future the academy may decide to participate in interscholastic competitions under the direction and approval of the board of directors. The State will be notified of any changes in this policy.

The Academy will decide whether to participate in interscholastic academic competitions on a case-by-case basis.

Student Assessment

19. Instruments and Procedures:

Instructions: In addition to participating in the statewide public education assessment program and end-of-level core curriculum assessments, describe instruments and procedures for assessing student performance.

The Academy exists to fulfill the students' educational needs. So that the State can measure the success of the Academy as compared to other public elementary schools, Timpanogos Academy will comply with all of the requirements of U-Pass.

To assess the Core Knowledge curriculum the Academy staff will develop assessments based on Core Knowledge standards. Those assessments will be administered on a schedule to be determined by Academy staff.

The Academy will perform a variety of assessments to measure the following definable goals of the school:

Timpanogos Academy Goals and Assessments:

GOAL	ASSESSMENT
The importance of regular school attendance cannot be overstated, and the Academy will strive for consistently high attendance rates of 90% or better.	The Academy will meet or exceed the attendance rates of elementary schools in the district. To assist in meeting this goal: The Academy will facilitate voluntary carpooling among the student's parents. The Academy will identify and address non-illness related absences that could prevent or hinder regular attendance.
Parent Involvement will be essential to the school. The academy intends to provide unprecedented opportunity for hands-on involvement in the structure and operating of their children's school.	All parents will be strongly encouraged to volunteer a minimum of 4 hours per month per family for the school. The Academy will have a volunteer coordinator to organize and oversee the volunteers of the school.
In order to maximize individual teacher attention to each child, class sizes will be limited to approximately 25 students.	Class size will be limited to approximately 25 students.
The Academy will insure that all students meet or exceed the appropriate grade level requirements as stated by the Utah State Core Curriculum and also the Core Knowledge Sequence.	The Academy will administer the Utah State Office of Education's End-of-Level assessment test each spring. We will achieve or exceed the average median score of Alpine District elementary schools. Each fall the Academy will also administer a nationwide standardized test (SAT 9). The Academy will the meet or exceed the district's average median score and improve on that score by at least 2.5% each

<p>The Academy will promote the school's safe environment by cultivating each student's sense of responsibility, self-discipline, work ethic and self-reliance. Each student will understand and practice appropriate behavior. Students will increase their ability to predict what consequences may result from their behavior and choices and take responsibility for them.</p>	<p>year until a minimum of 80% is met.</p> <p>The Academy will work with students and parents in improving habits in studying, behavior and thinking. Each student and parent will be required to sign a contract promising to honor the Academy's Code of Behavior. The Academy will have lower incidents of student referrals to in school suspension and suspensions that the district average.</p>
<p>The Academy recognizes that parents must be involved in and satisfied with the education of their children. We also know that children must enjoy school to become better learners. Therefore, the Academy will maintain a minimum satisfaction rating of 85% from the parents and students.</p>	<p>The parents and students will fill out a survey each year that will measure the satisfaction of parents and students. <i>(See Appendix M.)</i></p> <p>This survey will be assessed and assembled into a report to be given to the parents, teachers and community. This survey will be a tool for the board and the principal to measure and maintain satisfaction among the parents and/or to correct areas of concern.</p>
<p>The Academy recognizes that teachers must be satisfied in their work and maintain a high morale in order to be effective teachers. The Academy will provide a high level of job satisfaction among the staff with a minimum of 85% satisfaction rating.</p>	<p>The staff of the Academy will fill out a survey that will measure the satisfaction of the staff. <i>(See Appendix M.)</i></p> <p>This survey will be a tool for the board and the principal to maintain satisfaction and to correct areas of concern.</p>

20. Reporting And Use:

Instructions: Describe how information obtained from assessments will be reported to parents and how it will be used in the management of the educational program.

The Academy's Founding Committee submits the following description of its plan for evaluating pupil performance, the types of assessments that will be used to measure pupil progress towards achievement of the Academy's pupil performance standards, the timeline for achievement of such standards, and the procedures for taking corrective action in the event that pupil performance at the Academy falls below such standards.

Pupil Performance Evaluation, Types of Assessments and Procedures for Corrective Action:

Evaluation Plan

Each spring, all of the Academy's students will take a battery of tests as required by the state testing policy. The benchmarks will meet or exceed the standards written in the Utah Department of Education's Core Curriculum.

Oral examinations, written examinations, writing samples, audio recordings, artistic renderings, or any combination of these examples may also be used to demonstrate attainment.

Annual evaluation reports of tests required by the state will be submitted to the state. An initial baseline evaluation based on the test methods currently in use by the state will also be submitted. A comparative analysis of goals established and goals achieved will be presented in the evaluation as well.

Corrective Action

As a part of the ongoing instructional process, teachers will identify any student who begins to fall below accepted levels of achievement. If a student is identified as beginning to fail, then the following process will be initiated to remedy the problem.

1. The classroom teacher will assess the problem and begin a remedial program that will include, but not be limited to, additional instructional time with the teacher or an aide, labs, and at-home or after-school work. The parents will be notified and consulted. If achievement does not improve, then the teacher will seek further assessment of the problem in step two.
2. If the classroom teacher has attempted to remedy the achievement of the student with little or no success, then the student will be referred to the designated person that will assess whether the student qualifies for special education. If the student qualifies we will comply with all State and Federal laws to create and Implement an (IEP). It will be impossible for Timpanogos Academy to employ a specialist for every kind of special need. Based on needs we will contract with the local school district, or other qualified individuals to meet these needs.

There is not room here to address this issue fully, but we are very familiar with the Federal and State guidelines on this issue, and we will comply with those rules.

Timeline

The battery of tests to be used will include U-Pass and may include SAT 9 and TASA. Test data will be broken down by grade and gender and reported to parents. The Principal and the Board are to determine progress toward academic goals and will examine statistical data annually.

