



# UTAH CHARTER SCHOOLS Application

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**Name of Proposed Charter School:** Discovery Charter School - Walden

**Local School District:** Provo School District

For USOE Use  
Only

Date Accepted  
for Review:

**Date Copy of Application Given to Local School District:** March 1, 2003

School  
District:



## UTAH CHARTER SCHOOLS School

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### Proposed Charter School

**Name:** Discovery Charter School

**Address:** 211 East Bay Blvd.

**City:** Provo

**State:** UT

**Zip:** 84606

**Phone:** 801-225-5732

**Fax:** 801-225-5732

**Website Address:** www.discoverycharterschool.us

**School District:** Provo School District

**Date School Will Begin:** August 25, 2003

**Grade Level or Student Ages to Be Served:** Grades 6—8

**Number of Students to Be Served:** ~~36~~60 students in the first year, ~~36~~80 in the second year, and ~~36~~120 thereafter.

### Conversion of an Existing Public School

**Name of Public School:**

**Is the Entire School To Become a Charter School?**

Yes

No

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#### 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.

Use the section on "Conversion of an Existing Public School" only if the proposed charter school involves such a conversion.



## UTAH CHARTER SCHOOLS Applicant

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### About the Applicant

**Name:** Discovery Charter School

**Address:** 211 East Bay Blvd.

**City:** Provo

**State:** UT

**Zip:** 84606

**Daytime Phone:** 801-225-5732

**Fax:** 801-225-5732

**Email Address:** diana@utahfilm.com

#### 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.

### Description of Group or Organization

We are parents and educators dedicated to providing a challenging, inviting and nurturing middle school environment for the young people of our community. Many of us have been intimately involved with charter school organizations, and we appreciate the rigorous standards and caring community that small, multi-age schools tend to promote. We feel that dedicated parental involvement and warm student/teacher relationships are galvanizing forces in the lives of young adolescents and we plan to foster these relationships by employing a low student-to-teacher ratio, adopting an active, experiential curriculum and fostering a learning environment filled with love, respect, expectation and accomplishment. Many of us are affiliated with the local university community and we plan to establish teaching and learning relationships between these young people and our own university students and colleagues. We believe that education becomes more appealing when students are invited to participate in authentic research and projects and are encouraged to create useful products that can be shared with others. Our primary purpose is to ensure that our students enjoy learning, equate learning with living, strive for excellence and advance to their next educational venture full of hope and excitement for future learning.

# SCHOOL GOVERNANCE

## 1. Administrative Structure.

Discovery Charter School will be governed by a six-member Board of Directors comprised of a Chief Administrative Officer, a Financial Advisor/Grant Specialist, an Education Advisor, a Secretary/Treasurer and two Parent Advocates (selected annually by the Parent Council).

Initially all Board positions will be appointed by the founding steering committee (see Appendix A for a list of founding steering committee members).

In the second or third year of operation, as school enrollment increases and if it is determined that the school has a need for a larger governing body, the Board of Directors may choose to add up to two additional Board positions, which will be filled by Parent Advocates elected by the Parent Council. The Board of Directors will not exceed eight members in the first three years.

The Board will have full authority for running the school with the following primary responsibilities:

- Hire, dismiss and supervise teachers and staff, based upon recommendations from the executive officer.
- Evaluate the performance of the school.
- Evaluate the performance of teachers and staff.
- Promote the mission and define the vision of the school.
- Oversee the raising of school funds.
- Oversee and evaluate programs.
- Assure financial responsibility.
- Assure financial accountability by—
  - approving the budget and overseeing adherence
  - contracting for and approving an independent audit
  - controlling investments and capital funds

The Board will meet at least once a month to:

- Fulfill its primary responsibilities.
- Consider and adopt policies.
- Discuss the school's operations.
- Hear reports and updates from each board member.
- Consider requests and concerns from parents, students, and teachers.
- Consider any other matter pertaining to the school.

The CAO will manage the day-to-day operations of the school, recommend to the Board the hiring of teachers and staff, and approve purchase orders. The CAO may request additional Board meetings as needed. Minutes will be taken at all Board meetings.

## **2. Governing Board.**

In the first year of operation, the Governing Board will be comprised of a Chief Administrative Officer, a Financial Advisor, an Education Advisor, a Secretary/Treasurer and two Parent Advocates (as outlined above).

In the second or third years of operation, the Governing Board may choose to add two additional Board positions. Those positions will be filled by Parent Advocates elected by the Parent Council.

Initially all Board positions will be appointed by the founding steering committee (see Appendix A for a list of founding steering committee members).

The six-member Board may not act unless four Board members, including the Chief Administrative Officer are present (constitutes a quorum). A majority vote (four members) will constitute action by the Board. An eight-member board may not act unless five members, including the Chief Administrative Officer are present (constitutes a quorum). A majority vote (five members) will constitute action by the Board.

Board of Directors Job Descriptions:

### Chief Administrative Officer

- Preside over all meetings of the Board.
- Execute the powers and perform the duties of the office as outlined by the Board.
- Coordinate monitoring and functions of the school.
- Be available to convene impromptu committee meetings and emergency board meetings.
- Prepare board agenda.
- Oversee chosen committees.
- Oversee and administrate all procedures and policies relating to Special Education Rules
- Oversee and administrate all procedures and policies relating to Section 504/ADA
- Complete assignments.
- Promote the mission and vision of the school at all levels.

### Education Advisor

- Preside over meetings of the Board when the President is unavailable.
- Oversee chosen committees.
- Attend monthly board meetings.
- Complete assignments.
- Promote the mission and vision of the school at all levels.
- Arrange for training and development of teachers and staff

#### Financial Advisor

- Keep and review the financial matters and transactions of the school.
- Oversee the budget.
- Present and interpret monthly financial reports to the Board.
- Chair the Finance Committee.
- Support and facilitate the scope of the Finance Committee.
- Oversee chosen committees.
- Attend monthly board meetings.
- Complete assignments.

The Financial Advisor will chair a Finance Committee through which he/she will secure regular audits and/or reviews of the school, prepare and present the annual budget to the Board for approval, review and make recommendations regarding fiscal management policies and procedures, and perform all other duties of the office as outlined by the Board.

#### Secretary/Treasurer

- Keep, review and publish minutes of board meetings.
- Attend monthly board meetings.
- Complete assignments.
- Sign all checks that require a purchase order.

#### Parent Advocates

- Represent the parent organization on the Board.
- Work with the Parent Council President to organize Parent Council meetings.
- Work with the Parent Council President to organize parent committees
- Oversee chosen committees.
- Attend monthly board meetings.
- Complete assignments.
- Promote the mission and vision of the school at all levels

All Board members must show dedication to Discovery Charter School's mission statement and goals, or they may be removed by a majority vote of the Governing Board.

Board members may serve in only one position and only one voting Board position may be filled per family.

Members of the governing board must be willing to submit to a background check and may not have a criminal record. There will be no term limits for board positions.

The CAO and Secretary/Treasurer will initially serve three-year terms. The Education Advisor and Secretary/Treasurer will initially serve two-year terms. Thereafter, all board positions will expire after two years. (This will result in an election every year to fill at least two Board positions and will ensure that parents continue to have a voice in the administration of the school.

All terms will expire on the last day of the school year.

One month before any term is to expire, Parent Council members or Board members may begin to nominate candidates for expiring positions. The Governing Board will hold an election in the last week of the school year.

The CAO, Financial Advisor, Education Advisor and Secretary/ Treasurer Board positions will be filled by majority vote of the Governing Board, including all Parent Advocates. A Board member may not vote for his/her position if he/she is a candidate. In the case of a tie, the matter shall be placed for a vote before the parent organization. The majority vote of the parent organization will constitute one board vote, thus breaking the tie

Parent Advocates serve a one-year term, but may be re-elected to a second term. Parent Advocates may be nominated the first week of each September by any parent or guardian of a DCS student. The names of potential Advocates who accept the nomination will be placed on a ballot and Parent Advocates will be selected by majority vote at the first Parent Council Meeting in September. Only one vote will be accepted for each DCS family. For example, if a married couple attends the Parent Council Meeting, either the husband or wife may vote, but not both. If a parent and two grandparents attend, they will submit only one vote to represent all three family members, even if they have more than one child in the school

The CAO, Financial Officer, and Education Advisor serve at the pleasure of the Governing Board. Should any Board Member step down or be removed by a majority vote of the Board before a term has expired, a new Board Member may be chosen with the advice and counsel of the Parent Council and by majority vote of the Board.

Parent Advocates serve at the pleasure of the Parent Council. Should a Parent Advocate step down or be removed by a majority vote of the Parent Council before a term has expired, a new Parent Advocate may be chosen by majority vote of the Parent Council.

### **3. Administrative Officer.**

Chief Administrative Office—Diana Stewart West

The Chief Administrative Officer position will initially be filled by Diana Stewart West. Diana has an extensive background in education and administration. She holds an M.Ed. in Teaching & Learning from Brigham Young University and is currently completing a Ph.D in Instructional Psychology & Technology at Brigham Young University. Her areas of emphasis include curriculum development and the psychology of teaching and learning. Her dissertation explores developmentally appropriate practice in middle school education.

