

North Davis Preparatory Academy



*The mission of **North Davis Preparatory Academy** is 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.*

School Name:
North Davis Preparatory Academy
Applicant Name: Monte Poll

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

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

Monte Poll

Authorized Agent (please print)

Signature of Authorized Agent

Date

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

TITLE PAGE

Name of Proposed Charter School North Davis Preparatory Academy
D New School X Converted School

Name of Applicant Applying for the Charter North Davis Preparatory Academy Board of Directors

(This may be a public body, private person, or private organization.)

Authorized Agent for Applicant Monte Poll

(This may be the individual applicant or an authorized member of the corporate board.)

Authorized Agent Mailing Address: 1126 W. 2615 S.

City Syracuse State UT Zip 84075

District school will be located: Davis E-mail monte.poll@es3inc.com

Daytime Phone (801) 698-8115 Evening Phone (801) 775-0165

Form of Organization

Non-Profit Corporation

Tribal Entity

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

Governing Body (Body responsible for the policy decisions of the school.) (U.C.A.532A-1a-508)				
Member Type	Number	Name	Name	Name
Parents	5	Monte Poll	Trent Brown	Oscar Aguayo
		Mornie Sims	Kim Valeika	

Founding Members as specified in R277-481:

- Rebecca Farraway
- Sheldon Killpack
- Mornie Sims

TARGET POPULATION

Mission Statement (use only this space):

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.

	GRADES SERVED												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Year 1	100	100	75	75	50	50	25	0	0	0			
Year 2	50	100	100	75	75	50	50	0	0	0			
Year 3	50	50	100	100	75	75	50	0	0	0			
Year 4	100	100	100	100	100	100	100	100	100	0			
Year 5	100	100	100	100	100	100	100	100	100	100			
Ultimate Enrollment	100	100	100	100	100	100	100	100	100	100			

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

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

North Davis Preparatory Academy will advertise open enrollment for the expansion using the local newspaper, public service announcements, and fliers posted in community centers, including Davis County libraries, post offices (if allowed) and grocery stores. All advertising will state North Davis Preparatory Academy is a free public school open to all families. Advertisements will include NDPA's mission statement. The advertisements will include the dates for both the initial open enrollment period, and secondary enrollment period, each consisting of 30 days.

School Calendar

Standard

Extended School Year

Instructional Days: 180

Alternative (please describe in 5 words or less)

Start Date: August 23, 2004

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

If facility arrangements have been made, provide the information below

North Davis Preparatory Academy is situated in Layton City, located in Davis County. The building is approximately 30,000 square feet and sits on approximately 2.5 acres of ground. The facility includes a library, multipurpose room and classrooms. This facility currently houses grades K-6. With the expansion, we anticipate housing only K-4 in the original facility, making room for a computer lab and better utilizing the playground and parking space we have available.

The second facility, also projected to be located in Layton City, Davis County, will house 5th – 9th grades in 2 separate wings: 5th will function independently from 7th – 9th, while 6th grade may or may not be incorporated into the class rotations with 7th – 9th. We anticipate building this facility within 1 mile of the existing facility. This new facility will be approximately 34,500 square feet and sit on approximately 4 acres of ground. It will include a library, science lab, technology/TLC labs, multi-purpose room and classrooms.

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

1. Continue to improve student learning:

The state created charter schools as a means of adding the dimension of competitiveness to public education based on the assumption that competition would improve learning. When competition is coupled with a “higher moral purpose” the result is a process that brings out the best in people.

The existence of North Davis Preparatory Academy prompted the Davis School District to add Spanish foreign language courses to more of its elementary schools. When the Davis district added Spanish to their schools, we knew we had to improve our Spanish program. The existence of a competing charter school in nearby Syracuse has also caused us to examine and improve additional elements of our school.

We carefully examine the information from parent surveys, and we have begun to more clearly identify their areas of strength and weakness. In this way, we improve our practice which leads to the improvement of student learning. When there is competition for students, the real winners are the students and their families.

2. Encourage the use of different and innovative teaching methods:

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 immersion experiences for our students.

Our teachers will use research based strategies when teaching the core subjects. But they will also use those same strategies, along with research based strategies for second language learners, to teach some of the core concepts in Spanish. For example, elementary students will have a language arts block during the morning. And in the afternoon, during “Spanish class”, they will have 45 minutes to learn an additional language arts lesson. But this lesson will be taught in Spanish using curriculum materials written in Spanish. Although teachers will be using similar strategies in both sessions, the experience for the student will be very different. (See Section 4)

3. Create new professional opportunities for educators that allow them to participate in designing and implementing the learning program:

Teachers, along with the administration and help from our parents, are literally building NDPA. They have opportunities to make decisions about curriculum materials, daily schedules, the grouping of students, the design of report cards, whether or not to have summer school, how to develop the best summer school program, the extra-curricular activities, tier two and tier three instructional programs, etc.

NDPA is in a process of continuous improvement. Every year we ask ourselves which programs or practices we will refine and which ones we will abandon. Teachers do this individually in their classrooms and we work together to evaluate school-wide programs.

None of this participation in designing and implementing the learning program is new or innovative to public education. What is new, however, is the number of opportunities that exist in the creation and development of a new charter school. Many decisions made by teachers in a charter school are made by district office administrators in traditional public schools. Teachers enjoy ample opportunities to invent and implement programs and procedures at NDPA.

4. Increase choice of learning opportunities for students:

There are very few schools in the state of Utah with a goal to provide learning experiences which result in students who are bi-literate. Parents choose our school because our students will not only learn to speak Spanish, they will also learn about the cultures of Spanish-speaking countries around the world. NDPA will continue to hire some teachers who are native Spanish speakers from foreign countries who bring new customs, practices and expectations to the school. We spend time bridging cultural gaps through discussion and dialogue. We believe many of our students may become foreign exchange students in high school and visit the families of the teachers they have grown to love at NDPA.

5. Establish new methods of accountability.

NDPA complies with all state and federal testing requirements to assess students' proficiency in the core subjects. This is not new nor is it innovative.

There are, however, some additional areas we want to monitor and assess. NDPA will assess each student's Spanish language acquisition in 4 areas: listening, speaking, reading and writing.

We are also accountable in a different way to our parents. We are all very aware that NDPA is a school of choice. If we don't provide an appropriate education for their students, parents can easily withdraw them and place them back at their neighborhood schools. We survey our parents every year, and we track the number of parents who remove their students from our school.

Finally, NDPA will begin tracking the number of native Spanish-speaking students who apply for admission through our lottery. Approximately 86% of our students are Caucasian. Students will learn to speak Spanish more quickly if they speak to each other in Spanish at lunch, in the halls, or on the playground. If we truly value differences, we must do all we can to ensure that a more diverse population applies for our lottery. We realize we cannot require applicants to disclose their ethnic background, but we can begin to get a better idea of who is accessing the lottery so we can better recruit native Spanish speaking students. In this way, we are accountable to the Spanish-speaking population of our community.

6. Provide greater opportunities for parental involvement in management decisions at the school level.

Parental involvement is a key element in the success of NDPA. NDPA believes, as research has shown, when parents actively participate in their children's education there is an increase in student achievement and improvement in student attitude towards education. In our first year of operation, 93% of all parents honored their commitment to provide 30 hours of volunteer work to our students, and over 94% met their commitment this past year.

All parents and guardians become members of the NDPA parent association. No dues are required. Every member of the NDPA parent association elects the Parent Organization chairman and co-chairman, and is given opportunities to volunteer time to the school. NDPA's Parent Organization is responsible for organizing volunteerism and fundraising activities for the school. Parents are also, at times, invited to serve on a board appointed task force or committee to investigate and research specific items related to school policy, procedure, programs and curriculum.

The NDPA Parent Organization Chairman also serves as a member of the NDPA Board of Directors. This board is directly responsible for governing the school.

Parents also participate, along with the school principal and teacher representatives, on North Davis Preparatory Academy's Community Council. This council makes recommendations regarding Trust Land Funds and aids in policy making.