Finance and Reporting

21. Start-up Funds:

Instructions: Submit a detailed plan for obtaining and using start-up funds. (There is no additional state start-up funding support)

The Academy request the following start up funds in accordance with ESEA title X funds set aside to assist new charter schools in the first three years of operations. We also request from the state any state funds that may be set-aside at a future date to assist with the establishment of new charter schools. In addition to these funds Timpanogos Academy will pursue additional funding opportunities through public and private grants, corporate sponsors, fundraising and financing of certain expenditures within our start-up budget. (ie. textbooks, computer equipment, office / classroom furniture)

In the event these funds do not become available, Timpanogos Academy will modify its operating budget to accommodate the initial start-up costs. (See Appendix P) This will be accomplish by limiting the number of part-time specialty teachers to one special education teacher and one teacher's aide per grade for the first year the charter school is in operation. Following year one the school will add part-time specialty teachers in Music, Physical Education, Art and Computers. We will also hire an additional six teacher's aides providing one for each class. These changes will result in a decrease in Personnel expenditures of \$119,492 for the first year. The remaining \$27,129 was absorbed in the amounts already budgeted for capital purchases during the first year. In order for this plan to work the Academy and the district or state will negotiate which revenue amounts will be considered "start-up" costs to be transferred to the Academy prior to the beginning of the school year.

22. Revenues and Expenditures:

Instructions: Submit a financial plan for the school including sources of revenue and anticipated expenditures by category (salaries, benefits, facilities, utilities, materials, etc.)

The Academy's proposed budget is set forth in Appendix O. The financial plan sets forth a cost effective and efficient plan for educating the students of the Academy. The Academy's charter school proposal is economically sound and will operate on a balanced budget.

Revenue: Operating funds for the Academy will be generated from State WPU programs, ongoing State programs as determined by the legislature, federal funds and grants, private grants and donations. All federal funds from programs for which the Academy may be eligible, or students of the Academy may be eligible for, shall be transferred to the Academy by the State, whether or not the Academy has requested or has knowledge of such funds. We request that any private endowments, gifts, donations, etc. to the State will be shared with the Academy if the endowments are State-wide. We request that the amounts transferred to the Academy shall be based on the ratio of students enrolled in the Academy in relationship to the state's total student population. If another basis is used for distribution (such as all elementary school children or per elementary school), the Academy will receive the applicable pro-rated amount based on the applicable method of distribution. Endowments, grants or funding specifically

earmarked for a single project or a single school would be exempt. Conversely, any grants, endowments or funding earmarked for Timpanogos Academy shall belong solely to Timpanogos Academy.

In accordance with the Charter School Expansion Act, the Academy will provide to the district projected and actual numbers of students that will qualify for federal programs.

Expenditures: The Academy retains the right to purchase goods and services through the contracts in effect with the State and its vendors. The Academy also reserves the right to obtain goods and services, and to enter into purchasing contracts beyond those in place with the State. In order that the Academy shall function on a balanced budget, the charter-granting agency agrees to pay all funding to the Academy in an appropriate and timely manner. If the charter-granting agency fails to make proper payments to the Academy and the Academy incurs any fees as a result of said late payments, the charter granting agency will be held liable for all late fees and /or other costs incurred due to the breach of payment.

23. Accounting Policies and Procedures:

Instructions: Describe how revenue and expenditures will be administered to ensure proper controls and oversight.

The State Office of Education guidelines for Budgeting, Accounting, and Auditing for Utah School Districts will be applied in administering and reporting school revenue and expenditures. The school's financial reporting will be in accordance with Generally Accepted Accounting Principles (GAAP), which include Generally Accepted Governmental Auditing Standards. Revenue and expenditures and record management will be administered by the board of directors under the direction of the treasurer, who will be responsible to insure proper accounting controls are implemented and utilized.

The board of directors shall, in conjunction with the principal, develop and adopt a budget each March for the following school year. The academy will retain a payroll management firm to provide payroll functions for the Academy similar to those provided for other state and district employees, including the preparation of W-2's, filing of taxes and any other reports that are required by state and federal law. Purchases will require the preparation of a purchase order signed and approved by the principal. The principal will be responsible for filling out and submitting reports to the state board as set forth in the Utah Charter School Act, statues 53A-1a-507-4a & b, 53A-1a-509-1 & 2a & b.

Disbursements from the Academy's operating account will require the signature of the Principal and Treasurer or their designee. All disbursements from the operating account will require two signatures. No other agency or individual may request disbursements to be paid out of the Academy's operating account. The Academy reserves the right to re-allocate funds from one line item to another if purchasing practices or conservation result in an expenditure different than that budgeted.

24. Insurance:

Instructions: Provide a description of the insurance coverage to be provided, including evidence of the willingness of qualified providers to furnish that coverage.

Insurance coverage for the Academy will include General Liability Insurance, Property/Lease Property Insurance, Workers Compensation Insurance and health insurance for teachers and selected staff.

General Liability Insurance: The Academy may choose to obtain General Liability Insurance provided by the State of Utah Risk Management Division or to contract with a vendor in the private sector.

Property/Lease Property Insurance: Property Insurance will be obtained when the actual facilities site is finalized.

Workers Compensation Insurance: Workers Compensation Insurance will be provided by the Worker's Compensation Fund of Utah, which is required by law to provide insurance to State entities.

Health Insurance for staff: Teachers and selected staff shall be entitled to receive Health Insurance. The Academy may choose to participate in the Public Employees Health Plan or to contract out these services in the private sector.

25. Fees:

Instructions: If fees are to be charged, or if parents will be required to provide materials, clothing, or other articles in order to participate fully in school programs, describe the fees or articles, how and by whom they will be established and collected, how and when those requirements will be communicated to parents, and how the school intends to comply with state law and regulations governing school fees and waivers.

Timpanogos Academy will not charge any fees or tuition excepting fees that are normally charged by regular public schools in accordance with state law and Timpanogos Academy Policy 5146, which is identical to the Alpine School District Policy 5146 regarding fees. (*See Appendix E*)

Fees for uniforms are discussed in Section 9 of this application.

26. Responsibility:

Instructions: Explain who will be responsible for preparing and submitting required financial and other reports and the steps that will be taken to ensure accurate reporting.

The principal, under the direction of the board of directors, with the assistance of the treasurer shall be responsible for preparing and submitting all financial and school reports to the district and state. This will include, but is not limited to, the State Accountability Report, Financial Audit Report and the Financial and Enrollment Report as required by the State Office of Education. As with all other responsibilities of the school, the Academy's Board of Directors shall be ultimately responsible for financial accountability.

