# *Wasatch Institute of Technology*

David Moss
*applicant*

Submitted to Roxane Siggard at Jordan School District
on Tue 30 Mar 2010 and 1 Apr 2011

Submitted to Merilynn Boekweg at Granite School District
on Tue 30 Mar 2010 and Fri 1 Apr 2011

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

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

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|---|---|---|
| **David Moss** | | **31 Mar 2011** |
| 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**

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# 1. Target Population

The world economy is struggling: the Great Recession, the housing crisis, worldwide bank bailouts, jittery stock markets, record low interest rates, shrinking salaries, and national unemployment hovering around 9%. Times are tough for everyone--except network systems analysts and software developers. According to the Bureau of Labor Statistics 2008-2018 Fastest Growing Occupations report, job #2 on the list is network systems and data communications analysts, with a 53% increase in employment by 2018. As for computer software engineers, BLS projects a 34% increase in jobs. Clearly, the demand is (and will continue to be) high. But why are times so good for technologists?

Because in just a few short years, technology has transformed the workplace. In fact, it is nearly impossible to find an industry that hasn't been dramatically altered by technology. Technologies that were virtually unheard of 15, 10, or even 5 years ago like email, cell phones, instant messaging, and social networking have taken the world by storm, altering how, where, and when we both work and play. Driven by global competition and the relentless pace of technology, the world has become a global village that provides both increased opportunities and stiff competition. In this 24x7x365 environment, the only constant is change.

Yet many schools struggle to keep up with this rapid pace of change. The educational approach commonly employed for the past 100 years has been to isolate individual subject areas so as to be able to focus exclusively on them; yet the new economy is increasingly interdisciplinary. Additionally, the increasing pressures of standardized tests, time-constrained class periods, and ever more material to cover have squeezed out much of the time for any practical application of what has been learned. Worse still, secondary teachers frequently teach several unrelated classes out of necessity, all while operating in virtual isolation from peers. Taken together, the locus of control has shifted away from the classroom.

In order for our school system to keep up with the times, we need to change. This isn't just a one-time change, a biennial update, or a yearly review. In order for us to keep up, we need to be far more agile than we have ever been: *we need to embrace constant change*.

This is what we propose to do at the Wasatch Institute of Technology. Building upon the foundations of the Agile software development methodology, next generation education, and Pennant, we intend to prepare tomorrow's software and network/systems engineers.

# Agile Methodology

On February 11-13, 2001, 17 software developers from around the country met at Snowbird to discuss lightweight software development methods[1]. As a result of their meeting, they published the *Agile Manifesto*[2] that established the core values of the Agile software development approach. The Wasatch Institute of Technology has adapted[3] the principles underlying the *Agile Manifesto* for educational use:

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| Our highest priority is *education of our students* through early and continuous *achievement of curricular learning objectives*. |
| Welcome changes in *learning objectives, curriculum, and instructional methods.* Agile processes harness change for the *student's* competitive advantage. |
| Deliver *evidence of learning objective mastery* frequently, from a couple of weeks to a couple of months, with a preference to the shorter timescale. |
| *Students and staff* must work together daily throughout the school year. |
| Build projects around motivated individuals. |
| Give *students and staff* the environment and support they need, and trust them to get their jobs done. |
| The most efficient and effective method of conveying information to and within a *teaching* team is face-to-face conversation. |
| *Interdisciplinary student-initiated and created work* is the primary measure of progress. |
| Agile processes promote sustainable *learning*. |
| The *staff and students* should be able to maintain a constant pace indefinitely. |
| Continuous attention to technical excellence and good design enhances agility. |
| Simplicity--the art of maximizing the amount of work not done--is essential. |
| The best *plans*, requirements, and designs emerge from self-organizing teams. |
| At regular intervals, the team reflects on how to become more effective, then tunes and adjusts its behavior accordingly. |

## Our Terminology

The Agile methodology introduces many terms with specific meaning. At the Wasatch Institute of Technology, we borrow many of these terms and modify the meaning of others for our particular Agile implementation. These terms include:

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| **Academic Team** | A subset of the Core Administrative Team that handles student discipline matters and facilitates school-wide curriculum issues. Members of this team include the School Director, the Student Achievement Specialist, and the corresponding Teacher Achievement Specialist(s). |

[1] See http://agilemanifesto.org/history.html.
[2] To read the manifesto in its entirety, see http://agilemanifesto.org.
[3] Words in italics indicate an adaption from the corresponding Agile principle.

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| **Behavioral Plan** | A written document that must be complete prior to readmitting a student that has been suspended or expelled. The Plan will identify the student's inappropriate behavior and the specific step(s) the student and/or parent will take to remediate the student's behavior, the corresponding due date for each of these steps, and the consequence for failing to meet these steps. |
| **Business Director** | The title given to our school's business administrator. The Business Director will satisfy the same law and rule requirements as a business administrator. |
| **Core Administrative Team (CAT)** | The primary administrative governing body at the Wasatch Institute of Technology. The CAT is comprised of the School Director, Business Director, Student Achievement Specialist, Teacher Achievement Specialist(s), Facilities Director, and the IT Director. |
| **Daily Exercise** | A daily 30 minute exercise time held Mondays through Thursdays as a regular Teaching Team activity where all students and staff participate. |
| **Daily Scrum** | A brief daily meeting, typically 15 minutes, where all team members report their progress. This is normally done by having team member answer three questions: 1) What did you do yesterday? 2) What are you doing today? 3) Do you have any impediments that prevent you from accomplishing your sprint tasks?<br><br>If a person falls behind, the team can adjust priorities, rebalance sprint tasks, get help, and identify and remove any impediments to finishing the planned work. |
| **Information Technology (IT)** | The development, installation, and implementation of computer systems and applications. |
| **Kaizen** | Japanese for "improvement" or "change for the better". Kaizen is a continuous activity that can yield incremental improvements that, if implemented across the organization, can lead to significant compound productivity gains. Key elements of kaizen are creativity, flexibility, innovation, quality, effort, teamwork, willingness to change, and communication. |
| **Learning Session** | An instructional session focused on a specific learning objective. These are typically led by a Teaching Team member and frequently include hands-on application of the principles taught. The duration of a learning session may be adjusted for each sprint, depending on the time required by the learning objective. Learning sessions are not traditional academic courses, since they frequently cross subject area boundaries and no grade is assigned to the learning session. |

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| **Life Plan** | A life plan lists a student's major goals beyond high school. This plan could include answers to any of the following questions: What would you like your life to be like 10 years from now? What experiences and achievements do you hope to acquire? What career would you like to pursue? Where do you hope to live? What do you want to do with your life?<br><br>This plan will be created when a student is admitted to WIT, and will be reviewed and updated through the mentoring program. Student Communities of Practice, College Fairs, Career Fairs, mentoring activities, and other school activities should help students explore, clarify, and solidify their plan. |
| **Master Retrospective List** | A prioritized list of areas for improvement maintained by a team. This list is updated during each sprint retrospective and displayed in the team space. |
| **Network/Systems Engineer (NSE)** | One of two instructional programs at WIT. The *Network/Systems Engineering* program couples a firm theoretical understanding of contemporary Information Technology (IT) issues with actual hands-on projects, preparing students to single-handedly meet the ambitious IT needs of today's small to mid-sized businesses. |
| **Pennant** | Pennant is our custom student information system. Pennant will be used to house teacher-developed curriculum, student portfolio artifacts, our school's learning objectives, and all student records. |
| **Personal Management Interview** | On a regular basis, typically monthly, each supervisor will meet briefly and privately with each employee to see how they are doing, resolve concerns, maintain accountability, and empower the employee to fulfill their responsibilities. This *personal management interview* begins by following up on recent assignments and reviewing the employee's efforts on the master retrospective list. The remainder of the interview varies depending on circumstances, but may include: discussion and resolution of administrative or organizational problems; training in specific skills; solving interpersonal problems; discussing what is happening in the organization; identifying individual and organizational needs; and discussion of personal problems as appropriate. The interview ends by reviewing new assignments and making sure that they are mutually understood. |
| **Portfolio Artifact** | Students are responsible for demonstrating their mastery of all assigned learning objectives by the end of each sprint. A digitized version of this work, known as an artifact, and a brief reflection piece is uploaded into Pennant and becomes part of the student's electronic portfolio. These portfolio artifacts, ideally crossing subject area boundaries, may be completed by a single student or by a group of students during Study Hall. Portfolio artifacts are assessed by the Teaching Team member(s) assigned the learning objective(s) the artifact addresses. |

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| **Reading Time** | A daily 30 minute leisure reading time for our students Mondays through Thursdays designed to create a culture of literacy. During this special time, students can read nearly anything (except required reading assignments), and will be encouraged to read from a variety of genres across disciplines. Students will record their observations, thoughts, comments, and recommendations on their reading blog, which will be accessible throughout the school. The School Librarian will also organize group readings, discussions, and activities to foster a love of reading. |
| **Sabbatical** | Follows a rich tradition of learning and exploration, and includes activities such as teaching in a different school, volunteering, or working in an industry related to yours in order to refresh existing skills or gain new skills. Employees with a history at WIT may be eligible for a sabbatical, which can range from a month to a year. |
| **ScrumMaster** | The ScrumMaster is the team's coach and helps team members use an Agile methodology to perform at their highest level. The ScrumMaster does not provide day-to-day direction to the team nor assign tasks to individuals, but does shelter the team from outside distractions and removes any impediments so team members can focus on the sprint's objectives. The ScrumMaster acts as a facilitator during *sprint planning*, the *daily scrum*, and the *sprint retrospective*. The School Director, Student Achievement Specialist, and Teacher Achievement Specialists will serve in a ScrumMaster role for their respective teams. |
| **Semester Showcase** | A daylong event at the end of each semester where students demonstrate the work they have accomplished during the semester. It is similar in concept to a science fair, except that all subject areas participate. |
| **Small Business IT Solutions Center** | Part of our NSE/SE academic programs where our Teaching Teams attempt to tackle a problem faced by a small business. These outside companies describe problems they are facing and pledge a dollar amount for a solution. Other businesses facing the same or similar problems can add to the pledge. During sprint planning, the Teaching Team may choose to adopt one of these projects as the goal of the sprint, achieving related learning objectives along the way. |
| **Software Engineering (SE)** | One of two instructional programs at WIT. The *Software Engineering* program leads students through the design, testing, and implementation of stable, secure, and scalable software so they can enter the workforce as a competent software engineer with experience in desktop, web, mobile, enterprise, and database application development. |
| **Sprint** | A fixed period of time, typically 2-4 weeks, where Teaching Team members and students work to master the learning objectives chosen for the sprint. Students should have their portfolio artifact(s) submitted to the applicable teacher(s) by the end of each sprint. |
| **Sprint Planning** | A meeting in which the Teaching Team collectively determines which learning objectives they will work on during a sprint. |

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| **Sprint Retrospective** | A meeting held at the end of a sprint where participants identify what the team should continue doing, stop doing, and what they could do better. The team members are the primary participants, but other stakeholders may be invited to participate. During this meeting, the team will collectively commit to work on one or more of the top items from the master retrospective list in the coming sprint, the effectiveness of which will be evaluated at the subsequent sprint retrospective. |
| **Student Achievement Specialist** | A member of the Core Administrative Team whose job includes identifying and minimizing or removing obstacles to effective learning for all students. This individual supervises staff members in special education, counselors, and the library. |
| **Student Achievement Team** | A team of staff members supported by outside specialists that work together to ensure success for students at all levels. Members of this team include all staff members supervised by the Student Achievement Specialist. |
| **Student Community of Practice (SCOP)** | A group of individuals who come together because of their passion or interest around a particular topic, technology, idea, approach, or vision. SCOPs are organized by the student government and are student driven: students develop the proposal to organize a new SCOP, plan and execute the meetings, and evaluate its effectiveness. All students participate in SCOPs during school hours, which are our Friday program of instruction. |
| **Study Hall** | In their Teaching Teams, students attend *Learning Sessions, Reading Time,* and *Daily Exercise.* Time spent outside of these activities on Mondays through Thursdays is known as Study Hall. |
| **Teacher Achievement Specialist** | A member of the Core Administrative Team whose job includes identifying and minimizing or removing obstacles to effective teaching. As a master teacher, this individual goes beyond supervising teachers in their assigned Teaching Teams by working one-on-one with teachers to plan and execute successful learning sessions. |
| **Teacher Community of Practice (TCOP)** | *Subject Area TCOPs* are when all teachers from a given subject area meet together for grading, brainstorming, discussion, readings, joint planning, curriculum development, problem solving, etc. Subject Area TCOPs typically meet bimonthly.<br><br>*Interest TCOPs* are groups of teachers crossing team and subject area boundaries that meet together because of their passion or interest around a particular topic, technology, idea, approach, or vision. These Interest TCOPs typically meet monthly. Interest TCOPs could be formed around relevant teaching topics, such as active learning, assessment, or student learning styles. |
| **Teaching Team** | A team of four to five cross-functional teachers and a Teacher Achievement Specialist assigned to a student cohort for a year. Although individual teachers may focus on a specific subject area, this small group is collectively responsible for the entire curriculum for a given cohort. Individuals are expected to work beyond their preferred disciplines whenever doing so would be for the good of the team. |

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| **Technology Incubator** | Planned for our fourth operational year, this in-house program provides office space, business support, access to funding, and employees (our fourth year students) so infant information technology companies can focus on developing their core product or service. This incubator will be a partnership between WIT the IT industry, and possibly the Utah Governor's Office of Economic Development. |
| **WIT** | Abbreviation for the Wasatch Institute of Technology. |

## *Benefits of Agile*

The Agile methodology, in use for over 10 years, has provided the following benefits for software development:

- *Increased employee job satisfaction.* The team-centered shared responsibility and self-direction philosophies allow team members to work at a more regular, sustainable pace. This not only increases employee job satisfaction, but engages employees more, increases an employee's quality of work, and reduces their overtime hours. This can also potentially lead to significant gains in productivity when creative solutions are found by the team.

- *Increased quality.* Software development teams that adopt an Agile methodology report a minimum 10% quality improvement; the median improvement is 63%[4]. Quality is improved is through better engineering practices; testing regularly and often as soon as possible (since testing at the end often gets eliminated); and moments of group reflection and suggestions for improvement fostered by the sprint retrospective meeting.

- *Higher team productivity.* Learning to think and work as a team causes collaboration to go to new highs. In this world of shared responsibility, team members think collectively of tasks, not individually. As team members start to see the vision for the finished product become reality, they become more excited and passionate; and as passion increases, so does productivity.

- *Increased stakeholder satisfaction.* With a better alignment of goals, the ability to regularly adjust priorities, delivering the highest value items first, the improved visibility of the process, and a faster time to market, Agile leads to increased stakeholder satisfaction--78% of surveyed individuals believe that using an Agile process has led to increased stakeholder satisfaction (Cohn, p. 16).

- *Continuous learning and improvement.* To realize all the benefits of Agile, each team must constantly seek out new knowledge and share it with others. Since teams are afforded both flexibility and time to implement a solution, they can often discover new or improved ways of doing things. Team members then have many ways of sharing this improvement: in the daily standup meeting, during the sprint retrospective, in communities of practice, or even an impromptu meeting in the team's shared work space.

[4] Cohn, Mike. *Succeeding with Agile.* Addison-Wesley 2010, p. 15.

# *Pennant*

Pennant is the name given to our custom in-house student information system, which will be created during our planning year. Pennant maintains all necessary student records, houses our curriculum repository and tracks student progress. Pennant's reporting system will provide frequent updates and rich reports to keep relevant parties "in the know."

As a critical piece of our Agile implementation, Pennant will help us by:

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| Ensuring that students are completing their assignments | At the beginning of every sprint, every student will be assigned tasks to be completed. The student will update their daily progress in Pennant by indicating their remaining "to do" hours for these tasks. This information is available to parents, teachers, and their mentor. At the beginning of Study Hall, the teacher will check each student's progress. Students who are the furthest behind are the first to be helped, and their parents are notified. |
| Identifying at-risk students as early as possible | Pennant will report all large variations in student performance to our Student Achievement Specialist at the end of every sprint. Counselors will meet with these students in an attempt to determine the cause of the decline. When appropriate, insight gained will be shared with the corresponding Teaching Team. |
| Showing us what a student actually knows | Students demonstrate mastery of assigned learning objectives by submitting portfolio artifacts into Pennant. By viewing all learning objectives the student has completed with their supporting portfolio artifacts, a more complete and accurate picture about what a student actually knows and how well they are doing can be formulated. |
| Sharing what we know | Pennant will house our curriculum repository, which includes our learning objectives, lesson plans, in-class exercises, lab activities, notes, and associated student artifacts. |
| Preventing student knowledge gaps | Teaching Teams can see how well their students have mastered the assigned learning objectives for a sprint. When several students are deficient, strengthening activities can be incorporated in future sprints. As a school we can see where these deficiencies are happening and work to prevent them in future students. |
| Gather feedback from school stakeholders | School stakeholders can submit feedback via Pennant's Feedback system. Unless marked as private, this feedback will be visible to the school community which can vote on the feedback and provide comments. The top-ranked ideas will be reviewed and possibly implemented by the Core Administrative Team. Submitters will be able to track the progress of their feedback through Pennant. |
| Recording code of conduct violations | School employees will record violations of our Student Code of Conduct in Pennant; these infractions will viewable by staff that work with the student so that patterns can be detected early. The number and severity of these infractions may initiate the suspension or expulsion process. |

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| Matching volunteers to opportunities | People willing to volunteer will register with Pennant and fill out a brief online survey indicating their generally available times, interests, and abilities. When school employees create a new volunteer requisition, Pennant will identify and notify any matching volunteers. Potential volunteers can also suggest ways they could volunteer by posting to the "volunteer suggestion" site. |

# *Next Generation Education*

Our educational implementation of Agile coupled with Pennant is what we call *Next Generation Education*. Developed from years of real teaching and incorporating many ideas promoted by educational reformists, Next Generation Education provides a remarkably different educational experience focused on accountability, flexibility, transparency, creativity, and teamwork. Outlining our typical workflow will illustrate how Next Generation Education works.

## *Teachers*

Teachers are bound together in small, interdisciplinary, self-organizing, and accountable teams known as *Teaching Teams*. During *sprint planning*, team members select the most important learning objectives to cover in the upcoming sprint. When possible, the team determines a theme for the sprint and identifies ways to integrate the subject areas. Since teachers would have previously estimated the amount of class time required to cover each learning objective, the team negotiates the teaching schedule and class times for the coming sprint.

During the sprint, Teaching Team members facilitate *learning sessions* pertaining to the sprint's learning objectives. These sessions should engage the students in discovering the ideas associated with each objective and the connections between objectives as they apply what they have learned to accomplish meaningful work. Frequently this will be done through problem-based learning.

Every day, the Teaching Team meets together for the *Daily Scrum*. Each team member reports what they accomplished yesterday and commits to what they will do today. When trouble arises, the team can adjust priorities, rebalance sprint tasks, solicit help, and identify and remove any impediments they may encounter.

When team members are not leading learning sessions, they may be working with students in *Study Hall*, engaged in planning, assessing student portfolio artifacts, or participating in *Teacher Communities of Practice* (TCOP). In *Subject Area TCOPs*, the teachers across *Teaching Teams* join together for grading, brainstorming, discussion, readings, joint planning, curriculum development, problem solving, etc. *Interest TCOPs* are groups of teachers crossing team and subject area boundaries that meet together because of their passion or interest around a particular topic, technology, idea, approach, or vision.

The *Teaching Team* ends its sprint with a *sprint retrospective*. Here the team identifies what went well during the sprint, what didn't go well during the sprint, and what can be done better next sprint. They also identify what they should continue doing and stop doing. Answers to these questions are added to the *master retrospective list*. Given the master list in its entirety, the team will collectively commit to

work on one or more of the top items on the list in the coming sprint. How well the team did on these items will be evaluated at the next sprint retrospective.

The *Teaching Team* members are the primary participants in the sprint retrospective, but other stakeholders may be invited to participate, such as a student presenting an exceptional *portfolio artifact*. When students do not adequately achieve mastery of a given learning objective, subsequent strengthening activities can be planned in an upcoming sprint.

Typically on a monthly basis, the Teacher Achievement Specialist will hold a *personal management interview* with each member of his Teaching Teams to see how they are doing, resolve concerns, maintain accountability, and empower the employee to fulfill their responsibilities. This interview begins by following up on recent assignments and reviewing the teacher's efforts on the master retrospective list. The remainder of the interview varies depending on circumstances, but may include: discussion and resolution of administrative or organizational problems; training in specific skills; solving interpersonal problems; discussing what is happening in the organization; identifying individual and organizational needs; and discussion of personal problems as appropriate. The interview ends by reviewing assignments that were made and ensuring that they are mutually understood.

## *Students*

Students select their program of study upon admittance to the Wasatch Institute of Technology, which also determines the cohort they are placed in. During the first year at WIT, students are exposed to topics from software engineering and network/systems engineering as they focus on understanding the Small Office/Home Office (SOHO) computing environment; in subsequent years, cohorts dive into the details of their selected program with little overlap. At the end of the first year, students have a limited opportunity to change programs, if necessary. Otherwise, students remain with their cohort and associated program of study throughout their academic career at WIT. To expose students to various teaching styles and experiences, cohorts are assigned to different Teaching Teams annually.

Students are responsible for demonstrating their mastery of the learning objectives by the end of each sprint, yet have significant flexibility in how they do it. These *portfolio artifacts*, ideally crossing subject area boundaries, are completed individually or in small groups during Study Hall and can take many forms: written papers, conducted experiments or simulations, videos, tutorials, community service, computer programs, etc. Each day, students update their progress on their artifacts in *Pennant*; parents can view this progress and the actual artifacts. Besides working on portfolio artifacts, *Study Hal*l is the time for students to prepare for upcoming learning sessions and to receive additional help from their peers and *Teaching Team* members.

Added to the mix of *Study Hall* and *learning sessions* are *reading time*, *daily exercise*, and the student-run store. During reading time, students are free to read nearly anything across genres and from all disciplines. Students will record their observations, thoughts, comments, and recommendations on their reading blog to foster a culture of literacy. Facilitated by the library staff, students may join with others across Teaching Teams to read, discuss, and share as they discover a book together. During exercise time, students and staff will engage in active physical activity to strengthen the body and invigorate the mind. The student store will serve the school community and the public at large as students learn firsthand the details of running a business. The day ends as students and staff work together to clean the building for the next day.

At the end of a sprint, the students will participate in a *sprint retrospective* meeting led by a member of the Teaching Team. This *sprint retrospective* meeting will be held prior to the Teaching Team retrospective so that pertinent student feedback can be included. This meeting will be similar in structure to the retrospective held by the Teaching Team, but more students will present their portfolio artifacts.

Fridays begin as students meet with their mentoring group, which consists of students across *Teaching Teams* and a staff member. This mentoring group, formed when students first entered the school, will remain together throughout their time at WIT. The group will provide regular support, guidance, and assistance as they read, write, discuss, and learn about topics designed to prepare students for life. Besides spending time together, the staff member's task is to look holistically at the mentee, ideally becoming a friend and advocate.

Our school will support a student government, whose chief task is to organize and support *Student Communities of Practice*. These SCOPs are student-driven: students develop the proposal, plan and execute the meetings, and evaluate its effectiveness all with help from an adult advisor. Freed from normal curricular constraints, SCOPs are an outlet for students to explore areas of interest in a safe, open, and participatory way. Students that enjoy singing could form a mixed chorus; students interested in ethnic cooking could host guest chefs; students interested in archeology could follow up a guest speaker from the Utah Museum of Natural History with a day trip to Nine Mile Canyon—the possibilities are endless! The large number and diversity of these SCOPs should provide ample opportunities for the mind, the body, and spirit as students, staff, and volunteers unite around shared interests and passions.

Twice per year at the end of each semester, students have the opportunity to present their best work in the *semester showcase.* Similar in format to a science fair, the *semester showcase* presents student work from the *Student Communities of Practice* as well as from the *Teaching Teams*. Parents, family members, and the community are welcome to attend.

Our fourth year students will remain a cohort, but have a smaller *Teaching Team* and an altered academic program: college-level coursework and an internship. Many of these internships will remain on-site through involvement with companies in the *Technology Incubator*, while other internships will be off-site. For remaining core subjects such as English, the content will be college-level work, if not actual concurrent enrollment classes. This decision to offer concurrent enrollment will be made by the fourth year *Teaching Team* and associated students.

Students will graduate from the Wasatch Institute of Technology with a high school diploma and a corresponding technical certificate. This certificate will indicate which program of study the student participated in, a summary of how well he mastered each area of learning objectives, and an overall achievement level for the program of study.

Interested and qualified students can participate in our job placement program, where we work with companies to fulfill their IT staffing needs with our current and former students. Participating students will decide which pieces of their portfolio can be shared with potential employers.

## *Staff*

The *Student Achievement Team*, working together to ensure success for students at all levels, carefully monitors student progress via Pennant and intervenes during significant variations in student performance. The *Teacher Achievement Specialist* shelters the Teaching Teams from outside distractions and removes any impediments to effective teaching. As a master teacher, the *Teacher Achievement Specialist* frequently works one-on-one with individual teachers to plan and execute successful learning sessions. The *Core Administrative Team* enables the staff, represents the school externally, and facilitates the gathering and consideration of feedback and complaints.

# Conclusion

Our educational adaption of Agile goes far beyond project management to impact nearly every aspect of the school and will revolutionize the learning environment at the Wasatch Institute of Technology. This revolution will cause both teachers and students in self-organizing, accountable teams to take active roles in the learning process. By collaborating to solve real-world problems across discipline boundaries and grade levels, students and teachers will go beyond a mere acquisition of knowledge to cultivating capacities to both think and to solve problems. These learners will become generalists capable of rapidly adapting to a variety of situations in our ever-changing world.

It is with great pleasure that we submit our charter school application for the Wasatch Institute of Technology for the 2013-2014 school year.

# 2. Title Page

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| **Name of Proposed New Charter School** | Wasatch Institute of Technology |
| **Name of Applicant** | David Moss |
| **Authorized Agent for Applicant** | David Moss |
| **Authorized Agent Mailing Address** | 7136 W 13700 S, Herriman UT 84096 |
| **Daytime Phone** | 801-839-4778 |
| **Email** | david.moss@wasatchinstitute.net |
| **Districts Located in** | Granite School District or Jordan School District |
| **Form of Organization** | Non-profit corporation |

| **Founding Members** | |
|---|---|
| David Moss | 801-839-4778 |
| Beth Moss | 801-839-4778 |
| Kristin Hooten | 801-502-6777 |
| Robert Bolton | 801-528-8233 |

| **Founding Board** | | |
|---|---|---|
| David Moss | 801-839-4778 | Board President |
| Leif Nelson | 801-965-1782 | VP of Finance |
| Bob Angell | 801-583-8544 | VP of Careers |

## *Preferential Acceptance*

Pursuant to Utah law 53A-1a-506 our school will enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or the school. Our school will reserve no more than 5% of its student capacity for preferential acceptance, while the remainder of the available seats will be selected on a random basis.

Students eligible for preferential acceptance will be accepted in the following order:

- A child of a parent or guardian who is currently employed at the school
- A child of a parent or guardian who served as a Founding Member
- Siblings of students currently attending the school

For more information, see section #16 Admission and Suspension Procedures.

# 3. Target Population

## Basic Information

### Mission Statement

Prepare tomorrow's software and network/systems engineers through next generation education.

### Grades Served

| | 9th | 10th | 11th | 12th | Enrollment Cap |
|---|---|---|---|---|---|
| **Year 1** | 160 | 160 | 0 | 0 | 320 |
| **Year 2** | 160 | 296 | 136 | 0 | 592 |
| **Year 3** | 160 | 296 | 252 | 116 | 824 |
| **Year 4** | 160 | 296 | 252 | 215 | 923 |
| **Ultimate Enrollment** | 160 | 296 | 252 | 215 | 923 |

The Wasatch Institute of Technology will accept students in 9th – 12th grades. We anticipate the vast majority of our new students will enter in either 9th or 10th grade with very few students willing to enter directly into 11th or 12th grades. As such, we will need four years to grow to our full capacity.

### School Calendar

- Standard school calendar
- 184 instructional days
- 1135 instructional hours
- 12 Aug 2013 start date

For the complete school calendar, see section #4 Calendar and Bell Schedule.

# Purposes of Charter Schools

Title 53A-1a-503 statutorily defines seven purposes for charter schools. We believe our school will satisfy the following purposes:

## Improve Student Learning

Students are responsible to demonstrate mastery of the sprint's learning objectives, yet are afforded flexibility in how they choose to do it. With this paradigm shift, the teacher becomes a guide in helping the student along their educational journey; this encourages students and teachers to discover cooperative ways of learning together. Since students have a say in how class time is spent, as they can ask specific questions to help them complete their portfolio artifact. As an added benefit, students "who actively and enjoyably participate in classroom learning have fewer disciplinary problems"[5].

The layout of the individual classrooms with the students seated in groups, multiple whiteboards, and technology close at hand--help to create a unique learning environment conducive to learning.

The Just-In-Time (JIT) instruction methodology, a type of experiential learning where students learn concepts immediately before they apply them in a meaningful project, helps students better understand and retain information since they are applying what they've just learned to a "real world" problem[6]. The work is larger in scope, often interdisciplinary in nature, and has no single solution; thus, critical thinking will be used to formalize a solution. There will be multiple sources for this meaningful work: internal projects (school computer network, writing Pennant modules, fixing software defects); inspiration from current events or hot topics; problems faced by our business partners; participation in open source projects; or by doing other service learning work with non-profit organizations. An example of the meaningful work is: "what can we do to reduce technology's impact on the environment?"

## Different and Innovative Teaching Methods

Our teachers will have regular and frequent interaction with their peers across Teaching Teams through Teacher Communities of Practice (TCOPs). In both Subject Area TCOPs and Interest TCOPs, teachers can share ideas, coordinate curriculum development, assess student work, arrange classroom visits, or even plan team teaching. In our curriculum repository, teachers can access each other's lesson plans, lab activities, and resource material in addition to student portfolio artifacts.

As master teachers, our Teacher Achievement Specialists work with multiple Teaching Teams. In addition to ScrumMaster duties, the Teacher Achievement Specialist embeds herself each sprint with a Teaching Team to plan and execute interesting classroom activities. As the Teacher Achievement Specialist moves from one Teaching Team to the next, she pollinates each Teaching Team with the best ideas that have come from all the other teams.

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[5] UNESCO, "Positive Discipline in the Inclusive, Learning-Friendly Classroom: a Guide for Teachers and Teacher Educators". 2006.

[6] Maxim, B.R., Akingbehin, K. & Modesitt, K.L. (1999). Just-in-Time Learning in Software Engineering. *Journal of Computers in Mathematics and Science Teaching, 18*(3), 287-301. Charlotesville, VA: AACE.

## *Allow Educators to Design and Implement the Learning Program*

Pennant houses all learning objectives to be achieved at the Wasatch Institute of Technology. During sprint planning, the Teaching Team collectively selects the most important learning objectives to be covered and finds ways to weave the subject areas together. Absent any events such as state-mandated testing, the Teaching Team solely determines the content of the sprint.

As an example, consider the learning objective "understand the environmental impact of technology." This objective can be woven across the curriculum by having students in:

- *Computer science learning session*: identify the types of technology that exist
- *Science learning session:* focus on the material makeup of these gadgets and the impact of those elements on the Earth
- *Math learning session*: calculate the space these gadgets consume and their power consumption
- *Geography learning session*: map the origin of these elements and popular disposal sites
- *English learning session*: write about the ways to reduce one's impact on the environment
- *History learning session:* uncover how technology has impacted humans over time

Our Teaching Teams work cohesively and collaboratively to accomplish the sprint's objectives. When necessary in the Daily Scrums, the team collectively rebalances and readjusts so that all can complete the sprint's objectives. Any obstacles to completing the sprint become the responsibility of the ScrumMaster to remove. At the end of each sprint, the team meets in sprint retrospective to identify what they should continue doing, stop doing, and what they could do better. Throughout it all, team members have offices in the same office space to afford both access to and collaboration with fellow teammates.

## *Increase Student Learning Opportunities*

Students are responsible to demonstrate their mastery of each sprint's learning objectives through their portfolio artifacts, yet they have significant flexibility in how to do this. These artifacts can be expressed in a number of ways: written papers, conducted experiments or simulations, videos, tutorials, community service work, historical plays, etc. The content of the artifact and its presentation are limited only by the creativity of the student.

On Fridays, students will participate in their choice of Student Communities of Practice. Freed from normal curricular constraints, SCOPs are an outlet for students to determine what and how they explore new topics, technologies, ideas, or approaches. The large number and diversity of these SCOPs should provide ample opportunities for the mind, the body, and the spirit. Some sample SCOPs could be:

- Students interested in archaeology have a guest speaker from the Utah Museum of Natural History, then take a day trip to Nine Mile Canyon
- Students interested in solar energy build solar powered toy cars
- Students interested in gardening plant compare the success of planting in earth boxes, square foot gardens, and traditional row-crop planting
- Students interested in drama can practice and present a play
- Students interested in swimming visit area swimming pools

- Students interested in cooking have guest chefs teach them to prepare native dishes from throughout the world

### *New Forms of Accountability Emphasizing Learning Outcomes*

Each day in Pennant, students update their progress on assigned sprint tasks by indicating their remaining "to do" hours. At the beginning of Study Hall, the teacher will check each student's progress and help those that are behind.

Learning sessions at the Wasatch Institute of Technology are driven by learning objectives instead of textbooks. Students are not graded during learning sessions, but they are graded on their portfolio artifacts by the Teaching Team member(s) assigned the learning objective(s) the artifact addresses. The grading rubric for the artifact consists of the learning objectives addressed, a number indicating the level of mastery achieved, and corresponding commentary.

Progress reports at the individual student, team, or school levels are available in Pennant for the school community[7] and are regularly reported to the Board of Directors. These reports will help us see patterns of deficiency so we can work to correct it. The Student Achievement Specialist, parents, and mentors are notified of large variations in student performance at the end of every sprint; counselors can then meet with those in decline to offer assistance.

During the sprint retrospective, the Teaching Team will review how well the students mastered the learning objectives for the sprint. When students have fallen short, the Teaching Team can plan supplemental activities for a subsequent sprint to help solidify student understanding.

### *Parental Involvement in Management Decisions*

Informal *Food for Thought* lunch meetings will be scheduled monthly throughout the school year and will be hosted by the School Director and an additional staff member. All parents will be notified in advance of the next "Food for Thought" meeting, including which staff will be present. All parents are invited to attend, but will be requested to RSVP. Feedback gathered during the "Food for Thought" lunch meeting will be entered into Pennant, where students, parents, and staff can view, vote on, and comment. The most popular (and hopefully the best) ideas will bubble up to the top, where they will be reviewed and possibly implemented by the Core Administrative Team

## *Target Population*

Our target population is 9$^{th}$ – 12$^{th}$ grade students living within 15 miles of the Wasatch Institute of Technology that are interested in software engineering and/or network/systems engineering. In our market analysis, we specifically identify three student populations: students taking computer science courses (10$^{th}$ – 12$^{th}$ graders enrolled in at least one computer science course); potential 9$^{th}$ graders; and students without an opportunity to take computer science courses. Based on statewide computer science course enrollments for 2010-2011, students taking computer science courses make up 4.43% of the entire school enrollment.

[7] Students can view complete details on their progress as well as summary information for the team and school. Parents see the same information that their student can.

Our school, however, isn't just limited to those who are only interested in network/systems engineering and software engineering. On the contrary, as technology increasingly impacts nearly every industry, the demand for proficient, high-tech workers will only increase. Our students, by focusing on either software or network/systems engineering at our school, will have a firm technology base to which a further specialization can be added in college to produce high-demand, hard-to-find, high-tech specialists in biomedicine, bioinformatics, forensics, and more.

## *The Computer Subculture*

Professor Erran Carmel, in his 1996 article published in *The Information Society* entitled "American Hegemony in Packaged Software Trade and the 'Culture of Software'" claims that software professionals worldwide belong to the "computer subculture". Software guru Larry Constantine goes so far as to say that this computer subculture is even stronger than national culture, and that the programmer in Moscow is more similar to his American programming peer than to other Russians. One of the principal reasons for this similarity is that software professionals place high value on work and achievement and relatively low value on social relationships. We believe that the strength of the computer subculture will help overcome the "east side divide," allowing students from both the east and west sides of the Salt Lake valley to attend the Wasatch Institute of Technology.

# 4. Calendar and Bell Schedule

## Bell Schedule

Based on the findings in several adolescent sleep studies[8], we will begin our school day at 8:30 am.

**WIT Student Sample Schedule**

| Mon-Thu | Start | End | Total time | Class Time | Study Hall | Other | Instructional Time |
|---|---|---|---|---|---|---|---|
| Morning sprint | 8:30:00 | 9:55:00 | 1:25:00 | 1:25:00 | | | 1:25:00 |
| Daily exercise | 10:00:00 | 10:25:00 | 0:25:00 | | | 0:25:00 | 0:25:00 |
| Study Hall | 10:30:00 | 11:55:00 | 1:25:00 | | 1:25:00 | | 1:25:00 |
| Lunch | 12:00:00 | 12:30:00 | 0:30:00 | 0:00:00 | | | 0:00:00 |
| Reading | 12:30:00 | 12:55:00 | 0:25:00 | | | 0:25:00 | 0:25:00 |
| Afternoon sprint | 13:00:00 | 14:25:00 | 1:25:00 | 1:25:00 | | | 1:25:00 |
| Study Hall | 14:30:00 | 15:30:00 | 1:00:00 | | 1:00:00 | | 1:00:00 |
| | | | 6:35:00 | **2:50:00** | **2:25:00** | **0:50:00** | **6:05:00** |
| | | | **Totals** | **11:20:00** | **9:40:00** | **3:20:00** | **24:20:00** |

| Friday | Start | End | Total time | Instructional time |
|---|---|---|---|---|
| Mentoring | 8:30:00 | 9:25:00 | 0:55:00 | 0:55:00 |
| Morning SCOPs | 9:30:00 | 11:55:00 | 2:25:00 | 2:25:00 |
| Lunch | 12:00:00 | 12:30:00 | 0:30:00 | 0:00:00 |
| Afternoon SCOPs | 12:30:00 | 15:30:00 | 3:00:00 | 3:00:00 |
| | | | 6:50:00 | **6:20:00** |

## Testing Windows

- ACT test: December, April
- Core CRT: 6 weeks before the last Monday of the school year

[8] Wahlstrom, Kayla. *"Changing Times: Findings from the First Longitudinal Study of Later High School Start Times."* NASSP Bulletin, vol. 86 no. 633. December 2002.

# Calendar

**Jul 2013**

| Mo | Tu | We | Th | Fr |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

**Aug 2013**

| Mo | Tu | We | Th | Fr |
|---|---|---|---|---|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

**Sep 2013**

| Mo | Tu | We | Th | Fr |
|---|---|---|---|---|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

**Oct 2013**

| Mo | Tu | We | Th | Fr |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

**Nov 2013**

| Mo | Tu | We | Th | Fr |
|---|---|---|---|---|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

**Dec 2013**

| Mo | Tu | We | Th | Fr |
|---|---|---|---|---|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

**Jan 2014**

| Mo | Tu | We | Th | Fr |
|---|---|---|---|---|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

**Feb 2014**

| Mo | Tu | We | Th | Fr |
|---|---|---|---|---|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

**Mar 2014**

| Mo | Tu | We | Th | Fr |
|---|---|---|---|---|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |

**Apr 2014**

| Mo | Tu | We | Th | Fr |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |

**May 2014**

| Mo | Tu | We | Th | Fr |
|---|---|---|---|---|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

**Jun 2014**

| Mo | Tu | We | Th | Fr |
|---|---|---|---|---|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

**Legend**

- Holiday
- Showcase
- SCOPs
- School start
- Testing
- Community events
- Board meetings

**Semester Dates**

Fall semester starts: Mon 12 Aug 2013
Semester showcase: Fri 20 Dec 2013
Spring semester begins: Mon 6 Dec 2014
Semester showcase: Fri 30 May 2014
School ends: Fri 30 May 2014

**Holidays**

Mon 2 Sep 2013 Labor Day
Mon 14 Oct 2013 Columbus Day
Mon 25 Nov - Fri 29 Nov 2013 Thanksgiving
Mon 23 Dec 2013 - Fri 3 Jan 2014 - Christmas recess
Mon 17 Feb 2014 - President's Day
Mon 10 Mar - Fri 14 Mar 2014 - Spring break
Fri 18 Apr 2014 - Easter
Mon 26 May 2014 - Memorial Day

**Testing**

ACT: Mon 9 Dec 2013, Mon 14 Apr 2014
Core CRT: Thu 17 Apr 2014

**Board Meetings**

Held the second Thursday of every other month (even months) @ 7:00 pr

**Retreats**

Staff retreat: Thu 1 - Fri 2 Aug 2013
Board retreat: Fri 9 - Sat 10 Aug 2013
Utah Open Source Conference: Thu 3 Oct - Sat 5 Oct 2013 (tent.)

# *Instructional Days*

| Jul 2013 | | | | | total days | holidays | fridays |
|---|---|---|---|---|---|---|---|
| Mo | Tu | We | Th | Fr | | | |
| 1 | 2 | 3 | 4 | 5 | 5 | 5 | 0 |
| 8 | 9 | 10 | 11 | 12 | 5 | 5 | 0 |
| 15 | 16 | 17 | 18 | 19 | 5 | 5 | 0 |
| 22 | 23 | 24 | 25 | 26 | 5 | 5 | 0 |
| 29 | 30 | 31 | | | 3 | 3 | 0 |

| Aug 2013 | | | | | total days | holidays | fridays |
|---|---|---|---|---|---|---|---|
| Mo | Tu | We | Th | Fr | | | |
| | | | 1 | 2 | 2 | 2 | 0 |
| 5 | 6 | 7 | 8 | 9 | 5 | 5 | 0 |
| 12 | 13 | 14 | 15 | 16 | 5 | 0 | 1 |
| 19 | 20 | 21 | 22 | 23 | 5 | 0 | 1 |
| 26 | 27 | 28 | 29 | 30 | 5 | 0 | 1 |

| Sep 2013 | | | | | total days | holidays | fridays | Total days | Holidays | Fridays |
|---|---|---|---|---|---|---|---|---|---|---|
| Mo | Tu | We | Th | Fr | | | | | | |
| 2 | 3 | 4 | 5 | 6 | 5 | 1 | 1 | 12 | 8 | 1 |
| 9 | 10 | 11 | 12 | 13 | 5 | 0 | 1 | 15 | 10 | 1 |
| 16 | 17 | 18 | 19 | 20 | 5 | 0 | 1 | 15 | 5 | 2 |
| 23 | 24 | 25 | 26 | 27 | 5 | 0 | 1 | 15 | 5 | 2 |
| 30 | | | | | 1 | 0 | 0 | 9 | 3 | 1 |

| Oct 2013 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Mo | Tu | We | Th | Fr | | | |
| | 1 | 2 | 3 | 4 | 4 | 0 | 1 |
| 7 | 8 | 9 | 10 | 11 | 5 | 0 | 1 |
| 14 | 15 | 16 | 17 | 18 | 5 | 1 | 1 |
| 21 | 22 | 23 | 24 | 25 | 5 | 0 | 1 |
| 28 | 29 | 30 | 31 | | 4 | 0 | 0 |

| Nov 2013 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Mo | Tu | We | Th | Fr | | | |
| | | | | 1 | 1 | 0 | 1 |
| 4 | 5 | 6 | 7 | 8 | 5 | 0 | 1 |
| 11 | 12 | 13 | 14 | 15 | 5 | 0 | 1 |
| 18 | 19 | 20 | 21 | 22 | 5 | 0 | 1 |
| 25 | 26 | 27 | 28 | 29 | 5 | 5 | 0 |

| Dec 2013 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Mo | Tu | We | Th | Fr | | | | | | |
| 2 | 3 | 4 | 5 | 6 | 5 | 0 | 1 | 10 | 0 | 3 |
| 9 | 10 | 11 | 12 | 13 | 5 | 0 | 1 | 15 | 0 | 3 |
| 16 | 17 | 18 | 19 | 20 | 5 | 0 | 1 | 15 | 1 | 3 |
| 23 | 24 | 25 | 26 | 27 | 5 | 5 | 0 | 15 | 5 | 2 |
| 30 | 31 | | | | 2 | 2 | 0 | 11 | 7 | 0 |

| Jan 2014 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Mo | Tu | We | Th | Fr | | | |
| | | 1 | 2 | 3 | 3 | 3 | 0 |
| 6 | 7 | 8 | 9 | 10 | 5 | 0 | 1 |
| 13 | 14 | 15 | 16 | 17 | 5 | 0 | 1 |
| 20 | 21 | 22 | 23 | 24 | 5 | 1 | 1 |
| 27 | 28 | 29 | 30 | 31 | 5 | 0 | 1 |

| Feb 2014 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Mo | Tu | We | Th | Fr | | | |
| | | | | | 0 | 0 | 0 |
| 3 | 4 | 5 | 6 | 7 | 5 | 0 | 1 |
| 10 | 11 | 12 | 13 | 14 | 5 | 0 | 1 |
| 17 | 18 | 19 | 20 | 21 | 5 | 1 | 1 |
| 24 | 25 | 26 | 27 | 28 | 5 | 0 | 1 |

| Mar 2014 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Mo | Tu | We | Th | Fr | | | | | | |
| | | | | | 0 | 0 | 0 | 3 | 3 | 0 |
| 3 | 4 | 5 | 6 | 7 | 5 | 0 | 1 | 15 | 0 | 3 |
| 10 | 11 | 12 | 13 | 14 | 5 | 5 | 0 | 15 | 5 | 2 |
| 17 | 18 | 19 | 20 | 21 | 5 | 0 | 1 | 15 | 2 | 3 |
| 24 | 25 | 26 | 27 | 28 | 5 | 0 | 1 | 15 | 0 | 3 |
| 31 | | | | | 1 | 0 | 0 | 1 | 0 | 0 |

| Apr 2014 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Mo | Tu | We | Th | Fr | | | |
| | 1 | 2 | 3 | 4 | 4 | 0 | 1 |
| 7 | 8 | 9 | 10 | 11 | 5 | 0 | 1 |
| 14 | 15 | 16 | 17 | 18 | 5 | 1 | 0 |
| 21 | 22 | 23 | 24 | 25 | 5 | 0 | 1 |
| 28 | 29 | 30 | | | 3 | 0 | 0 |

| May 2014 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Mo | Tu | We | Th | Fr | | | |
| | | | 1 | 2 | 2 | 0 | 1 |
| 5 | 6 | 7 | 8 | 9 | 5 | 0 | 1 |
| 12 | 13 | 14 | 15 | 16 | 5 | 0 | 1 |
| 19 | 20 | 21 | 22 | 23 | 5 | 0 | 1 |
| 26 | 27 | 28 | 29 | 30 | 5 | 1 | 1 |

| Jun 2014 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Mo | Tu | We | Th | Fr | | | | | | |
| 2 | 3 | 4 | 5 | 6 | 5 | 5 | 0 | 11 | 5 | 2 |
| 9 | 10 | 11 | 12 | 13 | 5 | 5 | 0 | 15 | 5 | 2 |
| 16 | 17 | 18 | 19 | 20 | 5 | 5 | 0 | 15 | 6 | 1 |
| 23 | 24 | 25 | 26 | 27 | 5 | 5 | 0 | 15 | 5 | 2 |
| 30 | | | | | 1 | 1 | 0 | 9 | 2 | 1 |
| | | | | | | | | 261 | 77 | 37 |

| | Days | Hours | |
|---|---|---|---|
| M-Th | 147 | 6:05:00 | 894:15:00 |
| Fridays | 37 | 6:20:00 | 234:20:00 |
| Totals | 184 | | 1128:35:00 |
| Total required | 180 | | 990:00:00 |
| % of required | 102.22% | | 114.00% |

# 5. Market Analysis

Based on the backgrounds of students in our college classes over the years, students interested in technology tend to self-select quite early, typically before 10th grade. These students aren't content to simply use computers; rather they enjoy tinkering with them and using them to such an extent that an [arguably unhealthy] dependency is created. These students are attracted to differing areas of computer technology: web design, user interface design, programming, computer hardware, network infrastructure, etc.

Our school, however, isn't just limited to those who are only interested in network/systems engineering and software engineering. On the contrary, as technology increasingly impacts nearly every industry, the demand for proficient, high-tech workers will only increase. Our students, by focusing on either software or network/systems engineering at our school, will have a firm technology base to which a further specialization can be added in college to produce high-demand, hard-to-find, high-tech specialists in biomedicine, bioinformatics, forensics, and more.

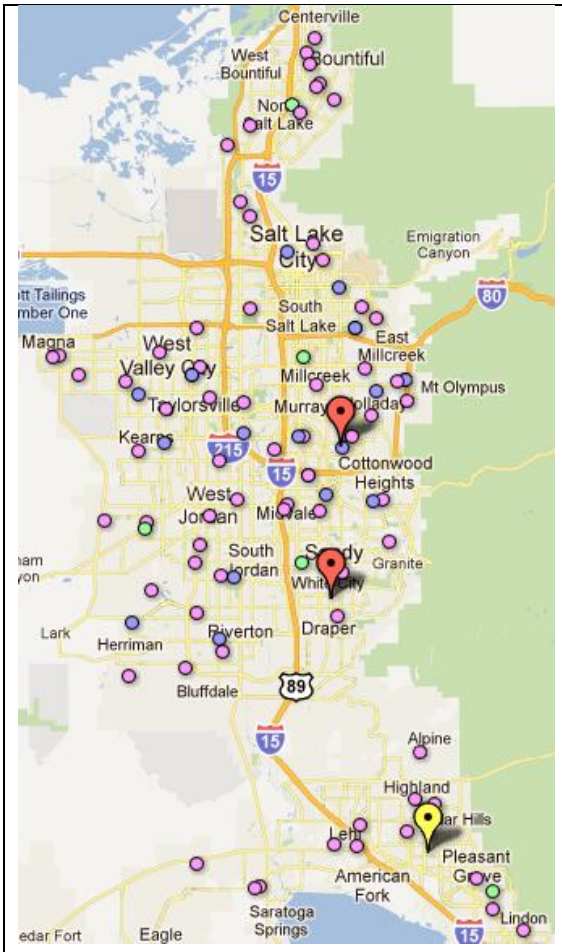
## Computer Science in Schools

To better understand the number and location of our potential students, we obtained 2010-2011 enrollment data from the Utah State Office of Education for grades 9-12. Our first task was to identify which technology classes are compatible with the two programs at the Wasatch Institute of Technology. Thus, we have identified the following USOE core classes as relating to either our Software Engineering (SE) or Network/Systems Engineering (NSE) programs:

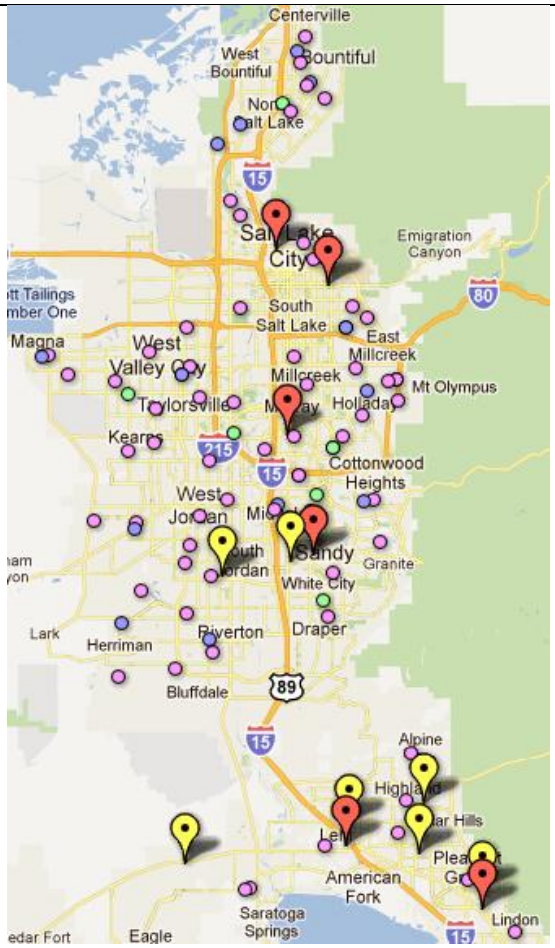
| Core Code | Core Course Title | WIT Program |
|---|---|---|
| 35010013040 | A+ (Computer Repair/Maint) Conc Enroll | NSE |
| 35010000040 | A+ (Computer Repair/Maintenance) | NSE |
| 35010000001 | Certified Novell Administrator (CNA) | NSE |
| 35010000010 | Cisco Certified Networking Assoc (CCNA) | NSE |
| 35020000005 | Introduction to Information Technology | NSE |
| 35020013005 | Introduction to Informtn Tech Conc Enrol | NSE |
| 35010000025 | Linux Fundamentals | NSE |
| 35010000020 | Microsoft Certified Professional (MCP) | NSE |
| 35010000030 | Network+ | NSE |
| 35010000036 | Security Fundamentals | NSE |
| 5030000021 | A.P. Computer Science AB | SE |
| 35020000030 | Computer Programming I | SE |
| 35020013030 | Computer Programming I Conc. Enroll | SE |
| 35020000040 | Computer Programming II | SE |
| 35020013040 | Computer Programming II Conc. Enroll | SE |
| 5030000001 | Computer Science I | SE |
| 5030000010 | Computer Science II | SE |
| 35020000021 | Database Development | SE |
| 35020000060 | Web Development I | SE |

| | | |
|---|---|---|
| 35020013060 | Web Development I- Conc. Enroll | SE |
| 35020000065 | Web Development II | SE |
| 35020013065 | Web Development II- Conc. Enroll | SE |

With the core courses identified, we were able to determine the number of NSE and SE enrollments per school and map the results:




Schools offering networking classes




Schools offering programming classes

| | | |
|---|---|---|
| 0.0 | up to 10.0 | |
| 10.0 | up to 30.0 | |
| 30.0 | up to 50.0 | |
| 50.0 | up to 100.0 | |
| 100.0 | up to 1,500.0 | |
| 1,500.0 | | |

Across the state in schools with 10 or more students enrolled in any of the identified computer science courses, the percentage of students taking computer science classes is 4.43%. Yet based on the large number of schools with less than ten computer science students as seen in the maps above, it would appear that many students interested in information technology cannot satisfy their desire for IT classes. Even specialized Career and Technical Education (CTE) centers offer relatively few IT courses:

- **Jordan Applied Technology Center**: Has 11 CTE programs offered, but not one is related to Information Technology.
- **Granite Technical Institute**: Has 10 information technology courses (out of 58 courses listed) in their 2010-2011 academic catalog dated 17 Mar 2010. Thus, 17% of the courses offered at GTI are for information technology, but with only two exceptions (Advanced 3D Animation and Advanced Multimedia), all the IT courses are introductory.
- **Canyons Technical Education Center**: Has 17 programs available, 3 of which are directly related to Information Technology (programming/software engineering, web design, network systems)--18%.

# *Facility Location*

Placing our school in the right location is a balancing act. We wish to balance our location between those schools that have significant computer science course enrollments with those areas that have little or no computer science courses available. Further complicating the issue is our desire to accommodate those students just outside Salt Lake County, such as those with little opportunity for CS classes in southern Davis County and those with ample opportunity in northern Utah County.

Taking these factors into account, our facility would ideally be located near the center of the Salt Lake valley along a significant transportation corridor such as I-15, Bangerter Highway, or TRAX. To that end, we have identified three possible new construction building sites along the Mid-Jordan TRAX line: Gardner Village, South Jordan, and Daybreak South.

Using a 15-mile radius from these potential school locations, our target students will be living in Salt Lake and northern Utah counties, as far north as North Salt Lake and as far south as Lehi. Thus, potential students could be coming from Salt Lake, Granite, Jordan, Canyons, or Alpine school districts. Expanding the radius to 20 miles adds southern Davis County and Davis School District to the mix.

# *Target Populations*

For the three identified sites, we have selected the schools within 5, 10, 15, and 20 miles and will provide data for three student populations: students taking computer science courses ($10^{th}$ – $12^{th}$ graders enrolled in at least one computer science course); potential $9^{th}$ graders; and students without an opportunity to take computer science courses.

The columns in the tables that follow have the following meanings:

- **NSE**: The total of NSE course enrollments for schools within the stated distance
- **SE**: The total of SE course enrollments for schools within the stated distance
- **$9^{th}$ – $12^{th}$**: The total enrolled students for the specified grade
- **HS Total**: The total number of high school enrolled students [$10^{th}$ – $12^{th}$ grades]

- **NSE %**: The percentage of the high school population enrolled in NSE courses [NSE enrollments / HS Total]
- **SE %**: The percentage of the high school population enrolled in SE courses [SE enrollments / HS Total]
- **CS %**: The percentage of the high school population enrolled in Computer Science (CS) courses [(NSE + SE enrollments) / HS Total]

The numbers in the tables are running totals. This means that the total number of NSE enrollments within 20 miles is listed in the 20 miles column; in other words, the 20 mile column is **not** a sum of the 5, 10, and 15 mile columns.

## *Students Taking Computer Science Courses*

The data below counts students in 10th – 12th grades that took at least one NSE or SE-related course during the 2010-2011 school year. The number of enrollments listed could be higher than the actual number of students since students can take more than one computer science class. However, after carefully reviewing all computer science courses taught in each school, we believe that any potential duplication rate will be extremely low (based on course duration, course titles, and core course titles, we could only find 14 potentially duplicate enrollments within the 20 mile radius). The potential duplication rate is further minimized considering that the data we obtained is a snapshot for a single school year. Thus, a student would have to take two or more computer science classes in the same year in order to be a duplicate; this is unlikely since the vast majority of courses last the full year.

### *Gardner Village*

950 W 7800 S, Midvale

| | NSE | SE | 10th | 11th | 12th | HS Total | NSE % | SE % | CS % |
|---|---|---|---|---|---|---|---|---|---|
| **5 miles** | 300 | 577 | 4,540 | 4,444 | 4,170 | 13,154 | 2.28% | 4.39% | 6.67% |
| **10 miles** | 604 | 817 | 11,761 | 11,486 | 10,487 | 33,734 | 1.79% | 2.42% | 4.21% |
| **15 miles** | 640 | 1,447 | 13,593 | 13,046 | 12,037 | 38,676 | 1.65% | 3.74% | 5.40% |
| **20 miles** | 817 | 1,984 | 18,040 | 16,967 | 15,688 | 50,695 | 1.61% | 3.91% | 5.53% |

### *South Jordan*

9000 S 4000 W, South Jordan

| | NSE | SE | 10th | 11th | 12th | HS Total | NSE % | SE % | CS % |
|---|---|---|---|---|---|---|---|---|---|
| **5 miles** | 80 | 549 | 1,686 | 1,475 | 1,445 | 4,606 | 1.74% | 11.92% | 13.66% |
| **10 miles** | 392 | 1,031 | 8,725 | 8,380 | 7,902 | 25,007 | 1.57% | 4.12% | 5.69% |
| **15 miles** | 649 | 1,420 | 13,787 | 13,238 | 12,289 | 39,314 | 1.65% | 3.61% | 5.26% |
| **20 miles** | 690 | 1,522 | 16,030 | 15,374 | 14,301 | 45,705 | 1.51% | 3.33% | 4.84% |

### *Daybreak South*

5400 W Daybreak Parkway, South Jordan

| | NSE | SE | 10th | 11th | 12th | HS Total | NSE % | SE % | CS % |
|---|---|---|---|---|---|---|---|---|---|
| **5 miles** | 81 | 133 | 3,144 | 2,997 | 2,550 | 11,036 | 0.73% | 1.21% | 1.94% |
| **10 miles** | 286 | 471 | 7,281 | 6,959 | 6,170 | 25,900 | 1.10% | 1.82% | 2.92% |
| **15 miles** | 564 | 1,094 | 12,096 | 11,642 | 10,576 | 44,548 | 1.27% | 2.46% | 3.72% |
| **20 miles** | 785 | 1,906 | 16,996 | 16,039 | 14,866 | 59,970 | 1.31% | 3.18% | 4.49% |

## *Potential 9th Graders*

To estimate the potential 9th grade students we may have, we multiply the total 9th graders within the specified area (the *Total* column) by the statewide percentage of students taking computer science classes (which was 4.43% for the 2010-11 school year).

| | Gardner Village | | South Jordan | | Daybreak South | |
|---|---|---|---|---|---|---|
| | **Total** | **Interested** | **Total** | **Interested** | **Total** | **Interested** |
| **5 miles** | 3,502 | 155 | 2,050 | 91 | 2,345 | 104 |
| **10 miles** | 8,942 | 396 | 6,893 | 305 | 5,490 | 243 |
| **15 miles** | 11,390 | 505 | 11,411 | 506 | 13,099 | 580 |
| **20 miles** | 13,477 | 597 | 13,099 | 580 | 12,069 | 535 |

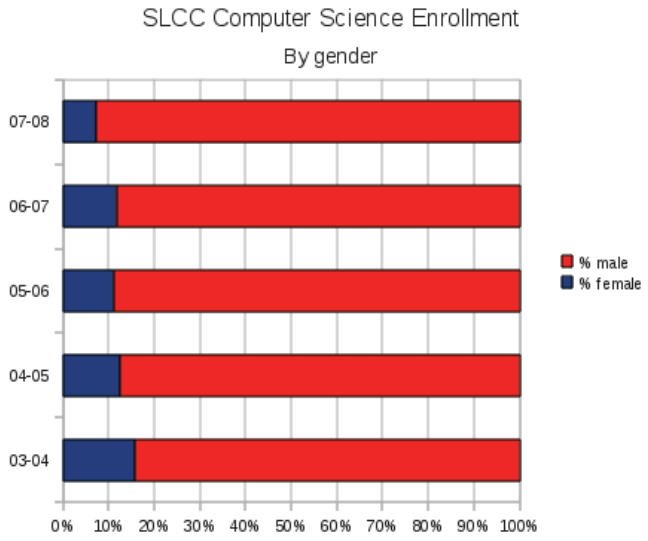
## *Students without an Opportunity*

Not all schools offer computer science courses, yet within these schools there are students interested in computer science. As these students are not readily identifiable, we can only approximate their numbers. We will do this by summing the total 10th – 12th grade enrollment for schools with 5 or fewer CS class enrollments and multiply the result by the statewide percentage of students taking computer science classes (which was 4.43% for the 2010-11 school year).

| | Gardner Village | | South Jordan | | Daybreak South | |
|---|---|---|---|---|---|---|
| | **Total** | **Interested** | **Total** | **Interested** | **Total** | **Interested** |
| **5 miles** | 245 | 11 | 258 | 11 | 629 | 28 |
| **10 miles** | 1,338 | 59 | 813 | 36 | 629 | 28 |
| **15 miles** | 1,442 | 64 | 1,058 | 47 | 2,641 | 117 |
| **20 miles** | 2,877 | 127 | 1,442 | 64 | 2,877 | 127 |

## *The Female Factor*

One potentially significant student population is girls. It is no secret that women are woefully underrepresented in the technology industry. The same holds true in education: in the 2010-2011 USOE computer science course enrollment data, 70.33% of the students were male and 29.67% were female.




A recent report notes that the representation of women in college-level computer studies has actually declined in the last two decades, from 37% of undergraduate degrees being awarded to women in computer science in 1984 to only 20% in 1999. Only 9.8% of American engineers are women[9]. Closer to home, the number of female students in the Computer Science program at Salt Lake Community College is shrinking--from 83 in 2003-2004 (16% of CS students) to 23 in 2007-2008 (just 7% of CS students).

What is going on? The reasons include:

- A serious deficiency in educational resources
- Social pressure resulting from the negative social image of scientists and engineers
- A lack of encouragement (coupled with active discouragement)
- The dearth of out-of-school science, engineering and technology experiences for girls
- The lack of women role models in the profession

As a school, we wish to help increase the number of females involved in information technology. Through our outreach programs detailed in the marketing plan section, we hope to reduce girls' stereotypes about people who are good in math and science and increase girls' interest in and commitment to careers in technology, math, science, and engineering.

[9] "Introduce a Girl to Engineering Day". eWeek. Accessed 14 May 2011. Available at http://eweek.org/site/news/eweek/girlsdayinfo.shtml.

# *Total Potential Enrollment*

At the Wasatch Institute of Technology, we intend to start two new Teaching Teams per year of 120 – 160 students each. Based on 2009-2010 and 2010-2011 Utah charter attrition rates, we expect an average annual attrition rate of 15%, which provides a 61.8% retention rate over the 4-year life of a 9th grade cohort and a 72.5% retention rate over the 3-year life of a 10th grade cohort.

Admitting 120 students per cohort (75% target enrollment):

| | | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|
| **Year 1** | Cohort A-9th | 120 | 102 | 87 | 74 |
| | Cohort B-10th | 120 | 102 | 87 | -- |
| **Year 2** | Cohort C-9th | | 120 | 102 | 87 |
| | Cohort D-10th | | 120 | 102 | 87 |
| **Year 3** | Cohort E-9th | | | 120 | 102 |
| | Cohort F-10th | | | 120 | 102 |
| **Year 4** | Cohort G-9th | | | | 120 |
| | Cohort H-10th | | | | 120 |
| | **WIT Enrollment** | 240 | 444 | 618 | 692 |

Admitting 160 students per cohort (100% target enrollment):

| | | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|
| **Year 1** | Cohort A-9th | 160 | 136 | 116 | 99 |
| | Cohort B-10th | 160 | 136 | 116 | -- |
| **Year 2** | Cohort C-9th | | 160 | 136 | 116 |
| | Cohort D-10th | | 160 | 136 | 116 |
| **Year 3** | Cohort E-9th | | | 160 | 136 |
| | Cohort F-10th | | | 160 | 136 |
| **Year 4** | Cohort G-9th | | | | 160 |
| | Cohort H-10th | | | | 160 |
| | **WIT Enrollment** | 320 | 592 | 824 | 923 |

The columns below have the following meaning:

- **9-12 Total**: The total number of students *per year* within the specified distance
- **Interested:** The sum of the NSE and SE student enrollment, interested potential 9th graders, and interested students without an opportunity to take computer science courses
- **75% Target:** The percentage of the *Interested* population that the annual 75% WIT target population would represent
- **100% Target:** The percentage of the *Interested* population that the annual 100% WIT target population would represent
- **Total HS %**: The percentage that the selected target (75% or 100%) is of the total 9-12 high school population; this is calculated by taking our year 4 total enrollment total and dividing by the *9-12 Total*

### *Gardner Village*

| | 9-12 Total | Interested | 75% Target | Total HS % | 100% Target | Total HS % |
|---|---|---|---|---|---|---|
| **5 miles** | 16,656 | 1,043 | 23% | 4.15% | 31% | 5.54% |
| **10 miles** | 42,676 | 1,876 | 13% | 1.62% | 17% | 2.16% |
| **15 miles** | 50,066 | 2,656 | 9% | 1.38% | 12% | 1.85% |
| **20 miles** | 64,172 | 3,525 | 7% | 1.08% | 9% | 1.44% |

### *South Jordan*

| | 9-12 Total | Interested | 75% Target | Total HS % | 100% Target | Total HS % |
|---|---|---|---|---|---|---|
| **5 miles** | 6,656 | 731 | 33% | 10.40% | 44% | 13.87% |
| **10 miles** | 31,900 | 1,764 | 14% | 2.17% | 18% | 2.89% |
| **15 miles** | 50,725 | 2,622 | 9% | 1.36% | 12% | 1.82% |
| **20 miles** | 58,804 | 2,856 | 8% | 1.18% | 11% | 1.57% |

### *Daybreak South*

| | 9-12 Total | Interested | 75% Target | Total HS % | 100% Target | Total HS % |
|---|---|---|---|---|---|---|
| **5 miles** | 11,036 | 346 | 69% | 6.27% | 92% | 8.36% |
| **10 miles** | 25,900 | 1,028 | 23% | 2.67% | 31% | 3.56% |
| **15 miles** | 44,548 | 2,355 | 10% | 1.55% | 14% | 2.07% |
| **20 miles** | 59,970 | 3,353 | 7% | 1.15% | 10% | 1.54% |

# *Potential Interest*

As the Founding Members have begun sharing the concept of the Wasatch Institute of Technology with other adults, the response has been positive and immediate:

- Informal in-class surveys conducted in various networking and programming computer science classes at Salt Lake Community College showed that over 75% of those students would have preferred attending WIT over a traditional high school
- Every adult currently working in technology that we have spoken to thus far (~50) have been immediately attracted to and interested in the idea of WIT

These responses lead us to believe that students and parents of high school students today would have a similar level of interest.

In the time leading up to the planning year, we plan to establish our website. An early marketing focus will be getting people to visit our website, where individuals interested in helping and/or attending can sign up and follow our progress. This will give us an early indication of the level and type of interest there actually is in the Wasatch Institute of Technology.

# Market Trends

The future is bright for network systems analysts and software developers. According to the Bureau of Labor Statistics 2008-2018 Fastest Growing Occupations report, job #2 on the list is network systems and data communications analysts, with a 53% increase in employment by 2018. As for computer software engineers, BLS projects a 34% increase in jobs. Clearly, the demand is (and will continue to be) high.

A February 2011 report entitled "Closing the IT Skills Gap: 2011 Share Survey for Guiding University & College IT Agendas" by Unisphere Research reports:

- Even in this difficult economic environment, 59% of companies plan to hire or are currently hiring skilled programmers and developers
- About half of the companies in the survey regularly hire students straight out of school with relatively little actual work experience

A July 2010 survey by Dice.com[10], an IT hiring website, finds that the hardest positions to fill are:

1. Java/J2EE : This is covered in our Software Engineering program
2. Security: This is covered in our Network/Systems Engineering program
3. Software Developer: This is covered in our Software Engineering program
4. SAP
5. Database Administrator: This is partially covered in our Network/Systems Engineering program

Leading universities report that enrollment in computer science and engineering courses is substantially up among students pursuing computer science majors as well as those studying other subjects, particularly science or business[11]:

*Computer science grads from the University of Illinois at Urbana-Champaign are being recruited by software, healthcare, trading and agricultural companies. Last year's grads received an average of 2.3 job offers and had an average starting salary of more than $72,000 – the highest of any starting salary in the university's College of Engineering.*

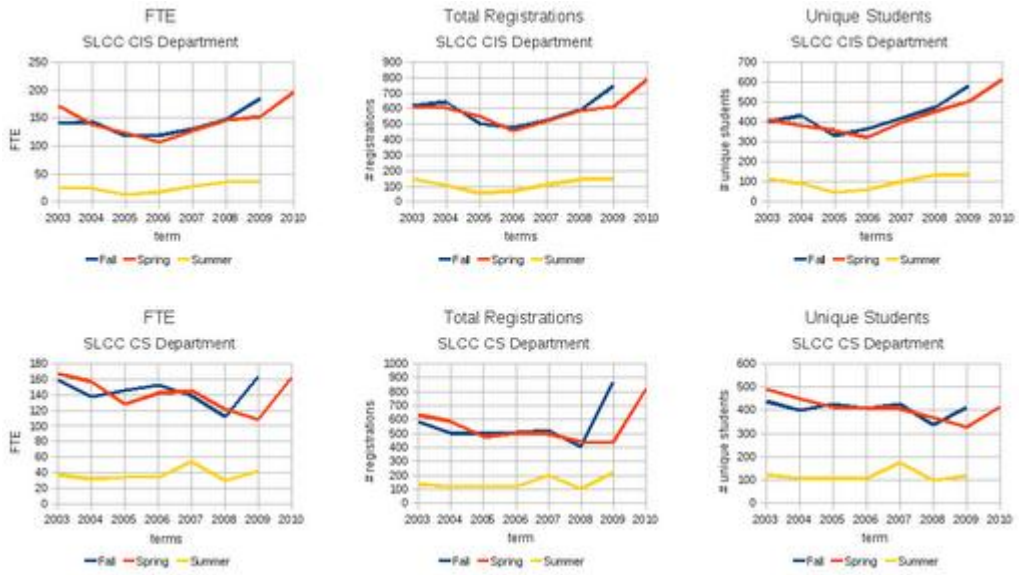
*At Carnegie Mellon University, the number of applicants to the School of Computer Science's Computer Science Department reached 3,000 in 2010, up 14% from 2009 and up 76% from 2005. The department caps enrollment at 130 students per year for a total enrollment of fewer than 550 students. "We're getting very close to the peak, which was 3,237 applications in 2001," says Catherine Fichtner, program coordinator for undergraduate education in the Computer Science Department at CMU's School of Computer Science.*

*One reason applications are up at Carnegie Mellon University's computer science program: high starting salaries. The median starting salary for 2009 graduates was $80,000, with the highest reported salary at*

[10] Brodkin, Jon. "Java Supplants IT Security as Most Sought-after Tech Skillset". Network World. 9 July 2010. Available at http://www.networkworld.com/news/2010/070910-top-ten-tech-jobs.html
[11] Duffy Marsan, Carolyn. "Want a job? Get a Computer Science Degree." Network World. 22 Feb 2010.

*$105,000. "Our salaries were pretty consistent last year," Fichtner says. "Our students have always been able to find jobs, and 30% of our students go on to graduate school."*

Locally, Greg Anderson, Computer Science Department Chair at Weber State University, reports that the statewide average starting salary for 4-year Computer Science graduates is $50,000. And take a look at the enrollment trends for both Computer Science and Computer Information Systems at Salt Lake Community College:




Complementing the trends in computer science is the degree to which Utah's economy is affected by technology. Among the recent highlights:

- The 2007 State New Economy Index ranks Utah the top state in the nation for Economic Dynamism, which is determined by "the degree to which state economies are knowledge-based, globalized, entrepreneurial, **information technology-driven** and innovation-based".
- In 2008, Forbes magazine ranked Salt Lake City as the best city for jobs in the country, citing its **technology abundance** as one of the reasons for the flourishing job market.
- A November 2010 Newsweek article highlighted Salt Lake City area's economic outlook, calling it "the new economic Zion", and examined how the area has been able to bring in high-paying jobs and **attract high-tech corporations** even during the recession[12].
- SiliconSlopes.com reports that **Utah has more than 5,200 high-tech companies**, 79 percent of which are IT firms. These companies employ 66,000 people, and pay salaries an average of 58 percent higher than the statewide annual nonagricultural wage[13].

[12] Dukoupil, Tony. "How Utah Became an Economic Zion." Newsweek. 8 Nov 2010. Available at http://www.newsweek.com/2010/11/08/how-utah-became-an-economic-zion.html.
[13] "Utah and Technology." Silicon Slopes. Accessed 14 May 2011. Available at http://www.siliconslopes.com/utah/utah-and-technology.

# Competitive Advantage

## Marketability

A February 2011 survey conducted by Unisphere Research entitled "Closing the IT Skills Gap: 2011 SHARE Survey for Guiding University & College IT Agendas" found the following:

- One out of four companies report that their IT hires are not sufficiently prepared to perform jobs for their companies
- More than 25% of companies are concerned about the lack of business skills in their IT hires
- 77% of respondents look to educational institutions for programming skills
- 82% of respondents look to educational institutions for database skills
- 80% of respondents seek problem solving and technical skills

Our goal at the Wasatch Institute of Technology is to increase the quantity and quality of software and network/systems engineering new hires. By preparing students with the right skills and experience, they can obtain meaningful and significant employment in a mid-level position, such as a junior software engineer or a systems administrator. The average Utah starting salary for these positions is $40,000 - $60,000. This focus on employment does not preclude our students from pursuing higher education; rather, this income may enable more of them to afford the ever-increasing cost of higher education.

## IT Focus

At the Wasatch Institute of Technology, computer science is a core subject. With more time and attention focused on technology, we can move beyond introductory topics to reach the art and science of developing software or maintaining the network and computer systems of an organization.

## Student Communities of Practice

Facilitated by our student government, Student Communities of Practice afford students self-direction and choice in exploring areas of interest to them. Freed from normal curricular constraints, Student Communities of Practice unite students across Teaching Teams with adult advisors to explore ideas, approaches, technologies, passions, causes, or interests. The large number and diversity of these SCOPs will provide ample opportunities for the mind, the body, and the spirit. For example:

- Students interested in archaeology have a guest speaker from the Utah Museum of Natural History, then take a day trip to Nine Mile Canyon

- Students interested in solar energy build solar powered toy cars

- Students interested in gardening plant compare the success of planting in earth boxes, square foot gardens, and traditional row-crop planting

- Students interested in drama can practice and present a play

- Students interested in cooking have guest chefs teach them to prepare native dishes from throughout the world

## *Next Generation Education*

We want students to synthesize what they are learning and to see how in practice everything is connected. As we implement the following facets of Next Generation Education, students refine their critical thinking skills:

- Teaching Teams have the flexibility and autonomy to craft unique, interdisciplinary learning experiences during each sprint
- Our just-in-time (JIT) instruction methodology gives students "just enough" information so they can put into practice what they've just learned.
- The physical layout of the individual classrooms with the students seated in groups, multiple whiteboards, and technology close at hand help create a unique learning environment
- Students devise their own interdisciplinary portfolio artifacts to demonstrate their mastery of the sprint's learning objectives
- Students receive timely feedback on their artifacts, and are given a chance to reflect, refine and improve their artifact for final inclusion into their electronic portfolio.

## *Work/Life Balance*

As our concentrated Learning Sessions are highly focused on the sprint's assigned learning objectives, students will need to prepare prior to attending. Students will also need time to craft their portfolio artifacts, which demonstrate their mastery of the sprint's learning objectives. Study Hall is the time set aside in the regular school day for this purpose. With a Teaching Team member always present and ready to help, students can work individually or in small groups to do their work. By prudently using this time, students can minimize the amount of work they need to finish at home.

# *Marketing Plan*

We plan to market our school through various low-cost means. The list below represents our marketing strategies in priority order.

| Item | Planning Year | Year 1 | Year 2+ |
|---|---|---|---|
| 1. Students in the field | X | | |
| 2. Website | X | | |
| 3. Homeschoolers | X | | |
| 4. Utah IT Industry | X | | |
| 5. 9th Grade Technology Course | X | | |
| 6. Bring a friend to school | | X | |
| 7. Word of Mouth | | X | |
| 8. Counselors | | X | |
| 9. Open house | | X | |
| 10. Summer camps | | | X |
| 11. Competitions | | | X |
| 12. Community partners | | | X |
| 13. Focus on underserved populations | | | X |

- **Students in the field.** Students taking IT or programming classes at their local high school or junior high are excellent candidates to attend our school. We plan to obtain contact information for these students so we can send them and their parents information about our school. The printing and mailing expenses for these marketing materials have been included in our budget.

- **Website**. The school website will provide significant information on the school, what we're trying to accomplish, and how well we're doing. Our top marketing priority is to get students to visit the school; our website is our #2 priority as it allows prospective students the opportunity to get to know our school at their own convenience. Some money has been set aside in the early years in our budget for an initial design and artwork. Maintaining and updating the website will primarily be the work of our students under the direction of their teachers.

- **Utah IT Industry**. It is not unusual for children of parents who work in IT to be interested in IT themselves. We plan to work with organizations supporting IT firms in Utah, such as the Utah Technology Council and the Utah Open Source Foundation, in addition to many of the larger technology user groups (Java user groups, Linux user groups, etc.). We expect that a majority of our IT-focused teachers will be actively participating on some user groups. We may also work directly with large IT companies with a presence in Utah such as Novell, Adobe, eBay, and Oracle. We hope to actively participate in several of these activities, such as the Utah Open Source Conference by having our students attend and sponsoring a booth there; we also hope to host some of the user groups at our school. Through each of these organizations, we plan to get the word out about our school and invite them to visit our website to learn more. The majority of our communications with these groups will be done in person (through our teachers attending the events), or via email. As such, no budget line items exist for this outreach method.

- **9th grade Computer Technology course**. We plan to offer an exciting class-long presentation to 9th grade Computer Technology courses in junior high/middle schools. We'll start with our neighboring schools, and expand outward. The presentation might illustrate the impact of technology, showcase the types of careers available in technology, and conclude with students completing a hands-on activity, such as programing a Lego Mindstorms robot. Shop teachers may be inclined to accept our invitation to present, since many feel inadequate to teach the information technology module of this course. We do not intend for this presentation to be a sales pitch for WIT, but rather give our students an opportunity to teach and present. Even keeping the salesmanship to a minimum, we do expect to generate some interest in WIT. The only cost to operate this program will be time. We envision our students and a teacher jointly giving these presentations, since the students can be fulfilling one or more curricular objectives by planning and participating in the presentation.

## *Year 1*

- **Bring a friend to school.** Throughout the school year, there will be a few occasions when neighboring schools will be out on vacation but we will not. These days might include fall or spring breaks, parent/teacher conference make up days, etc. On these rare occasions, our students will be able to invite their friends to attend school with them at our school. These outside students will also be welcome at our social activities and special Student Communities of Practice presentations.

- **Word of mouth**. Through our Friday activities and in-class volunteer participation, we expect that many outside adults will become familiar with our school and excited by what they see. We will encourage them to spread the word about our school among their IT coworkers, colleagues, friends, and neighbors.

## *Year 2*

- **Summer camps**. Starting in our second year of operation (i.e. the summer prior to our 2nd year of operation), we plan to offer multiple summer camps for elementary and junior high/middle school kids (grades 5-9). These camps, although ultimately directed at either software engineering or network systems engineering, may branch out into several related areas, such as nanotechnology, medical informatics, or space exploration depending on the abilities of our school community. The camps will be both co-educational, as well as some separate camps exclusively for girls. Funding for these programs will come from charged tuition, grants and corporate donations. Advertising for these events will be through public service announcements such as those on KUER and KBYU, as well as through flyers distributed at targeted schools and libraries. The printing costs for these flyers are included in our budget.

- **Competitions**. We expect our school to host local programming and networking competitions with local high schools, or possibly hosting the annual ACM/IEEE programming contest. The cost for hosting these events will primarily be food, and will come out of our advertising budget.

- **Community partners**. We hope to work with several area community groups to spread the word about our school. For some groups, we may be able to provide select services, training, or community service that will match up with our curricular objectives. These services may be during the normal school hours, or may be in the evening. Organizations might include Boy

Scouts (the computer merit badge), Girl Scouts (Computers in Your Everyday Life interest project), local youth groups looking to learn about future career opportunities, La Raza, Centro de la Familia de Utah, or the Genesis Group. Since the time spent preparing and delivering this type of service will satisfy our curricular requirements, the only actual expenses that will be incurred will be minor and come out of our existing budget line items (most likely is supplies for copies).

# 6. Capital Facility Plan

To avoid the significant financial and management burdens caused by building a maximum size facility in our first year, we will grow the size of the school over a period of four years as outlined in our *total potential enrollment* section of the marketing plan. In year one, we will have 9th and 10th grade; add 11th grade in year two; establish 12th grade in year three; and achieve full enrollment by year four. By gradually increasing our footprint over a four year period, we have the ability to adjust the facility size to meet actual enrollment.

Originally, our intention was to lease a building until operations stabilized (approximately 5 years), and then build a permanent facility. By so doing, we could pay off our existing remodeling costs and accrue financial assets for a future permanent building, as well as have flexibility in our contingency plan by allowing us to grow or shrink as necessary. After attending multiple charter school conferences, meeting with developers and contractors, and discussing the pros and cons of building versus leasing with those who have gone through it, our plan has changed. If we can make it financially feasible, we would prefer to build two buildings: one to handle enrollment for the first two years, and one to house the remainder of the enrollment plus the library, gymnasium, technology incubator, etc. Regardless if we lease or build, we will follow the process outlined in the remainder of this section.

## Site Selection

Site selection is one of the most critical phases of the development process. We plan to develop multiple site plan concepts for two or three possible sites. This will enable us to compare costs and design features between sites, rank project priorities effectively, prevent us from making design compromises later in the development process, and may increase confidence in our lenders and other funders[14].

Our site selection process involves:

- Assembling the facility team
- Using site selection criteria to identify potential sites
- Securing financing

### The Facility Team

The facility team exists to help us turn ideas into reality, although ultimately we are responsible for all decisions and have to live with the consequences. Each member of the team will provide their own insight and expertise, but not all team members will be involved in all phases. The preliminary team composition will be:

- **WIT Board**: Ensure that the school maintains a firm financial footing throughout the process.

[14] Source: *"The Answer Key: How to Plan, Develop, and Finance Your Charter School Facility".* NCB Development Corporation, 2005.

- **School Director**: Work closely with the Board to define and lead the development process and inform the Board throughout the process. During the construction phase, will work closely with the CSBBO, Architect, and General Contractor.
- **Charter School Board Building Officer (CSBBO)**: Hired by the School Director to manage the day-to-day tasks associated with construction. Coordinates with local municipalities, county, and USOE to file the appropriate documents, as outlined in the *School Construction Inspection Resource Manual*. Works closely with the General Contractor, School Director, and Architect.
- **Architect**: Responsible for architecting a creative, workable, cost-effective school design that incorporates our ideas and requirements. Will hire and supervise necessary engineers and work closely with the General Contractor, CSBBO, and School Director.
- **General Contractor**: Coordinates all aspects of construction. Works closely with the CSBBO, Architect, and School Director.
- **Attorney**: Protect the charter school's interests throughout the process by drafting legal agreements and reviewing contracts.

Throughout the process, additional consultants may be used as necessary.

## *Site Selection Criteria*

As the time approaches to select a site, we will meet as a Board to review and possibly update our site selection criteria. Next, we will identify potential locations for our school, likely with the help of one or more realtors. With potential sites identified, we will apply our site selection criteria to understand the demographic, social, economic, and educational characteristics of the possible locations. Each site will be judged on every criterion to establish a priority order between locations.

Our preliminary site selection criteria are:

1. **Location**: How far away from major thoroughfares (Bangerter Highway, Redwood Road, I-15) is the site?
2. **Population**: How large is the potential student population, both now and in the future? Is the size of the student population shrinking or growing?
3. **Access to public transportation**: Easy access to public transportation will increase the reach of the school. Incentivizing students to elect a UTA Ed Pass over driving to school could reduce both the number of parking stalls and traffic at the school.
4. **Cost**: The cheaper the better.
5. **Supporting facilities**: What type and quantity of supporting facilities are in the immediate vicinity of the proposed site? Examples would include restaurants (lunch facilities), gyms/parks/recreational facilities (daily exercise), medical facilities, large meeting areas (to replace the auditorium), libraries, etc.
6. **Zoning:** Will the current zoning allow us to occupy the site? Are any inappropriate neighbors nearby (bars, alcohol stores, adult entertainment, etc.)?
7. **Internet access**: What good information technology-focused high school would be complete without access to a high speed Internet connection?
8. **Utilities:** Are adequate utilities available?
9. **Site suitability:** Are any environmental hazards on site or nearby? Will a soils investigation need to be conducted?

10. **Diversity**: How diverse is the surrounding population? Women and minorities are grossly underrepresented in the information technology arena.
11. **Nearest schools:** What are the jr. high/middle schools and high schools within 5 miles?

### *Additional Criteria if Leasing*

1. **Size**: Does the existing facility meet our year 1 needs? Is there room to grow?
2. **Ease of modification**: How easy will it be to remodel the interior of the building to suit our needs? Ideally we'd prefer a large building with 4 exterior walls and nothing in the middle. Excellent examples would be industrial areas (if location isn't an issue), or vacated big-box retailers. The building must be able to meet E fire code occupancy rating.
3. **Parking**: If access to public transportation is poor, adequate parking must be available. Without easy access to public transportation, we expect that approximately 75% of 11th and 12th graders will drive. This means we would need 263 - 350 parking stalls.
4. **Lease characteristics**: We need answers to the following:
    a. Who is responsible for utilities, taxes, and insurance?
    b. Who is responsible for building maintenance, both interior and exterior, site maintenance (e.g., snow removal), and custodial duties (e.g., trash removal)?
    c. Is there access to shared amenities (e.g., parking, common space, etc.)?
    d. Does the owner provide access to the site after regular business hours for evening meetings and activities?
    e. What type of building security is available and who is the responsible party?
    f. Will the owner provide a rent abatement clause[15]?
    g. Are there any restrictions on the type and amount of leasehold improvements that we can make to the property? Does the owner give us a leasehold improvement allowance?
    h. Can we sublet parts of the site to other parties?
    i. What type of notification will we receive prior to lease termination? Are there options to renew the lease?
    j. Is there a purchase option at the end of the lease term?
    k. Is there a subordination clause in the lease? For example, will the landlord provide subordination to our lender for the purposes of financing leasehold improvements?

## *Securing Financing*

Parallel to our site selection process, we will be securing financing for our venture. We plan to have a diverse financial strategy to help us reach our financial goals while minimizing cost. In order of preference, our potential funding sources include:

- Federal start-up money
- Public sector grants, such as the Federal Funding Catalog
- Private sector grants from charitable foundations, such as the Bill & Melinda Gates Foundation, William and Flora Hewlett Foundation, etc.

[15] This is typically a reduction in rent for a specified number of months, usually while the premise is being improved and the tenant is financing his or her own improvements.

- Private sector grants from technology companies, such as eBay, Oracle, Intel, Google, Adobe, Novell, etc.
- Private funding provided by WIT Funding[16]
- Utah Charter School Revolving Loan
- Private sector borrowing through companies like Providence Financial Company or HighMark School Development
- Utah Charter School Finance Authority

## *Financing Examples*

A few examples may serve to illustrate the range of diversified types of financing we may pursue for our school. We recognize that the funding climate will change between now and the time our school is open; as such, we will review our financing options closer to our school's opening.

### *Providence Hall*

Providence Hall worked with Providence Financial Company to combine a direct loan from the USDA with privately placed bonds that carry a USDA guarantee. The total amount financed was $10.8 million, and was completed eight months after the school opened. The result: a very low-cost 30-year financing with a fixed interest rate of 5.56%, which is much lower than the tax-exempt bond market at the time (over 9.25%). This structure also resulted in much lower fees than a typical tax-exempt bond offering. This structure will save Providence Hall millions of dollars over the life of the financing.

### *Shekinah Learning Institute*

Shekinah Learning Institute operates several charter school campuses in the San Antonio, Texas area. During the planning process, the bottom fell out of the financial markets in the fall of 2008, complicating the school's borrowing ability. They applied for a US Department of Education grant which provided $750,000 toward the financing, and will ultimately save the school approximately $30,000 - $40,000 per year for the next 30 years. Shekinah decided that a 6-year construction / mini-perm bank loan was the best option available, since it allowed them to take advantage of the low short-term interest rates and postpone a long-term financing until the long-term interest rates are more conducive. Upon expiration of this loan, the school will likely be able to achieve an investment-grade credit rating on long-term debt. Shekinah closed on this $8.3 million financing in January 2010 at a 3.25% interest rate.

### *American Preparatory Academy*

In early 2009, American Preparatory Academy wanted to open a new campus to serve a large refugee population. The largest problem in early 2009 was a challenging financial market with high long-term interest rates. To facilitate the school's plans while trying to mitigate the high interest rate environment, Providence Financial identified and negotiated with a mutual fund to purchase 30-year bonds with two important concessions: (1) the interest rate on the bonds will adjust after two years to a market interest rate and (2) a 2-year no-call provision instead of the typical 10-year no-call provision. They were able to negotiate an interest rate approximately 1% lower than the prevailing bond market, and will allow the school to refinance the debt much earlier than with typical terms.

[16] See the *Progress to Date* section for more details

# *Facility Preconstruction*

With our site selection process completed and our top choices in hand, we will work with the USOE and any necessary city/county planning department(s) to approve our building/remodeling plan and obtain the necessary building permit. Throughout our facility acquisition process, we will be guided by the School Building Construction and Inspection Resource Manual, in addition to applicable Utah Rules and Utah State Code.

Depending on our site location, we could be working with a given municipality or even Salt Lake County. Because every project is unique and regulations and processes vary slightly from city to city, the actual steps we will follow may vary. In general, the process we will follow will be:

- Prior to purchase or design, have Utah Geological Survey (UGS)perform a screening of the site
- Identify an architect to begin work on the plans
- Have a qualified geo-technical consultant include a complete site-specific geologic-hazards evaluation
- Submit the geo-technical consultant's report to UGS for review and approval
- Finalize plans with the architect
- Have the plans approved by a certified plans examiner
- Obtain building permit from the USOE
- Obtain approval from any other corresponding entities, such as State Fire Marshall, water departments, sewer districts, etc.
- Obtain a construction project number from USOE
- Work with the USOE to finalize the site arrangements
- Find the appropriate contractor(s) to do the actual construction work
- Do material takeoffs to determine the materials necessary needed
- Work with corresponding utilities to ensure appropriate service at the site
- Hire the contractor(s)
- Order materials
- Complete the construction
- Conduct necessary inspections and submit reports to corresponding entities
- Complete the final certificate of inspection and verification form to USOE
- Obtain certificate of occupancy

Other entities we may need to work with include:

- Salt Lake Valley Health Department - www.slvhealth.org (801) 468-2750
- Utah State Fire Marshall
- State Department of Environmental Quality and/or the Environmental Protection Agency
- South Valley Water Reclamation - (801) 566-7711
- South Valley Sewer - www.southvalley.dst.ut.us/ (801) 571-1166
- Rocky Mountain Power - www.rockymtnpower.com
- Questar Gas - www.questargas.com
- Qwest – www.qwest.com

## *Facility Contingency Plan*

If we choose to lease a location instead of building a new school, we have significant flexibility in our contingency plan. If our preferred site is no longer available or no longer meet our needs, it will not be difficult to move to an already identified alternate location (site #2 or #3 instead of #1). In fact, we will have many suitable locations, each with varying costs, sizes, locations and availability. Since the actual remodel itself should take only 30-60 days, the chance of needing to delay the opening date of the school should be minimal.

If we choose to build a new school, we will build the building in two phases. The first phase will be built for our first operational year and will be large enough to house four Teaching Teams and the office staff. For our third operational year, we will add on to the existing building or build another building large enough to hold the additional Teaching Teams for years three and four as well as additional office space. If student enrollment is sufficient, this second phase will also include the gymnasium, library, and technology incubator. Since we will be constructing the building in phases, if enrollment is lower than anticipated, we can reduce (or even eliminate) the need for a second building.

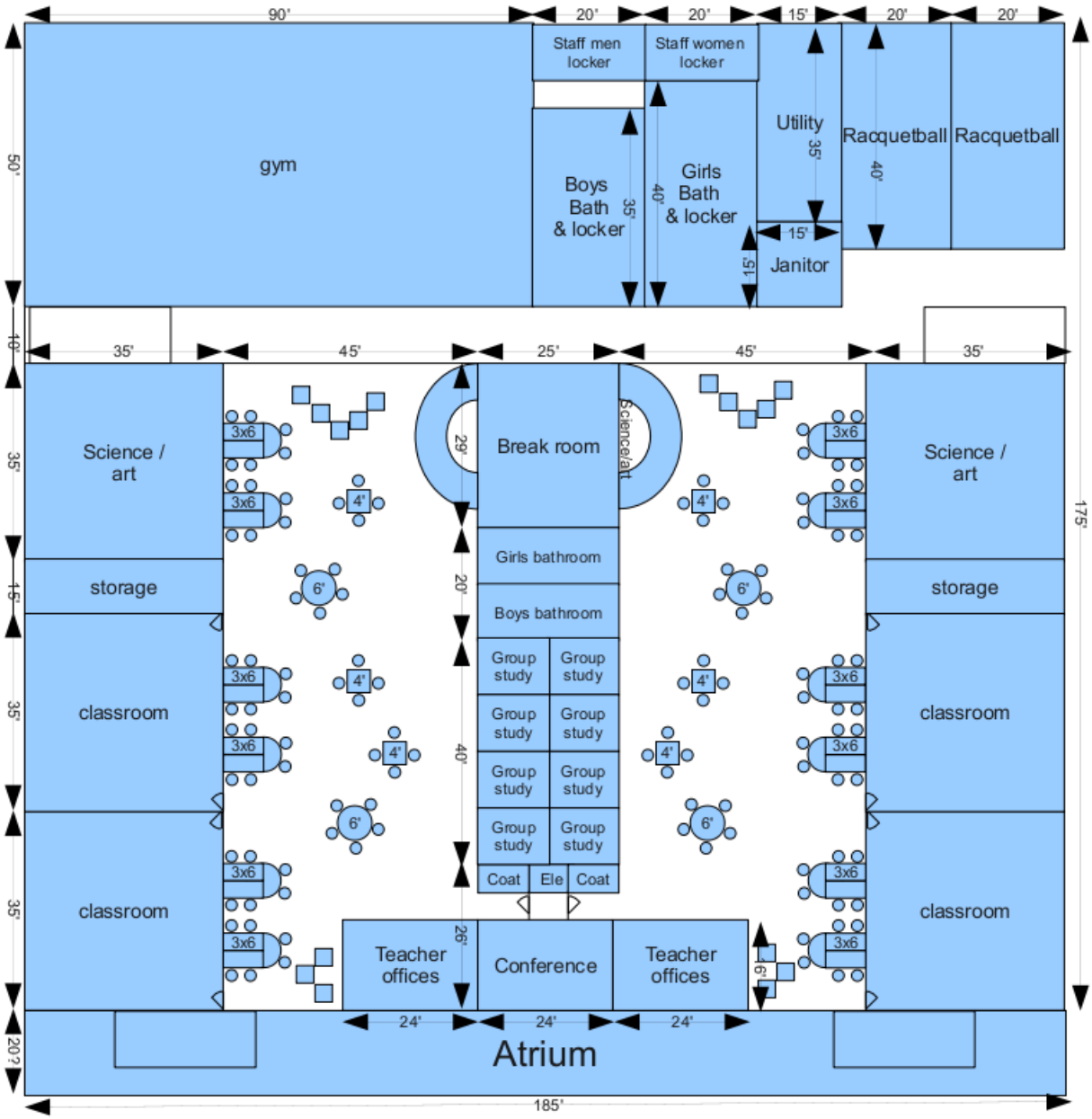
If we are in the middle of building our first phase, the contingency plan is more complicated. Construction on our new site should begin no later than November of the planning year, and should be completed in approximately 9 months. If our building will not be ready for our school opening day, we will bring in portable classrooms until such time our building is complete. The cost of leasing portable classrooms is approximately $1.00 per square foot per month. The construction agreement will note that the developer will be responsible for all contingency costs. If by January 1 of the planning year our building is not making sufficient progress, we will begin implementation of our contingency plan:

- **January 1 – February 28**: Work with an appropriate company to design our portable classroom layout. Determine location of and necessary land preparation for the portables
- **March 1 – April 30**: If the building is still behind, sign any necessary agreements
- **July 1 – July 31**: Oversee the delivery and installation of portable classrooms

# Progress to Date

## Preliminary Design

We have already begun the preliminary design process. After considerable research, study of educational design patterns, and applying practical teaching experience, a preliminary building design was created. Since its creation, we have met with Randy Fielding of Fielding Nair International (school design firm), Mark Skousen at HighMark Schools (local design-build firm), and Hogan Construction (local general contractor) to discuss this specific design.

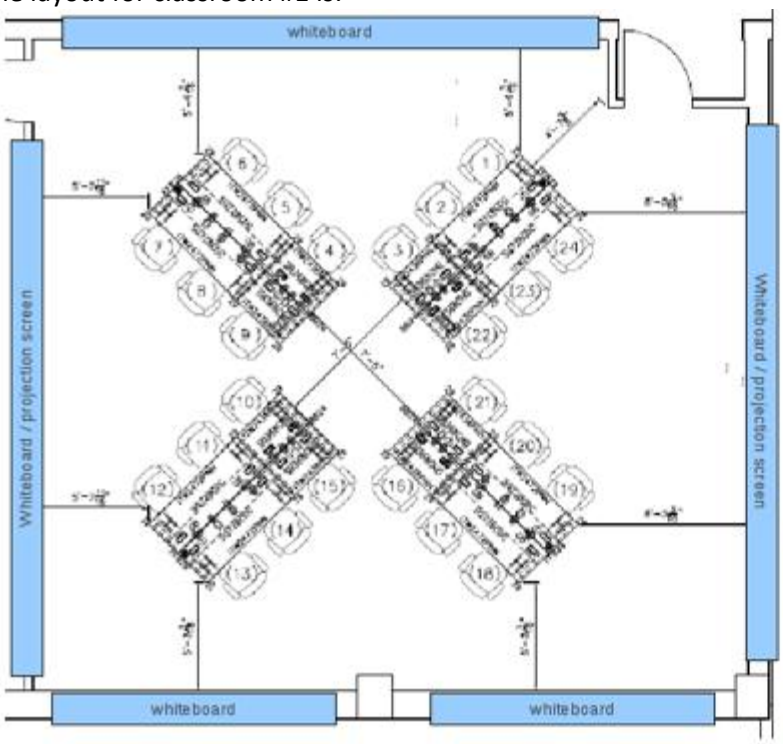


Each Teaching Team will be assigned a classroom cluster consisting of 3-4 classrooms (approximate capacity of 30 each) and 1 study hall space capable of holding 2 classes (approximate capacity of 75). The community commons layout will encourage teachers and students to discover ways of learning together. The layout of the individual classrooms--the students seated in groups, multiple whiteboards, multiple LCD projectors (so the student is never more than half the room away from the projector), technology close at hand (in-class computer labs, laptops, mobile teaching cart)--help to create a unique learning environment.

## *Classroom Layout*

We've had the rare opportunity to implement some of these classroom designs. The following design work and pictures are from the Science and Industry building on the Taylorsville-Redwood campus of Salt Lake Community College.

The layout for classroom #1 is:




Classroom layout #1

Technology used

- **LCD projectors** - Two LCD projectors in the room (students are never more than ½ the distance of the room away from the screen)
- **Laptop cart** – when needed, laptops are pulled out and used
- **Roving teacher cart** – wireless KVM and UPS allow teacher cart to move anywhere in the room
- **Wireless microphone** – teacher can have his back to the students while writing on the whiteboards, but all students can hear
- **Automatic VGA switcher** – VGA signal sent to projectors can be either hard-wired or wireless
- **Amplifier** – Wireless or wired audio connections, and allows for digital recording of audio and microphone input (i.e. record a class session for podcasting)
- **Digital camera** – take pictures of notes on whiteboards and post on class website
- **Printer** – all wireless laptops can print in color ( solid ink printer)

## Financing Options

We have also begun exploring the realm of school finance. Among the paths we have pursued is the idea of self-finance, whereby a separate but related entity (WIT Funding) would raise money to fund all or part of the construction process. WIT Funding would determine an amount of money to raise, and allow investors to place an *offer of investment*. This *offer of investment* consists of a term, dollar amount, and interest rate. In effect, the investor would say "I am willing to lend you $5,000 for 3 years at 4% annual interest". After the offers have been gathered, WIT Funding would then select the cheapest investment options and issue the individual notes; the selected investors could use cash or a self-directed IRA to purchase the debt security. Instead of continuing to lose money in the stock market, investors could use their retirement accounts to make money while the school benefits from a lower interest rate. We expect individual notes to yield between 4 – 6%.

Currently this idea is just in its infancy, but we have already met with a self-directed IRA provider and will soon meet with a securities lawyer to verify feasibility of the idea. Ultimately, this option will provide not only a lower overall interest rate to the school, but also allow us to raise money in phases as necessary while avoiding the significant issuance costs associated with bonding (Paradigm High incurred $521,611 in costs for their 30-year 6.19% bonding arrangement on 1 Jun 2010) or with design-build financing (10.5% mortgage rate, 5% developer fee, and 2% construction management fee for a 25-year term through HighMark).

## Leasing Feasibility

To get an initial feel of the commercial real estate rental market, we worked with Keller Williams Realty to identify potential rental sites. We narrowed down the 33 potential rental sites to three and applied a subset of our site selection criteria (we applied only a subset since it these sites will not likely be available when we are ready to rent). These sites are ranked 1st (best), 2nd or 3rd (worst) for each of the selected criteria as well as overall.

### *Taylorsville/Kearns/West Valley*

**WEST POINT SQUARE**
5400 BANGERTER HWY, TAYLORSVILLE, UT 84118

| | |
|---|---|
| Total Space Available: | **48,364 SF** |
| Rental Rate: | **$15 /SF/Year** |
| Min. Divisible: | 607 SF |
| Max. Contiguous: | 48,364 SF |
| Property Type: | Retail |
| Property Sub-type: | Retail (Other) |
| Additional Sub-types: | Community Center |
| Building Size: | 150,000 SF |
| Year Built: | 1984 |
| Anchor Tenant 1: | KMART |
| Lot Size: | 15.51 AC |

Find Out More...

Last Verified 3/16/2010
Listing ID 15561366

| Criteria | Ranking | Notes |
|---|---|---|
| Location | 3 | Adjacent to Bangerter Highway; 2.26 miles from Redwood Road; 4.12 miles to I-15 (5400 S) |
| Size | 1 | |
| Ease of modification | 2 | As an empty big box store, it's mostly 4 exterior walls and empty space in the middle. Has cooking facilities (bakery/deli). |
| Public transportation | 2 | UTA route 54 leaves every 30 minutes (:12 and :42) from Murray Central TRAX stop; takes 17 minutes. Route 54 returns to Murray Central TRAX every 30 minutes (:11 and :41). Travels along 5400 S encompassing cities of West Valley, Kearns, Taylorsville, Murray.<br>UTA route 240 leaves every 30 minutes (:45 and :15) from SL Central Station; takes 40 minutes. Returns every 30 minutes (:05 and :35). Travels through Kearns, West Valley, South Salt Lake, Glendale, and Salt Lake. |
| Parking | 1 | Ample on-site parking. |
| Cost | 2 | Quite cheap. |
| Supporting facilities | 1 | *Food*: several adjacent restaurants and K-Mart. Gold's Gym .37 miles away. Kearns Junior High (auditorium) .49 miles. Kearns library .62 miles. IHC Taylorsville Clinic 1.05 miles. Southridge Park .7 miles. |
| Internet access | 2 | Qwest DSL available (20 Mbps distance to Central Office=1.11 miles); Comcast and UTOPIA not available. |
| Diversity | 1 | *Within 5 miles, 2009 figures:*<br>79.15% white, 1.38% black, 5.7% Pacific Islander/Asian, 1.11% American Indian, 12.67% other, 20.60% Hispanic.<br>Under $40,000: 24.96%<br>$40,000 - $74,999: 55.74%<br>Over $75,000: 19.66% |
| Population | 1 | *Within 5 miles, 2009 figures:*<br>age 0-5 43,147/12.58%; ages 6-13 48,813/14.24%<br>% population change 1990-2009 44.77%; 2000-2009 14.77% |
| Nearest schools | 2 | Kearns Jr. High School (Granite) .23 miles<br>John F. Kennedy Jr. High School (Granite) 1.67 miles<br>Bennion Jr. High School (Granite) 1.76 miles<br>Thomas Jefferson Jr. High School (Granite) 2.05 miles<br>Valley Jr. High School (Granite) 2.13 miles<br>Eisenhower Jr. High School (Granite) 2.99 miles<br><br>Kearns High School (Granite) .81 miles<br>Taylorsville High School (Granite) .83 miles<br>Hunter High School (Granite) 4.62 miles |
| **Average** | 1.64 | The lower the number the better off the site |

### *West Jordan/South Jordan*

## Redwood Professional Building II

8846 South Redwood Road, West Jordan, UT 84088

| | |
|---|---|
| Total Space Available: | **42,000 SF** |
| Rental Rate: | **$14 /SF/Year** |
| Min. Divisible: | 1,000 SF |
| Max. Contiguous: | 42,000 SF |
| Property Type: | Office |
| Property Sub-type: | Office Building |
| Building Size: | 45,000 SF |

Find Out More...

Last Verified 2/15/2010
Listing ID 15349392

| Criteria | Ranking | Notes |
|---|---|---|
| Location | 1 | On Redwood Road. 2.22 miles from Bangerter Highway (90th S); 2.21 miles on I-15 (90th S) |
| Size | 2 | Possibility to grow to 45,000 SF if a tenant vacates |
| Ease of modification | 3 | Not known |
| Public transportation | 1 | UTA route 218 leaves every 30 minutes (:16 and :46) from SLCC Redwood campus; takes 19 minutes. Route 218 returns to SLCC Redwood campus every 30 minutes (:21 and :51). Travels along Redwood road, connecting with east-west routes at 10400 S, 7800 S, 7000 S, 6200 S, 5400 S, 4700 S; SLCC Redwood campus acts as a mini transportation hub. East-west access via UTA route 217 enables 4100 S, 3500 S.<br>Encompasses cities of Herriman/Riverton (route 347), South Jordan/Draper (route F518), West Jordan, Sandy, West Valley, Kearns, Taylorsville, Murray, South Salt Lake, Salt Lake, and connects to all TRAX stations. Extremely well connected. |
| Parking | 3 | Limited parking available. |
| Cost | 1 | Quite cheap and relatively new (just recently completed) |
| Supporting facilities | 3 | *Food*: several adjacent restaurants at 90th S and Redwood. Gold's Gym 1.23 miles. SL County Marv Jensen recreation facility 1.79 miles. South Valley School (auditorium?) .57 miles. West Jordan library 1.59 miles. IHC Instacare 1.11 miles; FirstMed 1.32 miles. |
| Internet access | 1 | Qwest DSL available (1.5 Mbps distance to Central Office=? miles); Comcast business service available. UTOPIA not available. |
| Diversity | 2 | *Within 5 miles, 2009 figures:*<br>87.28% white, .96% black, 3.31% Pacific Islander/Asian, .65% American Indian, 7.8% other, 12.78% Hispanic.<br><br>Under $40,000: 20.44%<br>$40,000 - $74,999: 48.8%<br>Over $75,000: 31.37% |

| | | |
|---|---|---|
| Population | 2 | *Within 5 miles, 2009 figures:*<br>age 0-5 46,438/11.89%; ages 6-13 22,329/14.57%<br>% population change 1990-2009 63.91%; 2000-2009 22.26% |
| Nearest schools | 1 | West Jordan Middle School (Jordan) - 1.63 miles away<br>Joel P Jensen Middle School (Jordan) - 1.77 miles<br>South Jordan Middle School (Jordan) - 2.02 miles away<br>Elk Ridge Middle School (Jordan) - 2.4 miles away<br>Midvale Middle School (Jordan) - 2.4 miles away<br>Mt Jordan Middle School (Jordan) - 3.06 miles away<br>Union Middle School (Canyons) - 3.55 miles away<br>Bennion Junior High School (Granite) - 3.6 miles away<br>Riverview Junior High School (Murray) - 4.07 miles<br>Crescent View Middle School (Canyons) - 4.08 miles<br>West Hills Middle School (Jordan) - 4.33 miles away<br>Eastmont Middle School (Canyons) - 4.76 miles away<br><br>West Jordan Senior High School (Jordan) - 1.3 miles<br>Bingham Senior High School (Jordan) - 1.98 miles away<br>Jordan Senior High School (Canyons) - 3.01 miles away<br>Hillcrest High School (Canyons) - 4.25 miles away<br>Copper Hills High School (Jordan) - 4.41 miles away<br>Taylorsville High School (Granite) - 4.55 miles away<br>Riverton High School (Jordan) - 4.67 miles away<br>Alta Senior High School (Canyons) - 4.86 miles away |
| **Average** | 2 | The lower the number the better off the site |

### *Riverton/Herriman/Bluffdale*

## Riverton Depot office space

13252 South 3600 West, Riverton, UT 84065


| | |
|---|---|
| Total Space Available: | **40,000 SF** |
| Rental Rate: | **$22 /SF/Year** |
| Min. Divisible: | 1,200 SF |
| Max. Contiguous: | 40,000 SF |
| Property Type: | Office |
| Property Sub-type: | Office Building |
| Construction Status: | Under Construction |
| Building Size: | 40,000 SF |

Find Out More...

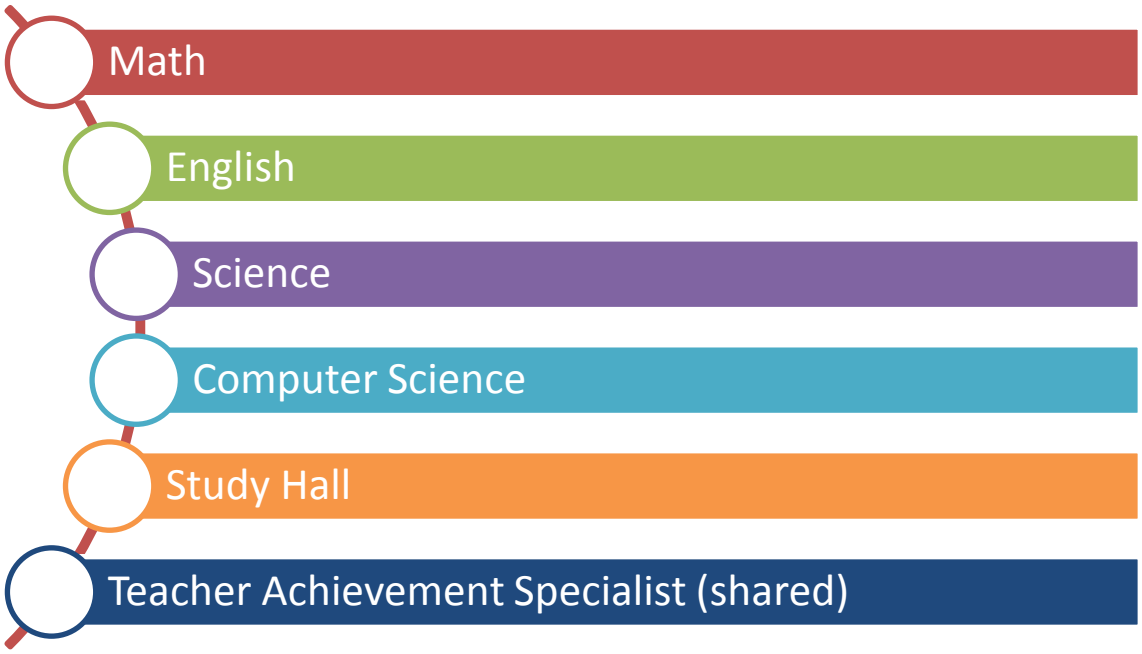
Last Verified 2/22/2010
Listing ID 15535030

| Criteria | Ranking# | Notes |
|---|---|---|
| Location | 2 | Perhaps a bit too far south west? Easy access from I-15 via Bangerter; 2.22 miles from Redwood Road and .79 miles to I-15 (12600 S) |
| Size | 3 | A bit on the small side |

| | | |
|---|---|---|
| Ease of modification | 1 | The building has not yet been built; an opportunity exists to work with the developer to finalize design of the building |
| Public transportation | 3 | UTA route 347 assumes that riders leave Riverton/Herriman and travel to SLC in the morning, and then return home in the evening. There are no TO Riverton/Herriman buses in the morning.<br><br>UTA route F518 leaves from Sandy TRAX at 7:22 am and goes to 12600 S Redwood Rd at 7:40 am. It's a deviated route, so the bus could go to 3600 W and 13400 S! |
| Parking | 2 | Not much on-site parking. Might be able to arrange a deal with the LDS Church's IT operations center which is adjacent, or the IHC Riverton Hospital just down the road. |
| Cost | 3 | One of the more expensive properties, but it is brand new. For ~$200,000 more than a single year's lease, we can purchase the building ($1M) |
| Supporting facilities | 2 | *Food*: 6+ adjacent restaurants, Wal-Mart Super Center and many more restaurants across the street. Largest SL County recreational facility 3.3 miles away in Herriman. Adjacent to LDS Church IT operations (possible source for field trips and lots of volunteers). Riverton library = 2.75 miles, new Herriman library = 3.3 miles. IHC Riverton Hospital = .75 miles. |
| Internet access | 1 | Fiber through Utopia; Qwest DSL available (3Mbps, distance to Central Office= 1.78 miles); Comcast Business Service available |
| Diversity | 3 | *Within 5 miles, 2009 figures:*<br>92.68% white, 0.82% black, 1.46% Pacific Islander/Asian, 0.54% American Indian, 4.51% other, 6.44% Hispanic.<br><br>Under $40,000: 13%<br>$40,000 - $74,999: 53%<br>Over $75,000: 35% |
| Population | 3 | *Within 5 miles, 2009 figures:*<br>age 0-5 17,253/13.63%; ages 6-13 20,170/15.93%<br>% population change 1990-2009 371%; 2000-2009 79% |
| Nearest schools | 3 | South Hills Middle School (Jordan) .6 miles<br>Oquirrh Hills Middle School (Jordan) 1.07 miles<br>Fort Herriman Middle School (Jordan) 3.12 miles<br>South Jordan Middle School (Jordan) 3.88 miles<br>Elk Ridge Middle School (Jordan) 4.31 miles<br><br>Riverton High School (Jordan) 1.37 miles<br>Bingham High School (Jordan) 3.9 miles |
| **Average** | 2.36 | The lower the number the better off the site |

# 7. Detailed Business Plan

Our use of Agile impacts our organizational structure, daily operations, and even our facility design. The core unit of our educational adaption of Agile is the Teaching Team, which consists of the following team members:




These team members will share office space and a Teacher Achievement Specialist. Each year we will begin two new student cohorts: one for software engineering and one for network/systems engineering. Initially, we plan to have four (75% enrollment) to five (100% enrollment) classes of approximately 30 students each assigned to every Teaching Team. We will grow our school over a period of four years[17]: 9th and 10th grades in year one; 11th grade in year two; year three brings 12th grade; and in year four we reach maximum enrollment. In each of those years, new Teaching Teams will be added. The students of each Teaching Team will remain together throughout their time at the Wasatch Institute of Technology, but each year they will have different teachers assigned to their team. This gradual scaling allows us to better satisfy our curricular requirements, as well as spread out the facility costs, student recruitment, and staff hiring processes over a four year period.

[17] See our potential enrollment estimates in section #5 Market Analysis for details on how we will grow.

# Planning Year

We plan to hire the following individuals during our planning year:

| Position | Targeted hire date | FTE |
|---|---|---|
| School Director | 1 Jul | 1.0 |
| Business Director | 1 Sep | 0.83 |
| IT Director | 1 Apr | 0.25 |
| Teacher Achievement Specialist | 1 Jun | 0.083 |
| Student Achievement Specialist | 1 Jun | 0.083 |

## Planning Year Tasks

| Planning Year Tasks | P | Primary |
|---|---|---|
| | S | Secondary |

| Task | Start | Finish | Board of Directors | School Director | Business Director | Teacher Achievement Specialist | Student Achievement Specialist | Secretary | IT Director |
|---|---|---|---|---|---|---|---|---|---|
| Program Pennant | 1-Jan | 30-Jun | | P | | | | | |
| Complete school handbook | 1-Mar | 15-Aug | | | P | | | | |
| Establish bank accounts | 1-Jul | 15-Jul | P | | | | | | |
| Purchase office computers | 1-Jul | 15-Jul | | P | | | | | |
| Create school website | 1-Jul | 31-Jul | S | P | | | | | |
| Submit 501c3 application | 1-Jul | 31-Jul | P | | | | | | |
| Facility design | 1-Jul | 31-Aug | P | P | | | | | |
| Finalize site selection criteria | 1-Jul | 31-Aug | P | P | | | | | |
| Find office space | 1-Jul | 31-Aug | P | S | | | | | |
| Find top 3 site locations | 1-Jul | 30-Sep | S | S | P | | | | |
| Develop marketing plan | 1-Jul | 1-Oct | S | P | | | | | |
| Finalize financing | 1-Jul | 15-Oct | S | | P | | | | |
| Write school policies | 1-Jul | 31-Oct | P | S | | | | | |
| Write grants | 1-Jul | 30-Jun | S | | P | | | | |
| Design Pennant | 1-Jul | 31-Dec | | P | | | | | |
| Hire Business Director | 31-Jul | 31-Aug | | P | | | | | |
| Get students | 31-Aug | 31-Aug | | S | P | | | | |
| 9th grade CT presentations | 31-Aug | 31-May | | P | S | | | | |
| Seek construction bids, find contractor | 1-Sep | 15-Oct | | | P | | | | |
| Get classroom furniture quotes | 31-Oct | 31-Dec | | | P | | | | |
| Oversee construction | 1-Nov | 15-Aug | | S | P | | | | |
| Order furniture | 1-Jan | 28-Feb | | | P | | | | |
| Obtain student records | 1-Jan | 31-Aug | | | | | | P | |
| Accreditation document | 1-Mar | 31-May | | P | | | | | |
| Establish lunch arrangements | 1-Apr | 30-Apr | | | P | | | | |
| Hire Teacher Achievement Specialist | 1-Apr | 31-May | | P | S | | | | |
| Hire Student Achievement Specialist | 1-Apr | 31-May | S | P | | | | | |
| Investigate IT equipment | 1-Apr | 31-May | | | | | | | P |
| Develop Special Ed plan | 1-Jun | 30-Jun | | S | | | P | | |
| Hire teachers and staff | 1-Jun | 31-Jul | | P | S | S | S | | |
| Order textbooks | 1-Jun | 31-Jul | | | P | | | | |
| Purchase and install IT equipment | 1-Jun | 15-Aug | | | | | | | P |
| IDEA 2004 training | 1-Jun | 31-Aug | | | | | P | | |

# *Enrollment Contingency Plan*

If we are near 75% of our expected enrollment, and our ramped up marketing plan was not successful in obtaining sufficient students, we can begin reducing our projected expenses:

- *Ask for suggestions:* If we already have staff hired, we can ask them for suggestions on ways we can cut expenses. We can also let current and future parents know of our plight.
- *Reduce the size of the Teaching Team space:* We can reduce the size of the Teaching Team by one classroom. If we lease, we can immediately reduce our leased space. If we are building, we can repurpose the former classroom space for offices, library, technology incubator, etc. This may shrink the size or eliminate the need for a second building.
    - If the enrollment is low prior to building the second phase, we will investigate the feasibility of moving to a year round calendar, which could reduce future facility construction costs by up to 25%.
    - We can reduce the furniture and technology expenses (computers, printers, scanners, etc.) required per team. For example, we could only have computers available in some (not all) of the classrooms.
- *Decrease staffing levels:* We can reduce or eliminate various staff positions. This reduction may cause the employee to not be considered full-time and thus cause them to lose their benefits, further reducing costs.
    - **Teacher Achievement Specialist:** One Teacher Achievement Specialist position could be eliminated and replaced by the School Director.
    - **Study Hall**: If reduced, one Study Hall teacher could service more than one Team with the help of volunteers. If eliminated, the Study Hall functions could be serviced by volunteers and by rotating the remaining teachers into the position, thus reducing the planning time available to teachers.
    - **Student Achievement Staff**: We could eliminate or reduce the student achievement staff, which includes special education teachers, library staff, and counselors.
- *Reduce support costs*: Textbook costs, supply costs, library, and Teaching Team budgets will all be reduced accordingly.
- *[If leasing] Choose the right lease:* It is possible that we can renegotiate a pending lease to pay a lower lease rate per square foot, lease less size, or altogether lease a different facility.

# Funding Worksheets

Charter School Worksheet - FY 2010-2011 - Projection only

## Wasatch Institute of Technology

| | Rating Factor | Year 1 Max Average Daily Membership[1] | Year 1 Max WPU Generated | Year 1 Min Average Daily Membership[1] | Year 1 Min WPU Generated |
|---|---|---|---|---|---|
| Estimated ADM (K) | 0.55 | 0 | $0.00 | 0 | $0.00 |
| Estimated ADM (1-3) | 0.9 | 0 | $0.00 | 0 | $0.00 |
| Estimated ADM (4-6) | 0.9 | 0 | $0.00 | 0 | $0.00 |
| Estimated ADM (7-8) | 0.99 | 0 | $0.00 | 0 | $0.00 |
| Estimated ADM (9-12) | 1.2 | 320 | $384.00 | 240 | $288.00 |
| Special Ed Pre-School | | 0 | | 0 | |
| Special Ed ADM (K) | | 0 | | 0 | |
| Special Ed ADM (1-12) | | 32 | | 24 | |
| Special Ed (Self-Contained) | | 0 | | 0 | |
| Number of Teachers (K-6) | | 0 | | 0 | |
| Number of Teachers (7-12) | | 0 | | 0 | |
| WPU Value | | $2,577 | | $2,577 | |
| Prior Year Teacher FTE (CACTUS) | | 0 | | 0 | |
| School Administrators (CACTUS) | | 0 | | 0 | |
| Prior Year WPUs | | 0 | | 0 | |
| ELL Students | | 0 | | 0 | |
| Low Income Students-prior year | | 0 | | 0 | |

| Program Name | Rate | | WPU Generated | Amount Generated | WPU Generated | Amount Generated |
|---|---|---|---|---|---|---|
| ***WPU Programs*** | | | | | | |
| **Regular Basic School:** | | | | | | |
| Regular WPU - K-12 | See above | x | 384.0000 | $989,568.00 | 288.0000 | $742,176.00 |
| Professional Staff | 0.04000[2] | x | 15.3600 | $39,582.72 | 11.5200 | $29,687.04 |
| **Restricted Basic School:** | | | | | | |
| Special Ed--Add-on | 1.0000 | | 32.0000 | $82,464.00 | 24.0000 | $61,848.00 |
| Spec. Ed. Self-Contained | 1.0000 | | 0.0000 | $0.00[3] | 0.0000 | $0.00 |
| Special Ed Pre-School | 1.0000 | | 0.0000 | $0.00[4] | 0.0000 | $0.00 |
| Special Ed-State Programs | Based on Programs | | | [5] | | [5] |
| Career and Technical Ed. | Based on Programs | | | | | |
| Class Size Reduction (K-8) | $224.61 per K-8 ADM | | | $0.00 | | $0.00 |
| Total WPU Programs | | | 431.3600 | $1,111,614.72 | 323.5200 | $833,711.04 |
| ***Non-WPU Programs*** | | | | | | |
| **Related to Basic Programs:** | | | | | | |
| Flexible Allocation-WPU Distribution | $ 293.50 per WPU | | | $126,604.16[6] | | $94,953.12 |
| Interventions-Student Success | $19.51 per 1+2+3 WPU | | | $7,491.84[7] | | $5,618.88 |
| | $62.31 per ELL student | | | $0.00 | | $0.00 |
| **Special Populations** | | | | | | |
| At Risk Regular Program | $6.33 per total prior year WPUs; OR | | | $0.00[8] | | $0.00 |
| | If new, $6.33 X C36 or current WPUs | | | $2,730.51 | | $2,047.88 |
| Gifted and Talented | $3.50 per K-12 WPU | | | $1,344.00 | | $1,008.00 |
| **Other** | | | | | | |
| School Land Trust Program | $34.38 per student | * | | $11,001.60[9] | | $8,251.20 |
| Reading Achievement Program | $18.29 per WPUs | * | | $7,889.57[10] | | $5,917.18 |
| | $2.04 per K-3 student | | | $0.00 | | $0.00 |
| | $38.24 per low income student | | | $0.00 | | $0.00 |
| Charter Administrative Costs | $100 per student | | | $32,000.00 | | $24,000.00 |
| Educator Salary Adjustment (ESA) | $4,200 per qualified educator plus benef | | | $0.00 | | $0.00 |
| ESA-School Administrators | $2,500 per qualified administrator | | | $0.00 | | $0.00 |
| ***Local Replacement Dollars*** | Average $1,607 per student | | | $514,240.00 | | $385,680.00 |
| Total Non-WPU | | | | $703,301.68 | | $527,476.26 |
| ***One Time*** | | | | | | |
| Teacher Materials/Supplies | $250 or $175 per teacher (K-6)1 | | 0 | $0.00 | 0 | $0.00 |
| | $200 or $150 per teacher (7-12)2 | | 0 | $0.00 | 0 | $0.00 |
| Library Books and Resources | $0.84 per student | | 320 | $268.80 | 240 | $201.60 |
| **Total One Time** | | | | $268.80 | | $201.60 |
| | | | | | | |
| **ESTIMATED Total All State Funding** | | | | **$1,815,185.20** | | **$1,361,388.90** |

1Steps one through three get $250; steps four or hi

2Steps one through three get $200; steps four or hi

Questions: Call Cathy Dudley @ 538-7667

*Updated 04-13-10*

Charter School Worksheet - FY 2010-2011 -
Projection only

# Wasatch Institute of Technology

| | Rating Factor | Year 2 Max Average Daily Membership[1] | Year 2 Max WPU Generated | Year 2 Min Average Daily Membership[1] | Year 2 Min WPU Generated |
|---|---|---|---|---|---|
| Estimated ADM (K) | 0.55 | 0 | $0.00 | 0 | $0.00 |
| Estimated ADM (1-3) | 0.9 | 0 | $0.00 | 0 | $0.00 |
| Estimated ADM (4-6) | 0.9 | 0 | $0.00 | 0 | $0.00 |
| Estimated ADM (7-8) | 0.99 | 0 | $0.00 | 0 | $0.00 |
| Estimated ADM (9-12) | 1.2 | 592 | $710.40 | 444 | $532.80 |
| Special Ed Pre-School | | 0 | | 0 | |
| Special Ed ADM (K) | | 0 | | 0 | |
| Special Ed ADM (1-12) | | 60 | | 45 | |
| Special Ed (Self-Contained) | | 0 | | 0 | |
| Number of Teachers (K-6) | | 0 | | 0 | |
| Number of Teachers (7-12) | | 0 | | 0 | |
| WPU Value | | $2,577 | | $2,577 | |
| Prior Year Teacher FTE (CACTUS) | | 0 | | 0 | |
| School Administrators (CACTUS) | | 0 | | 0 | |
| Prior Year WPUs | | 0 | | 0 | |
| ELL Students | | 0 | | 0 | |
| Low Income Students-prior year | | 0 | | 0 | |

| Program Name | Rate | | WPU Generated | Amount Generated | WPU Generated | Amount Generated |
|---|---|---|---|---|---|---|
| ***WPU Programs*** | | | | | | |
| **Regular Basic School:** | | | | | | |
| Regular WPU - K-12 | See above | x | 710.4000 | $1,830,700.80 | 532.8000 | $1,373,025.60 |
| Professional Staff | 0.04000[2] | x | 28.4160 | $73,228.03 | 21.3120 | $54,921.02 |
| **Restricted Basic School:** | | | | | | |
| Special Ed--Add-on | 1.0000 | | 60.0000 | $154,620.00 | 45.0000 | $115,965.00 |
| Spec. Ed. Self-Contained | 1.0000 | | 0.0000 | $0.00[3] | 0.0000 | $0.00[3] |
| Special Ed Pre-School | 1.0000 | | 0.0000 | $0.00[4] | 0.0000 | $0.00[4] |
| Special Ed-State Programs | Based on Programs | | | [5] | | [5] |
| Career and Technical Ed. | Based on Programs | | | | | |
| Class Size Reduction (K-8) | $224.61 per K-8 ADM | | | $0.00 | | $0.00 |
| Total WPU Programs | | | 798.8160 | $2,058,548.83 | 599.1120 | $1,543,911.62 |
| ***Non-WPU Programs*** | | | | | | |
| **Related to Basic Programs:** | | | | | | |
| Flexible Allocation-WPU Distribution | $ 293.50 per WPU | | | $234,452.50[6] | | $175,839.37[6] |
| Interventions-Student Success | $19.51 per 1+2+3 WPU | | | $13,859.90[7] | | $10,394.93[7] |
| | $62.31 per ELL student | | | $0.00 | | $0.00 |
| **Special Populations** | | | | | | |
| At Risk Regular Program | $6.33 per total prior year WPUs; OR | | | $0.00[8] | | $0.00[8] |
| | If new, $6.33 X C36 or current WPUs | | | $5,056.51 | | $3,792.38 |
| Gifted and Talented | $3.50 per K-12 WPU | | | $2,486.40 | | $1,864.80 |
| **Other** | | | | | | |
| School Land Trust Program | $34.38 per student | * | | $20,352.96[9] | | $15,264.72[9] |
| Reading Achievement Program | $18.29 per WPUs | * | | $14,610.34[10] | | $10,957.76[10] |
| | $2.04 per K-3 student | | | $0.00 | | $0.00 |
| | $38.24 per low income student | | | $0.00 | | $0.00 |
| Charter Administrative Costs | $100 per student | | | $59,200.00 | | $44,400.00 |
| Educator Salary Adjustment (ESA) | $4,200 per qualified educator plus benef | | | $0.00 | | $0.00 |
| ESA-School Administrators | $2,500 per qualified administrator | | | $0.00 | | $0.00 |
| ***Local Replacement Dollars*** | Average $1,607 per student | | | $951,344.00 | | $713,508.00 |
| Total Non-WPU | | | | $1,301,362.61 | | $976,021.96 |
| ***One Time*** | | | | | | |
| Teacher Materials/Supplies | $250 or $175 per teacher (K-6)1 | | 0 | $0.00 | 0 | $0.00 |
| | $200 or $150 per teacher (7-12)2 | | 0 | $0.00 | 0 | $0.00 |
| Library Books and Resources | $0.84 per student | | 592 | $497.28 | 444 | $372.96 |
| **Total One Time** | | | | $497.28 | | $372.96 |
| **ESTIMATED Total All State Funding** | | | | **$3,360,408.72** | | **$2,520,306.54** |

1Steps one through three get $250; steps four or h
2Steps one through three get $200; steps four or h

Questions: Call Cathy Dudley @ 538-7667

Charter School Worksheet - FY 2010-2011 -
Projection only

# Wasatch Institute of Technology

| | Rating Factor | Year 3 Max Average Daily Membership[1] | Year 3 Max WPU Generated | Year 3 Min Average Daily Membership[1] | Year 3 Min WPU Generated |
|---|---|---|---|---|---|
| Estimated ADM (K) | 0.55 | 0 | $0.00 | 0 | $0.00 |
| Estimated ADM (1-3) | 0.9 | 0 | $0.00 | 0 | $0.00 |
| Estimated ADM (4-6) | 0.9 | 0 | $0.00 | 0 | $0.00 |
| Estimated ADM (7-8) | 0.99 | 0 | $0.00 | 0 | $0.00 |
| Estimated ADM (9-12) | 1.2 | 824 | $988.80 | 618 | $741.60 |
| Special Ed Pre-School | | 0 | | 0 | |
| Special Ed ADM (K) | | 0 | | 0 | |
| Special Ed ADM (1-12) | | 83 | | 62 | |
| Special Ed (Self-Contained) | | 0 | | 0 | |
| Number of Teachers (K-6) | | 0 | | 0 | |
| Number of Teachers (7-12) | | 0 | | 0 | |
| WPU Value | | $2,577 | | $2,577 | |
| Prior Year Teacher FTE (CACTUS) | | 0 | | 0 | |
| School Administrators (CACTUS) | | 0 | | 0 | |
| Prior Year WPUs | | 0 | | 0 | |
| ELL Students | | 0 | | 0 | |
| Low Income Students-prior year | | 0 | | 0 | |

| Program Name | Rate | | WPU Generated | Amount Generated | WPU Generated | Amount Generated |
|---|---|---|---|---|---|---|
| ***WPU Programs*** | | | | | | |
| **Regular Basic School:** | | | | | | |
| Regular WPU - K-12 | See above | x | 988.8000 | $2,548,137.60 | 741.6000 | $1,911,103.20 |
| Professional Staff | 0.04000[2] | x | 39.5520 | $101,925.50 | 29.6640 | $76,444.13 |
| **Restricted Basic School:** | | | | | | |
| Special Ed--Add-on | 1.0000 | | 83.0000 | $213,891.00 | 62.0000 | $159,774.00 |
| Spec. Ed. Self-Contained | 1.0000 | | 0.0000 | $0.00 | 0.0000 | $0.00[3] |
| Special Ed Pre-School | 1.0000 | | 0.0000 | $0.00 | 0.0000 | $0.00[4] |
| Special Ed-State Programs | Based on Programs | | | [5] | | [5] |
| Career and Technical Ed. | Based on Programs | | | | | |
| Class Size Reduction (K-8) | $224.61 per K-8 ADM | | | $0.00 | | $0.00 |
| Total WPU Programs | | | 1111.3520 | $2,863,954.10 | 833.2640 | $2,147,321.33 |
| ***Non-WPU Programs*** | | | | | | |
| **Related to Basic Programs:** | | | | | | |
| Flexible Allocation-WPU Distribution | $ 293.50 per WPU | | | $326,181.81 | | $244,562.98[6] |
| Interventions-Student Success | $19.51 per 1+2+3 WPU | | | $19,291.49 | | $14,468.62[7] |
| | $62.31 per ELL student | | | $0.00 | | $0.00 |
| **Special Populations** | | | | | | |
| At Risk Regular Program | $6.33 per total prior year WPUs; OR | | | $0.00 | | $0.00[8] |
| | If new, $6.33 X C36 or current WPUs | | | $7,034.86 | | $5,274.56 |
| Gifted and Talented | $3.50 per K-12 WPU | | | $3,460.80 | | $2,595.60 |
| **Other** | | | | | | |
| School Land Trust Program | $34.38 per student | * | | $28,329.12 | | $21,246.84[9] |
| Reading Achievement Program | $18.29 per WPUs | * | | $20,326.63 | | $15,240.40[10] |
| | $2.04 per K-3 student | | | $0.00 | | $0.00 |
| | $38.24 per low income student | | | $0.00 | | $0.00 |
| Charter Administrative Costs | $100 per student | | | $82,400.00 | | $61,800.00 |
| Educator Salary Adjustment (ESA) | $4,200 per qualified educator plus benef | | | $0.00 | | $0.00 |
| ESA-School Administrators | $2,500 per qualified administrator | | | $0.00 | | $0.00 |
| ***Local Replacement Dollars*** | Average $1,607 per student | | | $1,324,168.00 | | $993,126.00 |
| Total Non-WPU | | | | $1,811,192.71 | | $1,358,315.00 |
| ***One Time*** | | | | | | |
| Teacher Materials/Supplies | $250 or $175 per teacher (K-6)1 | | 0 | $0.00 | 0 | $0.00 |
| | $200 or $150 per teacher (7-12)2 | | 0 | $0.00 | 0 | $0.00 |
| Library Books and Resources | $0.84 per student | | 824 | $692.16 | 618 | $519.12 |
| **Total One Time** | | | | $692.16 | | $519.12 |
| | | | | | | |
| **ESTIMATED Total All State Funding** | | | | **$4,675,838.97** | | **$3,506,155.45** |

1Steps one through three get $250; steps four or h
2Steps one through three get $200; steps four or h

Questions: Call Cathy Dudley @ 538-7667

Charter School Worksheet - FY 2010-2011 -
Projection only

# Wasatch Institute of Technology

| | Rating Factor | Year 4 Max Average Daily Membership[1] | Year 4 Max WPU Generated | Year 4 Min Average Daily Membership[1] | Year 4 Min WPU Generated |
|---|---|---|---|---|---|
| Estimated ADM (K) | 0.55 | 0 | $0.00 | 0 | $0.00 |
| Estimated ADM (1-3) | 0.9 | 0 | $0.00 | 0 | $0.00 |
| Estimated ADM (4-6) | 0.9 | 0 | $0.00 | 0 | $0.00 |
| Estimated ADM (7-8) | 0.99 | 0 | $0.00 | 0 | $0.00 |
| Estimated ADM (9-12) | 1.2 | 923 | $1,107.60 | 692 | $830.40 |
| Special Ed Pre-School | | 0 | | 0 | |
| Special Ed ADM (K) | | 0 | | 0 | |
| Special Ed ADM (1-12) | | 93 | | 70 | |
| Special Ed (Self-Contained) | | 0 | | 0 | |
| Number of Teachers (K-6) | | 0 | | 0 | |
| Number of Teachers (7-12) | | 0 | | 0 | |
| WPU Value | | $2,577 | | $2,577 | |
| Prior Year Teacher FTE (CACTUS) | | 0 | | 0 | |
| School Administrators (CACTUS) | | 0 | | 0 | |
| Prior Year WPUs | | 0 | | 0 | |
| ELL Students | | 0 | | 0 | |
| Low Income Students-prior year | | 0 | | 0 | |

| Program Name | Rate | | WPU Generated | Amount Generated | WPU Generated | Amount Generated |
|---|---|---|---|---|---|---|
| ***WPU Programs*** | | | | | | |
| **Regular Basic School:** | | | | | | |
| Regular WPU - K-12 | See above | x | 1107.6000 | $2,854,285.20 | 830.4000 | $2,139,940.80 |
| Professional Staff | 0.04000[2] | x | 44.3040 | $114,171.41 | 33.2160 | $85,597.63 |
| **Restricted Basic School:** | | | | | | |
| Special Ed--Add-on | 1.0000 | | 93.0000 | $239,661.00 | 70.0000 | $180,390.00 |
| Spec. Ed. Self-Contained | 1.0000 | | 0.0000 | $0.00 | 0.0000 | $0.00[3] |
| Special Ed Pre-School | 1.0000 | | 0.0000 | $0.00 | 0.0000 | $0.00[4] |
| Special Ed-State Programs | Based on Programs | | | [5] | | [5] |
| Career and Technical Ed. | Based on Programs | | | | | |
| Class Size Reduction (K-8) | $224.61 per K-8 ADM | | | $0.00 | | $0.00 |
| Total WPU Programs | | | 1244.9040 | $3,208,117.61 | 933.6160 | $2,405,928.43 |
| ***Non-WPU Programs*** | | | | | | |
| **Related to Basic Programs:** | | | | | | |
| Flexible Allocation-WPU Distribution | $ 293.50 per WPU | | | $365,379.32 | | $274,016.30[6] |
| Interventions-Student Success | $19.51 per 1+2+3 WPU | | | $21,609.28 | | $16,201.10[7] |
| | $62.31 per ELL student | | | $0.00 | | $0.00 |
| **Special Populations** | | | | | | |
| At Risk Regular Program | $6.33 per total prior year WPUs; OR | | | $0.00 | | $0.00[8] |
| | If new, $6.33 X C36 or current WPUs | | | $7,880.24 | | $5,909.79 |
| Gifted and Talented | $3.50 per K-12 WPU | | | $3,876.60 | | $2,906.40 |
| **Other** | | | | | | |
| School Land Trust Program | $34.38 per student | * | | $31,732.74 | | $23,790.96[9] |
| Reading Achievement Program | $18.29 per WPUs | * | | $22,769.29 | | $17,075.84[10] |
| | $2.04 per K-3 student | | | $0.00 | | $0.00 |
| | $38.24 per low income student | | | $0.00 | | $0.00 |
| Charter Administrative Costs | $100 per student | | | $92,300.00 | | $69,200.00 |
| Educator Salary Adjustment (ESA) | $4,200 per qualified educator plus benef | | | $0.00 | | $0.00 |
| ESA-School Administrators | $2,500 per qualified administrator | | | $0.00 | | $0.00 |
| ***Local Replacement Dollars*** | Average $1,607 per student | | | $1,483,261.00 | | $1,112,044.00 |
| Total Non-WPU | | | | $2,028,808.48 | | $1,521,144.39 |
| ***One Time*** | | | | | | |
| Teacher Materials/Supplies | $250 or $175 per teacher (K-6)1 | | 0 | $0.00 | 0 | $0.00 |
| | $200 or $150 per teacher (7-12)2 | | 0 | $0.00 | 0 | $0.00 |
| Library Books and Resources | $0.84 per student | | 923 | $775.32 | 692 | $581.28 |
| **Total One Time** | | | | $775.32 | | $581.28 |
| **ESTIMATED Total All State Funding** | | | | **$5,237,701.40** | | **$3,927,654.10** |

1Steps one through three get $250; steps four or hi
2Steps one through three get $200; steps four or hi
Questions: Call Cathy Dudley @ 538-7667

# 8. Budget

## Budget Details

### Planning Year

#### Revenue

- The Utah Foundation found that the planning year start up costs (equipment and supplies) are:
  - $480,000 for an elementary school in the Alpine School District
  - $370,000 on average for a Utah charter school

- **Private Grants & Donations**: We anticipate a combination of school start-up grants (including federal PCSP grants, which tend to be limited to $150,000 per year for the first 3 years) and a loan to provide necessary funding. These grants can fund personnel and facility expenses.

#### Salary and Benefits (100, 200)

- **School Director**: School Director will serve as IT Director during planning year. The School Director will also be spending a majority of his time in the first approximately eight months of the planning year programming Pennant.

- **Special Education Director:** Our director of special education, known as the Student Achievement Specialist, needs 60 days prior to the first day of school to conduct the necessary evaluations and ready IEPs. We figure the Student Achievement Specialist can process 5-6 incoming students with an IEP per week; it will take 5-7 weeks to process the 10% of our incoming students we estimate will need services. Thus, we are hiring the Student Achievement Specialist in June of the planning year to afford her June and July to ready students.

#### Other Purchased Services (500)

- **Travel:** Travel in the planning year is for the School Director to attend the certified ScrumMaster training.

#### Purchased Property Services (400)

- **Facilities Rental or Lease:** We plan to lease a small office space for approximately $13 per square foot per year. This cost includes the rental and furniture costs.

- **Furniture & Other Equipment:** Minimal office furniture and equipment for the office will be purchased in this year. With luck, we will be able to find donated or previously used furniture to suffice.

### Operational Years

The dollar amounts for the 75% enrollment scenarios for our operational years are typically calculated at 75% of the 100% enrollment scenarios.

### *Revenue*

- **Number of students**: These student numbers come from the Total Potential Enrollment section of the marketing plan.

- **Grade configuration**: In our first operational year, we will have 9th and 10th grade students, expand to 11th grade in year two, introduce 12th grade in year three, and reach full enrollment in year four.

- **Local funding**: This amount comes from student fees. Our student fee amount is based on student fees from Granite and Jordan school districts; our fee amount is expected to be $150 per student ($75 textbook fee, $25 registration fee, $30 activity card fee, $20 technology fee). We have reduced our student fee revenue by the anticipated number of students eligible for fee waivers. This percentage we used was from the October 2010 USOE Free and Reduced Lunch survey, which indicates that the statewide average is 37.21%; incidentally, the percentage for school districts surrounding WIT (Alpine, Canyons, Davis, Granite, Jordan, Murray, and Salt Lake) is 36.26%.

- **State Funding**: These calculations came from the Charter School Projections worksheet for the 2010-2011 school year. Copies of these are found in section #7 Funding worksheets.

- **Private Grants & Donations**: Any residual funds from the planning year will be used to fund operational year one, in addition to additional start-up grant funding (if available) or a loan.

- **Private loan**: If the minimum enrollment scenario occurs in years 1 and years 2, we have two strategies to make the budget work:

    - Move the technology, furniture, and library costs into the lease/mortgage

    - Borrow the necessary amount of money to cover our shortfall, which would be paid off by the end of operational year five. These loans would be a smaller amount than the combined technology, furniture, and library costs. Borrowing a smaller amount of money over a shorter term (5 years as compared to 20 – 30 years) will save the school considerable money in the long term.

### *Additional Sources of Revenue*

As our school expands, we will have additional revenue opportunities in the summer, including providing technology training for local companies, software development internships, installation and support of Pennant, or summer classes with tuition paid by the students. During the school year, additional revenue can be realized through donations and the student-run store, which will be open during lunch and potentially before/after school. None of these potential sources of revenue have been included as revenue in our budget.

### *Salary and Benefits (100, 200)*

Using information from utahsright.com, staff salaries were based on the average of similar position salaries from Davis, Granite, Canyons, and Alpine school districts. This salary data included all payments made to an individual for the fiscal 2009-2010 year, but do not include benefits. Our positions start with lower salary figures in operational year one, which increase to their expected salary amounts by year four.

- **School Director**: Based on the average of the top 10 charter school administrator salaries for FY2010, which was $94,147.56.
- **Office staff**: The secretary and Business Director are the primary office staff; we will in-house as many functions as possible.
- **Custodian**: Our custodian count is low since each school day includes time for students to help clean the building.
- **Employee Benefits**: Our employee benefits are calculated at as 35% of salary amount.
- **Teaching Team size:** In the 100% enrollment scenario, we expect to start two new cohorts of students, one in the Software Engineering program and one in the Network/Systems Engineering program. Each team will consist of multiple members, with a Teacher Achievement Specialist being shared between the two teams. One of these members is a Study Hall teacher. In the 75% enrollment scenario, we omit the Study Hall teacher and instead rotate the remaining team members into the position of Study Hall teacher.
- **Library staff:** The librarian will provide library services in operational year one in a temporary library space. If 100% enrollment projections continue, the dedicated library space would be built in our second building for operational year three. At this time, additional library staff will be hired.

### *Purchased Professional Services (400)*

- **Professional Employee Training and Development:** Calculated at $500 per teacher per year.
- **Professional Educational Services (contracted):** Calculated at $100 per teacher for an annual outside teacher evaluation.

### *Other Purchased Services (500)*

- **Travel:** This represents 50% of our teachers receiving a $1000 travel stipend.
- **Personnel and Wage Records and Data Management**: Accounting and HR software costs.

### *Supplies (600)*

- **Instructional and other general supplies:** Calculated at $10 per student per year.
- **Library Instructional Aids/Books/Periodicals**: Calculated at $5 per student per year.
- **Textbooks**: Calculated at $120 per student per year.
- **Audiovisual Materials:** Costs are included in the library budget.
- **Software:** Software is included in the "Technology-related hardware" costs.
- **Other (printing; postage)**: Office supplies and postage.

### *Purchased Property Services (400)*

- **Facilities Rental or Lease:** For operational years, calculated at 21% of our annual state funding. The financier will be subsidizing payments in our early operational years, at which point the student enrollment is sufficient to cover the expense. See the *Building Costs* section below for more details.

- **Custodial Services**: We expect the custodian(s) and the students helping daily will eliminate this expense.

### *Other Purchased Services (500)*

- **Property/Casualty Insurance**: Based on a quote from the State Office of Risk Management, schools are charged $1000 per school and $18 per student.

- **Advertising and Marketing**: Postage costs are calculated in Other (printing; postage).

- **Printing and Binding:** These costs are included in *Advertising and Marketing.*

- **Phone/Communications:** Includes phone and fax expenses plus Internet connectivity.

### *Supplies (600)*

- **Technology-Related Hardware:** See *Technology Costs* section below for a breakdown. We have worked with several industry representatives and have obtained the intent to donate computer equipment from ADC, Alcatel/Lucent, Beeline, Leviton, and DLink.

- **Furniture & Other Equipment**: See *Furniture Costs* below for a breakdown.

- **Library costs**: See *Library Costs* below for a breakdown

- **Loan Payments**: Any short-term loans that were taken out in the early operational years, either to subsidize the facility costs or to make up for the funding shortfall by starting with a smaller student population, would be paid off beginning in operational year three. Actual loan payment amounts were not included here since too many possibilities exist (i.e. if we are at 75% enrollment in operational year one, but have 100% in year 2 our loan amount would be significantly smaller than multiple consecutive years of 75% enrollment). One can look at the *Budget Balance* amounts in the budget spreadsheet to verify our ability to repay these short-term loans.

### *Budget Balance*

- **Budget Balance as Percentage of State Revenue:** These percentages are unusually low in operational years 1-4 as we intend to pay for our new furniture, technology, and library out of pocket. Beyond our growth years (starting in operational year 5), we expect our percentage to stabilize and significantly increase.

### *School Closure Fund*

Our closure fund will be 3% of the annual operational budget plus three months of fixed costs. We define our annual operational budget to be the total of all expenses for an operational year. We define our fixed costs as the total expenses for an operational year minus any one-time purchases (technology-related hardware, furniture & other equipment, and library costs). These definitions lead us to:

| | 100% Enrollment | | | 75% Enrollment | | |
|---|---|---|---|---|---|---|
| | Target | Actual | % | Target | Actual | % |
| Year 1 | $564,437.69 | $24,645.31 | 4.37% | $419,634.27 | $12,339.98 | 2.94% |
| Year 2 | $845,593.92 | $66,577.89 | 10.79% | $670,809.84 | $14,925.92 | 4.06% |
| Year 3 | $1,158,018.36 | $166,259.66 | 22.23% | $896,998.46 | $11,160.30 | 4.28% |
| Year 4 | $1,268,880.24 | $289,065.11 | 43.07% | $997,473.28 | $109,738.86 | 14.85% |
| Year 5 | $1,218,342.37 | $489,215.11 | 85.01% | $978,535.78 | $109,738.86 | 26.36% |
| Year 6 | $1,218,342.37 | $489,215.11 | 123.15% | $978,535.78 | $109,738.86 | 37.57% |
| Year 7 | | | | $976,149.66 | $119,188.86 | 49.87% |
| Year 8 | | | | $976,149.66 | $119,188.86 | 62.08% |
| Year 9 | | | | $976,149.66 | $119,188.86 | 74.29% |
| Year 10 | | | | $976,149.66 | $119,188.86 | 86.50% |
| Year 11 | | | | $976,149.66 | $119,188.86 | 98.71% |
| Year 12 | | | | $976,149.66 | $119,188.86 | 110.92% |

# *Cost Breakdowns*

### *Building Costs*

We have met with HighMark Construction and Hogan Construction with our initial facility design to help us better estimate our construction costs. We are estimating our facility costs to be:

| | |
|---|---|
| Cost to build per square foot | $119.00 |
| Contingency - % of building cost | 5.00% |
| Loan term (years) | 30 |
| Developer fee | 6.50% |
| Mortgage rate | 6.50% |
| Insurance premiums (% of building cost) | 0.25% |
| Engineering/architecture (% of building cost) | 6.00% |

Based on these costs, one estimate for our building is:

| | |
|---|---|
| Total square footage | 91007.8 |
| Square footage per student | 98.6 |
| Cost per square foot | $119 |
| Building cost (sq. ft * cost per sq. ft.) | $10,829,928.20 |
| Site work | $750,000.00 |
| Land | $750,000.00 |
| Engineering, architecture | $649,795.69 |
| Impact fees | $250,000.00 |
| Developer return | $703,945.33 |
| Contingency | $541,496.41 |
| Insurance premiums | $27,074.82 |
| **Total** | $14,502,240.46 |
| | |
| Annual payment | ($1,099,968.30) |
| % of year 5 budget | -20.70% |

## *Technology Costs*

| | Computer hardware | | | | |
|---|---|---|---|---|---|
| *Product* | Amazon Kindle | Acer Aspire | *See below* | *See below* | MacBook |
| *Cost* | $99.00 | $429.00 | $355.00 | $500.00 | $1,000.00 |

| Classroom cluster configuration | eReader | Student Laptops | Thin clients | Desktops | Teacher Laptops |
|---|---|---|---|---|---|
| Classroom 1 | | 40 | | | |
| Classroom 2 | | | 30 | | |
| Classroom 3 | | | 30 | | |
| Teacher office | | | | | 5 |
| Study Hall | 20 | 10 | 25 | 15 | |
| *Cluster Totals* | 20 | 50 | 85 | 15 | 5 |
| *Cluster Cost* | $1,980.00 | $21,450.00 | $30,175.00 | $7,500.00 | $5,000.00 |

| | Peripherals | | | | | |
|---|---|---|---|---|---|---|
| *Product* | Xerox Phaser 8560DN printer | Epson Perfection V33 | Sony Cybershot W370 | Viewsonic PJL2211 | Sony 1080p | Viewsonic 26 |
| *Cost* | $800.00 | $90.00 | $175.00 | $425.00 | $55.00 | $300.00 |

| Classroom cluster configuration | Printers | Scanners | Cameras | LCD projectors | DVD Player | Digital TV |
|---|---|---|---|---|---|---|
| Classroom 1 | | | 1 | 2 | | |
| Classroom 2 | | | 1 | 1 | | |
| Classroom 3 | | | 1 | 1 | | |
| Teacher office | 1 | | | 1 | | |
| Study Hall | 2 | 2 | 2 | 2 | 2 | 2 |
| *Cluster Totals* | 3 | 2 | 5 | 7 | 2 | 2 |
| *Cluster Cost* | $2,400.00 | $180.00 | $875.00 | $2,975.00 | $110.00 | $600.00 |

| | Networking | | | |
|---|---|---|---|---|
| *Product* | *See below* | Buffalo 399NH | Netgear | ZK Proximity Card Reader |
| *Cost* | $1,780.00 | $75.00 | $1,200.00 | $350.00 |

| Classroom cluster configuration | Server | Access Points | 48 port switch | Timeclock |
|---|---|---|---|---|
| Classroom 1 | | 2 | | 1 |
| Classroom 2 | | 1 | 1 | 1 |
| Classroom 3 | | 1 | 1 | 1 |
| Teacher office | | 1 | | |
| Study Hall | | 2 | 2 | 2 |
| *Cluster Totals* | 2 | 7 | 4 | 5 |
| *Cluster Cost* | $3,560.00 | $525.00 | $4,800.00 | $1,750.00 |

| | Planning Year | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|---|---|
| **Total IT Costs** | $4,657.00 | $170,835.00 | $158,171.00 | $121,904.00 | $45,125.00 |

To see the estimated costs to equip our school with technology, see the *Technology* Costs section in #22 Technology Plan.

## *Furniture Costs*

| | Chair | Table (seats 2) | Whiteboard (4x16) | Audio | Laptop storage | Teaching cart | Projection screen |
|---|---|---|---|---|---|---|---|
| Cost (each) | $300.00 | $450.00 | $400.00 | $1,000.00 | $1,000.00 | $850.00 | $150.00 |
| | | | | | | | |
| Classroom 1 | 32 | 16 | 4 | 1 | 1 | 1 | 2 |
| Classroom 2 | 32 | 16 | 4 | 1 | 0 | 0 | 1 |
| Classroom 3 | 32 | 16 | 4 | 1 | 0 | 0 | 1 |
| Study Hall | 64 | 32 | 4 | 0 | 0 | 0 | 0 |
| Team Office | 5 | 5 | 1 | 0 | 0 | 0 | 1 |
| Total Qty. | 165 | 85 | 17 | 3 | 1 | 1 | 5 |
| **Subtotal** | $49,500.00 | $38,250.00 | $6,800.00 | $3,000.00 | $1,000.00 | $850.00 | $750.00 |
| **Total** | $100,150.00 | | | | | | |

## *Library Costs*

| | Chair | Table (seats 5) | Book shelf | Chair | Mag. racks | Decoration | Volume cost |
|---|---|---|---|---|---|---|---|
| **Costs (each)** | $300.00 | $550.00 | $400.00 | $300.00 | $800.00 | $15,000.00 | $25.00 |
| **Quantities** | 25 | 5 | 42 | 15 | 8 | 1 | 12000 |
| **Subtotal** | $7,500.00 | $2,750.00 | $16,800.00 | $4,500.00 | $6,400.00 | $15,000.00 | $300,000.00 |
| **Total Cost** | $352,950.00 | | | | | | |

The bookshelves we used in our calculations are 78" high, 20" deep, 36” wide, double sided, open shelves. These units have 12 total shelves total. Figuring 8 volumes per linear foot means each shelf can hold 288 books.

## *Budget Templates*

| | | | |
|---|---|---|---|
| Number of Students: | | | |
| Grade Configuration | | | |
| **Revenue** | **Total** | | |
| Local Funding including anticipated fees from students | | | |
| Fee Basis if applicable: | | | |
| State Funding | | | |
| Private Grants & Donations | | | $250,000 |
| Source(s): (specify) | Charter school startup grant or loan | | |
| **Loans:** | | | |
| Commercial | | | |
| Private | | | |
| Other (specify): | | | |
| **Total Revenue** | $250,000 | | |
| | | | |
| **Expenses** | **# of Staff** | **@ Salary** | **Total** |
| Salaries (100) | | | |
| School Director | 1 | $83,000.00 | $83,000.00 |
| Business Director | 0.83 | $50,000.00 | $41,500.00 |
| IT Director | 0.25 | $55,000.00 | $13,750.00 |
| IT Staff | | $50,000.00 | |
| Custodian | | $31,000.00 | |
| Secretary | | $32,000.00 | |
| Student Achievement Specialist, Special Ed. teacher | 0.083 | $40,000.00 | $3,320.00 |
| Certified counselor | | $45,000.00 | |
| Librarian | | $35,000.00 | |
| Library aide | | $25,000.00 | |
| Teacher Achievement Specialist | 0.083 | $50,000.00 | $4,150.00 |
| Teacher-Regular Ed | | $40,000.00 | |
| Substitute Teachers | | $10,000.00 | |
| | | | |
| Employee Benefits (200) | | | $51,002.00 |
| Purchased Professional Services(300) | | | |
| *Audiologist, Psychologist, related support services (contracted)* | | | |
| Professional Employee Training and Development (330) | | | |
| Adminsitrative Services in Support of Management (310) | | | |
| Professional Educational Services (contracted) (320)[1] | | | |
| Legal (300) | | | $2,000.00 |
| Audit Services (300) | | | $3,000.00 |
| Web Site Development (300) | | | $2,500.00 |
| Purchased Property Services(400) | | | |
| Facilities Rental or Lease (440) | | | |
| Property Tax | | | |
| Equipment or Vehical Rental or Lease/Purchase Agreements | | | |
| Other Purchased Services (500) | | | |
| Travel (580) | | | $2,100.00[2] |
| Transportation (Student) ((510-513) | | | |
| *Personnel and Wage Records and Data Management* | | | |
| Supplies(600) | | | |
| Instructional and other general supplies (610) | | | $1,000.00 |
| Library Instructional Aids/Books/Periodicals(640/645) | | | |
| Textbooks (641) | | | |
| Audiovisual Materials (646)[3] | | | |
| Software (670)[4] | | | |
| Other (printing; postage) | | | $3,000.00 |
| **Total Instruction, Administration & Support** | | | $210,322.00 |

| | | | |
|---|---|---|---|
| | | | |
| | Planning Year | | |
| Number of Students: | | | |
| Grade Configuration | | | |
| | | | |
| **Operations & Maintenance** | | | **Total** |
| Purchased Property Services(400) | | | |
| Facilities Rental or Lease (440) | | | $7,500.00 |
| *Water, Sewage , Disposal Services* | | | |
| Property Tax | | | |
| Equipment or Vehical Rental or Lease/Purchase Agreements | | | |
| Custodial Services | | | |
| Other Purchased Services (500) | | | |
| Property/Casualty Insurance (520/521) | | | |
| Advertising and Marketing | | | $4,000.00 |
| Printing and Binding | | | $2,000.00 |
| *Phone/Communications* | | | $900.00 |
| *Supplies (600)* | | | $600.00 |
| *Operational Supplies* | | | |
| *Utilities and other Expendable Supplies (610-630)* | | | |
| Property (700) | | | |
| Land & Improvements | | | |
| Buildings | | | |
| Technology-Related Hardware (Computers etc) | | | $4,657.00 |
| Furniture & Other Equipment | | | |
| Library costs | | | |
| Debt Service and Miscellaneous Costs (800) | | | |
| Fees/Permits & dues | | | |
| Loan Payments | | | |
| Other (security, copier lease) | | | |
| **Total Operations & Maintenance** | | | $19,657.00 |
| | | | |
| **Total Expenditures** | | | $229,979.00 |
| | | | |
| **Total Revenues** | | | $250,000.00 |
| | | | **Balance** |
| **Budget Balance (Revenues-Expenditures)** | | | $20,021.00 |
| **Budget Balance as Percentage of State Revenue** | | | |

| | Enrollment Maximum or Target | | | 75% Enrollment or Target | | |
|---|---|---|---|---|---|---|
| | First Operational Year | | | First Operational Year | | |
| Number of Students: | | | 320 | | | 240 |
| Grade Configuration | | | 9th, 10th | | | 9th, 10th |
| **Revenue** | **Total** | | | **Total** | | |
| Local Funding including anticipated fees from students | | | $29,760 | | | $22,320 |
| Fee Basis if applicable: | | | | | | |
| State Funding | | | $1,815,185 | | | $1,361,389 |
| Private Grants & Donations | | | $170,021 | | | $170,021 |
| Source(s): (specify) | $150k startup grant plus leftover planning year | | | $150k startup grant plus leftover planning year | | |
| **Loans:** | | | | | | |
| Commercial | | | | | | |
| Private | | | $52,000 | | | $148,000 |
| Other (specify): | | | | | | |
| **Total Revenue** | $2,066,966 | | | $1,701,730 | | |
| | | | | | | |
| **Expenses** | **# of Staff** | **@ Salary** | **Total** | **# of Staff** | **@ Salary** | **Total** |
| Salaries (100) | | | | | | |
| School Director | 1 | $85,000.00 | $85,000.00 | 1 | $85,000.00 | $85,000.00 |
| Business Director | 1 | $50,000.00 | $50,000.00 | 1 | $50,000.00 | $50,000.00 |
| IT Director | 1 | $55,000.00 | $55,000.00 | 1 | $55,000.00 | $55,000.00 |
| IT Staff | | $50,000.00 | $0.00 | | $50,000.00 | $0.00 |
| Custodian | 1 | $31,000.00 | $31,000.00 | 1 | $31,000.00 | $31,000.00 |
| Secretary | 1 | $32,000.00 | $32,000.00 | 1 | $32,000.00 | $32,000.00 |
| Student Achievement Specialist, Special Ed. teacher | 1 | $40,000.00 | $40,000.00 | 1 | $40,000.00 | $40,000.00 |
| Certified counselor | 1 | $45,000.00 | $45,000.00 | 1 | $45,000.00 | $45,000.00 |
| Librarian | 1 | $35,000.00 | $35,000.00 | 0.5 | $35,000.00 | $17,500.00 |
| Library aide | | $25,000.00 | $0.00 | | $25,000.00 | $0.00 |
| Teacher Achievement Specialist | 1 | $52,500.00 | $52,500.00 | 1 | $52,500.00 | $52,500.00 |
| Teacher-Regular Ed | 10 | $40,000.00 | $400,000.00 | 8 | $40,000.00 | $320,000.00 |
| Substitute Teachers | 1 | $10,000.00 | $10,000.00 | 1 | $7,500.00 | $7,500.00 |
| | | | | | | |
| Employee Benefits (200) | | | $292,425.00 | | | $257,425.00 |
| Purchased Professional Services(300) | | | | | | |
| *Audiologist, Psychologist, related support services (contracted)* | | | *$1,500.00* | | | *$1,125.00* |
| Professional Employee Training and Development (330) | | | $5,000.00 | | | $4,000.00 |
| Adminsitrative Services in Support of Management (310) | | | | | | |
| Professional Educational Services (contracted) (320)[1] | | | $1,000.00 | | | $800.00 |
| Legal (300) | | | $3,000.00 | | | $2,250.00 |
| Audit Services (300) | | | $6,000.00 | | | $6,000.00 |
| Web Site Development (300) | | | $1,000.00 | | | $750.00 |
| Purchased Property Services(400) | | | | | | |
| Facilities Rental or Lease (440) | | | | | | |
| Property Tax | | | | | | |
| Equipment or Vehical Rental or Lease/Purchase Agreements | | | | | | |
| Other Purchased Services (500) | | | | | | |
| Travel (580) | | | $5,000.00 | | | $4,000.00 |
| Transportation (Student) ((510-513) | | | | | | |
| *Personnel and Wage Records and Data Management* | | | $1,200.00 | | | $900.00 |
| Supplies(600) | | | | | | |
| Instructional and other general supplies (610) | | | $3,200.00 | | | $2,400.00 |
| Library Instructional Aids/Books/Periodicals(640/645) | | | $1,600.00 | | | $1,200.00 |
| Textbooks (641) | | | $38,400.00 | | | $28,800.00 |
| Audiovisual Materials (646)[2] | | | | | | |
| Software (670)[3] | | | | | | |
| Other (printing; postage) | | | $3,000.00 | | | $3,000.00 |
| **Total Instruction, Administration & Support** | | | $1,197,825.00 | | | $1,048,150.00 |

| | Enrollment Maximum or Target | | | 75% Enrollment or Target | | |
|---|---|---|---|---|---|---|
| | First Operational Year | | | First Operational Year | | |
| Number of Students: | | | 320 | | | 240 |
| Grade Configuration | | | 9th, 10th | | | 9th, 10th |
| | | | | | | |
| **Operations & Maintenance** | | | Total | | | Total |
| Purchased Property Services(400) | | | | | | |
| Facilities Rental or Lease (440) | | | $381,188.89 | | | $285,891.67 |
| *Water, Sewage , Disposal Services* | | | $2,000.00 | | | $1,500.00 |
| Property Tax | | | | | | |
| Equipment or Vehical Rental or Lease/Purchase Agreements | | | | | | |
| Custodial Services | | | | | | |
| Other Purchased Services (500) | | | | | | |
| Property/Casualty Insurance (520/521) | | | $6,760.00 | | | $5,320.00 |
| Advertising and Marketing | | | $4,000.00 | | | $3,000.00 |
| Printing and Binding | | | $2,000.00 | | | $1,500.00 |
| *Phone/Communications* | | | $5,000.00 | | | $3,750.00 |
| *Supplies (600)* | | | | | | |
| *Operational Supplies* | | | $4,000.00 | | | $3,000.00 |
| *Utilities and other Expendable Supplies (610-630)* | | | $30,000.00 | | | $22,500.00 |
| Property (700) | | | | | | |
| Land & Improvements | | | | | | |
| Buildings | | | | | | |
| Technology-Related Hardware (Computers etc) | | | $170,835.00 | | | $128,126.25 |
| Furniture & Other Equipment | | | $200,300.00 | | | $150,225.00 |
| Library costs | | | $52,950.00 | | | $39,712.50 |
| Debt Service and Miscellaneous Costs (800) | | | | | | |
| Fees/Permits & dues | | | | | | |
| Loan Payments | | | | | | |
| Other (security, copier lease) | | | | | | |
| **Total Operations & Maintenance** | | | $859,033.89 | | | $644,525.42 |
| | | | | | | |
| **Total Expenditures** | | | $2,056,858.89 | | | $1,692,675.42 |
| | | | | | | |
| **Total Revenues** | | | $2,066,966.20 | | | $1,701,729.90 |
| | | | **Balance** | | | **Balance** |
| **Budget Balance (Revenues-Expenditures)** | | | $10,107.31 | | | $9,054.48 |
| **Budget Balance as Percentage of State Revenue** | | | 0.56% | | | 0.67% |

| | Enrollment Maximum or Target | | | 75% Enrollment or Target | | |
|---|---|---|---|---|---|---|
| | Second Operational Year | | | Second Operational Year | | |
| Number of Students: | | | 592 | | | 444 |
| Grade Configuration | | | 9th, 10th, 11th | | | 9th, 10th, 11th |
| **Revenue** | Total | | | Total | | |
| Local Funding including anticipated fees from students | | | $55,056 | | | $41,292 |
| Fee Basis if applicable: | | | | | | |
| State Funding | | | $3,360,409 | | | $2,520,307 |
| Private Grants & Donations | | | | | | |
| Source(s): (specify) | | | | | | |
| **Loans:** | | | | | | |
| Commercial | | | | | | |
| Private | | | | | | $130,000 |
| Other (specify): | | | | | | |
| **Total Revenue** | $3,415,465 | | | $2,691,599 | | |
| | | | | | | |
| **Expenses** | **# of Staff** | **@ Salary** | **Total** | **# of Staff** | **@ Salary** | **Total** |
| Salaries (100) | | | | | | |
| School Director | 1 | $87,500.00 | $87,500.00 | 1 | $87,500.00 | $87,500.00 |
| Business Director | 1 | $53,000.00 | $53,000.00 | 1 | $53,000.00 | $53,000.00 |
| IT Director | 1 | $56,500.00 | $56,500.00 | 1 | $56,500.00 | $56,500.00 |
| IT Staff | 1 | $53,000.00 | $53,000.00 | 1 | $53,000.00 | $53,000.00 |
| Custodian | 1.5 | $33,000.00 | $49,500.00 | 1 | $33,000.00 | $33,000.00 |
| Secretary | 1.5 | $34,000.00 | $51,000.00 | 1 | $34,000.00 | $34,000.00 |
| Student Achievement Specialist, Special Ed. teacher | 2 | $41,750.00 | $83,500.00 | 1.5 | $41,750.00 | $62,625.00 |
| Certified counselor | 2 | $46,500.00 | $93,000.00 | 1.3 | $46,500.00 | $60,450.00 |
| Librarian | 1 | $37,500.00 | $37,500.00 | 0.5 | $37,500.00 | $18,750.00 |
| Library aide | | $27,000.00 | $0.00 | | $27,000.00 | $0.00 |
| Teacher Achievement Specialist | 2 | $55,000.00 | $110,000.00 | 2 | $55,000.00 | $110,000.00 |
| Teacher-Regular Ed | 20 | $41,750.00 | $835,000.00 | 16 | $41,750.00 | $668,000.00 |
| Substitute Teachers | 1 | $12,000.00 | $12,000.00 | 1 | $9,000.00 | $9,000.00 |
| | | | | | | |
| Employee Benefits (200) | | | $532,525.00 | | | $436,038.75 |
| Purchased Professional Services(300) | | | | | | |
| *Audiologist, Psychologist, related support services (contracted)* | | | $3,000.00 | | | $2,250.00 |
| Professional Employee Training and Development (330) | | | $10,000.00 | | | $8,000.00 |
| Adminsitrative Services in Support of Management (310) | | | | | | |
| Professional Educational Services (contracted) (320)[1] | | | $2,000.00 | | | $1,600.00 |
| Legal (300) | | | $4,000.00 | | | $3,000.00 |
| Audit Services (300) | | | $6,250.00 | | | $6,250.00 |
| Web Site Development (300) | | | $1,000.00 | | | $750.00 |
| Purchased Property Services(400) | | | | | | |
| Facilities Rental or Lease (440) | | | | | | |
| Property Tax | | | | | | |
| Equipment or Vehical Rental or Lease/Purchase Agreements | | | | | | |
| Other Purchased Services (500) | | | | | | |
| Travel (580) | | | $10,000.00 | | | $8,000.00 |
| Transportation (Student) ((510-513) | | | | | | |
| *Personnel and Wage Records and Data Management* | | | $1,200.00 | | | $900.00 |
| Supplies(600) | | | | | | |
| Instructional and other general supplies (610) | | | $5,920.00 | | | $4,440.00 |
| Library Instructional Aids/Books/Periodicals(640/645) | | | $2,960.00 | | | $2,220.00 |
| Textbooks (641) | | | $32,640.00 | | | $24,480.00 |
| Audiovisual Materials (646)[2] | | | | | | |
| Software (670)[3] | | | | | | |
| Other (printing; postage) | | | $3,000.00 | | | $3,000.00 |
| **Total Instruction, Administration & Support** | | | $2,135,995.00 | | | $1,746,753.75 |

| | Enrollment Maximum or Target | | | 75% Enrollment or Target | | |
|---|---|---|---|---|---|---|
| | Second Operational Year | | | Second Operational Year | | |
| Number of Students: | | | 592 | | | 444 |
| Grade Configuration | | | 9th, 10th, 11th | | | 9th, 10th, 11th |
| | | | | | | |
| **Operations & Maintenance** | | | Total | | | Total |
| Purchased Property Services(400) | | | | | | |
| Facilities Rental or Lease (440) | | | $705,685.83 | | | $529,264.37 |
| *Water, Sewage , Disposal Services* | | | $4,000.00 | | | $3,000.00 |
| Property Tax | | | | | | |
| Equipment or Vehical Rental or Lease/Purchase Agreements | | | | | | |
| Custodial Services | | | | | | |
| Other Purchased Services (500) | | | | | | |
| Property/Casualty Insurance (520/521) | | | $11,656.00 | | | $8,992.00 |
| Advertising and Marketing | | | $4,000.00 | | | $3,000.00 |
| Printing and Binding | | | $2,000.00 | | | $1,500.00 |
| *Phone/Communications* | | | $7,500.00 | | | $5,625.00 |
| *Supplies (600)* | | | | | | |
| *Operational Supplies* | | | $6,000.00 | | | $4,500.00 |
| *Utilities and other Expendable Supplies (610-630)* | | | $45,000.00 | | | $33,750.00 |
| Property (700) | | | | | | |
| Land & Improvements | | | | | | |
| Buildings | | | | | | |
| Technology-Related Hardware (Computers etc) | | | $158,171.00 | | | $118,628.25 |
| Furniture & Other Equipment | | | $200,300.00 | | | $150,225.00 |
| Library costs | | | $100,000.00 | | | $75,000.00 |
| Debt Service and Miscellaneous Costs (800) | | | | | | |
| Fees/Permits & dues | | | | | | |
| Loan Payments | | | | | | |
| Other (security, copier lease) | | | | | | |
| **Total Operations & Maintenance** | | | $1,244,312.83 | | | $933,484.62 |
| | | | | | | |
| **Total Expenditures** | | | $3,380,307.83 | | | $2,680,238.37 |
| | | | | | | |
| **Total Revenues** | | | $3,415,464.72 | | | $2,691,598.54 |
| | | | **Balance** | | | **Balance** |
| **Budget Balance (Revenues-Expenditures)** | | | $35,156.89 | | | $11,360.17 |
| **Budget Balance as Percentage of State Revenue** | | | 1.05% | | | 0.45% |

| | Enrollment Maximum or Target | | | 75% Enrollment or Target | | |
|---|---|---|---|---|---|---|
| | Third Operational Year | | | Third Operational Year | | |
| Number of Students: | 824 | | | 618 | | |
| Grade Configuration | 9th, 10th, 11th | | | 9th, 10th, 11th | | |
| **Revenue** | Total | | | Total | | |
| Local Funding including anticipated fees from students | $76,632 | | | $57,474 | | |
| Fee Basis if applicable: | | | | | | |
| State Funding | $4,675,839 | | | $3,506,155 | | |
| Private Grants & Donations | | | | | | |
| Source(s): (specify) | | | | | | |
| **Loans:** | | | | | | |
| Commercial | | | | | | |
| Private | | | | | | |
| Other (specify): | | | | | | |
| **Total Revenue** | $4,752,471 | | | $3,563,629 | | |
| | | | | | | |
| **Expenses** | **# of Staff** | **@ Salary** | **Total** | **# of Staff** | **@ Salary** | **Total** |
| Salaries (100) | | | | | | |
| School Director | 1 | $90,000.00 | $90,000.00 | 1 | $87,500.00 | $87,500.00 |
| Business Director | 1 | $56,000.00 | $56,000.00 | 1 | $53,000.00 | $53,000.00 |
| IT Director | 1 | $58,000.00 | $58,000.00 | 1 | $56,500.00 | $56,500.00 |
| IT Staff | 1.5 | $56,000.00 | $84,000.00 | 1 | $53,000.00 | $53,000.00 |
| Custodian | 1.75 | $35,000.00 | $61,250.00 | 1.5 | $33,000.00 | $49,500.00 |
| Secretary | 1.75 | $36,000.00 | $63,000.00 | 1.5 | $34,000.00 | $51,000.00 |
| Student Achievement Specialist, Special Ed. teacher | 2.75 | $43,250.00 | $118,937.50 | 2 | $41,750.00 | $83,500.00 |
| Certified counselor | 2.5 | $48,000.00 | $120,000.00 | 1.8 | $46,500.00 | $83,700.00 |
| Librarian | 1 | $40,000.00 | $40,000.00 | 1 | $37,500.00 | $37,500.00 |
| Library aide | 1 | $29,000.00 | $29,000.00 | 0.5 | $27,000.00 | $13,500.00 |
| Teacher Achievement Specialist | 3 | $57,500.00 | $172,500.00 | 3 | $55,000.00 | $165,000.00 |
| Teacher-Regular Ed | 30 | $43,250.00 | $1,297,500.00 | 24 | $41,750.00 | $1,002,000.00 |
| Substitute Teachers | 1 | $15,000.00 | $15,000.00 | 1 | $11,250.00 | $11,250.00 |
| | | | | | | |
| Employee Benefits (200) | | | $771,815.63 | | | $611,432.50 |
| Purchased Professional Services(300) | | | | | | |
| *Audiologist, Psychologist, related support services (contracted)* | | | *$4,500.00* | | | *$3,375.00* |
| Professional Employee Training and Development (330) | | | $15,000.00 | | | $12,000.00 |
| Adminsitrative Services in Support of Management (310) | | | | | | |
| Professional Educational Services (contracted) (320)[1] | | | $3,000.00 | | | $2,400.00 |
| Legal (300) | | | $5,000.00 | | | $3,750.00 |
| Audit Services (300) | | | $6,500.00 | | | $6,500.00 |
| Web Site Development (300) | | | $1,000.00 | | | $750.00 |
| Purchased Property Services(400) | | | | | | |
| Facilities Rental or Lease (440) | | | | | | |
| Property Tax | | | | | | |
| Equipment or Vehical Rental or Lease/Purchase Agreements | | | | | | |
| Other Purchased Services (500) | | | | | | |
| Travel (580) | | | $15,000.00 | | | $12,000.00 |
| Transportation (Student) ((510-513) | | | | | | |
| *Personnel and Wage Records and Data Management* | | | *$1,200.00* | | | $900.00 |
| Supplies(600) | | | | | | |
| Instructional and other general supplies (610) | | | $8,240.00 | | | $6,180.00 |
| Library Instructional Aids/Books/Periodicals(640/645) | | | $4,120.00 | | | $3,090.00 |
| Textbooks (641) | | | $27,840.00 | | | $20,880.00 |
| Audiovisual Materials (646)[2] | | | | | | |
| Software (670)[3] | | | | | | |
| Other (printing; postage) | | | $3,000.00 | | | $3,000.00 |
| **Total Instruction, Administration & Support** | | | $3,071,403.13 | | | $2,433,207.50 |

| | Enrollment Maximum or Target | | | 75% Enrollment or Target | | |
|---|---|---|---|---|---|---|
| | Third Operational Year | | | Third Operational Year | | |
| Number of Students: | | | 824 | | | 618 |
| Grade Configuration | | | 9th, 10th, 11th | | | 9th, 10th, 11th |
| | | | | | | |
| **Operations & Maintenance** | | | **Total** | | | **Total** |
| Purchased Property Services(400) | | | | | | |
| Facilities Rental or Lease (440) | | | $981,926.18 | | | $736,292.64 |
| *Water, Sewage , Disposal Services* | | | $6,000.00 | | | $4,500.00 |
| Property Tax | | | | | | |
| Equipment or Vehical Rental or Lease/Purchase Agreements | | | | | | |
| Custodial Services | | | | | | |
| Other Purchased Services (500) | | | | | | |
| Property/Casualty Insurance (520/521) | | | $15,832.00 | | | $12,124.00 |
| Advertising and Marketing | | | $4,000.00 | | | $3,000.00 |
| Printing and Binding | | | $2,000.00 | | | $1,500.00 |
| *Phone/Communications* | | | $10,000.00 | | | $7,500.00 |
| *Supplies (600)* | | | | | | |
| *Operational Supplies* | | | $8,000.00 | | | $6,000.00 |
| *Utilities and other Expendable Supplies (610-630)* | | | $60,000.00 | | | $45,000.00 |
| Property (700) | | | | | | |
| Land & Improvements | | | | | | |
| Buildings | | | | | | |
| Technology-Related Hardware (Computers etc) | | | $121,904.00 | | | $91,428.00 |
| Furniture & Other Equipment | | | $200,300.00 | | | $150,225.00 |
| Library costs | | | $100,000.00 | | | $50,000.00 |
| Debt Service and Miscellaneous Costs (800) | | | | | | |
| Fees/Permits & dues | | | | | | |
| Loan Payments | | | | | | |
| Other (security, copier lease) | | | | | | |
| **Total Operations & Maintenance** | | | $1,509,962.18 | | | $1,107,569.64 |
| | | | | | | |
| **Total Expenditures** | | | $4,581,365.31 | | | $3,540,777.14 |
| | | | | | | |
| **Total Revenues** | | | $4,752,470.97 | | | $3,563,629.45 |
| | | | **Balance** | | | **Balance** |
| **Budget Balance (Revenues-Expenditures)** | | | $171,105.66 | | | $22,852.30 |
| **Budget Balance as Percentage of State Revenue** | | | 3.66% | | | 0.65% |

| | Enrollment Maximum or Target | | | 75% Enrollment or Target | | |
|---|---|---|---|---|---|---|
| | Fourth Operational Year | | | Fourth Operational Year | | |
| Number of Students: | | | | | | |
| Grade Configuration | 9th, 10th, 11th, 12th | | | 9th, 10th, 11th, 12th | | |
| **Revenue** | Total | | | Total | | |
| Local Funding including anticipated fees from students | | | $76,632 | | | $57,474 |
| Fee Basis if applicable: | | | | | | |
| State Funding | | | $5,237,701 | | | $3,927,654 |
| Private Grants & Donations | | | | | | |
| Source(s): (specify) | | | | | | |
| **Loans:** | | | | | | |
| Commercial | | | | | | |
| Private | | | | | | |
| Other (specify): | | | | | | |
| **Total Revenue** | $5,314,333 | | | $3,985,128 | | |
| | | | | | | |
| **Expenses** | **# of Staff** | **@ Salary** | **Total** | **# of Staff** | **@ Salary** | **Total** |
| Salaries (100) | | | | | | |
| School Director | 1 | $95,000.00 | $95,000.00 | 1 | $95,000.00 | $95,000.00 |
| Business Director | 1 | $60,000.00 | $60,000.00 | 1 | $60,000.00 | $60,000.00 |
| IT Director | 1 | $58,000.00 | $58,000.00 | 1 | $58,000.00 | $58,000.00 |
| IT Staff | 2 | $56,000.00 | $112,000.00 | 1 | $56,000.00 | $56,000.00 |
| Custodian | 2 | $35,000.00 | $70,000.00 | 2 | $35,000.00 | $70,000.00 |
| Secretary | 2 | $36,000.00 | $72,000.00 | 2 | $36,000.00 | $72,000.00 |
| Student Achievement Specialist, Special Ed. teacher | 3 | $43,250.00 | $129,750.00 | 2.25 | $43,250.00 | $97,312.50 |
| Certified counselor | 3 | $48,000.00 | $144,000.00 | 2 | $48,000.00 | $96,000.00 |
| Librarian | 1 | $40,000.00 | $40,000.00 | 1 | $40,000.00 | $40,000.00 |
| Library aide | 2 | $29,000.00 | $58,000.00 | 1 | $29,000.00 | $29,000.00 |
| Teacher Achievement Specialist | 3.5 | $57,500.00 | $201,250.00 | 3 | $57,500.00 | $172,500.00 |
| Teacher-Regular Ed | 35 | $43,250.00 | $1,513,750.00 | 28 | $43,250.00 | $1,211,000.00 |
| Substitute Teachers | 1 | $17,000.00 | $17,000.00 | 1 | $12,750.00 | $12,750.00 |
| | | | | | | |
| Employee Benefits (200) | | | $899,762.50 | | | $724,346.88 |
| Purchased Professional Services(300) | | | | | | |
| *Audiologist, Psychologist, related support services (contracted)* | | | *$12,000.00* | | | *$9,000.00* |
| Professional Employee Training and Development (330) | | | $17,500.00 | | | $14,000.00 |
| Adminsitrative Services in Support of Management (310) | | | | | | |
| Professional Educational Services (contracted) (320)[1] | | | $3,500.00 | | | $2,800.00 |
| Legal (300) | | | $6,000.00 | | | $4,500.00 |
| Audit Services (300) | | | $6,750.00 | | | $6,750.00 |
| Web Site Development (300) | | | $1,000.00 | | | $750.00 |
| Purchased Property Services(400) | | | | | | |
| Facilities Rental or Lease (440) | | | | | | |
| Property Tax | | | | | | |
| Equipment or Vehical Rental or Lease/Purchase Agreements | | | | | | |
| Other Purchased Services (500) | | | | | | |
| Travel (580) | | | $17,500.00 | | | $14,000.00 |
| Transportation (Student) ((510-513) | | | | | | |
| *Personnel and Wage Records and Data Management* | | | *$1,200.00* | | | $900.00 |
| Supplies(600) | | | | | | |
| Instructional and other general supplies (610) | | | $9,230.00 | | | $6,920.00 |
| Library Instructional Aids/Books/Periodicals(640/645) | | | $4,615.00 | | | $3,460.00 |
| Textbooks (641) | | | $11,880.00 | | | $8,880.00 |
| Audiovisual Materials (646)[2] | | | | | | |
| Software (670)[3] | | | | | | |
| Other (printing; postage) | | | $3,000.00 | | | $3,000.00 |
| **Total Instruction, Administration & Support** | | | $3,564,687.50 | | | $2,868,869.38 |

| | Enrollment Maximum or Target | | | 75% Enrollment or Target | | |
|---|---|---|---|---|---|---|
| | Fourth Operational Year | | | Fourth Operational Year | | |
| Number of Students: | | | | | | |
| Grade Configuration | | | 9th, 10th, 11th, 12th | | | 9th, 10th, 11th, 12th |
| | | | | | | |
| **Operations & Maintenance** | | | **Total** | | | **Total** |
| Purchased Property Services(400) | | | | | | |
| Facilities Rental or Lease (440) | | | $1,099,917.29 | | | $824,807.36 |
| *Water, Sewage , Disposal Services* | | | $12,000.00 | | | $9,000.00 |
| Property Tax | | | | | | |
| Equipment or Vehical Rental or Lease/Purchase Agreements | | | | | | |
| Custodial Services | | | | | | |
| Other Purchased Services (500) | | | | | | |
| Property/Casualty Insurance (520/521) | | | $1,013.50 | | | $3,700.00 |
| Advertising and Marketing | | | $4,000.00 | | | $3,000.00 |
| Printing and Binding | | | $2,000.00 | | | $1,500.00 |
| *Phone/Communications* | | | $20,000.00 | | | $15,000.00 |
| *Supplies (600)* | | | | | | |
| *Operational Supplies* | | | $9,000.00 | | | $6,750.00 |
| *Utilities and other Expendable Supplies (610-630)* | | | $112,500.00 | | | $84,375.00 |
| Property (700) | | | | | | |
| Land & Improvements | | | | | | |
| Buildings | | | | | | |
| Technology-Related Hardware (Computers etc) | | | | | | |
| Furniture & Other Equipment | | | $100,150.00 | | | $75,112.50 |
| Library costs | | | $100,000.00 | | | $75,000.00 |
| Debt Service and Miscellaneous Costs (800) | | | | | | |
| Fees/Permits & dues | | | | | | |
| Loan Payments | | | | | | |
| Other (security, copier lease) | | | | | | |
| **Total Operations & Maintenance** | | | $1,460,580.79 | | | $1,098,244.86 |
| | | | | | | |
| **Total Expenditures** | | | $5,025,268.29 | | | $3,967,114.24 |
| | | | | | | |
| **Total Revenues** | | | $5,314,333.40 | | | $3,985,128.10 |
| | | | **Balance** | | | **Balance** |
| **Budget Balance (Revenues-Expenditures)** | | | $289,065.11 | | | $18,013.86 |
| **Budget Balance as Percentage of State Revenue** | | | 5.52% | | | 0.46% |

| | Enrollment Maximum or Target | | | 75% Enrollment or Target | | |
|---|---|---|---|---|---|---|
| | Fifth Operational Year | | | Fifth Operational Year | | |
| Number of Students: | % of max for min | | | Student fees | | |
| Grade Configuration | 9th, 10th, 11th, 12th | | | 9th, 10th, 11th, 12th | | |
| **Revenue** | **Total** | | | **Total** | | |
| Local Funding including anticipated fees from students | | | $76,632 | | | $57,474 |
| Fee Basis if applicable: | | | | | | |
| State Funding | | | $5,237,701 | | | $3,927,654 |
| Private Grants & Donations | | | | | | |
| Source(s): (specify) | | | | | | |
| **Loans:** | | | | | | |
| Commercial | | | | | | |
| Private | | | | | | |
| Other (specify): | | | | | | |
| **Total Revenue** | $5,314,333 | | | $3,985,128 | | |
| | | | | | | |
| **Expenses** | **# of Staff** | **@ Salary** | **Total** | **# of Staff** | **@ Salary** | **Total** |
| Salaries (100) | | | | | | |
| School Director | 1 | $95,000.00 | $95,000.00 | 1 | $95,000.00 | $95,000.00 |
| Business Director | 1 | $60,000.00 | $60,000.00 | 1 | $60,000.00 | $60,000.00 |
| IT Director | 1 | $58,000.00 | $58,000.00 | 1 | $58,000.00 | $58,000.00 |
| IT Staff | 2 | $56,000.00 | $112,000.00 | 1 | $56,000.00 | $56,000.00 |
| Custodian | 2 | $35,000.00 | $70,000.00 | 2 | $35,000.00 | $70,000.00 |
| Secretary | 2 | $36,000.00 | $72,000.00 | 2 | $36,000.00 | $72,000.00 |
| Student Achievement Specialist, Special Ed. teacher | 3 | $43,250.00 | $129,750.00 | 2.25 | $43,250.00 | $97,312.50 |
| Certified counselor | 3 | $48,000.00 | $144,000.00 | 2 | $48,000.00 | $96,000.00 |
| Librarian | 1 | $40,000.00 | $40,000.00 | 1 | $40,000.00 | $40,000.00 |
| Library aide | 2 | $29,000.00 | $58,000.00 | 1 | $29,000.00 | $29,000.00 |
| Teacher Achievement Specialist | 3.5 | $57,500.00 | $201,250.00 | 3 | $57,500.00 | $172,500.00 |
| Teacher-Regular Ed | 35 | $43,250.00 | $1,513,750.00 | 28 | $43,250.00 | $1,211,000.00 |
| Substitute Teachers | 1 | $17,000.00 | $17,000.00 | 1 | $12,750.00 | $12,750.00 |
| | | | | | | |
| Employee Benefits (200) | | | $899,762.50 | | | $724,346.88 |
| Purchased Professional Services(300) | | | | | | |
| *Audiologist, Psychologist, related support services (contracted)* | | | *$12,000.00* | | | *$9,000.00* |
| Professional Employee Training and Development (330) | | | $17,500.00 | | | $14,000.00 |
| Adminsitrative Services in Support of Management (310) | | | | | | |
| Professional Educational Services (contracted) (320)[1] | | | $3,500.00 | | | $2,800.00 |
| Legal (300) | | | $6,000.00 | | | $4,500.00 |
| Audit Services (300) | | | $6,750.00 | | | $6,750.00 |
| Web Site Development (300) | | | $1,000.00 | | | $750.00 |
| Purchased Property Services(400) | | | | | | |
| Facilities Rental or Lease (440) | | | | | | |
| Property Tax | | | | | | |
| Equipment or Vehical Rental or Lease/Purchase Agreements | | | | | | |
| Other Purchased Services (500) | | | | | | |
| Travel (580) | | | $17,500.00 | | | $14,000.00 |
| Transportation (Student) ((510-513) | | | | | | |
| *Personnel and Wage Records and Data Management* | | | *$1,200.00* | | | $900.00 |
| Supplies(600) | | | | | | |
| Instructional and other general supplies (610) | | | $9,230.00 | | | $6,920.00 |
| Library Instructional Aids/Books/Periodicals(640/645) | | | $4,615.00 | | | $3,460.00 |
| Textbooks (641) | | | $11,880.00 | | | $8,880.00 |
| Audiovisual Materials (646)[2] | | | | | | |
| Software (670)[3] | | | | | | |
| Other (printing; postage) | | | $3,000.00 | | | $3,000.00 |
| **Total Instruction, Administration & Support** | | | $3,564,687.50 | | | $2,868,869.38 |

| | Enrollment Maximum or Target | | | 75% Enrollment or Target | | |
|---|---|---|---|---|---|---|
| | Fifth Operational Year | | | Fifth Operational Year | | |
| Number of Students: | % of max for min | | | Student fees | | |
| Grade Configuration | | | 9th, 10th, 11th, 12th | | | 9th, 10th, 11th, 12th |
| | | | | | | |
| **Operations & Maintenance** | | | **Total** | | | **Total** |
| Purchased Property Services(400) | | | | | | |
| Facilities Rental or Lease (440) | | | $1,099,917.29 | | | $824,807.36 |
| *Water, Sewage , Disposal Services* | | | $12,000.00 | | | $9,000.00 |
| Property Tax | | | | | | |
| Equipment or Vehical Rental or Lease/Purchase Agreements | | | | | | |
| Custodial Services | | | | | | |
| Other Purchased Services (500) | | | | | | |
| Property/Casualty Insurance (520/521) | | | $1,013.50 | | | $3,700.00 |
| Advertising and Marketing | | | $4,000.00 | | | $3,000.00 |
| Printing and Binding | | | $2,000.00 | | | $1,500.00 |
| *Phone/Communications* | | | $20,000.00 | | | $15,000.00 |
| *Supplies (600)* | | | | | | |
| *Operational Supplies* | | | $9,000.00 | | | $6,750.00 |
| *Utilities and other Expendable Supplies (610-630)* | | | $112,500.00 | | | $84,375.00 |
| Property (700) | | | | | | |
| Land & Improvements | | | | | | |
| Buildings | | | | | | |
| Technology-Related Hardware (Computers etc) | | | | | | |
| Furniture & Other Equipment | | | | | | |
| Library costs | | | | | | |
| Debt Service and Miscellaneous Costs (800) | | | | | | |
| Fees/Permits & dues | | | | | | |
| Loan Payments | | | | | | |
| Other (security, copier lease) | | | | | | |
| **Total Operations & Maintenance** | | | $1,260,430.79 | | | $948,132.36 |
| | | | | | | |
| **Total Expenditures** | | | $4,825,118.29 | | | $3,817,001.74 |
| | | | | | | |
| **Total Revenues** | | | $5,314,333.40 | | | $3,985,128.10 |
| | | | **Balance** | | | **Balance** |
| **Budget Balance (Revenues-Expenditures)** | | | $489,215.11 | | | $168,126.36 |
| **Budget Balance as Percentage of State Revenue** | | | 9.34% | | | 4.28% |

# 9. Fiscal Procedures

Of all the reasons why charter schools fail, the most common is financial difficulty. Our goal as a school is to be fiscally conservative and financially sound. To that end, we desire to be as open and transparent in our fiscal procedures as possible. Our sincere goal is for information to be so easily accessible that there would be no need for a GRAMA request to be filed.

With these principles in mind, a bit of a financial background, and lots of help from the State of Utah Uniform Accounting Manual, we present the following fiscal procedures.

## Budget Process

The significance of the budget process cannot be overemphasized. The budget process is an essential element in the financial planning, control and evaluation of a school. Our school's budget process will be:

1. The Business Director, in conjunction with the other members of the Core Administrative Team, prepares the next year's proposed budget.
2. The Board of Directors will review the budget no later than the first Board meeting in May.
3. The tentative budget shall be available on the school's website at least ten days prior to the Board meeting where the budget will be considered.
4. In the Board meeting where the budget is considered, interested persons shall be able to address the Board in regards to the proposed budget.
5. The Board of Directors shall consider all input and may make final adjustments to the budget.
6. An approved budget will be submitted to USOE for the following year by June 30.

State law requires that three comparative years be provided in the budget. Columns for prior year actual, current year estimate and ensuing year budget are provided on each budget form. This information, set out in columns, is helpful to the Board of Directors and the public by providing historical perspective.

### Limits on Appropriations

All of our school's purchases will be accompanied by a *Supplies Request Form*. This school form describes the item(s) requested, the anticipated costs, the business purpose of the expense, suggested vendor(s), and source of funds (i.e. account). For purchases $100 or more, these Supplies Request Forms will be approved by the requestor's supervisor prior to the purchase being completed.

It is expected that the majority of level 1 and 2 purchases will be made with the school procurement card (similar to the State Procurement Card); exceptions include travel expenses subject to reimbursement, capital equipment purchases/repairs, and 1099-eligible purchases. The Supplies Request Forms will provide the necessary documentation for the monthly school procurement card reconciliation process.

Original receipts are required for all purchases, and must be submitted with the Supplies Request Form. In extenuating circumstances when a receipt is not available, a hand-written receipt will be made; this

receipt must contain: the date of purchase, a description of the item(s) purchased, the cost of the item(s), a total cost, a brief reason why the original receipt is unavailable, and the employee's name and signature. Purchases cannot be split to avoid moving to another purchasing level.

### *Level 1 Purchases*

Each team has a discretionary budget, including the Teaching Teams, Student Achievement Team, and the Core Administrative Team. Purchases from this budget under $100 do not need to be preapproved by the corresponding manager. The purchase can be made, and then the Supplies Request Form needs to be completed and submitted to the Business Director as soon as possible after the purchase.

### *Level 2 Purchases*

For purchases between $100 and $999.99, an approved Supplies Request Form is required prior to the completing the purchase. No quotation is required. With the sole exception of the School Director, no employee may approve their own purchase in this level.

### *Level 3 Purchases*

For purchases between $1000 and $29,999.99, 3 written quotations are required in addition to an approved Supplies Request Form. A selection determination will be written and included with each purchase. Purchases in this level require the approval of the employee's supervisor and the Core Administrative Team. The 3 quotations will be filed with the regular paperwork for auditing purposes. Invoicing for purchases in this level will need to include unit costs.

### *Level 4 Purchases*

For purchases $30,000 and higher, a formal bid process will be used. Three written quotations are required in addition to an approved Supplies Request Form. A selection determination will be written and included with each purchase. Purchases in this level require the approval of the employee's supervisor, the Core Administrative Team and the Board of Directors. If a level 4 purchase is time sensitive, the Board of Directors may approve these purchases via electronic approval (email, e-voting, etc.) process. A copy of the electronic approvals will be kept with the paperwork filed for the purchase. Invoicing for purchases in this level will need to include unit costs.

Although charter schools are not obligated to purchase items through the Division of Purchasing and General Services, we will investigate purchasing goods or services under Utah State purchasing contracts. This may provide additional savings, in addition to saving time by not having to price shop for items covered by State contracts. We will also be aware of the availability of surplus property that may be purchased through the State Agency for Surplus Property.

## *Budget Reports*

Pursuant to Utah Code 53A-3-303, the Business Director shall prepare and present to the Board detailed monthly financial reports showing the financial position and operations of the school for that quarter and year to date. All financial statements shall be open for public inspection during regular business hours.

The State of Utah Uniform Accounting Manual describes one aspect of budget reporting:

> *"Financial statements for governmental funds should be presented using the current financial resources measurement focus and the modified accrual basis of accounting, as the terms are*

*discussed in GASB Codification Section 1600. The governmental fund measurement focus is one determination of financial position and changes in financial position (sources, uses, and balances of financial resources). The financial statements required for governmental funds are a balance sheet and a statement of revenues, expenditures, and changes in fund balances. These statements may be supported or supplemented by more detailed schedules. (GASB Codification Section 1300.102)"*

The Business Director will provide (at a minimum) a balance sheet and a statement of revenues, expenditures, and changes in fund balances on a monthly basis to the Board of Directors. The expenditures reports will include payroll as well as routine expenditures, such as utility bills, payroll-related expenses, supplies, and materials. These financial reports must have at least the same level of detail as the adopted budget. These reports will be prepared on a modified accrual basis and will not reflect depreciation or other accruals that are normally calculated at year end. The Board will review the budget to actuals report monthly to review whether purchases and expenditures in total are consistent with the approved budget.

## *Monthly Reconciliation*

The Vice President of Finance Board member will receive a statement identifying all transactions made against school procurement cards during the previous billing cycle. The statement will be reconciled against the Supplies Request Forms and the retained receipts for accuracy. The reconciled statement will need to be approved by the cardholder's manager, except in the case of the School Director whose reconciled statement will need to be approved by the Board President. The reconciled statements will be given to the Business Director for retention in case of a state audit.

There may be times when items on the statement do not correlate with the Supplies Request Forms or the retained receipts. Perhaps we did not make the transaction, the amount of the transaction may be incorrect, or we may have a quality or service issue. We will first contact the supplier involved to try to resolve the error. If the supplier agrees that an error has been made, he/she will credit the account. We will highlight the transaction in question on the statement as a reminder that the item is still pending resolution, and follow up in a few weeks to see if the matter has been resolved. If the supplier does not agree that an error has been made, we will contact the issuing bank to dispute a charge on the card. The amount of the next statement will be reduced by the amount of the disputed item until the transaction in question is resolved.

Bank statements should be reconciled monthly and agree with the secretary's and Business Director's records of cash receipts and disbursements. This reconciliation should be performed by someone who does not handle cash receipts or disbursements, and will be the Vice President of Finance Board member or designated Board member. A report of any discrepancies found during the reconciliation process will be given to both the Core Administrative Team and the Board of Directors. The reconciliation report will be retained in case of a state audit. A significant attempt must then be made to identify the cause of the discrepancy and resolve it.

Any necessary month-end closing procedures for the accounting system will be written by the Business Director and become part of our operating policies and procedures.

### *Annual Reporting*

The financial statements represent the final product of the entire process of accounting techniques and procedures employed to record the financial transactions of our school. They provide the school officials, the Board of Directors, the local citizenry, state and federal officials, etc., the tools to analyze and appraise the financial condition the school and the results of its operations for a given period or periods of time. Since the concept of uniform budgeting, accounting and financial reporting are stressed in several sections of the Utah Code, we will comply with requests from USOE financial division for uniformity and/or to provide requested information.

All financial reports will be in accordance with generally accepted accounting principles (GAAP) and any additional State or Federal compliance reporting requirements. These reports will be made available to the Board of Directors, as well as the public at large.

Within 6 months after the end of our fiscal year, the Core Administrative Team and the Board of Directors will cause an independent audit to be made of all school accounts. Over multiple years, these audits should be conducted by different certified public accountants. Any discrepancies found in the audit will be discussed at a Board of Directors meeting, with specific plans adopted at that time on how the discrepancies will be resolved.

Any necessary year-end closing procedures for the accounting system will be written by the Business Director, approved by the Core Administrative Team, and become part of our operating policies and procedures.

## *Appropriations and Expenditures*

### *Receiving Money*

Where possible, the person receiving money should be separate from the person doing billings and maintaining accounts receivable and other accounting records. The majority of our payments will be done by students and their parents online, thus minimizing the actual receipt of money at the school. On occasions where money is collected, it will be typically collected by the school secretary. Receipts should be pre-numbered and all receipts, including those voided, should be accounted for. Where receipts are not issued, evidence of payment must be appropriately recorded and be verifiable. This evidence of payment should indicate the amount of funds received the purpose of the funds, the date/time the funds were received, and the name of the payor. Typically, the person receiving the money would be the school secretary. The Business Director should reconcile what is deposited with information given them to post to accounts receivable records.

### *Signing Checks*

Checks will be signed by two individuals with signing authority. The primary signatories are the School Director, the Student Achievement Specialist, and the Teacher Achievement Specialists. Typically the checks will be prepared by the Business Director and signed by the School Director and another signatory. For level 4 purchases requiring a formal bid process, the President of the Board of Directors must be one of the signatories. In the event of the absence of one of the primary signatories, an optional person should be designated; at no time can the person issuing the check be a signatory. Prior

to signing the checks, the signatories should review all of the paperwork to ensure the payment has been previously approved and that the check is correct.

### *Purchasing Policies & Procedures*

The creation of purchasing policies and procedures is a significant undertaking. We intend to follow the "Model Purchasing Policy for Districts" provided by the State of Utah Uniform Accounting Manual (revised 1 Feb 2009) which is in full compliance with the Purchasing Policies & Procedures (PP&P) of the State of Utah. Our school's purchasing policy will be formalized prior to July 31 of our planning year (within 30 days of the start of our planning year), and will pay specific attention to the Utah Administrative Code R33 Administrative Services, Purchasing and General Services.

Adoption of these purchasing policies and procedures will be done by the Board, which will be evidenced in approved minutes from an open and public meeting. Adoption of these PP&P at this early stage will ensure that guidelines superior to Utah PP&P will be adhered to in facilities planning and construction, as well as other high value purchases or expenditures.

## *Records Retention and Documentation*

The Core Administrative Team shall establish and maintain an active, continuing program for the economical and efficient management of the school's records as provided by Utah Code 63A-12-103 and Title 63G, Chapter 2, Government Records Access and Management Act (GRAMA). The Business Director will be responsible for the care, maintenance, scheduling, disposal, classification, designation, access, and preservation of school records. We will follow the “Records Retention Schedule” guidelines from the State Archivist. The Business Director will also receive required training on the procedures and requirements of GRAMA, as well as make and maintain adequate and proper documentation of the organization, including functions, policies, decisions, procedures, and essential transactions of the school.

## *Financial Liability*

Pursuant to Utah Code 53A-108a-508(3)(s), neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of our school or persons or entities who operate our school.

## *Obtaining Help*

As a public institution, we are bound to safeguard the public trust and appropriately use the funds given us. Without proper knowledge of the requirements we have to satisfy, we will not be able to comply. We will regularly contact USOE, the State Auditor’s Office, or our independent auditor when we have any questions about the financial process. Another significant source of help will be the regular USOE School Finance & Statistics trainings. Regularly attending these Finance & Statistics trainings will help us become aware not only of the requirements, but provide relevant information on how our school can best satisfy those requirements.

Our school's Business Director will attend these trainings regarding Minimum School Program and financial reporting requirements during the planning year and on a continuing basis thereafter. The Business Director will also attend the annual school finance and statistics training. This training is critical, since it provides information regarding changes in state laws following the legislative session. Any replacement Business Director will attend USOE School Finance & Statistics trainings as soon as they are offered immediately following the first date of employment.

## *Future Policies*

Prior to the March 1 of the planning year, the Board of Directors will create and approve the following financial policies:

- Capitalization policy
- Fixed asset management policy
- Inventory/equipment control and tracking

# 10. Organizational Structure

The public ultimately owns our charter school. The Board, be it Founding or Operational, has the authority to govern our school on behalf of the public as it acts in a trustee relationship. The Board should prescribe the outcomes it wishes to achieve, establish (through policies) the boundaries in which the outcomes are to occur, delegate authority to the School Director to achieve those outcomes, and then hold itself and the School Director accountable by evaluating those outcomes.

The authority which the Board possesses to govern the school is not possessed by each Board member individually; rather, the Board collectively possesses that authority and needs to speak with one voice. It does this by passing resolutions, establishing and monitoring compliance with policies that simultaneously satisfy:

- Federal law
- Utah state law, particularly Utah Revised Nonprofit Corporation Act (Utah Code 16-6a)
- Utah Administrative Rules
- Utah State Office of Education policies
- School charter

## Founding Member

An individual that actively participates in the development of the school at any time since its inception through the end of the planning year is eligible to become a Founding Member. An individual becomes a Founding Member when so designated by the Founding Board. This designation will be awarded based on the meaningful work the individual has actually performed in helping the school to achieve its goals.

## Founding Board

The Founding Board will be the name given to the collection of individuals who are officially members of the Board of Directors of the nonprofit corporation up through the end of the planning year. The purpose of the Founding Board is to orchestrate the efforts of the Founding Members, providing oversight and direction when needed. These individuals are likely Founding Members. Prior to the end of the planning year the board composition and membership may change as the Founding Board becomes the Operational Board.

We will strive to find Founding Board members with experience in as many of these areas as possible:

- **Human resources**: benefits, insurance, hiring practices, employment agreements, etc.
- **Policy and procedure**
- **Budgets/Finance/Accounting**: audits, projecting budgets, etc.
- **Law**: contracts, loans, audits, negotiation, etc.
- **Architecture and Building Design**, **Engineering**
- **Facility**: contractors, building materials, financing, location, floor-plans, etc.

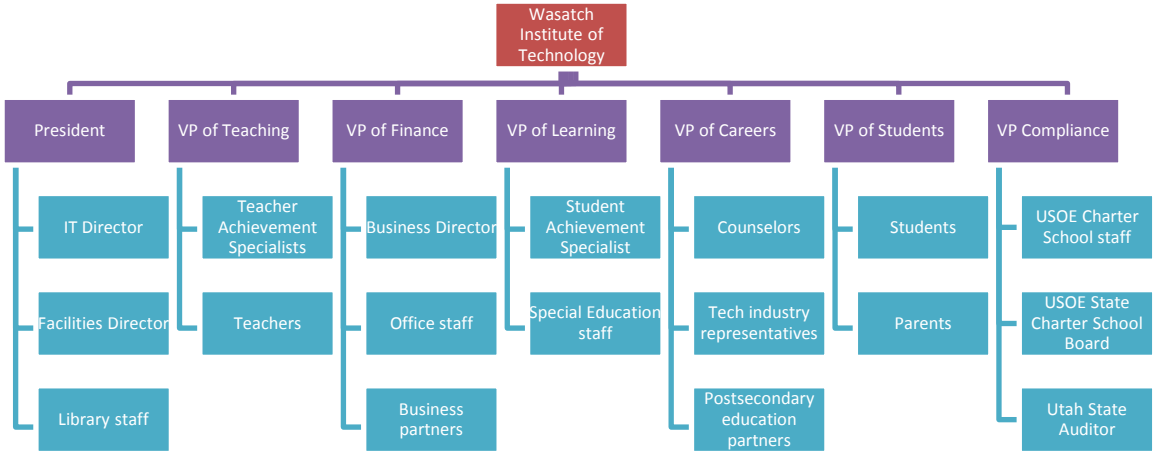
- **Curriculum**: selection and training, cost, fitting your goals, assessment, special education, special programs, etc.
- **Technology**: school technology plan, student attendance, state-wide assessment, telecommunications, teacher computers, computer labs, servers, e-mail, projectors, other tools, etc.
- **Business Leadership**: business plans, delegation of authority and responsibilities, leadership based on fact and not emotion, finance, organization, creating committees, deadlines, etc.
- **Supply**: furniture, office equipment, custodial, maintenance, curricular needs, etc.

## *Operational Board*

The Operational Board will be the name given to the collection of individuals who are officially members of the Board of Directors of the nonprofit corporation governing the charter school after the last day of our planning year. The primary purposes of the Operational Board are to:


Functioning as a single body, the Operational Board will set policy to identify what needs to be done, and allow the Core Administrative Team to determine how (within the Board-defined policy limits) to achieve it. The Board will hold itself and the School Director accountable through a transparent evaluation processes.

Our Operational Board will consist of voting members. These Board positions and their core constituencies are as follows. By design, each constituency does not necessarily align with the school's organizational structure (see section #20 Administrative Services).




## *Collective Board Responsibilities*

Through these policies and its actions, the Board collectively should:

- **Review the school's charter.** The Board will be hard pressed to ensure the school is living up to the conditions outlined in its charter being familiar with the charter. As such, the Board should be familiar with the charter in its entirety.
- **Strengthen the school's mission and purpose**. The Board can help ensure that the school isn't distracted from the school's mission and purpose.
- **Select the School Director**. The School Director's role is critical to the success of the organization.
- **Evaluate the School Director's performance**. See the section #25 Employee Evaluation for information on the School Director evaluation process.
- **Support effective organizational planning**. As stewards of the charter school, the Board must actively participate with the staff in an overall planning process and assist in implementing the resulting plan.
- **Ensure adequate resources**. One of the Board's foremost responsibilities is to provide adequate resources for the charter school to fulfill its mission. The Board should work in partnership with the Business Director, our school's business administrator, to raise funds from the community.

- **Manage finances (including liabilities) effectively**. The charter school Board, in order to remain accountable to the charter granting entity, parents and students, its donors, the public, and to safeguard its tax-exempt status, must approve the annual budget, ensure that proper financial controls are in place, and review the monthly budget to actuals report to determine whether purchases and expenditures in total are consistent with the approved budget.

- **Protect the legal interests of the school**. Ensure that the school stays on a firm legal footing, avoiding situations that could come back to haunt the school.

- **Develop clear, effective and plain-English school policies**. These policies must support the concept of superior law: federal law, state law, state rules and regulations, state office of education, articles of incorporation, bylaws, school charter.

- **Hire an independent auditor**. The independent auditor will review financial statements and conduct an annual audit.

- **Monitor the school's programs and services**. Ensure that the school is correctly focused on things that solidly promote student achievement.

- **Be accountable**. Through the annual Board evaluation and elections, be accountable to students, parents, employees, State Charter board, etc.

- **Promote and model transparency, accountability, and openness**. There should be no need for a GRAMA request, since all the pertinent information should be readily accessible on the school website.

- **Conduct regular open meetings**. The Board will be meeting bi-monthly, including its annual Board Development Retreat.

- **Maintain independence**. Individual Board members need to remain independent in order to make key decisions objectively

- **Review key documents**. This annual event should include Federal and State law, Utah Administrative Rules, USOE policies, the school charter, our articles of incorporation, and by-laws as well as Board-derived policies.

- **Exercise sound ethical practices**. Let there be no question as to the integrity of any Board member.

## *What the Board Doesn't Do*

The role of the Board (governance) is quite different than the role of the School Director and the Core Administrative Team (management). When the Board performs the role of management by getting involved in "administrivia[18]", it becomes dysfunctional by spending far too much time on things that are typically insignificant. Worse still, this dysfunction risks alienating the school staff and students.

[18] Administrativa: the thousand-and-one details involved in the day-to-day operation of the school.

Administrivia is the responsibility of the Core Administrative Team. To avoid dysfunction, the Board (individually and collectively) will NOT:

| | |
|---|---|
| Evaluate, hire and fire personnel (with the exception of the School Director) | Because this is the job of the Core Administrative Team |
| Choose instructional methods or supplementary materials | Because this is the job of the Teaching Teams |
| Select test instruments | Because this is the job of the Teaching Teams, unless mandated by state law |
| Review student discipline matters | Because this is the job of the Teaching Teams, the Academic Team, and the Student Disciplinary Council |
| Alter the school's mission and/or purpose | Because this requires approval from the charter authorizer |
| Act contrary to the laws of the State of Utah, Utah Administrative Rules, Utah State Board of Education policies, the Articles of Incorporation, the bylaws, the school charter, or its own Board-derived policies | Because this is against the law, our charter, or our own school's rules |
| Involve itself in matters of administrivia by honestly answering the question: "will this issue be of any importance in five years?" | Because matters of administrivia are best handled by the Core Administrative Team |

## *General Individual Board Member Responsibilities*

- Be part of a unified voice for the Board as a whole
- Possess leadership skills and expertise (see below)
- Devote time outside board meetings to further develop their knowledge as a functional Board member through reading, study, training, research, and discussions
- Be held liable for acts and omissions of the entire Board
- Attend regular Board meetings, including the annual Board retreat
- Develop financial resources for the school
- Prepare for Board meetings by reading and studying materials sent in advance
- Utilize personal and professional skills, relationships and knowledge for the advancement of the school.
- Ask probing questions about the condition of the organization
- Exceed the requirements of Utah Code 53A-1a-518 by recusing themselves whenever potential conflicts of interest might arise, not just when voting on the employment of relatives or transactions where the Board member or a relative has a financial interest. These conflicts may be perceived or actual; all recusals will be noted in the Board minutes.

## Board Positions

### Board President

In addition to all other collective Board responsibilities and general individual Board member responsibilities previously mentioned, the Board President is primarily responsible for organizing and conducting the business of the Board. This includes:

- Working collectively to establish each Board meeting agenda
- Conducting monthly personal management interviews with the School Director
- Developing an orientation program for new Board members, in conjunction with the School Director
- Recognizing and executing professional development opportunities in each Board meeting
- Planning the annual Board Development Retreat
- Complying with Utah Code 52-4 Open and Public Meetings Act
- Ensuring that the facility and supporting services in place help the school achieve its mission
- Facilitating communication between the Board and the School Director between Board meetings
- Acting as the VP for Finance when that Board member is unable to attend to his duties

### Vice President of Teaching

In addition to all other collective Board responsibilities and general individual Board member responsibilities previously mentioned, the Vice President of Teaching is primarily responsible for ensuring teaching success in the classroom and among the Teaching Teams. Related responsibilities include:

- Reporting the overall progress of sprint deliverables (i.e. are the Teaching Teams successfully completing their sprint learning objectives?)
- Ensuring that the completion of all state-mandated learning objectives is happening at an acceptable pace

### Vice President of Finance

In addition to all other collective Board responsibilities and general individual Board member responsibilities previously mentioned, the Vice President of Finance is primarily responsible to ensure the school remains on a firm financial footing. Related responsibilities include:

- Reconciling monthly expenses with bank statements
- Reporting the school's financial health at each Board meeting, including any financial irregularities or concerns
- Working with the Business Director to design financial reports and ensuring that those reports are accurate and timely
- Reviewing the initial budget prepared by the Core Administrative Team
- Recommending financial guidelines to the Board, such as obtaining a line of credit for a given amount
- Overseeing short and long-term investments
- Distributing financial reports to fellow Board members

- Recommending selection of the auditor to the Board
- Overseeing the Board-approved financial audit

### *Vice President of Learning*

In addition to all other collective Board responsibilities and general individual Board member responsibilities previously mentioned, the Vice President of Learning is primarily responsible for ensuring student achievement in the classroom. Related responsibilities include:

- Ensure compliance with all relevant education laws, rules, and requirements (federal, state, USOE, Charter School Board, etc.)
- Verifying that students who need additional help are receiving it
- Reporting the quality of student portfolio artifacts, and occasionally presenting some of them to the Board

### *Vice President of Careers*

In addition to all other collective Board responsibilities and general individual Board member responsibilities previously mentioned, the Vice President of Careers is primarily responsible for ensuring that the school's mission is being carried out effectively. Related responsibilities include:

- Verifying that our students have the necessary skills to enter the workforce as software or network systems engineers
- Working with technology companies to establish internship, training, summer programs, and/or career opportunities
- Partnering with relevant post-secondary institutions to ensure a smooth transition for our students

### *Vice President of Students*

In addition to all other collective Board responsibilities and general individual Board member responsibilities previously mentioned, the Vice President of Students is primarily responsible for giving students and parents a voice on the Board.

### *Vice President of Compliance*

In addition to all other collective Board responsibilities and general individual Board member responsibilities previously mentioned, the Vice President of Compliance is primarily responsible to ensure that the school is in full compliance with our charter, articles of incorporation, and bylaws as well as all applicable rules, regulations, and laws. Additionally, the Vice President of Compliance will need to keep abreast of all relevant new and changed:

- USOE Policies and Procedures
- Utah Administrative Rules
- Utah law
- Federal law

## *When a Board Member is Not a Board Member*

Board members are free to volunteer and participate in school activities. However, when Board members are participating in this capacity, they are under the direction of the School Director as any other volunteer would be.

## *Required Skills and Expertise*

Running a school is a complex endeavor, requiring many skills, talents, and abilities. We would want our Board members collectively to have a broad base of knowledge and experience in as many of these areas as possible:

- **Federal law**: No Child Left Behind (NCLB), Individual with Disabilities Education Act (IDEA), etc.
- **State law**: Charter school law (current and pending), secondary education laws, and associated rules
- **Finances**: Financial reporting, budget development, financial oversight and audits; generally accepted accounting principles; loans, bonds; revenue forecasting; fundraising
- **Legal**: Contractual agreements, employment law, HR experience, negotiation, writing policy and procedure
- **Facilities**: Construction, contractors, materials, construction blueprints, construction loans and finance; building and maintaining school buildings
- **Teaching**: Experience with different teaching methodologies and assessment, curriculum selection, teacher evaluation, professional development for teachers, education research, using technology in the classroom; student achievement and performance measures
- **Management**: Management experience, good governance, working together as a team; negotiating skills; marketing; priority identification; delegation of responsibilities; good organizational skills; wiring business plans; significant experience in a non-profit corporation.
- **Technology:** Familiarity with or direct experience in the Information Technology sector, key technologies, technology lifecycle, industry trends, market acceptance, etc.

## *Eligibility Requirements*

To be eligible to serve as a Board member, the potential Board member must:

- Have a substantial interest in the success of the school
- Be 18 or older
- Be elected to the position by an open and fair majority vote of all stakeholders that voted

## *Recruitment*

New Board members bring a fresh perspective that will help promote creativity and innovation in board decision-making. Since "fresh blood" is so critical to the Board, our school will make an active effort to recruit the right Board members by following a process similar to chapter 2 of *Creating an Effective Charter School Governing Board Guidebook*. This finding process should commence no later than January, or as soon as possible after a vacancy in the Board occurs.

1. **Prepare for active Board member recruitment**. The Board will identify which skills, knowledge, personal contacts other attributes are necessary to do its part in executing the strategic plan.

2. **Develop a profile of the current Board**. The Board will profile itself using a matrix of the previously identified skills. The Board will then focus its recruitment strategy to fill the gap between the skills Board members currently possess and those skills that are necessary.

3. **Develop an initial list of prospective Board members**. The Board will then develop an initial list of prospective Board members and the positions in which they may best serve, soliciting names from relevant stakeholders.

4. **Conduct first round of personal contact with top recruiting prospects**. The Board will now actively recruit qualified community members. An informational packet will be sent to all prospective Board members which includes a cover letter, a job description of the Board member position, material about the charter school itself, and a response form that prospects can return if they'd like more information or that they want to be considered for membership on the Board. The mailed packet is followed up with personal calls from current Board members, specifically to answer any questions.

5. **Schedule and conduct orientation sessions with prospective Board members.** Prospective Board members are invited to an orientation session, whereby potential Board members can see what the school is about, as well as learn firsthand what the responsibilities of Board members are.

6. **Selection of new members to the charter school Board**. Each potential Board member is then ranked by the current Board members according to the criteria as previously developed, and the top candidates (ideally three) with their respective biographies and recommended Board positions are placed on the school website for election.

## *Elections*

In the planning year, the members of the Founding Board will solicit, review and appoint the members to the Board of Directors. In all subsequent years, Board elections will be held each May for the following academic year beginning in July, for all available Board positions except the School Director. The voting process, open to all employees, students, parents and current Board members, will determine the winning Board members by a simple majority vote of all votes cast. Any possible ties will be broken by an in-person vote of the current Board members. Newly elected Board members will receive appropriate training from the Board President no later than the end of the Board Development Retreat.

## *Terms*

All elected Board members will serve a maximum of two three-year terms. The initial Board of Directors, appointed by the Founding Board, will have terms of varying length so as to create staggered terms. Those initial terms will be:

- **One year term**: VP of Careers, VP of Students
- **Two year term**: VP of Compliance, VP of Teaching
- **Three year term**: President, VP of Finance, VP of Learning

## *Member Voting*

All Board members must be attentive to avoid conflicts of interest. It is the duty of each Board member to avoid potential conflicts of interest, and help other Board members—especially the School Director--to do the same. When potential conflicts of interest arise, including but not limited to those defined by Utah Code 53A-1a-518, the corresponding Board member(s) must recuse themselves by abstaining from voting on the issue and being absent from the meeting where the issue is being considered and determined. This recusal will be noted in the Board minutes.

With the exception of Board members who have recused themselves, all present Board members may vote. In extenuating circumstances, an absent Board member may vote on an issue, provided that:

1. The absent Board member contacts all Board members clearly indicating their voting preference (this may be done electronically)
2. The voting preference clearly indicates what issue the Board member is voting on
3. The voting preference notification is received prior to the actual Board meeting where the vote is to take place.

This proxy vote is noted in the Board minutes as such, along with the voting preference message.

The participation of Board members with a majority of the votes of the entire Board shall constitute a quorum for the transaction of business. In no case shall a quorum be less than one-third of the votes of the entire Board.

## *Member Removal*

A Board member would need to be removed in any of the following circumstances:

- The Board member wishes to resign
- Missing more than two consecutive Board meetings without prior approval for the absence from the Board President
- Refusing to adhere to the proper lines of authority via Board policy
- Failing to act and speak as one body
- When an act compromises the ability of the Board member to be fair and impartial
- When a previously undisclosed conflict of interest is discovered
- When the Board member no longer maintains a majority vote to remain in office per the annual election

- Failing to maintain high moral and ethical standards

In order for a Board member to be removed:

1. **Motion to remove.** In a Board meeting, a Board member makes a motion to remove the offending Board member. The motion must clearly state the reason(s) for removal.

2. **Response.** The Board member in question has a chance to respond to the reasons for removal.

3. **Motion to remove seconded.** If the motion to remove the Board member is seconded after the Board member in question has had a chance to respond, a vote is taken to remove the Board member.

4. **Removal.** A Board member will be removed by a simple majority vote of all Board members present. The Board member in question may vote. If a simple majority is not reached, the offending Board member remains an active member of the Board.

5. **Replacement.** If a simple majority is reached, the offending Board member is immediately removed as a member of the Board of Directors. The recruitment process begins immediately to find a replacement.
    a. If there are more than 6 months until the next May election, a special Board election will be held as soon as a sufficient number of replacement candidates have been found. Otherwise, the replacement position will be elected at the next regular Board election in May.

## *Annual Evaluation*

The formal Board evaluation is for the Board in its entirety, not individual members. The Board evaluation should usually be done in conjunction with the School Director evaluation. Typically an outside entity should be participating in the evaluation, if not conducting it in its entirety, since an outside entity can be more neutral and objective than the Board itself.

Recommended elements of the Board evaluation include:

1. **Self reflection**. Board members will state current goals, accomplishments, strengths, weaknesses and suggestions for improvement.

2. **Necessary attributes**. The Board will identify which skills, knowledge, personal contacts other attributes are necessary to do its part in executing the strategic plan. This is done as part of the Board Recruitment process.

3. **Board member profile**. The Board will profile itself using a matrix of the previously identified skills. This is done as part of the Board recruitment process.

4. **Outside feedback.** The Board evaluation should solicit outside feedback from appropriate stakeholders which may include students, parents, and employees, and may optionally include industry leaders and representatives from higher education institutions.

## Friends of WIT

All Board members that have successfully completed their term in office will automatically become a member of the Friends of the Wasatch Institute of Technology group. This group should meet annually, likely during the annual Board retreat. This keeps former Board members "in the family" and available for special service, can provide mentoring to the newest Board members and enables people with experience to share lessons learned. No Board member with this much service should ever be made to feel that his/her relationship with the school has ended.

## Board Meetings

During the first few years of operation, the Board will meet monthly during the academic year (July - June), including the Board Development Retreat. In subsequent years, Board meetings may be every other month. Each regular meeting will:

- Review and approve previous meeting minutes
- Review financial statements, including balance sheet, statements of cash flow, and income and expense reports
- Review Whistleblower reports
- Solicit public comment (a fixed amount of time; the time per person may be limited)
- Review and discuss business
- Promote Board member development by watching an informative program, discussing a book or article, or inviting an outside expert to present information

Each Board member meeting should not exceed 2 hours in length. 75% of the meeting time will be spent dealing with the difficult issues of student performance rather than administrivia. This 75% ratio will be maintained by having a school secretary keep a minute-by-minute running summary of how the Board spends its time in its meeting. Each topic to be discussed will be put in two columns: one for student achievement, the other for everything else. It is up to the Board President, as well as the individual Board members, to self-correct during the meeting when too much time is being spent on the wrong items.

## Works Cited

Colorado Charter School Institute, Colorado Department of Education, Colorado League of Charter Schools. Charter School Governing Board Training Handbook.

Carpenter, Brian (August 2007). The Smithsonian Governance Debacle: Ten Lessons Charter School Boards Can Learn at Someone Else's Expense, National Charter Schools Institute. Available at http://www.nationalcharterschools.org/uploads/pdf/Smithsonian_version_8.16_w_logo.pdf.

Carpenter, Brian. **The Five Dysfunctions of Charter School Boards**, National Charter Schools Institute. Available at http://nationalcharterschools.org/uploads/pdf/resource_20070511130114_Five%20Dysfunctions%20of%20School%20Boards%20rev%203.26.pdf.

# 11. Background Information Sheet

## Articles of Incorporation

**Francine Giani**
*Executive Director*
Department of Commerce

**Gary Herbert**
*Governor*
State of Utah

**Kathy Berg**
*Director*
Division of Corporations
& Commercial Code

**STATE OF UTAH**
**DEPARTMENT OF COMMERCE**
***DIVISION OF CORPORATIONS & COMMERCIAL CODE***
CERTIFICATE OF REGISTRATION

DAVID MOSS
**WASATCH INSTITUTE OF TECHNOLOGY**
7136 W 13700 S
HERRIMAN UT 84096

Access Code
Code: 4666335

State of Utah
Department of Commerce
Division of Corporations & Commercial Code

**CERTIFICATE OF REGISTRATION**

**Corporation - Domestic - Non-Profit**

This certifies that **WASATCH INSTITUTE OF TECHNOLOGY** has been filed and approved on **March 22, 2010** and has been issued the registration number **7626944-0140** in the office of the Division and hereby issues this Certification thereof.

KATHY BERG
Division Director

*The Access Code is used for Online Applications used by this Division only.

RECEIVED

MAR 2 2 2010

Utah Div. of Corp. & Comm. Code

**ARTICLES OF INCORPORATION**
**OF**
**WASATCH INSTITUTE OF TECHNOLOGY**

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

**Article I**
**NAME**

The name of the corporation is Wasatch Institute of Technology

State of Utah
Department of Commerce
Division of Corporations and Commercial Code
I hereby certify that the foregoing has been filed and approved on this 22 day of Mar 2010 in the office of this Division and hereby issue this Certificate thereof.

Examiner ms Date 3-22-10

Kelly Berg
Division Director

**Article II**
**DURATION**

The period of duration of this corporation is perpetual.

**Article III**
**PURPOSE**

The purposes of this corporation are:
(a) To act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Utah, and to act and operate as a charitable organization by providing public education pursuant to Utah Code 53A-1a-101 Utah Strategic Planning Act for Educational Excellence, commonly referred to as the Utah charter school law.
(b) To engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing and following purposes.
(c) To engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code and are consistent with those powers described in the Utah Nonprofit Corporation and Cooperation Association Act, as amended and supplemented.
(d) To solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any activity "in furtherance of, incidental to, or connected with any of the other purposes."
(e) To make, execute and deliver in the name of and in behalf of this corporation such notes, bonds and other evidences of indebtedness; to mortgage the property of this corporation, or any part thereof, as security for such indebtedness.

**Article IV**
**LIMITATIONS**

At all times the following shall operate as conditions restricting the operations and activities of the corporation:

1. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof.
2. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

7626944

3. Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended or supplemented.
4. None of the assets of the corporation may be loaned to any officer, director or employee of this corporation.

**Article V**
**BY-LAWS**

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the By-Laws.

**Article VI**
**DIRECTORS**

The corporation shall have no voting members. The management and affairs of the Corporation shall be at all times under the direction of a Board of Directors, whose operations in governing the corporation shall be defined by statute and by the By-Laws of the Corporation. No Director shall have any right, title, or interest in or to any property of the corporation.

The number of directors of this Corporation shall be three (3), or more than three, as fixed from time to time by the By-Laws of the Corporation. The number of directors constituting the present Board of Directors of the Corporation is three, and the names and addresses of the persons who are to serve as directors until their successors are elected and shall qualify are:

| | | |
|---|---|---|
| David Moss<br>7136 W 13700 S<br>Herriman, Utah 84096 | Robert V. Bolton<br>3369 South 875 West<br>Syracuse, Utah 84075 | Kristin Hooten<br>14172 Desert Creek Circle<br>Herriman, Utah 84096 |

**ARTICLE VII**
**DEBT OBLIGATIONS AND PERSONAL LIABILITY**

No member, officer or Director of this corporation shall be personally liable for the debts or obligations of this corporation of any nature whatsoever, nor shall any of the property of the members, officers or Directors be subject to the payment of the debts or obligations of this corporation.

**Article VIII**
**INCORPORATORS**

The name and address of the incorporator is:
David Moss
7136 W 13700 S
Herriman UT 84096

**Article IX**
**REGISTERED OFFICE AND AGENT**

The address of the corporation's initial registered office shall be: 7136 W 13700 S, Herriman UT 84096. Such office may be changed at any time by the Board of Directors without amendment of these Articles of Incorporation.

The corporation's initial registered agent at such address shall be David Moss.

I hereby acknowledge and accept appointment as corporate registered agent.

| | |
|---|---|
| Signed | 16 Mar 2010<br>Date |

**Article X**
**PRINCIPAL PLACE OF BUSINESS**

The principal place of business of this corporation shall be 7136 W 13700 S, Herriman, UT 84096. Such place of business may be changed at any time by the Board of Directors without amendment of these Articles of Incorporation. The business of this corporation may be conducted in all counties of the State of Utah and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Directors shall determine.

**Article XI**
**DISSOLUTION**

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or shall be distributed to the federal government or to a state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

In Witness Whereof, We, David Moss, Robert V. Bolton and Kristin Hooten have executed these Articles of Incorporation in duplicate this 16 day of March 2010, and say:

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

**David Moss**

**Robert V. Bolton**

Kristin Hooten

**Kristin Hooten**

Wasatch Institute of Technology
Minutes for Tue 16 Mar 2010

A Meeting of the Board of Directors for the Wasatch Institute of Technology was held at the Bingham Creek Library - 4834 West 9000 South, West Jordan Utah 84088-2213 and convened at 6:30 p.m.

**In Attendance**
David Moss, Robert V. Bolton, Michael Hooten and Kristin Hooten

**Public Remarks**
none

**Chairman Remarks**
Welcome by David Moss.

**Approval of Minutes**
This is the first meeting of the Board of Directors, so there are no prior minutes to approve.

**Consent Items**
None

**Business**
1. Review the status of outstanding assignments

Robert reported success in speaking with the State Office of Risk Management and obtained a quote for liability insurance for the school

Kristin reported she has a call in to a CPA to recommend good accountability practices and other relevant measures for the Fiscal Procedures section of the charter

David reported that many sections of the charter have been completed and are ready for review.

2. Review attachments F and G from the 2012-2013 Charter School Application.

3. Presentation, discussion and signing of the Articles of Incorporation.

**Adjournment**

The meeting adjourned at 7:20 p.m.

David Moss

Date minutes approved: Thu 25 Mar 2010

## Background Information Sheets

Utah State Charter School Board
Charter School Application

### AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

**Name: Robert Lee Angell**

**Address: 1238 Fenway Avenue**

**City, State, Zip: Salt Lake City, Utah 84102**

| | |
|---|---|
| 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. | YES [ ]<br>NO[ x ] |
| 2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education, A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.<br><br>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. | |
| 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? | YES [ ]<br>NO[ x ] |
| 4. Do you have outstanding or unresolved civil judgments against you? | YES [ ] NO[ x ] |

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 Wasatch Institute of Technology 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 30th day of March Year 2011.

County of Salt Lake State of Utah.

Notary Public Whitney Comstock My Commission Expires 12/1/2014

NOTARY PUBLIC
WHITNEY COMSTOCK
603505
COMMISSION EXPIRES
DECEMBER 1, 2014
STATE OF UTAH

## AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name David Moss

Address 7136 W 13700 S

City, State, Zip Herriman UT 84096

| | |
|---|---|
| 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. | YES [ ] NO [X] |
| 2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education, A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.<br><br>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. | |
| 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? | YES [ ] NO [X] |
| 4. Do you have outstanding or unresolved civil judgments against you? | YES [ ] NO [X] |

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 Wasatch Institute of Technology 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 26 day of March Year 2010.

County of Salt Lake State of Utah.

Notary Public My Commission Expires 09/28/2012

JENNYLOU ALSERDA
NOTARY PUBLIC - STATE OF UTAH
My Comm. Exp. 09/28/2012
Commission # 575804

## AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

**Name** Leif H. Nelson

**Address** 5611 Brandy Wine

**City, State, Zip** Taylorsville, UT 84118

| | |
|---|---|
| 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. | YES [ ] NO [X] |
| 2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.<br><br>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. | |
| 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? | YES [ ] NO [X] |
| 4. Do you have outstanding or unresolved civil judgments against you? | YES [ ] NO [X] |

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 Wasatch Institute of Technology CHARTER SCHOOL.

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

**Applicant's Signature** [signature]

Subscribed and sworn before me this 30 day of March Year 2011 .

County of Salt Lake State of Utah .

Notary Public [signature] My Commission Expires 11 October 2011

NOTARY PUBLIC
ALEAH SHIVELEY
# 571384
My Commission Expires
October 11, 2011
STATE OF UTAH

## Background check

Within 90 calendar days of charter approval by the State Board of Education, we agree to complete the required fingerprint and background check submission.

## Leif Nelson Background Information

### Statement of Intent

I will be serving on the founding Board for the Wasatch Institute of Technology, providing real-world perspective, time, and energy to the development of this educational institution and its role in developing well-trained graduates prepared to provide essential skills in their field. I will be providing advising and consulting as requested regarding financial and business areas.

With 25 years of management experience in business, finance and retail, I have hired, trained, and managed hundreds of individuals. I have served on the central management of a national financial services company, as well as have started and grown businesses in the music and entertainment fields. Whether a company is for profit or not for profit, the most critical element in any venture is that expenses do not exceed revenues. Every business challenge presented to me in my career has provided an opportunity to turn unprofitable ventures into thriving, profitable ventures through teamwork, goals, hard work and sacrifice. An ability to accomplish goals without compromising objectives and staying well within budgets is my strength.

### Not-For-Profit History

I have served for several years as the financial supervisor for my local church. Duties include collections, deposits, budgeting, forecasts, payables, reconciliations, auditing and research. I have also served in various positions with the Boy Scouts of America, including working as troop treasurer. I have also worked as a volunteer for other non-profit foundations, including the March of Dimes and the American Red Cross.

### Work History

2003-Present Store Director Riverton Music Company

Manage all aspects of the operation, including personnel, marketing, promotions, purchasing, collections, store design, merchandising, and training. I developed and write/produce the company newsletter and develop and execute many of the company sales events and promotions. I developed and currently conduct the new-hire training program for the company.

1993-2003 Manager Summerhays Music Center

Managed three retail locations over the years. Made critical design and merchandising changes that in one location that resulted in sales gains of 60%. I was assigned to any department that was in need of development, improvement, or was implementing new software or other systems that needed new policy and procedures.

1988-1993 Vice President/National Sales Director TTS Financial

Hired, trained, developed hundreds of sales representatives for this financial services company. I developed and wrote much of the training and sales literature and materials for the company. Served on the managing board, overseeing product development and introduction, and implementation.

1987 -1989 Controller Baldwin C&K at Sears

Served as controller for a multi-store concession at Sears. Successfully changed accounting procedures for Sears to correct shortfalls in their concessions department. Completely audited and recreated two years of prior business for the owner, as well as recovered thousands of dollars in overcharges from Sears.

### *Education History*

1985 – BS - University of Utah – Business Management

Named outstanding business management graduate. Supervised consulting for their small business development center. Honors graduate.

1983 – AA – College of Eastern Utah – Business

Honors graduate. Supervised the college learning/tutoring center. Taught math and German classes.

## *Bob Angell Background Information*

**Name**: Robert L. Angell
**Role in School**: member of the Board of Directors

### *Statement of Intent*

I have been asked to support this Charter and I am willing to be a member of the Board of Directors.

### *Not-for-Profit History*

While I have limited experience with non-profits, I am an Information Scientist (Informatician) with over 25 years of Systems Engineering & Integration, Project Management/development and problem solving experience. An Informatician transforms, engineers and combines Business Process, Science and Information Systems to provide solutions to complex issues and problems. An Informatician understands data structures, algorithms, system behavior of natural, artificial or hybrid systems that access, store, process and communicate information. As a result, I have created, developed and implemented appropriate and customized solutions for many enterprise clients. My study and practice of Informatics ensures and mandates computational proficiency, Cognitive Science understanding and appropriate Societal impact when implementing Technology solutions.

I am an Innovation Expert and Master Inventor with over 90 patents filed and have been a wise and trusted counselor, teacher and Intellectual Property advisor to over 25 individuals globally; helping them develop, capture and work with Intellectual Capital/Property over the last few years. A brief list of public patents filed: http://bit.ly/dB5wjV, http://bit.ly/dclM2V, http://bit.ly/aeUur7.

I am an accomplished author, writer and blogger; have 60+ published works primarily for technology websites and magazines; I am currently a Computer Science Adjunct Faculty member and former Computer Science & Information Systems Faculty at a local college.

### *Specialties*

I am a Subject Matter Expert and have Specialties in the areas as follows: Medical, Chemical and Retail Informatics, Digital Video Surveillance, Dynamic Digital Media, Data Mining, Enterprise Systems Integration, Social Marketing/Media and Patent creation, development and processing.

My complete profile can be found here: http://www.linkedin.com/in/bobangell

### *Employment History*

Chief Information & Technology Executive
RoamZone Security Systems, LLC
Janauary 2010 – Present.

RoamZone Security Systems is a security technology company committed to protection the people and institutions worldwide. RoamZone specializes in the development of detection technologies to prevent dangerous and elusive threats from becoming successful terrorist attacks. Our signature technology, The Beehive™, is a multi-dimensional detection tracking of sensors system that gathers and processes data in variety of high security environments from airports to industrial facilities to provide the highest level of protection of life and property. Information is gathered that can discover explosives, plastic and metal weapons, and radioactive devices, such as dirty bombs and nuclear weapons.

Adjunct Faculty, Computer Science
Salt Lake Community College
January 2009 – Present.

Currently teaching Discrete Math for Computer Scientists & Linux Desktops.

CEO/CIO
Applied Enterprise Informatics, LLC.
December 2008 – Present.

Chief Executive and Information Officer for Applied Enterprise Informatics which is a consortium of small consulting groups able to deliver Enterprise Class consulting to companies on a Small to Medium Business sized budget. These are ex-IBM, HP, EDS and others who can provide end-to-end Data Center, Management and Infrastructure recommendations. We specialize in helping the Enterprise simplify their existing hardware, software and infrastructure; provide consolidation and virtualization assistance and help management determine appropriate tactical and strategic activities.

Faculty - Computer Science
Salt Lake Community College
January 2009 – May 2010.

Full-time Temporary Faculty. Courses that I am either teaching or have taught -

- Intro Programming (Java)
- Computer HW & Architecture
- Discrete Math (Structures)
- Data Structures & Algorithms
- Linux
- Data Bases & Basic Intro to Computers

Enterprise Systems Architect, Informatician & Sr. Technical Advisor
IBM
March 2008 – December 2008

I was the technical eyes and ears for many General Managers and Vice Presidents across IBM. I solved very complex and difficult problems, provided support for multifaceted/cross divisional deals and helped local account teams globally in a technical leadership fashion. I have the ability to think inside and outside "the box".

Other IBM positions:

Sr. Informatician, December 2007 – March 2008
Managing Consultant / Sr. Informatician, January 2006 – December 2007

WW Technical Sales Support HCLS, January 2005 – January 2006
Sr. Solutions Consultant, July 1998 – December 2005
Data Mining Consultant, January 1999 – January 2002

Principal

Applied Information & Management Systems
January 1989 – July 1998

### *Education History*

University of Utah
BSIE, Engineering, Computer Science, Business
August 1981 – May 1987
Minor in Spanish
*Activities and Societies*: Engineer in Training, Background in Medical Informatics

## *David Moss Background Information*

David Moss - member of the Board of Directors (governing board)

### *Statement of Intent*

My inadvertent career in education began Spring Semester 2002 at Salt Lake Community College. I started as an adjunct faculty member; in March 2002 was hired as the Department Chair for the Computer Information Systems program at Mountain West College; the following fall was hired to be a full-time tenure-track faculty member of the computer science department at Salt Lake Community College. Education was never my career choice; it was the dot-com bubble bursting and the fallout from 9/11 that made information technology (IT) jobs so scarce that I had to look for other ways to use my IT skills. The odd thing is, I actually like teaching and find it to be quite challenging. It's one thing to know how to do something myself; it's quite another to teach someone else. A lot can happen in that transfer of information--or not.

Within a year as a full-time faculty member at SLCC, the honeymoon wore off and I took off the rose-colored glasses. I could no longer ignore the failures I saw all around me, each one contributing in some fashion to student failure: student commitment level, faculty preparation, course inconsistencies, faculty approaches and attitudes, class scheduling, faculty expectations of students, faculty disengagement, student expectations for the course ("I'm here; why SHOULDN'T I get an A?"), student preparation, no program direction, unstated learning objectives... the list goes on and on. My first effort was to create a pre-introductory course to help students be prepared for their first programming course. In Fall 2003, CS 1400 Programming Fundamentals was the first course of its kind in the state of Utah. Today, all USHE (Utah System of Higher Education) colleges and universities have a CS 1400 class.

While one new course does not solve all the problems, CS 1400 was the beginning of my journey to find and fix the root causes for student failure. The journey has taken me to places I would have never imagined: incoming student transfers, catalog changes, curriculum process, statewide higher education general education meetings, "let your life speak" retreats (work of Parker Palmer), registrar, college-wide scheduling, facilities planning, classroom design, contractors, financial aid, student orientations, Deans, open source conferences, department chairs, writing policies, forming ad-hoc groups, revamping the hiring processes, risk management, vice presidents, presidents, Board of Regents... somehow what began in the classroom has taken me far and wide. I can now see that it truly takes a village to raise a child.

And yet that's exactly the problem. Even with so many people involved--academic counselors, parents, teachers, student success people, financial aid, tutors, department coordinators, department chairs, division chairs, deans, vice presidents--students fall through the cracks ALL THE TIME. In some regards, education is a lot like a symphony: many talented individuals, each with their own unique skills, backgrounds, and interests (their instruments) come together (the concert) to perform (teach) for the audience (students). What would happen if there was no conductor and no music selected? If everyone just played their favorite selections concurrently? It would not matter how well any one individual played their instrument, collectively it would be a horrible jumble of noise. Welcome to today's educational environment!

Rather than gripe about the hopelessness of the situation, I decided to try my best to do something about it. In Fall Semester 2005 I took over as department coordinator for our department. After surveying students, we moved the department to a synchronized block schedule. Overall we offered

fewer sections of courses, but we actually increased the availability of courses and augmented the class sizes so fewer courses were being canceled. This greatly simplified scheduling, since all faculty were available to teach any course every two hours. We also began new student orientation programs to help new students entering our program. Recognizing that our department needed its own independent identity and ability to self-direct, I spearheaded the effort to move our department to a "department chair" model in Fall 2007. Our proposal was accepted, and after going through the hiring process, I became the department chair for the computer science department at SLCC in 2007.

Not wanting to waste a minute, we began to define our curriculum, establish learning objectives, and investigate to see what was working and what wasn't. Within a single semester, everyone in the department was using an online grading system, and we had (for the first time) established department-wide course policies. Now for any student in the department, there was a single expectation--no more would different instructors in the department have different policies for late work, extra credit, or grading scales. At the same time, I began to uncover the "monkey business" that had gone on for years, in the form of backroom deals, double and triple enrolling students in crosslisted courses, paying faculty extra for teaching classes that someone else taught, how classes were habitually being let out early or having class canceled only to hear the instructors say "there's not enough time in class to cover the material", faculty making up grades at the end of the semester (since they hadn't assigned nor graded anything during the class), faculty giving "A"s to students who never set foot in class, faculty awarding 18% extra credit to everyone in the class (regardless of attendance or effort), student cheating that went unpunished, etc. I couldn't believe it!

This work was certainly demanding! I wanted the department to be "above board" in all areas, to exceed our obligations, and to be an example to the rest of the College community. Since I received little to no formal training, I formed a peer support group ("chairapy") where the other 5 new chairs and I could come together to share what we learned, not just for our own survival, but to formalize what we learned so future chairs would not have the same difficulty that we were experiencing. The entire first year as department chair was like being pushed out of an airplane over a jungle with a granola bar and told "good luck!" (parachute not included). It's telling that of those 6 of us that began in July 2007, only two remain.

So why did I keep going? Because I saw the vision. I truly felt that if we could work together and start doing the right things for the right reasons that amazing things could start to happen. But change does not come easy for some, nor is it very well accepted in a large bureaucracy that is risk-intolerant and change-adverse. I came to realize that many think that change is fine, as long as it means they don't have to do anything differently. But to succeed, our department had to change.

At the end of two years as chair, it was difficult to find things that hadn't changed in the department. We flushed the "Telecom" program and started from scratch. We were in the process of remodeling every classroom we met in. Enrollment was through the roof! Our summer enrollment had increased over 150% and our fall and spring semesters were up 40% each! We hosted the Utah Open Source conference two years in a row. We were hiring 3 brand-new faculty to bring not just new blood, but valuable experience into the department. Our department was recognized College-wide as an "innovation of the year" contest winner. I thought that things were looking great. But trouble was on the horizon.

While doing the right thing for the right reason sounds like the right thing to do, I didn't factor politics into the equation. In a whirlwind year, much of the work that had been done was dismantled: I became

a regular faculty member, our department's autonomy was consumed in a hostile takeover by another department, and the day before I expected to be awarded tenure, I was terminated from the College for working on this very charter.

But the dream lives on. I've wondered many times what would happen if the right people were in the right environment doing the right thing... it could be a national model. In writing this charter, I have come to realize that this is quite possibly the focal point of my entire educational and professional career. As I've written each section, I've been fascinated how I've had direct, firsthand experience with every single topic in the charter. The ideas contained in this document come directly from what I've learned--the good, the bad, and the ugly. I have a unique perspective of what change needs to occur in education. We can no longer afford to be mired in mediocrity.

### *Not-for-Profit History*

*Boy Scouts of America*
*11 year old Scout leader, Scoutmaster*
*Mar 1997 - Jan 2001*

Working for nearly 4 years with the same troop certainly gave me insight into how boys at this age think and act. While it can be difficult to channel this much energy, it can also be quite rewarding to see boys become young men and know that I had a small part in that. Besides, shouldn't everyone have the experience of summer camp with car trouble and spending an unplanned night in Fillmore canyon, flash flooding in the Zion narrows, bears visiting the camp at night, and a broken arm at 11:00 pm 2 hours from medical care? That's something every 23 year old Scoutmaster should experience!

*Ward Clerk*
*Church of Jesus Christ of Latter-Day Saints*
*December 2006 - Feb 2009*

The ward clerk is primarily responsible for all congregational membership and financial records. When I began, the previous financial clerk (who had been in the position for 11 years) never once reconciled monthly financial statements. Within two months, the financial files were organized; the statements were completely reconciled; the membership records updated; bad checks from 5 years prior were resolved; the ward history for the year written; and we (finally) passed a financial audit with flying colors. While in this position, I realized the critical importance that information can play in an organization, and how a centralized system of timely information shared frequently can help an entire organization succeed. On the finance side, I developed and put into place a formal expense reimbursement procedure requiring three signatures, original paperwork and a cover sheet with the business purpose and account information.

*Utah Open Source Foundation*
*2008 and 2009 Utah Open Source Conferences*
*Nominated as a member of the Board of Directors, 2010*

Working as department chair for the Computer Science department at Salt Lake Community College, our department hosted the 2008 Utah Open Source Conference in our classrooms at the Taylorsville-Redwood campus, and I helped to facilitate the 2009 Utah Open Source Conference held at the SLCC Miller Campus in Sandy.

*Salt Lake Community College*
Served as Department Chair; see the employment history section below for specific details.

*Wasatch Institute of Technology*
*A Utah non-profit corporation formed in support of this charter*
*March 2010 – present*

I wrote the Articles of Incorporation, filed the incorporation paperwork, and currently serve as President of the Board of Directors.

## *Employment History*

Summerhays Music Center
December 1997 - June 2000
Chief Technologist

As Chief Technologist, I performed all necessary technical research, design, implementation and support for a regional multi-store retail music chain and its outlying associate locations. As the "lone computer guy," I developed and implemented several projects to increase productivity, broaden and realize corporate goals, and aid the customer:

- Established a WAN connection connecting all stores
- Brought Internet connectivity to the desktops
- Rewired each store for fast Ethernet
- Reduced monthly telecom bills by 33%
- Designed and implemented a multi-user document imaging system
- Installed new telephone systems
- Increased trust and respect for the IS group
- Introduced, set up and maintained file, print, email, database and application servers

I was able to combine the networking skills I learned in school with my computer hardware and programming experience to singlehandedly support 150 users in 5 locations in 3 states. This is where I learned what it means to be a "lone IT guy"; this has provided me the background knowledge and is the inspiration for the network systems engineer program.

Church of Jesus Christ of Latter-Day Saints
June 2000 - January 2001
Business Analyst

As a Business Analyst, I worked directly with customers, end users, programmers, technical writers, and testers to orchestrate a reliable, high-quality and deliverable software product. I relied on communication skills and technical expertise to bridge the gap between end users and programmers. This communication took many forms:

- Requirements documents
- Specification documents
- Manuals
- Testing instructions
- End user support
- Beta testing updates

I was able to use my communication skills to work with the end users to determine what they needed the software to do, then draw upon my programming experience to translate those requirements into ideas and concepts the programmers could actually relate to and implement. It is through this position I learned the critical importance of software design; this is a significant piece of the software engineering program.

Mountain West College
March 2002 - August 2002
Department Chair, Computer Information Systems

This was my first foray into academia as something other than a student. Rather than be the one listening and taking notes, it was now my responsibility to teach and oversee students and faculty in both the CIS and computer networking programs. While this was originally billed as a tremendous opportunity to help economically disadvantaged students, I came to learn firsthand the quirks of proprietary education.

Salt Lake Community College
August 2002 – April 2010
Tenure track faculty, August 2002 - Fall 2005
Department coordinator, Fall 2005 - Summer 2007
Department chair, Summer 2007 - Summer 2009
Tenure track faculty, Fall 2009 - April 2010

These 8 years provide the bulk of my post-secondary educational experience. It's difficult to simply mention in a few words what I've learned and accomplished; rather, I'll try to show some examples.

*2008 Utah Open Source Conference*

The Computer Science department at Salt Lake Community College was excited to host the 2nd annual Utah Open Source Conference. With an expected turnout of 300 individuals, the sponsors (including Novell, KnowlegeBlue, Mozy, Guru Labs, Google, and the Utah Governor's Office of Economic Development) were very pleased with the turnout of over 550 individuals--particularly on Labor Day weekend!

While providing significant exposure for the department and the College, our students benefited enormously. Not only were they able to enter the conference free of charge (normally a $70 registration fee), they were able to see firsthand the significance and vibrance of the open source community. Conference speakers included Joe Brockmeier from OpenSUSE and Paul Frields from RedHat. Complete details of the presentations can be found at the 2008 Utah Open Source Conference website.

True to the College's mission of being the community's college, Saturday August 30 was Family Day. There were activities for the kids and other family members in addition to a lovely picnic lunch on the grass.

The CS faculty weren't involved only in the planning and setup for the conference, but two of us presented. Saturday morning's keynote presentation on barriers to open source adoption was given by David Moss and Dan Hutchings.

In all, the conference was an overwhelming success and a unique opportunity for students.

*Tech-Topia*

In November 2006 and November 2007, a group of students from my CS 2450 class participated in Tech-Topia, a regional software development challenge. This event is typically held each November at Neumont University. In both years, I was the faculty advisor to the SLCC teams to compete with their upper-division counterparts at other Utah institutions. Although we didn't win, the judges in November 2006 did tell the SLCC team that if they had created any design documents, they would have taken first place.

*Master the Mainframe*

This IBM-sponsored international contest is designed for students with little or no mainframe background as a way to introduce them to z/OS. The student is given a number of increasingly difficult challenges they must then solve using z/OS. The student remotely connects to IBM mainframe servers in New York.

In the second year of the contest, students from my CS 2400 course participated as part of an in-class assignment. Those students, plus the many others from SLCC that signed up to participate, earned SLCC the distinction of being the #8 school in the world with the highest number of participants. Several of our students completed 2 of the 3 phases of the project. These students were rewarded not only with T-shirts for their successful participation, but special certificates of completion from IBM.

*Ice Cream Social*

In my time at SLCC, I led several student-centric activities for prospective and actual students in the Computer Science department. The first department activity, the Ice Cream Social, was 13 Sep 2005. The primary purpose of the event was to inform students of the changes to the CS curriculum, but we also shared some college transfer and student services information in the form of an SOS card. As part of the activity, we had students fill out a brief survey to determine which CS programming elective course we should offer Spring 06 and what other types of information they'd like to see presented at future department activities. I listened to that feedback and used it to plan future activities as well as schedule classes.

*CS Open House*

In summer 2006, we held a CS open house for all new incoming CS students. Invitations were emailed and snail mailed to all new incoming students who declared computer science as their major, as well as students who took our gateway course (CS 1400) Spring 06. At the actual event on 31 Jul 06, we had over 43 people in attendance. Per our agenda, we had students take a quiz and play Jeopardy. During the game, we had several "commercials" by faculty members: state of the IT industry, "poster child" SLCC graduate success story, success as a college student, and details on the CS program. Students were given a packet full of information to make their stay at SLCC successful and productive.

*Fall 2006 "Fall Social"*

Based on information gathered from the 2005 Ice Cream Social, I knew that students were interested in transfer information. To that end, I invited all Utah universities to participate in our 2006 CS Fall Social held 18 Oct 2008. Of all the institutions with CS programs in the state, Weber State, Utah State, Westminster, and (then) Utah Valley State College accepted the invitation to participate. This was the first department activity we repeated, holding sessions for both day and evening students. Over 60 students attended.

*CS All Hands meeting*

The purpose of the CS All Hands Meeting was two-fold: 1) give students the information they need to register for and attend the Utah Open Source Conference; and 2) fill students in on the status of the new Network Systems Engineer degree. As it turns out, we held three sessions of this event on 25 Aug 2008: one in the morning, one during lunch, and one evening session. 44 students attended our day sessions, and 98 attended our evening session. Excitement for the new networking degree was evident in all of the sessions--particularly the evening session.

*Computer Science Networking PAC*

In the 17 Jan 08 Networking Program Advisory Council (PAC), I presented the results of the Fall 2007 Telecommunications Survey. I led a brainstorming session, based on information found in the 2005 Association for Computing Machinery (ACM)/ Institute of Electrical and Electronics Engineers (IEEE) Computing Curricula 2005 report. PAC members were presented with the ACM/IEEE areas of computing: Electrical Engineering, Computer Engineering, Computer Science, Software Engineering, Information Technology (IT) and Information Systems. It was determined that the new networking degree should be primarily IT-focused. With that focus, we examined these elements of the IT realm:

- User centeredness and advocacy
- Information assurance and security
- The ability to manage complexity through: abstraction & modeling, best practices, patterns, standards, and the use of appropriate tools
- A deep understanding of information and communication technologies and their associated tools.
- Adaptability
- Professionalism
- Interpersonal skills

I sent a follow-up survey to all our PAC members to better understand the curricular areas of the new networking degree. This information was used as one source of input for our new networking degree.

*Financial*

As Department Chair, I managed an annual budget in excess of $1.5 million dollars. In addition, I oversaw a $250,000 remodeling project that renovated 6 of our classrooms and significantly upgraded our equipment (see some photos in the *Classroom Layout* section of section #6 Capital Facility Plan).

BidSync
May 2010 - present
Software Engineer

Now I get the chance to practice what I've preached for years at SLCC: I'm a living, breathing Java software engineer writing web-based government procurement software for an Inc. 500 company (#465). We're also the fastest growing technology company in Utah County. Through this position, I am further solidifying the necessary components of the software engineering program. Additionally, I am seeing firsthand the benefits and pitfalls of an agile methodology.

### *Education History*

Syracuse University (Syracuse, New York)
Information Resources Management major
August 2000 - August 2002
3.915 CGPA
Masters of Science degree in Information Resources Management [August 2002]

Westminster College (Salt Lake City, Utah)
Computer Science major
May 1999 - May 2000
4.0 CGPA, Transfer scholarship
Bachelors of Science degree in Computer Science [May 2000]

Salt Lake Community College
Computer Science major
Fall 1997 - August 1998.
3.9 CGPA, Dean's Departmental Tuition Waiver
Associate of Science degree (Computer science) [August 1998]
Associate of Arts degree (Humanities) [August 1998]

Weber State University
Computer Science major
Spring quarter 1995
Presidential Honors scholarship

University of Utah
Computer Science major
Fall quarter 1994 - winter quarter 1995
Honors at Entrance scholarship

# 12. Comprehensive Program of Instruction

## Programs of Study

Two programs of study are available at the Wasatch Institute of Technology: Software Engineering (SE) and Network/Systems Engineering (NSE). The *Software Engineering* program leads students through the design, testing, and implementation of stable, secure, and scalable software so they can enter the workforce as a competent software engineer with experience in desktop, database, web, mobile, and enterprise application development. The *Network/Systems Engineering* program couples a firm theoretical understanding of contemporary Information Technology (IT) issues with actual hands-on projects, preparing students to single-handedly meet the ambitious IT needs of today's small to mid-sized businesses.

## Student Government

To increase the likelihood of future participation in our democracy, our school will support a student government. The specific duties, roles, and responsibilities of the members of student government will be established in the school's student government constitution. This document will be created during the school's first year of operation through a constitutional convention process. While the student government constitution will detail the specifics, among the duties of the student government will be organizing and supporting student communities of practice, holding social activities, providing an alternate source for complaints, and managing the student activities budget. The primary purpose of student government is to empower the students to take charge of their own education, giving them the opportunity to identify problems and the responsibility to develop proposed solutions.

Each Teaching Team will hold elections to elect their direct representatives, in addition to a school-wide student president and vice-president. All student government representatives will meet during regular school hours.

### Student Communities of Practice

A Student Community of Practice (SCOP) is a group of individuals who come together because of their passion or interest around a particular topic, technology, idea, approach, or vision. These SCOPs allow individuals a chance to explore areas of interest in an open, participatory, and curricularly safe way[19]. SCOPs are student-driven: the students develop the proposal, plan and execute the meetings, and evaluate its effectiveness. As part of our regular program of instruction, all students and staff participate in SCOPs throughout the school year on Fridays. The majority of SCOPs will highlight their work in a Semester Showcase.

The genius of the SCOPs is the flexibility and freedom they afford students, their small size, and how they will solidify the school community. Freed from normal curricular constraints, SCOPs are an outlet

[19] To foster creativity and freedom to try new things, students are generally not graded in their SCOPs; however, attendance is taken.

for students to determine what and how they explore new things. The large number and diversity of these SCOPs should provide ample opportunities for the mind, the body, and the spirit. Some sample SCOPs could be:

- Students interested in archaeology host a guest speaker from the Utah Museum of Natural History, then take a day trip to Nine Mile Canyon
- Students interested in solar energy build solar powered toy cars
- Students interested in gardening compare the success of planting in earth boxes, square foot gardens, and traditional row-crop planting
- Students interested in drama practice and present a play
- Students interested in cooking host guest chefs teach them to prepare native dishes from throughout the world
- Students interested in science give a science presentation to an elementary school class
- Students interested in skiing participate in a learn to ski program
- Students interested in singing form a mixed chorus
- Students interested in photography visit various photogenic sites as they learn about different types of photography, such as black and white, portrait, landscape, architectural, etc.
- Students interested in Shakespeare read and analyze one of the plays, then go see a Shakespearean play
- Students interested in the stock market learn about commodities trading, mutual funds, and traditional stocks; each student invests a small amount and they all track its performance
- Students interested in a foreign language learn about the culture and vocabulary, and converse with a fluent speaker of the language
- Students interested in history make a video documentary on a particular event or time period
- Students interested in dance learn ballroom dancing techniques, which are showcased at a school-wide dance
- Students interested in meditation learn and practice yoga
- Students interested in buying a car host a guest speaker mechanic that points out things to look for when purchasing a car; students then research safety ratings, depreciation, and typical costs for selected models; students then visit a few car dealerships to see the actual cars
- Students interested in creating video games learn about the computer game industry; guest speakers come in to talk about their roles in a gaming company; students visit a local computer game maker; students then work together to write their own computer game

SCOPs will increase school unity, as they pull together students across Teaching Teams with school staff. The SCOPs also afford parents, grandparents, and guardians an excellent opportunity to meaningfully share their talents and interests, either as an advisor or as a guest speaker during an SCOP. The number of adults participating can reduce the student size of the SCOP, which in turn can increase the number and diversity of available SCOPs. The smaller SCOPs might also encourage people who would not ordinarily participate to join with us: consider an immigrant mother. Although she doesn't speak English, with her son serving as translator and only four others in the cooking SCOP, she might be willing to demonstrate preparation of some ethnic dishes. For special events, an SCOP could invite other students to attend.

Depending on the size of the SCOP, one or more adult advisors will be present. These advisors can be anyone with a direct tie to the school: a teacher, a school employee, a parent or grandparent of a student, etc. Although the advisor may not be an expert, they should at least have a personal interest in the SCOP's focus area and must be willing to support and attend the SCOP. The advisor's responsibilities are to track student attendance and advise the SCOP in the planning and execution of their activities. The small size of an SCOP will allow the group to be more active and mobile: it is a lot easier to conduct a field trip with 6 participants than with 200.

### *SCOP Proposal*

To form an SCOP, students write a proposal for its inception. The SCOP Proposal must include:

- The name of the SCOP
- The names of the students and advisor(s) proposing this SCOP
- A determination of the SCOP (traditional or extracurricular); if extracurricular, specify how the SCOP satisfies Title IX requirements
- The purpose/focus of the SCOP
- The benefits of the proposed SCOP
- Detailed agendas for the first few meetings of this SCOP
- A list of the activities that this SCOP will conduct
- Proposed meeting times, dates, and places
- An indication if parental/guardian consent is required
- The length of the SCOP (fixed duration or open entry/exit)
- A prioritized list of resources needed to successfully run the SCOP
- The expected expenses for the SCOP
- Expected sources of revenue for the SCOP, such as outside donations, fundraising, or fees; these revenue sources must take into account the impact of fee waivers
- An assessment of the effectiveness of the SCOP

Once a proposal has been written, it begins the approval process:

1. **Student government approval.** The proposal will be presented at a student government meeting. The student government representatives present will vote on the proposal.

2. **School stakeholder approval**. The proposal must be approved by a majority of those voting in each stakeholder group: all school employees and parents.

3. **CAT approval**. After a careful review of the issues surrounding the proposed student community of practice, the Core Administrative Team (CAT) will give final approval/disapproval.

    - *If accepted*, a starting date for the SCOP will be chosen and students wishing to participate in the SCOP can enroll through Pennant. Parent/guardian consent may be required. This consent may be given online through Pennant or by submitting a written form. The payment of any associated fees may be required prior to the starting of the SCOP. This fee will be waived for students eligible for fee waivers, unless the SCOP is identified as an extra-curricular SCOP in which case fee waivers do not apply.

    - *If denied*, a written explanation will be provided outlining the factual basis for denial (including financial, legal, use of facility, liability, etc.) and suggestions for rebutting the denial. Students have 30 calendar days to submit a written appeal to the CAT. Typically the CAT has 30 calendar days to accept/reject the appeal; however, the CAT may choose to bring the proposal to the Board of Directors for approval. If this happens, the CAT has 10 calendar days following the Board of Directors meeting to accept/reject the appeal.

4. **Review activity**. The success of the student community of practice will be assessed either according to the instrument included in the proposal or by a suitable replacement. Results of the assessment will be presented to the student government at least once per semester, whereby the student government will vote to continue or discontinue the activity.

Students will participate in at least two SCOPs each Friday, one in the morning and one in the afternoon. SCOPs involving travel will usually meet in the afternoon. We firmly believe that Student Communities of Practice will provide an extraordinary learning experience not only for the students, but the advisors and outside participants as well.

# *Methods of Instruction*

Elbert Hubbard, an early 20th century philosopher, simply explained our program of instruction: "A school should not be a preparation for life, *it should be life*." Life is inherently interdisciplinary; consider a conscious trip to the grocery store. Before even arriving at the store you craft your plan: create a shopping list, examine store ads, find relevant coupons, and plan your route. Once you are at the store, you can begin finding, weighing, evaluating, estimating, comparing, selecting, and totaling. Look what has just happened: important skills of organization, comparison, budgeting, math, critical thinking, logic, nutrition, and even the environment have just been exercised, crossing several subject areas.

We wish to return the locus of control back to the classroom by removing as many barriers to learning as possible. To that end, we are binding teachers together in cross-functional, self-organizing, and accountable teams while giving them the autonomy to determine who, how, and when they will be teaching. These Teaching Teams become responsible to provide active learning opportunities and to guide students in that learning. The students, on the other hand, have the responsibility of learning, but have the flexibility to demonstrate what they have learned in any way they choose. By collaborating to solve real-world problems across discipline boundaries and grade levels, students and teachers will go beyond a mere acquisition of knowledge to cultivating capacities to think and to solve problems. These

learners will become generalists capable of rapidly adapting to a variety of situations in our ever-changing world. To help us achieve this, we may incorporate the following instructional methods.

## *Electronic Portfolios*

Assessment involves application of knowledge, often to new situations, and the ability to explain or demonstrate mastery of subject matter. This is best done through multiple means such as interdisciplinary projects, writing, and oral presentations with reflection serving as a key component to provide constant examination and re-examination of the learning process. As such, electronic portfolios with their student-original web pages, reflective journals, photography, presentations, art, music, videos, and spreadsheets are a critical component of our curriculum. Instead of simply regurgitating information, our students are responsible to creatively demonstrate their proficiency in the assigned learning outcomes.

Benefits to electronic portfolio use include:

- More holistic course assessment
- Increased student learning effectiveness
- Increased student engagement
- A student understanding the interconnectedness of their entire learning experience
- A deeper understanding of the learning objective's significance
- More time for the teacher (since they're no longer tasked with creating assignments for their students)

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## *Problem-based Learning*

A Teaching Team member may decide to solve a problem to achieve the assigned learning objective(s) of the learning session. Larger problems will require coordination across multiple learning sessions and usually involve more than one Teaching Team member. In problem-based learning, information and instructional materials are no longer the focus, but are one of many reference resources to be used in solving the problem. The problems we attempt to solve are real and meaningful: internal projects (school computer network, writing Pennant modules, fixing defects in Pennant); inspiration from current events or hot topics; problems faced by our business partners submitted through our Small Business IT Solutions Center; participation in open source projects; or by doing other service learning work.

This approach requires significant teacher knowledge and a loss of teacher control[20]: the learners have ownership of the problem, and the teacher is to guide and facilitate. The learning session is no longer knowledge driven, but rather focused on a metacognitive process involving collaboration, personal autonomy, reflectivity, active engagement, personal relevance, and pluralism--with the ultimate goal of student independence. If done well, these ingredients can combine to create a highly effective learning environment.

Benefits to problem-based learning include:

- Students are actively engaged
- Students immediately apply the knowledge they learn
- Students think critically and creatively and monitor their own understanding
- Courses become more fluid and dynamic
- Students seem to retain their knowledge longer than traditional students
- Fosters sustained learning
- Reduced student discipline problems

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## *Service Learning*

Service learning takes problem-based learning to the next level. By working with community organizations to find solutions to real-world issues and social problems, students gain an understanding of community issues, community assets, and community processes for making change happen. In our service learning projects, we help our community partner reach their self-defined needs.

Meaningful service to the community interwoven with high-quality classroom instruction benefits students in these areas:

Enhances student academic skills

- Enriches and enlivens teaching and learning

[20] Typically, the teacher will come to a learning session with a rough outline of what they would like to accomplish. However, the questions that students ask, or the assistance that students need as they develop their portfolio artifacts may cause the teacher to deviate from or even abandon their outline. As long as the deviation is focused on the learning objective(s), it is allowed. This is what is meant by a "loss of teacher control".

- Engages students in active learning that demonstrates the relevance and importance of academic work for their life experience and career choices
- Increases opportunities for professional recognition and reward
- Higher academic achievement and interest in furthering their education

Fosters a commitment to civic participation

- Increases awareness of current societal issues as they relate to academic areas of interest
- Develops civic responsibility through active community involvement
- Provides human resources to meet educational, human, safety, and environmental needs of local communities
- Fosters an ethic of service and civic participation in students who will be tomorrow's volunteers and civic leaders
- Creates potential for additional partnerships and collaboration with our school

Sharpens in-demand skills

- Improves interpersonal skills
- Enhanced problem-solving skills, ability to work in teams, and planning abilities
- Increased sense of self-efficacy as young people learn that they can impact real social challenges, problems, and needs
- Broadens perspectives of diversity issues and enhances critical thinking skills

### *Sources*

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## Mentoring

Students are assigned a mentor when they enter the school, and will remain with that mentor throughout their stay at our school. The mentor's purpose is to regularly provide support, guidance, and assistance through a stable, non-threatening relationship. As there is no credit associated with mentoring, other non-teaching full-time employees can help. Each regular full-time employee in the school will be involved in a mentoring relationship with approximately 18 students. The mentor's task is to look holistically at the mentee, ideally becoming a friend and advocate. In these small groups and occasionally individually, the group will read, write, discuss and learn from each other.

Benefits to meaningful mentoring include:

- Better attendance
- Better chance of going on to higher education
- Better attitudes toward school
- Better chance of preventing substance abuse
- Promotes positive social attitudes and relationships
- The longer the mentoring relationship, the better the outcome

### Sources

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## Reading

The word *literacy* connotes a high degree of competency and usually means that a person knows how to read and write. A *literate* person, on the other hand, is well read, using and applying high level thinking skills across a broad range of topics. These high level thinking skills continue to expand as the reader is continuously exposed to new ideas and words from all over the world and across different time periods. Depending on the books being read, the reader may enlarge their frame of reference and better understand things happening around them.

For these reasons, we will have a daily 30 minute reading time for our students Mondays through Thursdays. During this time, students will read anything but their reading assignments. Students will be encouraged to read from a variety of genres. Every student will record their observations, thoughts, and comments about their reading on their reading blog, which will be accessible to everyone throughout the school. Students may join with other students to read the same book; throughout their reading they may meet to discuss thoughts, feelings, ideas, or impressions they had while reading.

## *Exercise*

Everyone is aware of the physical benefits to exercise, but not many actually get around to regularly doing it. Dr. Antronette Yancey, Director of the *Center to Eliminate Health Disparities* notes the educational benefits of regular exercise in education:

1. Kids pay better attention to their subjects when they've been active
2. Kids are less likely to be disruptive in terms of their classroom behavior when they're active
3. Kids feel better about themselves, have higher self-esteem, less depression, and less anxiety when they're active

Studies have found that students that exercise daily do better on language, reading, and the basic battery of tests--even when their academic time is reduced to allow for exercise. With ⅔ of Americans overweight, trying to get people to exercise during their leisure time isn't working.

Based on principles found in Dr. Yancey's book, Instant Recess: Building a Fit Nation 10 Minutes at a Time, we will be holding a daily exercise period Monday through Thursday. On Fridays, we expect that many students will choose to participate in a sports-oriented Student Community of Practice such as tennis, swimming, basketball, etc.

### *Source*

Yancey, Antronette. (2010) "Instant Recess: Building a Fit Nation 10 Minutes at a Time". University of California Press, 1st edition.

## *Just-In-Time Learning*

The Just-In-Time (JIT) instruction methodology, a type of experiential learning where students learn concepts immediately before they apply them in a meaningful project, helps students better understand and retain information since they are applying what they've just learned to a "real world" problem.

### *Source*

Maxim, B.R., Akingbehin, K. & Modesitt, K.L. (1999). "Just-in-Time Learning in Software Engineering." *Journal of Computers in Mathematics and Science Teaching, 18*(3), 287-301. Charlotesville, VA: AACE.

## *POGIL*

Process Oriented Guided Inquiry Learning (POGIL) is a classroom and laboratory technique that seeks to simultaneously teach content and key process skills such as the ability to think analytically and work effectively as part of a collaborative team.

A POGIL classroom or lab consists of any number of students working in small groups on specially designed guided inquiry materials. These materials supply students with data or information followed by leading questions designed to guide them toward formulation of their own valid conclusions—essentially a recapitulation of the scientific method. The teacher serves as facilitator, observing and periodically addressing individual and classroom-wide needs.

POGIL is based on research indicating that a) *teaching by telling* does not work for most students, b) students who are part of an interactive community are more likely to be successful, and c) knowledge is personal; students enjoy themselves more and develop greater ownership over the material when they are given an opportunity to construct their own understanding.

POGIL's effectiveness has been assessed at a range of institutions and for a variety of courses. Several common outcomes are observed in all of these studies:

- Student attrition is lower for POGIL than traditional methods
- Student mastery of content is generally higher for POGIL than traditional methods
- Most students prefer POGIL over traditional methods

A discovery-based team environment energizes students and provides instructors with instant and constant feedback about what their students understand *and misunderstand*. Students quickly pick up the message that logical thinking and teamwork are prized above simply getting the "correct" answer. This emphasizes that learning is not a solitary task of memorizing information, but an interactive process of refining one's understanding and developing one's skills.

### *Sources*

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## *Field Experience*

Students will regularly have field experiences during as part of their Student Communities of Practice. Depending on the SCOP, students will leave the school in small groups to go on field trips. Other SCOPs may host guest speakers or outside presenters.

# 13. Graduation and Master Course List

## Tracking Student Achievement

Students will enter the Wasatch Institute of Technology (WIT) with varying degrees of proficiency across subject areas. Lamentably, letter grades are an unreliable measure of achievement. Consider two teachers at the same school teaching pre-algebra: One teacher has the students solve only textbook problems, checking their answers in the back of the book and in the teacher's edition; the other teacher encourages students to actually apply the principles being taught. Students in the first class could easily earn 100% on homework assignments and an A out of the class; students in the second may earn much lower grades, but in fact understand algebra better. This means that we will be unable to measure, assume, or interpret any student's proficiency level in any core subject (English, math, science) from any prior school based solely on a letter grade. At the Wasatch Institute of Technology, we will track student achievement at a finer level of detail. Pennant will house the master list of learning objectives for the school as well as track individual student achievement on each of them.

Because the Teaching Teams are self-organizing (the teachers determine which learning objectives to cover during a sprint), react to student failure (by planning additional follow-up activities), create integrated learning experiences (which cross traditional subject area boundaries), are influenced by external factors (problem-based learning, service learning), and remain with the students the entire school year, curriculum learning objectives can be achieved in any order and taught by any WIT teacher--as long as the necessary curricular learning objectives are achieved by the end of 12th grade. To minimize any difficulty students transferring from WIT may encounter, we will send the receiving school the student's learning objective progress summary in addition to the traditional transcript.

This approach to learning renders traditional class boundaries unnecessary. However, since we will need to interact with other educational institutions (primarily higher education), our transcripts and report cards will show classes and letter grades in addition to the learning objective progress summary. For our purposes, a class will simply be a collection of learning objectives that were assigned during a semester. For each class, a letter grade corresponding to a school-wide standard grading scale will be assigned which reflects their mastery of the assigned learning objectives. In some cases like English, math, and science, the learning objectives will closely align with one of our Teaching Team members. For other courses like history, finance, or health, the learning objectives that make up a course will have been taught by multiple teachers throughout the semester.

## Grading Scale

The grading scale we will use at the Wasatch Institute of Technology is as follows:

| | | | | | |
|---|---|---|---|---|---|
| A | 94-100% | B- | 80-83.99% | D+ | 67-69.99% |
| A- | 90-93.99% | C+ | 77-79.99% | D | 64-66.99% |
| B+ | 87-89.00% | C | 74-76.99% | D- | 60-62.99% |
| B | 84-86.99% | C- | 70-73.99% | F | Below 60% |

## Concurrent Enrollment

Concurrent enrollment courses are college-level courses available to high school juniors and seniors that simultaneously provide both college and high school credit. Individual students can earn up to 30 semester hours of college credits per academic year. Unlike the Advanced Placement (AP) program, credit is earned by performance and participation throughout the class rather than by an exit examination alone. This means that the student's final course grade will be recorded on their permanent college record regardless of the results. Additional information on concurrent enrollment can be found in Utah Administrative Rule R277-713 Concurrent Enrollment of High School Students in College Courses and R165 Concurrent Enrollment.

If the students and the Teaching Team teachers agree and the learning objectives remaining for the Team are amenable, a concurrent enrollment course will be offered. Due to the leveling that occurs within each Teaching Team, there will be alternative courses for students uninterested in concurrent enrollment.

We intend to work with one or more of the higher education partners below to offer any relevant concurrent enrollment classes. At this time, we have identified the concurrent enrollment college courses below from the USOE-USHE Concurrent Enrollment Master List as courses we may offer. Since these are college classes, the course title and prerequisites are from the corresponding college course catalog (the credit hours in bold indicates the source of the title/prerequisites, and our likely partner).

| SLCC | UVU | UU | WSU | College Course | Title | College Prerequisites |
|---|---|---|---|---|---|---|
| **4** | | | | MATH 1010 | **Intermediate Algebra** | None |
| **4** | 4 | 4 | | MATH 1050 | **College Algebra** | MATH 1010 with C or better or ACT math of 23+ |
| **3** | 3 | 2 | | MATH 1060 | **Trigonometry** | MATH 1010 with a C or better or ACT math score of 23+ |
| **3** | | | | MATH 1040 | **Statistics** | MATH 1010 with a C or better or ACT math of 23+ |
| **4** | | 4 | | MATH 1210 | **Calculus I** | MATH 1060 with a C or better |
| 3 | **3** | | 3 | ENGL 1010 | **Introduction to Writing** | ACT reading score of 17+ |
| | **3** | | | ENGL 2010 | **Intermediate Writing** | ENGL 1010 with a C- or higher |
| 4 | **4** | | | BIOL 1010/1015 | **Introduction to Biology** | None |
| 5 | | 5 | **5** | CHEM 1110/ 1115 | **Elementary Chemistry** | None |
| 3 | **3** | 4 | | PHYS 1010 | **Elementary Physics** | None |
| **3** | | | | FIN 1050 | **Personal Finance** | None |
| 3 | **3** | | 3 | HIST 1700 | **American Civilization** | None |
| | **3** | | | POLS 1100 | **American/US National Government** | None |

| SLCC | UVU | UU | WSU | College Course | Title | College Prerequisites |
|---|---|---|---|---|---|---|
| 3 | **3** | | | ART 1010 | **Introduction to Visual Arts** | None |
| 3 | **3** | | 3 | MUSC 1010 | **Introduction to Music** | None |
| 4 | 3 | | **4** | CS 1400 | **Fundamentals of Programming** | None |
| 4 | 3 | | **4** | CS 1410 | **Object Oriented Programming** | CS 1400 |

# *Course Catalog*

In accordance with Utah Administrative Rule R277-700 and the USOE Approved Courses list, we intend to offer all of the classes below marked as required (R). We will also offer a subset of the classes marked E) when student interest, teacher qualifications, and teacher availability coincide. The course titles and descriptions are used only for working with external educational institutions. Where existing courses were located, the existing title and course descriptions were used; courses and descriptions in italics represent WIT customizations.

For concurrent enrollment courses, we will use the Utah Board of Regents common course numbers, prefixes and titles, which show up as 4-digit course numbers below. If no common course number exists for a concurrent enrollment course we will teach, we will use the course number, title, and description from an identified concurrent enrollment partner.

These course descriptions and titles are in a draft state, pending implementation of the Common Core State Standards Initiative that Utah adopted in September 2010. Once those changes have been implemented, we will finalize the association of core codes and titles from our school's classes. If any of our courses do not match those in the list, they will be submitted for inclusion in the USOE Approved Courses list prior to our teaching them.

## *Language Arts*

| Number | Core Code | Credit | Title / Description | Prerequisite | NSE | SE |
|---|---|---|---|---|---|---|
| ENGL 100 | 06020000040 | 1.0 | **Language Arts 9**<br>A grade level appropriate exploration of reading, writing, and inquiry. | None | R | R |
| ENGL 110 | 06020000050 | 1.0 | **Language Arts 10**<br>A grade level appropriate exploration of reading, writing, and inquiry. | ENGL 100 | R | R |
| ENGL 120 | 06020000060 | 1.0 | **Language Arts 11**<br>A grade level appropriate exploration of reading, writing, and inquiry. | ENGL 110 | R | R |

| Number | Core Code | Credit | Title / Description | Prerequisite | NSE | SE |
|---|---|---|---|---|---|---|
| ENGL 130 | 06020000075 | 1.0 | **Language Arts 12**<br>Introduce students to technical and professional communication and its application to problem solving. Students will define and produce technical and professional communication. They will use inquiry based learning to guide their critical reading and writing experiences and will identify objectives, analyze audiences and produce oral and written communication within 3 specialized genres to solve a problem. At all stages of the writing process students will work in teams to research, plan, draft, edit, review and revise their documents. Ethics, cultural awareness, and civic responsibility will guide research and decision making throughout the course. | ENGL 120 | R | R |
| ENGL 140 | 06010000085 | 1.0 | **Yearbook**<br>A class that produces a yearbook. | None | E | E |
| ENGL 150 | 06010000090 | 1.0 | **Journalism**<br>A class that produces a newspaper. | None | E | E |
| ENGL 1010 | 06010013115 | 1.0 | **Introduction to Writing**<br>Teaches rhetorical knowledge and skills, focusing on critical reading, writing, and thinking. Introduces writing for specific academic audiences and situations. Emphasizes writing as a process through multiple drafts and revisions. in addition to major essay assignments, may include in-class writing and collaboration, research writing, journals, and portfolios. | ENGL 110; ACT reading score of 17+ | E | E |
| ENGL 2010 | 06010013116 | 1.0 | **Intermediate Writing**<br>Emphasizes academic inquiry and research in the humanities and social sciences. Explores issues from multiple perspectives. Teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. Focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments, may include in-class writing and collaboration, an annotated bibliography, oral presentations, and portfolios. | ENGL 1010 with a C- or higher | E | E |

## *Mathematics*

| Number | Core Code | Credit | Title / Description | Prerequisite | NSE | SE |
|---|---|---|---|---|---|---|
| MATH 099 | 07070000050 | 1.0 | **Mathematics Essentials**<br>Students improve understanding of basic mathematics concepts including, algebraic reasoning, basic geometry concepts, computational skills, collecting and organizing data, and creating and analyzing graphs. | None | E | E |
| MATH 100 | 07020000011 | 1.0 | **Algebra 1**<br>Students will become fluent with rational number relationships and operations to develop abstract thought. Linear relationships will be introduced and applied. | None | R | R |

| Number | Core Code | Credit | Title / Description | Prerequisite | NSE | SE |
|---|---|---|---|---|---|---|
| MATH 110 | 07050000000 | 1.0 | **Geometry**<br>Develop the structure of Euclidean geometry and apply the resulting theorems and formulas to address meaningful problems. | MATH 100 | R | R |
| MATH 120 | 07020013020 | 1.0 | **Algebra 2**<br>Students will conceptualize, analyze, and identify relationships among functions by building on concepts learned in Algebra 1 and Geometry and by extending linear algebra and coordinate geometry to other functions and systems of equations. | MATH 110 | R | R |
| MATH 130 | 07060000010 | 1.0 | **Introductory Statistics**<br>An introductory course where students critically analyze statistical information about their world and learn to make informed decisions and predictions based on data. | MATH 100 | E | E |
| MATH 140 | 07040000020 | 1.0 | **Pre-Calculus**<br>Students gain a deep understanding of the fundamental concepts of functions, including trigonometric functions. | MATH 120 | E | E |
| MATH 1010 | 07020013020 | 1.0 | **Intermediate Algebra**<br>Linear and quadratic equations, inequities, polynomials, rational expressions, radicals, negative and rational exponents, complex numbers, linear systems, introduction to functions, logarithms, and exponential functions. | MATH 120; ACT math score of 18+ | E | E |
| MATH 1050 | 07040013020 | 1.0 | **College Algebra**<br>Topics: polynomial, rational, exponential, and logarithmic functions, matrices, conics, sequences and series, and mathematical induction. | MATH 1010 with C or better or ACT math of 23+ | E | E |
| MATH 1060 | 07070013010 | 1.0 | **Trigonometry**<br>Trigonometric functions and their graphs developed using circular and triangular methods including inverses, polar coordinates, and an introduction to vectors. | MATH 1010 with a C or better or ACT math score of 23+ | E | E |
| MATH 1040 | 07060013010 | 1.0 | **Statistics**<br>Descriptive and inferential statistical methods. Emphasis on sampling design, descriptive statistics, linear regression & correlation, probability, sampling distributions, hypothesis testing and confidence intervals. | MATH 1010 with a C or better or ACT math of 23+ | E | E |
| MATH 1210 | 07040013010 | 1.0 | **Calculus I**<br>Topics include: limits, derivatives of algebraic and transcendental functions, applications of differentiation, integration, the Fundamental Theorem of Calculus, the technique of substitution, and finding the area between curves. | MATH 1060 with a C or better | E | E |

## *Science*

| Number | Core Code | Credit | Title / Description | Prerequisite | NSE | SE |
|---|---|---|---|---|---|---|
| EARTH 100 | 08040000010 | 1.0 | **Earth Systems Science**<br>This course integrates content from earth, physical, space and life sciences. Students develop an understanding of interactions and interdependence within and between earth systems and biological systems, atmospheric systems, water systems, geologic systems energy systems and space. | None | R | R |
| EARTH 100 | 08040000030 | 1.0 | **Geology**<br>Basic concepts of geology will be studied. Formation of rocks, erosion and landscape evolution, plate tectonics, interpretation of earth processes from geological data are the foundation of this course. | None | E | E |
| EARTH 120 | 08040000050 | 1.0 | **Meteorology**<br>This course focuses on introducing the student to basic concepts involved in the analysis of weather phenomena on a global and local scale. Major topics include heat balance, atmospheric stability, precipitation processes, cyclonic activity, severe weather, weather analysis, and very basic weather forecasting techniques. | None | E | E |
| BIOL 100 | 08020000010 | 1.0 | **Biological Science**<br>This course includes the topics of ecosystems, cells, heredity, diversity, organ systems and evolution. Students will explain biological ideas or concepts in their own words, relate them to other topics, and apply them in new contexts. | None | E | E |
| BIOL 110 | 08020000030 | 1.0 | **Botany**<br>Botany is the study of plants. In this course, students will focus on plant organs and tissues and how they function. Specific attention will be paid to the structure and function of roots, stems and leaves. In addition, students will learn about plant growth, reproduction, environmental response and diseases while becoming aware of the importance of plants in our daily lives. Various laboratory exercises will be utilized to accompany class material, including some outdoor studies. | None | E | E |
| BIOL 120 | 08020000070 | 1.0 | **Wildlife Biology**<br>Ecology is the study of the relationship between living things and their environment. This course will focus on the concepts of the food web, symbiotic relationships, carrying capacity, and succession of natural environments, habitat, niche and the biomes of the earth. | None | E | E |
| BIOL 130 | 08020000080 | 1.0 | **Zoology**<br>This course surveys the animal kingdom. Detailed study of representative organisms is made to illustrate structural advancements as they appear in the animal kingdom. Issues relating to wildlife management and natural history of the vertebrates will be stressed. Lab work is involved. | None | E | E |

| Number | Core Code | Credit | Title / Description | Prerequisite | NSE | SE |
|---|---|---|---|---|---|---|
| BIOL 1010/1015 | 08020013010 | 1.0 | **Introduction to Biology**<br>Introduces major themes and concepts of biology including cell and molecular biology, genetics, diversity, evolution, and ecology. Provides students with necessary information and skills to critically evaluate what they hear, read, and see in the living world; communicate clearly; and apply methods to interpret data for making informed decisions concerning the role of biology in a world of which they are a part. | None | E | E |
| CHEM 100 | 08030000012 | 1.0 | **Chemistry**<br>This course includes the topics of atoms, energy, chemical bonds, chemical reactions and solutions. Students develop an understanding of chemical concepts and determine the relevance of chemistry in their lives. | None | E | E |
| CHEM 110 | 38010000092 | 1.0 | **Material Science**<br>Material Science explores the characteristics of solids, metals, ceramics, polymers, and composites. The course investigates basic properties of materials and their application in various manufacturing processes. A strong infusion of chemistry with frequent lab experiments is dominant throughout the course. | None | E | E |
| CHEM 1110/ 1115 | 08030013012 | 1.0 | **Elementary Chemistry**<br>A lecture-demonstration course for students with no previous chemistry background who are not majoring in areas requiring further chemistry. | None | E | E |
| PHYS 100 | 08060000020 | 1.0 | **Physics**<br>The three topics covered in physics are matter, motion and energy. Everything is part of a system, whether it is book on a table, a cog in a machine, a satellite in orbit or a complex electrical circuit. Physics topics will be developed around systems and the nature of science. | None | E | E |
| PHYS 110 | 08060000010 | 1.0 | **Astronomy**<br>The underlying principles of life, earth, and physical science are integrated in this study of the universe. Historical astronomy, the solar system, comets, constellations, extraterrestrial life, and the evolution of stars are the major topics of study. Observational astronomy skills and critical thinking are fostered through the use of laboratory and field activities. | None | E | E |
| PHYS 120 | 08060000050 | 1.0 | **Aeronautics**<br>*Since the first powered flight at Kitty Hawk, aeronautics has grown to become one of the most exciting and fastest paced fields around. Learn how mankind has "navigated the air" and the underlying principles that make it all happen.* | None | E | E |
| PHYS 130 | 38010000008 | 1.0 | **Digital Electronics**<br>A course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. | None | E | E |

| Number | Core Code | Credit | Title / Description | Prerequisite | NSE | SE |
|---|---|---|---|---|---|---|
| PHYS 1010 | 08060013022 | 1.0 | **Elementary Physics**<br>Covers the fundamentals of classical and modern physics. Includes mechanics, fluids, heat, waves and sound, electricity and magnetism, light, optical, relativity, atomic and nuclear physics. | None | E | E |

## *Social Studies*

| Number | Core Code | Credit | Title / Description | Prerequisite | NSE | SE |
|---|---|---|---|---|---|---|
| HIST 100 | 09040000030 | 0.5 | **Geography for Life**<br>Includes map skills with physical and human geography essentials. | None | R | R |
| HIST 110 | 09050000091 | 0.5 | **World Civilizations**<br>Survey class describing the relationships that have developed over time among major regions of the world: East Asia, South Asia, Southwest Asia (Middle East), Africa, Europe, North America and Latin America | None | R | R |
| HIST 120 | 09050000050 | 1.0 | **U.S. History II**<br>Survey of American history with an emphasis on post-Reconstruction American (1876- Present), but should include a review of the earlier period. | None | R | R |
| HIST 130 | 09060000020 | 0.5 | **U.S. Government and Citizenship**<br>Presents the major ideas, protections, privileges, structures, and economic systems that affect the life of a citizen in the United States political system. The major ideas, protections, privileges, structures, and economic systems that affect the life of a citizen in the United States political system. | None | R | R |
| FIN 100 | 07070000020 | 0.5 | **General Financial Literacy**<br>Includes ideas, concepts, knowledge, skills that will enable students to implement the mathematical skills they need to become wise consumers, savers, investors, credit users, money managers, citizens, and part of a global workforce. | None | R | R |
| FIN 1050 | 01000013100 | 0.5 | **Personal Finance**<br>Study of financial skills essential for economic success. Subjects: Financial planning, financial services, income taxes, consumer buying, insurance, retirement planning and estate planning. | None | E | E |
| HIST 1700 | 09090013010 | 1.0 | **American Civilization**<br>Stresses movements and developing institutions that are important for an appreciation of American History from the Pre-Columbian period to the present. Discussions include analysis of developing political, economic, and social institutions and their interrelationships with, and impact upon, the geographical features of the land. | None | E | E |
| POLS 1100 | 09060013020 | 0.5 | **American/US National Government**<br>Studies history and structure of American National Government, rights and responsibilities of citizens, political institutions, political processes, and governmental policies. | None | E | E |

## *The Arts*

| Number | Core Code | Credit | Title / Description | Prerequisite | NSE | SE |
|---|---|---|---|---|---|---|
| ART 100 | 02010000020 | 0.5 | **Art History**<br>Provide a surface overview of the major art historical periods from Prehistoric to modern Neo-Conceptualism. This course is designed to develop a discerning appreciation for at looking and talking about art with the ability to use higher-level thinking, analysis, and art criticism skills. | None | E | E |
| ART 110 | 02010000030 | 0.5 | **Ceramics I**<br>Develops the basic technical and aesthetic skills listed in the Ceramics Core Curriculum in developing the creation of 3D forms in clay. | None | E | E |
| ART 120 | 02010000045 | 0.5 | **Drawing I**<br>Centered on the development of observational skills needed in rendering the illusion of 3D forms on a flat surface. | None | E | E |
| ART 121 | 02010000046 | 0.5 | **Drawing II**<br>Designed to provide a more technical visual art skill experience using 2D art related materials and concepts. Should emphasize studio production in exposing students to complex structural drawing, color schemes, compositional devices and design principles. The goal of the course is to create pieces for exhibition or portfolio purposes. | ART 120 | E | E |
| ART 130 | 02010000090 | 0.5 | **Jewelry**<br>Introduces basic jewelry making technique such as filing, piercing, sawing, soldering, casting and stone setting in finishing and decorating a variety of materials. Studio production is emphasized with a strong curricular content centered a round design principles, divergent thinking and art criticism. | None | E | E |
| ART 140 | 02010000100 | 0.5 | **Painting I**<br>Using color to define form and create textural illusions in wet media. Studio processes should focus on learning medium specific techniques of both transparent and opaque paint. Composition, design principles and art history should be emphasized throughout the course. | None | E | E |
| ART 141 | 02010000101 | 0.5 | **Painting II**<br>Builds on the medium specific (transparent or opaque) painting techniques learned from Painting I or the curriculum can emphasize just transparent (watercolor) painting. The goal of the course is to create pieces for exhibition or portfolio purposes. | ART 140 | E | E |
| ART 150 | 02010000110 | 0.5 | **Photography**<br>Focuses on basic procedures for operating a digital and/or analog camera and understanding light. It may include darkroom work in developing film and making prints and enlargements and/or digital software editing and production techniques. | None | E | E |

| Number | Core Code | Credit | Title / Description | Prerequisite | NSE | SE |
|---|---|---|---|---|---|---|
| ART 151 | 02010000111 | 0.5 | **Photography II**<br>Emphasizing photography as an art form. Students are encouraged to use photography as a creative and expressive tool through time exposures and multiple images. It may include high contrast litho film, and/or digital processes that expand expressive possibilities. | ART 150 | E | E |
| ART 160 | 02010000130 | 0.5 | **Sculpture**<br>Learn techniques in the creation of sculpture, including finishing techniques and how to prepare a sculpture for casting or reproduction. | None | E | E |
| ART 1010 | 02010013020 | 0.5 | **Introduction to Visual Arts**<br>Develops an appreciation of art. Studies elements and principles of art. Includes identification of major art forms, surveys art history, art criticism, and media | None | E | E |
| GFX 100 | 35020000010 | 0.5 | **Digital Media I**<br>Multimedia is the process of planning, instructional design, and development. Students will create interactive computer applications using the elements of text, 2-D and 3-D graphics, animation, sound, video, and digital imaging. | None | E | E |
| GFX 120 | 02010000040 | 0.5 | **Commercial Art/Computer Graphics I**<br>Provide an overview of traditional art media and new electronic or computer generated media used in modern communications. | None | E | E |
| GFX 121 | 02010000041 | 0.5 | **Commercial Art/Computer Graphics II**<br>Illustrating creative ideas in visually communicating with and enticing the masses. Students will develop graphic savvy techniques used in lettering, layout, book illustration, magazine covers, logos, sign designs, CD covers, product design in using traditional media and computer graphics programs (Photoshop, Illustrator, Flash). | GFX 120 | E | E |
| DANC 100 | 02020000010 | 0.5 | **Dance I**<br>A beginning level dance course that builds dance knowledge and skill with a focus on dance as an art form. Students will study modern dance and performance techniques based on sound fundamental principles of movement as a vehicle to train the body for performance within any genre of dance. | None | E | E |
| DANC 120 | 02020000030 | 0.5 | **Beginning Social Dance**<br>Introduces students to a wide variety of basic social dances from different places and time periods throughout the world. Students will develop skills in social dance techniques, rhythms, dance steps, styles, and qualities of moving and partnering. | None | E | E |
| MUSC 100 | 02040100003 | 0.5 | **Band I – Small Ensemble**<br>Provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play a woodwind, brass, or percussion instrument in a small ensemble band setting. | None | E | E |
| MUSC 101 | 02040100013 | 0.5 | **Band II – Small Ensemble**<br>Further develops and refines core concepts and fundamentals introduced in Beginning Band. Students participate in a small ensemble band. | MUSC 100 or equivalent audition | E | E |

| Number | Core Code | Credit | Title / Description | Prerequisite | NSE | SE |
|---|---|---|---|---|---|---|
| MUSC 110 | 02040200001 | 0.5 | **Chorus I – Mixed**<br>This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral mixed ensemble. | None | E | E |
| MUSC 111 | 02040200010 | 0.5 | **Chorus II – Mixed**<br>Provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral mixed ensemble. | MUSC 111 or equivalent audition | E | E |
| MUSC 1010 | 02040013020 | 0.5 | **Introduction to Music**<br>A survey course designed to make music more meaningful. Studies melody, harmony, form, and rhythm together with historical and biographical information. | None | E | E |
| THEA 100 | 02010000052 | 0.5 | **Film Making**<br>Designed to provide experience in the four basic phases of film making; Development including storyboarding, Pre-Production, Production and Post-Production. Students learn to storyboard. This course promotes divergent thinking and art-related technology skills in creating films in either traditional or electronic media. | None | E | E |
| THEA 110 | 02030000001 | 0.5 | **Theatre Foundations I**<br>Finding meaning in works of theatre art through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of that theatre art. | None | E | E |
| THEA 120 | 02030000030 | 0.5 | **Musical Theatre**<br>The student will explore and experience the nature of musical theatre and the unique performance demands required to perform a musical theatre role, including the basic analytical, vocal, movement, and acting skills needed to perform in musicals. Students will be offered an opportunity to perform in a classroom and, when possible, in an actual musical theatre review or production. | None | E | E |

## Physical and Health Education

| Number | Core Code | Credit | Title / Description | Prerequisite | NSE | SE |
|---|---|---|---|---|---|---|
| HLTH 100 | 04010000010 | 0.5 | **Health II**<br>Advanced required core curriculum course that builds on the concepts and principles developed in Health I. | None | R | R |
| HLTH 110 | 04020000030 | 0.5 | **Participation Skills**<br>Comprehensive instruction in nutrition, fitness activities, and self-assessment. | None | R | R |
| HLTH 120 | 04020000030 | 0.5 | **Fitness for Life**<br>Core-required class that provides comprehensive instruction in nutrition, fitness activities, and self-assessment. | None | R | R |
| HLTH 130 | 04020000040 | 0.5 | **Lifetime Activities**<br>Provides instruction in up to three lifetime sports activities and physical fitness. This may include social dance as well as dance 1A-3B. | None | R | R |

## Career and Technical Education

| Number | Core Code | Credit | Title / Description | Prerequisite | NSE | SE |
|---|---|---|---|---|---|---|
| CS 100 | 32020000240 | 1.0 | **Computer Technology**<br>*How technology impacts our lives, including social and environmental costs. Topics include the web, fetch/execute cycle, SOHO computing, basic file commands, disaster recovery, policy, and ethical implications.* | None | R | R |
| CS 110 | TBD | 1.0 | ***Delivering Desktops***<br>*Focus on the business desktop life cycle, including hardware, troubleshooting, asset management, imaging and deployment, software management, disaster recovery, security, and policies.* | CS 100 | E | E |
| CS 111 | TBD | 1.0 | ***Securing Servers***<br>*Discover the fundamental building blocks of a server: TCP/IP, server hardware, file and print services, LDAP, security, and policies.* | CS 110 | R | E |
| CS 112 | TBD | 1.0 | ***The Mail Server***<br>*The promise of unified communications cannot be fulfilled without the key role of the mail server. Learn the fundamentals of SMTP, configuration, performance tuning, maintenance, and security of an email server.* | CS 111 | E | E |
| CS 113 | TBD | 1.0 | ***The Web Server***<br>*Learn the roles of a web server and the issues of content management. Includes fundamentals of the Internet, including DNS, HTTP, and HTML.* | CS 111 | E | E |
| CS 114 | TBD | 1.0 | ***The Database Server***<br>*Master the fundamentals of SQL and the intricacies of data storage, including network storage devices, transactions, clustering, data access, scalability, and data replication. Both RDBMS and Object-oriented databases will be covered.* | CS 111 | E | E |
| CS 115 | TBD | 1.0 | ***The Virtual Server***<br>*Uncover the many facets of virtualization, both for the server and the desktop. Learn about types of virtualization, image management, deployment,* | CS 111 | E | E |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | *snapshots, migration, desktop streaming, and virtualized hardware.* | | | |
| CS 120 | TBD | 1.0 | ***Data Center and the Physical Layer***<br>*No matter how you connect to the Internet, sooner or later it all comes down to a single wire. Learn more about that wire, its characteristics, troubleshooting, and its installation. Includes data center design.* | None | E | E |
| CS 121 | TBD | 1.0 | ***Understanding TCP/IP***<br>*Dissect the core of the Internet--TCP/IP--using packet analysis tools. Learn about UDP, TCP, addressing, and subnetting in both IPv4 and IPv6.* | CS 100 | E | E |
| CS 122 | TBD | 1.0 | ***Network Hardware***<br>*Learn the basics of network hardware, including routers, switches, firewalls, intrusion detection systems, and access points.* | CS 120 | R | E |
| CS 123 | TBD | 1.0 | ***Telephony***<br>*The basics of IP telephony, including SIP, hardware, configuration, and best practices for separating voice and data networks.* | CS 121 | E | E |
| CS 150 | TBD | 1.0 | ***Programming Design***<br>*The steps before any programming begins, including requirements definition, UML diagrams, user interface design, object-role mapping, and object oriented design.* | CS 100 | E | R |
| CS 151 | TBD | 1.0 | ***Introductory Programming***<br>*The fundamental building blocks of programming today, including variable types, decision statements, repetition control, method and class creation, scope and accessibility, data structures, and common libraries and operations.* | CS 150 | E | R |
| CS 152 | TBD | 1.0 | ***Pragmatic Programming***<br>*Move past the mechanics to the art of programming through the use of architecture, unit testing, design patterns, profiling, continuous integration, and third party APIs.* | CS 151 | E | E |
| CS 153 | TBD | 1.0 | ***Web Development***<br>*Understand the building blocks of a web application, including the application server, servlets, and the view layer. Desktop technologies include HTML, CSS, JavaScript, and third party frameworks in addition to REST and SOAP web services.* | CS 152 | E | E |
| CS 154 | TBD | 1.0 | ***Mobile Development***<br>*Uncover the intricacies of mobile development, including runtime environments, distribution, platforms, and the view layer.* | CS 152 | E | E |
| CS 155 | TBD | 1.0 | ***Enterprise Development***<br>*The complexities of enterprise applications discovered, including application servers, packaging and deployment, load balancing, failover, and pooling.* | CS 152 | E | E |
| CS 1400 | 35020013030 | 1.0 | **Fundamentals of Programming**<br>This course covers basic operating system operation and components of the development environment. The majority of the course covers basic problem solving and program design of a software application using a selected language. Topics presented and discussed depending on selected language include: thinking logically to solve problems, working with | CS 100 | E | E |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | input/output devices, compilation and library use, structured programming and modularity concepts, conditional and iterative structures including recursion, data types and structures, and pointers. | | | |
| CS 1410 | 35020013040 | 1.0 | **Object Oriented Programming** Topics will include data types, control structures, functions, arrays, I/O streams, classes, objects, encapsulation, overloading, inheritance and use of these concepts in problem solving. | CS 1400 | E | E |

# *Transcripts*

All learning objectives for the Wasatch Institute of Technology are stored in Pennant, where they are associated with the classes mentioned above. When a Teaching Team includes a learning objective in a sprint, a student's transcript will indicate that the associated course is "In Progress". When a majority of learning objectives associated with a course have been completed by a student, Pennant will replace "In Progress" with an actual letter grade.

The letter grade is computed by taking the student's total earned points on every portfolio artifact associated with the course and dividing that by the total number of points possible to determine a percentage. This percentage is then equated to a letter grade using the school's grading scale (shown earlier in this section). This course letter grade remains fluid and is marked as "Current Grade – In Progress" on the transcript until all learning objectives for the course have been completed, or the student leaves the school; at either of these points, the letter grade becomes final and is marked as "Final Grade".

# Graduation Requirements

Pursuant to R277-700-7 High School Requirements, the Wasatch Institute of Technology will require the following in order to graduate:

| Core Curriculum | Required Credits | Required Courses |
|---|---|---|
| **Language Arts**<br>4.0 credits | 1.0 9th grade level<br>1.0 10th grade level<br>1.0 11th grade level<br>1.0 12th grade level | ENGL 100<br>ENGL 110<br>ENGL 120 or ENGL 1010<br>ENGL 130 or ENGL 2010 |
| **Mathematics**<br>4.0 credits | 1.0 Algebra 1<br>1.0 Geometry<br>1.0 Algebra 2<br>1.0 Advanced math | MATH 100<br>MATH 110<br>MATH 120 or Advanced math<br>MATH 130 or higher |
| **Science**<br>3.0 credits | *2.0 credits from any of:*<br>1.0 Earth Systems Science<br>1.0 Biological science<br>1.0 Chemistry<br>1.0 Physics<br><br>1.0 other science credit | <br>EARTH-prefixed courses<br>BIOL-prefixed courses<br>CHEM-prefixed courses<br>PHYS-prefixed courses<br><br>Any science course not previously taken |
| **Social Studies**<br>3.0 credits | 0.5 Geography<br>0.5 World Civilization<br>1.0 US History<br>0.5 US Government<br>0.5 General Financial Literacy | HIST 100<br>HIST 110<br>HIST 120<br>HIST 130<br>FIN 100 or FIN 1050 |
| **The Arts**<br>1.5 credits | *1.5 credits from any of:*<br>Visual Arts<br>Music<br>Dance<br>Theatre | <br>ART- or GFX-prefixed courses<br>MUSC-prefixed courses<br>DANC-prefixed courses<br>THEA-prefixed courses |
| **Physical and Health Education**<br>2.0 credits | 0.5 Health<br>0.5 Participation Skills<br>0.5 Fitness for Life<br>0.5 Lifetime Activities | HLTH 100<br>HLTH 110<br>HLTH 120<br>HLTH 130 |
| **Career and Technical Education**<br>1.0 credits | Technology and Engineering Education | Any CS-prefixed course besides CS 100 |
| **Educational Technology**<br>0.5 credits | 0.5 Computer Technology | CS 100 |
| **Library Media Skills**<br>0 credits | | Integrated into subject areas |
| **Computer Science**<br>4.0 credits | 2.0 NSE core (for NSE cohorts)<br>2.0 SE core (for SE cohorts)<br>2.0 CS electives | CS 111, CS 131<br>CS 150, CS 151<br>Any CS-prefixed courses not previously counted toward graduation requirements |
| **Electives**<br>1.0 credits | | Any course(s) not previously counted toward graduation requirements |
| **Total** | **24.0 credits** | |

**Note:** Incoming students missing required credits must make those credits up on their own time, perhaps through an online educational provider or summer school program.

# 14. Special Education

We recognize that many of our students have obstacles that inhibit their learning: some of the obstacles are already known while others lie undiscovered. Our goal as a school is to proactively identify students with potential obstacles and try to minimize those obstacles so that each student can maximally benefit from their education. For all of our students, we intend to form an active partnership consisting of the student, the parent(s), the student's Teaching Team teachers, and (when applicable) the IEP team. Working together, this partnership can accomplish far more than what any individual party could do alone. Our desire is simple: we want all our students to succeed. We will follow the guidance of the *Individuals with Disabilities Education Improvement Act (IDEA)* and the *Utah State Board of Education Special Education Rules* to help us meet these goals.

## Child Find Procedures

To help us identify new students requiring special education services, we will include questions on our enrollment application and registration packet about whether a student has received special education services or any services beyond the regular program in their previous school. If parents respond in the affirmative, a phone call will be made to the previous school to request special education records. When requesting these records, we will follow all the procedures of the In-state and Out-of-State Transfer Student Checklist of the USBE Special Education Rules

We recognize that some students may need special education services that haven't yet been identified. Therefore, the school will also implement the following methods to locate these students:

- Provide all staff with annual training on the Child Find Obligation
- Alert all staff to observe student behaviors that may be indicative of a suspected disability
- Include a notice in the school student/parent handbook and the school website of the referral procedures and availability of services for eligible students with disabilities
- Listen to parent and teacher concerns about specific students
- Use Pennant to identify a student that is falling behind academically
- Start the referral process upon parent or staff request

### New Referrals and Initial Evaluations

Once a disability is suspected, we will follow these referral procedures:

4. Regular education teachers will implement pre-referral interventions with a specific time frame. Teachers will document their interventions in Pennant.
5. The Student Achievement Specialist will regularly review the interventions being made by regular education teachers. The frequency and number of interventions may warrant a full evaluation.

6. The Student Achievement Specialist will meet with the School Director regularly to review the teacher interventions. Students that do not respond well to these interventions and are potentially eligible for special education and related services will be referred for evaluation.

7. If the School Director and Student Achievement Specialist agree that a full evaluation is needed, parental consent needs to be obtained. The consent form will inform parents that the evaluation is being proposed because their child is suspected of having a disability that affects their educational performance and that she may be eligible for special education and/or related services. The consent form must also indicate the areas in which the IEP team will conduct tests or other assessments. The consent for evaluation will not be construed as consent for provision of special education services.

8. We will make reasonable attempts through multiple means (e.g. written notice, phone calls, e-mails) to obtain parental consent before starting the evaluation; all attempts will be documented. We will follow the requirements of USBE II.C.4 with respect to parents who cannot be located.

9. Written Prior Notice that the evaluation will take place is given to parents. The document will be filed in the student's record in Pennant.

10. Upon receiving evaluation parental consent forms or refusal for consent, the school secretary or special education staff will write the date on the paperwork the day it was received to document the beginning of the 45 day timeline for the evaluation.

# *Conducting Evaluations*

## *Initial Evaluation*

To satisfy the requirements of Part B of the IDEA and the Utah Special Education Rules book section II(F) *Evaluation Procedures* (§300.304), we will implement the following procedures when conducting an evaluation:

1. We will use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by the parent. This information may assist in determining whether the student is a student with a disability. Additionally, the information may shape the content of the student's IEP, including information related to enabling the student to be involved in and progress in the general education curriculum.

2. We will not use any single procedure as the sole criterion for determining that a student has a disability, nor for determining an appropriate educational program for the student.

3. We will use technically sound instruments that assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

4. The assessments and other evaluation materials we use to assess a student are:
    a. Selected and administered so as not to be discriminatory on a racial or cultural basis

b. Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so
c. Used for the purposes for which the assessments or measures are valid and reliable
d. Administered by trained and knowledgeable personnel
e. Administered in accordance with any instructions provided by the producer of the assessments

We will ensure that:

1. Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

2. Assessments are selected and administered so as best to ensure that if an assessment is administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

3. The student is assessed in all appropriate areas related to the suspected disability, including health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

4. Assessments of students with disabilities who transfer into or out of our school in the same school year are coordinated with those students' prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.

5. In evaluating each student with a disability, the evaluation is sufficiently comprehensive to identify all of the student's special education and related services needs, whether or not commonly linked to the disability category in which the student has been classified.

6. Assessment tools and strategies that provide relevant information to directly assist persons in determining the educational needs of the student are provided.

## *IEP Team*

The IEP team works to develop, review, and revise the IEP of a student with a disability. Under normal circumstances, we will have an IEP in effect for each of our students with a disability at the beginning of each school year. IEP teams meet at least annually to determine whether the annual goals for the student are being achieved and, if necessary, revise the IEP as appropriate. Our IEP team membership will consist of:

- The parents of the student
- A regular education teacher from the student's Teaching Team
- A special education teacher of the student

- A school representative[21], typically the School Director, student's Teacher Achievement Specialist, or Student Achievement Specialist, who:
    - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities
    - Is knowledgeable about the general education curriculum
    - Is knowledgeable about the availability of resources of the school
- The student's assigned mentor
- An individual who can interpret the instructional implications of evaluation results (may be an existing member of the team)
- Other individuals who have knowledge or special expertise regarding the student, including related services personnel, at the parent's or school's discretion
- The student with a disability (when appropriate)

During the evaluation, the IEP team may consider existing data on a student's educational performance such as grades, courses completed, statewide test scores, school wide test results, classroom assessments, observations, teacher comments or concerns, cum file, and any other applicable information.

## *Reevaluations*

Our school can and will conduct reevaluations for students, as outlined in the Utah Special Education Rules book section II(G) *Reevaluation Procedures*. This will occur either when we determine that the educational or related services needs warrant a reevaluation or if the student's parent or teacher requests a reevaluation. For example, improved academic achievement or functional performance may merit a reevaluation.

A reevaluation may occur not more than once a year, unless the parent and the school agree otherwise, and must occur at least once every three (3) years, unless the parent and the school agree that a reevaluation is unnecessary.

We must obtain informed parental consent prior to conducting any reevaluation of a student with a disability. The informed parental consent need not be obtained if we can demonstrate that we made reasonable efforts to obtain such consent and the student's parent has failed to respond. We will document all attempts to contact parents and file them in the student's special education file on Pennant.

Prior to conducting a reevaluation, an eligibility determination meeting will be held in which the parents must be present. If the reevaluation is to continue, the IEP team will keep parents informed through Written Prior Notices of decisions, providing information on their rights to request additional assessments, and providing copies of the new Evaluation Summary Reports.

## *Conflict Resolution*

Throughout this entire process, we will strive to resolve any conflict that may arise between the parents of the special education student and/or the student himself and the school. At the first sign of trouble,

[21] An existing IEP team member may also fulfill this role, if qualified.

we will contact the USOE Special Education department to solicit help and support. If we are unable to resolve the conflict, we will suggest the use of USOE-provided professional facilitators.

# Placement

## Least Restrictive Environment

Our goal is to keep the special education student in the regular classroom as much as possible. Students will only be removed from the regular educational environment if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

We will provide a continuum of alternative placements to meet the needs of students with disabilities for special education and related services. When necessary, we will also provide supplementary services in conjunction with regular class placement, such as resource room or itinerant instruction. Our continuum will include:

- Regular classes
- Special classes
- Special schools
- Home instruction
- Instruction in hospitals and institutions

## Services Offered

The goal is to provide services to special education students in-house as much as possible. The types of services we intend to offer include:

- Testing accommodations (the school staff will be aware of special education testing accommodations and the student's IEP testing specifications via Pennant)
- Positive behavioral interventions and supports in cases where a student's behavior impedes learning (the student's or that of others)
- Reasonable accommodations, including screen readers, computer accessibility technologies, large print or braille books, and hearing supplements
- Links on our school's website to external resources, such as the Utah Parent Center
- Itinerant services for students unable to attend school for an extended period of time
- Contracted psychologist, speech pathologist, and translators

### Transition Services

Transition services are a coordinated set of activities for a student with a disability that are focused on improving the academic and functional achievement of the student to facilitate the student's movement from school to post-school activities. The transition services are based on the individual student's needs and include:

- Instruction
- Related services
- Community experiences

- The development of employment and other post-school adult living objectives
- The acquisition of daily living skills and provision of a functional vocational evaluation (if appropriate)

# *Special Education Staff*

Our school will follow the *Educator License Requirements* (section IX.H. of the Utah Special Education Rules), which state:

- Professionals providing services to students with disabilities must hold a Utah Professional Educator License or Endorsement in the area in which they provide services. This includes special education teachers, speech/language pathologists, school psychologists, school social workers, and other professionals.

- Physical and occupational therapists providing services to students must hold a valid license from the Utah Division of Occupational and Professional Licensing.

- Teachers providing services to the single category of Speech/Language Impairment must hold the appropriate license, endorsement, or area of concentration in the category of Speech/Language Impairment.

- Teachers assigned to teach academic subjects in secondary special education programs must, in addition to their special education license, meet the standards for highly qualified personnel under the ESEA.

- School social workers and school psychologists providing services to students with disabilities must be licensed by the State Board of Education.

### *School Director*

The School Director will be an active member of IEP and CMT teams, as will the student's mentor. The School Director will review the Utah Special Education Rules at least annually and receive at least one day of special education professional development annually.

### *Special Education Staff*

In addition to the *Educator License Requirements,* our special education staff will be knowledgeable with the Estimator program or similar tool. They will be able to administer specific identifying tests and calculate the student's score.

Our special education staff will assist inside classrooms (inclusion); provide small group intensive targeted intervention; conduct individual tutoring; provide training and consulting to teachers; head up IEP teams; and act as a resource to parents. The Student Achievement Specialist is primarily responsible to ensure that IEPs are evaluated at least annually and are active, organized, and effective.

Our special education staff may use properly trained and supervised paraprofessionals to provide services when appropriate and when allowed by a student's IEP. Any paraprofessionals we hire will be trained and supervised by our special education staff.

### *Contracted Services*

We will contract out all necessary services for which expertise cannot be found in-house. This may include speech pathology and psychological analysis services. If a parent requests that their child receive an Independent Educational Evaluation, the school will have names of specialists available for the parents.

### *Trainings and Support*

Prior to the school opening, the School Director and the Student Achievement Specialist will work with USOE to identify and complete an appropriate IDEA training. The Student Achievement Specialist and School Director will work closely with the special education department at USOE, and regularly contact them for guidance and training. The Student Achievement Specialist will develop and give a special education presentation for our annual Back-to-School Retreat attended by all staff.

The School Director and the Student Achievement Specialist will regularly attend the monthly USOE Charter School Roundtable and State Special Ed meetings. The Student Achievement Specialist or special education staff designate will attend state special education meetings, round tables, trainings, and conferences.

The School Director and the special education staff will review the Utah Special Education Rules at least annually. All staff will be required to annually review the school's policies and procedures, including the special education section of the employee handbook. The Student Achievement Specialist or designee will regularly participate in Teacher Communities of Practice, giving regular education teachers frequent opportunities to solicit help and direction.

### *Case Loads*

In accordance with the Utah Special Education Caseload Guidelines (August 2008), we will determine the caseload of each special educator so that a Free Appropriate Public Education is available to all eligible students with disabilities. To that end, we will adopt the considerations from the aforementioned *Caseload Guidelines* when determining the caseloads of special education teachers, paraprofessionals, and service providers.

Our goal is to have Pennant streamline a great deal of the required clerical work, notification and tracking so that the special education team can spend as much time as possible working with students.

## *Special Education Records Handling*

We will take appropriate steps to ensure the confidentiality of any personally identifiable data, information, and records we collect or maintain as related to Part B of IDEA 2004. The goal is to have 100% of each student's special education file available electronically in our student information system, Pennant. Each authorized user can only see the relevant parts of a student's special education file. The authorized users include:

- Special education employees working with the student
- School Director
- The student

- The parent (unless our school has been notified that access should be denied due to guardianship, separation, divorce, or other legal matters)
- Teachers on the student's Teaching Team with legitimate educational interests
- The student's mentor
- Authorized external users servicing the student
- Officials of agencies collecting/using information under the requirements of Part B of the IDEA
- Officials of another school or school site in which the student seeks or intends to enroll
- Law enforcement and judicial authorities

Through Pennant, parental consent is obtained prior to releasing any records to any other person or agency not listed above. This limited and specific access must be submitted by a special education staff member and approved by the Student Achievement Specialist. Access will come in the form of a time and scope limited account in Pennant. The rights of privacy afforded to parents are transferred to the student who reaches the age of 18, providing the student has not been declared incompetent by a court order, including the rights with regard to education records. Students will be notified of this upcoming Legal Rights Transfer at least one year before the age of 18. Pennant will automatically deny parent access when a student turns age 18; the student will have the ability to grant permission to the parents to view the files after that time.

Each time there is a change in a student's record, Pennant will notify the authorized viewers of the student record. Every time the records are accessed, Pennant will log (at a minimum) the date, time, user, IP address, and specific record(s) viewed. Record access reports, including the student records viewed, will be reviewed by the Student Achievement Specialist weekly to ensure that access to special education records fits within the established guidelines. Pennant will also flag unusual behavior (i.e. student records are viewed from an IP address in a different geographical area, etc.).

As a school, we will strive to collect only the amount of information necessary to effectively do our job. Information that is no longer needed will be destroyed, either when Pennant determines the information is no longer needed (3 years after the student graduates or turns 22), or when the parent or student (age 18 or older) requests that the information be destroyed. Parents and/or the student (age 18 or older) may request through Pennant that individual elements of the special education record be deleted. This request must be reviewed by the assigned special education staff member and approved by the Student Achievement Specialist prior to the deletion actually occurring.

## *Records Transfer*

We intend to fully comply with the Utah State Board of Education Special Education Rules regarding records transfer. When special education students transfer out of the Wasatch Institute of Technology, we will promptly submit to the receiving school the student's IEP, supporting documents, and any other records relating to the provision of special education or related services to the student. For incoming students, we will promptly request these documents from the prior school. We recognize that if we have difficulty obtaining the IEP from the previous school, we are still obliged to have a current IEP in place; this means we may need to conduct an initial evaluation with the intent of developing a new IEP for the incoming student.

For special education students transferring during the school year either to or from WIT, we will coordinate any outstanding assessments with the prior or subsequent schools to ensure prompt completion of full evaluations. These assessments need to be completed to finish the initial evaluation for eligibility.

For students with a disability that transfer into the Wasatch Institute of Technology, we will consult with the student and parents to determine comparable services to those described in the previously held IEP. We will provide these comparable services until we conduct an evaluation[22] (if determined necessary by WIT), after which we can adopt the previously held IEP or develop, adopt, and implement a new IEP.

## *Building ADA requirements*

During the design and construction of our facilities, we will strive to satisfy the requirements of the Americans with Disabilities Act of 1990 (ADA). All modifications to the existing facility will satisfy ADA requirements. If we end up leasing an existing facility where compliance with applicable requirements is technically infeasible, we shall comply with ADA to the maximum extent feasible. We recognize that for existing buildings, ADA shall not impose a requirement for accessibility greater than required for new construction.

The specific scoping requirements we will address in our remodel include:

1. F204 Protruding Objects
2. F205 Operable Parts
3. F206 Accessible Routes
4. F207 Accessible Means of Egress
5. F208 Parking Spaces
6. F209 Passenger Loading Zones and Bus Stops
7. F210 Stairways
8. F211 Drinking Fountains
9. F212 Kitchens, Kitchenettes, and Sinks
10. F213 Toilet Facilities and Bathing Facilities
11. F215 Fire Alarm Systems
12. F216 Signs
13. F217 Telephones
14. F218 Transportation Facilities
15. F219 Assistive Listening Systems
16. F221 Assembly Areas
17. F222 Dressing, Fitting, and Locker Rooms
18. F223 Medical Care and Long-Term Care Facilities
19. F225 Storage
20. F226 Dining Surfaces and Work Surfaces
21. F227 Sales and Service
22. F228 Depositories, Vending Machines, Change Machines, Mail Boxes, and Fuel Dispensers

[22] This evaluation for eligibility is considered an initial evaluation, not a reevaluation (IDEA 2004 Regulations Comments, p. 46681-82).

# 15. School Closure Plan

Ultimately, charter schools are accountable to three key stakeholders: the chartering entity, the students who attend and their parents, and the public that funds them. A decision to close the charter school indicates an irreparable breach of trust. But why would a charter school need to be closed?

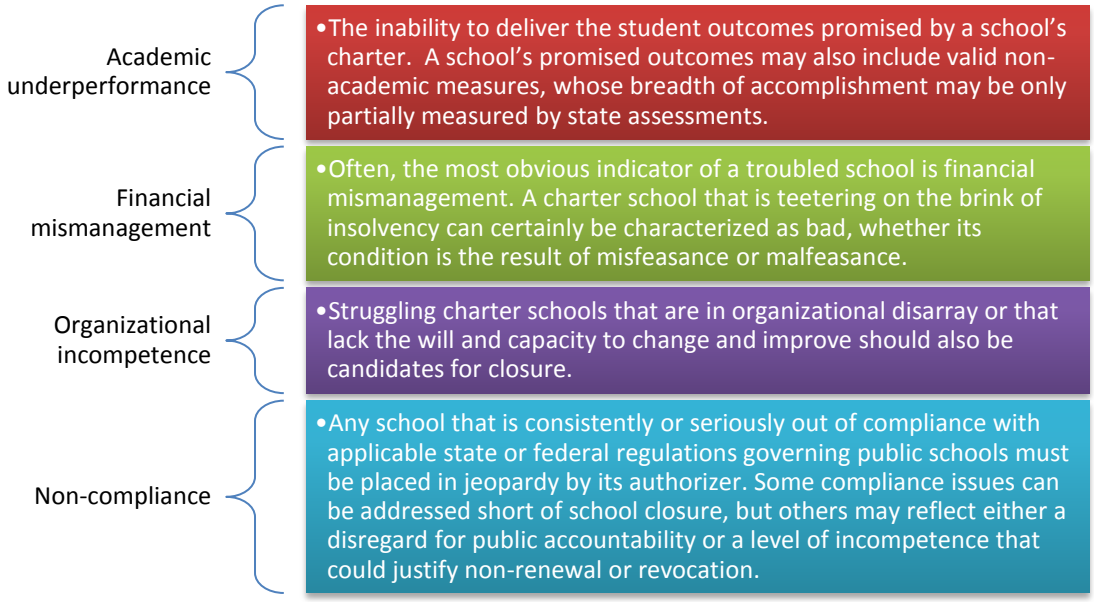
In March 2009, the Center for Education Reform released statistics on charter school closures. Of the 5250 charter schools that had opened, 657 of them had closed. In fact, "41% of the nation's charter closures resulted from financial deficiencies caused by either low student enrollment or inequitable funding," while 14% had closed due to poor academic performance[23].

An earlier study by The Center for Education Reform from February 2006 cited in "Charter Schools Today: Changing the Face of American Education" found similar results: the majority of charter school closures are due to financial or management difficulties, 11% of the closures are by intentional district interference, and several "closures" are actually consolidations or mergers with other schools. This report lists each school closed by state, including the school name, the years the school opened and closed, the primary reason, an explanation, and the sponsoring institution. The report observes:

> *"Business analysts offer that of all small businesses that open, nearly half close within the first year. After 16 years, only eleven percent of the nation's public charter schools have closed. This is a testament to the power of the idea, the demand, and the concept of quality control that is alive and well throughout the charter school arena...*
>
> *"While reasons and causes vary, the majority are closed for financial or management deficiencies. That might sound like not enough charters are being closed for academic deficiencies, but what the data shows is that ineffective schools first demonstrate the inability to manage their operations well before it's apparent that their achievement is suffering. In other words, most schools exhibit operational challenges well before their charter is up for renewal or performance issues become apparent."*

[23] Source: http://en.wikipedia.org/wiki/Charter_school

The National Association of Charter School Authorizers (NACSA) published a 2010 report entitled "Accountability in Action: A Comprehensive Guide to Charter School Closure." In this report, they identify the "red flags" that often are signs a school needs to be closed:




Clearly, the promise of increased autonomy and freedom for charter schools comes with a price: that of accountability, for both academic results and fiscal practices. We should achieve meaningful results backed by solid evidence. If we cannot deliver on that promise, we agree that the consequence should be school closure.

The remainder of this section documents the process we intend to undertake to close our school, pursuant to Utah Code 53A-1a-510 and 53A-1a-517. This process will only be followed if we voluntarily relinquish our charter or the decision stands to close the school following any possible appeal(s).

## *Types of Closures*

There are two types of charter school closures: the expected and the unexpected. Expected closures would come when a charter voluntarily decides not to continue, or when the authorizer decides to terminate the charter. Other closures are unexpected due to some unforeseen crisis that prevents the school from continuing, such as involuntary bankruptcy by the school's creditors, facility problems, or a crippling legal blow. The distinction between an expected versus an unexpected closure impacts the timing of the closing, as well as the actual closing process. An end-of-school-year closure is almost always in the students' best academic and social interests, and it simplifies the financial issues as well. However, this may not always be possible.

Further complicating the closure plan are the actual circumstances surrounding the closure, such as those below mentioned by the Colorado Charter School Sample Closure Framework[24].


The closure of a charter school will send shock waves throughout the school community affecting teachers, students, parents, the receiving schools, and beyond. Once the final decision has been made to close our school, we agree to put the interests of our soon-to-be displaced students first and wind up affairs in a professional and orderly fashion. After all, the parents and students should not be punished for the school's shortcomings.

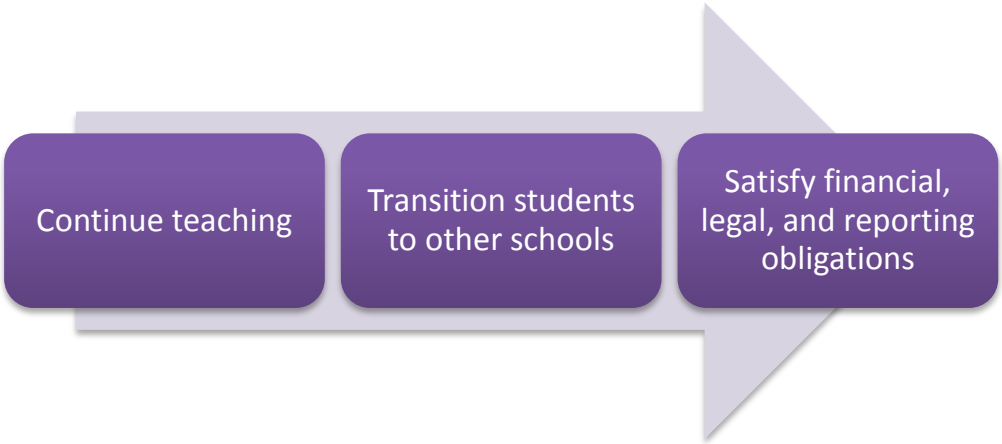
[24] www.**charterschool**quality.org/media/1181/BCSQ_**Closure**Framework.pdf

## *Expected Closure (voluntary or involuntary)*

According to Utah Code 53A-1a-510, a charter school can be closed for any of the following reasons:

- Failure of the school to meet the requirements stated in the charter
- Failure to meet generally accepted standards of fiscal management
- Failure to make adequate yearly progress under the No Child Left Behind Act of 2001
- Violation of requirements under this part or another law
- Other good cause shown

The primary goals to be accomplished in the school closure plan include:




To help us meet these goals, we have devised our school closure plan with input from the January 2011 Colorado Charter School Sample Closure Framework and the 2010 Accountability in Action: A Comprehensive Guide to Charter School Closure from the National Association of Charter School Authorizers. Our school closure plan will be executed by the Core Administrative Team in conjunction with the Board President.

## *Communication Guidelines*

Communications regarding the school closure will come from the Core Administrative Team. This information needs to be distributed to all affected members of the school community as quickly as possible. These communications should be distributed multiple times and through multiple channels, with the goal of increasing parental understanding of the closure. For example, parents could be contacted via Pennant messaging, email, mailed letters, letters given to students, fliers posted throughout the school, the school's website, or even through community newspapers. We want the transition to closure to be as smooth as possible for all affected members.

# Transition Plan

All deadlines are given in reference to the number of business days, weeks, or months following the authorizing board's final decision. This decision would be made after any possible appeals have been concluded.

## Phase 0: Ongoing activities

| Description | Responsible |
|---|---|
| **Maintain Corporate Records**<br>Maintain all corporate records related to:<br>● Loans, bonds, mortgages and other financing<br>● Contracts<br>● Leases<br>● Assets and asset distribution<br>● Grants<br>● Governance (minutes, bylaws, policies)<br>● Employees (background checks, personnel files)<br>● Accounting/audit, taxes and tax status, etc.<br>● Employee benefit programs<br>● Any other items listed in the closure plan<br><br>Determine where records will be stored after dissolution. | Business Director |
| **Continue Current Instruction**<br>Continue instruction under current education program per charter contract until end of school calendar for regular school year, or until the determined end of classes. | School staff |
| **Maintain Student Records**<br>Ensure all student records are organized, up to date and maintained in a secure location. | School Director |
| **Maintain Financial Records**<br>Ensure all financial records are organized, up to date and maintained in a secure location. | Business Director |
| **Maintain Location and Communication**<br>For the duration of closing out the school's business, determine if the school will maintain the current facility as its locus of operation. If so, access to the facility should be maintained.<br><br>In the event the facility is sold or otherwise vacated before concluding the school's affairs, the school must relocate its business records and remaining assets to a location where a responsive and knowledgeable party is available to assist with closure operations.<br><br>The school must maintain operational telephone service with voice message capability, and maintain custody of business records until all business and transactions are completed and legal obligations are satisfied. | Board President<br><br>School Director<br><br>Business Director |

| | |
|---|---|
| **Maintain Insurance**<br>Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration by:<br>● Maintaining existing insurance coverage on assets, including facility and vehicles, until the disposal of such assets in accordance with the Utah Code section 53A-1a-517.<br>● Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.<br>● Obtain or maintain appropriate security services, which may include moving assets to secure storage after closure or loss of facility. | Business Director |
| **Inventory Assets**<br>Inventory school assets and identify items:<br>● Loaned from other entities<br>● Encumbered by the terms of a contingent gift, grant or donation, or a security interest<br>● Belonging to other contractors<br>● Purchased with federal grants (dispose of such assets in accordance with federal regulations)<br>● Purchased with Public Charter School Program startup funds | Business Director |
| **Maintain IRS 501(c)(3) Status**<br>Maintain IRS 501(c)(3) status, including:<br>● Notify IRS regarding any address change<br>● File required tax returns and reports | Business Director |
| **Maintain School Reserve Fund**<br>The school reserve fund should have as a target 3% of the annual budget and a reserve of three months of fixed costs. This will be built up over a period of several years. | Business Director |

## *Phase I: Closure Decision*

Immediately following announcement of closure decision up to 1 month

| Description | Responsible | Deadline |
|---|---|---|
| **Initial Closure Notification**<br>Send a letter to staff, parents, USOE, State Charter School Board, and the State Board of Education announcing the closure decision, including:<br>• Rationale for closure<br>• Possible timeline for closure process<br>• Intent to appeal (or not)<br>• Assurance that instruction will continue<br>• Assurance that students will be assisted in the transition process<br>• Frequently Asked Questions (FAQ) about charter closure process<br>• Contact information for parents with questions | Board President | 1 day |
| **District Notification**<br>Notify districts and surrounding charter schools impacted by the closure decision, including:<br>11. Possible appeals and timeline for final decision<br>12. Copy of the letter sent to parents<br>13. Closure FAQ<br>14. Contact information for questions | School Director | 2 days |
| **Seek Help**<br>Identify sources to rely upon during the closure period, specifically those with expertise in finance, human resources, and law that can ensure an orderly dissolution. | Board President | 5 days |
| **Staff Meeting**<br>Meet with school employees to:<br>• Discuss reasons for closure, the status of appeals/legal action, and likely timeline for a final decision<br>• Emphasize importance of maintaining continuity of instruction throughout closure transition<br>• Discuss plans for helping students transition to new schools<br>• Identify date when last salary check will be issued, when benefits terminate, COBRA information, and last day of work<br>• Describe assistance that will be provided to staff to find new positions (if any)<br>• Finalize timelines for outstanding professional development | Board President<br><br>School Director<br><br>Business Director | 5 days |

| | | |
|---|---|---|
| **Review Budget**<br>• Review the school's budget and overall financial condition<br>• Limit expenditures to only those in the approved budget, while delaying or eliminating approved expenditures that might no longer be necessary<br>• Ensure that the school continues to collect revenues included in the school's budget<br>• Identify acceptable use of reserve funds | Board President<br><br>School Director<br><br>Business Director | 5 days |
| **Parent Contact Information**<br>Create Parent Contact List to send to the chartering entity, including student name, address, telephone, and email. | School Director | 5 days |
| **Staff Contact Information**<br>Create Staff Contact List to send to the chartering entity including name, position, address, telephone, and email. | School Director | 5 days |
| **Financial Audit**<br>Complete a financial audit. | Board President | 10 days |
| **Parent Closure Meeting**<br>Plan and convene a parent closure meeting to include:<br>• Overview of authorizer board closure policy and closure decision<br>• Timeline for transitioning students and winding down school operations<br>• Calendar of important dates for parents, including remaining school vacation days and date for end of classes<br>• Closure FAQ handouts<br>• Contact information for further questions<br><br>This meeting should be held on different days and times to accommodate parent work schedules. May need to provide translators for parents who don't understand English. May want to include on-site child care during the meeting. | Board President<br><br>School Director | 10 days |
| **Terminate Summer Programs**<br>Terminate any summer instruction or programs. | School Director | 10 days |
| **Parent Closure Transition Letter**<br>Send a follow-up letter to parents detailing the transition. Points to include:<br>• Last day of regular instruction<br>• Cancellation of summer school<br>• Notification of mandatory enrollment under state law<br>• Date(s) of the school choice fair(s)<br>• Listing of the contact and enrollment information for schools in the area<br>• Information on obtaining student records before the end of classes<br>• Contact information for parent assistance/questions | Board President<br><br>School Director | 15 days |

## *Phase II: Transition*

From one month to the last day of class

| Description | Responsible | Deadline |
|---|---|---|
| **Notification of Employees and Benefit Providers**<br>The school should establish an employee termination date and:<br>1. Notify benefit providers of pending termination of all employees<br>2. Notify employees and providers of termination of all benefit programs<br>3. Terminate all programs as of the last date of service in accordance with applicable law and regulations (i.e., COBRA), including health, life, dental, vision, retirement, etc.<br>4. Consult legal counsel as specific rules and regulations may apply to such programs. | Business Director | 1 month |
| **Contractor Notification**<br>The school must formulate a list of all creditors and companies with contracts in effect to:<br>● Notify them regarding school closure and cessation of operations<br>● Terminate contracts for goods and services as of the last date such goods or services will be needed<br>● Instruct contractors to make arrangements to remove any contractor property from the school by a date certain (copying machines, water coolers, other rented property)<br>● Retain records of past contracts and payments<br>● Maintain services (telephone, gas, electric, water, insurance, etc.) long enough to cover the time period required for all necessary closure procedures to be complete. | Business Director | 1 month |
| **Notify Funding Sources / Charitable partners**<br>Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing the school's grants that the school will be closing. | Business Director | 1 month |
| **Debtors Notification**<br>Contact all debtors and demand payment. Debtors are persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.<br><br>If collection efforts are unsuccessful, we may turn the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained. | Business Director | 1 month |

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|---|---|---|
| **Creditor Notification**<br>Notify banks, bond holders, etc., of the school's closure and a likely date as to when an event of default will occur as well as the projected date of the last payment by the school toward its debt.<br><br>Solicit from each creditor a final accounting of the school's accrued and unpaid debt. Compare the figures provided with the school's calculation of the debt and reconcile.<br><br>Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations. | Business Director | 1 month |
| **School Choice Fair**<br>Invite all local schools (district, private and charter) to send representatives to provide information on their programs for students and their parents.<br><br>Establish ground rules to make sure recruiting efforts are appropriate and respectful. Ensure that the choices are presented in a fair and even-handed manner. | Student Achievement Specialist | Prior to last day of classes |

## *Phase III: Final Administrative Phase*

From one month until these activities are completed.

| Description | Responsible |
|---|---|
| **Transfer Corporate Records**<br>Transfer all corporate records to their final resting place. | Business Director |
| **Transfer Student Records**<br>Send student records, including final grades and evaluations, to the receiving schools. If no school is selected, they will be sent to the student's home high school. These records include:<br>● Individual Education Programs (IEPs) and all records regarding special education and supplemental services<br>● Student health / immunization records<br>● Attendance record<br>● Any testing materials required to be maintained by the school<br>● Student transcripts and report cards<br>● All other student records<br><br>Document the transfer of records to include:<br>● The number of general and special education records transferred<br>● Date of transfer<br>● Signature and printed name of the charter school representative releasing the records<br>● Signature and printed name of the representatives who receive the records | Student Achievement Specialist |
| **Itemize Financials and Close Accounts**<br>Review, prepare, and make available the following:<br>● Fiscal year-end financial statements and cash analysis<br>● Bank statements, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes<br><br>We will also collect and void all unused checks, destroy all credit and debit cards, and close accounts after transactions have cleared. | Business Director |
| **Close out All State and Federal Grants**<br>Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets. | Business Director |
| **Final Financial Statement**<br>Retain an independent accountant to prepare a final statement of the status of all contracts and other obligations of the school, and all funds owed to the school, showing:<br>● All assets and the value and location thereof<br>● Each remaining creditor and amounts owed<br>● Statement that all debts have been collected or that good faith efforts have been made to collect same<br>● Each remaining debtor and the amounts owed | Business Director |

| | |
|---|---|
| **End of Year Reports**<br>Prepare and submit all required end-of-year reports to the Utah State Office of Education | School Director |
| **Final Report Cards and Student Records Notice**<br>Provide parents with copies of final report cards and notice of where student records were sent along with contact information. | Student Achievement Specialist |

## *Dissolution*

Following completion of the final administrative activities

| Description | Responsible |
|---|---|
| **Asset Disposal**<br>Transfer or dispose of all school assets in accordance with the Utah Code section 53A-1a-517. | Board President |
| **Dissolve the Charter School**<br>The Board adopts a resolution to dissolve; unless otherwise provided in the bylaws, the Board votes on the resolution to dissolve. | Board President |
| **File Articles of Dissolution**<br>After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Utah Department of Corporations for filing articles of dissolution setting forth:<br>● The name of the non-profit corporation<br>● The address of the non-profit corporation's principal office<br>● The date dissolution was authorized<br>● A statement indicating the dissolution was authorized by the directors<br>● Such additional information as necessary or appropriate | Board President |
| **Notify Known Claimants**<br>Give written notice of the dissolution to known claimants within 90 days after the effective date of the dissolution. | Board President |
| **End Corporate Existence**<br>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:<br>● Collecting its assets<br>● Discharging or making provision for discharging its liabilities<br>● Doing every other act necessary to wind up and liquidate its assets and affairs | Board President |

# 16. Admission and Suspension/Expulsion

## Admission Process

Following Utah law 53A-1a-506.5 *Charter school students -- Applications -- Deadlines*, the following steps are required to apply for admission to our school.

A parent fills out electronic or paper version of our admission form and submits it to the school. This application form will be the standard application form(s) prescribed by the State Board of Education or equivalent. To ensure IDEA 2004 and Civil Rights protections, the application form should ask for the minimal required amount of information.

The initial enrollment period may end 60 days after our USOE approved website is live, but we will continue to accept applications throughout the year both on our website and in person for the subsequent openings and lotteries that may occur.

The school will provide each parent with a notice of an offer of acceptance or an application rejection. This notice will be sent within 60 days after we have stopped accepting admission forms (no later than March 31). If a parent has received an offer of acceptance, the parent must notify the school within calendar 30 days following receipt of the offer of acceptance if they intend to enroll their student. If the school is not notified by the deadline, the student will be removed from the list of accepted students.

All registration materials are within 60 days from the officer of acceptance, but no later than June 1. These materials include, but are not limited to:

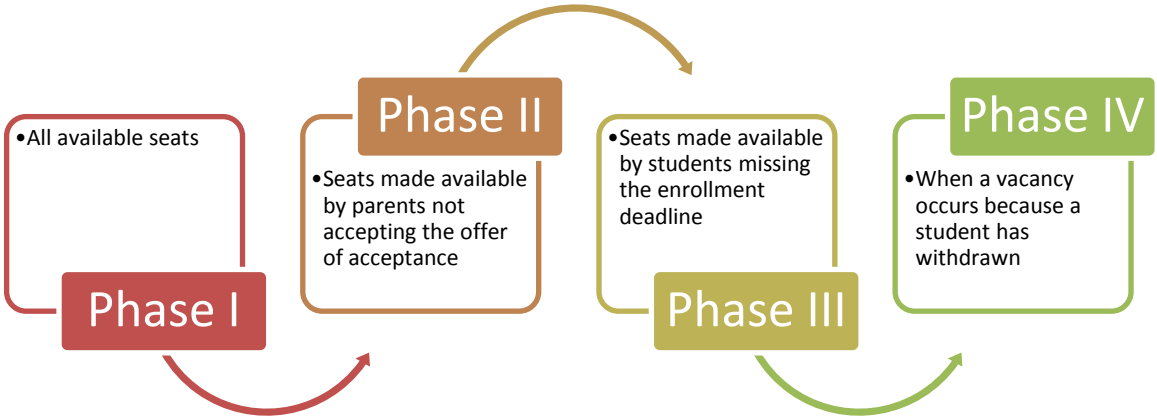
- Medical information and releases
- Immunization records
- Copy of a student's birth certificate
- Economically disadvantaged forms (if applicable)

If the registration materials are not received on time or if the incoming student records indicate that the student has been expelled, the student will be removed from our list of accepted students.

## *Preferential Acceptance*

Pursuant to Utah law 53A-1a-506, our school will enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or the school. Our school will never exceed 5% of its student capacity for preferential acceptance, while the remainder of the available seats will be selected on a random basis in an open lottery.

For students not eligible for preferential acceptance, or when the limit for preferential acceptance has been met, students will be selected on a random basis in one of these phases:




After the phase I lottery has been held, students eligible for preferential acceptance will be accepted in the following order:

1. A child of a parent/guardian who is employed by the school
2. A child of a parent/guardian who was a Founding Member

While one of our school's primary goals is to increase the number of women working in technology, we cannot give preferential treatment for admission based on gender. We plan to market extensively to females, which will hopefully increase the number of female applicants to the school and thus increase the number of females attending our school. This approach would allow us to meet our goal while still satisfying state law.

Pursuant to Utah Code 53A-11-904(3), we will deny admission on the basis of the student having been expelled from any other public school during the preceding 12 months.

We will report to school districts the aggregate numbers of new students, sorted by their resident school and grade level, who have accepted enrollment in the charter school. These notifications will begin the last business day of the first month in which the first lottery is held, and will continue each

month until all students have been accepted into the charter school and all notifications have been sent to corresponding school districts. To promote healthy communication between our school and the school districts, we may send additional information as requested by the districts.

### *Withdrawal*

At any time of the year, students could be withdrawn from our school. We recommend that these transitions occur at the semester break, since this facilitates the transfer of credit for the term. Our school appreciates at least a two week notice so that we can fill the vacancy. Pursuant to Utah Code 53A-1a-506.5, the parent of a student enrolled in a charter school may withdraw the student from that charter school for enrollment in another charter school or a school district by submitting to us:

- On or before June 30, a notice of intent to enroll the student in the student's school of residence for the following school year
- After June 30, a letter of acceptance for enrollment in the student's school district of residence for the following year
- A letter of acceptance for enrollment in the student's school district of residence in the current school year

Unless provisions have previously been made for enrollment in another school, our school will immediately notify the district of residence, which shall enroll the student in the resident district and take such additional steps as may be necessary to ensure compliance with laws governing school attendance.

## *Student Code of Conduct*

Our school strives to create an environment conductive to learning that is free from abuse, violence, intimidation and harassment, and where everyone is treated with mutual respect. Behaviors and acts that are not conducive to this environment are prohibited on school property, at a school related or sponsored event, or while the school employee or student is traveling to or from these locations.

### *Possible Suspension or Expulsion*

The commission of any of these prohibited behaviors and acts may result in suspension or expulsion:

- Frequent or flagrant willful disobedience, defiance of proper authority, or disruptive behavior, including the use of foul, profane, vulgar, or abusive language
- Possession or use of pornographic material on school property
- Possession, control, or use of tobacco or an alcoholic beverage
- Willful destruction or defacing of school property, including:
    - **Vandalism**: The willful defacing, cutting, marring, injuring, damaging, or losing school or staff property. Official grade transcripts and diplomas may be withheld until the student or the student's parent(s)/guardian has paid for the damage or made appropriate restitution.

- **Criminal mischief**: Willful or malicious injury or damage in excess of $300 to public property or to real or personal property belonging to another.
- **Arson**: The willful and malicious destruction of any part of a building or its contents or occupants by use of fire or explosive.
- **Burglary**: Breaking, entering or remaining in a structure without authorization during the hours when the premises are closed to students.
- **Theft/larceny/stealing**: The intentional unlawful taking and/or carrying away of property belonging to or in the lawful possession or custody of another.

- Behavior or threatened behavior which poses an immediate and significant threat to the welfare, safety, or morals of other students or school personnel or to the operation, including:
  - **Academic dishonesty:** Includes cheating, plagiarism, misrepresentation, or unauthorized collaboration.
  - **Lewdness**: Violations of school dress code, inappropriate public displays of affection, or inappropriate exposure of body parts not normally exposed in public settings.
  - **Sexual harassment**: Unwanted and unwelcome words, deeds, actions, gestures, symbols, or behaviors of a sexual nature that make the target feel uncomfortable.
  - **Fighting**: Physical aggression involving two or more parties.
  - **Bullying**: Placing another person in fear or apprehension, typically in a repeated fashion, through any of the following:
    - Physical bullying (physical violence)
    - Verbal bullying (teasing or name calling)
    - Non-verbal/emotional (demeaning behavior, intimidation through gestures, social exclusion and relational aggression)
    - Cyber-bullying (sending insulting, threatening or harassing messages by phone or computer, or electronic messaging)
  - **Battery**: The unlawful and intentional touching or striking of another person against his or her will.
  - **Assault**: Placing another person in fear or apprehension of a harmful or offensive touching, whether or not a touching is actually intended.
  - **Gang-related activity**: Dangerous or disruptive activity, which may include but is not necessarily limited to:
    - Wearing, possessing, using, distributing, displaying or selling any clothing, jewelry, emblem, badge, symbol, sign or other things which evidence membership in a gang

        - Using a name which is associated with or attributable to a gang
        - Designating turf or an area for gang activities, occupation, or ownership
    - **Hazing**: Demeaning, or assaultive behavior, whether consensual or not, with or without fear of physical harm to the person or property of the person done for the purpose of initiation or admission, affiliation with, holding office in, or as a condition for, membership or acceptance, or continued membership or acceptance, in any school or school sponsored team, organization, program, or event. This is prohibited at any time and in any location.
    - Forced ingestion of any substance.
    - Any act which would constitute a crime under federal, state or local laws or regulations, or cause any other student to commit a crime under said laws and regulations.

### *Automatic Suspension or Expulsion*

- The sale, control, or distribution of a drug or controlled substance, an imitation controlled substance, or drug paraphernalia as defined in Utah law.
- The commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor.
- The unauthorized possession, control, or actual or threatened use of a real weapon, explosive, or noxious or flammable material.
- The actual or threatened use of a look alike weapon with intent to intimidate another person or to disrupt normal school activities.

The commission of any of these offenses involving a real or look alike weapon, explosive, or flammable material will automatically result in expulsion for not less than one year or, in the case of students receiving special education services, 45 days. These violations are defined by Utah law 53A-11-908, 53A-11a-102, 53A-11-904, 53A-11-101.5 and 53A-11a-201.

## *Students with Disabilities*

If the behavior that gave rise to the violation of the Student Code is determined not to be a manifestation of the student's disability, the school may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities. However after the 10th day of removal a change in placement occurs and the school must provide services to the student. The school will consider any unique circumstances surrounding a Student Code of Conduct violation regarding a student with a disability on a case-by-case basis.

Additionally, the Utah Special Education Rules impose the following requirements when handling violations of the Student Code of Conduct for students with a disability:

## *When No Change in Placement Occurs*

- A student with a disability who is removed from the student's current placement must receive, as appropriate, a functional behavioral assessment, and behavioral intervention services, and modifications that are designed to address the behavior violation so that it does not reoccur.
- The school is only required to provide services during periods of removal to a student with a disability who has been removed from his or her current placement for ten (10) school days or less in that school year, if it provides services to a student without disabilities who is similarly removed.
- A student with a disability may be removed to an appropriate interim alternative educational setting for not more than ten (10) consecutive school days, and for additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
- After a student with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the school must provide services to the extent required.
    - School personnel, in consultation with at least one of the student's teachers, determine the extent to which services are needed, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

## *When a Change of Placement Occurs*

For purposes of removals of a student with a disability from the student's current educational placement, a change of placement occurs if the removal is for more than ten (10) consecutive school days or the student has been subjected to a series of removals that constitute a pattern:

- Because the series of removals total more than ten (10) school days in a school year;
- Because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
- Because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

The school determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings. Within ten (10) school days of any decision to change the placement of a student, the school, the parent, and relevant members of the student's IEP team (as determined by the parent and the school) must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or if the conduct in question was the direct result of the school's failure to implement the IEP.

If the school, the parent, and relevant members of the student's IEP team determine that the misconduct was the direct result of the school's failure to implement the IEP, then the school must take

immediate steps to remedy those deficiencies. If the IEP team determines that the misconduct was a manifestation of the student's disability, then the IEP team must conduct or review the existing functional behavioral assessment (FUBA) to address the behavior. Unless the misconduct falls under the definition of special circumstances (see Utah Special Education Rules V.E.5), the student will be returned to the school, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

School personnel may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

- Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the school. A weapon is any item or substance that is used for or is readily capable of causing death or serious bodily injury, excepting a pocket knife with a blade of less than 2-1/2 inches [18 USC 930].
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the school.
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the school. Serious bodily injury means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

# *Suspension/Expulsion Procedure*

**Suspension** is disciplinary removal from school with an offer of educational services. A student will be suspended when a negative pattern of behavior emerges or a serious single act necessitates it; this is evidenced when the quantity or average of a student's Student Code violations is 4 or greater in a single academic year.

**Expulsion** is a disciplinary removal from school for more than 10 school days without an offer of alternative educational service. Students that may be expelled from school are those who have:

- Previously been suspended and did not complete all the requirements of their Behavioral Plan
- Committed an offense under the "automatic suspension or expulsion" portion of the Student Code

## *Reporting Violations*

The majority of Student Code of Conduct violations will likely be reported by a student's teacher while the student is in the classroom; however, it is everyone's responsibility to report these violations, especially the more serious offenses. These offenses can be reported by anyone to any school employee at any time; students who have prior knowledge of a serious potential violation are encouraged to report it. Details for each infraction will be entered, including the student name, the specific Student Code of Conduct violation, details surrounding the violation, any witnesses, and a level of severity (scale of 1-5, where 1=minor and 5=major).

Pennant notifies the student and the parent(s)/guardian(s) on each Student Code violation. In each notification, links are provided to review the Student Code of Conduct. The parent/guardian has the option in Pennant to respond to the violation as a means of facilitating communication between the school and the home.

In serious situations (single incidents on the severity level of 4 or 5, such as a weapon or explosive at school), the student may be taken immediately to the school office and/or law enforcement called, while the event will be entered in Pennant at a later time. Per Utah Code 53A-11-1101, a person who in good faith reports weapon or explosive possession and any person who receives the information is immune from any liability, civil or criminal, that might otherwise result from the reporting or receipt of the information.

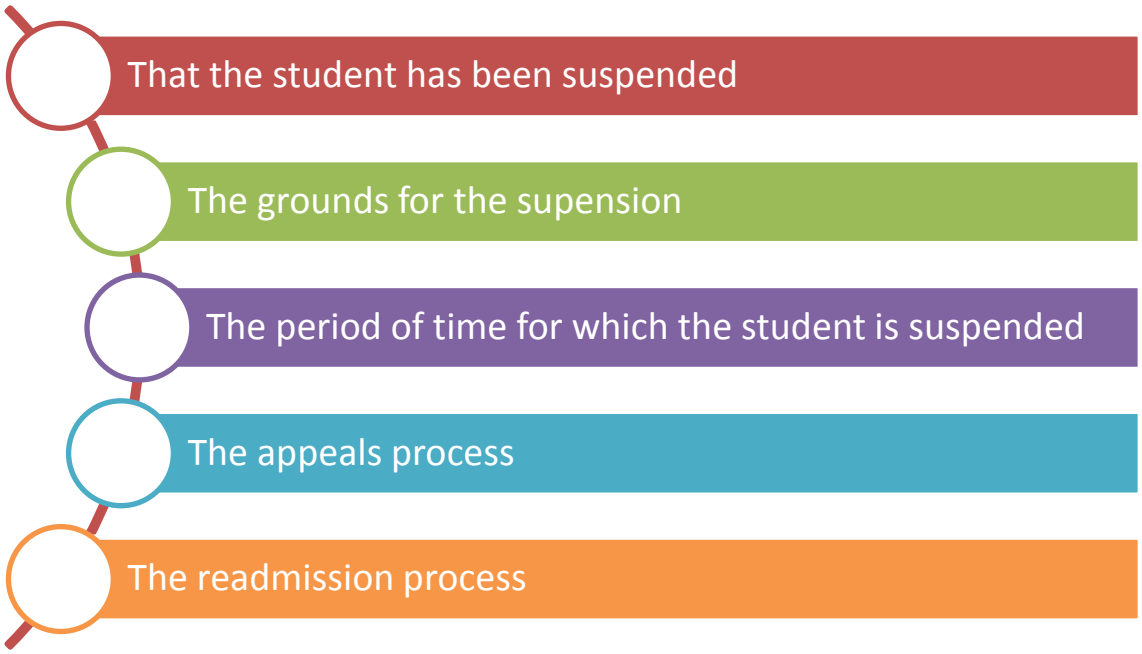
## *Disciplinary Hearing*

In their regular meetings, the Core Administrative Team will use Pennant to review violations of the Student Code of Conduct. When a serious single act necessitates it or when a negative pattern of behavior emerges (evidenced when the quantity or average of a student's Student Code violations is 4 or greater in a single academic year), the decision may be made to suspend or expel the student.

Per Utah Code 53A-11-905, the Academic Team has the authority delegated by the Board of Directors to suspend a student for up to one school year for either a fixed or indefinite time period. The conclusions of each suspension or expulsion are reported to the Board of Directors at least once each year.

After the decision has been made to suspend or expel a student, the Academic Team[25] will meet with the student as soon as is feasible to review the grounds for suspension and give the student an opportunity to be heard. The Student Achievement Specialist will represent the interests of student, while the Teacher Achievement Specialist will represent the interests of the school. If the Academic Team decides to continue with the suspension/expulsion, the school will notify the parent of the following without delay:

[25] The Academic Team is a subset of the Core Administrative Team that includes the School Director, the Student Achievement Specialist, and the student's Teacher Achievement Specialist.




The suspended/expelled student shall immediately leave the school building and the school grounds following a determination by the school of the best way to transfer custody of the student to the parent or other person authorized by the parent or applicable law to accept custody of the student.

## *Appeals Process*

The appeals process brings the involved parties together after a "cool down" period to revisit the issue and re-evaluate the previously determined outcome. These hearings are closed to everyone except the required parties (the Academic Team, the student and his or her parent, potentially a law enforcement officer) and witnesses to ensure the fullest measure of confidentiality.

The appeals hearing must take place within the suspension term. The parent has no more than five school days from the effective date of their student's suspension to notify the school of their intent to appeal and to schedule the date and time of the hearing. If the hearing cannot be scheduled within the suspension term, the appeal will not proceed.

The following steps outline the formal appeals process:

- The Academic Team shall conduct the hearing at the appointed time and place. The School Director or designee will conduct the hearing. The Student Achievement Specialist will represent the interests of student, while the Teacher Achievement Specialist will represent the interests of the school. The school shall involve, when applicable, a representative of the student's IEP team. At the hearing, each side may make statements and present evidence relevant to the issues. All notes, transcripts, minutes, recordings, etc. of the hearing are kept in the student's file.

- At the conclusion of the hearing, the Academic Team will meet and make a determination, which will be one of the following:

    - Any disciplinary action already imposed is rescinded and the student returned to school.
    - The previously determined suspension/expulsion will stand
    - The student's suspension is modified
    - The student is expelled from the school; the student may be transferred to another school or to an alternative school assignment.

- A written determination of the hearing shall be mailed to the student's parent within five working days following the hearing. If the disciplinary action is not rescinded, a Behavior Plan form will also be mailed.

## *Alternative Education Plan*

Pursuant to Utah Code 53A-11-907, if a student is suspended or expelled for more than 10 school days, the parent is responsible for undertaking an alternative education plan which will ensure that the student's education continues during the period of suspension or expulsion. The parent shall work with designated school officials to determine how that responsibility might best be met through private education, an alternative program offered by or through the school, or other alternative which will reasonably meet the educational needs of the student. The parent and designated school official may enlist the cooperation of the Division of Child and Family Services, the juvenile court, or other appropriate state agencies to meet the student's educational needs. Costs for educational services which are not provided by the school are the responsibility of the student's parent. The school shall contact the parent of each suspended or expelled student under the age of 16 at least once each month to determine the student's progress. This alternative education plan applies to students with disabilities to the extent permissible under applicable law or regulation.

## *Readmission Meeting*

A suspended or expelled student may not be readmitted to the school until the student and the parent have met with the Academic Team to finalize a Behavior Plan to avoid recurrence of the problem(s) that led to the disciplinary action. This meeting is known as the Readmission Meeting. For expulsion, this meeting should occur within 45 calendar days following the expulsion; for suspension, this meeting should occur within 10 calendar days following the suspension. If the parent is unable or unwilling to meet, the student's disciplinary term will be changed to indefinite until the parent and student meets with the Academic Team.

The Behavior Plan is a written document filled out by the student and his parent in conjunction with the school. This form will be signed and dated by the parties involved and recorded in Pennant. All relevant school staff with a need to know will be notified of the Behavior Plan. This plan will:

- Identify the student's inappropriate behavior
- Detail the specific step(s) the student and/or parent will take to remediate the student's behavior
- Specify the conditions that must be met by the student and her parent for the student to return to school
- List the corresponding due date for each of these steps

- State the consequence for failing to meet these steps

In the case of expulsion and if the student was placed on probation in a regular or alternative school setting, the Behavior Plan will specify the conditions that must be met by the student in order to ensure the safety of students and staff at the school the student is placed in.

With the Behavior Plan written and agreed to, a date will be set for the student's return to school. At that time, the Academic Team may modify the expulsion term to less than a year, if in the best interest of the student and the school and approved by the Board of Directors. On the first day back to school following suspension, the student must be accompanied by a parent for the duration of the school day.

The student is not alone in this process, since a school counselor will be assigned to help the student and parent reach the goals outlined in the Behavior Plan. The student and parent will meet with the counselor at least once approximately halfway through the disciplinary term. If the parent refuses to come, these meetings will not take place. In any case, the parent may enlist the cooperation of the Division of Child and Family Services, the juvenile court, or other appropriate state agencies to deal with the student's suspension.

Pennant will remind the student, parent and corresponding school staff to verify the completion of the remediation steps on the specified due dates. Failure to complete any or all of the remediation steps of the Behavior Plan by the corresponding due dates will result in the consequences as outlined in the Behavior Plan. These consequences may include an additional suspension, or expulsion, and/or becoming subject to the jurisdiction of the juvenile court.

### *Reporting*

Each year, we will prepare an annual report for the State Board of Education on each student expulsion, including the action taken by the school against a student who committed the violation.

## *Utilizing the Judicial System*

When circumstances allow, we will partner with the juvenile judicial system and law enforcement and/or the student’s district of residence to solve a student behavioral problem. Specifically, we may issue:

- Compulsory education violations
- Disruptive student citations
- Habitual disruptive student citations
- Notices of truancy

# 17. Procedure to Review Complaints

Feedback--both positive and negative--can help ensure that fair and equitable processes and policies are in place and functioning and that employees are fulfilling their job requirements. Our school will make a significant effort to collect, interpret, and respond to feedback (positive and negative) from our stakeholders.

## Feedback Mechanisms

### Student Government

One source for in-person feedback will be through the student government process. Since student government exists to empower students to take charge of their own education, they will have the opportunity and responsibility to identify problems and propose solutions. The specific mechanism of how these complaints will be reported and handled will be laid out in the school's student government constitution.

### Board of Directors

The public may bring their comments before the Board of Directors. Each meeting of the Board of Directors will include a brief public comment period not to exceed 20 minutes. If the number of individuals wishing to comment is high, individual comment time may be limited. As the Board does not involve itself in the day-to-day operations of the school, any person registering a complaint will be encouraged to submit the feedback via Pennant or a member of the Core Administrative Team.

### Pennant's Feedback System

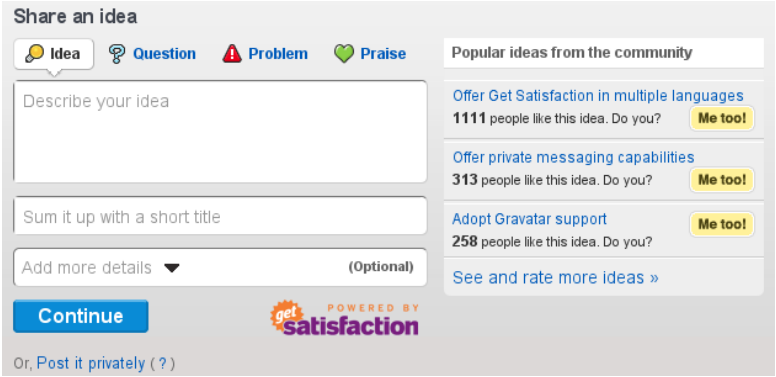
All feedback will ultimately be entered into Pennant's Feedback system, regardless if the source was in-person or via Pennant. When submitting a suggestion, users will enter their idea and a title. When submitting a complaint, the user will enter as many of the following pieces of information as possible:

- Title
- Details of the problem
- Why the problem is a problem
- Severity of the problem (a numerical scale of 1-5)
- Evidence or supplementary information
- Suggested resolution
- Involved person(s) [this information will be hidden from public view]
- Date(s) when the problem occurred
- Problem visibility
    - Public (any school stakeholder can see the complaint)
    - Group visibility (students, Teaching Team, staff, etc.)
    - Private (only the reviewing body can see this complaint)
- Submission type
    - Anonymous (the Pennant user that submitted the problem will not be visible to the parties viewing the complaint)

- Regular Pennant account (the Pennant user that submitted the problem will be visible to the parties viewing the complaint)

Unless marked as private, this feedback will be visible to the school community which can vote and provide comments on the feedback. The feedback can be reviewed individually by any member of the Core Administrative Team at any time.

In function, Pennant's Feedback system will be similar to:




1 getSatisfaction.com


**2** IdeaScale.com

Pennant will notify members of the Core Administrative Team when a severe complaint is submitted. In these circumstances, primarily severe infractions of the *Student Code of Conduct*, the situation will be handled in accordance with the *Reporting Violations* subsection of section #16 Admissions and Suspension/Expulsion.

All other private issues and the top ranked non-private issues will be regularly reviewed by the Core Administrative Team as part of their weekly meeting. The Core Administrative Team will review the complaint, conduct an investigation by contacting relevant parties, and record the results of the investigation and the resolution into Pennant. The original submitter, along with any selected groups, can then see the results. Summary reports from Pennant's Feedback System will be included in the materials sent to each Board member prior to their regular meetings.

### Appeals Process

If the Core Administrative Team does not resolve the complaint to the satisfaction of the submitter, an appeal may be submitted through Pennant. At this point, a Teaching Team unaffiliated with the complainant will be assigned to review the complaint and its appeal. If that Teaching Team determines that the appeal has merit, they may seek outside guidance to resolve the issue, possibly involving the Utah State Office of Education. Whether the complaint has merit or not, a written response from the Teaching Team will be entered into Pennant for the submitter to see. If the submitter of the complaint remains unsatisfied, the complaint may have to be referred to the Utah State Office of Education for guidance.

## IDEA Grievances

For complaints of parents of students served under the Individuals with Disabilities Education Act, our school will follow the procedures outlined by the Utah Special Education Rules document, section IV Procedural Safeguards pages 85-92. These procedures are not sequential. However, Problem Solving Facilitation cannot proceed if a Formal Complaint, Mediation, or Due Process Hearing request is filed. A Formal Complaint cannot proceed if a Due Process Hearing request is filed.

### Problem Solving Facilitation

- Utah early dispute resolution procedure available at any time, before a state complaint, mediation, or due process hearing is filed
- Both parties must agree to participate
- Request filed with the Utah State Office of Education
- Issues of disagreement need to be identified, including any alleged violation of IDEA procedures
- USOE assigns the facilitator and absorbs the expenses of the facilitation sessions
- No timeline

### Formal State Complaint

- Filed with the School Director and copied to Utah State Office of Education
- State Complaint Form on website may be used or a letter with required elements may be submitted
- Describes alleged violations of IDEA with respect to an individual student

- Illustrates proposed solutions to the problems
- The school has thirty (30) days to investigate and write a decision
- Individual filing the complaint may appeal the decision to USOE within ten (10) days of the school's decision
- If appeal is submitted, USOE completes an independent investigation within sixty (60) days of the original filing date of the complaint, unless parties agree to extend for some significant reason

## *Mediation*

- Any party may request at any time during the IDEA process
- Both parties must agree to participate or mediation will not occur
- Request filed with the School Director and copied to Utah State Office of Education
- Illustrates the problem at hand
- Describes alleged violations of IDEA with respect to an individual student
- Illustrates proposed solutions to the problems
- USOE assigns the mediator and absorbs the expenses of the mediation sessions
- Attorneys are not usually present
- Discussions during mediation are confidential
- Mediation agreement is binding and may be enforced in a court of law
- No timeline

## *Due Process Hearing*

- Filed with the School Director and copied to Utah State Office of Education
- Illustrates the problem at hand
- Describes alleged violations of IDEA with respect to an individual student
- Illustrates proposed solutions to the problems
- Mandatory Resolution Session is initiated within fifteen (15) days; resolution completed within thirty (30) days, if resolution is possible
- Due Process Hearing (like court using rules of evidence, witnesses sworn in, and other court procedures) is completed within forty-five (45) days; timeline starts after resolution session time is completed
- It is advisable for both parties to have attorneys
- Hearing Officer Decision binding upon both parties

# 18. Parental Involvement

Parental involvement at the school will play an important role. Although parent involvement is a crucial component of the school, all involvement is optional. Parents have many ways of being involved at the school, including volunteering and providing direct feedback. To prevent a possible FERPA violation, volunteers will not have access to student records when offering staff support.

## Volunteering

Types of volunteer opportunities that exist at the school might include:

| | |
|---|---|
| SCOP | • Volunteer as a guest speaker or advisor to a Student Community of Practice; leading a reading, discussion and writing activity; or tutoring |
| Extra curricular activities | • Help the student government to plan and organize social activities (dances, movie nights, dinners, etc.), and outside events (carnivals, science fairs, etc.) |
| Field trips | • Arranging the event, providing transportation, chaperoning during the trips |
| Staff support | • Secretarial support, office help, lunch time support, fundraising activities, runner, marketing |
| Board of Directors | • Interested and qualified individuals may serve on our Board of Directors |

## Finding Volunteers

Pennant will be key in matching willing volunteers to opportunities that exist in the school. People willing to volunteer will register with Pennant and fill out a brief online survey indicating their generally available times, interests, and abilities. This information will be used during the formation and execution of our Student Communities of Practice, in addition to our regular classroom experiences. And then:

### School Posts the Volunteer Opportunity or Need

- A school employee fills out a volunteer requisition, including relevant details of the help being solicited (date(s), times, purpose, etc.)
- Pennant posts the volunteer requisition to the "volunteer opportunity" section of Pennant.
- Pennant searches through all registered volunteers to find possible match; these people are then notified of the volunteer opportunity
- The interested volunteer visits the website and accepts the assignment; the volunteer requisition is removed from the website
- Pennant notifies the school employee that a volunteer has accepted the assignment
- The employee then contacts the volunteer directly to finalize the volunteer opportunity

### Volunteer Suggests an Opportunity

- The volunteer posts suggestions for ways in which they could volunteer in the school; these suggestions are categorized/tagged by area of interest
- Pennant posts the suggestion to the "volunteer suggestion" section of Pennant
- Pennant notifies school employees that have subscribed to the category/tag that a volunteer suggestion has been posted
- A school employee accepts the suggestion
- Pennant changes the status of the suggestion to "accepted" on the "volunteer suggestion" site and notifies the volunteer of the acceptance
- The employee then contacts the volunteer directly to finalize the volunteer opportunity

Note that volunteers themselves aren't just limited to only the posted volunteer opportunities; they can actually suggest ways in which they'd be willing and able to help.

## Background Checks

All volunteers that will spend significant unsupervised time with our students will undergo a background check. This includes, but is not limited to, parents who are the adult advisor for a Student Community of Practice; volunteers who are substitute teaching; and parents who are driving on field trips. Volunteers who come to the school to participate short-term in a Student Community of Practice (e.g. guest speaker) will not need to undergo a background check if an adult advisor is present.

## Recognizing Volunteers

People are more willing to continue to volunteer if they feel appreciated and that their skills are being put to good use. Since these volunteers are giving of their own time and resources, we want to take time to recognize them for their efforts and contributions. Volunteer hours will be recorded, and the

top school volunteers for the year will be added to the school's "service stars" web page. The "Service Stars" page, located in a prominent place on the website, will contain a picture, name, a brief description of what service they performed, and a quote meaningful to the individual as to why they choose to serve. Volunteers will also be informally recognized during the activities they participate in.

# 19. Educator Qualifications

The National Council on Teacher Quality released a report entitled "Increasing the Odds: How Good Policies Can Yield Better Teachers". Recognizing that research is not always consistent in its findings, this report highlights certain patterns that emerge:

- Masters degrees do not make teachers more effective
- Teacher effectiveness continues to improve for four or five years, but after that initial learning curve, there isn't much evidence that teachers become more effective each year they are in the classroom
- Academic caliber is the most pronounced measurable attribute of an effective teacher
- An education degree has no impact or a negative impact on student standardized test performance
- Teacher certification status has very little impact on student achievement
- There is insufficient evidence to support hiring policies that give a teacher's race primary consideration
- A strong preparation in math and science teachers makes these teachers more effective
- A teacher's level of literacy as measured by vocabulary and other standardized tests affects student achievement more than any other measurable teacher attribute
- Highly literate teachers improve student achievement .2 to .4 grade levels more than teachers who were the least literate
- Teachers with strong academic credentials are more likely to produce greater student learning gains; however, these same teachers may be quicker to leave the profession

If we really are going to change education, we have to significantly change how we do things--even if we've been doing them this way for over 100 years. For these and other reasons, our school will predominantly opt for competency-based licensure for our teaching professionals.

## Background Check

As a condition for employment or appointment, all individuals that have significant unsupervised access to students will pass a criminal background check. This includes, but is not limited to, volunteers, paraprofessionals, part- and full-time employees, and Board Members. Where reasonable cause exists, the school will require an existing employee or volunteer to submit to an additional criminal background check. When necessary and appropriate, the school will pay for or reimburse the expense of these criminal background checks. This is in accordance with Utah Code 53A-3-410.

## *Paraprofessionals*

A "paraprofessional" is an individual who works under the supervision of a teacher or other licensed/certificated professional who has identified responsibilities in the public school classroom. All of our school's paraprofessionals will meet the requirements outlined in Utah Administrative Rule R277-524:

- Hold a secondary school diploma or a recognized equivalent; and
- Complete at least 48 semester hours at an accredited higher education institution; or
- Have an associates (or higher) degree from an accredited higher education institution; or
- Satisfy a rigorous state or local assessment about the individual's knowledge of an ability to assist students in core courses under No Child Left Behind

These requirements do not apply to individuals who provide translator services or paraprofessionals who only have parental involvement or similar responsibilities.

## *Competency-Based Licensure*

Nationwide, there is a significant labor shortage in competent information technology talent. If you were to take that already small pool and couple it to the low teacher starting pay and a requirement to be a licensed teacher, you'd have a real problem: just about nobody able or willing to do the job.

To find and hire competent IT talent, we plan to:

- Remove the largest barrier to entry for IT professionals, that of being a licensed teacher, by pursuing competency-based license available under R277-520-8
- Seek IT talent that is near retirement or those that have recently retired; many are interested in sharing what they know, particularly with the younger generation
- Recruit freelancers who may be interested in “a new gig” for 10 months
- Highlight the benefit of a two month long summer vacation
- Pay as close to the going monthly wage for IT professionals as possible during the 10 month teaching year
- If necessary, hire junior IT talent and train them in-house

Competency-based licensure requires that within 60 days after the teacher's first day of employment, our school will apply for a competency-based license for the teacher for each of the subject area(s) the teacher teaches in. This license is only valid for the teacher to teach in our school, and we will have to notify USOE if a competency-based license holder receives a change of assignment or leaves the school. Teachers that obtain a competency-based license under academic core areas are considered highly qualified under No Child Left Behind.

## *Traditional Licensure*

Our goal as a school is to hire the best qualified people for the job. While we expect that the majority of our teachers will have competency-based licenses, this will not preclude individuals who have a current educator license from working at our school. However, we will require them to be NCLB highly qualified in core academic subject areas as defined by Utah Rule R277-510-5:

- A bachelor's degree; and
- An educator license with a secondary area of concentration and endorsement in the content area assigned; and
- At least one of the following in the assignment content area:
    - A university major degree, masters degree, doctoral degree, or National Board Certification in a related NCLB core academic content area; or
    - A course work equivalent of a major degree (30 semester or 45 quarter hours) in a related NCLB core academic content area; or
    - A passing score at the level designated by the USOE on a Board-approved subject area test; if no Board-approved test is available, an endorsement is sufficient for highly qualified status.

## *Special Education Licensure*

Our special education teachers will be NCLB highly qualified. According to Utah Rule R277-510-6, this means that a special educator assigned as the classroom teacher of record for a NCLB core academic subject shall have:

- A bachelor's degree; and
- An educator license with a special education area of concentration, such as Special Education K-12 Mild Moderate Endorsement, Hearing Impaired Endorsement, Visually Impaired Endorsement, or Severe Endorsement); and
- Any additional teacher qualifications required by IDEA; and
- Any one of the following in the assignment content area:
    - A passing score at the level designated by the USOE on a Board-approved subject area test
    - A passing score on a Board-approved content test
    - Documentation of satisfactory professional development and experience as approved by the USOE
    - A university major degree, masters degree, doctoral degree, or National Board Certification
    - A course work equivalent of a major degree (30 semester or 45 quarter hours)

## *Required Entry Year Enhancements Requirements*

The vast majority of our teachers will be working under a competency-based license. For those teachers working under the Alternate Route to Licensure (ARL) or the traditional licensing model (higher education teacher preparation programs), the Teacher Achievement Specialist (and/or other qualified school teacher that holds a Utah Professional Educator's Level 2 or 3 license) will help the Level 1 educator satisfy the requirements outlined in R277-522-3 Required Entry Year Enhancements Requirements for a Level 1 Teacher to Advance to a Level 2 License. Additional information about this is found in section 25 Employee Evaluation.

## Highly Qualified Plan

Since we are requiring highly qualified status of all the teachers we hire, the only Highly Qualified Plan we need is to follow the procedures outlined in this section when hiring new teachers.

To help teachers continue to learn and progress in their chosen field, we have money budgeted for professional development grants. These grant monies will be equally distributed to each Teaching Team. It will then be up to each Teaching Team to determine how to best use these funds. While the decision of how to spend these funds is up to each Teaching Team, each team will need to provide a plan on how to disseminate the knowledge gained from this professional development activity to with others in the school prior to any monies being dispersed. The remainder of the funds will be released when the knowledge dissemination activity is complete.

## Professional Development

Those who have worked to improve schools have found that every aspect of effective school reform depends on highly-skilled teachers[26]. A review of well-designed studies found that teachers who received substantial professional development — an average of 49 hours on specific areas of practice across the studies reviewed — boosted their students' achievement by more than 20 percentile points on average.

Recent research has made clear both the qualities and impact of successful professional development, which differs substantially from the "hit-and-run" workshops typically held for teachers. Teacher learning that enhances student learning is[27]:

- Focused on teaching specific students and specific curricular content
- Anchored by attention to students' thinking and learning progress in relation to curricular goals, teaching strategies, and formative assessments
- Embedded in long-term collaborative teacher planning, along with observation and analysis of classroom practice

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[26]Michael Fullan, The New Meaning of Educational Change, 4th ed. (New York City: Teachers College Press, Columbia University, 2007)

[27]Kwang Suk Yoon, & Beatrice F. Birman, "Effects of Professional Development on Teachers' Instruction: Results from a Three-Year Longitudinal Study," Education Evaluation and Policy Analysis 24, no. 2 (2002): 81-112.

Michael S. Garet, Andrew C. Porter, Laura Desimone, Beatrice F. Birman, Kwang Suk Yoon, "What Makes Professional Development Effective? Results from a National Sample of Teachers," American Educational Research Journal 38, no. 4 (2001).

Joellen Killion, What Works in the Middle: Results-Based Staff Development (Oxford, OH: National Staff Development Council, 1999).

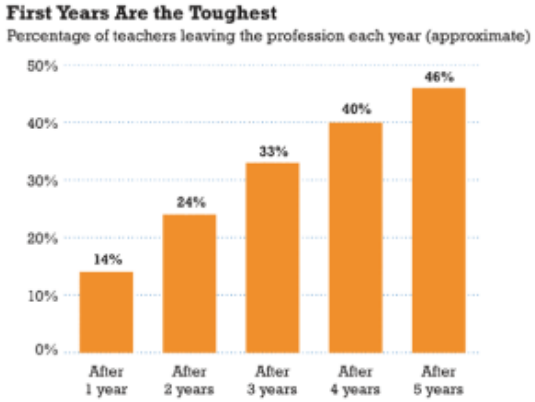
In a nutshell, the purpose of professional development is to improve professional and personal competence. Keeping abreast of new technology and practices can help us prioritize which new skills and knowledge we should develop. Given the relentless pace of change in technology, where one's knowledge gained only three years ago is obsolete, outdated, or deprecated, professional development is absolutely critical for technologists. The same holds true for professionals in nearly all subject areas.

The problem with professional development has always been one of time. Normally, that time (and often the associated expense) is taken from the employee's personal life. Since it benefits both the employee and the employer, professional development should be a joint venture. For an employer to achieve the maximum benefit from their employees, professional development can no longer been seen as a single event that occurs on a specific day; rather, it must be ongoing, experiential, collaborative, closely linked to the day-to-day demands of the job, and become part of the daily work life.

Professional development is even more critical for new teachers. In a recent Edutopia article entitled *Public Education Faces a Crisis in Teacher Retention*, author Claudia Graziano notes that:

> *"New teachers are expected to assume a full schedule of classes, create their own lesson plans, and develop teaching techniques and classroom-management strategies in relative isolation. They are also expected to learn quickly the administrative ins and outs of the job, from taking attendance and communicating with parents to navigating the school's computer network and finding the faculty bathrooms. The result: New teachers must weather a frazzling first year that many veterans come to view as a rite of passage. It's also a recipe for early burnout."*

We don't put lawyers fresh out of law school on their first case by themselves, nor do we trust doctors fresh out of medical school to practice solo--yet look what we do to first year teachers. No wonder so many public school educators leave the profession within five years of teaching!




In September 2004, Richard Ingersoll found that beginning teachers who were provided with mentors from the same subject field and who participated in collective induction activities, such as planning and collaboration with other teachers, were less likely to move to other schools and less likely to leave the teaching occupation after their first year of teaching[28].

To help retain new teachers and further develop our existing ones, professional development at the Wasatch Institute of Technology will take on various forms:

- **Mentoring and teamwork.** Every teacher works intimately with fellow Teaching Team members. At the beginning of a sprint, the Teaching Team determines the learning objectives to be covered in the sprint. They then collaborate to plan and carry out interdisciplinary activities

[28] Ingersoll, Richard. "What Are the Effects of Induction and Mentoring on Beginning Teacher Turnover?" *American Educational Research Journal,* Vol. 41, Issue 3, pages 681-714.

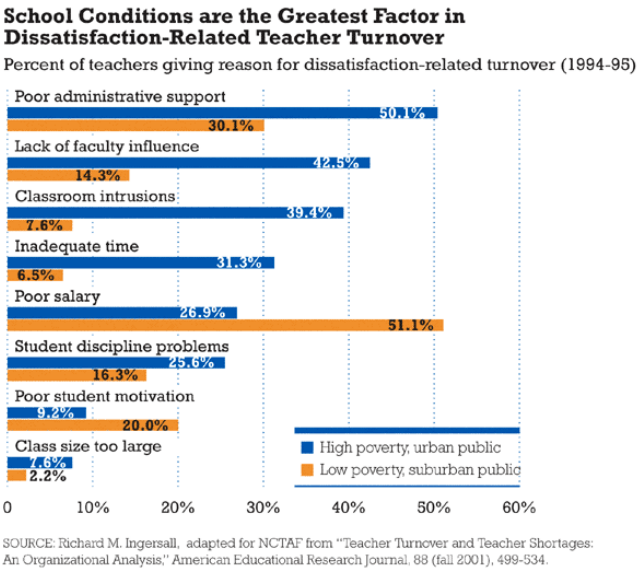
throughout the sprint. Each day, the team meets for the daily standup to identify and mitigate any obstacles that prevent them from achieving all of their sprint objectives. At the end of the sprint, the team meets in the sprint retrospective to discuss how the process went and what can be improved. This Agile process, with its team focus and shared responsibility, will allow mentoring to occur naturally through friendship, collegiality, team teaching, coaching, and counseling within the Teaching Team. Additionally, team members will share office space to provide both access to and collaboration with colleagues on the same team.

- **Subject Area Teacher Communities of Practice**. Teachers will meet regularly, typically bi-weekly, with their subject-area counterparts across Teaching Teams to share their developed curriculum, explore the subject area's learning objectives, and assess student work. Since each Teaching Team has a different focus, curriculum developed by one team can be used by another. Thus, we work collaboratively to better the wheel, instead of everyone in isolation independently re-inventing it.

- **Interest Teacher Communities of Practice.** These "similar interest" TCOPs will likely be formed around relevant teaching topics that cross discipline and Teaching Team boundaries, such as active learning, assessment, or student learning styles. These TCOPs typically meet monthly.

- **Choice of sprint learning objectives**. Individual team members have a strong voice in which learning objectives they are assigned for a given sprint, thus balancing variety with practicality.

- **Preparation time**. All teachers will have approximately 15 hours per week in non-teaching time. Teachers are able to participate together in TCOPs during the day since at any point in time one member of each Teaching Team is not teaching.




- **Curriculum repository**. Teachers store all curriculum materials in Pennant; this allows teachers to access each other's lesson plans, activities, homework/lab activities, preparation materials, and our master list of learning objectives.

- **Team teaching**. Given the breadth of subject areas we will be covering in the curriculum, periodic team teaching and class swapping will be encouraged and facilitated to allow the best possible individual to teach a given subject. This team teaching may be within a Teaching Team, or may cross Teaching Team boundaries.

- As an example, consider that Teacher A from Teaching Team #1 is a SQL expert where Teacher B from Teaching Team #2 is an HTML expert. During the TCOP meeting, these two teachers decide to work together. Teacher B will teach HTML to both teams #1 and #2 while Teacher A will teach SQL to both teams #1 and #2. Ideally, the teacher unfamiliar with the topic(s) will attend the sessions where the other teacher is teaching to increase their own knowledge base. Thus, the primary focus is that students have the best possible person teaching the topic, while the secondary focus is to broaden the knowledge base of our teachers.

- **Student Communities of Practice**. Teachers will be involved as advisors for one or more Student Communities of Practice.

- **Outside feedback**[29]. We plan to regularly solicit outside feedback from key stakeholders to help each teacher reflect on their strengths and weaknesses and set personal goals. This feedback could come from students, parents, or even outside evaluators that conducted a classroom evaluation. This feedback will be used in the regular personal management interviews the Teacher Achievement Specialist conducts with each individual member of the Teaching Team.

- **Outside development**. Each Teaching Team will be given professional development funds as part of their team's budget. It will be up to each Teaching Team to determine how to best employ these funds. Each recipient of these funds will be required to, in some fashion, share what was learned with the larger school community prior to all funds being released.

- **Sabbatical:** Teachers with a history at WIT may be eligible for a sabbatical, which can range from a month to a year.

## *Sources*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[29] For more information on outside feedback, see section #25 Employee Evaluation.

Purnell, S., & Hill, P. (1992). “Time for Reform.” Santa Monica, CA: Rand.

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# 20. Administrative Services

Our school's plan is to provide nearly all administrative and supervisory services in house. Likely exceptions may include additional special education services, translators, the teacher evaluators, and occasionally some professional development speakers.

Our school's on-site staff and their primary responsibilities are as follows:

- **School Director**: Identify and minimize or remove obstacles that keep staff from performing at their best, advocate for the school with the Board and in the community, handle discipline problems, oversee evaluation processes, evaluate school success, and oversee school IT operations. The goal is to prevent the School Director from being in constant fire-fighter mode so he can be proactive instead of reactive.

- **Business Director**: Ensure that the business aspect of the school run smoothly. Evaluate financial success, handle HR functions, manage school equipment and supplies, and generate and submit reports.

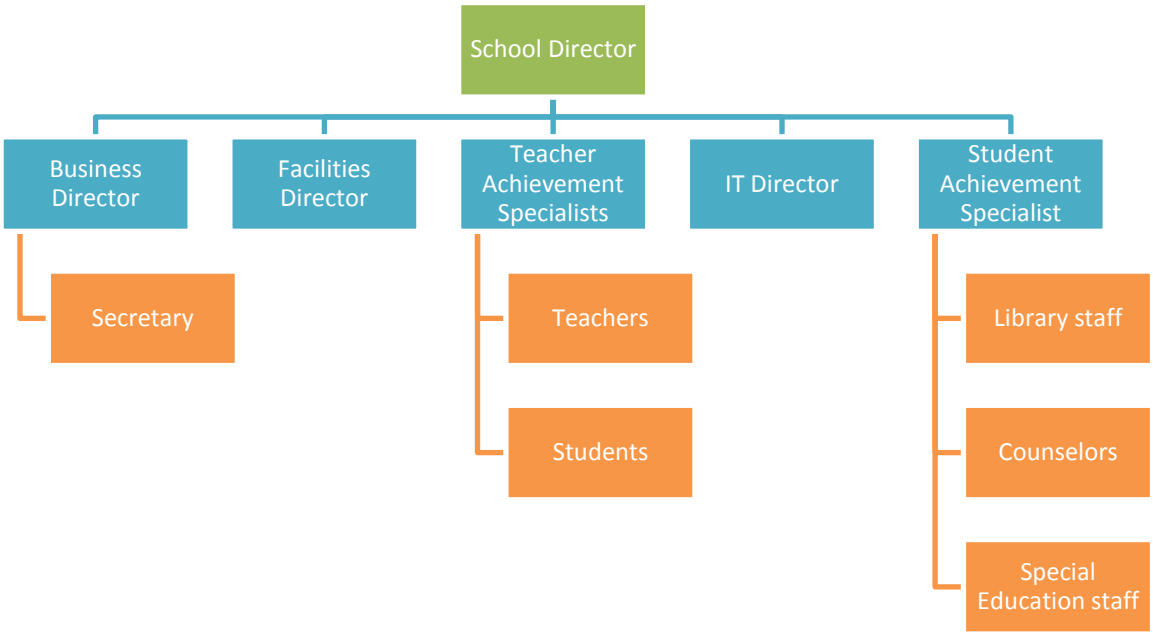
- **Student Achievement Specialist**: Identify and minimize or remove obstacles to effective learning. Oversees mentoring, special education staff, and school counselors. Evaluates student success and facilitates staff professional development.

- **Teacher Achievement Specialist**: Identify and minimize or remove obstacles to effective teaching. Oversees Teacher Communities of Practice, conducts informal classroom evaluations, facilitates team teaching opportunities and PE activities, and works one-on-one with individual teachers. Facilitates teacher professional development and monitors development of the master learning objectives list and curriculum repository.

- **Facilities Director**: Responsible for all aspects of the physical facility.

- **IT Director:** Supports the school's internal and external IT services, and provides technology support for individual Teaching Teams.

# *Organizational Chart*




Contrast the stability of a one-legged stool to one with four legs. Assuming that the legs are properly placed, the four-legged stool will provide superior stability. As part of our educational adaption of Agile, every employee—secretaries, custodians, lunch staff, etc.—will belong to a small team. Working across traditional boundaries, these teams work to complete the tasks they committed to for the sprint. Rather than scaling by increasing the size of the team, we will scale by having teams of teams with a coordinating Scrum of Scrums to facilitate work between and across teams.

To help us succeed as a team we plan to:

- **Counsel with all team members.** There are few problems that cannot be solved by individuals in open and thoughtful counsel. The decisions made by the team should be made in counsel and, with very few exceptions, be unanimous.
- **Be decisive**. The team should be decisive by "wrestling problems to the ground" instead of procrastinating decision making. This can be facilitated by holding productive meetings, recording the decisions that were made and the assignments given, and following up to ensure that assignments are completed.
- **Hold productive meetings.** Meetings are generally often held too often and too long. We want our meetings to be brief, focused, meaningful, and time-boxed. To help us be more productive in our meetings:
    - All meeting participants can contribute items to the agenda
    - All team members will rank the importance and relevance of each item on the agenda prior to the meeting; the top-ranked items are primarily those that will be discussed in the meeting

- The agenda for the current meeting should contain only the items that all of the team needs to discuss
- The minutes of the previous meeting will be distributed and reviewed prior to the meeting
- When issues are raised by a team member, they should be accompanied by a recommended solution to facilitate discussion
- When assignments are made, new tasks are created in Pennant and assigned to the corresponding team member(s); these assigned tasks appear in the team member's "to do" list in Pennant

- **Develop a feeling of belonging**. Teams work better if they can develop friendship and sociality. Occasional informal gatherings including all team members (and sometimes spouses) can build unity and team spirit.
- **Divide the work into shared areas of responsibility**. The delegation of responsibilities should not be independently handled by individual team members so that the rest of the team does not feel informed about what is going on. Every team member needs to sense a responsibility for the whole.
- **Plan for your successor**. If we all truly care about what is best for the team and the school, we would want any possible transition to be as smooth as possible. Besides, when one remains cognizant of their successor, they are likely to have a longer term perspective which aids in decision making.

## *Teams at WIT*

The primary teams in use at the Wasatch Institute of Technology will be as follows. Positions in italics indicate the ScrumMaster for the team.

| | |
|---|---|
| **Academic Team**<br>*School Director*<br>Student Achievement Specialist<br>Corresponding Teacher Achievement Specialist(s) | **Core Administrative Team**<br>*School Director*<br>Business Director<br>Facilities Director<br>IT Director<br>Student Achievement Specialist<br>Teacher Achievement Specialist(s) |
| **Student Achievement Team**<br>*Student Achievement Specialist*<br>Special Education staff<br>Librarian<br>Counselors | **Teaching Team**<br>*Teacher Achievement Specialist*<br>Computer Science teacher<br>English teacher<br>Math teacher<br>Science teacher<br>Study Hall teacher(s) |

# Administrative Budget

See section #8 Budget for specific details regarding personnel, supplies and equipment.

## School Director

Studies find that the quality of the school principal — especially the extent to which he or she engages in instructional leadership practices — is the second most important determinant of a healthy learning environment, right after teacher quality[30]. Furthermore, the single most important determinant of whether teachers stay in a particular school is the quality of the administrative support they receive from their school leader. In short, principals create the conditions that foster or undermine teaching quality — and either build or destroy the school culture that allows teachers and students to succeed.

### School Director Job Description

The School Director is primarily responsible for shaping the school's success, growth, and future. No person has more direct influence over the professional growth and development of individual staff and students as does the School Director. The work and effort of an effective School Director transcends routine management tasks. The School Director must clearly clarify, communicate, and implement the school's vision, mission, guiding principles, goals, and expectations. Acting as the primary spokesperson for the school, the School Director works with the Board of Directors, peer institutions, the State Office of Education, institutions of higher education, industry, prospective students, and the community in the critical areas of curriculum development, recruitment, and retention. He must proactively facilitate professional teamwork among staff in order to achieve the desired vision and mission as the best skills, knowledge, and attitudes of the staff are implemented in a collective effort to achieve that end. Because of the impact of his leadership, the School Director must be carefully selected, trained, and mentored as they accomplish this crucial role.

### Qualifications

- Education and experience
    - Bachelor's degree or higher in Computer Science or a closely related area
    - Show evidence of significant and productive participation in academic processes such as scheduling, program review, administration, curriculum development, student issues, and teaching (strongly preferred)
    - Have a minimum of 3 years full-time college or high school teaching experience in computer science or a related area (strongly preferred)
    - Have a minimum of 1 year teaching at the Wasatch Institute of Technology (strongly preferred)
- Knowledge and skills

[30]Kenneth Leithwood, Karen Seashore-Louis, Stephen Anderson, & Kyla Wahlstrom, "How Leadership Influences Student Learning (Learning From Leadership Project Executive Summary)" (New York: The Wallace Foundation, 2004).

    - Ability to deal equitably with others through an innovative, collaborative, flexible and open management style
    - Ability to work in a team setting
    - Excellent written and verbal communication skills
    - Ability to address staff and student issues in a positive manner
    - Ability to meet deadlines
    - Integrity and high ethical standards; engenders trust
    - Excellent computer skills
    - Ability to lead, direct, and manage personnel in making appropriate decisions
    - Ability to manage the school's fiscal resources in compliance with school policy and procedures
    - Desire to implement the school mission
- Duties and Responsibilities
    - External relations
        - Participate actively in the community through service (presentations, Boy/Girl Scout events, etc.)
        - Work well with state entities (State Charter School Board, Utah State Office of Education, etc.)
        - Work directly with accreditation body (Northwest Accreditation Commission)
        - Positively represent the school in all times, and in all places
        - Utilize and communicate the advice of the Board of Directors
        - Work with educational partners, particularly higher education concurrent enrollment partners
    - Administrative
        - Empower the school staff
        - Strive to eliminate any real or perceived division between groups at the school (the “us versus them” syndrome)
        - Develop, refine, and implement school priorities and plans
        - Provide the opportunity for decision-making at a level closest to those impacted by it
        - Promote collaboration and positive problem solving within the school
        - Equitably manage and verify operational processes and procedures
        - Assist with comprehensive school-wide evaluations for agencies such as the Utah State Office of Education, the Northwest Accreditation Commission, etc.
        - Ensure that required reports are accurate and submitted on time
        - Support school-related student activities
        - Oversee facilities and operations for the school
    - Curriculum
        - Be directly involved in teaching throughout the year by participating in mentoring, joining a Teaching Team for a sprint, substitute teaching, or participating in the Teacher and Student Communities of Practice
        - Assist in the preparation and sharing of school curriculum
            - Ensure that curriculum remains current as noted by innovations in industry, academia, and the marketplace
            - Measure learning outcomes and attainment of school goals

            - Facilitate access to the school's master list of learning objectives and the curriculum repository
            - Support the exploration and use of new technologies
    - Personnel
        - Provide leadership, support, and supervision for school staff
        - Use school policy to resolve student and employee concerns and problems
        - Manage personnel matters within the context of school personnel policies
        - Utilize evaluation systems to ensure successful performance in teaching and in content area expertise by teachers and staff
        - Encourage and support teachers in the development of innovative teaching and curriculum design
        - Call and conduct staff meetings on a regular basis to ensure coordination, communication, and dissemination of all information
        - Enable employee professional development
        - Oversee the employee hiring process
    - Budget
        - Prepare the school budget
        - Administer and manage the school budget with input from all stakeholders

## *Business Director*

The role of the Business Director at the Wasatch Institute of Technology is to ensure that the business elements of the school run smoothly and to fulfill the responsibilities of the business administrator as defined by Utah Code 53A-3-303, which is generally accomplished by:

- Evaluating financial success
- Handling HR functions including hiring/termination paperwork, IRS filings, etc.
- Managing school inventory
- Administering payroll: processing payroll, maintain correct payroll records, payroll adjustments (sick time, vacation time, etc.), fields payroll queries and discrepancies
- Managing accounting for the school, including accounts payable, accounts receivable, purchase orders, invoicing, etc.
- Acting as bookkeeper and accountant, following better than generally accepted principles of accounting
- Submitting required reports
- Providing financial statements to the Board of Directors
- Assisting the School Director in formation and execution of the school's budget
- Establishing accounting procedures and maintaining adequate financial records
- Ensuring conformance with financial building lease/mortgage terms and conditions
- Maintaining all purchasing records
- Coordinating the grant writing process
- Developing and managing sustainable long term fundraising
- Soliciting and managing donations
- Reconciling monthly expense reimbursements against submitted expense reports
- Auditing employee expense reports
- Maintaining filing functions and record keeping

- Coordinating benefit/new hire paperwork, service award program, performance appraisals, and personnel requisitions
- Keeping all HR postings up-to-date
- Maintain commonly used forms

### *Qualifications*

- Bachelor's degree in Business Administration, Accounting or similar
- Extensive experience with budgeting
- Experience in creating and implementing sustainable business practices
- Ability to mine data to create spreadsheets, reports, presentations, etc.
- Detail oriented
- Extremely organized
- Previous experience managing multiple projects
- Entrepreneurial attitude with a strong ability to overcome objections
- Willingness to work beyond job descriptions to get the job done

## *Secretary*

The role of the Secretary position for the Wasatch Institute of Technology is primarily to support the School Director and Business Director, and secondarily the staff and students by successfully executing these essential responsibilities:

### *Essential Responsibilities*

- Distributing marketing materials for current and future students
- Process student registrations
- Order equipment, materials, and supplies
- Provide typical office support duties, including organizing, filing, document preparation, document distribution, answering telephones, faxing, making copies, handling mail, etc.
- Ensure that school policies are followed in applicable circumstances
- Collaborate with appropriate individuals to solve problems
- Successfully interact with school computer systems to gather data
- Develop and prepare effective presentation materials
- Cost-effectively order appropriate supplies and instructional support materials
- Assist with inventory tracking
- Support student activities
- Take minutes during applicable meetings
- Attend Board meetings and act as a scribe
- Make preparations for Board meetings
- Actively seek new solutions for existing and future problems
- Regularly update the school website
- Appropriately prioritize tasks
- Effectively communicate announcements through use of email, signage, computer wallpaper, school website, etc.
- Make necessary travel arrangements
- Validate and process paperwork, including travel and expense forms

- Proactively evaluate and suggest improvements to school processes, procedures, and practices
- Ensure that staff members are current with required training
- Administer calendaring, scheduling, and call screening functions

### *Education and Experience*

- High school diploma; 2-year degree or higher in Computer Science or a related field is preferred
- Confident computer user
- Familiarity with technology; previous experience in the field is a plus
- Willingness to use open source software products; previous Linux experience is a plus

### *Knowledge and Skills*

- Attention to detail
- Appropriately prioritize
- In-person and telephone etiquette
- Note taking
- Desktop publishing, word processing, presentation, and spreadsheet proficiency
- Ability to learn new software programs
- Typing skills (~35 wpm)
- Demonstrated writing ability
- Effective communication
- Desire to look for interesting solutions to problems
- Maintaining web pages; HTML experience is a plus
- Work with and safeguard confidential information
- Work well under pressure
- Work on multiple tasks concurrently
- Receptionist duties

## *Teacher Achievement Specialist*

A key component in our teaching strategy is the Teacher Achievement Specialist. Our Teacher Achievement Specialist will serve approximately 2 Teaching Teams, and can be thought of as a coach for the team. With coaching, the teachers and Teacher Achievement Specialist are equal partners in generating ideas, strategies, and solutions which are then put into practice for the entire team.

The Teacher Achievement Specialist does not provide day-to-day direction to the team and does not assign tasks to individuals. Rather, he shelters the team from outside distractions and removes any impediments to effective teaching, allowing team members to focus during the sprint on the goals they have selected. Serving as a ScrumMaster, the Teacher Achievement Specialist will minimize or remove obstacles to effective teaching by:

- Facilitating Agile-related meetings (daily Scrum, sprint planning, sprint retrospective, etc.)
- Modeling "best practice" teaching strategies
- Working "shoulder to shoulder" with all Teaching Team teachers on a regular basis
- Conducting informal classroom teaching evaluations
- Arranging team teaching opportunities and peer observations
- Coordinating PE activities

- Arranging for substitute teachers
- Scheduling volunteers
- Furthering development of the school's master learning objectives list
- Facilitating use and expansion of the curriculum repository
- Participating in Teacher Communities of Practice
- Conducting regular personal management interviews with teachers
- Reviewing teacher lesson plans
- Arranging for external teacher evaluations
- Assess student learning via portfolio sampling
- Helping teachers analyze student learning
- Assisting in the planning and implementation of student interventions
- Arranging student tutoring
- Providing access to a range of resources, sharing expertise and encouraging teachers to be reflective about their practice[31]
- Helping teachers internalize and execute Inspired Teaching's Five-Step Process
- Helping all Level 1 teachers who have taught for three years to pass the required pedagogical exam (ETS The Praxis II - Principles of Learning and Teaching)
- Helping all Level 1 teachers compile their working portfolios

**Inspired Teaching's Five-Step Process**

*Step 1*. Analyze and understand the ways I learn.

*Step 2*. Articulate my philosophy of teaching and learning, including children's natural curiosity and desire to learn.

*Step 3*. Develop new strategies to make sure my philosophy of teaching and learning matches what I do in the classroom.

*Step 4.* Build the skills of effective teachers, including listening, asking thoughtful questions, observing, and communicating effectively.

*Step 5.* Practice new strategies to make my classroom an active place of learning fueled by students' ideas.

### *Qualifications*

- Bachelor's degree or higher
- Familiar with various teaching methods, including active learning
- Experience with various assessment strategies, including electronic portfolios
- Experience with classroom discipline
- Experience with curriculum development
- Excited about teaching!
- Hold a Utah Professional Educator's Level 2 or 3 license (preferred)

[31]"Investing in a Culture of Learning." The Forum for Education and Democracy. Accessed 4 Mar 2010. Available at http://rethinklearningnow.org/resources.dyn/Learning_Brief_1209_ForumForEd.pdf

## *Student Achievement Specialist*

Our Student Achievement Specialist is to help students achieve their potential, primarily by identifying and minimizing or removing obstacles to effective learning for all students by:

- Monitoring student achievement and identifying those having trouble
- Observing struggling students in class and suggesting appropriate interventions
- Assisting in the planning and implementation of student interventions
- Supervising special education program and staff
- Delivering special education training to staff
- Providing special education services
- Administering specific identifying tests and calculating student scores (Estimator program)
- Providing small group intensive targeted intervention
- Tutoring IEP individuals
- Acting as a resource to parents
- Facilitating transition training
- Managing student IEPs
- Managing student SEOPs
- Participate in the student discipline process
- Coordinating use of school counselors in applicable circumstances
- Overseeing the counselors to ensure student's mental health and well-being
- Regularly attend USOE Charter School Roundtable and State Special Ed meetings

### *Qualifications*

- Bachelor's degree or higher
- Excited about helping all our students succeed
- Experience with student behavior problems
- Experience with Utah Special Education Rules and IDEA 2004 (preferred)
- Hold a current Utah Professional Educator's license in Special Education (preferred)

## *Counselor*

Our school counselors, part of the Student Achievement team, help our students understand and deal with social, behavioral, and personal problems; promote and demonstrate positive health and wellness choices; participate in student recruitment and enrollment activities; facilitate school wide testing; and provide higher education and career guidance counseling. We seek an individual with a strong desire to help others, who can understand the issues that adolescents face, and who can inspire respect, confidence, and trust. The ideal candidate is willing to sacrifice their own comfort to see a student accomplish goals, while at the same time being able to successfully manage stress.

### *Essential Responsibilities*

*Counseling*

- Provide preventative and developmental counseling to enhance students' emotional, social, and academic growth and to provide students with the life skills needed to deal with problems in individual, small group, and entire class settings
- Provide alcohol, tobacco, drug and substance abuse prevention programs
- Identify cases where domestic abuse and other family problems that can affect a student's development
- Collaborate with parents, teachers, school administrators, medical professionals, and social workers to develop and implement strategies to help students succeed
- Make appropriate referrals of students and parents to outside agencies and specialists when necessary
- Provide relevant lesson plans and materials to mentors for Friday mentoring activities, and actively participate with the Teaching Teams to teach important life skills
- Provide relevant health and wellness lesson plans for the daily exercise program
- Collaborate with members of the Teaching Team and mentors to identify students that may need help
- Assist special education staff members as necessary

*Career and College Advising*

- Advise students regarding college choice and admittance: admission requirements, entrance exams, financial aid, and choice of schools
- Plan and coordinate programs such as career and college fairs, scholarship programs, the College Fair, visits to college campuses, and individual visits from college representatives
- Coordinate career visits, including military career activities
- Help students develop job search skills, such as resume writing and interviewing techniques
- Assist students and alumni with career development, job placement, and job-hunting techniques
- Place student interns

*School Recruitment and Assessment*

- Assist new and transfer students in enrollment, registration, and the transfer of credits
- Coordinate the school wide testing program
- Plan and execute the new student outreach and marketing programs
- Plan and execute the semester showcase

## *Education and Experience*

- Bachelor's degree or higher
- Experience with student behavior problems
- Excited about helping all our students succeed
- Desire to actively pursue professional development
- Adherence to the ethical standards of state and national school counselor associations
- Adherence to best practices prescribed by state and national school counselor associations
- Demonstrated knowledge of local policies and state and federal laws pertaining to school counseling
- Certified school counselor (preferred)

# 21. Library Plan

> *"To read is to fly: it is to soar to a point of vantage which gives a view over wide terrains of history, human variety, ideas, shared experience and the fruits of many inquiries."*
>
> Prof. A.C. Grayling, as quoted in the Financial Times

As our economy continues to shift from manufacturing goods and services to providing information, today's workers need new skills and abilities to remain globally competitive. At the heart of these skills is literacy, which is more than the ability to read words: it is the ability to comprehend what you read. People with higher literacy skills have higher salaries, higher employment rates, higher civic participation rates, lower public assistance rates, and lower crime rates than people with lower literacy skills[32]. Lamentably, literacy is on the decline. The results of an adult literacy assessment published in 2005 show that the reading proficiency of college graduates has declined sharply in the past ten years to the point that only 31% of *college graduates* can read a complex book and extrapolate from it[33].

For literacy to unlock the door to success for the 21st century, we must do better. We must move past the simple meaning of words in order to grasp the ideas, explore relevant concepts, and draw parallels to our own circumstances. This higher level thinking can nourish the mind and the soul while benefitting ourselves and others. The key to achieving literacy is simple: more reading.

Literacy is such a critical element at the Wasatch Institute of Technology that we will hold a daily 30 minute reading time for our students Mondays through Thursdays. During this special time, students can read nearly anything except required reading assignments. Students will be encouraged to read from a variety of genres and across all disciplines. This variety may be facilitated by Pennant, which can suggest titles for a student to read. Every student will record their observations, thoughts, comments, and recommendations on their reading blog, which will be accessible to everyone throughout the school.

The school library staff will play an integral role in our reading program, as they will provide the majority of reading materials to the students. Additionally, the librarians will work with each Teaching Team to highlight sprint-relevant materials, such as *Uncle Tom's Cabin* as the Team studies the U.S. Civil War. The library staff will also organize book clubs around a specific title or a series of texts. Students can

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[32] National Institute for Literacy 2009; Kutner, M., E. Greenberg, Y. Jin, B. Boyle, Y. Hsu, E. Dunleavy, and S. White. 2007. *Literacy in Everyday Life: Results from the 2003 National Assessment of Adult Literacy.* NCES 2007-480. Washington, DC: U.S. Department of Education.

[33] Romano, Lois. *Literacy of College Graduates is on Decline*. 25 Dec 2005. Washington Post. Accessed 16 Jun 2011. Available at http://www.washingtonpost.com/wp-dyn/content/article/2005/12/24/AR2005122400701.html

then join with students across Teaching Teams to read, discuss, and share as they discover a book together.

# Library Structure

## Accreditation

We recognize that we must obtain accreditation from the Northwest Accreditation Commission. As such, we intend to comply with the relevant accreditation standards regarding our school library media program. This includes hiring a full-time certified librarian as well as additional library staff as our school grows.

## Acquiring Materials

Our library staff will acquire new acquisitions in this priority order to meet:

1. The expressed and anticipated informational needs for teachers
2. The expressed and anticipated informational needs for students
3. The recreational needs of students
4. The recreational needs of teachers

To identify these needs, the library staff will regularly conduct surveys and solicit teachers directly to see what their information needs might be. The library will not acquire materials that are vulgar, obscene, full of hate, or of a prurient interest. The librarian makes the final decision to acquire an item. This decision is based on the value of the material to the library, students, and teachers without regard for the personal taste of the library staff. Each item considered for selection must be evaluated on its own merits and judged as a whole rather than by isolated passages. The addition of an item to the library's collection in no way represents an endorsement of any theory, idea, or policy contained in the material.

Our library plans to investigate and implement an eBook program utilizing Amazon's Kindle, Apple's iPad, or a similar device to support our daily reading program. This program should be in place by the end of the school's third year of operation. These devices will be housed in each Study Hall, with the eBooks themselves being available across multiple devices. This eBook approach will enable our school to have quick access to contemporary titles while reducing the overall costs. These cost reductions are realized since the eBook price is generally lower than a corresponding print text and a single eBook title can be simultaneously shared across multiple devices (5 in the case of the Kindle).

## Available Materials

Depending on the availability of funding, we plan to have a broad range of materials available in our library, including:

- *Utah's online library, Pioneer*: Access relevant online electronic databases and resources.
- *Association for Computing Machinery (ACM) and IEEE online services: P*rovides academic research on Information Technology.
- *Safari University: A*ffords electronic access to many technology textbooks.

- *IT-related print journals*, such as No Fluff, Just Stuff, Dr. Dobbs, Linux Journal, InformationWeek, InfoWorld, Computer World, Government Computer News.
- *Print titles:* Our library will house a diverse collection of printed titles to support our curriculum needs, and will also support the recreational reading needs of our students and staff.
- *Multimedia titles:* Directly support curricular instruction if specifically requested by a Teaching Team. TVs and DVD players will not be housed in the library; rather, each Study Hall room will have a multimedia viewing studio.

Besides our own book acquisitions, we will actively solicit book donations to be housed in our library. We recognize that donated books are not always appropriate for student use. As such, any donated materials will be carefully screened as to relevancy, currency and appropriateness before being housed in our school collection.

## Accessibility

The library's electronic resources will be accessible from all school computers. We will also provide access to these resources from home computers. The library will be open the hours the school is open, with students typically visiting during their Study Hall or reading periods. The majority of physical materials will be available for teachers and students to check out. We intend to use an Integrated Library System for our circulation and cataloging system, such as Koha or Evergreen.

## Physical Location

Our school location may be located in close proximity to an existing library. If this is the case, we may partner with that library to provide our library services. Otherwise, we will house a library within our school. Our library, although compact, will house our physical collection and should include meeting places (so people can come to the library to learn or work together) and reading spaces (so people can get cozy with a book). Each Study Hall will also have a small library display area for ready access to materials related to the current sprint's focus. The physical size of our library will be determined once a school site has been selected. We will strive to incorporate as many "best practice" library design elements as possible, including advice for library stacks and shelving from the Libris Design Project[34]. In the most likely scenario, a dedicated library space will not be built and available for use until year 3 of operation.

## Funding

The library will grow during the first three years of operation, with 1/3 of the library's acquisitions and furniture being funded each year. Costs for technology in the library are found in section #22 Technology Plan. Costs of acquiring the collection are found in section #8 Budget.

[34] Seims, Earl and Demmers Linda. *Library Stacks and Shelving.* Libris Design Project. Accessed 18 Jun 2011. Available at http://www.librisdesign.org/docs/ShelvingforLibraries.pdf.

# 22. Technology Plan

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

The mission of the Wasatch Institute of Technology (WIT) is to *prepare tomorrow's software and network/systems engineers through next generation education.* Technology will not only be a focal point of the school, but will help us better track individual accountability and responsibility (through Pennant, our custom student information system), increase collaboration and communication, and enable our agility. There will be a 1:1 ratio of students to a tech device (desktop computer, laptop, tablet, etc.). Technology will be used at the school inasmuch as it directly supports our school's mission. More specifically, we plan to use technology to help us improve education by:

| Goal | Explanation | Measurement |
|---|---|---|
| Track student learning by learning objective | Historically academic progress has been tracked at the course level. With Pennant, we will be able to track student learning at the learning objective level. For each learning objective, we will be able to see the student-submitted portfolio artifact. Taken together, Pennant provides a deeper level of insight into what a student actually knows. | Pennant will provide multiple views of overall learning objective progress, including by a selected individual, a Teaching Team, or even for the school as a whole. |
| Ensure that students are completing their assignments | At the beginning of every sprint (2-4 week work period), every student will be assigned tasks to be completed. The student will daily record their progress by updating their remaining "to do" hours for these tasks. This information is available to parents, teachers, and their mentor. At the beginning of Study Hall, the teacher will check each student's task completion progress. Students who are behind are the first to be helped and their parents are notified. | We will track the number of parent notifications sent per sprint. |

| Goal | Explanation | Measurement |
|---|---|---|
| Reduce the amount of time teachers spend in lesson planning | Teachers will be able to look in the school-wide curriculum repository to view teacher-submitted lesson plans and student-submitted portfolio artifacts for every learning objective. | At the beginning of each semester, we will count the number of learning objectives in the curriculum repository that have associated lesson plans and portfolio artifacts. We will measure again at the end of the semester. We are successful if the number has increased. |
| Identify at-risk students as early as possible | Pennant, our student information system, will report all large variations in student performance to our Student Achievement Specialist at the end of every sprint. This information could be used to initiate the student find process (see section 14. Special Education for more details). | We will track the source of each student find, in particular watching the number of student finds whose source is Pennant. |
| Provide hands-on networking training | Our networking classroom will have patch panels and conduit so students can complete a cabling installation, including jack and patch panel terminations. | A network analyzer will test each installation for standards compliance (CAT 6a, CAT 6, CAT 5e, etc.). |
| Obtain USOE approval for Pennant | Pursuant to Utah Rule R277-484-5, Pennant must achieve Utah State Office of Education approval to ensure that Pennant maintains compatibility with the Utah eTranscript and Record Exchange (UTREx)[35]. | Pennant achieves USOE approval |

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

Given our mission, technology plays a dominant role in our school. As such, technical proficiency is a core requirement of all our job positions and is a prerequisite to hiring. Ultimately, our teachers are responsible to use technology to improve education. This means that each staff member needs to keep up on their technology skills, and that each Teaching Team should be as technologically self-sufficient as possible. This is possible since the majority of our teachers will be coming from industry given our focus on competency-based licensure and each team will have either a software engineer or a network

[35]This compatibility will likely be through a third party SIF agent such as xUDA or Docufide to SIF-enable Pennant's backend data sources. We will use an existing third-party Zone Integration Server implementation, such as openZIS, to facilitate the sending/receiving of the requests for data. If acceptance is not achieved by April 1 of the planning year, we will purchase and implement a USOE-recommended and approved SIF system prior to the school opening in August.

systems engineer as a team member. It is fully expected that our teachers will arrive at the school knowing what technologies they prefer to use and why they wish to use them.

The IT Director will provide regular training on school-wide systems (Pennant, testing software, etc.) and IT policies (acceptable use, Internet use, etc.). This training will occur during the back-to-school staff retreat, as well as by working with individual Teaching Teams on a regular basis.

The primary driver for acquiring new technology in our school will be the Teaching Teams themselves. We define technology broadly: an SLR camera, a microscope, a video camera, an mp3 player, a telescope, software, etc. From our point of view, technology is just another teaching aid and should be treated accordingly. Any Teaching Team can propose to introduce a new technology for use within their team. Once a direct correlation to our curriculum objectives has been established and funds are available, the technology can be acquired. Normally, the technology would be purchased using funds from the Teaching Team's budget or a classroom grant. Occasionally, the Teaching Team may appeal to the school or outside sources for additional funding.

One Teaching Team's adoption of a technology by no means implies a school-wide adoption or rollout; rather, we prefer to create pockets of experimentation. In fact, the individuals on the Teaching Team are primarily responsible for the training, implementation, management, and use of the technology. Once successful, the technology's use need not be limited to the single Teaching Team. The individual teachers can share their use of the technology as they meet in their Teacher Communities of Practice. In addition to the teachers sharing among themselves, the Teacher Achievement Specialists can act as seeds, spreading the use of the technology across the different Teaching Teams. Once a majority of the Teaching Teams has adopted the technology, it can be considered a school-wide adoption. When applicable, the IT Director will assume responsibility for the management and implementation of the technology.

The use of technology can also be indirectly shared as students give presentations about their work, participate in the semester showcases, and through student portfolios. Part of each Teaching Team presentation during our annual school retreat will include their use of technology to improve education.

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

Pennant combined with the Agile methodology (a project management framework) is what enables our agility. Each curricular objective is assigned to a sprint, and individual student progress on their assigned tasks can be tracked daily by any teacher on the Teaching Team, the student, and the student's parents. By the end of the sprint, we will know how well every student has done at mastering the assigned curriculum objectives. This is possible since the grades for their submitted portfolio artifact(s) are stored in Pennant and associated with each learning objective. Student mastery of the learning objectives will be considered during the subsequent sprint planning. If students did not master the curricular objectives, further activities will be planned to solidify their understanding; otherwise, subsequent curriculum objectives will be added to the next sprint and the cycle repeats. Besides the individual Teaching Team's assessment, the Core Administrative Team can see how well all students collectively have done in achieving the relevant curricular objectives. Thus, the Teaching Team and the Core Administrative Team are responsible for ensuring that curricular objectives have been sufficiently met across *groups* of students, in addition to each student individually.

The Student Achievement Specialist, the school counselors, and the assigned student's mentor will track an *individual* student's progress. Pennant will alert the Student Achievement Specialist of any large variations in a student performance; worrisome cases can then be assigned to a counselor (serves approximately 90 students) or a special education teacher (serves approximately 30 students). The student's assigned mentor (serves approximately 16 students) will holistically track student progress while preparing for the weekly mentoring session. Parents will also be able to view their student's progress at any time using Pennant.

# Inventory

To provide a heterogeneous computing environment, we will have a mixture of IT equipment: thin clients, netbooks, laptops, desktops, and tables. This mix of equipment will be running different operating systems. The imaging, patching, and inventorying of these systems will be centrally managed by the IT Director using a software suite like Novell ZenWorks or Kace. Our chosen desktop management tools will support the following:

- Inventory (hardware and software, including tracking)
- Centralized software distribution
- Centralized patch management
- Help desk/trouble ticket system
- OS/application deployment
- Asset management
- Reporting on the above

Ultimately, the IT Director is responsible for all IT services (hardware, software, connectivity) used throughout the school, as well as services used by the staff. Individual Teaching Teams, if they use any unique technology in their team, are responsible for the inventory, management, training, payment, and upkeep of that technology. When a technology has reached "critical mass" (i.e. a majority of the Teaching Teams at the school are using it), the responsibility for supporting the technology shifts from the Teaching Teams to the school IT staff.

The IT Director is not alone in managing IT services for the school; he will be able to use the Teaching Teams as a resource to accomplish work. For example, a network/systems engineering cohort with their computer science teacher can troubleshoot problems with our desktops, can perform a hardware upgrade, can help troubleshoot problems at the physical layer, or can help install and certify new cabling. This practical experience will be beneficial for students, can provide curricular focus for a given sprint, and can be easily incorporated into the sprint during the sprint planning meeting.

# Technology Costs

Our technology acquisitions year-by-year are estimated to be:

| Computer Hardware | Planning year acquisitions<br>Classrooms | Library | Admin office | Other locations | Total Quantity | Total $ |
|---|---|---|---|---|---|---|
| eReader | | | 1 | | 1 | $99.00 |
| Student Laptops | | | 2 | | 2 | $858.00 |
| Thin clients | | | 2 | | 2 | $710.00 |
| Desktops | | | 1 | | 1 | $500.00 |
| Teacher Laptops | | | 1 | | 1 | $1,000.00 |
| | | | | *# Internet capable* | 7 | **$3,167.00** |

| Peripheral Devices | Planning year acquisitions<br>Classrooms | Library | Admin office | Other locations | Total Quantity | Total $ |
|---|---|---|---|---|---|---|
| Printers | | | 1 | | 1 | $800.00 |
| Scanners | | | 1 | | 1 | $90.00 |
| Cameras | | | 1 | | 1 | $175.00 |
| LCD projectors | | | 1 | | 1 | $425.00 |
| DVD Player | | | | | 0 | $0.00 |
| Digital TV | | | | | 0 | $0.00 |
| | | | | | **Total** | **$1,490.00** |

| Computer Hardware | Year 1 acquisitions<br>Classrooms | Library | Admin office | Other locations | Total Quantity | Total $ |
|---|---|---|---|---|---|---|
| eReader | 40 | | | | 40 | $3,960.00 |
| Student Laptops | 100 | | | | 100 | $42,900.00 |
| Thin clients | 170 | 5 | | | 175 | $62,125.00 |
| Desktops | 30 | 1 | | | 31 | $15,500.00 |
| Teacher Laptops | 10 | | | | 10 | $10,000.00 |
| | | | | *# Internet capable* | 356 | **$134,485.00** |

| Peripheral Devices | Year 1 acquisitions<br>Classrooms | Library | Admin office | Other locations | Total Quantity | Total $ |
|---|---|---|---|---|---|---|
| Printers | 6 | 1 | | | 7 | $5,600.00 |
| Scanners | 4 | | | | 4 | $360.00 |
| Cameras | 10 | | | | 10 | $1,750.00 |
| LCD projectors | 14 | | | | 14 | $5,950.00 |
| DVD Player | 4 | | | | 4 | $220.00 |
| Digital TV | 4 | | | | 4 | $1,200.00 |
| | | | | | **Total** | **$15,080.00** |

| Computer Hardware | Year 2 acquisitions<br>Classrooms | Library | Admin office | Other locations | Total Quantity | Total $ |
|---|---|---|---|---|---|---|
| eReader | 40 | | | | 40 | $3,960.00 |
| Student Laptops | 84 | | | | 84 | $36,036.00 |
| Thin clients | 175 | | | | 175 | $62,125.00 |
| Desktops | 21 | | | | 21 | $10,500.00 |
| Teacher Laptops | 10 | | | | 10 | $10,000.00 |
| | | | | *# Internet capable* | 330 | **$122,621.00** |

| Peripheral Devices | Year 2 acquisitions<br>Classrooms | Library | Admin office | Other locations | Total Quantity | Total $ |
|---|---|---|---|---|---|---|
| Printers | 6 | | | | 6 | $4,800.00 |
| Scanners | 4 | | | | 4 | $360.00 |
| Cameras | 10 | | | | 10 | $1,750.00 |
| LCD projectors | 14 | | | | 14 | $5,950.00 |
| DVD Player | 4 | | | | 4 | $220.00 |
| Digital TV | 4 | | | | 4 | $1,200.00 |
| | | | | | **Total** | **$14,280.00** |

| Computer Hardware | Year 3 acquisitions<br>Classrooms | Library | Admin office | Other locations | Total Quantity | Total $ |
|---|---|---|---|---|---|---|
| eReader | 40 | | | | 40 | $3,960.00 |
| Student Laptops | 66 | | | | 66 | $28,314.00 |
| Thin clients | 96 | | | | 96 | $34,080.00 |
| Desktops | 20 | | | | 20 | $10,000.00 |
| Teacher Laptops | 10 | | | | 10 | $10,000.00 |
| | | | | *# Internet capable* | 232 | **$86,354.00** |

| Peripheral Devices | Year 3 acquisitions<br>Classrooms | Library | Admin office | Other locations | Total Quantity | Total $ |
|---|---|---|---|---|---|---|
| Printers | 6 | | | | 6 | $4,800.00 |
| Scanners | 4 | | | | 4 | $360.00 |
| Cameras | 10 | | | | 10 | $1,750.00 |
| LCD projectors | 14 | | | | 14 | $5,950.00 |
| DVD Player | 4 | | | | 4 | $220.00 |
| Digital TV | 4 | | | | 4 | $1,200.00 |
| | | | | | **Total** | **$14,280.00** |

| Computer Hardware | Year 4 acquisitions<br>Classrooms | Library | Admin office | Other locations | Total Quantity | Total $ |
|---|---|---|---|---|---|---|
| eReader | 20 | | | | 20 | $1,800.00 |
| Student Laptops | 25 | | | | 25 | $4,375.00 |
| Thin clients | 45 | | | | 45 | $19,125.00 |
| Desktops | 10 | | | | 10 | $550.00 |
| Teacher Laptops | 5 | | | | 5 | $1,500.00 |
| | | | | *# Internet capable* | 105 | **$27,350.00** |

| Peripheral Devices | Year 4 acquisitions<br>Classrooms | Library | Admin office | Other locations | Total Quantity | Total $ |
|---|---|---|---|---|---|---|
| Printers | 3 | | | | 3 | $2,400.00 |
| Scanners | 2 | | | | 2 | $180.00 |
| Cameras | 5 | | | | 5 | $875.00 |
| LCD projectors | 7 | | | | 7 | $2,975.00 |
| DVD Player | 2 | | | | 2 | $110.00 |
| Digital TV | 2 | | | | 2 | $600.00 |
| | | | | | **Total** | **$7,140.00** |

| Network Equipment | Planning Year | Cost | Year 1 | Cost | Year 2 | Cost |
|---|---|---|---|---|---|---|
| Server | | | 4 | $7,120.00 | 4 | $7,120.00 |
| Access Points | | | 14 | $1,050.00 | 14 | $1,050.00 |
| 48 port switch | | | 8 | $9,600.00 | 8 | $9,600.00 |
| Timeclock | 1 | | 10 | $3,500.00 | 10 | $3,500.00 |
| | **Total** | 0 | **Total** | $21,270.00 | **Total** | $21,270.00 |
| Number of classrooms wired for internal connections | 0 | | 6 | | 12 | |

| Telecommunication Links | Planning Year | Year 1 | Year 2 |
|---|---|---|---|
| A. Gigabit Ethernet | | 1 | 1 |
| B. Multiple T1s or T3 | | | |
| C. Microwave | | | |
| D. Other | 1 (DSL) | | |
| Total School Buildings | 1 | 1 | 1 |

| Network Equipment | Year 3 | Cost | Year 4 | Cost |
|---|---|---|---|---|
| Server | 4 | $7,120.00 | 2 | $3,560.00 |
| Access Points | 14 | $1,050.00 | 7 | $525.00 |
| 48 port switch | 8 | $9,600.00 | 4 | $4,800.00 |
| Timeclock | 10 | $3,500.00 | 5 | $1,750.00 |
| | Total | $21,270.00 | Total | $10,635.00 |
| Number of classrooms wired for internal connections | 18 | | 21 | |

| Telecommunication Links | Year 3 | | Year 4 | |
|---|---|---|---|---|
| A. Gigabit Ethernet | 1 | | 1 | |
| B. Multiple T1s or T3 | | | | |
| C. Microwave | | | | |
| D. Other | | | | |
| Total School Buildings | 1 | | 1 | |

| | Planning Year | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|---|---|
| Total IT Costs | $4,657.00 | $170,835.00 | $158,171.00 | $121,904.00 | $45,125.00 |

# 23. Extra-curricular Activities

Extracurricular activities at our school are voluntary activities of an extended duration that fall outside the realm of our normal classes. Our Student Communities of Practice (SCOPs), which are part of the regular educational program and take place during normal school hours, are generally not considered to be extracurricular activities. A handful of SCOPs may take place outside of the regular school day. So long as participation in these SCOPs is voluntary and does not affect a student's grade or ability to participate fully in any course taught during the regular school day, it would be considered an extracurricular activity and treated accordingly as far as fees and fee waivers are concerned. In all cases, students are eligible to participate in extracurricular activities at their "home high school" (i.e. the high school whose boundaries encompass the student's primary residence).

## School Fees

Similar to school districts in our area, our school will charge fees. Based on Rule R277-407, these fees will be approved by the Board of Directors yearly and distributed in an approved fee schedule prior to the beginning of the school year. According to the *Utah State Office of Education School Fees Notice for Grades 7-12* (dated 25 Apr 2011), school fees may be charged for:

- Registration
- Textbooks
- Textbook and equipment deposits
- School supplies
- Activity cards
- Extracurricular activities
- School lockers
- Lab and shop fees
- Gym and towel fees
- Costs for uniforms and accessories
- Field trips and assembly fees
- Costs for elective class trips
- Costs of musical instruments used in school classes or activities
- Materials and supplies needed for specific elective courses

Textbooks are a special case at the Wasatch Institute of Technology. The subject of many of our textbooks will be on technology. Due in part to the rapid pace of technology, textbooks more than one year old are often significantly out of date. Since we desire to teach our students the latest technology, we will need to keep our textbooks current and relevant. Pursuant to 53A-12-204, we may purchase textbooks and sell them to students at a cost not to exceed the cost of the book plus transportation expenses. We will strive to minimize the impact of these purchases on students, in part by selecting trade books (typically under $50) instead of formal textbooks (often exceeding $125) and, when possible, eBooks (often less than $40).

## *Extracurricular Fees*

Extracurricular activities should not have a negative impact on the school's budget. As such, all extracurricular activities must either be financially supported by student government funds or be self-sufficient (outside donations, fund raising, fees, etc.). The fees associated with any specific extracurricular Student Community of Practice will be detailed in the SCOP proposal described in section #12 Comprehensive Program of Instruction. Since participation is voluntary and does not affect a student's grade or ability to participate fully in any course taught during the regular school day, fees may be charged for these extracurricular activities. Per Utah Administrative Rule R277-407-4, these extracurricular fees are not eligible for a fee waiver.

## *Fee Waivers*

To ensure the participation of all students, fees must be waived for eligible students for any required class, program, or activity held during regular school hours that affects the student's grade. Fee waivers are not available for extracurricular activities.

The process of applying for fee waivers will be handled confidentially and without discrimination. Only school staff with a need and right to know should be aware of student fee waiver status. Student aides or parent volunteers will never assist in the fee waiver process.

Fees will be waived for the following students:

- Students eligible for free school lunch
- Students who are in state custody or foster care
- Students whose families are receiving public assistance through the Family Employment Program (FEP) from the Utah Department of Workforce Services
- Students who are receiving Supplemental Security Income (SSI)
- Students whose families are financially unable to pay because of exceptional financial burdens beyond the family's control, such as job loss, major illness, or other substantial loss of income beyond your control; these determinations are made on a case-by-case by the Core Administrative Team

Students who are financially unable to pay the required fee may be eligible for a partial or full fee waiver. For a student to be eligible for a fee waiver:

- The student's parent/guardian will complete the Fee Waiver Application (Grades 7-12) from the Utah State Office of Education and submit the form to the school office. As soon as the completed forms have been submitted, the fee requirement will be suspended until a final decision has been reached about the student's eligibility for fee waivers.
- The Core Administrative Team will review the fee waiver and approve/deny the fee waiver application.

- The parent/guardian will be notified in writing of the decision through the Fee Waiver Decision and Appeal form. If denied, the parent/guardian will be made aware of the possibility of performing community service in lieu of payment of the fee through the Community Service Obligations document.

- The parent/guardian may appeal the denial of the fee waiver by submitting a completed appeal form within 10 days of receipt of the Fee Waiver Decision form. This allows the parent/guardian to meet with the Core Administrative Team to appeal the decision. Once the appeal is submitted, the fee requirement remains suspended until a final decision has been reached regarding the appeal.

Once the fee waiver decision is finalized by acceptance of the fee waiver, agreeing to complete the community service obligation, or through the appeals process, all fee waiver documentation shall be destroyed. Schools may transfer fee waiver eligibility information to other schools to which students advance or transfer. Fee waiver eligibility documentation is NOT required annually but may be required at any time by the school, or a parent may ask for review for good cause.

## *Community Service*

To further build a high work ethic in the student and to satisfy Utah Code 53A-12-103 Waiver of Fees, the school will provide a variety of alternatives for satisfying the fee requirement, including:

- Tutorial assistance to other students
- Assistance before or after school to teachers and other school personnel on school related matters
- General community or home service
- Good-faith participation in fundraising activities that involve all students associated with the activity
- Other similar acts

If the student is able to provide such service, the guidelines in the Community Service Obligations document from the Utah State Office of Education will be followed:

- Students may not provide community service to their own employers
- Students may not fulfill a community service requirement by working for a commercial establishment other than a facility such as a nursing home or hospital where volunteer services are commonly provided
- Community service requirements must be appropriate to the age, physical condition, and maturity of the student
- Community service must be conducted in such a way that students are not subjected to embarrassment, ridicule, or humiliation

- Community service must not provide direct private benefit to school employees or their families.
- Community service requirements must avoid excessive burdens on students and families and give proper consideration to a student's educational and transportation needs and other responsibilities
- Community service hour requirements will be computed using a formula based upon not less than the minimum hourly wage
- Community service students will not be considered to be employees of those for whom they provide the service, and no money will be paid to the students or to the school in return for community service
- Regular employees who work in places where students perform community service may not be replaced nor may their hours be reduced as a result of the students' community service activities

If the student and parent/guardian accept a community service obligation in lieu of payment of the fee, the Community Service Assignment form will be filled out for the student, specifically indicating the details of the community service assignment. The community service assignment can be appealed through the Appeal of Community Service form.

## *Fee Waiver Exclusions*

Certain fees will not be waived, such as:

- Early college/concurrent enrollment class fees, supplies, and textbooks
- Charges related to the National School Lunch Program
- Class rings
- Yearbooks
- School pictures
- Letter jackets
- Similar items
- Replacement/repair of lost or damaged school property
- Advanced placement or similar college exam fees
- Optional extracurricular SCOPs, such as the ski program or day trips

## *Penalty for Non-Payment*

The school and school staff cannot withhold, reduce, or enhance grades or credit, or withhold grades, credit, report cards, transcripts, or diplomas to enforce the payment of fees. However, the school may withhold official copies of report cards, transcripts, or diplomas if fines or other charges for lost or damaged school property have not been resolved.

## *Certificate of Compliance*

The school will complete and submit the required Charter School Certificate of Compliance form by 31 Oct each year, which includes the school's fee schedule, the school's fee and fee waiver policy, and the school's community service policy.  This form will be signed by the School Director and Board President.

# 24. Terms and Conditions of Employment

## What Makes a Good Teacher?

- Education courses taken before teaching have little impact
- Advanced degrees have no impact on teacher effectiveness
- A few years of experience makes a teacher more effective while strong training in secondary subject matter (as opposed to training in pedagogy) adds "significant value"
- More effective teachers score relatively higher on literacy tests and attend more selective colleges
- Traditional routes have no advantage over alternative routes to licensing
- There is limited evidence for a positive effect from matching teacher and student race
- The teacher attributes that matter most (such as the ability to motivate students) are the hardest to measure

*Source:* Hanushek, Eric et al. "Increasing the Odds: How Good Policies Can Yield Better Teachers." National Council on Teacher Quality (NCTQ).

Any employee hired by the Wasatch Institute of Technology shall be considered an at-will employee under Utah law. The Wasatch Institute of Technology maintains sole discretion in the hiring, disciplinary, and termination processes. In all situations, the Wasatch Institute of Technology intends to fully comply with all federal and state labor laws.

## Hiring Process

Having the right people in the right positions is critical for the success of our school. As such, our hiring process will be careful and deliberate, while affording multiple opportunities for both the hiring committee and the prospective employee to mutually determine if there is a good fit. Although the needs and circumstances surrounding each position we hire may vary, we generally wish to follow these steps during the hiring process:

- **Form the hiring committee.** Multiple people will be involved in the hiring process, with the best people being fellow Teaching Team members. For example, if a science teacher is to be hired, the hiring committee would be the members of that Teaching Team and a science teacher from another team. Every hiring committee should have at least 1 member of the Core Administrative Team.

- **Understand the job.** An accurate and functionally complete job description for the hiring position, including the minimum job requirements, will be written by the hiring committee. This job description will be used for the actual job postings. In addition to applicants, targeted and recommended individuals will also be invited to apply. An open house may be scheduled so that all interested parties can learn more about the school and the posted position.

- **Accept applications**. Interested applicants will apply on the school's job website. We want to minimize the effort typically required to apply online for a position, so we will not be asking the applicant to dissect their resume and place the pieces into our online job requisition system. Rather, the applicant will fill out a simple employment application (consisting primarily of contact information), upload their resume, and possibly answer a few job-specific questions.

- **Interview candidates.** Interviews will be conducted with the highest qualified candidates. Typically part of the interview will be having the candidate do something related to the hiring position. For example, a teacher candidate will be asked to present a mini lesson to students. After the interviews are complete, the hiring committee will determine the best candidates.

- **Job shadowing**. *Optional.* The top candidates will be invited to the school to participate in the day's activities. After a brief orientation, the applicant will shadow an employee with similar job responsibilities, and have a chance to demonstrate their skills as well. At the end of the event, the candidate will have a chance to meet with the corresponding team and ask any final questions.

- **Offer the job**. The Core Administrative Team member serving on the hiring committee will extend the official job offer. If the job offer is declined, we will ask the applicant why. If all candidates reject the job offer, the hiring committee will discuss why the job offers were declined, make necessary corrections, and likely repost the position.

We intend to inform candidates of their status throughout the hiring process. Research and best practices, such as those found in The National Council on Teacher Quality's "Increasing the Odds: How Good Policies Can Yield Better Teachers" report will be used in the hiring process. In the end, the goal of the hiring process is simple: do what we can to ensure that we hire a good employee.

## *Attributes Common to Successful Employees*

- **High-Achieving**: The individual has a history of success no matter what the endeavor
- **Responsible**: Instead of blaming others or circumstances, the individual takes full responsibility for achieving a positive outcome
- **Critical thinker**: The individual reflects about the linkages between cause and effect instead of simply reacting to the effect
- **Organized**: The individual is able to juggle multiple projects and tasks successfully
- **Motivating**: The individual is able to influence and motivate others to action, as evidenced by effective leadership in extracurricular activities such as student-run organizations or athletic teams
- **Respectful**: The individual assumes the best about people, especially people in low-income communities
- **Shares the goals of the organization**: The individual wants to work to fulfill the school's mission

# 25. Employee Evaluation

According to Wikipedia, kaizen (Japanese for "improvement" or "change for the better") is a daily activity that goes well beyond simple productivity improvements. If implemented correctly, kaizen allows individuals and teams to cross functional boundaries to make incremental improvements that can become standard practice for the organization. While the individual improvements may seem small, continuous incremental improvement across the organization leads to significant compound productivity gains. Key elements of kaizen are creativity, flexibility, innovation, quality, effort, teamwork, willingness to change, and communication. The effects of kaizen, both positive and negative, will be actively shared among employees at staff meetings; during personal management interviews,; with students, parents, and the Board; as well as with others at other appropriate occasions.

## Employee Evaluation

Much has been said recently regarding the importance of teacher evaluations in improving education. We agree that smaller, more frequent, more meaningful evaluations throughout the year are superior to once-a-year evaluations. The purpose of our formal employee evaluation process is to help the employee kaizen themselves by aligning the employee's individual and team goals with the school's current goals in a way that affords the employee freedom to decide what and how to improve coupled with corresponding accountability.

The Core Administrative Team's regular participation in sprint planning, daily stand ups, and sprint retrospectives affords the CAT, with few exceptions, daily engagement with every school employee. With this level of involvement, an individual employee's performance should come as no surprise. Nevertheless, the corresponding CAT member will conduct `evaluations of each employee multiple times per year; fortunately, these evaluations are facilitated by our educational adaption of Agile.

For each sprint retrospective, every team member reports on their individual efforts on the master retrospective list items. This information is recorded in Pennant, as is a brief indication of the effort's effectiveness (if available). Additionally, individual goals not related to the retrospective master list can be entered by the employee into Pennant at any time.

On a regular basis, typically monthly, each supervisor will meet briefly and privately with every employee to see how they are doing, resolve concerns, maintain accountability, and empower the employee to fulfill their responsibilities. This *personal management interview* begins by following up on recent assignments and reviewing the employee's efforts regarding the master retrospective list. The remainder of the interview varies depending on circumstances, but may include: discussion and resolution of administrative or organizational problems; training in specific skills; solving interpersonal problems; discussing what is happening in the organization; identifying individual and organizational needs; and discussion of personal problems as appropriate. The interview ends by reviewing new assignments made during the meeting, making sure that the assignments are mutually understood.

Studies have shown that these interviews can increase the quantity and quality of communication, build higher levels of trust, improve the organizational climate and group effectiveness, and prevent

regression that normally follows team-building meetings[36]. Managers also report that regular interviews consistently save them time by reducing unscheduled interruptions.

An employee's goals are self-determined but balanced with outside perspective and should generally align with the school's goals. This outside perspective comes by asking relevant stakeholders what the employee could *start doing, stop doing*, or *continue doing* that would improve his performance. The stakeholders may include, but are not limited to:

- Employee
- Students in the same Teaching Team
- Students in the assigned mentoring group
- Students in a Student Community of Practice guided by the employee
- Parents of students
- Teaching Team members
- Subject Area TCOP members
- Employee's supervisor
- Outside evaluator
- Board of Directors (for the School Director)

The employee's supervisor (a member of the CAT) will gather this feedback periodically throughout the year, typically surveying a single stakeholder category per month. In all cases, math will not be used to minimize the individual: in no way will the employee's performance be reduced to a single number or grade. Once feedback has been gathered, the CAT member and employee will discuss the results in a regular personal management interview, where any common threads or specific action items are identified.

### *School Director Evaluation*

The steps as outlined above will be followed, but the Board President will conduct the personal management interviews with the School Director.

## *Entry Years Enhancements (EYE)*

One member of the Core Administrative Team will ideally hold a Utah Professional Educator's Level 2 or 3 license (as specified by R277-502-4 License Levels, Procedures, and Periods of Validity). The Teacher Achievement Specialist(s) will complete training in active learning, mentoring, and curriculum management in the summer prior to the school year.

The Teacher Achievement Specialist(s) assesses student learning via sampling throughout the school, helps teachers analyze student learning, models "best practice" teaching strategies, plans learning activities to meet the identified needs of students, assists with the implementation of these activities,

[36] Boss, R. Wayne. "Just Between You and the Boss." *Training and Development Journal* 39 (Nov. 1985):68-71.

and provides access to a range of resources, sharing expertise and encouraging teachers to be reflective about their practice[37] .

The majority of our teachers will be working under a competency-based license. For those teachers working under the Alternate Route to Licensure (ARL) or the traditional licensing model (higher education teacher preparation programs), the Teacher Achievement Specialist (and/or another qualified school teacher that holds a Utah Professional Educator's Level 2 or 3 license) will help the Level 1 educator satisfy the requirements outlined in R277-522-3 Required Entry Year Enhancements Requirements for a Level 1 Teacher to Advance to a Level 2 License. Chief among those requirements:

- Help all teachers to be successful by working shoulder to shoulder with all teachers for at least one learning session per sprint
- Provide regular trainings during all staff meetings and in selected Teacher Communities of Practice, including training on new materials, planning strategies, curriculum development, teaching methods (including active learning), assessment, classroom management, and classroom discipline
- Help all Level 1 teachers who have taught for three years to pass the required pedagogical exam (ETS The Praxis II - Principles of Learning and Teaching)
- Help all Level 1 teachers compile their working portfolios
- Arrange for the Level 1 teacher to observe various teachers

[37]"Investing in a Culture of Learning." The Forum for Education and Democracy. Accessed 4 Mar 2010. Available at http://rethinklearningnow.org/resources.dyn/Learning_Brief_1209_ForumForEd.pdf

# 26. Employment of Relatives

Although charter schools are exempt from Utah Code 52-3 *Prohibiting Employment of Relatives*, we are required to follow Utah Code 53A-1a-518 *Regulated Transactions and Relationships*. We wish to not only avoid the perception of preferential treatment, but also prevent employees from being placed in compromising or difficult situations that might prevent them from fully executing their job duties. In short, we don't want family issues to be brought into the workplace, nor do we want the workplace to cause family issues. On the other hand, we want to recruit, select, employ, and promote the best qualified candidate for each and every position at the school.

For our Board members and paid employees, we expand the definition of "relative" from Utah Code 53A-1a-518 to be any of the following:

- Spouse of employee
- Parent or grandparent of employee or spouse or anyone who took the place of a parent or grandparent, including step-parents and step-grandparents
- Child of employee or spouse, including step-children and current foster children
- Sibling of employee or spouse, including step and half-siblings
- Aunt or uncle of employee or spouse
- Niece or nephew of employee or spouse
- First cousin of employee or spouse
- Brother-in-law, sister-in-law, son-in-law, or daughter-in-law of employee or spouse

The recruitment, selection, and advancement of school employees should be on the basis of demonstrated work, knowledge, skills, and abilities--not on who you know at the school. As such, our school will allow employment of relatives with the following stipulations:

- An employee to immediate supervisor ("subordinate/supervisor") relationship should be avoided at the time of employment and thereafter
- Relatives should not work on the same team
- If a family relationship between two employees develops during employment, the Core Administrative Team should ensure that a subordinate/supervisor relationship does not exist
- All applicants will disclose the names of relatives currently employed by the school on the employment application
- During the hiring process, relative(s) of the applicant participating on the hiring committee may only participate passively
- Board members must abstain from voting anytime a relative is directly affected by the outcome of the vote, nor should a Board member use their influence on behalf of an employee to whom they are related
- Where feasible, relatives will not be placed in other unpaid subordinate/supervisor situations for extended periods of time (i.e. student/teacher, student/counselor)

By following all the points above, some individuals will be unable to accept certain positions; this is just one potential downfall to working at the same place as a relative. Ultimately, this means that either: a) the challenger will not be allowed to accept the promotion or assignment; b) the incumbent employee has to be transferred to another team within the school; or c) the incumbent employee has to end employment at the school.

# 27. Insurance

The basic purpose of insurance is to anticipate catastrophic losses that could financially impair the school's future, allowing us to minimize risk of loss from circumstances beyond our control. We plan to reduce our insurance risk by conducting regular maintenance, repair, training, and safety programs; assuming some risk by paying small losses and buying high deductibles; and transferring the risk by buying the proper amounts of insurance. Prior to opening, we will obtain a certificate of insurance for these specific types and amounts:

- **General Liability Coverage** for both Bodily Injury and Property Damage Liability at $2 million per occurrence
- **Automobile Liability Coverage** for Bodily Injury and Property Damage at $2 million per occurrence including PIP coverage
- **Personal Injury / Civil Rights Coverage** for claimed Constitutional violations and claimed violations of federal and state law at $2 million per occurrence
- **Errors and Omission Coverage** for, among other things, actions taken by directors and Board members who govern the school at $2 million per occurrence
- **Government Crime Policy** including employee theft, faithful performance, and coverage for employee and officer bonds
- **Property Coverage**, a standard all-risk property policy with possible endorsements for Business Interruption, Extra Expense, and Tuition Fee coverage
- **Workers' Compensation Coverage** at such amounts and limits as required by Utah law
- **Treasurer's Bond** as a percentage of the school's annual budget.
    - $10,001 to $100,000 = 9%
    - $100,001 to $500,000 = 8%
    - $500,001 to $1,000,000 = 7%
    - $1,000,001 to $5,000,000 = 6%
    - $5,000,001 to $10,000,000 = 5%
    - $10,000,001 to $25,000,000 = 4%

Our initial plan is to satisfy our insurance needs through State Risk Management. Current costs are $1000 for the school plus $18 per student. However, if an established outside carrier can provide identical or superior coverage for less cost, we may pursue this option.

In section #8 Budget, insurance costs can be found under line item *520/521 Property/Casualty Insurance*.

# 29. Assurances



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

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

F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education or Legislature, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes.

G. After settling any outstanding debt, all physical and other assets owned by the charter school become the property of the Utah State Board of Education upon the termination of the charter school.

H. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.

I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.

J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.

K. The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.

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

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

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

N. The charter school will comply with all applicable federal and state laws, rules, and regulations regarding the recruitment, screening, selection, and evaluation of all school employees.

O. The charter school will only employ educators who hold valid Utah Professional Educator Licenses or who meet State Board requirements for alternative licensing routes or Board authorization.

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

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

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

The school will administer all required assessments in a secure and standardized manner, and have a process in place to administer criterion-referenced tests (CRTs) via the computer. All test administrations will follow the protocol for submission of school files, ordering and administration of the test in the testing windows for each assessment. Virtual schools are responsible to secure approved sites where state assessments can be administered and proctored.

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

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

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

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

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

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

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

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

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

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

BB. The charter school will maintain accurate student transcripts.

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

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

**Name (type):** David Moss

**Title (type):** Registered Agent

**Signature:** [signature]

**Date:** 28 Mar 2010

**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 Wasatch Institute of Technology (school name) except those allowed by law.

The Wasatch Institute of Technology (school name) 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**

The Wasatch Institute of Technology (school name) will acquire and retain a certificate of insurance before the first day of school in its initial year and annually thereafter.

**Electronic Data Submission**

- The Charter School must have an electronic student information system, SIS that can fulfill the following requirements.
  - Produce a complete USOE Clearinghouse file multiple times a year. For details see: http://www.schools.utah.gov/computerservices/Clearinghouse/Clearinghouse.htm
  - Submit electronic standardized testing "pre-load" and "all-student" files, for details see: http://www.schools.utah.gov/computerservices/Testing/Testing.htm
  - Integrate with the USOE statewide student identification, SSID system. For details see: http://www.schools.utah.gov/computerservices/SSID/USOE_SSID_User_Manual.pdf
  - Integrate with the USOE UTREx system. This system is expected to become operational during the 2010-11 school year and will replace the USOE Clearinghouse. For details see: http://www.digitalbridgeeducation.com/usoeproject.aspx
- An electronic fiscal system that can fulfill the following requirements.
  - Provide basic school accounting functions such as budgeting, payroll, accounts payable, account receivable, and personnel management.
  - Produce a USOE specified electronic file for the production of the Annual Financial Report and the Annual Program Report (AFR/APR).
  - Produce a school financial report for publication on the Web for public review. This only applies to schools with budgets that exceed one-million dollars per year.

The Wasatch Institute of Technology (school name) will have the technology and ability to meet all of the electronic data submission requirements for charter schools

**Nonsectarian Statement**

The Wasatch Institute of Technology (school name) is nonsectarian in its programs, admission policies, and employment practices and all other operations.

**Special Education/Exceptional Student Services Training**

The principal / director for The Wasatch Institute of Technology (school name) (or applicant/authorized signer if no principal has been hired) will take a one-day Special Education training class sponsored by the Utah Department of Education subsequent to signing the contract, but prior to the first day of instruction and annually thereafter.

**Assessment**
The Wasatch Institute of Technology (school name) will name an individual to act as the Assessment Director prior to the first day of instruction, who shall be responsible for ensuring that all U-PASS assessments are administered in a secure and standardized manner, in accordance with information provided during regular Assessment Director meetings and specific assessment trainings.

| David Moss | [signature] | 28 Mar 2010 |
|---|---|---|
| CAO (please print) | CAO's Signature | Date |

# 30. Utah State Retirement

Many public-employee groups say that a state-funded pension plan is a powerful tool to recruit and retain workers who otherwise could go to the private sector or different state and earn substantially more. While true in some circumstances, our school will not be participating in the Utah State Retirement system for the following reasons:

- Teaching is a profession with a high turnover rate (46% of new teachers hired won't be teaching 5 years from now). Thus, the long-term benefit of a solid retirement won't be realized by a significant number of teachers.
- Charter schools have an even higher rate of teacher attrition than their private and public school counterparts[38].
- Utah Code 49-22 *New Public Employees' Tier II Contributory Retirement Act* passed 1 Mar 2010 further reduces the benefits package for all employees hired after 1 Jul 2010.
- The large discrepancy between the average IT worker salary and average teacher salaries means it will be difficult to recruit, hire, and retain high-end IT personnel as teachers (the state average for students graduating with a BS degree in Computer Science with no experience is approximately $50,000!). To reduce the gap between teaching salaries and private sector salaries, we must increase the base teaching salary as much as possible.

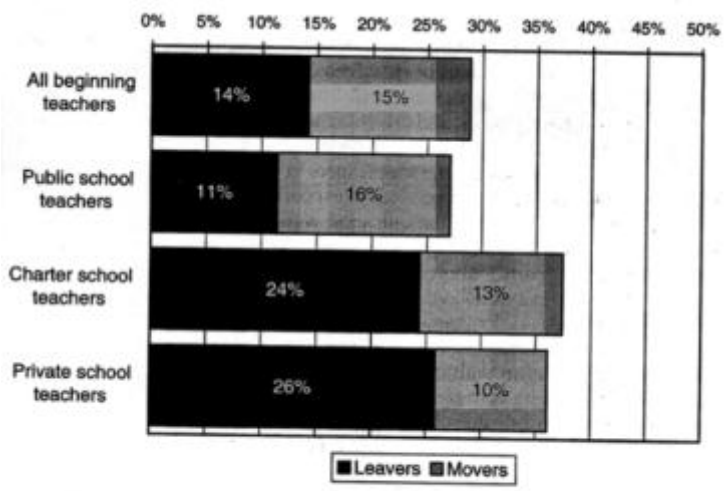


*Figure 3.* **Percentages of beginning teachers who moved from their school or left teaching at the end of their first year.**

To increase the pool of applicants, our plan as a school is to contribute less to an individual's retirement while increasing the employee's base salary. In place of the Utah State Retirement system (costing approximately 15% of the employee's salary), the school will contract with an outside provider to implement an employee 401(k) match program. To encourage individuals to save for retirement, the school will match individual contributions up to a maximum percentage to be determined (approximately 5%). The difference (approximately 10%) will be used to increase the employee's base salary--something they can use directly today.

[38] Smith, Thomas M. and Ingersoll, Richard. "What Are the Effects of Induction and Mentoring on Beginning Teacher Turnover?" University of Pennsylvania, 2004

For example, a teacher with a base salary of $35,000 will earn $5,250 in retirement costing the school a total of $40,250. By paying a base salary of $40,000 and a 2% 401k contribution (1% employee [$0 cost to school] + 1% school [$400]) costs the school a total of $40,400 per year. This raises the teacher annual base income from $35,000 to $39,600 [$40,000 - their 1% contribution]--a pay increase of 13%.

# 31. Additional Information

NEUMONT UNIVERSITY

Provost Samuel K. Puich
Neumont University
10701 S. Riverfront Parkway, Suite 300
South Jordan, Utah 84095
March 19, 2010

To Whom It May Concern:

As both a technologist and long-time educator in the state of Utah, I am writing to express my full support for the pending new high tech charter high school being planned. Over the past twenty years, I have taught computer science courses at both the high school and collegiate levels. I have watched the technology programs at the high school level continue to disappear. As new graduation mandates and budget cuts occur, courses that are deemed as electives continue to be eliminated. Unfortunately, technology courses fit into this category. Education in Utah continues to evolve to the lowest common denominator. Students with a desire to learn technology or who have a curiosity to be exposed to it have few opportunities. The new charter school can have a direct positive impact on changing this trend.

The new Salt Lake High Tech High School will give students the opportunity to take courses that have limited offerings in the traditional high school settings. Through the new high school, students can be trained and prepared to enter the ever-changing technology landscape. Students will have a significant advantage as they begin their college matriculation in a technology related degree. This school will fill an enormous void in Utah high school education.

Being the provost of a technology university, I am witness to the skill sets of our incoming freshmen students. In general, Utah students currently enter our program missing fundamental technology skills. They usually are behind their counterparts from other states. I surmise that this opinion is true at other institutions as well. The new charter school will not only close this gap but give Utah students a huge advantage as they enter college.

As technology becomes more pervasive in our society, a proliferation of new jobs and career opportunities will continue to emerge. Unfortunately, United States colleges and universities are not able to fill all of the job openings. This alarming trend is directly related to the cuts and lack of emphasis on technology education in our high schools. Students do not have the opportunity to explore this field so they move into areas more familiar to them. This trend will eventually negatively impact the economic and political strength of the United States. Once again, the new charter technology high school will change this trend in the state of Utah.

I am very excited about the planned opening of this new charter school. The Salt Lake High Tech High School will be a model for others to follow. It will give hundreds of young people the opportunity to learn technology and move towards outstanding careers. As the provost of Neumont University, I give my highest recommendation and provide my full support to this endeavor. I truly believe that this school will be an asset to our community.

Sincerely,

Samuel K. Puich
Provost, Neumont University

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801.302.2800
888-NEUMONT
www.neumont.edu

Robert V. Bolton

5599 South 875 West, Syracuse Utah 84075

Monday, March 29, 2010

To whom it may concern,

I have worked in the Information Technology field for the pas six years. Looking back at my time in the IT field and my time spent in college studying computers, I realized that my interest in computing didn't begin in college, but early in my high school career.

My interest was fueled manly by self exploration and independent study simply because my high school didn't offer many computer classes beyond basic typing skills or word processing. Of the few "advanced" computer coarse they offered, they were in no way designed to prepare students for entering into a computer science degree. If it's the job of high schools to prepare students to enter college, then somewhere, somehow computer science at the high school level is falling far behind in this preparation.

When I found out about the goals of the Wasatch Institute of Technology in preparing students to become the future leaders in technology I knew this was something that I could stand behind. As an IT professional I see the way computers effect our lives everyday. It goes without saying that the Information Technology is a field that will continue to grow by leaps and bounds. By having students prepared to enter the workforce and better prepared for college the Wasatch Institute of Technology will be providing a valuable service to those students that choose to enter into a career in Information Technology.

As a parent of two young boys that have shown remarkable interest in technology I feel confident that Wasatch Institute of Technology will be able to provide them the best education in Utah possible if they so choose to enter the field of Information Technology.

Sincerely yours,

Robert V. Bolton