Diana has worked in education for twelve years as a primary and secondary school teacher and as an instructor at Brigham Young University. She served as chief administrative officer of Renaissance Junior High School and as a Board Member of the Sundance Mountain Charter School. She currently teaches education theory and methods courses at Brigham Young University. Diana also has eleven years experience as the Chief Financial Officer of Utah Film and Video Corporation.

For additional Board members, see appendix F.

### **4. Parent Involvement.**

Parental involvement will be essential to the success of Discovery Charter School. Any parents or guardian with a child or children attending the school may choose to belong to the Parent Council. The Parent Council will meet monthly and elect two representatives each year to serve as Parent Advocates on the Board of Directors. Parent Advocates can be elected for up to three terms.

The Parent Council will be invited to plan and direct in-school and extracurricular activities and to coordinate parent volunteer and fundraising efforts. The Parent Council may elect its own officers and set up its own organizational structure and may designate committees to oversee specific operations of the school. Parent Council activity might include, but is not limited to:

- *fundraising/grant writing*
- *marketing/public relations*
- *field studies and field trips*
- *science fairs, geography bees, etc.*
- *career days*
- *high school orientation*
- *arts festivals*
- *music programs*



## 5. Communication with Parents.

For parents to be involved in their child's education, they need excellent communication with the school. Discovery Charter School will assist in this communication by:

- Holding parent orientation meetings prior to the beginning of each school year.
- Holding a back-to-school event (such as a hike or picnic) prior to the start of school.
- Providing a calendar, mission statement and policy information to parents.
- Providing a monthly newsletter from the teachers and administrator.
- Maintaining a school website for students and parents.
- Holding parent/teacher conferences twice yearly.
- Providing teacher contact information and times when teachers are available for calls.
- Requesting that parents commit to a minimum of four hours a month in service to the school (two hours a month for single parents). A parent can fulfill this commitment in larger blocks of time as well. For example, a parent could teach an eight-week specialty class, chaperon field trips or extended travel, provide technical or professional services, etc. Ability to serve, however, is not conditional for enrollment.

## 6. Complaints.

State and/or District policies governing the handling of complaints shall take precedence over school procedures. Otherwise, the following procedures shall apply:

Most complaints will be handled between the parties involved. Complaints that need to be addressed by the Board will be brought to the Board's monthly meeting by a Parent Advocate and/or the complainant (at the discretion of the complainant).

Complaints that cannot be resolved between the Board and the complainant (within 30 days from the time the complaint was first received in writing), will be referred to a professional mediator, at the expense of the school. If no resolution is forthcoming, DCS will assist the complainant in filing a formal complaint with the State Board of Education.

### Special Education Students

When a complaint involves a special education student, DCS will follow the Procedural Safeguards as outlined in the Utah State Board of Education Special Education Rules, section IV.

When a complaint cannot be resolved to the satisfaction of all parties involved, the parent will be invited to file an official complaint in writing to the administrator of DCS and send a copy to the State Director of Special Education. If the parent or guardian is unable to file in writing, they will receive assistance from the DCS Board or may contact the SEA for assistance.

A written complaint must include the following:

- a A statement that DCS has violated a requirement of Part B of the IDEA or these rules.
- b The facts on which this statement is based.

The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received by DCS, unless a longer period is reasonable because the violation is continuing or the complainant is requesting compensatory services for a violation that occurred not more than three years prior to the date the complaint is received by DCS.

DCS shall resolve the complaint within thirty (30) days unless exceptional circumstances exist (e.g., delay by a complainant to provide necessary information). An extension of time shall not exceed ten (10) days. Within this time limit, DCS shall:

- a. Carry out an independent on-site investigation, if DCS determines that such an investigation is necessary.
- b. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint.
- c. Review all relevant information and make a determination as to whether DCS is violating a requirement of Part B of the IDEA or of the Special Education Rules.
- d. Issue a written decision to the complainant, with a copy sent to the State Director of Special Education, that addresses each allegation in the complaint and contains:
  - (1) Findings of facts and conclusions.
  - (2) The reasons for DCS's final decisions.
- e. Determine procedures for effective implementation of DCS's final decision, if needed, including technical assistance activities, negotiations, and corrective actions to achieve compliance.
- f. Inform the complainant, in writing, of the right to appeal the decision for review to the USOE, and the procedures for doing so. The appeal request must be received by the State Director of Special Education within ten (10) days of the receipt of DCS's final decision.
- g. If it takes longer than 30 days for the parent to receive the findings from the DCS investigation, the SEA timeline will be shortened by that number of days, so that full DCS and SEA complaint resolution will total 60 days

The procedures for reviewing DCS's final decision on appeal to the USOE shall be the same as those outlined above, in IV.G.3. a. through f. Within twenty (20) days of the receipt of a written request for review, the USOE shall issue a final, written decision on the complaint including Rules IV.G.3.d. and e., above.

## Section 504/ADA Considerations

Complaints of discrimination due to disability will be handled according to the procedures and policies under section 504/ ADA. To comply with Section 504/ ADA and to minimize complaints, DCS will do the following:

1. Provide the Utah State Board of Education with written assurance of nondiscrimination. [34 CFR § 104.5(a)] See the non-discrimination statement under section 8 of this charter.
2. Designate an employee to coordinate compliance with Section 504/ ADA (if there are more than 15 employees). [34 CFR § 104.7(a)]
3. Provide parents and employees (if more than 15 employees) grievance procedures to resolve complaints of discrimination. This does not apply to denial of employment. [34 CFR § 104.7(b)]
4. Provide parents and employees (if more than 15 employees) with guidelines for mediation, complaint process, and due process hearings.
5. Provide notice of non-discrimination to students and parents. Notice will be included in student/parent handbook. [34 CFR §104.8] A separate notice will be available for employees, unions, and professional organizations of nondiscrimination in admission or access to, treatment, and employment in its programs or activities (if more than 15 employees).
6. Annually notify persons with disabilities and their parents or guardians of the school's responsibilities under Section 504/ ADA. [34 CFR § 104.32(b)]
7. Provide parents or guardians with procedural safeguards:
  - a. Notice of their rights.
  - b. An opportunity to review relevant records.
  - c. An impartial hearing: DCS will notify parents or guardians of their right to request a hearing regarding the identification, evaluation, or educational placement of individuals with disabilities. [34 CFR § 104.36]
  - d. Review procedures, including compliance with the procedural safeguards under the Utah State Board of Education Special Education Rules.
8. Conduct a self-evaluation of the school facilities, programs, and policies to ensure that discrimination is not taking place. (34 CFR § 104.6 (c). This study will be conducted with the assistance of interested persons, including persons with disabilities.

The DCS school administrator will serve as the section 504/ ADA specialist and will:

- Ensure nondiscriminatory educational practices.
- Establish and monitor a Section 504/ ADA referral/identification/review process.
- Maintain data on Section 504/ ADA referrals.
- Conduct staff and parent awareness and training activities concerning Section 504/ ADA requirements.
- Implement Section 504/ ADA grievance procedures.
- Monitor Section 504/ ADA budget.
- Consult with the director of special education.
- Serve as a school liaison with the state Section 504/ ADA coordinator.
- Serve as the school liaison with the Regional Office for Civil Rights.

## **STUDENTS**

### **7. Notification.**

Parents and students will be notified of open enrollment through newspaper advertisements in the *Daily Herald* and the *Salt Lake Tribune*, fliers distributed throughout the community, and, if possible, coverage by the news media. Advertising and the commencement of the open enrollment period shall begin prior to July 1st and end no later than July 25th in the first year of operation, and shall begin prior to June 1st and end no later than June 15th in subsequent years. The open enrollment period will never be shorter than 20 days. Parents will be invited to come to the open enrollment with all documents necessary to enroll a child in school.

### **8. Selection.**

First priority will be given to students whose parents are designated as founding members of the school. All other positions will be filled by lottery. Students who apply during open enrollment will be included in a computer-generated random selection process. Successful applicants will be notified in writing or by phone by July 20th in the first year, and by June 20th in subsequent years.

Siblings of enrolled students will be given preference relative to other applicants (Utah Code Section 53A-1a-506). Seventh and eighth grade openings will be filled with students who were enrolled in the school the previous year, and new positions will be filled as described above.

#### Section 504/ADA and Special Education Considerations

Discovery Charter School does not discriminate on the basis of race, color, gender, disability, or national and ethnic origin in administration of its educational policies, admissions policies, or programs. No person shall, on the basis of race, sex, color, national origin, age, or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program offered by the school.

### **9. Standards.**

Student conduct will be based on the following principles:

- Students have a right to learn, free from disruptions.
- Teachers have a right to teach, free from disruptions.
- Students shall receive consequences for their behavior, both positive and negative.
- Students and teachers have the right to a safe, nurturing school environment.

To ensure these principles students and staff will be expected to:

- Respect and use kind words toward each other.
- Respect school property and the property of others.
- Show consideration for others at all times.

Consequences for students who break the rules:

- Step 1. Verbal warning from teacher to student.
- Step 2. Conference between teacher and student with age-appropriate consequences.
- Step 3. Teacher contacts parents to inform them of behavior and to discuss consequences for the child. Teacher or parent may set up conference.
- Step 4. If the child's behavior still does not improve, teacher contacts the CAO who decides on further consequences and sets up a conference with parents.