The Academy agrees to maintain appropriate financial records in accordance with all applicable federal, state, and local laws, rules and regulations, and make such records available to the State and District as requested. The Academy agrees to engage and participate in an independent audit by a certified public accountant of all its financial and administrative operations on an annual basis. The results of the audit will be provided to the state in written form within the statutory time limits required by the state and shall be

published and posted as required by law. Any cost associated with the audit of the Academy shall be borne by the Academy. The Academy will maintain a comparison of actual expenditures to budgeted expenses.

Support Services

27. Transportation:

Instructions: Describe provisions, if any, for student transportation.

Parents will be responsible for the transportation of students to and from school. The school will provide transportation of students for school-related activities in one of two ways:

1. Timpanogos Academy may contract for buses with the Alpine School District, scheduled on an availability basis for field trips and other activities.
2. The parents may provide transportation for students as long as parents have clean driving record and the Academy has recorded the Driver's License number and permission from the student's parent allowing the student to be transported by another parent. The Academy will make sure that students whose parents do not grant such permission will be cared for in a safe, appropriate manner at the school when they do not attend such field trips.

28. Food Services:

Instructions: Describe provisions, if any, for food services.

Parents of the students will be responsible for school lunches, except where special lunches will be prepared as part of a celebration or learning experience. These food items will be prepared by parent volunteers and brought to school.

Snack items may be made available at a reasonable cost for students who forget their lunches.

At some point in the future, Timpanogos Academy will have an in-school lunch program. At that time the board of directors will review and approve the lunch policy. This provision is dependent upon whether or not the facilities have the capability to prepare school lunches. Should a child qualify for free or reduced cost lunches, food will be provided for the student, in accordance with the Federal Free and Reduced Cost Lunch Program.

29. Health and Safety:

Instructions: Describe provisions for assuring that health and safety requirements are met and that the facilities are maintained in a clean and safe condition.

A regular part-time custodian and parent volunteers will maintain the building. The building will be properly inspected to insure it meets all health and safety requirements in accordance with state laws. For more information on facilities see *Appendix P*.

30. Emergencies:

Instructions: Describe provisions for dealing with emergencies, such as student injury, illness, fire and natural disasters.

Provisions for handling emergencies will be outlined in the student handbook and given to students on the first day of school. Timpanogos Academy will adopt and follow the Policies and Procedures of Alpine School District #5405. (See *Appendix E*)

In the event of an emergency, the policy of Timpanogos Academy is to retain the students as long as the building and conditions are safe.

Should there be a major disaster, all teachers and staff will remain at the school to care for the students until they are released to a parent or guardian. In the event that the school becomes unsafe the students will be moved to a nearby safe location (to be specified when we have a building).

Students will only be released to a parent or guardian and their teacher will keep a written record of student releases. The emergency check out record will include the time the student was checked out and by whom.

Appendix A – Letters of Support

This section includes the letters of support by parents, community members and others who support the creation of a charter school in northern Utah County.

Removed at USOE request.

Appendix B – Intent to Enroll Forms

This appendix includes the current students that have signed "Intent to Enroll" forms. Please note that these forms were filled out with the anticipation of Timpanogos Academy opening in the fall of 2001. Because we have revised our projected opening date, these intent to enroll records are off by one grade level. For more information on this subject please contact out Communications Chair, Stephanie Anderson, 801-756-0144, or CAO, Eric Smith, 801-796-9357.

Removed at USOE request.

Appendix C – Founding Committee Members

Timpanogos Academy has used a lot of caution in designating individuals as founders. We have taken great care to ensure that we do not abuse the provisions that allow the designation of an individual as a founder.

All of the individuals that have been extended founder status served extensively as the chair of one of the committees that volunteered many hours without any assurance that there would even be a school. These committees did the work to get SB 169 passed, to create our curriculum comparison, to create the application, etc. We anticipate that several of these founders will not enroll their children as they have become involved in the John Hancock Charter School.

Founders:

Name	Address	City	Zip Code	Phone
Judy Arnold	9991 N. Mulberry Dr.	Cedar Hills	84062	785-7061
Charmaine Belnap	9913 N. 4680 W.	Cedar Hills	84062	492-7942
Rebecca Brand	675 N. 780 E	American Fork	84003	756-8700
Sue Dredge	4648 W. 9980 N.	Cedar Hills	84062	756-5504
Marguerite Driessen	305 N.1130 E.	Lindon	84042	796-6014
Rebecca Higgins	9868 N. Dorchester	Cedar Hills	84062	763-6991
Larissa Powell	10259 N. Pinion Dr.	Cedar Hills	84062	785-4165
Janet Horvorka	4337 Cedar Crk. Cir.	Cedar Hills	84062	785-3669
Julie Kirkpatrick	4348 Pinnacle Dr.	Cedar Hills	84062	785-3323
Nathan Rathbun	1431 W. Green Ave.	Provo	84604	356-6424
Kristen Rutter	10056 Sage Road West	Cedar Hills	84062	796-7899
Alison Smith	4655 W. 9980 N.	Cedar Hills	84062	756-9388
Michelle Smith	33 N. 1200 E.	Lindon	84042	796-0357
W. Eric Smith	33 N. 1200 E.	Lindon	84042	796-0357
Lori Anne Spear	9937 N. 4680 W.	Cedar Hills	84062	763-8031
Stephanie Anderson	5901 W. 9600 N.	Highland	84003	756-0144
Debra Woolstenhulme	9628 N. Winchester	Cedar Hills	84062	763-7684

Appendix D – Resumes of Potential CAOs

This Section includes resumes from several potential CAOs and Timpanogos Academy Board Members. Since these positions are to be filled by a vote of the parents after our charter application is granted we will not know who they are until then. We will notify you of the outcome of the elections upon request.

Removed at USOE request.

Appendix E - Alpine School District Policies

Alpine Scholl District Policy No. 1312 PARENT COMPLAINTS

1.1 The board of education encourages resolution of parent complaints on an informal basis at the level closest to the problem. There shall be regulations that outline the procedures for parent complaints about actions of district employees and also about programs and schools. These procedures shall be fair to all parties and shall provide that solutions will be rendered in a courteous, objective and timely manner. They shall provide for appeals up to and including the board of directors whose decision shall be final.