7. Expand public school choice.

Although we recognize the strength of the local school district, there is a dual benefit Public Charter Schools bring to a community. First, they allow parents to choose a specific focus that meets the learning style and needs of their child. Second, parents make a conscious decision on where to have their child educated creating greater community buy-in to the educational process. This gain of choice not only benefits those attending Public Charter Schools but also those attending regular Public Education Schools where parents make the choice to have their child educated there. NDPA is proud to offer another choice of quality learning in a thriving, progressive School District. We are committed to remain a good neighbor in the educational community.

COMPREHENSIVE PROGRAM OF INSTRUCTION

Curriculum Emphasis – Philosophy and Purpose:

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

The following is a description of the programs and activities we believe will ultimately help us achieve our vision. The actual goals and assessments for effectiveness will follow this section.

Vision Purpose 1 - *Instill of love of learning:*

Elementary and Secondary programs: Teachers at both levels will provide learning activities that engage students. We know from brain research that students learn best when more of their brains “light up” during instruction. Our teachers will continue to expand their abilities to provide interesting and relevant project-based learning activities which integrate art, music, rhythm, second language, and cooperative learning activities.

Vision Purpose 2 - *Experience high academic achievement:*

Elementary – A Differentiated Curriculum: Harcourt Brace “Trophies”, Wesley Addison/Scott Foresman / Holt Math curriculum, including the Science/Social Studies curriculums have an extensive array of differentiated instructional modes and teaching materials to meet the educational needs of a variety of learners through the tiered instructional model. Stories and readings are on tape, many hands-on learning activities involving group work facilitate peer tutoring for at-risk students. The curricula also include ideas and suggestions for meeting the different learning modes/styles, interventions specifically for diversified language needs and students requiring additional instructional services and supports. Re-teaching and extension lessons are included in each individual instructional plan on a daily basis. The curricula also suggest a variety of practice and support materials that parents can initiate in the home. It offers online resources and additional practice for students. It involves parents in the educational process through home notes and specific details for implementing the instructional needs of the student at home.

Parent volunteers provided tier 2 instruction to 39 students in our STAR reading program

NDPA teachers and parents will work together to develop “Super Standards” which will identify higher levels of performance and encourage the students to reach beyond the core proficiency standards. Students will be encouraged to demonstrate extended learning by completing additional projects. For example, the social studies core standard

4.2 asks students to examine the role of political and military leaders that led to the Revolutionary War. A “Super Standard” would be to ask students to dress up as their favorite hero/heroine and present a one-minute biography in English and in Spanish.

Secondary: Secondary students take all courses required of the Utah State Core in a traditional manner. Teachers will have appropriate certifications, or will obtain the proper certifications through the Alternative Route to Licensure process. Students will be heterogeneously grouped in all subjects except math. Textbooks will be selected from the state approved lists.

“Super Standards” will also be developed in the secondary program in those areas where students are heterogeneously grouped such as language arts and social studies. For example, the 8th grade core science standard III.4.c asks students to model the process of energy buildup and release in earthquakes. A “Super Standard” might ask students to write a science fiction short story that shows the effects of an earthquake here in Utah in the year 2026.

Ninth grade students will earn high school credit which requires NDPA to be fully accredited. NDPA’s K-9 program will meet all standards of Northwest Association of Accredited Schools (NAAS) by the end of its third year (2010). We will follow the USOE’s processes and all requirements of R277-413. NDPA will apply for membership application to Northwest early in the first year of operation, and will establish the proper committees to address all the necessary standards.

Vision Purpose 3 - *Enjoy high bi-literate proficiency:*

Elementary (Grades K-5 or K-6):

The conviction that learning more than one language is important for every child guides NDPA’s commitment to a dual-language program. Language is not only a means to communicate and an instrument for thinking; it is also an important tool for understanding and appreciating the thoughts of others in our increasingly multicultural world. Knowing two languages is a marketable skill, thus expanding the individual child’s later opportunities for constructive engagement with society.

There are cognitive benefits as well. According to Michael Rosanova, Ph.D., a professor of education at Chicago State University, a Montessori-certified teacher, and an expert in bilingual education, “Long term, children who have gone through an early childhood dual-language immersion experience show greater cognitive flexibility, greater facility in concept formation, greater creativity and problem-solving skills in verbal and math problems, and, obviously, a greater facility of vocabulary.

“Learning a language, however, occurs most effectively and efficiently at a very early age – young children are highly receptive to language acquisition, and second language learning comes most easily early on in a child’s life.” Elementary students at NDPA will be at the perfect age for dual-language learning.

Secondary (Grades 6-9 or 7-9):

The philosophy and purpose are the same for the secondary program. Students will continue their Spanish instruction by taking a Spanish class each year for elective credit. Spanish instruction at this level, however, will include more emphasis on proper usage and preparation for the Spanish AP test. By the year 2012 we anticipate that our

students will be able to pass the AP Spanish test by the end of their 10th grade.

Curriculum Emphasis – Methods of Instruction

Elementary: The Utah State Core will serve as the basis for the curriculum. Teachers will use textbooks that are from the state adopted list. The curriculum will engage students in inquiry, problem-solving, and higher order thinking skills as well as providing opportunities for authentic application of knowledge and skills. (NAAS standard 2.2.1)

Tier 1 instruction for all subjects will be fairly traditional and will include research-based activities such as: large group discussion, explicit teaching and modeling, cooperative learning, small group centers, discovery learning experiences, student presentations, and homework. Tier 2 strategies will more strategic research-based interventions. Appropriate Tier 3, or special education services, will be provided to those students who qualify for those services.

Secondary: The secondary school will follow a traditional structure. The curriculum in each course will be aligned with the State Core and the Davis School District DESK Standards to ensure a smooth transition into a Davis district high school. The curriculum at this level will also engage students in inquiry, problem-solving, and higher order thinking skills as well as providing opportunities for authentic application of knowledge and skills.

Teachers will be proficient and appropriately certified in their content areas. (NAAS Standard 3.3.4) Instructional strategies will personalize instruction; make connections across disciplines; engage students as active learners and self-directed learners; involve students in higher order thinking to promote depth of understanding; provide opportunities for students to apply knowledge or skills; promote student self-assessment and self-reflection; and recognize diversity, multiculturalism, individual differences, and other prevalent unique characteristics of the student population (NAAS Standard 3.3.2) All 7th grade students will take the Technology/Life/Careers (TLC) program, and technology will be integrated into and supportive of teaching and learning. (NAAS Standard 3.3.6)

Curriculum Emphasis - Special Emphasis:

Elementary: NDPA will offer a Spanish language program to enable students to become bilingual and bi-literate. The curriculum will incorporate theoretical foundations of bilingual education and second-language acquisition to implement effective program model. The goal of NDPA is for students to leave our school bilingual and bi-literate in both Spanish and English. The process for achieving that goal, however, will require that the school develop the capacity to provide Spanish instruction in phases.

In phase I, during the first 2 years (until 2006), instruction in the basic core subjects will be provided in English with Spanish taught as a foreign language. A fluent Spanish-speaking teacher will provide traditional foreign language instruction for approximately 45 minutes each day. When more of our faculty can speak Spanish fluently, and as we develop an expanded Spanish program, we will move into phase II.

Phase II, during the next 2-3 years (until 2010), instruction in the core areas will be provided

in English, with some core concepts being taught in Spanish as an immersion experience. During this phase, any core area that is tested as a part of UPASS will be taught in English. Other core areas, such as music, art, or PE may be taught in Spanish. Additional language arts, social studies or science lessons will also be taught in Spanish with curriculum materials written in Spanish. During this phase, at least 45 minutes each day will be devoted to a Spanish immersion experience.

Phase III will represent full implementation. Students will study in both language arts and Spanish. Additional courses such as math that are a part of the UPASS will be taught in Spanish or English. Students could experience up to half of their instruction in Spanish every day.

Oral language development will be the focus of the Spanish program in kindergarten, 1st and 2nd grades. Reading and writing in Spanish will be added in 3rd grade. Spanish as a Second Language (SSL) strategies will be used for those students who transfer to our school and are behind in their Spanish language development.