### Special Education Students

Special Education Students will be subject to the guidelines and procedures outlined in their Individual Education Programs and to the policies and procedures outline in the Utah State Board of Education Special Education Rules, section V. When a special education student is admitted to DCS, all school instructors, administrators and staff will be required to become familiar with that student's IEP and to learn how to carry out any intervention and discipline techniques outlined in the IEP.

All school personnel will be required to become familiar with the Utah State Board of Education *Special Education Rules* and with the *Least Restrictive Behavioral Interventions*, Appendix F.

Personnel who may come in contact with a special education student will be required to receive special training through the Utah State Office of Education division of At Risk and Special Education Services, or through private training with a qualified specialist provided by Discovery Charter School. Personnel will be required to learn how to implement any intervention and discipline techniques outlined in the IEP and will be instructed to identify how and when to use these techniques. School personnel will be allowed to implement only level I and II intervention strategies and will be required to use the least restrictive intervention available first. Only a recognized behavioral specialist will be able to implement a Level III or IV intervention strategy.

If an emergency situation occurs which requires the immediate use of intrusive behavior interventions (those that require parental consent and for which parental consent has not been obtained) to protect the student or others from harm, the staff will complete the Emergency Contact Form and notify the student's parents within 24 hours.

beyond the last day of a term must submit a written letter of appeal to the CAO. The CAO has authority to grant exceptions in situations involving unforeseen circumstances.

### Checking Out of School

Any student who leaves school during the school day is required to check out at the office. He/she must present a note from the parent/guardian or must contact the parent/guardian at the time in order for the absence to be excused. If a student leaves the school for a legitimate purpose and then returns to school later in the day, he/she is required to check-in at the office. DCS will have a closed campus. Students may not leave the campus during the school day without approval of an administrator. Those students who need to leave regularly (such as going home for lunch) may obtain an on-going pass from the school administrator.

The school administration and staff shall make earnest and persistent efforts to resolve attendance problems by meeting the following minimum requirements:

1. The school will annually provide a copy of the School Attendance Policy to parents/guardians and students.
2. School officials will monitor the attendance of students.
3. A representative of the school will call parents when a student is absent.
4. School officials may adjust the curriculum and schedule if necessary to meet special needs of the student.
5. A school official will meet with parents/guardians, enlisting their support, after a student has six unexcused absences in any one period during any semester. Parents/guardians who fail to respond to a school's request for assistance and support in resolving attendance concerns may be referred to the appropriate legal authorities in accordance with Utah law (U.C.A. 53A-11-103).

Parents/Guardians of DCS students will be asked to:

- ensure that their students attend school as required by law.
- notify the school when the student is absent for an excusable reason as identified in State Board of Education regulation R277-607. Notification may be by telephone or by signed note. Notification must occur within one week following the absence. It is recommended that a student, who knows that he/she is going to be absent for two or more days, contact teachers before leaving regarding academic assignments to be made up.
- communicate and/or meet with teachers and other school authorities in order to find solutions to attendance problems.

DCS may establish consequences and rewards related to tardiness and attendance. Reward programs will be planned so as to accommodate all students who qualify. Any rewards and consequences will not violate Utah State Law or Utah State Board of Education regulations. Guidelines governing rewards and consequence programs will be provided annually to the students and parents/guardians by the administration of the school.

## Considerations for Section 504/ADA and Special Education Students

No student, classified as disabled under the provisions of the Individuals With Disabilities Education Act (IDEA), or Section 504 of the Rehabilitation Act of 1973, shall be suspended or expelled repeatedly or for an extended period of time under this policy where the misconduct is a manifestation of that student's disability.

### Dress Code

Students, teachers and staff will be expected to adhere to the following dress code:

- All attire will be modest, neat and clean.
- Gang related clothing, accessories or slogans will not be tolerated.
- Obscene or inappropriate clothing or logos will not be tolerated.

A handbook which describes and defines appropriate conduct and attire will be made available to students and parents prior to the beginning of school.

If, though majority vote, the Parent Council should choose to, Discovery Charter School will adopt a simple and affordable school uniform.

### **10. Dismissal.**

DCS will follow all policies and guidelines as required by Utah State Law (UCA 53A-11-901-909).

Suspensions will be implemented only in the case that student behavior threatens physical or emotional harm to teaching staff or to other students. OSS will not be implemented as a disciplinary action for academic reasons or for any minor infraction of rules.

Serious emotional or physical aggression will warrant serious consequences decided by the CAO and may include, if necessary, dismissal from the school. A complete set of rules and guidelines regarding suspension and dismissal will be provided in the parent/student handbook.

## Considerations for Section 504/ADA and Special Education Students

Policies and procedures for dismissal of special education students will be consistent with the policies in section V of the Utah State Board of Education Special Education Rules. Policies and procedures for dismissal of students with disabilities will be consistent with the policies in section 504/ADA Guidelines for Educators and Administrators.

DSC will not suspend a student with disabilities in excess of 10 days or, in some cases, impose cumulative suspensions exceeding 10 days, without taking a number of prior actions. DSC may place a student with disabilities in a more restrictive setting if the student becomes dangerous.

## STAFF

### 11. Screening and Selection.

Screening and selection of staff will be the responsibility of the CAO with advice and consent from the Board of Directors. The Board must ratify all selections by majority vote.

The Board will hire teachers and other staff as deemed necessary. Instructors must be licensed and certified by the State of Utah or be qualified to teach under the USOE alternative certification or authorization program.

In order to protect the health and safety of all students and protect the property of the school, DCS shall require a criminal background check on each new employee if a check has not been made by the Utah State Office of Education within the previous two years.

DCS may require a criminal background check on each substitute or volunteer if a check has not been made by the Utah State Office of Education within the previous two years.

DCS Where reasonable cause exists, the district may require an existing employee or volunteer to submit to a criminal background check.

Applicants for employment, including substitutes, shall be required to pay the designated costs of background checks subject to the provisions of Section 53A-3-410 (5)(b).

If a person is denied employment or is dismissed from employment because of information obtained through a criminal background check, the person shall receive written notice of the reasons for denial or dismissal and shall have an opportunity to respond to the reasons.

### 12. Qualifications.

Any person hired for the position of school administrator must:

- Hold academic and professional qualifications suitable for the position.
- Guide and direct Discovery Charter School according to its mission statement, philosophy, goals and vision.
- Pledge to protect the financial well-being of the school.
- Understand and encourage developmentally appropriate instructional practices.
- Maintain realistic but optimistic expectations for teacher and student performance.
- Treat students and teachers with respect and warmth
- Provide for the training and support needs of faculty and staff.
- Provide for the education, health and safety of the students.



Any person hired for the position of teacher must:

- Be licensed and certified by the State of Utah or be qualified to teach under the USOE alternative certification or authorization program.
- Demonstrate support for Discovery Charter School's mission statement, philosophy, goals and vision.
- Treat students and other teachers with respect and warmth
- Maintain realistic but optimistic expectations for student performance.
- Understand and employ developmentally appropriate instructional practices.
- Complete job duties with minimal supervision.
- Use effective and innovative teaching methods.

**13. Staffing Patterns.**

Discovery Charter School will serve 6th, 7th, and 8th-grade students in multi-age classes. In its initial year, if enrollment reaches 60, DCS will employ one full-time teacher/administrator, two full-time teachers, and several part-time specialty teachers. As enrollment increases in subsequent years, DCS will add enough teaching positions to maintain a maximum student-teacher ratio of 20 to 1. Classes may be combined for some learning activities or divided into smaller sub-groups to facilitate the achievement of the individual educational goals of each child. Parent volunteers with unique specialties will regularly supervise school activities and will occasionally be invited to teach specialty classes.

Each full-time teacher will be qualified to teach one or more of the following core subjects: Social Studies, English, Science or Math, and at least one specialty class. The remaining classes will be taught using part-time teachers.

Teachers will be hired based on their ability to accommodate the varied needs of a diverse student body. They will be expected to work one-on-one with students of different ages and abilities and to be capable of helping special education students progress in accordance with their IEPs.

DCS is a small school with a limited staff and would be unable to afford a full-time special education specialist. However, the administrator will become familiar with all Special Education Rules and 504/ADA regulations, and a part-time specialist will be secured if required by law.

All DCS instructors will be required to attend any special education training made available through the Utah State Office of Education. Teachers and staff will be provided with resources necessary to help them meet the needs, on a case-by-case basis, of each special education or special needs student admitted to the school. It is worth noting that Discovery Charter School's multi-age structure and low student-to-teacher ratio make individualized instruction a standard benefit for all students. Nevertheless, teachers will be trained to ensure that students with special instructional and physical needs will receive instruction and care in accordance with their IEPs.

APR 2008  
10/20/08

## **14. Teaching Schedule.**

Full-time salaried teachers will teach a minimum of 180 days or 990 hours of school per year, attend two teacher workdays and attend up to five days of training per year. Full-time teachers will teach a full school day, with an in-school preparation time of at least one hour and expected outside preparation time of at least one additional hour per day. Teachers will be available fifteen minutes before and thirty minutes after school, five days a week, for additional preparation and for consultation with parents and students.

Teachers are also required to attend weekly faculty meetings and periodic training sessions. Parent/teacher conferences will be held a minimum of two times per school year. Teachers or parents may request additional conferences as needed.

Part-time teachers will typically teach three hours a day, four days a week, with one hour a day of paid preparation time. Part-time teachers will be paid an hourly wage.

Sample teaching schedules are outlined in Appendix D.

## **CURRICULUM AND INSTRUCTION**

### **15. Purpose.**

Discovery Charter School is founded on a particular vision of what we believe a middle school education can be. This is a vision of a school where students are anxiously engaged in learning; where students are participants in their own education and are actively planning, collaborating, solving problems, sharing ideas and working out class rules. It is a school where students are busy creating, researching, writing, experimenting—not watching someone else do these things. It is a school where student artwork, publications and multimedia creations fill the classroom. It is a school where students teach and serve each other, where they are aware of what is happening in their world and in their community and are anxious to contribute in some positive way. It is a school where students are happy, where they are excited about learning and creating unique and purposeful products. It is a school where students feel empowered to make choices and to explore their own interests. It is a place where students and teachers treat each other with love and respect. This vision is rooted in the developmental and cognitive theories of Jean Piaget, Lev Vygotsky, John Dewey and Jerome Bruner; in the contemporary research of respected educators such as David Gardner, Frank Pajaras and Carol Dweck, and on the ideas of noted educational philosophers such as Nell Noddings, Parker Palmer, Walter Gong and Dillon Inouye. It will be a place where children feel welcome and respected and where they will rediscover a love of learning.

In an effort to create a productive and rewarding learning experience for its students, Discovery Charter School will adopt a variety of innovative instructional practices. These practices include, but are not limited to:

- Small class size
- Multi-age classes
- Experiential learning
- Core classes
- Significant student involvement
- Service learning
- Technology learning

The efficacy of these practices is well-documented in the journals of educational research. A more detailed description of each convention is outlined below:

#### Small Class Size

DCS intends to maintain a low student-teacher ratio. Each class will be limited to twenty students, and mathematics and specialty classes may have even fewer students per class. In some circumstances, larger groups of students will work together under the supervision of two or more instructors.

#### Multi-age Classes

Although most junior high and middle schools offer some multi-age classes, DCS will adopt a multi-age approach throughout the curriculum. A multi-age environment shifts the emphasis away from competition and ranking practices and encourages each student to work at a level that is comfortable, yet challenging. Older students are encouraged to teach and mentor their younger classmates ( a situation that strengthens learning and builds character). Younger students often progress beyond the expectations for their grade level.

#### Core Classes

Some primary subjects will be integrated into two-hour core classes. The purpose of this arrangement is two-fold: First and foremost, we would like our students to spend extended periods of time with their teachers so that they can develop strong relationships. Our teachers will strive to build personal relationships based on respect and trust and will act as positive role-models and mentors to their students. This arrangement should serve to prevent the kind of fragmentation that can occur when adolescents are shuffled from class to class every forty-five minutes and struggle to establish meaningful relationships with their teachers. Second, we would like to integrate subjects and allow enough time for in-depth study, collaborative learning, inquiry-based learning and project work. Short class periods do not allow for this type of teaching and learning.

#### Significant Student Involvement

Students will be given a real voice in making decisions about the operations of the school and in choosing many of their own learning activities. Students will be invited to create their own governing organization and to send representatives to monthly board meetings whenever they wish to express concerns or share ideas with board members. Teachers will be encouraged to

invite students to create school and classroom policies and to have choices in learning activities. Within reason, and when resources allow, students will be offered the opportunity to design their own specialty courses.

### Experiential Learning

To accommodate the active and concrete learning needs of pre- and early adolescents, DCS will include a strong experiential element in the curriculum. Core and specialty classes will offer a wealth of active, hands-on, sensory-rich activities (both indoors and out) and each Friday will be devoted to Field Studies—an opportunity to explore subjects in greater depth. Field Studies can involve individual classes or the entire school and might include field trips or in-school activities such as:

- Collaboration with specialists from local universities or businesses
- Visits to museums or places of interest
- Scientific experiments and science fairs
- Service learning activities
- Geology walks in the canyons
- History recreations and/or activity days
- Theater productions
- Construction projects
- Agriculture and animal husbandry projects
- Multimedia productions
- Art projects and arts festivals
- Creation of curriculum to share with peers and to publish on the web.

In addition to the weekly field experiences, we would like our students to participate in two longer field trips each year—one in the fall and one in the spring. These trips will be designed to enhance and extend the classroom curriculum. The trips will be funded by grant monies, fund-raising or donations and will be supervised by teaching faculty and parents together. DCS will plan and conduct any such trip in accordance with all rules and regulations outlined by the Utah State Board of Education.

### Service Learning

DSC hopes to foster in its students a profound reverence and respect for humanity and for the natural world. To this end, we will incorporate a wealth of service learning in the curriculum and let students participate in activities that will bring them into contact with community members in need and with our natural environment. Although we will encourage students to plan and implement their own service learning ideas, some possible activities are:

- Adopting grandparents at local nursing facilities
- Serving the Provo Food and Care Coalition
- Working with Sub for Santa
- Raising funds to help impoverished children in other countries

- Working to help pass legislation that will benefit school children
- Teaching younger children in other schools
- Developing and improving our own facilities and surrounding property
- Adopting a section of the Provo River Trail for maintenance

### Technology Learning

DCS will maintain a strong technology emphasis. Each child will have access to and will learn to use word processing, web design, spreadsheet, and other software packages. We are working to secure grants that will allow us to supply the school with enough laptop computers that each child will have access to his or her own computer throughout the school day, but until that time, we will provide a computer lab with open access for students. Our media specialist will assist students in creating web pages and multimedia productions that can be shared with students of other schools and that can be accessed on the internet. Students will be instrumental in creating curriculum that can be used to teach students in subsequent years. We also intend to create a student-directed television or news program that can be broadcast on a local cable channel.

## 16. Curriculum.

DCS will provide latitude for its teachers to select and implement preferred lesson plans, provided the learning activities support and enhance the vision of the school as outlined above. Teachers will be required to align lesson plans with the Utah State Core Standards, but to place an emphasis on depth, rather than breadth of coverage. In other words, teachers may choose to omit specific elements of the core standards in favor of teaching some elements at greater depth. Furthermore, teachers will be required to provide a strong experiential, project and inquiry-based component in their curriculum. Some peculiarities of our curriculum plan are:

### Rotating Curriculum

Social Studies and Science curriculum will be implemented on a 3-year rotating schedule. Because DSC's curriculum is experiential and project-intensive, and because resources are limited and our teaching staff is small, it will make sense for all of the students in the school to study the same curriculum at the same time, regardless of grade level (with the exception of Mathematics and Language Arts). Rotating curriculum is a common component of multi-age instruction and has been used successfully in Montessori schools for generations. This structure has the added benefit of allowing students and teachers in the school to collaborate on school-wide projects and to reinforce learning objectives across the curriculum.

### Social Studies

Our Social Studies Curriculum is a 3-year course of study entitled "Exploring Our World" developed by education doctoral students at Brigham Young University. Although primary learning objectives are aligned with the Utah State Core Curriculum Standards, the sequence of instruction is unique, (world, national, and state history are integrated to some extent) and the format is considerably more project-oriented and inquiry-based and than typical, text-driven social studies courses. That sequence of instruction is as follows:

## Attendance Policy

Students are expected to attend all classes every day, but it is recognized that some absences are inevitable. Students will be required to comply with the following attendance policies and procedures. These policies will be made available to students and parents in a student/parent handbook prior to the beginning of school.

School attendance has a direct impact on a student's level of academic achievement. In order to make the most of one's educational opportunity a student must have consistent, punctual, daily attendance. It is primarily the responsibility of the student to achieve daily, punctual attendance as directed by the Utah Compulsory Education Act, U.C.A. 53A-11-101 et. seq. Parents or guardians and school officials share a responsibility to make earnest and persistent efforts to resolve attendance problems. A parent or guardian is always welcome and is encouraged to call or visit the school for current attendance information regarding his/her student.

Repeated truancy will result in truancy citations, truancy school referral, Juvenile Court referral, or other interventions.

It is recommended that a student, who knows he/she is going to be absent for two or more days, contact teachers before leaving regarding academic assignments to be made up.

A student who fails to provide an excuse note from a parent or guardian within one week of an absence will receive an "Unexcused Absence." More than one unexcused absence in a term may, at the teacher's discretion, effect a student's grade. Each teacher's policy must be provided in a disclosure statement at the beginning of the term.

A student who was not in class but was attending an approved school sponsored activity as a member of a team, club, class etc, will receive a "School Activity Absence." Students are not penalized for School Activity Absences, but they are required to make up any school work missed. In order for absences to fit this category, the activity must be approved by the administration.

A student who arrives at a class after the designated start time will receive a Tardy. If a student is more than ten minutes late to class, the impact upon the academic grade can be the same as for an absence.

### Procedures for Excusing an Absence

Parents/guardians must contact the school and provide the appropriate reason for the absence. Notification may be by telephone or by signed note. Absences will be excused if the school is notified within one week following the absence. All absences must be excused by the last day of each grading period. Parents/guardians wishing to excuse absences after the one-week limit or

1st year United States & Utah State History, Pre-Columbian Exploration through Civil War.  
2nd year: United States & Utah State History, Westward Expansion through present  
3rd year: World History

This schedule will work nicely to accommodate students who are transferring as eighth-graders. These students will stay on track because they will be studying United States History, as they would have in any public school. Students entering as seventh-graders will still cover both United States and Utah State History, but in greater depth than they might have otherwise (they will receive 2 years of social studies in seventh and eighth grade, rather than the typical year-and-a-half). Students who enter as sixth graders will cover all of the required curriculum by the time they leave the school.

If a student transfers out of DCS after one or two years, he/she could potentially miss or repeat some material. This is a factor that parents will need to take into consideration when making the decision to enroll their student in Discovery Charter School. However, this may not be as much of a problem as it first appears to be. Students may, at any time, choose to embark on an individualized course of study (with assistance from instructors) or may choose to deepen their current understanding by participating in enrichment projects. Because our social studies curriculum already allows students a great deal of latitude in choosing reading materials and projects, each student designs his or her own course of study to some extent and instruction would never need to be redundant.

### Math

Discovery Charter School will offer courses in 6th-grade mathematics, pre-algebra, algebra and geometry (if needed). Students will be placed in an appropriate course based on parent and teacher recommendation, pre-testing and prior year test scores. Math classes will have the smallest student-to-teacher ratio (15 to 1 or fewer) so that students can have access to a great deal of individualized instruction. Special education students will receive individual tutoring as needed or any help designated in the IEP.

### Science

In the first year of the rotating science curriculum, DCS will focus on subject matter typically associated with the eighth-grade integrated science curriculum, including earth science, life sciences, chemistry, energy and motion. In the second year, DSC will focus on the 7th-grade integrated science standards, including matter, the physical earth, cells and organisms, classification, etc. In the third year, DSC students will study the solar system and universe, microorganisms and energy. The Utah State Core Standards will be adapted at each level to accommodate the learning needs of a range of ages and abilities. Teachers will provide developmentally appropriate instruction for students at each grade level. Discovery Charter School will enhance science instruction with selected units from the project-based "Science Matters" program, an engaging, hands-on, multi-age science curriculum being used nationwide. Although most of the Utah State Core Curriculum Standards for science education will be

addressed over a three-year period, the sequence of instruction will be unique and a considerable amount of time will be dedicated to conducting science experiments, participating in authentic research and presenting findings in multimedia and written reports. Students will receive a full year's course of science instruction in each grade.

### Language Arts

Strong reading and writing skills are essential tools for academic success and for social stability. DSC will devote a great deal of time to ensuring that our students are exceptionally literate. Students will master the skills of grammar and usage and will strengthen reading and writing skills at all levels of instruction and across all content areas. Science, Social Studies and Mathematics teachers will require students to communicate effectively via the written word. Comprehension, vocabulary-building, critical thinking and effective speaking will be important components of the DCS Language Arts curriculum. Teachers will work with students on an individual basis to identify strengths and instructional needs, and to develop, with each child, a strategy for strengthening reading and writing skills. The Utah State Language Arts Standards for 6th, 7th and 8th grades will be addressed at all levels, but not necessarily in the sequential order suggested. Each student will concentrate on the skills needed for greatest improvement. Students at all levels will work on persuasive, expository and creative writing and on reading and interpreting literary, functional and informational texts.

Students will find many outlets for publishing, including a school literary magazine, newspaper, news broadcast, and yearbook. Students will be encouraged to create websites, write letters, keep journals, write stories and plays that can be produced in some form, enter essay and poetry competitions, etc.

### Spanish

Spanish Language learning will be a crucial part of DCS's curriculum. Every child will participate in Spanish language classes. We are currently developing a partnership with sister schools in Guatemala operated by the Rose Education Foundation under the direction of Julio Salazar of Chimaltenango, Guatemala and Dr. Randy Ellsworth of Orem, Utah. These schools are thriving institutions that are dedicated to providing a quality education to a wide socio-economic strata of Guatemalan children. These schools specialize in teaching English as a foreign language and the directors are excited about the prospect of their students establishing relationships with students in the United States. Because we would like to foster a relationship with these schools, and because we believe language learning is an important part of education, we are anxious to help our students become familiar with a language and a culture that is so predominant in the world, and is becoming more common in our community. We will participate in cultural exchange primarily through correspondence, cooperative project work, and, possibly through a student exchange program at a later time. We will develop ties with the local Hispanic population as well and will encourage youth of Hispanic origins to participate with the school



## Specialty Classes

Although our resources will be limited, we feel it is crucial for students to make choices about their own education. For this reason, we have reserved the last part of the day for a variety of specialty classes. Students will have the opportunity to participate in the selection and planning of these courses and may, on occasion, participate in helping teach a course. Although full-time teachers and the administrator will be responsible for developing and teaching some of these special classes, parents and outside experts will be invited to participate as instructors or mentors at times. Specialty Classes might include, but are not limited to:

- Art
- Music
- Theater
- Film
- Survival Skills
- Foods
- Psychology
- Sign Language
- Agriculture
- Dance
- Ceramics
- Rock Climbing
- Weaving

## Special Education Students

In the first year of operation, DCS will develop comprehensive policies and procedures for the implementation of Utah State Special Education requirements and will ensure that they are consistent with sections 53A-15-301 through 53A-15-305, Utah Code Annotated, and with Part B of the Individuals with Disabilities Education Act (IDEA), Public Law 105-17, as amended, and with the Utah State Board of Education Special Education Rules. Until such time as this document has been completed, DCS will address the needs of any special education student admitted to the school on a case-by-case basis and in accordance with existing laws and policies.

DCS will adhere to all Policies and Procedures outline in the Utah State Board of Education Special Education Rules. A brief outline of those responsibilities as they relate to Individualized Education Programs (IEPs) is included here:

Once eligibility is determined (through testing and evaluation conducted by DCS in accordance with sections II. C— F of the Utah State Special Education Rules), DCS personnel will work with each special education student and his/her family to develop and implement an Individualized Education Program (IEP) according to the policies and procedures outlined in section III of the Special Education Rules. If a student who transfers to DCS has already been receiving special education from another LEA, DCS will ensure that the student receives a free

and appropriate education while continued eligibility is determined. DCS will work with the student and parents to determine if it is in the student's best interest to adopt the existing IEP or to develop a new temporary or permanent IEP for the student. Before the student's IEP is finalized, DCS may provide interim services agreed upon with the parents and documented in a temporary IEP. If the parents and DCS are unable to agree on an interim IEP, DCS will implement the old IEP to the extent possible until a new IEP is developed and implemented.

An IEP will be implemented as soon as possible following the IEP meeting in which it is developed. Copies of each IEP will be made accessible to all DCS staff. Each teacher and provider who will work with the special education child will be informed of his or her specific responsibilities related to implementing the student's IEP and of the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP. Special training will be provided to teachers to prepare them to implement IEPs in an effective and professional manner.

DSC shall ensure that an IEP team reviews the student's IEP periodically, but not less than annually, to determine whether the annual goals for the student are being achieved, and revises the IEP as appropriate, in order to address the following issues:

- a. Any lack of expected progress toward the annual goals described in the IEP and in the general curriculum, if appropriate.
- b. The results of any reevaluation conducted.
- c. Information about the student provided to, or by, the parents.
- d. The student's anticipated needs.
- e. Other matters.

Each DCS teacher responsible for the special education students, as a member of the IEP team, must to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in:

- a. The determination of appropriate positive behavioral interventions and strategies for the student.
- b. The determination of supplementary aids and services, program modifications, or supports for school personnel that will be provided for the student consistent with the IEP.

One of the characteristics of the DCS curriculum and philosophy is that it is highly adaptable to meet the individualized needs of every student in the school. Although DCS will follow all Utah State policies and procedures with regards to special education students, all DCS students will develop a plan similar to the IEP and each student will be given the individualized attention needed to progress in an optimal manner.

## Section 504/ADA Considerations

DCS will provide a free and appropriate public education to students with disabilities in its jurisdiction who are eligible under Section 504/ADA. Instruction will be individually designed to meet the needs of those students as adequately as the needs of students without disabilities. This standard of what is "appropriate" differs from the IDEA "appropriate" standard, which requires the school to design a program reasonably calculated to confer educational benefit. An appropriate education under Section 504/ADA requires that the services be effective and equal.

Although Section 504/ADA does not require schools to develop an Individual Education Program with annual goals and objectives, DCS will provide written documentation for each student eligible under Section 504/ADA.

The quality of educational services provided to students with disabilities will be equivalent to the services provided to students without disabilities. Teachers, administrators, staff, and parents will receive ongoing training in the instruction of individuals with disabilities and be knowledgeable about the disability, appropriate materials, and equipment. The administrator will act as the 504/ADA coordinator will be responsible to develop and implement staff and parent training.

### **17. Calendar.**

DCS will follow the Provo School District Calendar, with a few minor changes. We will meet at least 180 days, 990 hours as required by the State, and will observe all of the same holidays and recesses as the Provo School District.

School hours are 8:45 a.m. to 3:30 p.m. four days a week, Monday—Thursday, (with a half-hour for lunch and 15 minutes of passing time), and from 8:45 to 12:45 on most Fridays (with 15 minutes of passing time). This schedule will provide 148 days with 6 hours of instruction and 32 days with 3 hours, 45 minutes of instruction, for a total of 1002 hours of instruction. This exceeds the state requirement by 12 hours.

Passing time is minimal each day for the following reasons:

- 1) Students spend the first 2 hours and 15 minutes of each day in a single classroom with a core teacher, so there is no passing time during this block.
- 2) Three of the four remaining classes meet for 55 minutes with 5 minutes of passing time. The final class of the day meets for a full hour.
- 3) The 30 minutes designated for lunch includes passing time.
- 4) Only 15 minutes is allotted as passing time on Fridays because the entire 4 hours is spent in one instructional sequence—usually in one location—and students will typically eat a sack lunch in a 15-minute time period

A tentative schedule is printed below. A finalized schedule will be made available upon request, once the school has been fully staffed.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45— 9:00	Town Square (in core class)	Town Square (in core class)	Town Square (in core class)	Town Square (in core class)	Field Studies  15 minute break for lunch included.
9:00— 11:00	Core 1 English/ Social Studies	Core 2 Science/ Technology	Core 1 English/ Social Studies	Core 2 Science/ Technology	
11:05— 12:00	Math or Fine Arts Class	Math or Fine Arts Class	Math or Fine Arts Class	Math or Fine Arts Class	
12:00— 12:30	Lunch (includes passing time)	Lunch (includes passing time)	Lunch (includes passing time)	Lunch (includes passing time)	Friday session ends at 12:45
12:30— 1:25	Math or Fine Arts Class	Math or Fine Arts Class	Math or Fine Arts Class	Math or Fine Arts Class	
1:30— 2:25	Spanish or Specialty	Spanish or Specialty	Spanish or Specialty	Spanish or Specialty	
2:30— 3:30	Spanish or Specialty	Spanish or Specialty	Spanish or Specialty	Spanish or Specialty	

### **18. Extracurricular Activities.**

DCS will provide extracurricular activities according to the interest level of students and parents. DCS may charge permissible fees for these activities, but will ensure that any child who chooses to participate may do so, regardless of ability to pay. At no time will 6th-grade students be charged for extra-curricular activities.

Extracurricular activities may include, but are not limited to:

- Performing Arts Groups
- Field Trips or Travel
- Sports Teams
- Science or Arts Fairs
- Special Interest Clubs
- Academic Competitions
- Academic Tutoring

DCS will encourage students to participate in a wide variety of interscholastic competitions, such as the PTA Reflections contest, science fairs, debate competitions, etc. With the help of the Parent Council, teachers and administrators will support these efforts by making information available and providing resources and assistance whenever possible.

## **STUDENT ASSESSMENT**

### **19. Instruments and Procedures.**

Discovery Charter School will administer all state and federally mandated norm-referenced and criterion referenced tests.

DCS will use a variety of assessment activities, but will rely most heavily on authentic assessment practices such as portfolios and performance assessment (i.e., presentations, media productions, written documents, in-class demonstration of skills, etc). Each child will create, with his or her teachers, an individual learning contract (similar to the SEOP's commonly in use in most schools) and will participate in quarterly teacher/student interviews to assess individual progress.

Progress will be assessed through instructor observation and evaluation in addition to the students' own metacognitive reflections as recorded in learning logs and journals. Paper-pencil objective tests will be administered where appropriate. Parents will be encouraged to maintain a running dialogue with teachers and to be active participants in assessing their students' progress.

Twice yearly, in the Fall and Winter, parents will be invited to meet with their student's teachers in an official parent/teacher conference to review student work and test scores and to discuss academic and social progress.

Progress reports and representative samples of student work will be sent home on a quarterly basis.

### Provisions for Special Education and Section 504/ADA Students

DSC will follow all guidelines as outlined in the Utah State Board of Education Special Education Rules in assessing the progress of special education students. DCS will also make special provisions for students with disabilities in accordance with Section 504/ADA. Some of the guidelines are outlined below:

- a. DCS shall provide testing modifications in test administration and method as necessary.
- b. DCS shall develop guidelines for the participation of students with disabilities in alternate assessments for those students who cannot participate in state- and district-wide assessment programs.
- c. DCS shall follow the guidelines and procedures outlined in an individual student's IEP as they relate to assessment procedures and practices.

## **20. Reporting and Use.**

The results of state and federally mandated tests will be shared with parents, as required by law. Test results will be made available to the State Board of Education and will be presented to the Board of Director in a timely manner. The privacy of individual test results will be respected and will not be made available for general use or reporting without the permission of parents.

When test results become available, teachers and administrators will meet in a timely manner to discuss results and plan instructional strategies based on those results.

The Utah State Board of Education is invited to review student assessments and the products of student work at any time upon request.

## **Finances and Reporting**

### **21. Start-Up Funds**

Discovery Charter School plans to use the following methods to obtain start-up funds:

- Fundraising (our target goal is \$10,000 annually in fundraising).
- Apply for a variety of grants (see appendix G).
- Solicit funds from local and national foundations.
- Use donated materials.
- Create partnerships with local businesses.
- Seek start-up funds from the Utah State Legislature.
- Seek federal start-up grant monies.

Our budget, however, does not rely on any start-up funds other than federal grant monies.

Any funds collected that exceed funds necessary to meet our annual budget needs will be used to:

- Create a multi-media lab.
- Purchase physical education equipment.
- Purchase equipment and furnishings for individual classrooms.
- Purchase library books and equipment.
- Any other need that the Board of Directors feels has priority.

### **22. Revenues and Expenditures**

Discovery Charter School requests any funding from the Utah State Office of Education that the law allows, and a customary percentage of the WPU from any of the districts in which students reside. DCS may also seek all other funding and services that we qualify for and that become available to any other public school, i.e. School Trust Lands, Safe and Drug Free Schools, Textbooks and Supplies, Library Media, Educational Technology Initiative, etc. Discovery Charter School will receive all payments through the State Office of Education.

Using the Charter School Funding Worksheet provided by the State and an enrollment of 60 students, DCS projects State funding in the amount of \$254,502.00. This adequately covers our projected operating budget for the 2003-2004 school year. Any federal start-up funds will be used to purchase books, furnishings, computer equipment, etc. Although we anticipate receiving grant monies and donations, and on participating in fund-raising, we have not relied on these income sources in our budget.

If any special education students are admitted to the school, DCS will allocate the funds necessary to ensure that their needs are met. A portion of this funding will be provided through the State WPU special education funds. Any additional funds necessary will be taken from money originally earmarked for savings and investment.

\*Please see appendices B and C for funding worksheets and budgets based on projected enrollments of both 40 and 60 students.

### **23. Accounting Policies and Procedures**

Purchases under \$100.00 can be written out of a petty cash account. Such purchases only need the executive officer's signature. A copy of the receipt and a short description of the purchase will be turned into the executive officer for review and filing. All petty cash receipts need to be turned into the executive officer by the last day of the month. All petty cash purchases may be reviewed by the Board of Directors at the monthly board meeting.

All purchases over the amount of \$100.00 will require a purchase order. Purchase requests must be reviewed and approved by the Board of Directors. All purchase orders require the signatures of both the executive officer and the Financial Officer.

The Board of Directors will assure financial accountability by approving the budget and overseeing adherence. Every monthly board meeting will include a budget report. The Board will also contract a yearly independent audit of all records. This information will be used in preparing all financial reports required. The Board will also oversee and control investments of any capital funds.

Please see Appendix C for a list of anticipated expenditures.

### **24. Insurance.**

Discovery Charter School will provide full-time staff and faculty members with:

- Worker's Compensation Insurance
- Life Insurance
- Disability Insurance
- Health Insurance
- Retirement Benefits (401K with at least 4% matching funds)

Since DCS will be leasing a facility, fire insurance will be the responsibility of the property owner. DCS will obtain insurance coverage for the contents of the facility. i.e. books, computers, equipments, etc. DCS will obtain liability insurance through the State of Utah Division of Risk Management or comparable service agency. Insurance estimates are included in Appendix C.

## **25. Fees.**

Discovery Charter School will not charge any fees or tuition excepting fees that are normally charged by other public schools in accordance with the affiliated school district policy. Parents will receive a list of such fees at least one week prior to the beginning of school and will be given the opportunity to request fee waivers. Any fees will be collected prior to the first day of school at an official registration session. No fees will be assessed for 6th grade students. No student will be denied the opportunity to attend school or any class because of inability to pay.

DCS may establish permissible fees for extracurricular activities, field trips, and/or transportation. No student will be denied the opportunity to participate in any DCS program because of inability to pay.

DCS will recognize and make allowances for any student who qualifies for waivers based upon the Free or Reduced Lunch Program and will abide by fee policies outlined in the Utah Administrative Code R277-407.

## **~~26~~ Responsibility.**

The executive officer, under the supervision and authorization of the Board, will be responsible for preparing and submitting required annual and monthly financial reports, including but not limited to:

- Annual Accountability Report (Utah Code 53A-3-602)
- Annual Financial Audit Report
- Monthly Financial and Enrollment Report
- Annual Financial Report

The executive officer will submit the reports to the Board for final approval. The Board of Directors will ultimately be held responsible for financial reports. All reports will follow the Generally Accepted Accounting Principles (GAAP) guidelines. These reports will be made available to the State Board of Education for review. All Utah State and Federal laws will be adhered to.

Discovery Charter School will conduct annual audits of all financial records. These reports will follow GAGA (Generally Accepted Governmental Auditing Standards) guidelines. The result of the audits will be made available to the State Board of Education.



## **Support Services**

### **27. Transportation.**

Parents will be responsible for transporting their children to and from school. DCS will not provide transportation to or from school. Parents may choose to participate in a carpool group initiated by the parents.

If transportation needs are designated in a special education student's IEP, DCS will make arrangements to provide those transportation needs. If transportation is a related service for a student with disabilities, any incident of misconduct will be viewed in the same manner as any disciplinary incident in the school. DCS will not revoke transportation services without taking a number of prior actions. DCS may change the mode or method of providing transportation services if a student with disabilities is endangering himself or others.

### **28. Food Services.**

Parents will be responsible for providing sack lunches for their children. DCS and the Parent Council will maintain a supply of healthy snacks to provide for any student who has forgotten to bring a lunch.

If necessary, and depending on the demographics of the school, DCS will work with the Child Nutrition Department of the State office to qualify the school for the Federal School Lunch Program. This is consistent with other charter schools in the State

### **29. Health and Safety.**

The building will be regularly cleaned and maintained by parents, teachers, students and/or professionals. To ensure all health and safety requirements are met, the building will be inspected by the local fire department and the local county health department.

DCS will follow all State rules and regulations regarding administration of medications. Medically related needs identified in an individual student IEP will be satisfied through contracted services, if necessary.

Health and immunization records will be required prior to admission and the school administrator will be responsible for maintaining these records. Although DCS will not have the funds to employ a full-time health professional, the school administrator and staff will be required to participate in a standard first aid course each year. Children who become ill while at school will be released to a parent or guardian, or if no one is available, will remain in the care of the school administrator or a qualified staff member.

### **30. Emergencies.**

Discovery Charter School will abide by the State of Utah Administrative Rule #392-200—Design, Construction, Operation, Sanitation and Safety of Schools. Local fire and police departments will be notified of the school's existence and location and be given a copy of the school schedule/calendar. Basic rules for safety during daily activities and for procedures to follow in the event of various types of emergencies—fire, earthquake—will be discussed with students during the first week of school, and emergency drills will be conducted at the beginning of each school year. Parents will be notified of such procedures during parent orientation.

Should a student become ill or injured while attending school, he/she will be escorted to the main office where he/she will remain in the sick room until a parent or guardian arrives to check their child out of school. In the case of serious injury or illness, a staff member will remain with the child while an ambulance is called. The adult will remain with the child until the parents or guardian arrives. In case of a major disaster, students, teachers and staff will remain at the school until students are released to a parent or guardian.

## **Appendix A—Founding Board Members**

Founding Steering Committee Members:

The following founding members were designated as such at an official meeting of the steering committee on February 15, 2003. These founding members have demonstrated their commitment to the school by devoting time and resources to the planning and development of Discovery Charter School and by pledging to support the school throughout the coming years.

Dr. Lois Bobo—Curriculum advisor

Kraig Higginson—Property acquisition

Dr. Wade Jacoby & Kindra Jacoby—Founders

Dr. Diane Monson & Roland Monson—Founders

Dr. Tim Slover & Mary Slover—Founders

Dr. Jeff Turley & Susan Quebbman-Turley

Diana West & David West—Founders

## **Appendix B—Projected Funding**

State funding worksheets for a projected enrollment of 60 students and a projected enrollment of 40 students can be found on the following pages.

# CHARTER SCHOOL WORKSHEET

## ESTIMATE ONLY - FY 2003-2004

### TEMPLATE

School Name

	Number of Students	Rating Factor	WPU Generated
Estimated ADM (K)	1	0.55	0.55
Estimated ADM (1-6)	1	0.9	0.9
Estimated ADM (7-8)	60	0.99	59.4
Estimated ADM (9-12)	1	1.2	1.2
Special Ed Pre-School	1		
Special Ed ADM (K)	1		
Special Ed ADM (1-12)	1		
Special Ed (Self-Contained)	1		
Number of Teachers (K-6)	1		
Number of Teachers (7-12)	3		
WPU Value	\$2,150		

Program Name	Rate	WPU Generated	Amount Generated
<b>WPU Programs</b>			
<b>Regular Basic School:</b>			
Regular WPU - K-12	See above	62.0500	\$ 133,408
Professional Staff	0.0855	5.3053	11,406
Administrative Costs	38.70 per student		2,438
<b>Restricted Basic School:</b>			
Special Ed-Add-on***	1.0000	2.5500	5,483
Spec. Ed. Self-Contained***	1.0000	1.0000	2,150
Special Ed Pre-School	1.4700	1.4700	3,161
Special Ed-State Programs	Based on Programs		
Applied Technology	Based on Programs		
Class Size Reduction (K-8)	190 per K-8 ADM		11,780
<b>Total WPU Programs</b>		<b>72.3753</b>	<b>\$ 169,825</b>
<b>Non-WPU Programs</b>			
<b>Related to Basic Programs:</b>			
SS & Retirement	\$ 368.39 per WPU		\$ 26,662
Quality Teaching Block Grant	\$99		6,143
Local Discretionary Block Grant	\$60		3,723
Interventions-Student Success	\$33		2,048
<b>Special Populations</b>			
Youth at Risk Programs	\$5		310
Gifted and Talented	\$4		248
<b>Other</b>			
School Land Trust Program	\$31 per student		
<b>Residual per Student Exp.</b>	<b>Average \$711 per student</b>		<b>44,793</b>
<b>Total Non-WPU</b>			<b>\$ 83,927</b>
<b>One Time*</b>			
Teacher Materials/Supplies**	\$225 per teacher (K-6)	1	225
	\$175 per teacher (7-12)	3	525
<b>Total One Time</b>			<b>\$ 750</b>
<b>Estimated Total All State Funding</b>			<b>\$ 254,502</b>
<p>Numbers are based on estimated FY2004 enrollment.</p> <p>* These amounts are based on one-time funding for FY04. Amounts for future years depend on what is appropriated by the Legislature for the respective year.</p> <p>** Teacher Supply money is based on up to \$175 for grades 7-12 and up to \$225 for grades K-6.</p> <p>***Per special education determination of the appropriate program.</p>			

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Special Ed Self-Contain

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Questions: Call Cathy Dudley @ 538-7667

# CHARTER SCHOOL WORKSHEET

## ESTIMATE ONLY - FY 2003-2004

### TEMPLATE

School Name

	Number of Students	Rating Factor	WPU Generated
Estimated ADM (K)	1	0.55	0.55
Estimated ADM (1-6)	1	0.9	0.9
Estimated ADM (7-8)	40	0.99	39.6
Estimated ADM (9-12)	1	1.2	1.2
Special Ed Pre-School	1		
Special Ed ADM (K)	1		
Special Ed ADM (1-12)	1		
Special Ed (Self-Contained)	1		
Number of Teachers (K-6)	1		
Number of Teachers (7-12)	2		
WPU Value	\$2,150		

Program Name	Rate	WPU Generated	Amount Generated
<b>WPU Programs</b>			
<b>Regular Basic School:</b>			
Regular WPU - K-12	See above	42.2500	\$ 90,838
Professional Staff	0.0855	3.6124	7,767
<b>Administrative Costs</b>	38.70 per student		1,664
<b>Restricted Basic School:</b>			
Special Ed-Add-on***	1.0000	2.5500	5,483
Spec. Ed. Self-Contained***	1.0000	1.0000	2,150
Special Ed Pre-School	1.4700	1.4700	3,161
Special Ed-State Programs	Based on Programs		
Applied Technology	Based on Programs		
Class Size Reduction (K-8)	190 per K-8 ADM		7,980
<b>Total WPU Programs</b>		<b>50.8824</b>	<b>\$ 119,041</b>
<b>Non-WPU Programs</b>			
<b>Related to Basic Programs:</b>			
SS & Retirement	\$ 368.39 per WPU		\$ 18,745
Quality Teaching Block Grant	\$99		4,183
Local Discretionary Block Grant	\$60		2,535
Interventions-Student Success	\$33		1,394
<b>Special Populations</b>			
Youth at Risk Programs	\$5		211
Gifted and Talented	\$4		169
<b>Other</b>			
School Land Trust Program	\$31 per student	0.0000	-
<b>Residual per Student Exp.</b>	Average \$711 per student		30,573
<b>Total Non-WPU</b>			<b>\$ 57,810</b>
<b>One Time*</b>			
Teacher Materials/Supplies**	\$225 per teacher (K-6)	1	225
	\$175 per teacher (7-12)	2	350
<b>Total One Time</b>			<b>\$ 575</b>
<b>Estimated Total All State Funding</b>			<b>\$ 177,426</b>
<b>Numbers are based on estimated FY2004 enrollment.</b>			
* These amounts are based on one-time funding for FY04. Amounts for future years depend on what is appropriated by the Legislature for the respective year.			
** Teacher Supply money is based on up to \$175 for grades 7-12 and up to \$225 for grades K-6.			
***Per special education determination of the appropriate program.			

Special Ed Self-Contained  
However, Add-on (resou  
Special Ed Self-Contain

Social Security \$'s divid  
Total \$'s divided by Tota  
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Questions: Call Cathy Dudley @ 538-7667

## **.Appendix C—Projected Expenses**

Budget worksheets for a projected enrollment of 60 students and a projected enrollment of 40 students can be found on the following pages.

**Discovery Charter School Budget for 60 Students**

<b>Payroll Expenses</b>	<b>Annual Cost</b>
1 Full-Time Administrator/Teacher	\$40,000
2 Full-Time Teachers	\$70,000
1 Part-Time Spanish Teacher (\$20/hr)	\$10,000
2 Part-Time Math Teachers (\$20/hr)	\$20,000
2 Quarter-Time Specialty Teachers	\$10,000
Substitute Teachers	\$2,000
Professional Services/Training/Testing	\$3,000
Media/Technical Specialist	Grant Monies
<b>Total Expense</b>	<b>\$155,000</b>

<b>Employee Benefits</b>	<b>Annual Cost</b>
Health Insurance	\$14,300
Worker's Comp/Unemployment	\$1,200
Local Retirement	\$12,200
Social Security/Medicare	\$11,500
<b>Total Employee Benefits</b>	<b>\$39,200</b>

<b>Facility</b>	<b>Annual Cost</b>
Building Rental	\$30,000
Electric/Gas	\$4,000
Repair & Maintenance	\$2,000
<b>Total Facility</b>	<b>\$36,000</b>

<b>Supplies &amp; Materials</b>	<b>Annual Cost</b>
Classroom Supplies	\$3,000
Medical Supplies	\$500
Snacks	\$500
Periodicals	\$200
Photocopy & Printing	\$500
Office Supplies & Expenses	\$2,500
<b>Total Supplies &amp; Materials</b>	<b>\$7,200</b>

<b>Other Expenses</b>	<b>Annual Cost</b>
Advertising/Promotion	\$500
Telephone/Internet	\$2,500
Liability Insurance	\$3,500
Savings/Investment/Special Education	\$10,000
<b>Total Other</b>	<b>\$16,500</b>

<b>Total Expenses</b>	<b>Annual Cost</b>
Payroll	\$155,000
Employee Benefits	\$39,200
Facility	\$36,000
Supplies & Materials	\$7,200
Other Expenses	\$16,500
<b>Total Expenses</b>	<b>\$253,900</b>

Federal Grant Monies will be used for books, media center, science lab, sports equipment, software, etc.



Discovery Charter School Budget for 40 Students
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Payroll Expenses	Annual Cost
1 Full-Time Administrator/Teacher	\$40,000
1 Full-Time Teachers	\$35,000
1 Part-Time Spanish Teacher (\$20/hr)	\$10,000
1 Part-Time Math Teachers (\$20/hr)	\$10,000
1 Quarter-Time Specialty Teacher	\$5,000
Substitute Teachers	\$2,000
Professional Services/Training/Testing	\$3,000
Media/Technical Specialist	Grant Monies
Total Expense	\$105,000

Employee Benefits	Annual Cost
Health Insurance	\$9,500
Worker's Comp/Unemployment	\$900
Local Retirement	\$8,250
Social Security/Medicare	\$8,100
Total Employee Benefits	\$26,750

Facility	Annual Cost
Building Rental	\$24,000
Electric/Gas	\$3,500
Repair & Maintenance	\$1,000
Total Facility	\$28,500

Supplies & Materials	Annual Cost
Classroom Supplies	\$2,000
Medical Supplies	\$350
Snacks	\$350
Periodicals	\$200
Photocopy & Printing	\$350
Office Supplies & Expenses	\$1,500
Total Supplies & Materials	\$4,750

Other Expenses	Annual Cost
Advertising/Promotion	\$300
Telephone/Internet	\$2,000
Liability Insurance	\$3,000
Savings/Investment/Special Education	\$5,000
Total Other	\$10,300

Total Expenses	Annual Cost
Payroll	\$105,000
Employee Benefits	\$26,750
Facility	\$28,500
Supplies & Materials	\$4,750
Other Expenses	\$10,300
Total Expenses	\$175,300

Federal Grant Monies will be used for books, media center, science lab, sports equipment, software, etc.
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# Appendix D—Possible Teaching Schedules

## Schedule for Full-Time Teachers

	Monday—Thursday	Friday
8:30—8:45	Be available to students.	Be available to students.
8:45—9:00	Supervise Town Square	Supervise Town Square
9:00—11:00	Teach Core Class	Teach or supervise Field Studies
11:05—12:00	Teach Math or Specialty Class	
12:00—12:30	Lunch	
12:30—1:25	Teach Math or Specialty Class	
1:30—2:25	Preparation Time	
2:30—3:30	Specialty Class	
3:30—4:00	Be available to students	

## Schedule for Full-Time Administrator/Teacher

	Monday—Thursday	Friday
8:00—8:45	Be available to students.	Be available to students.
8:45—9:00	Supervise Town Square	Supervise Town Square
9:00—12:00	Teach Core Class and Planning Time	Teach or supervise Field Studies
12:00—12:30	Lunch	
12:30—3:30	Administrative Work/ Teach Specialty Classes or Math Class	
3:30—4:00	Be available to students	

## Schedules for Part-Time Specialty Teachers

	Monday—Thursday
12:30—1:25	Math, Spanish and Specialty classes with be offered during this hour.
1:30—2:25	Math, Spanish and Specialty classes with be offered during this hour.
2:30—3:30	Math, Spanish and Specialty classes with be offered during this hour.

## **Appendix E—School Calendar**

Our anticipated schedule for the 2003—2004 school year can be found on the following page. This calendar represents 180 days of school and all holidays, teacher preparation days and learning expeditions for the school year.

August

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	FD	21	T	23
24	H	26	27	28	29	30

January

				H	H	3
4	5	6	7	8	9	10
11	12	13	14	15	H	17
18	H	20	21	22	23	24
25	26	27	28	29	30	31

September

31	H	2	3	4	5	6
7	8	9	10	11	H	13
14	15	16	17	18	19	20
21	22	23	E	E	E	27
28	29	30				

February

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	H	17	18	19	20	21
22	23	24	25	26		28
29						

October

			1	2	3	4
5	6	7	8	9	10	11
12	13	14		UA	UA	18
19	UP	21	22	23	24	25
26	27	28	29	30	31	

March

	MI	MI	MI	MI	MI	6
7	8	9	10	11	12	13
14	IP	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	H	H	H	22
23	24	25	26	27	28	29

April

				FF	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	SB	SB	SB	SB	SB	24
25	26	27	28	29	30	

December

30	1	2	3	4	5	6
7	8	9	10	11		13
14	WF	WF	WF	WF	WF	20
21	H	H	H	H	H	27
28	H	H	H			

May

						1
2	3	4	5	6		8
9	LE	LE	LE	LE	LE	LE
16	H	18	19	20	21	22
23	SF	SF	SF	27	LD	29

Red—No School

Teal—School Days

—End of Quarter

Green—Academic Trips

Brown—School Events

F—First Day of School

T—Timp Hike (Families Invited)

H—Holiday or Break (No School)

E—Expedition (Utah History Trip)

Q—End of Quarter (Roughly 37 days)

UE—Utah Educ. Assoc. Convention

UP—UPASS Day

WF—Winter Festival

MI—March Internship

IP—Ides of March Party

FF—Fool's Feast

SB—Spring Break

LE—Learning Expedition

SF—Spring Festival

LD—Last Day of School

## **Appendix F—Additional Board Members**

The Education Advisor position will be filled by Dr. Lois Bobo. Lois holds a Ph.D in Instructional Psychology & Technology, specializing in literacy and the psychology of teaching and learning. She has worked in the field of education for 20 years, as founder and administrator of American Montessori Academy (preschool—grade 12) and as director of the Utah Montessori Teacher Education Program. Lois has worked as a primary and secondary school teacher and has been supervising secondary education student teachers and teaching theory and methods courses at Brigham Young University since 1997.

The position of Financial Advisor will be filled by Thomas Bailey, C.P.A.

The Parent Advocate Positions will initially be filled by Mary Slover and Dr. Wade Jacoby, who will serve for the first year, until the Parent Council selects representatives in September of 2004.

## **Appendix G—Grant Monies**

DCS has formed a grant-writing committee and upon charter approval, will begin the grant-writing process in earnest. Obviously, our ability to submit grant proposals is dependent upon charter approval. DCS may apply for any of the following ongoing grants or awards and any other grants that the Board of Directors deem appropriate:

ASCD Curriculum Development Grants  
NCSS Champions of Active Learning Grants  
DCAT Making a Difference Awards  
National Science Teachers Association Grants  
National Science Foundation Grants  
Annenberg Foundation Grants  
Kellogg Foundation Grants  
Apple Computer Technology Grants  
Toyota TAPESTRY Grants

DCS is also inquiring into the following U.S. Department of Education research grants:

Social and Character Development Research  
Reading Comprehension Research  
Cognition and Student Learning Research  
Interagency Education Research  
Effective Mathematics Education Research  
Teacher Quality Research

We will also partner with local businesses and community members to fund extracurricular programs and special needs.



## UTAH CHARTER SCHOOLS Assurances

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

### INSTRUCTIONS

Carefully review each of the assurance items and then have the chief administrative officer of the proposed charter school sign this document.

- 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 Professional Educator Licenses or who meet State Board requirements for alternative licensing routes or Board authorization.

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

Q. The charter school will employ the use of the 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. A secondary charter school will be accredited or in the process of seeking accreditation.



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): Diana West

Title (type): CAO

Signature: Diana West

Date: 6/11/03