Note: Any circumstance in which a parent, guardian, or other person upbraids, insults, or abuses a district employee on school property or in the presence of pupils shall be handled with appropriate legal action.

Alpine School District Policy No. 5146 SCHOOL FEES

1.1 The purpose of this policy is to permit the orderly establishment of reasonable system of fees, while prohibiting ractices that would exclude those unable to pay from participation in school-sponsored activities.

1.2 Philosophy: Many expenses in the operation of schools are beyond the ordinary costs of education. Added conveniences such as, but not limited to, lockers, towels, yearbooks, clubs, travel, extracurricular activities, and tangible products are items of cost, which may properly be borne by most of the parents and students.

1.2.1 The Alpine School District policy is intended to be in full compliance with state law, with rulings by the courts, and with administrative rules set by the Utah State Office of Education.

1.2.2 All fees charged or assessed in connection with any class or school-sponsored or supported activity, including extracurricular activities, shall be set and approved by the board of directors in a duly publicized public meeting.

1.2.2.1 The fee schedule must be approved by the board of directors and distributed to all parents and guardians each year.

1.2.2.2 No school or employee may impose a fee or charge upon any student, unless it has been authorized by the board of directors.

1.3 Definitions

1.3.1 Fee: Any charge, deposit, rental, or other mandatory payment from a school or teacher, however designated, whether in the form of money or goods. For purposes of this policy, charges related to the National School Lunch Program are not fees.

1.3.2 Waiver: Release from the requirement of payment of a fee and from any provision in lieu of fee payment. (Students who have been granted waivers or provisions in lieu of fee waivers shall not be treated differently from other students or identified to persons who do not need such information.)

1.3.3 Provision in Lieu of Fee Waiver: An alternative to fee payment and waiver of fee payment.

1.3.4 Textbook: Book, workbook, and materials similar in function which are required for participation in any instructional course.

1.3.5 Optional Project: A project chosen, produced, and retained by a student which would require only school-supplied materials. Such a project would be in lieu of a project that would cost the student and his family money, but it would let the student gain the knowledge and/or skills that would be learned in the costly project. It would typically be assigned in a vocational or other class where projects are part of the curriculum.

Alpine School District Policy No. 5405
Safety, Health, and Welfare

1.0 SAFETY, HEALTH, AND WELFARE

- 1.1 Elementary students who are on school property shall be under the supervision of school authorities from the time school doors open--15 minutes before the starting bell sounds--until the end of the school day.
- 1.2 It is the responsibility of the principal to provide for adequate supervision of playgrounds and other school facilities at all times they are in use by students during regular school hours on regular school days.
- 1.3 Students shall be under the school's supervision at all school-sponsored functions--on or off campus--such as athletic contests, class parties, musicals, plays, etc. Students are required to behave in a responsible and acceptable manner or they may be eliminated from the activity.

Procedure No. 5405
Health, Accidents and Illness

1.0 HEALTH-ACCIDENTS AND ILLNESS

- 1.1 When a student becomes ill at school, appropriate health care should be provided while arrangements are being made for the parent, guardian, or a responsible adult (designated by the parent or guardian) to come for the student.

- 1.2 The following steps shall be followed when an accident or serious injury has occurred:
 - 1.2.1 In case of a serious accident, the parent or guardian is to be notified immediately.
 - 1.2.2 In case of a serious accident, the cabinet level supervisor is to be notified as soon as possible.
 - 1.2.3 In the case of a life-threatening situation, the principal or designee has the authority to call an ambulance or seek appropriate medical attention.
 - 1.2.4 The name of the family medical advisor, to be used in case of an emergency, is a part of the registration kept for each pupil. When a school employee handling the case calls the medical advisor, it should be made it clear that the school shall not assume financial responsibility.
 - 1.2.5 In case of minor injuries, first-aid may be given by a teacher or employee of the school who has had first-aid instruction. Instructions should be posted in every first-aid room. Instructions should include the type of injuries that may be treated.
 - 1.2.6 In all cases of accidents or serious injuries, the pupil accident report should be made out as soon as possible. One copy is to be filed with the principal to be kept in the school for future reference and a copy shall be sent to the Board of Directors. The School's insurance carrier is to be notified by the Principal as soon as possible.
- 1.3 Every school shall establish emergency procedures to be followed in the event of a medical emergency.

Appendix F – ESEA’s Title X

This section contains a copy of the ESEA title X for comparison of the federal and state regulations.

Removed at USOE request.

Appendix G – Discipline and Dismissal Policy

The Issuance of an Incident Report:

If a student has not responded to warnings issued by a supervising adult, this student may be issued an "Incident Report" for an incident that reflects poor or unacceptable behavior. This form will state what has happened and the action taken by the teacher or adult supervisor. The parent must sign the form and return the form with a note as to the action they took in the matter. An after-school detention can be assigned for the misbehavior. Three "Incident Reports" in reference to similar misbehavior will result in a "Disciplinary Referral."

The Issuance of a Disciplinary Referral:

A "Disciplinary Referral" may be issued at any time for disobedient behavior, fighting, bad language, poor attitude, rebellion, disregard for school rules or property, or similar incidents. The parent will be contacted by the principal and in most cases a conference will ensue. After-school detention will be assigned.

Suspension:

If a student receives three "Disciplinary Referrals" in a nine-week period (the nine weeks starting with the first disciplinary referral) the student will be put on disciplinary/attitude probation. If a student receives a fourth or fifth disciplinary referral in the nine-week period, he/she may be suspended from school for one to five days.

Notwithstanding the forgoing, the Principal has the authority and option to suspend a student from school for any of the aforementioned offenses without waiting for the nine-week period. For example, if a student uses bad language or willfully starts or engages in a fight, that student most likely will be suspended immediately.

Expulsions:

Expulsion is dismissal from school attendance by action of the Board of Directors. Expulsion may be used as a last resort when efforts to effect satisfactory adjustments have failed or due to the nature of the violation. Reinstatement procedures can be developed, taking into consideration the best interests of the school and the student. Additionally, a student may be expelled if they have been suspended three times in a school year.