Secondary: The junior high will begin operation in Phase II. Students will learn core subjects that are tested as part of UPASS in English. During their Spanish class students will study additional language arts, social studies or science lessons in Spanish with curriculum materials written in Spanish. They may also take subjects such as art or PE in Spanish. For at least 45 minutes of each day, instruction will be provided as a Spanish immersion experience.

In Phase III, when our program is fully implemented, students will study any core subject in both Spanish and English. Some classes may be taught totally in Spanish, such as math. Others, like language arts, may be taught in both Spanish and English.

EFFECTIVENESS GOALS

1 Develop a love of learning Elementary and Secondary	1.A Parents report their students enjoy attending NDPA	Annual parent surveys
	1.B Students report they enjoy attending NDPA	Student journals, conversations with teachers
	1.C Students will participate in extra-curricular activities of their choosing	Track the number of students in after-school and extra-curricular programs
2 Experience high academic achievement - Elementary	2.A Benchmark for year 2009: 90% students will achieve at or above NCLB and UPASS standards in language arts	DIBELS, End of Level tests, ITBS, curriculum-based assessments, DWA
	2.B Benchmark for year 2009: 90% of students will achieve at or above NCLB and UPASS standards in math	End of Level tests, ITBS, curriculum-based assessments
	2.C Benchmark for year 2009: 80% of students will achieve at or above NCLB and UPASS standards in science	End of Level tests, curriculum-based assessments
	2.D Students will demonstrate mastery of “Super Standards”	Authentic assessments, portfolios, curriculum-based assessments
3 Experience high academic achievement - Secondary	3.A Benchmark for year 2009: 85% of students will achieve at or above NCLB and UPASS standards in language arts	End of Level tests, curriculum-based assessments, DWA
	3.B Benchmark for year 2009: 85% of students will achieve at or above NCLB and UPASS standards in math	End of Level tests, ITBS, curriculum-based assessments
	3.C Benchmark for year 2009: 80% of students will achieve at or above NCLB and UPASS standards in science	End of Level tests, curriculum-based assessments
	3.D Students will achieve	Curriculum-based

	“Super Standards” in core subjects	assessments, authentic assessments, portfolios
4 Enjoy high bi-literate proficiency – Elementary and Secondary	4.A Students will demonstrate proficiency in Spanish language including the ability to: exchange personal feelings and ideas orally, present material and respond spontaneously to questions, read and comprehend text, produce written text that adequately conveys ideas	Spanish proficiency instrument such as the SOPA/ELLOPA, curriculum based assessments
	4.B Students will use appropriate language and behaviors in authentic situations	Teacher observations, student behavior tracking, student journals
	4.C Students will analyze perspectives of the target cultures using authentic sources.	Curriculum-based assessments.
5 Increased parental involvement	5 Parents will successfully meet the expectation to volunteer 30 hours during the school year	Parent volunteer tracking system
6 Accreditation	6 NDPA will meet all accreditation standards of the NAAS by 2010	Utah State Accreditation teams

MONITORING OF PROGRAM OF INSTRUCTION

NDPA participates in all applicable components of the Utah Performance Assessment System for Students (UPASS), including pre- and -post assessment tests, the Core Assessments Tests, the Direct Writing Assessments, the Stanford Achievement Test, the Diagnostic Reading Tests, and other age-appropriate tests that are required or recommended by the Davis School District. The results of these assessments are shared individually with parents and students at Parent-Teacher Conferences which are held three times a year. The results are also posted on the USOE Assessment web site.

State level assessments are only one measure that is used to determine academic progress of our students. Multiple measures help to compose a more complete picture of each child's achievement level. Other methods of assessing students' mastery of performance outcomes include, but are not limited to, facilitator observation, peer and self-evaluations, lesson based assessments, CRT's, RTB's, Dibels, teacher tests and quizzes, projects, labs, presentations, exhibitions, portfolios, and attendance rates. These assessments are designed to assess specific content, knowledge or skills which match content performance standards. Students not making adequate progress towards the Utah State Core Curriculum standards are identified, and appropriate measures for improvement instituted.

Ongoing internal audits (Progress Reports and Report Cards) of student performance, including beginning year, mid-year, and end-year assessments, are utilized as reflective and guidance tools. In addition, parent conferences and other forms of written and oral communication are also utilized.

NDPA's Assessment System:

- a. Fosters intrinsic motivation;
- b. Facilitates continuous improvement; and
- c. Encourages cooperation and helpful feedback from participants and stakeholders.

The principal will ensure that teachers integrate standards into instructional practices by monitoring teaching activities and their results. The principal will conduct formal and informal observations periodically throughout the year. Grade level team meetings will be held each month for teachers and the administration to monitor formative assessment data and to plan appropriate interventions to ensure mastery of core concepts.

SCHOOL CALENDAR

Please refer to attached school calendar for the 2006-2007 school year.

SPECIAL EDUCATION

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. An additional special education teacher 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 plan to submit our Program Improvement Plan by June 30, 2006. We made Adequate Yearly Progress last year, including the subcategory of Students with Disabilities, using both the federal NCLB and UPASS standards.

Admission Procedures: All students will be enrolled at Quest Academy 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 eligibilized in 13 different categories as directed by the categorical criteria and tests. Once eligibilized 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-eligibilization 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 eligibilizing 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 enable 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, participate in discussions about the student’s need for special education and related services and supplementary aids and services, and join 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 can be consequence with the following, as 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 a student with a disability 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.

DETAILED BUSINESS PLAN

2007-2008 School Year

1. Enrollment: North Davis Preparatory Academy opened its doors to 500 students in August of 2004. In transitioning from a K-6 elementary program to a K-9 program, we anticipate increasing our total enrollment to 1,000 students. Although we hope to reach 1,000 students for the 2007-08 school year, we only estimated 950 (50 9th graders shy of the total goal) for the attached budget. Ultimately, there will be four classes of 25 students (on a targeted average) per grade level with no class exceeding 27 students. The 8th and 9th grade students in 2007-08 will be new students to our school community, while the majority of the students will have matriculated through our program. By expanding the school to two buildings and allowing students the ability to receive continuity in the Spanish instruction through 9th grade.
2. Revenue: North Davis Preparatory Academy anticipates receiving \$4,059,024 in **Regular WPU State funding** for the first year of expansion (funding is based on the actions of the 2006 Legislature plus a modest 2.5 percent increase in the WPU for 2007). We estimate that we will receive approximately \$40,000 from the Federal Facilities Grant, if the funds are once again made available for competitive bids. **State Special Education Ad-On** Funding is estimated at \$198,036 along with approximately \$75,000 additional IDEA potential funding available to draw on in year one. We anticipate roughly \$27,000 in **Trust Land** money. **Title Money** and revenue from **Student Fees** are listed in the budget. The school will follow state law regarding School Fee's and Fee Waivers.
3. First Year Major Expenses Incurred by Expansion:
 - a. Classroom Furnishings* – Estimated at \$3,200 per class room for desks, chairs, etc. Total classroom furniture expense is estimated at \$64,000.00 year one of expansion. Furnishings for Library, Office along with furniture for Computer Labs included in furnishings budget. Additional, money is included for furnishing the Science room with appropriate lab equipment and money for TLC equipment out of the remaining \$71,000.00
 - b. Computer Equipment* – The school will invest approximately:
 - \$30,000 each for 2 computer labs
 - \$15,000 for teacher lap top computers
 - \$5,000 overhead projectors (ceiling mounted) for computer labs
 - \$15,000 for school printers
 - c. Text & Curriculum Materials - Purchased prior to the beginning of school.
 - d. Library – Approximately \$40,000.00 will be spent to purchase books and other media for the new junior high facility.
 - e. Phone / PA / Kitchen Equipment – anticipated to be included with building lease.
 - f. Facility – The new junior high facility will be within close proximity to the current facility. Lease amount is based on approximately five acres of ground and a building that is approximately 53,000 square feet. Kitchen equipment, phone/PA system, playground equipment, etc. is projected to be included in the building lease.

