

AMENDMENT REQUEST FOR GRADE CONFIGURATION CHANGE

Utah State Board of Education

The Utah State Charter School Board (SCSB) is charged with authorizing, monitoring, evaluating, and dismissing charters of public schools in Utah. Its work is under the direct supervision of the Utah State Board of Education (USBE) per Utah Code 53A-1a-501.5.

1. Charter School North Davis Preparatory Academy
2. Street Address 1765 W. Hill Field Rd. Phone (801) 547-1809
3. City Layton County Davis
4. This is a school located in an area: Rural Urban
5. Chief School Officer Debby Gomberg Phone (801) 547-1809
6. The Charter school is located in which school district? Davis
7. List or attach all duly elected, current board directors of the school:

<u>Monte Poll</u>	<u>Oscar Aguayo</u>	<u>Mornie Sims</u>
<u>Trent Brown</u>	<u>Kim Valeika</u>	_____
_____	_____	_____

8. Briefly describe your requested amendment to charter. Attach all requested information concerning your configuration changes found in attachments A or B:

North Davis Preparatory Academy (NDPA) hopes to add 7th, 8th, and 9th graders to our school for the 2008-2009 school year. With this addition NDPA will go from a K-6 school to a K-6 / 7, 8, 9 model. 7th, 8th, and 9th graders will be on the same master schedule, with 9th graders receiving credits towards high school graduation. Elements of this model are described below.

Student Population:

K-6	700 Students
Grade 7	100 Students
Grade 8	100 Students
Grade 9	100 Students
TOTAL	1000 Students

Program of Instruction:

1. NDPA will meet all state requirements and Davis District Requirements.
 2. School-wide participation in teacher training and curriculum enhancement will be consistent with the mission and school goals.
 3. All 7th, 8th, and 9th graders will take a full year of Spanish, to continue their bi-lingual education started in the K-6 program.
 4. Grades 7 & 8 combined require 12 credits total (10.5 credits in Core areas)

2 Language Arts	2 Math
1.5 Science	1.5 Social Studies
1 Art	1 TLC
1.5 PE/Health	
 5. Grade 9 requirements for a smooth transition to a Davis District High School

1 Language Arts	1 Math
1 Science (Biology)	.5 Geography
.5 PE	
- 9th grade students will also have the opportunity to take 2 elective credits, one being Spanish.

School Personnel:

North Davis Preparatory Academy’s Detailed Business plan shows the following school personnel for a K-9 school: two office managers and secretarial support, 1 full time certified counselor, 1 full time certified library media specialist for the Jr. High students in addition to their current part-time librarian, a Lead Principal and a Site Administrator, 39 full time teachers, and 3 half-time teachers. The full time counselor, full time library media specialist, and additional administrator meet Northwest Association Accreditation Standards. The K-6 program, with four sections at each grade level and kindergarten being a half day, will require 26 full time teachers. The course offerings attached shows only 13 teachers for the 7th, 8th, 9th program. Seven of the thirteen teachers do not show a preparation time. This is a *productivity* model. In the *productivity* model, teachers work during their prep time for additional pay. The teacher schedule is shown this way to maximize hiring flexibility. With teachers working during their prep time, the school is more likely to have highly qualified teachers teaching in their respective certified fields. The cost for *productivity* would be equivalent to one half-time teacher. With this plan the Principal still has two half-time teachers they can hire to meet the needs of the whole school. Planning for only 13 teachers also allows the Principal to match excellent teachers with the curriculum. If a teacher is dual certified in Language Arts and Educational Technology, the schedule could be adjusted. An additional half-time Language Arts teacher could be hired and *productivity* by the Language Arts teacher would not be necessary. Thirteen teacher assistants were included in the business plan, allowing for a minimum of one teacher assistant per grade and three additional school-wide teacher assistants. This does not include those teachers, aides, and intervention assistants represented in the Special Education funding, found on a separate budget sheet. The early intervention assistants shown on the Special Education budget can be used to serve all at risk students in the school.

All teachers will meet highly qualified standards. We hope to hire a Level 4 Math teacher, but will only need a Level 3 Math teacher to meet Northwest Accreditation Standards and Utah Standards of highly qualified.

Schedule:

North Davis Preparatory Academy’s academic day for 7th, 8th, and 9th graders will exceed the state minimum. The academic day does not include lunch and passing periods. Students will have a 30 minute lunch, 3 minute passing periods, and six 60 minute classes. Teachers will be available 45 minutes before and after school for students to access teacher help.

<u>First Lunch</u>			<u>Second Lunch</u>		
Period 1	8:30 - 9:30	60 min	Period 1	8:30 - 9:30	60 min
Passing Period	9:30 - 9:33	3 min	Passing Period	9:30 - 9:33	3 min
Period 2	9:33 - 10:33	60 min	Period 2	9:33 - 10:33	60 min
Passing Period	10:33 - 10:36	3 min	Passing Period	10:33 - 10:36	3 min
Period 3	10:36 - 11:36	60 min	Period 3	10:36 - 11:36	60 min
LUNCH	11:36 - 12:06	30 min	Passing Period	11:36 - 11:39	3 min
Passing Period	12:06 - 12:09	3 min	Period 4	11:39 - 12:39	60 min
Period 4	12:09 - 1:09	60 min	LUNCH	12:39 - 1:09	30 min
Passing Period	1:09 - 1:12	3 min	Passing Period	1:09 - 1:12	3 min
Period 5	1:12 - 2:12	60 min	Period 5	1:12 - 2:12	60 min
Passing Period	2:12 - 2:15	3 min	Passing Period	2:12 - 2:15	3 min
Period 6	2:15 - 3:15	60 min	Period 6	2:15 - 3:15	60 min
		<u>360 min</u>			<u>360 min</u>

Sample Course Offerings:

Immediately following this section is a schedule of course offerings by teacher, followed by a course catalog. The schedule represents what subjects need to be offered to meet the credit requirements of 7th, 8th, and 9th graders. Each teacher is identified as being on a *productivity* model (in bold) or shows a preparation time. The schedule does not represent the periods the classes would be taught. The period a class will be taught is dependent on the scheduling of ability grouping classes, such as Math. The schedule shows three math classes taught for each grade, but the classes taught will include: 7th grade math, 8th grade math, Pre-algebra, Geometry, and Algebra I. We anticipate that many of our students will take Pre-algebra or Geometry in the 8th grade, but we will also allow 9th graders to take Pre-algebra if they are not ready for Algebra. Although math is the only Core subject that will be ability grouped, Spanish classes may also be ability grouped, depending on the number of new students to NDPA. We want those students who have been in the NDPA K-6 program to continue to advance as quickly as possible in all aspects of their second language development.

7th and 8th grade Integrated Science only requires 1.5 credits. We have planned for 7th graders to take a full year of Science, with 8th graders only taking ½ year allowing 8th graders to also take a semester of Art. Art will also be integrated into 8th grade Spanish, so the requirement for one year of art in the 7th and 8th grade will be met through integration and class time.

Some electives taught will be tutorials, if needed. The schedule will also have flexibility within PE classes, these classes can exceed 25 students (not to exceed 35), have a mixture of 7th, 8th, and 9th graders, and allow for smaller tutorial elective classes, if needed.

We are aware that offering TLC at a small school can be difficult and have contacted other small Charter schools to see how they have implemented TLC successfully.

	<u>Period 1</u>	<u>Period 2</u>	<u>Period 3</u>	<u>Period 4</u>	<u>Period 5</u>	<u>Period 6</u>
Teacher A (Semester 1 & 2)	Language Arts 7	Language Arts 7	Language Arts 7	Language Arts 7	Language Arts 8	Language Arts 8
Teacher B (Semester 1 & 2)	Language Arts 8	Language Arts 8	Language Arts 9	Language Arts 9	Language Arts 9	Language Arts 9
Teacher A (Semester 1 & 2)	Math 7	Math 7	Math 7	Math 7	Math 8	Math 8
Teacher B (Semester 1 & 2)	Math 8	Math 8	Math 9	Math 9	Math 9	Math 9
Teacher A (Semester 1 & 2)	Prep	Science 7	Science 7	Science 7	Earth Systems 9	Science 7
Teacher B (Semester 1)	Science 8	Prep	Earth Systems 9	Earth Systems 9	Earth Systems 9	Science 8
Teacher B (Semester 2)	Science 8	Prep	Earth Systems 9	Earth Systems 9	Earth Systems 9	Science 8
Teacher A (Semester 1 & 2)	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
Teacher B (Semester 1 & 2)	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
Teacher A (Semester 1)	TLC	TLC	Prep	TLC	TLC	Tech Ed.
Teacher A (Semester 2)	TLC	TLC	Prep	TLC	TLC	Tech Ed.
Teacher A (Semester 1)	PE 8	PE 8	PE 8	Prep	PE 7	PE 8
Teacher A (Semester 2)	Health	Health	Health	Prep	PE 7	Health
Teacher B (Semester 1)	PE 7	PE 9	PE 9	Utah History 7	Prep	Utah History 7
Teacher B (Semester 2)	PE 7	PE 9	PE 9	Utah History 7	Prep	Utah History 7
Teacher A (Semester 1)	Art 8	Art 8	Art 9	Art 9	Tech Ed.	Prep
Teacher A (Semester 2)	Art 8	Art 8	Art 9	Art 9	Tech Ed.	Prep
Teacher A (Semester 1)	US Hist 8	US Hist 8	US Hist 8	US Hist 8	Geography 9	Geography 9
Teacher A (Semester 2)	US Hist 8	US Hist 8	US Hist 8	US Hist 8	Geography 9	Geography 9

NORTH DAVIS PREPARATORY ACADEMY COURSE CATALOG (Grades 7-9)

The following classes have a course description followed by Intended Learning Outcomes and Standards, where applicable, from the USOE State Core Curriculum. Course completion is based upon mastery of the stated ILO's and standards.

Seventh Grade Language Arts Core

This course helps students gain a greater facility with the language. The emphasis is on composition, the writing process, and reading. Lessons in composition will cover the application of mechanics and grammar. Students will produce descriptive, narrative, persuasive, and informative written work. They will also work on spelling, vocabulary, dictionary, library, reading, speaking and listening skills.

Intended Learning Outcomes (ILOs)

1. Demonstrate a Positive Attitude Toward Language Arts Skills and Processes
2. Demonstrate Appreciation for the Role of Language Arts
3. Demonstrate Understanding of the Nature of Language
4. Understand and Use Receptive and Expressive Oral Language Skills to Communicate
5. Use the Skills, Strategies, and Processes of Reading
6. Use the Skills, Strategies, and Processes of Writing

Standard 1 (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

Standard 3 (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

Eighth Grade Language Arts Core

English 8 focuses on reading, writing, inquiry/information gathering, grammar and communication. Various reading sources help students refine decoding and interpretation skills. Students will write for different purposes and audiences. They will also practice grade-appropriate grammar and usage skills. Listening, speaking, and problem solving are other important elements of this course.

Intended Learning Outcomes (ILOs)

1. Demonstrate a Positive Attitude Toward Language Arts Skills and Processes
2. Demonstrate Appreciation for the Role of Language Arts
3. Demonstrate Understanding of the Nature of Language
4. Understand and Use Receptive and Expressive Oral Language Skills to Communicate
5. Use the Skills, Strategies, and Processes of Reading
6. Use the Skills, Strategies, and Processes of Writing

Standard 1 (Reading Comprehension): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

Standard 3 (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

Ninth Grade Language Arts Core

In this class, students continue to practice and refine language skills (i.e. reading, writing, speaking, and listening). Writing process skills include the descriptive, narrative, informative, and persuasive modes for specific audiences. Investigative research processes are taught, and cross-curricular research essays are developed. Reading materials include novels, poetry, short stories, classical drama, classical mythology, and reference materials.

Intended Learning Outcomes (ILOs)

1. Demonstrate a Positive Attitude Toward Language Arts Skills and Processes
2. Demonstrate Appreciation for the Role of Language Arts
3. Demonstrate Understanding of the Nature of Language
4. Understand and Use Receptive and Expressive Oral Language Skills to Communicate
5. Use the Skills, Strategies, and Processes of Reading
6. Use the Skills, Strategies, and Processes of Writing

Standard 1 (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

Standard 3 (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

7th Grade Math (Pre – Algebra A)

Pre-algebra A is the *basic* introductory course for secondary mathematics. This course prepares students for Algebra. Students entering Pre-Algebra A should have mastered basic whole number operations, fractions, decimals and integers. Topics include measurement, number theory, graphing, ratios, proportions, and percent; probability and statistics; introductory geometry; methods of solving equations; and real life applications of these topics. Students will use calculators.

Standard 1: Students will acquire number sense and perform operations with rational numbers.

Standard 2: Students will represent and analyze mathematical situations and properties using patterns, relations, functions, and algebraic symbols.

Standard 3: Students will recognize, describe, and identify geometric shapes, and solve problems using spatial and logical reasoning, applications of geometric principles, and modeling.

Standard 4: Students will understand and apply measurement tools, formulas, and techniques.

Standard 5: Students will draw conclusions using concepts of probability after collecting, organizing, and analyzing a data set.

8th Grade Math (Pre – Algebra B)

This course prepares students for elementary algebra. Topics include measurement, number theory, graphing, ratios, proportion, percent, probability, statistics, introductory geometry, methods of solving equations, and real-life applications of these topics. Students will use calculators. Mastery of standards are the same as Pre-Algebra A with deeper understanding of number sense and elementary algebra functions.

Standard 1: Students will acquire number sense and perform operations with rational numbers.

Standard 2: Students will represent and analyze mathematical situations and properties using patterns, relations, functions, and algebraic symbols.

Standard 3: Students will recognize, describe, and identify geometric shapes, and solve problems using spatial and logical reasoning, applications of geometric principles, and modeling.

Standard 4: Students will understand and apply measurement tools, formulas, and techniques.

Standard 5: Students will draw conclusions using concepts of probability after collecting, organizing, and analyzing a data set.

9th Grade Math (Elementary Algebra)

Elementary Algebra improves math skill proficiency, expands the student's understanding of mathematical concepts, and promotes critical and logical thinking. Topics include algebraic expressions and equations, integers and rational numbers, inequalities, monomials and radical expressions, polynomials, factoring, functions, graphs, lines and slopes, quadratics, and rational expressions.

Standard 1: Students will acquire number sense and perform operations with real numbers.

Standard 2: Students will represent and analyze mathematical situations and properties using patterns, relations, functions, and algebraic symbols.

Standard 3: Students will solve problems using spatial and logical reasoning, applications of geometric principles, and modeling.

Standard 4: Students will understand and apply measurement tools, formulas, and techniques

Standard 5: Students will draw conclusions using concepts of probability after collecting, organizing, and analyzing a data set.

Geometry

Geometry is the study of visual patterns. This course integrates algebra and geometry. Real-life situations provide practice of geometric skills. Computer and scientific calculators will be used. Topics include angles, lines, transformations, polygons, congruence, relationships, coordinated geometry, similarity, logic, indirect reasoning, and introduction to trigonometry and vectors.

Standard 1: Students will acquire number sense and perform operations with real numbers

Standard 2: Students will represent and analyze mathematical situations and properties using patterns, relations, functions, and algebraic symbols.

Standard 3: Students will solve problems using spatial and logical reasoning, applications of geometric principles, and modeling.

Standard 4: Students will understand and apply measurement tools, formulas, and techniques.

Standard 5: Students will draw conclusions using concepts of probability after collecting, organizing, and analyzing a data set.

Integrated Science 7

Integrated Science 7 is a foundation course which emphasizes basic science concepts with real-life applications. Topics include classification systems, cell genetics, ecology, and the environment. Although this course focuses on life sciences, physical and earth science topics that deal with the structure and organization of the natural world have been included to help students recognize the integrated nature of science.

Intended Learning Outcomes for Seventh and Eighth Grade Integrated Science

1. Use Science Process and Thinking Skills
2. Manifest Scientific Attitudes and Interests
3. Demonstrate Understanding of Science Concepts and Principles
4. Communicate Effectively Using Science Language and Reasoning
5. Demonstrate Awareness of Social and Historical Aspects of Science
6. Demonstrate Understanding of the Nature of Science

Standard 1: Students will understand the structure of matter.

Standard 2: Students will understand the relationship between properties of matter and Earth's structure.

Standard 3: Students will understand that the organs in an organism are made of cells that have structures and perform specific life functions.

Standard 4: Students will understand that offspring inherit traits that make them more or less suitable to survive in the environment.

Standard 5: Students will understand that structure is used to develop classification systems.

Integrated Science 8

This course introduces students to the theme of change and its influence on the environment. Because the course focuses on physical, earth and life sciences, students gain a clearer picture of relationships in the natural world. This hands-on course allows students to explore areas of particular interest.

Intended Learning Outcomes for Seventh and Eighth Grade Integrated Science

1. Use Science Process and Thinking Skills
2. Manifest Scientific Attitudes and Interests
3. Demonstrate Understanding of Science Concepts and Principles
4. Communicate Effectively Using Science Language and Reasoning
5. Demonstrate Awareness of Social and Historical Aspects of Science
6. Demonstrate Understanding of the Nature of Science

Standard 1: Students will understand the nature of changes in matter.

Standard 2: Students will understand that energy from sunlight is changed to chemical energy in plants, transfers between living organisms, and that changing the environment may alter the amount of energy provided to living organisms.

Standard 3: Students will understand the processes of rock and fossil formation.

Standard 4: Students will understand the relationships among energy, force, and motion.

Earth Systems

Students who take this class will earn one unit of high school physical science credit through field work, lab experiences, investigational research, and problem-solving techniques. This class prepares students for further study in physics, chemistry, and biological sciences. Through observation, measurement, and problem-solving, students will develop an awareness of the Earth's systems and local environmental problems as well as appreciation for the physical laws that govern our solar system.

Intended Learning Outcomes (ILOs)

1. Use Science Process and Thinking Skills
2. Manifest Scientific Attitudes and Interests
3. Demonstrate Understanding of Science Concepts, Principles and Systems
4. Communicate Effectively Using Science Language and Reasoning
5. Demonstrate Awareness of Social and Historical Aspects of Science
6. Demonstrate Understanding of the Nature of Science

Standard 1: Students will understand the scientific evidence that supports theories that explain how the universe and solar system developed.

Standard 2: Students will understand that the features of Earth's evolving environment affect living systems, and that life on Earth is unique in the solar system.

Standard 3: Students will understand that gravity, density, and convection move Earth's plates and this movement causes the plates to impact other Earth systems.

Standard 4: Students will understand that water cycles through and between reservoirs in the hydrosphere and affects the other spheres of the Earth system.

Standard 5: Students will understand that Earth's atmosphere interacts with and is altered by the lithosphere, hydrosphere, and biosphere.

Standard 6: Students will understand the source and distribution of energy on Earth and its effects on Earth systems.

Utah Studies (Grade 7)

Students will be introduced to the significant events, people, diverse cultures, and issues that have influenced Utah's social and cultural development. The course will also focus on historical, political, economic, and geographical factors. Special attention will be given to the development of higher-level thinking skills, study skills and organization.

Standard 1: Students will understand the interaction between Utah's geography and its inhabitants.

Standard 2: Students will understand the contributions of Native American Indians, explorers, and Utah's pioneers.

Standard 3: Students will understand the relationship between government and the people of Utah.

Standard 4: Students will understand the diverse ways people make a living in Utah.

Standard 5: Students will understand the diverse nature of Utah's peoples and cultures.

Standard 6: Students will understand the impact of major contemporary events that concern the land and people of Utah.

U. S. History (Grade 8)

U. S. History is a course which encourages students to explore America's heritage from its beginnings to Reconstruction. Emphasis will be placed upon the social and cultural backgrounds of Americans as well as economic and geographic factors, particularly during the 1800's. Students will develop higher level thinking skills.

Standard 1: Students will interpret the role of geography in shaping United States history.

Standard 2: Students will investigate the relationship between events of different time periods.

Standard 3: Students will understand the changes caused by European exploration in the Americas.

Objective 3: Assess the impact of European exploration on African slaves and American Indian nations.

Standard 4: Students will analyze European colonization and settlement of North America.

Standard 5: Students will understand the significance of the American Revolution in the development of the United States.

Standard 6: Students will understand the structure and function of the United States government established by the Constitution.

Standard 7: Students will explore the territorial growth of the United States before the Civil War.

Standard 8: Students will examine the expansion of the political system and social rights before the Civil War.

Standard 9: Students will understand the significance of the Civil War Era to the United States.

Standard 10: Students will understand the development of the American West following the Civil War.

Geography I (Grade 9 – 1 Semester Only)

Students will be introduced to the inter-relationships between our physical and cultural worlds. The course will explore how geography influences human behavior and the role it plays in the economic, political, social, cultural and historic development of a country. Basic geographical skills will be emphasized including map reading and making, vocabulary, interpretations of geographical charts and diagrams, and a study of the Americas, Europe, and northern Eurasia.

Standard 1: Students will understand the world in spatial terms.

Standard 2: Students will understand the human and physical characteristics of places and regions.

Standard 3: Students will understand how physical processes shape the earth's surface.

Standard 4: Students will understand how human activities shape the earth's surface.

Standard 5: Students will understand the interaction of physical and human systems.

Standard 6: Students will use geographic knowledge to connect to today's world.

Art 8

(1 semester as a class and one semester integrated in the Spanish curriculum)

This is the required Junior High/Middle School Visual Arts Core course. It is designed to provide an overview of Visual Arts while studying a broad variety of art tools and materials. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skills, art criticism, art history, and aesthetics.

Standards

There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Beginning Fitness 7 (1 semester course)

This class helps students develop lifetime attitudes regarding physical activity and healthy lifestyles. Emphasis will be on skill development, lifetime activity attitudes and fitness.

Intermediate Fitness 8 (1 semester PE)

At NDPA, this semester course is matched with a semester of Health Education 1 in the 8th grade. This course helps students develop positive lifetime attitudes regarding fitness. Students practice individual and team sports, techniques, participation skills, and games.

Physical Education 9 (1 semester course)

This course focuses on a variety of team sports, games, and individual sports with emphasis on leadership, courtesy, respect and sportsmanship. This course also provides instruction aimed at improving and maintaining physical fitness and continuing team sports participation.

Health Education I (Grade 8 – 1 semester course):

Health Education offers students an opportunity to acquire knowledge, practice skills, and develop attitudes that can benefit them throughout life. Building a solid foundation of good literacy and decision-making skills can contribute to a variety of healthy choices for self and others.

Standard 1: Students develop skills and processes that contribute to the development of a healthy self.

Standard 2: Students demonstrate health-promoting and risk-reducing behaviors to prevent substance abuse.

Standard 3: Students determine how knowledge, skills, attitudes, and behaviors contribute to healthy relationships with self and others.

Standard 4: Students summarize issues related to health promotion and disease prevention.

Standard 5: Students assess how individual behavior affects personal and community health and safety.

Standard 6: Summarize the benefits of adopting healthy nutritional and fitness behaviors.

Standard 7: Students evaluate basic health information needed to advocate for personal, peer, and family health.

Technology, Life and Careers – TLC (Grade 7)

Course Description

The Technology, Life, and Careers (TLC) core course is an integrated Technology Life Careers is an introductory program designed to acquaint students with the vocational areas of agriculture and industrial technology, health occupations and home economics, business and marketing, and career development. This course provides hands-on exploration experiences to help students understand career opportunities and current technology.

Standard 1: The student will develop self-knowledge and skills related to the world of work and careers.

Standard 2: The student will develop a basic awareness of business careers and utilize current business technology.

Standard 3: The student will develop basic skills related to family and consumer sciences and skills necessary to enhance independence and a positive self-concept.

Standard 4: The student will examine current technologies and safety practices in industry.

Standard 5: The student will utilize occupational information in the career planning process.

Educational Technology (1 semester Grade 9)

This is an introduction to computer application software that encompasses document processing, spreadsheets, and presentations. An understanding of ethics and use of operating systems, information resources, and electronic mail is included. Skills gained will be demonstrated by creating a project for a different content area. Correct fingering by touch with speed and accuracy improvement will also be emphasized. Curriculum is based on the 10 performance standards that all high school graduates need to master in educational technology as defined by USOE.

Library Media / Information Literacy

These standards are integrated throughout Language Arts 7-9

Standard 1: Students will define a task and identify information needed.

Standard 2: Students will identify, evaluate, and select resources.

Standard 3: Students will locate resources and access information within resources.

Standard 4: Students will engage and extract information.

Standard 5: Students will organize, synthesize, and present information.

Standard 6: Students will evaluate the process and the product.

Spanish

Every student is required in the 7th, 8th, and 9th grade to continue their bi-lingual education which is the focus of NDPA. These courses are designed to be content based. Students in the K-6 program learn their multiplication facts in the third grade in English and then practice them again in the 4th grade in Spanish. Curriculum in the Spanish classes is designed to yearly enhance students ability in speaking, reading, and writing Spanish while reviewing previous content and introducing new content unique to the Spanish culture. Students will learn content in Spanish, content will be based on the ability of the students. The Center for Applied Linguistics continues to work with NDPA in developing appropriate oral language assessment rubrics. The state standards for Foreign Language have five goals. Within each goal there are three levels of mastery: beginning, developing, and expanding. NDPA has based its Spanish courses in the 7th, 8th, and 9th grade on the standards within the expanding level for all five Foreign Language goals.

Goal One: Communicate in Languages Other Than English

Standard 1: Students obtain and provide information, express feelings and emotions, engage in conversations, and exchange opinions.

Objective 1: Use sound patterns and writing systems of the target language spontaneously.

Objective 2: Manage unforeseen circumstances and complicated situations.

Objective 3: Converse using language and behaviors that are appropriate to the setting.

Objective 4: Create detailed oral descriptions within a context.

Objective 5: Exchange personal feelings and ideas for the purpose of understanding or persuading others.

Objective 6: Collaborate to develop and propose solutions to problems.

Objective 7: Use a variety of language strategies to seek information and convey meaning (short responsive comments, pause fillers, circumlocution).

Objective 8: Give directions, instructions, and commands in unfamiliar situations.

Objective 9: Initiate, sustain, and conclude conversations on expanded topics.

Standard 2: Students understand, interpret, and respond to written and spoken language on a variety of topics.

Objective 1: Respond appropriately to directions, instructions, and commands intended for native speakers.

Objective 2: Analyze information based on complex oral and/or written descriptions.

Objective 3: Analyze and interpret cause-and-effect and other relationships in authentic materials.

Objective 4: Respond to speakers who are unaccustomed to communicating with language learners.

Objective 5: Use aural, visual and contextual clues to derive meaning from unfamiliar material.

Objective 6: Comprehend and respond to mood and implied meaning of written communication.

Objective 7: Comprehend speech on unfamiliar topics. Interpret and analyze the main idea and significant details from authentic materials. Research and synthesize information from a variety of sources.

Standard 3: Students present information, concepts, and ideas to listeners and readers for a variety of purposes.

Objective 1: Explain a complex process incorporating detailed instructions.

Objective 2: Give a cohesive, paragraph-length description.

Objective 3: Produce a written sample that conveys a mood, implied meaning, or abstract idea.

Objective 4: Present an analysis of an authentic oral or written text to an audience. Formulate and defend a position on a researched issue.

Objective 5: Elaborate on events.

Objective 6: Present material and respond spontaneously to questions.

Goal Two: Gain Knowledge and Understanding of Other Cultures

Standard 1: Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.

Objective 1: Investigate the impact of cultural practices on individuals in local, national, and international communities.

Objective 2: Compare and contrast practices among same-language cultures.

Objective 3: Use appropriate language and behaviors in authentic situations.

Objective 4: Discuss and evaluate commonly held generalizations about the cultures studied. Objective 5:

Analyze social and geographic factors that impact cultural practices. Objective 6: Use culturally embedded words, phrases, and idioms appropriately.

Standard 2: Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.

Objective 1: Assess the economic and social impact of products on the world market. Objective 2:

Analyze the impact of the expressive forms of the target cultures.

Objective 3: Analyze the significance of objects, images, and symbols of the target cultures.

Objective 4: Analyze the target cultures through their visual arts, literature, music, dance, or drama using the target language.

Objective 5: Analyze the interplay among internal and external factors associated with laws, advertisements, and exports and imports.

Objective 6: Analyze contributions of diverse groups within the target cultures.

Objective 7: Analyze the effects of the target cultures on individuals within their society and evaluate such effects on other societies.

Goal Three: Connect with Other Disciplines and Acquire Information

Standard 1: Students reinforce and expand their knowledge of other disciplines through the target language.

Objective 1: Apply, within an unfamiliar context, information and skills common to other disciplines and language study.

Objective 2: Locate target language resources independently and synthesize information for use in other disciplines.

Standard 2: Students acquire information and recognize viewpoints available through the target language and its cultures.

Objective 1: Locate independently and apply information from sources intended for native speakers of the target language.

Objective 2: Analyze perspectives of the target cultures using authentic sources.

Goal Four: Use Comparisons to Develop Insight into the Nature of Language and Culture

Standard 1: Students recognize that languages have differences in words, expressions, and sentence structure. They compare and contrast target language patterns with their own.

Objective 1: Hypothesize why words are borrowed.

Objective 2: Recognize that cognates have the same as well as different meanings among languages.

Objective 3: Use idiomatic expressions of the target language in correct context.

Objective 4: Use knowledge of structural patterns in the target language and the students' own language to communicate effectively.

Standard 2: Students recognize that cultures use different patterns of interaction. They compare and contrast the cultural patterns of the target language to their own.

Objective 1: Explain the significance of the similarities and differences in patterns of interaction between the target cultures and the students' own culture.

Objective 2: Use knowledge of similar and different behavioral patterns to interact effectively in a variety of social contexts in the target cultures.

Objective 3: Predict cultural reactions to a variety of local or national issues.

Objective 4: Analyze the impact of the products /contributions from the target cultures on the students' own culture(s).

Goal Five: Participate in Multilingual Communities

Standard 1: Students use language skills and cultural knowledge to connect with local, national, and international communities.

Objective 1: Interact appropriately in the target language in everyday situations. Objective 2: Analyze viewpoints of target language resources in the community.

Objective 3: Maintain and expand connections with the target communities through the use of technology, media, and other authentic resources.

Objective 4: Use authentic sources to analyze the role of the United States and its role in the world arena as viewed by other cultures.

Objective 5: Analyze the interdependence that exists between the students' own community and other world communities.

Standard 2: Students develop skills of lifelong learners by using language for personal development.

Objective 1: Analyze and evaluate the students' own expertise in relation to the professionals observed.

9. Summary description of the charter school:

Vision: North Davis Preparatory Academy students develop a love of learning, experience high academic achievement, and enjoy high bi-literate proficiency.

Purpose: To instill in our students a love of learning through enjoyable learning experiences, a progressive educational program in core subjects and a bi-literate curriculum, all in an environment of respect parental involvement, and a strong sense of community.

The goal of NDPA is for students to leave our school bilingual and bi-literate in Spanish and English. We believe we cannot accomplish this by providing Spanish as a foreign language class. Our students will need to use the language to learn something every day in order to become proficient. Our plan is to provide bilingual experiences for our students.

10. How many students will the school serve and at what grades? How will this change affect your school's current population?

The school is currently serving 500 students grades K-6. With the expansion, the school will have the capacity of serving 1,000 students grades K-9 (4 sections of approximately 25 students each grade).

11. What makes this configuration change needed?

Parents of children attending North Davis Preparatory Academy are the instigators of expanding the grades to include 9th Grade. There is a desire by parents to have their children continue with the current emphasis in Spanish through grades seven, eight and nine. Parents feel this grade configuration is a good model to fit within the grade configuration of the Davis School District.

We are also hoping to place the addition on an adjacent piece of property for convenience of parents and to better facilitate drop off/pick up.

13. Is the schools' curriculum fully aligned with the Utah State Core Curriculum? If not, in what areas does the school deviate from the Core?

The school's curriculum is fully aligned with the Utah State Core Curriculum as evidenced by the course catalog which includes USOE Core Curriculum intended learning outcomes and standards.

14. How will the school address the needs of students with disabilities who will need Special Education services?

General Information: NDPA, serving as a Local Education Agency (LEA), will ensure all students with disabilities will receive a Free and Appropriate Education (FAPE) in the Least Restrictive Environment by complying to the guidelines of the Individuals with Disabilities Education Act of 2004 (IDEA). NDPA currently contracts with one special education teacher and a part-time speech therapist to provide services to our students. Additional special education teacher(s) and assistants will be hired for the secondary program.

Special emphasis in the elementary program will be placed on early intervention strategies in the younger grades. The special educator will employ intervention strategies with students who are identified by the child Assistance Team (CAT). If these interventions fail, multiple appropriate assessments will be done by classroom and/or special educators to determine if students qualify for services. Emphasis in the secondary program will include remediation strategies as well as helping students effectively utilize appropriate accommodations for their disabilities to ensure mastery of core concepts and to pass the UBSCT in high school. If additional related services are required by any student as indicated by an IEP, NDPA will contract with appropriate professional providers. NDPA is a member of a special education consortium of charter schools that has received federal dissemination monies specifically for charter schools. This gives us access to a variety of special education services with which to serve our students.

NDPA is currently participating in the Utah Program Improvement Planning System (UPIPS). We have met all program requirements for the first year, and we submitted our Program Improvement Plan for the current year. We made Adequate Yearly Progress both years of operation, including the subcategory of Students with Disabilities, using both the federal NCLB and UPASS standards.

Admission Procedures: All students will be enrolled at NDPA through the normal registration and lottery procedures. The registration form will ask parents to identify students who have previously been receiving Special Education, 504 or ESL services in their neighborhood schools. This identification will allow school personnel to request the student file facilitating appropriate educational services when school begins.

Evaluation: If school personnel and/or the parent determine regular education interventions have been unable to provide educational benefit, then the school will identify and establish interventions for students having educational difficulties. If after a reasonable period of time allowing for on-going informal evaluation, monitoring and documentation of the interventions, the student continues to struggle and the at-risk interventions have proven ineffective, then school personnel may determine a referral for special education evaluation is necessary. If there is reason to suspect the student is eligible for special education and related services due to a disability, the student shall be referred to Special Education for a full and individual initial evaluation based on educational concerns and after parental permission is given to initiate the evaluation. Evaluation procedures/assessments selected and administered will not be discriminatory on a racial or cultural basis. A variety of assessment tools and strategies will be used to gather relevant, functional, and developmental information about the student, including parental input.

Eligibility: Upon the completion of the assessments/procedures, a group of qualified professionals and the parent of the student must determine whether the student is a “student with a disability” as defined in Part B of the IDEA and the State Special Education Rules. The student can be eligible for services in 13 different categories as directed by the categorical criteria and tests. Once a student has qualified for Special Education and related services due to a disability, the “team” will develop an Individual Education Plan, “IEP”, and determine the appropriate educational placement, the least restrictive environment, for the student to benefit from the educational services to be delivered. There will be a continuum of placements that students with disabilities can be served in. The IEP will be reviewed on an annual basis and the re-qualification for Special Education services will take place every 3 years. Currently, with the reauthorization of IDEA 2004, the state will be determining the degree to which it will be implementing the new IDEA—this can be more restrictive than federal regulations. State rules are pending release in the 2006-2007 school year.

Case Load: Case load for Special Education teachers will be in alignment with the State rules—The principal will oversee the caseload of each special educator, taking into account the number of students, the hours of service per student, the pupil/teacher ratio during instruction, and the number of students with severe disabilities in the caseload. Generally speaking, the teacher’s active caseload (head count) for the following resource services shall not exceed:

Resource room, two or more disabilities	35
Communication disorders	60
Hearing impairments	20
Visual impairments	20

Parent Involvement: Parental involvement is not only required by law in qualifying a student for Special Education services, but also parents are a critical member of the school team in being allowed to participate in meetings with respect to the identification, evaluation, educational placements, and provisions of a Free Appropriate Public Education for the student. Procedural safeguards in the law ensure parents shall be afforded complete involvement in the student’s educational plan. The law states that the parent shall be part of the IEP team and equal participants along with the school personnel in developing, reviewing, and revising the IEP for their student. Parents play an active role in providing critical information regarding the strengths of their child, participating in discussions about the student’s need for special education and related services and supplementary aids and services, and joining with other participants in deciding how the student will be involved and progress in the general curriculum and participate in state- and school-wide assessments.

Complaints: Complaints will be handled within the guidelines established and adopted by USOE and published for review in the State Rules. The complaint must be in writing to the Principal and a copy sent to the State Director of Special Education. If the parents are unable to file in writing, they can contact the Principal or State Director for assistance. The complaint must include the key elements identified in the complaint procedures located in the State rules.

Discipline: Consistent with the requirements of Part B of the IDEA and the State Rules, the Principal will establish, maintain, and implement policies and procedures for disciplining students with disabilities according to IDEA guidelines and State Rules. Students with disabilities are subject to the following consequences, so long as IDEA procedures are followed strictly:

- Change of placement
- School Removal—ten school days or less
- Alternative appropriate interim educational setting

All rules/guidelines will be followed for conducting Functional Behavioral Assessments and intervention plans where appropriate. Manifestation Determinations will be conducted where indicated. All procedural safeguards will be followed as per the law.

ESY: Extended school year services will be provided to students with a disabilities beyond the normal school year, in accordance with the student’s IEP, at no cost to the parent of the student, and to meet the standards of USOE. The IEP team will determine, on an individual basis through the IEP process if ESY services are necessary for the student to receive a free appropriate public education.

15. Please provide a copy of current school year budget and projected budget with amendments.


Current School Year Budget: attachment named “Current Year Budget”.
 Projected Budget attachment named “Projected Budget”

16. Who performs the financial accounting for the school (by name) and what are his/her credentials for accounting?

Academica West is under contract as a management company for NDPA. Brad Taylor is the CFO of AW. His resume is attached as “Brad Taylor Resume”

Trent Brown serves as the financial coordinator for NDPA in is capacity as a Board Member. He meets with Brad monthly to review the financial status of the school and review transactions as he sees necessary.

An annual formal audit is performed on the schools financial records. Schmidt, Griffiths, Smith, and Co, PC, located in Ogden, Utah, performs the annual audit.



 Charter School Board Representative Signature

 January 4, 2007
 Date



 Charter School Principal/Director

January 4, 2007

Supporting documents include:

Principal's Resume

AYP

UPASS

Current Budget

Projected Budget

Brad Taylor Resume