Mandatory Expulsions:

Mandatory expulsion will occur for the following offenses:

1. Carrying, bringing, using, possessing, or threatening the use of a deadly weapon. A deadly weapon includes, but is not limited to, a firearm, loaded or unloaded, a knife, bludgeon or any other weapon or instrument which, in the manner in which it is used or intended to be used, is capable of producing death or serious bodily injury.
2. The sale (including the exchange, distribution or gift) of drugs or controlled substances, as defined by state law, including anabolic steroids and prescription drugs.

3. The commission of an act, which, if committed by an adult would be robbery or assault as defined by law.

Appendix H – What is Core Knowledge?

This appendix includes materials that explain the Core Knowledge Sequence. If you would like to see the Sequence in person please contact our Curriculum Chair, Alison Smith at 801-756-9388. For more information visit the Core Knowledge web site at: www.coreknowledge.org

Removed at USOE request.

Appendix I – Comparison of Core Knowledge to the Utah State Core

Because of size we have separated this Appendix out into a separate document. We were asked not to submit this document, but it is available at any time. If you would like a copy of the document please contact Michelle Smith at 801-796-0357. For more information, please contact our Curriculum Committee Chair, Alison Smith, 801-756-9388.

Appendix J – Core Knowledge Test Scores Comparisons

For more information on how Core Knowledge test scores compare with other test scores please contact Constance Jones at the Core Knowledge Foundation 804-977-7550

Removed at USOE request.

Appendix K – Open Court Testimonials

Removed at USOE request.

Appendix L – 2002-2003 School Calendar

Proposed Calendar for the 2002-2003 School Year

Teachers Report	August 19
School Begins	August 26 (students report)
Back-to School Night	TBA
Labor Day	September 2 (no school)
UEA Convention	October 3-4 (no school)
Thanksgiving	November 20-22 (no school)
Winter Break	December 23-January 3 (no school)
Martin Luther King Jr. Day	January 13 (no school)
President's Day	February 17 (no school)
Core Knowledge In-service	April 14-15 (no school)
Spring Break	April 16-18 (no school)
Memorial Day	May 26 (no school)
Snow Make-up Day	June 4
School Ends	June 4
Total School Days	180
Teacher Training	Teacher Retreat (TBA) Weekly Staff Meetings (TBA) Weekly Teacher Prep, Friday afternoons
Teacher In-service	Core Knowledge In-service, April 14-15

Appendix M – Timpanogos Academy Sample Surveys

This section provides a sample of the surveys that will be used at Timpanogos Academy for accountability purposes. If you have any questions about the surveys please contact Sarah Hansen at 801-802-9753.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall Rating				
Timpanogos Academy Charter School meets the needs of my student	4	3	2	1
*Overall, I am satisfied with the Timpanogos Academy Charter School	4	3	2	1
*Overall, I am satisfied with my child's teacher(s)	4	3	2	1
Comments:				

*School Mission/Charter	Strongly Agree	Agree	Disagree	Strongly Disagree
*The teaching in the school fosters independent (self-motivated) learning	4	3	2	1
*Curriculum, subjects, and information taught are relevant to today's world	4	3	2	1
*My child is being sufficiently prepared for the next step in his/her education	4	3	2	1
*My child is learning respect and self-discipline	4	3	2	1
*The Curriculum is rigorous	4	3	2	1

Curriculum, Instruction, and Assessment	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall, I am well informed about <u>what</u> my child is being taught	4	3	2	1
Overall, I am well informed about <u>how</u> my child is being taught	4	3	2	1
Overall, I am well informed about how progress is being assessed	4	3	2	1
*I feel assessment reflects my child's performance	4	3	2	1
*My child is provided sufficient opportunities for hands-on learning	4	3	2	1
Comments				

Instructional Effectiveness	Strongly Agree	Agree	Disagree	Strongly Disagree
Reading/Language Arts instruction is effective	4	3	2	1
Mathematics instruction is effective	4	3	2	1
Social Studies instruction is effective	4	3	2	1
Science instruction is effective	4	3	2	1
Physical Education instruction is effective	4	3	2	1
Art instruction is effective	4	3	2	1
Music instruction is effective	4	3	2	1
Computer Instruction instruction is effective	4	3	2	1
* Foreign Language instruction is effective	4	3	2	1

*The teacher understands my child's individual needs and abilities	4	3	2	1
The teacher does a good job of modifying the work to meet my child's needs	4	3	2	1
The amount of homework is appropriate for my child's grade level	4	3	2	1
Feedback from the teacher is constructive and promotes further learning	4	3	2	1
My child's teacher responds to my questions and concerns	4	3	2	1
*Teaching resources sufficiently utilize available technology	4	3	2	1
*My child's teacher exhibits the character and values I want to build in my child	4	3	2	1
Comments				

School Climate	Strongly Agree	Agree	Disagree	Strongly Disagree
When I visit the school, I feel welcome	4	3	2	1
I feel I am welcome in my child's classroom	4	3	2	1
I am comfortable talking to my child's teacher	4	3	2	1
I am comfortable talking to the principal	4	3	2	1
My child likes school	4	3	2	1
The school climate encourages strong character development in its students	4	3	2	1
My child feels safe at school	4	3	2	1
*I feel that my child is safe at school	4	3	2	1
*The school facilities are well-maintained and attractive	4	3	2	1
*Faculty and administration are enthusiastic and seem to share a sense of mission about their work	4	3	2	1

Administrative effectiveness	Strongly Agree	Agree	Disagree	Strongly Disagree
The principal responds to my questions and concerns	4	3	2	1
The school secretary responds to my questions and concerns	4	3	2	1
The principal does a good job of managing the school	4	3	2	1
The principal is a strong instructional leader	4	3	2	1
*Overall, the School Board represents my interests as a parent	4	3	2	1
*The school offers a sufficient variety of extracurricular opportunities	4	3	2	1
Comments:				

Communication	Strongly Agree	Agree	Disagree	Strongly Disagree
My child's teacher's newsletter keeps me informed about classroom expectations and events	4	3	2	1
The PTO Newsletter keeps me informed about school events and activities	4	3	2	1
The report card is effective in communicating the educational progress of my child	4	3	2	1
Parent/Teacher conferences are effective in communicating my child's educational progress	4	3	2	1
Comments:				