- g. Payroll & Benefits: Payroll amounts are shown on the budget. Employee benefits are budgeted at \$500 stipend per month for full-time, salaried employees.
- 4. Audit and Controls: The school performs an annual independent audit each year as required by State Law. North Davis Preparatory Academy has adopted a procurement / disbursement policy.
- 5. Contract Services: Services such as Management, Special Educational Services, Facility related services are budgeted for. The school will follow state law and guidelines for appropriate services before contracts are renewed or new contracts are offered.
- 6. Fundraising: Generally, fundraising will be done by the Parent Organization and used for their purposes. Money from fundraising will not be included in the General Budget on an annual basis to ensure proper use of public funds.

2008-2009 School Year and beyond

- 1. Enrollment: School population will remain at 1,000 students.
- 2. Revenue: Revenue is projected to grow at a modest 2.5 percent increase in State WPU funding. Funding and expenses for Special Education are broken in the attached budget.
- 3. Year Two Major Expenses (excluding payroll):
 - a. \$40,000 for Library Books.
- 4. Payroll & Benefits: Benefit stipend anticipated to increase to \$550 per month per salaried employee beginning 2009-10.
- 5. Substitute Teachers: Budgeted at 10 days per teacher at the rate of \$65 per day. Amount will increase as needed.
- 6. Contract Services: To cover business services, facility management, custodial services, special services such as speech pathologist, snow removal, landscape maintenance is included in the budget.
- 7. Student testing: Resources for testing is included in curriculum budget.
- 8. Balanced Budget: The Board and the principal will continue to review the budget regularly to assure financial stability. North Davis Preparatory Academy will keep a reserve in the budget for emergency or targeted future expenditures. The Board of Directors and the principal will review the budget monthly.

BUDGET INFORMATION

Please refer to attached budget worksheets.

ORGANIZATIONAL STRUCTURE AND GOVERNING BODY

Founding Members

These individuals conceived of, and performed those functions necessary to bring about the establishment of North Davis Preparatory Academy.

The founding committee: established a preliminary operating budget, wrote bylaws and submitted all necessary documents for incorporation, recruited candidates for principal, and functioned as a decision body until the original Charter was approved. The founding members include:

- Rebecca Farraway
- Sheldon Killpack
- Mornie Sims

Board of Directors:

A five to seven-member governing board (the Board) administers policy-making processes and procedures at NDPA. Please refer to attached NDPA Model for Board responsibilities.

At least ~~three (3)~~ forty percent (40%) of the members of the Board will be parents, ~~grandparents~~, or guardians of children who attend NDPA. ~~The president of the NDPA parent organization will also serve as a member of the Board.~~ The remaining members may: 1) also be parents, grandparents or guardians of children attending NDPA, or 2) be elected from the community, preferably having backgrounds in education, business or politics. Only one board position may be filled per family. The school director of education/principal may participate as an ex-officio board member without voting authority.

~~In April of 2004 parents in the Davis School District, who were responsible for initiating the charter for NDPA, selected the initial members of the board. Board members will be selected based on their knowledge, experience and willingness to participate at this level.~~

Terms of Service, and Selection Process

In order to establish a board member service rotation, the board member who also serves as president of the parent organization will serve a one year term, and the others will serve either a two or four-year term. At the time the board president's term expires, the new board will appoint the president from among its members by or at its first regular meeting.

At the annual membership meeting, vacant board positions will be filled due to the expiration of terms. One Board position will be elected by the parent organization, and the others will be filled by appointment from the previous year's board. Subsequently elected or appointed board members will serve either two or four year terms, at the election of the previous board.

Any amendment to school administrative structure or a major shift in school mission, philosophy, or curriculum must be approved by the governing board and by a 2/3's majority vote of the parent organization at the annual May meeting.

Governing Board Structure, Operation, Functionality

Refer to attached Board of Director Bylaws.

Management Company

In order to allow the Principal more time to focus on the educational aspects of running a school, the Board has elected to hire a Professional Management Company. The Management Company provides support to, and works under the direction of, the Board of Directors. At the time the current contract expires, the Board will follow Utah State Purchasing requirements prior to signing another contract with a management company. Under the discretion of the Board of Directors, some of the specific responsibilities of the Management Company include:

1. Budget forecasting
2. Financial reporting
3. Bookkeeping and records management
4. Recruiting assistance
5. Contract administration for staff
6. Human resource management
7. Payroll
8. Governmental compliance
9. Resource for information systems establishment and maintenance
10. Site selection, acquisition and building design
11. Land use approvals
12. Construction contractor selection and supervision
13. Board training for effective leadership
14. Special programs consulting
15. Grant writing assistance
16. Appropriate resources for Administrator and Office Personnel
17. Facilities Management
18. Other requests as designated by the Board

Parent Organization

The Parent Organization includes the parents/guardians of the all students enrolled at North Davis Preparatory Academy. This organizations main purpose is to support the vision and purpose of North Davis Preparatory Academy.

The Parent Organization as a whole elects a Co-Chairman who will serve in that capacity for a 1 year term. At the end of their 1 year term as Co-Chairman, the Co-Chairman becomes the Chairman and a new Co-Chairman is elected by the Parent Organization. Please refer to attached NDPA Model for Parent Organization Chairman responsibilities.

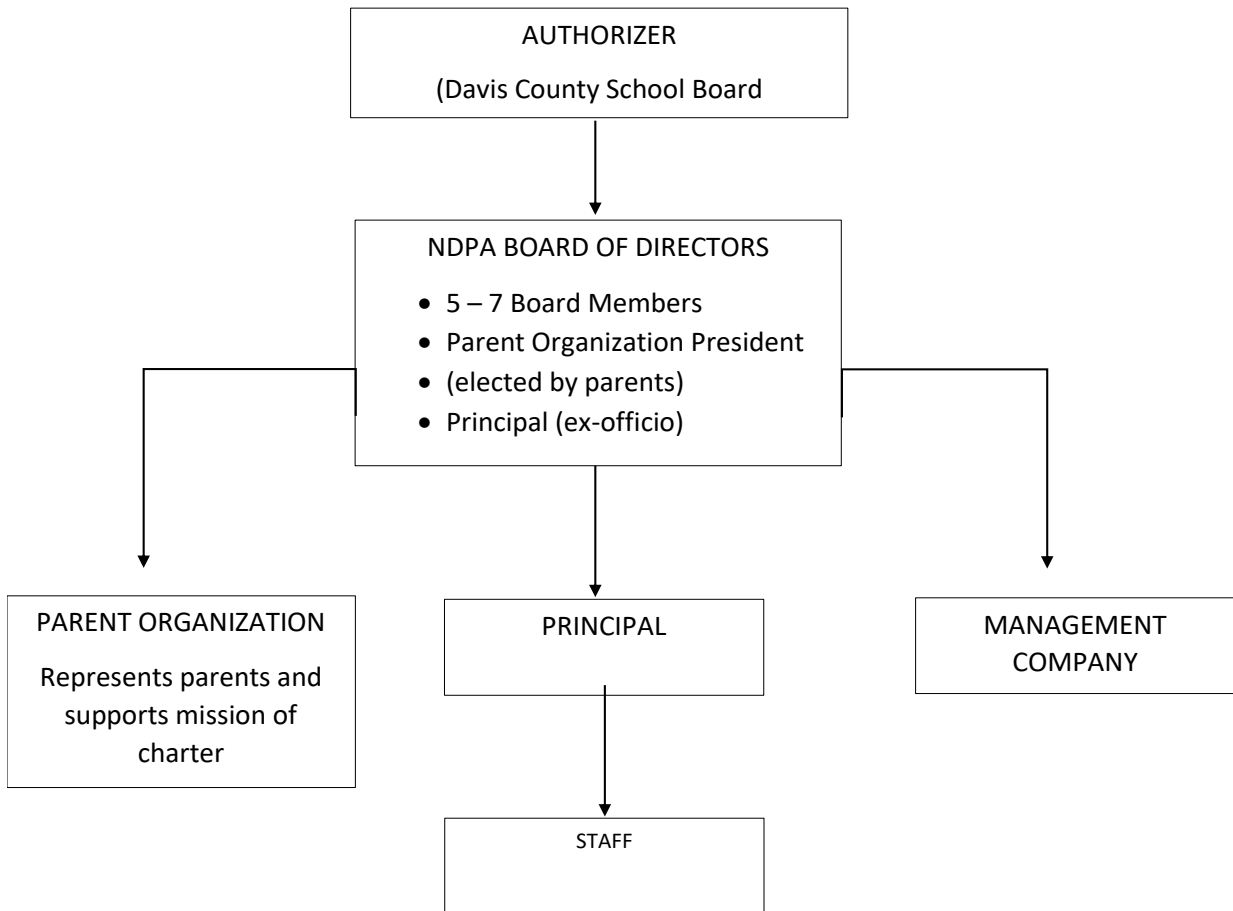
In the event the Chairman of the Parent Organization resigns, or is unable to perform the required duties, the Co-Chairman will fill the remainder of the Chairman's term and a special election will be held to elect a new Co-Chairman. A copy of the Parent Organization Executive Team (POET) Bylaws is included with this document. Please refer to these bylaws

for procedures regarding other Executive Team Members.

The responsibilities of the Parent Organization include, but are not limited to the following:

- Complete tasks requested by the Governing Board
- Act as liaison between parent/student, the Board and administration
- Coordinate volunteer efforts
- Create any sub-committees to complete tasks as needed
- Fundraising
- Other functions which enhance the mission of the Charter as approved by the Board of Directors.

The Parent Organization Executive Team will coordinate communication with the Parent Organization and may use such means as the school website, printed newsletters, and or weekly notes. The Parent Organization Executive Team will establish a meeting schedule based on need.



BACKGROUND INFORMATION

Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary.

Name _____

Role in School (list positions with school) _____

Employment History:

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

Education History:

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

Statement of Intent:

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

*The information and resume provided will be subject to verification by the board.

Affidavit, Disclosure, and Consent for Background Check

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

Name _____ Social Sec. No. _____

Address _____
Street City State Zip

Phone _____ Date of Birth _____ Place of Birth _____

<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	YES <input type="checkbox"/> NO <input type="checkbox"/>						
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check:</p> <table style="margin-left: 40px; border: none;"> <tr> <td>Administrative cost</td> <td style="text-align: right;">\$15.00</td> </tr> <tr> <td>Cost of fingerprint analysis by BCI and FBI</td> <td style="text-align: right;">\$60.00</td> </tr> <tr> <td style="text-align: right;">Total Cost</td> <td style="text-align: right;">\$75.00</td> </tr> </table>	Administrative cost	\$15.00	Cost of fingerprint analysis by BCI and FBI	\$60.00	Total Cost	\$75.00	
Administrative cost	\$15.00						
Cost of fingerprint analysis by BCI and FBI	\$60.00						
Total Cost	\$75.00						
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	YES <input type="checkbox"/> NO <input type="checkbox"/>						
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	YES <input type="checkbox"/> NO <input type="checkbox"/>						

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

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

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

Applicant's Signature

Subscribed and sworn before me this ___ day of _____ Year _____.

County of _____ State of _____.

Notary Public _____

My Commission Expires _____

ARTICLES OF INCORPORATION

Please refer to attached Articles of Incorporation Document.

ADMISSION AND DISMISSAL PROCEDURES

Selection

North Davis Preparatory Academy will not discriminate in its admission policies or practices on the same basis as other public schools may not discriminate in their admission policies and practices. North Davis Preparatory Academy will follow all applicable laws regarding eligibility of students. The following represents our current selection procedure as found in our Parent Handbook for 2006-2007:

1. In the event there are more applicants submitted to North Davis Preparatory Academy than can be accommodated, students will be admitted to the school on the basis of a lottery system.
2. The applicant pool will consist of students who submit an Application for Enrollment from the school's website within the 30-day Open Enrollment period as posted at the school and online. In accordance with State and Federal Law, NDPA does not discriminate against anyone with regard to race, gender, national origin, color, disability, or age.
3. The number of slots available in the lottery will depend on the number of available spots predicted (as of the last day of school) in any given class as stated in the charter.
4. Students **currently** enrolled in the school do not have to go through the lottery process each year. They do not need to re-apply to the school each year.
5. Siblings of students currently enrolled in the school do not have to go through the lottery and will be accepted into the school as long as there are sufficient spots available.
6. In the event the number of siblings applying to the school exceeds the number of spots available, the siblings will be chosen by a separate lottery among the siblings.
7. How the lottery process works:
 - a. The names of all students applying for admissions received during the first Open Enrollment period of the upcoming school year will automatically be entered into the lottery program.
 - b. An independent auditing firm has audited the lottery program and certifies it follows all applicable state and federal laws.
 - c. The lottery program assigns, at random, students who enrolled during the first Open Enrollment period to fill any and all available slots.
8. In the event all openings are filled during the lottery process, students who are not accepted will be placed on standby and will be notified by phone and/or e-mail if a position becomes available. If you do not receive notice before the next school year's open enrollment period begins you will need to resubmit your student(s) name(s) for the new lottery during the Open Enrollment Period. Your student's enrollment application is good for only one school year. After that school year, a new enrollment form must be filled out.
9. Neither a school employee nor the lottery program will be able to tell you what position your student received on the standby list after the lottery is run.
10. Any applications received after the deadline of the current open enrollment period will be placed into the next open enrollment period and will await the next lottery.

Suspension/Expulsion/Dismissal

NDPA will follow all policies and guidelines as required in Utah State Law (UCA 53A-11-901- 909). Also, the three-step due process required by law, will be followed. That is students receiving dismissal from the school must have been properly informed, and have been given proper opportunity for response and remediation.

NDPA will follow all policies and guidelines as required when suspending or expelling students. The NDPA Board of Directors has authorized the Principal to suspend for up to 10 days. The Board will authorize suspensions for more than 10 days or expulsions. All students will have the opportunity for a fair and impartial hearing. See model policy in attachments.

A handbook on school rules and discipline is distributed to every child and parent at the beginning of school. The following is an outline of the current Student Code of Conduct and Student Conduct/Disciplinary Consequences as found in our Parent Handbook for 2006-2007:

Code of Student Conduct

The Code of Student Conduct outlines major categories of behavior and states disciplinary actions that may occur as a result of student misconduct. When enforcing the Code of Student Conduct, students and their property may be searched if there is reasonable suspicion that a law or school rule has been or is about to be broken.

Parental Responsibility and Involvement: Each parent of a student at NDPA has a duty to assist the school in enforcing standards of student conduct and attendance in order that education may be conducted in an atmosphere which is free of disruption and threat to persons or property and which is supportive of individual rights, and to pay all fees and charges levied against his/her child by NDPA, including costs associated with damage to or loss of books and other school property.

Faculty/Staff Responsibility: Teachers handle the major portion of student discipline through their system of classroom management. However, teachers will refer a student to the office for misconduct when the situation warrants. NDPA has in place a referral system for student discipline. The principal is responsible for addressing the student's behavior after the teacher referral.

Student Conduct/Disciplinary Consequences

The school system's Code of Student Conduct is distributed separately by teacher's during the first week of school. It contains specific information concerning behavior which will not be tolerated, disciplinary consequences, and expectations and rights of students. Both parents and students should read and understand its contents thoroughly. Disruptive students who interfere with the educational process and/or do not comply with regulations and procedures are subject to administrative action. The following offenses will result in automatic recommendation for suspension/expulsion by the principal:

1. Arson or attempted Arson.
2. Assault and/or battery of an employee or student
3. Possession, use or sale of drugs or drug paraphernalia.
4. Possession, use, or sale of a firearm or dangerous weapon.
5. Extortion, attempted extortion, robbery, and or larceny.
6. Immoral conduct (sexual activity, indecent exposure, obscene phone calls, sexual assault).
7. Hazing (mistreatment of another student so as to cause bodily injury).
8. Unlawful assembly and/or riot.
9. Possession, use, distribution, sale, lighting, or discharge of explosive devices, including fireworks.

PROCEDURES TO REVIEW COMPLAINTS OF PARENTS

State policies governing the handling of complaints, shall take precedence over the following school policy:

Parent Grievance Policy

The purpose of this policy is to clarify for parents a process by which concerns can be addressed. The Board encourages active parent participation in their child(ren)'s education, and hopes that parents will feel empowered to voice their opinions, volunteer in and out of the classroom for North Davis Preparatory Academy, and work as a team to provide the best education for their child(ren).

If you have a concern with teacher or any staff member of NDPA, the following steps shall be followed:

1. Items involving teachers, staff members or administration should first be addressed with the individual(s) directly involved.
2. If the issue is not resolved at this level, you may address your concern with the administration.
3. If the issue remains unresolved, or the specific issue concerns the administration, a *written complaint may be filed with the Board of Directors.

If you have a concern with a policy, procedure or practice at the school, the following avenues of expression are available to you:

1. Contact the following individuals for directions regarding who to contact: Board of Director Members and/or school Administrator:
 - a. If the concern is directly related to administrative practices or procedures, you may address your concern directly with the administration.
 - b. If your concern is directed to POET, you may attend the regular POET Parent Meetings held in the library (Please see POET Book for this year's dates and times) and express yourself during the parent comment portion or call the Chairman at least 3 working days in advance and request to be placed on the Agenda.
 - c. If your concern deals with school policy, you may address the board in a formal Board of Directors meeting during the "public comment" portion. You may also request to be added to the meeting agenda by contacting the president of the Board of Directors 3 working days prior to the scheduled meeting date. It is important to note that the Board President has discretion over the Board Meeting Agenda items.

If you feel you or your child has been treated unfairly, discriminated against, or treated in a manner that is in violation of state or federal law:

1. You may file a *written complaint with the principal, and if you wish, make an appointment to discuss the issue.
2. You may file a *written complaint with the Board of Directors.
3. You are welcome to attend the Board of Directors' Meeting and have the issue addressed

during a regularly scheduled public comment period.

* Written complaints shall specify the individual(s) involved, details of the incident(s) spurring the complaint, including dates and approximate times, and details of an attempt to rectify the situation.

NDPA does not employ a full-time civil rights compliance officer due to the size of the organization. NDPA will follow all applicable State / Federal Laws regarding EEO and regulations regarding random selection of students. If there are complaints which the Board feels require outside expertise, the school will involve the current Management Company in the selection of proper legal counsel. The school will follow appropriate guidelines found in the Safe School Policy and the Employee Termination Policy.

OPPORTUNITIES FOR PARENTAL INVOLVEMENT

Parental involvement is a key element to the success of NDPA. No dues are required. All parents and guardians are members of the North Davis Preparatory Academy Parent Organization. Every member of the NDPA Parent Organization is encouraged to:

- elect a Parent Organization Chairman and Co-Chairman,
- potentially serve on a board appointed task force or committee to investigate and research specific items related to school policy, procedure, programs, and curriculum,
- volunteer time to the school.

Executive members of the Parent Organization are encouraged to:

- attend the governing board meetings,
- organize volunteer opportunities and produce a monthly newsletter,
- and organize fundraising opportunities.

Background checks, where applicable, will be performed on volunteers working with students.

For a more exhaustive list of volunteer opportunities, please see attached Parent Volunteer Interest Survey.

SCHOOL INSURANCE

The school will contract with Utah State Risk Management for two-million dollars in liability insurance, sufficient property insurance coverage, and an employee dishonesty bond. The school will not carry comprehensive/collision insurance as the school will not own nor maintain any fleet vehicles.

EXTRACURRICULAR ACTIVITIES/DISTRICT AGREEMENTS

All students are encouraged to join a club or interest group as an integral part of the school day. This provides the student an opportunity to socialize with friends or explore new interests in a supervised environment. Teachers and students are encouraged to form clubs pertaining to academics, cultural affiliations, foreign languages, politics, services and special interests, as the need or interest arises from either the staff or the student body.

NDPA currently provides extracurricular activities in including music, dance, athletics, art and service projects based on available resources and interest. Chess clubs, reading clubs and service clubs have also been established through parent volunteers, as interest has evolved in these subject areas. NDPA understands that our elementary students will not be included in district- wide activities such as spelling bees, Reflections contests, or other curricular related activities.

The secondary school may host intramural teams and individual sports before and after school. Students who wish to participate in state sanctioned athletics in the 9th grade may participate in the school at which they would have attended. NDPA will develop policies consistent with Davis district policies to limit the amount of time students may be excused from class for athletics. NDPA understands that our secondary students will not be allowed to take additional elective classes such as band at Davis district junior high schools.

QUALIFICATIONS OF TEACHERS/PARAPROFESSIONALS

The principal and the executive committee of the governing board work together to arrive at a joint decision on hiring of teachers and other staff as necessary. The school advertises for teachers with Spanish language proficiency, of varying degrees, to match current school needs. The principal does a pre-selection from the applications received, conducts a final interview, and submits new hire recommendations to the Board for ratification. The Board, the administration, and the management company are working together on recruitment and retention of excellent teachers, and they plan to create an environment where teachers want to work.

Individual employees, including the principal, are hired on an “at will” basis. The governing board carries the right to terminate any employee that is not complying with the standards set forth by the school and included in the employment contract.

Background checks and/or drug testing on prospective or current employees are performed as required by state law.

The principal, with input from the Board, is responsible for evaluating the performance of teachers on an annual basis.

As required by the State of Utah, all teachers are licensed, certified teachers or be qualified to teach under USOE’s Alternative Route to Licensure program. All teachers and paraprofessionals will meet state and federal standards to be considered “Highly Qualified”.

Staff Grievance Policy:

The purpose of this policy is to ensure that staff members understand how to pursue a grievance at North Davis Preparatory Academy. The following policy applies to the redress of grievances concerning the personnel of North Davis Preparatory Academy.

The following steps shall be followed:

- 1) Staff members of North Davis Preparatory Academy (NDPA) who have a complaint regarding other NDPA staff members, shall voice the complaint with the other employee(s) involved.
- 2) If the issue is not resolved at this level, individuals shall file a written complaint* with the director/principal of NDPA. If the complaint/dispute involves the director/principal of NDPA, the complainant(s) shall first approach the director/principal of NDPA.
- 3) If the issue remains unresolved, a written complaint* shall be filed with the Chair of the Board of Directors. After appropriate intervention and/or disciplinary action has been taken, termination may occur only after a majority vote of the Board of Directors at NDPA.

* Written complaints shall specify the individual(s) involved, details of the

incident(s) spurring the complaint, including dates and approximate times, and details of an attempt to rectify the situation.

LIBRARY PLAN

NDPA currently houses a complete library for grades K-6, including various forms of multi-media learning resources, complete sets of age-appropriate fiction, non-fiction and Spanish literature. The books currently housed in the library range from Kindergarten reading level to the 8th Grade level.

The collection for the expanded charter will be built on a foundation of scholastically recommended books, consisting of classic children/young adult literature, local periodicals, and information text for research. NDPA will meet the criteria for the NAAS standards for libraries by the end of the third year.

The library will be staffed by a part-time employee in the elementary building and a certified Librarian in the Junior High building in preparation for accreditation.

We anticipate the library in the Junior High will be located directly next to the computer lab with connecting doors.

ADMINISTRATIVE AND SUPERVISORY SERVICES

Principal / Director of Education Appointment/Approval

During the May board meeting, the director/principal will be appointed or approved for another year of service by a majority vote of the voting members of the board before the newly elected board members begin their service.

NDPA recognizes the principal as the key leader responsible for implementing institutional procedures and policies. The principal is accountable to the Board of Directors and is critical in the development of curriculum and educational programs. The success of the school in implementing its charter and creating an atmosphere for standards-based learning is critical to the role of the principal.

Role of Administrator

- Advisory member of Board of Directors
- The Administrator will fulfill all responsibilities in accordance with state and federal law, and follow best practice
- Achieve vision of the Board of Directors
- Implement Board Policy
- Establish & implement curriculum
- Identify and report all hiring/termination needs/activities (using proper protocol as outlined in staffing policy) to Board of Directors and coordinate necessary actions.
- Professional Development of Vice-principal, teachers, secretaries, and other staff
- Adhere to approved budget
- Identify school acquisition needs
- Maintain personnel performance files for NDPA employees
- Evaluate Staff and Teacher performance including an annual formal evaluation of teachers and staff
- Oversee student registration and ensure compliance with state and federal law
- Collaborate with POET and Board of Directors
- Ensure classroom performance meets standards set by the State of Utah
- Maintain Parent and Teacher Handbooks
- Develop and maintain procedures for a safe and orderly school
- Establish operational procedures, with community council, such as:
 - check in/ check out of students and visitors
 - pick up/drop off
 - dress code enforcement
 - attendance protocol
 - emergency response
- Maintain positive public relations with parents, community, local school district and state

- Oversee adequate assessment of students and ensure road map for continual
- Improvement
- Liaison between board and staff

Administrative Responsibility

The Governing Board is the ultimate policy-making organization and retains total control in the selection or removal of any service organization serving the school, the principal and school employees. No person that is an officer, director or shareholder in any service organization serving the school will serve as a member of the Governing Board of the School or vote on any matter affecting the school's relationship with the service organization(s). Any Governing Board member who serves as an officer, director or shareholder in any service organization that offers to contract for services to the school will resign as a Board Member prior to the Governing Board taking action to contract with that organization.

Education and Experience

- Graduate degree in educational administration or an academic content area substantively related to the goals and purposes of the School.
- 5 years teaching experience.
- Preferably, at least three years' experience as a school administrator.
- Practical experience and a high proficiency in the Spanish language is looked upon favorably.
- At a minimum, an enthusiastic proponent of the school's mission, purpose, philosophy, and goals.

Evaluation

The principal position will be evaluated semi-annually by the Board, based on mutually agreed metrics and criteria.

FISCAL PROCEDURES

North Davis Preparatory Academy is in full compliance with all established budgetary and reporting deadlines. This includes, but is not limited to, annual audits performed by a third-party CPA firm, AFR submissions, and other financial documents as requested by USOE.

North Davis Preparatory Academy adheres to Generally Accepted Accounting Principles (GAAP) as constituted by the Financial Accounting Standards Board.

All checks originating from the school's bank account require two signatures. In order to safeguard assets, accounting personnel are not permitted as signors on the bank account.

Cash collected at the school is reconciled in the presence of two authorized individuals. Cash is sealed in tamper-evident envelopes and delivered to the bank the same day of receipt. Cash does not remain in the building over night

The responsibility for approving purchases is designated to the administrator of the School by the Board of Directors.

All single item purchases over \$5,000.00 must receive Board approval during the first operating calendar year of the school expansion. Single item purchases over \$1,500.00 must be approved by the Board for subsequent years.

Invoices, purchase orders, and authorized facsimiles must be signed by the Administrator or Chair of the Board if purchase exceeds limits listed in paragraph above. Purchases of miscellaneous items (office supplies) shall be coordinated through the front office. Personal purchases which result in reimbursement shall be kept to an absolute minimum.

In accordance with state guidelines, the Board is provided with updated financial statements and budget reports. A report concerning the financials is provided by the Financial Coordinator.

No fees will be required of students in grades K-6. Any costs for after-school programs or other activities will be approved by the Board of Directors. Appropriate fees will be charged for book rental and other class fees for grades 7-9. All fees will be approved by the Board before any fees will be assessed.

The school will follow State Law and guidelines for appropriate service contracts before they are offered or renewed.

TERMINATION, DISCIPLINE, AND RULES OF CONDUCT (STAFF)

North Davis Preparatory Academy is an at-will employer. Specific termination procedures are no longer required as per Utah State Law Section 53A-1a-508(3); Effective May 2, 2005.

EMPLOYEE EVALUATIONS

The principal is evaluated by the Board of Directors twice a year (once mid-year and once at the end of the school year). The evaluation process gives the administrator an opportunity to set personal and professional goals in alignment with the charter. Specific objective feedback is given to the principal in areas relating to charter alignment, staff development, student success, community outreach, leadership and other areas the Board sees fit.

The principal administers reviews/evaluations of teachers and staff members. The principal helps each staff member to develop a professional development plan, goals, timelines and activities that precede achieving each respective goal. The principal also observes the staff in day-to-day activities to determine strengths, areas of deficiency, and, if necessary, appropriate remediation. The principal provides regular performance feedback to staff members, consisting of constructive remediation techniques and praise for exemplary performance.

The principal meets with each staff member mid-year (prior to December Holidays) and at the end of the school year (May), to review professional development plans and the performance evaluation report. An executive member of the governing board may be present at formal performance evaluations. The signature of the staff member, the principal and the executive board member shall be required at the conclusion of the evaluation.

Continued employment, and salary increases will be based on the outcome of each staff member's employee evaluation.

POLICY REGARDING NEPOTISM

All persons responsible for hiring shall avoid any act or practice that might be interpreted as preferential consideration shown a relative. Fair and equitable hiring practices shall be observed in all cases.

Supervising Related Employees

Relatives cannot directly supervise other family members. Relative means a parent, foster parent, parent-in-law, child, spouse, siblings, foster siblings, grandparents, grandchildren, son-in law, daughter-in-law, brother-in-law, sister-in-law, aunt, uncle, or any other individual when both reside in the same household.

If as a result of marriage, an employee is in violation of this policy, an alternative reporting procedure shall be established by the immediate supervisor and reported to the principal or Board of Directors.

Utah State Board of Education

UTAH CHARTER SCHOOLS

ASSURANCES

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

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

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

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

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

M. 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.

N. 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.

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

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

Q. 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.

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

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

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

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

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

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

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

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

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

BB. The charter school will maintain accurate student transcripts.

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

Name (type): Monte Poll

Title (type): President of the Board

Signature: _____

Date: _____

Admission Procedures

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

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

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

Proof of Insurance

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

Electronic Data Submission

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

Nonsectarian Statement

North Davis Preparatory Academy Charter School is nonsectarian in its programs, admission policies and employment practices and all other operations.

Special Education/Exceptional Student Services Training

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

Monte Poll

CAO (please print)

CAO's Signature

Date

WAIVERS FROM STATE BOARD RULES

North Davis Preparatory Academy will not request any waivers from State Board Rules at this time.

ATTACHMENT I

**A statement as to whether the school will participate in the Utah State Retirement System.
53A-1a-512(7)(a)**

North Davis Preparatory Academy will not participate in the Utah State Retirement System; however, we offer a comprehensive 401K package to staff members who work 20+ hours per week.

APPENDIX 1

Terms to Know

Applicant – An individual or groups of individuals, including teachers and parents or guardians of students who will attend the school, or a not-for-profit legal entity organized under the laws of this state, that is seeking a charter from a Utah School District Board or the State Charter School Board.

Authorized Agent/Member – Must be an appropriately authorized individual as per articles of incorporation or by-laws to contractually bind the organization. This individual would be the primary point of contact for communications regarding the application and presentation.

Charter Contract – A legally binding agreement between the State Charter School Board or local school board and an approved applicant.

Financial Plan – A narrative that supports the operational budget.

Governing Body – Responsible for the policy decisions of the school. This may or may not be the same as the members of the corporate organization.

Management Plan – Description of roles and responsibilities of those in charge of the operation of the school.

Marketing Plan – Description of how you will attract, hold, and increase your target population.

State Standards – The State Board of Education adopted the Utah State Core to be incorporated into curricular and instructional practices. The standards may be downloaded from www.usoe.k12.ut.us/curriculum.

Strategic Plan – A means of implementing the business plan, mission, and goals.

Summative Assessment – A means for evaluating student proficiency at the end of a unit of instruction.

Unit Lesson Plan – Representation of sequenced instruction (goals, objectives, and activities) that requires student demonstration of performance objectives identified in the State standards for an identified instructional period.

WPU Payment – A monthly apportionment distributed to the school based on current year enrollment.

APPENDIX 2

Reader's Guide

The following will be used to score the areas of the application as indicated.

- 0 = Falls far below the expectations described in the rubric
- 1 = Approaches the expectations described in the rubric
- 2 = Meets the expectations described in the rubric
- 3 = Exceeds the expectations described in the rubric

Coversheet	0	1	2	3
All information was provided.				
Title Page				
All information was provided.				
Founding members were identified and will not result in founding preference being extended to large percentage of enrollment.				
Target Population				
All information was provided.				
Quality mission statement provided.				
Outreach efforts sufficient to comply with intent of law.				
Applicant demonstrates how school will serve purposes of charter school legislation.				
Comprehensive Program of Instruction				
Curricular Emphasis The philosophy described provides clear evidence of the principles, beliefs, and attitude of the school.				
Curricular Emphasis The methods of instruction to be implemented at the school provide clear descriptions of how the State standards will be taught, assessed, and tracked over time.				
Curricular Emphasis The implementation of the special emphasis of the school is clearly described.				
Curricular Emphasis The implementation of the special emphasis of the school aligns with the philosophy and methods of instruction provided.				
Curricular Emphasis The vision/mission of the school is aligned with the philosophy, methods of instruction, and special emphasis.				
Effectiveness Goals Includes complete, separate statements reflecting improved pupil learning measured by CRTs at elementary and high school levels.				
Effectiveness Goals Includes complete statements about grading/mastery for subject matter/courses. The targets for success are stated.				
Effectiveness Goals Additional pupil learning goals align with the method of instruction described.				
Effectiveness Goals Includes complete statements reflecting measurement/attainment of the mission statement				

Effectiveness Goals Goals, objectives, and measurement criteria align with the mission of the school.				
Unit Lesson Plans Lesson plans represent the application requirements for the grade levels served.				
Unit Lesson Plans Lesson plans align with the methods of instruction described.				
Unit Lesson Plans Lesson plans identify the performance objectives of the State standards to be addressed.				
Unit Lesson Plans Lesson plans reflect the special emphasis of the school.				
Summative Assessment Summative assessment is aligned with the lesson plans.				
Summative Assessment Summative assessment reflects the method of instruction described.				
Summative Assessment Summative assessment provides opportunities for students to demonstrate proficiency in identified performance objectives.				
Discussion and Examples of Monitoring Discussion includes means of ensuring teachers are provided with and understand the curricular emphasis and effectiveness goals of the school.				
Discussion and Examples of Monitoring Description of means of ensuring all teachers know, by grade level and content area, what must be taught and to what level (the standards).				
Discussion and Examples of Monitoring Description of how students' progress toward mastery of State standards will be tracked over time is provided.				
Discussion and Examples of Monitoring Description of how site administrator will ensure the appropriate integration of State standards into the instructional practices of individual teachers is provided.				
Description of Plan to deliver Special Education Description provides adequate evidence that applicant understands resources necessary to comply with IDEA.				
Detailed Business Plan				
Start-up Plan Budget suggests a plan for a successful and effective first year.				
Start-up Plan Includes detail on property and facility acquisitions that are reasonable and adequate.				
Operational Plan Includes budget that is balanced, with reasonable revenue projections and inclusive of all operational costs.				
Operational Plan Budgets include sufficient detail of ongoing M & O costs.				
Operational Plan Budgets address facilities in a realistic way.				
Operational Plan Budget does not rely on unrealistic fundraising goals.				
Organization Structure				
Description of Governing Body responsibilities, election/selection process and terms.				

Description of roles and responsibilities of individuals responsible for the day-to-day operation of the school.				
Organizational flow chart reflects the flow of information to and from stakeholders.				
Organizational flow chart reflects a management structure consistent with the information provided within the application.				
Background Information Sheet				
Qualifications are appropriate to school's mission				
Admission and Dismissal Procedures				
Admission is in line with federal guidance on lotteries				
Admission procedures recognize IDEA and Civil Rights protections				
Dismissal procedures are within State and Federal law				
Dismissal procedures legal under IDEA				
Complaint Procedures				
IDEA grievance protections are recognized				
Procedure allows for timely resolution of issues and due process protections				
Opportunities for Parent Involvement				
Voluntary not mandatory				
Involvement is meaningful and parents have influence				
Insurance				
Complete and adequate				
Qualifications of Teachers				
Within State Law and Board Rule				
Library				
Library plan supports and is adequate to school's mission				
Administrative and Supervisory Services				
Services and assignments are sufficient to ensure successful management and oversight, both instructionally and operationally				
Fiscal Procedures				
Procedures will ensure responsible fiscal management				
Employee Termination				
Plan is complete				
Employee Evaluation				
Plan will accomplish evaluation adequate for State licensing requirements and sound oversight				
Employment of Relatives				
Plan is clear				
Utah Retirement System				
Applicant has included declaration of intent				
Conversion Schools				
Information is complete and within law				
Waivers from Board Rule				
Waiver is reasonable and has support of CS Board				

ADMINISTRATIVE COMPLETENESS CHECKLIST

(to be completed by the Utah State Charter School Board staff)

In completing the Administrative Review, the following items will be evaluated to determine whether an application is complete. Any section not completed, including items left blank or unanswered, will result in an application being deemed INCOMPLETE.

Incomplete applications will not be forwarded to the Board.

_____ **Cover Sheet** – Attachment A

- _____ School Name
- _____ Applicant Name
- _____ Table of Contents
- _____ Signature Box Complete

_____ **Title Page** – Attachment B

_____ **Target Population** – Attachment C

_____ **Comprehensive Program of Instruction** (Section 4) Curricular Emphasis

- _____ Philosophy
- _____ Methods of Instruction
- _____ Special Emphasis
- _____ Mission
- _____ Effectiveness Goals – Attachment D
- _____ Lesson Plans and Summative Assessments
- _____ Discussion and Examples of Monitoring Student Progress
- _____ Dissemination of Information Regarding Student Progress in State Standards
- _____ Plan for Tracking Student Progress in State Standards
- _____ Monitoring Teacher Integration of State Standards into Instruction
- _____ School Calendar
- _____ How Special Education will be provided (hire, contract, share, etc.)

_____ **Detailed Business Plan** (Section 5)

- _____ Start-up Plan – Attachment E for Start Up Year
- _____ Operational Plan – Attachment E for operational year(s)
- _____ Facility Costs Addressed

_____ **Organizational Structure and Governing Body** (Section 6, 7)

- _____ Description of Governing Body
- _____ Organizational Flow Chart
- _____ Board Selection

_____ **Background Information Sheet and Resume** –Attachment F

- _____ Background Information Sheet(s)
- _____ Resume(s)

- _____Articles of Incorporation and Bylaws, when available (Section 8)
- _____Admission and Dismissal Procedures (Section 9)
- _____Complaint Procedures (Section 10)
- _____Opportunities for Parental Involvement (Section 11)
- _____Insurance (Section 12)
- _____Agreements with local districts, if they exist (Section 13)
- _____Qualifications of Teachers (Section 14)
- _____School's Intent to Create a Library (Section 15)
- _____Plan for Providing Administrative and Supervisory Services (Section 16)
- _____School's Fiscal Procedures (Section 17)
- _____School's Policy regarding Employee Termination (Section 18)
- _____School's Policy regarding Employee Evaluation (Section 19)
- _____School's Policy regarding Employment of Relatives (Section 20)
- _____Conversion School Documentation (Only for Conversion Schools) 53A-1a-504(2) (Section 21)
- _____Compliance Assurances – Attachment H (Section 22)
- _____Waivers for State Board of Education Rules - Attachment I (Section 23)
- _____Letters of Support (OPTIONAL) (Section 24)
- _____Statement of Intent to Participate in Utah State Retirement System (Section 25)