*Student Perception				
*My child likes his/her teacher	4	3	2	1
*My child likes going to school	4	3	2	1
*My child enjoys learning what is being taught at school	4	3	2	1
*My child's learning at school is having a good effect on development outside of school	4	3	2	1
*My child feels safe at school	4	3	2	1

Other				
Have you visited the Timpanogos Academy web site?	4	3	2	1
What ideas and/or suggestions do you have that might enrich our school	4	3	2	1
In your opinion, what personal expectation has yet to be fulfilled at Timpanogos Academy	4	3	2	1
*On average, how many hours to you spend:	4	3	2	1
*--with your child in educational activities, including homework?	4	3	2	1
*--involved in the school as a volunteer, etc.?	4	3	2	1
*--in your child's class?	4	3	2	1
*How many times have you met/talked with your child's teacher?	4	3	2	1
*I feel that I can personally contribute to improving areas of the school that need improvement	4	3	2	1

Appendix N – Start-up Funds

This section includes a schedule of the needed start-up funds. For further information please contact our Financial Chair, Debra Woolstenhulme at 801-763-7684, or the CAO, Eric Smith, 801-796-0357.

The Academy requests the following start up funds in accordance with ESEA title X funds set aside to assist new charter schools in the first three years of operations. We also request from the state any state funds that may be set-aside at a future date to assist with the establishment of new charter schools. In addition to these funds Timpanogos Academy will pursue additional funding opportunities through public and private grants, corporate sponsors, fundraising and financing of certain expenditures within our start-up budget. (ie. textbooks, computer equipment, office / classroom furniture)

In the event these funds do not become available, Timpanogos Academy will modify its operating budget to accommodate the initial start-up costs. (See Appendix P) This will be accomplished by limiting the number of part-time specialty teachers to one special education teacher and one teacher's aide per grade for the first year the charter school is in operation. Following year one the school will add part-time specialty teachers in Music, Physical Education, Art and Computers. We will also hire an additional six teacher's aides providing one for each class. These changes will result in a decrease in Personnel expenditures of \$119,492 for the first year. The remaining \$27,129 was absorbed in the amounts already budgeted for capital purchases during the first year. In order for this plan to work the Academy and the district or state will negotiate which revenue amounts will be considered "start-up" costs to be transferred to the Academy prior to the beginning of the school year.

Appendix O – Timpanogos Academy Budget

For more information concerning the budget please contact our Financial Chair, Debbie Woolstenhulme at 801-763-7684.

The following budget is only an example of a budget that Timpanogos Academy might use. Timpanogos Academy reserves the right to modify this budget to fit the changing needs of the school.

Timpanogos Academy Operating Budget Assumptions

Year One:

I. Revenue:

- TA will open with 350 students - 50 students each in grades K- 6.
- Used WPU, State Funding amounts, and district levy numbers provide by Tom Upton, State Office of Education, 538-7664.
- Revenue includes full district levy and State Charter School levy whether charter is granted by district or state.
- Revenue does not include grants, donations, SPED reimbursement, and fundraising.

II. Expenditures:

- Initial number of teachers is 13 with an average salary of \$30,000.
- Initial number of specialty teachers is 5 part-time (Special-Ed, Computers, Art, Music, P.E.) with average earnings of \$15,000.
- Initial Number of Teacher Assistants is 13 with an average earning of \$8.33 per hour.
- TA will also employ a part custodian and clinic aide.
- Other payroll expenses includes 100 days @ \$45/day for substitutes.
- Benefits will be provided to all full-time teachers and staff. Estimates are based on current industry amounts.
- Books/Materials include consumables for Saxon Math and Open Court Reading. It also includes \$500 per grade for other materials to support Core Knowledge Curriculum.
- Academic supplies are based on \$50 per student.
- Art Supplies, P.E. Equipment, music, and software amounts were obtain from information gathered for existing Charter Schools.
- Field Trips were budget at \$300 per grade.
- Other Operating Expenses and Contracted Services based upon the averages of similar existing charter schools, with the exception of Staff Development, Conferences and Travel, and payroll management. Quotes were obtained for these amounts.
- Capital outlay includes classroom furniture/fixtures of \$750 per class, \$1000 per grade for instructional equipment and \$1250 for one new computer for each grade level.
- Insurance amount is an estimated for Property and Liability Insurance premiums. Actual amounts cannot be obtained until a charter is granted and a facility is secured.

III. Add backs:

- Fundraising/ Grants amount was determined by surveying 10 existing charter schools and averaging the amounts they raise with fundraising efforts. Is does not include any Grant revenue.

	Year One	Year Two	Year Three
Revenue			
WPU Programs			
Regular WPU	\$692,990.00	\$706,849.80	\$720,986.80
Professional Staff	\$63,893.68	\$65,171.55	\$66,474.98
Class-size Reduction	\$60,151.53	\$61,354.56	\$62,581.65
Total WPU Programs	\$817,035.21	\$833,375.91	\$850,043.43
Non-WPU Programs			
SS and Retirement	\$112,394.73	\$112,394.73	\$112,394.73
Career Ladder	\$40,403.68	\$40,403.68	\$40,403.68
Local Discretionary Block	\$32,560.05	\$32,560.05	\$32,560.05
Total Non-WPU Programs	\$185,358.46	\$185,358.46	\$185,358.46
District Levy	\$39,679.90	\$40,473.50	\$41,282.97
State Match	\$39,679.90	\$40,473.50	\$41,282.97
Total Revenue	\$1,081,753.47	\$1,099,681.37	\$1,117,967.83
Expenditures			
Personnel			
Salaries			
Principal	\$55,000.00	\$56,650.00	\$58,349.50
Teachers	\$390,000.00	\$401,700.00	\$413,751.00
Specialty Teachers	\$75,000.00	\$77,250.00	\$79,567.50
Teachers Aides	\$110,500.00	\$113,815.00	\$117,229.45
Administration	\$20,000.00	\$20,600.00	\$21,218.00
Custodian	\$10,000.00	\$10,300.00	\$10,609.00
Clinic Aide	\$10,000.00	\$10,300.00	\$10,609.00
Other	\$4,500.00	\$4,635.00	\$4,774.05
Payroll Taxes	\$51,637.50	\$53,186.63	\$54,782.22
Benefits			
Health Insurance	\$94,500.00	\$97,335.00	\$100,255.05
Other Benefits	\$9,132.00	\$9,405.96	\$9,688.14
Retirement	\$23,000.00	\$23,558.00	\$24,132.74
Worker's Comp,	\$3,000.00	\$3,090.00	\$3,182.70
Total Salary and Benefits	\$856,269.50	\$881,825.59	\$908,148.35
Academic Costs			
Books/ Materials	\$16,500.00	\$16,500.00	\$16,500.00
Academic Supplies	\$17,500.00	\$17,500.00	\$17,500.00
Art Supplies	\$3,000.00	\$3,000.00	\$3,000.00
PE Equipment	\$1,500.00	\$1,500.00	\$1,500.00
Music	\$1,000.00	\$1,000.00	\$1,000.00
Software	\$1,000.00	\$1,000.00	\$1,000.00
Testing	\$3,718.00	\$2,866.00	\$2,866.00
Field Trips	\$2,100.00	\$2,100.00	\$2,100.00
Other	\$1,000.00	\$1,000.00	\$1,000.00
Total Academic Costs	\$47,318.00	\$46,466.00	\$46,466.00

Facilities			
Rent / Lease	\$120,000.00	\$126,000.00	\$132,300.00
Repairs/ replacements	\$5,000.00	\$2,500.00	\$2,500.00
Utilities	\$0.00	\$0.00	\$0.00
Telephone	\$2,500.00	\$2,500.00	\$2,500.00
Other	\$1,000.00	\$1,000.00	\$1,000.00
Total Facility Costs	\$128,500.00	\$132,000.00	\$138,300.00
Other Operating Expenses			
Advertising / Printing	\$2,000.00	\$2,040.00	\$2,080.80
Insurance	\$5,000.00	\$5,100.00	\$5,202.00
Office Supplies	\$3,000.00	\$3,060.00	\$3,121.20
Clinic	\$500.00	\$510.00	\$520.20
Postage	\$750.00	\$765.00	\$780.30
Janitorial Supplies	\$2,500.00	\$2,550.00	\$2,601.00
Staff Development	\$13,150.00	\$9,750.00	\$9,750.00
Travel and Conferences	\$6,400.00	\$6,400.00	\$6,400.00
Other	\$1,000.00	\$1,020.00	\$1,040.40
Total Other Op. Expenses	\$34,300.00	\$31,195.00	\$31,495.90
Capital Purchases			
Office Furniture / Equipment	\$2,000.00	\$1,000.00	\$1,000.00
Classroom Furniture	\$9,750.00	\$6,500.00	\$4,550.00
Computer Equipment	\$8,750.00	\$7,700.00	\$7,700.00
Instructional Equipment	\$7,000.00	\$7,000.00	\$3,500.00
Total Capital Outlay	\$27,500.00	\$22,200.00	\$16,750.00
Contracted Services			
Payroll Management	\$2,500.00	\$2,575.00	\$2,652.25
Accounting / Auditing	\$2,500.00	\$2,575.00	\$2,652.25
Legal	\$2,000.00	\$2,060.00	\$2,121.80
Special Education Services	\$7,500.00	\$7,725.00	\$7,956.75
Total Contracted Services	\$14,500.00	\$14,935.00	\$15,383.05
Total Expenses	\$1,108,387.50	\$1,128,621.59	\$1,156,543.30
Revenue Over Expenses	(\$26,634.03)	(\$28,940.21)	(\$38,575.47)
Add backs:			
One-Time State Funds	\$11,000.00	\$11,000.00	\$11,000.00
Fundraising / Grants	\$20,000.00	\$25,000.00	\$30,000.00
Total Surplus	\$4,365.97	\$7,059.79	\$2,424.53

Appendix P – No Startup Funds Budget

For more information concerning the budget please contact our Financial Chair, Debbie Woolstenhulme at 801-763-7684.

The following budget is only an example of a budget that Timpanogos Academy might use. Timpanogos Academy reserves the right to modify this budget to fit the changing needs of the school.

	Year One	Year Two	Year Three
Revenue			
WPU Programs			
Regular WPU	\$692,990.00	\$706,849.80	\$720,986.80
Professional Staff	\$63,893.68	\$65,171.55	\$66,474.98
Class-size Reduction	\$60,151.53	\$61,354.56	\$62,581.65
Total WPU Programs	\$817,035.21	\$833,375.91	\$850,043.43
Non-WPU Programs			
SS and Retirement	\$112,394.73	\$112,394.73	\$112,394.73
Career Ladder	\$40,403.68	\$40,403.68	\$40,403.68
Local Discretionary Block	\$32,560.05	\$32,560.05	\$32,560.05
Total Non-WPU Programs	\$185,358.46	\$185,358.46	\$185,358.46
District Levy	\$39,679.90	\$40,473.50	\$41,282.97
State Match	\$39,679.90	\$40,473.50	\$41,282.97
Total Revenue	\$1,081,753.47	\$1,099,681.37	\$1,117,967.83
Expenditures			
Personnel			
Salaries			
Principal	\$55,000.00	\$56,650.00	\$58,349.50
Teachers	\$390,000.00	\$401,700.00	\$413,751.00
Specialty Teachers	\$15,000.00	\$77,250.00	\$79,567.50
Teachers Aides	\$59,500.00	\$113,815.00	\$117,229.45
Administration	\$20,000.00	\$20,600.00	\$21,218.00
Custodian	\$10,000.00	\$10,300.00	\$10,609.00
Clinic Aide	\$10,000.00	\$10,300.00	\$10,609.00
Other	\$4,500.00	\$4,635.00	\$4,774.05
Payroll Taxes	\$43,146.00	\$53,186.63	\$54,782.22
Benefits			
Health Insurance	\$94,500.00	\$97,335.00	\$100,255.05
Other Benefits	\$9,132.00	\$9,405.96	\$9,688.14
Retirement	\$23,000.00	\$23,558.00	\$24,132.74
Worker's Comp,	\$3,000.00	\$3,090.00	\$3,182.70
Total Salary and Benefits	\$736,778.00	\$881,825.59	\$908,148.35
Academic Costs			
Books/ Materials	\$67,821.00	\$16,500.00	\$16,500.00
Academic Supplies	\$17,500.00	\$17,500.00	\$17,500.00
Art Supplies	\$3,000.00	\$3,000.00	\$3,000.00
PE Equipment	\$1,500.00	\$1,500.00	\$1,500.00

Music	\$1,000.00	\$1,000.00	\$1,000.00
Software	\$1,000.00	\$1,000.00	\$1,000.00
Testing	\$3,718.00	\$2,866.00	\$2,866.00
Field Trips	\$2,100.00	\$2,100.00	\$2,100.00
Other	\$1,000.00	\$1,000.00	\$1,000.00
Total Academic Costs	<u>\$98,639.00</u>	<u>\$46,466.00</u>	<u>\$46,466.00</u>
Facilities			
Rent / Lease	\$120,000.00	\$126,000.00	\$132,300.00
Repairs/ replacements	\$5,000.00	\$2,500.00	\$2,500.00
Utilities (included in rent)	\$0.00	\$0.00	\$0.00
Telephone	\$2,500.00	\$2,500.00	\$2,500.00
Other	\$10,000.00	\$1,000.00	\$1,000.00
Total Facility Costs	<u>\$137,500.00</u>	<u>\$132,000.00</u>	<u>\$138,300.00</u>
Other Operating Expenses			
Advertising / Printing	\$2,000.00	\$2,040.00	\$2,080.80
Insurance	\$5,000.00	\$5,100.00	\$5,202.00
Office Supplies	\$3,000.00	\$3,060.00	\$3,121.20
Clinic/First Aid	\$500.00	\$510.00	\$520.20
Postage	\$750.00	\$765.00	\$780.30
Janitorial Supplies	\$2,500.00	\$2,550.00	\$2,601.00
Staff Development	\$13,150.00	\$9,750.00	\$9,750.00
Travel and Conferences	\$6,400.00	\$6,400.00	\$6,400.00
Other	\$1,000.00	\$1,020.00	\$1,040.40
Total Other Op. Expenses	<u>\$34,300.00</u>	<u>\$31,195.00</u>	<u>\$31,495.90</u>
Capital Purchases			
Office Furniture / Equipment	\$7,800.00	\$1,000.00	\$1,000.00
Classroom Furniture	\$42,500.00	\$6,500.00	\$4,550.00
Computer Equipment	\$21,000.00	\$7,700.00	\$7,700.00
Instructional Equipment	\$14,000.00	\$7,000.00	\$3,500.00
Total Capital Outlay	<u>\$85,300.00</u>	<u>\$22,200.00</u>	<u>\$16,750.00</u>
Contracted Services			
Payroll Management	\$2,500.00	\$2,575.00	\$2,652.25
Accounting / Auditing	\$2,500.00	\$2,575.00	\$2,652.25
Legal	\$2,000.00	\$2,060.00	\$2,121.80
Special Education Services	\$7,500.00	\$7,725.00	\$7,956.75
Total Contracted Services	<u>\$14,500.00</u>	<u>\$14,935.00</u>	<u>\$15,383.05</u>
Total Expenses	<u>\$1,107,017.00</u>	<u>\$1,128,621.59</u>	<u>\$1,156,543.30</u>
Revenue Over Expenses	<u>(\$25,263.53)</u>	<u>(\$28,940.21)</u>	<u>(\$38,575.47)</u>
Add backs:			
One-Time State Funds+B1	\$11,000.00	\$11,000.00	\$11,000.00
Fundraising / Grants	\$20,000.00	\$25,000.00	\$30,000.00
Total Surplus	<u>\$5,736.47</u>	<u>\$7,059.79</u>	<u>\$2,424.53</u>

Appendix Q – Timpanogos Academy Facilities

Every effort is being made to secure a facility which will be appropriate, safe, and in compliance with applicable Federal, State, and Local requirements. Ken Holmsted, our Facilities Chair, is an accomplished real estate agent, with prior experience assisting schools in locating and acquiring physical facilities. We currently have found a piece of land and we have found a vendor of modular schools that has models that meet our needs, and budget. These vendors ensure that their buildings will meet all state and federal laws. We will not be able to close the deal on the property until the Charter is granted, but we are confident that we have a solution that will meet our needs. Included is a brochure on one of the modular school companies we are considering.

Removed at USOE request.

Appendix R – Timpanogos Academy Policies and Procedures.

We have gone through extensive efforts to look at all Alpine School District Policies and Procedures. We have adopted most of them without revision. Some Policies and Procedures did not apply to a charter school, so we have not adopted them. Upon request we can submit a document that explains the results of this process, and all of the current Timpanogos Academy Policies.

Appendix S – Utah Charter Schools Assurances

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

A. The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds, including a monthly submission of a financial report of revenue, expenditures, and student enrollment.

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 provide written evidence of liability and other appropriate insurance coverages, including a description of the levels of coverage and the relationship of these coverages to local and state agency obligations.

E. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.

F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education, 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. All physical assets purchased with public funds 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 comply with Title VI of the Civil Rights Act of 1964 prohibiting discrimination in program benefits, participation, employment, or treatment on the basis of race, color, or national origin, and in compliance with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of sex.

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 on the same basis as other public schools. If the number of students applying to enroll exceeds the capacity of the school or of programs, 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, materials, and guidance and counseling services 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 teaching certificates or who meet State Board requirements for alternative certification or authorization.

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

Q. The charter school will employ the use of the Stanford Achievement Test Ninth Edition and the Utah State Core Curriculum End-of-Level Tests as a fundamental part of the overall assessment program for the school.

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

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

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

U. The charter school will function under the stipulations of a clear, written agreement with the districts of student residence regarding the involvement of students in extracurricular activities and/or interscholastic activities governed by the Utah High School Activities Association, if such programs are offered.

V. The charter school will not charge tuition or fees, except those fees normally charged to other public schools.

W. The charter school will operate under the provisions of the Utah Open Meeting Law.

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

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

Z. The filing of this application for charter school status has been authorized by the governing body acting through its authorized representative identified on the application as the chief administrative officer.

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): W. Eric Smith

Title (type): Chief Administrative Officer

Signature:

Date: