

April 21, 2014

To: Marlies Burns

Fr: Eric Lindsey and iTech Team

Re: Summary of revisions to the iTech Academy charter application

1. The school is described as being "largely based" on Carpe Diem (see p. 13). How will this school be different from the Carpe Diem model? Why the differences? ITECH WILL NOT BE SIGNIFICANTLY DIFFERENT FROM CARPE DIEM—THE APPLICATION NARRATION IS REVISED IN TWO PLACES TO REFLECT THIS.

2. Page 30 of the application says there is a similar option in the salt lake valley. What is it? How is this school performing academically? THE TEXT BELOW IS ADDED TO PAGE 31. THERE IS LITTLE ASSESSMENT DATA AVAILABLE FOR THIS SCHOOL SINCE IT JUST BEGAN IN 2013 AND THE STUDENT POPULATION IS SMALL.

We believe it is the special individualized online instructional delivery system that includes a master teacher mentor that give it a competitive edge. There is nothing like this in Midvale and only one other similar option in the entire Salt Lake Valley – Innovations Early College High School, a Salt Lake District school that began operation in 2013 with 164 students. Innovations employs online curriculum, but it does not appear to offer a similar close tracking of student progress by teachers and coaches, the comprehensive Personalized Education Plan, a structured school day and the expectation that online courses be completed onsite.

3. In using the Edgenuity course catalog, how will iTech ensure that the courses and course content match the Utah core? How will teachers supplement purchased primary curricula with supplementary curricula to ensure all required standards are taught? TEXT BELOW IS ADDED TO PAGE 54:

iTech teachers will carefully review each Edgenuity course taught to affirm that the course content matches the Utah Core. If teachers were to find that a required standard was not included in the Edgenuity coursework, they would report the deficiency to the provider and would supplement the curriculum to ensure that the required standard was taught.

4. Who will teach the online classes? How will the governing board verify online teachers are properly licensed and endorsed in Utah for their teaching assignments? How will the school's administration evaluate online teachers' performance? Who will ensure teachers provide instruction on all Utah Core Standards? SEE TEXT BELOW ADDED TO PAGE 56.

Each online course taught will have an iTech teacher of record – a Utah State licensed teacher who has the necessary endorsement to teach the course, and who is responsible for all academic activities related to the course. The teacher of record may utilize material provided by an online curriculum provider. The online curriculum provider may utilize licensed educators (not necessarily licensed in Utah) to make 3 to 8 minute video presentations on the given subject matter. The iTech teacher of record will be responsible for correcting of assignments, quizzes and tests as well as assuring that all students learn the course material.

5. Describe the process iTech will follow in the selection of an online curriculum provider. SEE TEXT ADDED TO PAGE 55 BELOW.

In selecting an online curriculum provider, iTech will require the following:

1. Fully customizable, meaning that the school has the ability to add or delete units or components of units as well as set the acceptable pass rate for quizzes and tests.
2. All courses aligned to the Core Curriculum.
3. Presenters who give 3 to 8 minute video presentations to be licensed and endorsed educators.
4. All courses available in multiple languages to accommodate all students.
5. Courses to be more media driven than text driven.

In our research to date, we are impressed with the course work offered by Edgenuity...

6. Describe the difference between a PEP (Personal Education Plan) and CCR Plan (College and Career Readiness) (NOTE: The latter is required by the State Board of Education). SEE TEXT ADDED TO PAGE 55 BELOW.

The PEP is at the heart of and drives each student’s course of study. At the beginning of each school year, teachers, coaches (paraprofessionals), students and parents develop a customized PEP. The PEP takes into account where the student is, where she or he wants or needs to go, and what it will take to get there. The PEPs will be revised and updated as students grow and mature, accomplish goals and reach educational milestones.

The PEP is more comprehensive than the Student Education and Occupation Plan (SEOP) or College and Career Readiness (CCR) Plan, required by the Utah State Board of Education. The PEP plan is frequently reviewed by the stakeholders and is revised and updated as frequently as needed, as often as several times each year. It is a “living” document based on current student assessment data. Teachers use the PEP in their planning and teaching strategies.

PEPs must always be prepared and evaluated individually. It will never be appropriate or acceptable to hold “small group” PEPs, as in the case with SEOPs or CCRs.

7. Some student achievement goals are very low. STUDENT ACHIEVEMENT GOALS ARE REVISED AS FOLLOWS ON PAGE 64:

Indicator – Student achievement level		
Measure	Metric	Board Goal
High School graduation rate	Percentage of students graduating high school calculated using Utah’s graduation rate formula	84%
College entrance exam composite and subtest measures	Median score by disaggregated groups	22.0
Proficiency levels on state assessments by subject	Percentage of students scoring at proficiency on CRT by subject, and by disaggregated groups	CRT-LA 88% CRT-Math 68% CRT-Science 68%
Growth on state assessments	Median growth percentile on State assessments	50%

8. If the school will locate in Midvale, does the applicant intend to contact Canyons District? YES, ITECH WILL PROVIDE AN APPLICATION TO CANYONS DISTRICT.

9. iTech's mission goals need to be improved. MISSION GOALS ARE REVISED AS FOLLOWS, INCLUDING NEW TEXT ON PAGE 16 DESCRIBING ITECH'S QUALITY-ASSURANCE STRATEGY.

Assuring School Quality

A school must have a mechanism for evaluating its quality and ensuring improvement. iTech founders have chosen to incorporate *Conditions 4 Learning* as a paradigm to assess its educational programs and school community.

C4L is founded upon research from 2,500 schools in Utah and other states that has revealed four critical classroom conditions that predict academic achievement and other crucial school outcomes. When students detect these conditions, students learn, regardless of obstacles to learning (both within-school or outside of school) previously thought to account for learning difficulties, such as poverty, family conflict and other social and economic variables.

These critical classroom conditions are:

- 1) a clear understanding of expectations for behavioral and academic performance,
- 2) presence of fundamental skills that give hope that expectations can be achieved if sufficient opportunities are provided,
- 3) a reasonable likelihood that efforts to meet expectations will be recognized and rewarded,
- 4) the presence of an adult who can be trusted to provide help and support if needed.

C4L assessment tools will allow iTech's administration and staff to evaluate these areas and to take appropriate actions to improve these conditions for learning.

For more information on C4L: <http://www.conditions4learning.com/>.

<i>Indicator – Mission Specific Goals</i>		
Measure	Metric	Board Goal
Personalized Education	The percentage of PEPs completed through discussions with students and parents / guardians and evaluation of individual goals	100%
Use of technology to assess student progress	The percentage of students who have adult supervision and support for their online learning through coaches/trackers using real-time student progress data	100%
Assessing School Quality by evaluating conditions for learning	Level of scores for the four conditions for learning (C4L) present throughout iTech	100% of scores will be green (good) or purple (excellent)
Post high school training and education of students who graduate from iTech	The percentage of students who are engaged in training or higher education during the year after graduation	50% survey completion 45% of students in post HS training or higher education



Charter School Application

April 2014

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I. Charter School Information

1. Name of proposed charter school iTech Academy

2. Name of applicant iTech Academy Board of Directors

3. Authorized agent ERIC LINDSEY

4. Mailing address: Street, City, State, Zip 2185 South 3600 West, West Valley City, Utah 84119

5. Phone number 801-886-8181	6. Email address ericwindsley@gmail.com
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7. District(s) where proposed charter school is located Jordan District

8. District contact(s) and date complete application submitted to district(s).

Submitted to Shelley Nordick who works at JORDAN school District on April 1, 2013

shelley.nordick@jordandistrict.org

9. Form of organization (check)

Nonprofit Corporation

Tribal entity

Other

10. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add lines as necessary)

Name	Email	Type of Member (e.g., parent, business)	Position on Board (e.g., chair, secretary)
Paul Campbell	pcampbell@jsllp.com	CPA, business	Member
Eric Lindsey	ericwindsley@gmail.com	Educator, charter school operation	Member
Ryan Marchant	rmarchant@ehhs.us	Charter school operation, business mgmt	Member
Susan Soleil	spsoleil@gmail.com	Nonprofit organization management	Member
Steven Winitzky	stevewinitzky@gmail.com	Charter organization, charter business mgmt	Chair
Richard West	rich.west@usu.edu	Educator, school quality expertise	Member

11. Year school will start 2015	12. Number of instructional days 180
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13. Grades served 7 – 12	14. Hours of instruction 990
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II. Assurances

The applicant charter school hereby assures and certifies to the Utah State Charter School Board and Utah State Board of Education that: Read and Check

- The charter school will make provision for such fiscal control, fund and program accounting procedures as may be necessary to assure proper disbursement and accounting for all funds, and will utilize fiscal procedures that are consistent with generally accepted standards of fiscal management.
- The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.
- The charter school 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.
- The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.
- 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.
- A copy of the charter will be supplied to interested individuals or groups on request.
- The charter school will be fully accredited no later than its second year of operation.
- The charter school will acquire and maintain nonprofit corporate status.
- The charter school will acquire and maintain all required insurances, including General Liability Coverage for both Bodily Injury and Property Damage Liability at \$2 million per occurrence; perhaps, with an annual aggregate amount; 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 Coverages - probably 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; and Treasurer's Bond.
- The charter school will maintain accurate student transcripts.
- The charter school is nonsectarian in its programs, admission policies, and employment practices and all other operations.
- The charter school Principal/Director shall attend a one-day special education training class sponsored by the Utah State Office of Education prior to the first day of instruction and annually thereafter.

- The governing board will name and provide email contact information for the following individuals prior to opening and at any time the school makes changes to these positions: Board Chair, Executive Director, Principal, Assistant Principal, Assessment Director, Special Education Director, Title IX Civil Rights Monitor Officer, Section 504 Coordinator, and Business Official.
- The charter school applicant acknowledges that neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities who operate the charter school.
- The charter school applicant certifies 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. The charter school applicant understands 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 Board of Education 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.

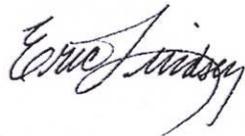
The authorized agent of the applicant charter school certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that the applicant will comply with the assurances noted above if this application is approved. Therefore, this application for charter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

III. Signatures

WE, THE UNDERSIGNED, do hereby agree to the certifications contained in *Section II. Assurances* above.

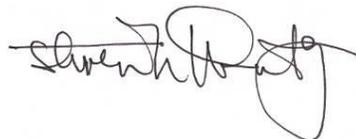
Name of Authorized Agent Eric Lindsey

Signature of Authorized Agent



Name of Charter School Board Chair (if different than Authorized Agent) Steven N. Winitzky

Signature of Charter School Board Chair (if different than Authorized Agent)



1. SCHOOL PURPOSE AND GOALS

Executive Summary

Blended learning is not about technology, it's about personalizing learning for students. We can give students the instruction they need, when they need it.

This is how Alex Hernandez, Charter School Growth Fund, characterized blended learning at a conference on the future of learning (Education Week, September 20, 2012). He captures the heart of iTech: *personalize learning to meet the educational needs of each and every student, giving them what they need, when they need it.* iTech will blend online learning tools with classroom workshops, hands-on learning and meaningful relationships with teachers and coaches in a small junior high/high school learning community.

iTech is unlike any other public secondary school in Utah. It is a new approach to learning, designed for students of the 21st century. iTech encourages students to choose their path of study and their pace of advancement by blending master teachers and state-of-the-art online curriculum within a small, cohesive educational community.

Mission

The mission of iTech is to educate, empower and equip our students for the life they choose while at school and beyond graduation. Within a small, caring community, our laser-focused educational design provides each student with an individually crafted learning experience through the use of cutting-edge technology, dynamic teaching and holistic mentoring.

Vision

We believe it is essential for secondary students to understand they are in control of their educational experiences and their paths to successful futures.

We believe the most important factor in a secondary student's educational success is their relationships with superior teachers who empower students by providing guidance and encouragement.

We believe teachers should be mentors who understand their student's strengths and weaknesses and who coach each student through their secondary education experience.

We believe current technology provides a powerful tool for individually-tailored student learning and for real-time assessment of progress to inform, encourage and guide students and their teachers.

The iTech Blended Learning Educational Program

The founders of iTech have been significantly influenced by the success of [Carpe Diem Schools](#) which began in 2003 with a single school in Yuma, Arizona and, because of its exceptional

record of student achievement, has replicated its model in Arizona, Indiana and Ohio. After evaluating the model and results, visiting Carpe Diem schools in Yuma and Indianapolis, and talking with Carpe Diem founder Rick Ogston, the iTech founding group decided this dynamic blended learning model was needed in Utah. iTech is independent of Carpe Diem Schools, but founders will consult with Rick Ogston during the first two years as needed to ensure the success of the school and its students.

The iTech educational program focuses on the unique needs and learning styles of each student. This customized approach starts every student where they are academically, wherever that may be, and then moves them along at their own pace. By blending online learning with dynamic classroom instruction and guidance, iTech combines the best of both worlds to support student learning.

A Personal Education Plan (PEP) is at the heart of and drives each student's course of study. At the beginning of each school year, teachers, coaches (paraprofessionals) and students develop a customized PEP. The PEP takes into account where the student is, where she or he wants or needs to go, and what it will take to get there. The PEPs will be revised and updated as students grow and mature, accomplish goals and reach educational milestones.

Students will spend half of every day on computers, utilizing their tech-savvy skills to learn core concepts online. Founders plan to use Edgenuity (formerly e2020), a highly regarded online curriculum and support software that is designed to accommodate the different learning styles of students. The online learning will be supported by coaches who will keep students on task and answer questions related to the online lessons—giving students what they need when they need it. Student progress will be monitored in real time by a tracker who will be continually evaluating each student's academic work while online. This tracker is key to student success.

The other half of each day will be spent in workshops where a deeper level of learning is possible because of the foundation laid by the online lessons. As much as possible, the same subject area teachers will lead workshops with the same students for their entire school career – from 7th grade through 12th. This teacher continuity enhances the learning of students because of the significant relationships between student and teacher. Char Forsten, the author of several books on differentiated instruction and a former teacher who did two- and three-year stints with the same students said, "You can't *make* a student learn; you have to get to know how they learn, how they retain information, what motivates them. I knew I could do things the second year that I could never have done if I had been starting out with a brand-new group."

--<http://www.edutopia.org/looping-multiage-classroom-grouping-benefits>, October 2005.

iTech Academy operates a 180-day, 990-hour school year. Like a traditional school, students are expected to attend iTech during this time. Student schedules at iTech are more flexible than in traditional schools. iTech students have a greater degree of freedom and responsibility for what they choose to do for a good portion of their school day, as long as they are staying on track with their graduation requirements. Their choices and progress are monitored closely by trackers and coaches. iTech students are able to work on their online courses of study from home computers outside of the regular school day. But iTech is not like an online school in which students can opt to attend school or work from home.

iTech has five features that make it a unique, public secondary school in Utah.

First and foremost, iTech is student-centered at its core. Every student is assessed and is involved in the development of her or his own distinct Personal Education Plan (PEP). The PEP starts each student at whatever level of learning, in each core subject, she or he has achieved prior to coming to iTech. For example, students who excel in math but struggle in Language Arts (LA) will be assigned to challenging math curriculum that accelerates their learning. At the same time, they may be eased into LA and guided to targeted lessons addressing specific areas of weakness. The PEP is designed to meet each student where she or he is and then pace their learning in a manner that suits the student. Just as there is not one school that can possibly fit all students, there is not one curriculum progression that fits all students. This customized learning plan, the PEP, is an essential ingredient of student success.

The PEP is more comprehensive than the Student Education and Occupation Plan (SEOP) or College and Career Readiness (CCR) Plan, required by the Utah State Board of Education. The PEP plan is frequently reviewed by the stakeholders and is revised and updated as frequently as needed, as often as several times each year. It is a “living” document based on current student assessment data. Teachers use the PEP in their planning and teaching strategies. PEPs will always be prepared and evaluated individually. It will never be appropriate or acceptable to hold “small group” PEPs, as in the case with SEOPs or CCRs.

Second, iTech offers a powerful blend of online learning, master-teacher workshops and coach mentoring. This combination of pedagogical elements is driving the remarkable results of Carpe Diem Schools...and it will also drive the results of iTech. As previously mentioned, each school day is divided between online learning and classroom workshops. Students will use online educational software to learn concepts, then move into workshops (some age/grade-based, some ability-based) where they gain a deeper level of learning and intensified rigor. In workshops, teachers are “the guide on the side” rather than “the sage on the stage.” They effectively use all forms of instructional models (project-based learning, labs, discussions, interactive sessions, hands-on learning) to create a dynamic classroom that makes the online learning applicable, relevant and gives it context. It is in workshops that students gain critical thinking skills and often work in groups to strengthen communication and interaction skills – all of which deepens their learning, broadening them intellectually and socially.

Third, relationships are essential at iTech. To encourage and foster supportive and successful relationships between teachers and students, the same teachers will work with the same students the entire time they attend iTech. For example, a math teacher will work with students as 7th graders, then move with them to 8th grade math, and again with 9th math and so on through 12th grade math. Math teachers hired at iTech will be highly qualified in all math levels for secondary students. All core teachers will be similarly qualified. The advantages are huge. Teachers get to know each student well and can continue, year to year, to coach them through their weaknesses and play to their strengths. With this approach, the learning curve required to get to know each new student is eliminated for teachers so that challenging educational tasks can begin right away each new school year. These meaningful relationships inspire students to work harder and stretch further while at school.

Additionally, students will develop relationships with other adults, their coaches. To support the online learning, coaches are present during online learning sessions. They constantly monitor the Learning Center (a computer lab with individual workstations for each student) to answer questions and keep students on task. Coaches get to know each student and become supplementary adults who are supporting and encouraging students to succeed.

Fourth, assessment happens daily, literally, with all online coursework! iTech will utilize software capable of tracking the online learning of every student. Online learning software assesses student learning in every subject every day so that teachers and coaches can evaluate student progress, in real time, and decide who needs just a little extra help or a significant intervention. They give students the help they need very quickly, rather than the response time associated with more traditional weekly or mid-term assessments. This constant support from coaches and teachers will pay dividends with more focused learning and higher test scores. The full-time coaches monitor the progress of every student, all day. Often, if a student is stuck for even a few minutes on a problem and has made no progress, a coach can go to a student's cubicle and assist as necessary. One of the keys of the success of the Carpe Diem Schools program is this real-time tracking and monitoring of student progress.

Fifth, iTech's facility design is different from other schools. The physical layout is unique. The Learning Center is *the center* – it is a computer lab in the heart of the school. This heart is filled with cubicle workspaces for every student in the school. Each student is assigned to their workstation and computer for the year. This is where they store their gear (no need for lockers) and do their computer learning. In this space, the coaches roam the aisles between workstations to help students on a one-on-one basis. The classrooms are on the periphery of this pulsing Learning Center where the teachers are enhancing the online learning in workshops. The layout of iTech is more like an office than a traditional school and it gives the look and feel of a professional setting where expectations are high and hard work is presumed. The new design of the school matches the new approach to learning offered by iTech. Online learning exists in Utah in traditional and charter school settings, but none combine the all critical elements of iTech – the PEP, online curriculum, required attendance, master teacher mentors, learning coaches and small community.

A New and Creative Model with a Track Record of Student Success

Students have diverse and unique learning styles. iTech recognizes that effective teaching and learning depend upon an understanding of learning styles and how best to engage individual students. The iTech program is designed for students of the 21st century, using differentiated instruction through a blend of technology and master teachers within a small, cohesive educational community. The iTech approach encourages students to choose their own paths of study and their own pace of advancement.

The design of iTech replicates the key components of the [Carpe Diem Schools](#) model, developed in Yuma, Arizona in 2003. In less than a decade, Carpe Diem-Yuma, using its unique blended learning model, has achieved student results earning national attention:

- Achieved an average of 92% proficiency and 40% advanced performance on Arizona’s math and reading assessments.
- Out-performed all county schools for four straight years on the Arizona Instrument for Measuring Standards (AIMS) test.
- Continued as a state leader in student growth (#1 for two consecutive years).
- Earned a rating of 10 of 10 by parents and GreatSchools.com.

The Carpe Diem model has recently begun sprouting in other states. At Carpe Diem-Meridian (Indianapolis) for the 2012-13 school year [its first year of operation], average growth in Reading and Language Usage is roughly three (3) years school-wide, average growth in Science - General and Science - Concepts is roughly three (3) years school-wide and average growth in Math is roughly four (4) years school-wide.

Historically, Carpe Diem students average completion of two years of curriculum in one school year.

Source: <http://www.carpediemaiken.com/faqs/>

Ninety percent of children ages 5-8 have used a computer at some point, regardless of income.

The Challenge: As technology becomes a ubiquitous part of a child’s life, schools are struggling to find impactful and cost-effective ways to integrate technology into learning and into the classroom.

A Solution: At Carpe Diem, an Arizona charter school earning national attention for its use of technology, students split their time between electronic curricula and workshops. In 2012, Carpe Diem was ranked among Arizona’s top ten highest-performing charter schools.

Source: *Zero to Eight: Children’s Media Use in America, 2012*

iTech founders – after reviewing Carpe Diem Schools results, after talking with Carpe Diem’s founder Rick Ogston, and after visiting both the Yuma and Meridian campuses – have chosen to develop a school program for iTech that replicates Carpe Diem’s core model of superior online instruction with exceptional teacher/coach guidance and support.

iTech’s educational program focuses on the unique needs and learning styles of each individual student. iTech is student-centered at its core. Every student is assessed and is involved in the development of her or his own distinct Personal Education Plan (PEP). This customized approach starts every student where they happen to be and then moves them along at a pace appropriate to each student. By blending online differentiated learning with dynamic and differentiated classroom instruction, iTech combines the best of both worlds to support and stimulate student learning.

Students will spend half their school day in the computer center at their own workstation that includes a computer, work table space and storage. Students will be accessing and working on an individually customized program of instruction, based on their PEP, using online learning software. iTech founders are currently considering adopting Edgenuity (formerly e2020) as the school’s primary online software – other online curriculum options will continue to be reviewed.

Most of the other half of each day will be spent in classrooms or workshops, where deeper levels of teaching and learning are possible because of the foundation laid by the online lessons. Workshop content will be designed by teachers and will vary based upon the online content being studied and upon the particular needs of students. Workshop content will enrich online curriculum. Workshops may be used to approach content from different angles when students are having difficulty with concepts. Workshops are opportunities for discussion and interaction and project-based learning with classmates. The student makeup of workshops will vary, e.g., ability based, age based, interest based.

Ideally, the same teachers will teach core classes and concepts to the same students for their entire school career – from 7th grade through 12th. The continuity of teacher/student relationships enhances and hastens the learning of each student. Meaningful relationships will be forged between students and teachers and between students and coaches thus heightening communication and the motivation of students to work hard and do their best.

Research supports the student benefits of teacher continuity, as well as the practice of looping. Primary benefits include: teachers gain extra teaching time because they do not have to repeat the “get to know you” learning process for each student every year; teacher knowledge of each student’s intellectual and learning styles increases in a way that is impossible to achieve in a single year; long term teacher/student relationships improve student performance; long term teacher/student relationships improve teacher job satisfaction (Looping: Supporting Student Learning Through Long-Term Relationships, Northeast and Islands Regional Educational Laboratory, Brown University, 1997).

Besides being guided by teachers, iTech students will be supported by coaches, paraprofessional staff that will interact with them daily. Coaches are ever present in the Learning Center, they exist to provide encouragement and support, answer questions, explain material, keep students on task and intervene when students are stuck, confused or lost. Coaches work closely with teachers in guiding student learning. Coaches are another team of adults with whom students develop meaningful relationships.

Online learning is not new to Utah. We have options for students choosing to complete high school through online coursework from home. There are now a few schools that offer a mix of onsite online learning along with classes with teachers. But we are not aware of a school that will offer Utah students the educational experiences of iTech.

Further Support for Implementing the iTech Model in Utah

In general, the student benefits of differentiated and blended learning are well documented. Specifically, the Carpe Diem Schools model of blended learning has amassed a body of favorable evidence for its success with students.

The Carpe Diem Schools concept is outlined in the video at this link:
http://www.lurfilms.com/work.php?vid_id=74

The iTech founder's research into the blended learning model of instruction underscores the promising future of this new approach to learning. In addition to the many high schools that are starting to adopt this model in several states, founders discovered that grade schools, middle schools, colleges and universities, and even the corporate workplace are seeing outstanding results with blending learning approaches. The demand for blended learning is growing quickly.

According to TeachThought, "An estimated two-thirds of school districts now offer blended learning programs, a combination of traditional and online schooling. These fast growing programs allow parents to select more personalized curriculum for their students, while also incorporating the benefits of a traditional classroom setting."

--*TeachThought.com, 1/31/2013*

Writers Michael Horn and Heather Staker of *The Journal* make 10 predictions about blended learning. Their second prediction is that there will be "More self-blending at the High School Level: Millions of students already take at least one online course to supplement their traditional courses. Next year [2013] we expect to see even more self-blending as states implement policies to require online coursework (Alabama, Idaho, Florida, Michigan and Virginia) or to fund course-level choice (Florida, Utah, Louisiana and others)."

--<http://thejournal.com/articles/2012/12/18/10-predictions-for-blended-learning-in-2013.aspx>

"Instead of 'fixing' K-12, let's build something better," said Alex Hernandez from Charter Growth Fund (@ThinkSchools) who opened a conversation among experts on the future of learning. "Blended learning is not about technology, it's about personalizing learning for students. We can give students the instruction they need, when they need it."

--*Education Week, September 20, 2012*

"The models of blended learning that follow the hybrid pattern are on a sustaining trajectory relative to the traditional classroom. They are poised to build upon and offer sustaining enhancements to the factory-based classroom system, but not disrupt it. The [blended learning] models that are more disruptive, however, are positioned to transform the classroom model and become the engines of change over the longer term, particularly at the secondary level."

--*Is K-12 Blended Learning Disruptive? An introduction of the theory of hybrids, Clayton M. Christensen, Michael B. Horn, and Heather Staker, May 2013*

"Differentiation for adolescent learning is grounded in the premise that all students have the capacity to learn and achieve if they have the opportunity to access, process, and demonstrate knowledge of content and skills in ways that are personally meaningful... The ultimate goal of differentiation in the adolescent classroom is to empower students with the cognitive strategies and personal efficacy to manage their own learning... Differentiation for adolescent-centered learning is a proactive, developmentally appropriate, and student-centered approach to assessment, curriculum design, and instruction. It is based on current pivotal research on how adolescents' brains learn developmentally and individually. It provides a commonsense guide for teachers to determine adolescents' differing learning strengths and needs and to respond strategically through varied, multiple, and flexible strategies for engagement, involvement, and evaluation. It constitutes teaching so that all adolescents in mixed-ability classrooms have

cognitive access, opportunity, and support for academic competence... Ultimately, adolescent-centered differentiation is about good teaching practice.”

--*Differentiation for the Adolescent Learner: Accommodating Brain Development, Language, Literacy, and Special Needs*, Glenda Beamon Crawford, Elon University, 2008

iTech School and Community Needs

iTech will attract a broad range of students for a variety of reasons: greater control of one's education and its pacing, personalized mentoring, early high school completion or credit recovery in order to graduate and a small learning community. Also, students who are feeling marginalized, unsuccessful, disillusioned, apathetic or hopeless about the traditional high school experience will find the iTech experience appealing. The characteristics of iTech students cut across regular demographic classifications like gender, race, ethnicity, socioeconomics, native language, GPA. Kids attending iTech will be drawn broadly from communities in and around the Salt Lake valley.

iTech is intended for students who want a quality, no-nonsense, get-in and get-out, focused educational experience – a different approach to the school culture and learning environment. iTech will serve this community of students well – they will receive a personalized learning experience, they will be engaged and active learners who thrive academically and personally.

Assuring School Quality

A school must have a mechanism for evaluating its quality and ensuring improvement. iTech founders have chosen to incorporate *Conditions 4 Learning* as a paradigm to assess its educational programs and school community.

C4L is founded upon research from 2,500 schools in Utah and other states that has revealed four critical classroom conditions that predict academic achievement and other crucial school outcomes. When students detect these conditions, students learn, regardless of obstacles to learning (both within-school or outside of school) previously thought to account for learning difficulties, such as poverty, family conflict and other social and economic variables.

These critical classroom conditions are:

- 1) a clear understanding of expectations for behavioral and academic performance,
- 2) the presence of fundamental skills that give hope that expectations can be achieved if sufficient opportunities are provided,
- 3) a reasonable likelihood that efforts to meet expectations will be recognized and rewarded,
- 4) the presence of an adult who can be trusted to provide help and support if needed.

C4L assessment tools will allow iTech's administration and staff to evaluate these areas and to take appropriate actions to improve these conditions for learning.

For more information on C4L: <http://www.conditions4learning.com/>.

iTech School Location

The founders will locate iTech near a TRAX line so that the school will be accessible to all students who find this school attractive. Currently, the City of Midvale has several TRAX stops that are close to promising lots and a few buildings that could be renovated. Midvale is at the nexus of four school districts: Murray, Granite, Jordan and Canyon. By locating this school next to a TRAX line, we make iTech accessible to the 115,000 potential students from within Midvale and throughout the entire Salt Lake Valley.

Mission-specific Goals

Indicator – Mission Specific Goals		
Measure	Metric	Board Goal
Personalized Education	The percentage of goals that are set and achieved by each student in his/her PEP each year	90%
Students have at least one relationship of trust with an adult at the school	The percentage of students who report they have at least one trusting relationship with an adult at the school using survey data from Conditions for Learning (C4L)	90%
Post high school training and education of students who graduate from iTech	The percentage of graduates who are engaged in training or higher education during the year after graduation	50% survey completion 50% of students in post HS training or higher education

Purposes

iTech meets three of the seven purposes of charter schools as outlined in Utah statute.

The iTech model *improves student learning* by creating a Personal Education Plan for each and every student at the school and by using teachers, coaches, and online learning to guide and help each student to carry out his/her own plan. This is personalized learning at its best—giving students what they need when they need it.

iTech incorporates *innovative teaching methods* by blending the best of face-to-face instruction with online learning and mentor relationships between teachers and students. The same core teachers support individual students, from grade to grade, until they graduate.

iTech *increases choices in learning opportunities* because it is a unique school that uses online technology to deliver independent learning at each student's level and at each student's own pace. The online learning is enhanced by highly qualified teachers who provide context and

critical thinking skills using a variety of instructional strategies that include project-based learning, discussions, labs, direct instruction and hands-on activities.

Founders

Most members of the founding group of iTech have been part of the Utah charter school world since the original charter legislation in 1998. Eric Lindsey and Ryan Marchant founded both East Hollywood in West Valley City and Fast Forward in Logan. Steve Winitzky has helped to create and found three charter schools in Utah. Rich West, Susan Soleil and Paul Campbell are board members of East Hollywood and have a long history with charter school development and leadership. See more detail on founders in Section 8 and Appendix J.

Three experienced and progressive educators have helped to flesh out and fine tune the design of iTech. They have very positively expanded the expertise and creativity of the founders. See bios of Eva Belliston, Karen Fairhurst and Brian Grimshaw in Section 8.

2. STUDENT POPULATION

Target Population

iTech welcomes all students. The iTech educational experience is designed to be effective with nearly all students because it is customized for every student. iTech's unique blended learning model incorporates three essential elements:

- Small school community (400 students) designed to encourage rich relationships between students and adults, and between student peers;
- Personal mentoring and teaching from a team of highly qualified teachers and educational coaches who guide every student in tailoring their own individualized learning program and goals, and who closely follow them from the 7th grade through graduation;
- 21st century educational technology that provides self-paced, mastery-based instruction and real-time, continuous assessments.

iTech's distinctive learning model will be highly effective with all students, as well as being generally attractive and exciting to today's teenagers. We believe it may be easiest to define the student we think will *not* be interested in the iTech program: teenagers who are not interested in (and who do not learn well with) computers/technology and teenagers who desire the bells and whistles of the average large district high school that often include coursework presented in a traditional manner, instruction that is teacher centered and state-level athletics programs that include a football team with cheerleaders.

iTech's personalized educational approach is well suited for most all other students – it provides unique approaches to individual learning styles. We have identified characteristics of students who we believe will be particularly attracted to iTech:

- Students who are seeking genuine personalized guidance through their secondary education, while moving at their own speed in a small school community that emphasizes positive relationships with teachers and peers.
- Students who want to be in control of their education and its pacing.
- Students who are motivated to finish high school ahead of the traditional schedule, earn Associates Degrees, and begin college or careers early.
- Students who are credit deficient and who need to catch up in order to earn a high school diploma.
- Gifted and talented students who are seeking challenges and experiences beyond the traditional secondary education.
- Students who want to receive a quality high school education, efficiently and effectively, while pursuing other major goals/commitments, e.g., athletics (gymnast), the arts (dancer).
- Students who find that learning on a computer better suits their style and improves their comprehension.

- Students who are economically disadvantaged and who may enter iTech below grade level will benefit from the individualized help of mentor teachers and online instruction at their appropriate level and pace.
- Students who are English Language Learners who need their instruction differentiated and individually paced as they are learning English.
- Special Education students who thrive in a setting that offers one-on-one time with teachers and coaches and who find large high schools intimidating.
- Students who feel disaffected, marginalized, disillusioned, disenchanting, cynical, alienated, estranged, apathetic or hopeless about their current secondary educational experience...and their futures.

The characteristics of students who will be attracted to iTech cut across regular demographic classifications like gender, race, ethnicity, socioeconomics, native language, GPA. The 400 students who attend iTech will come from the population of more than 115,000 teens living in Salt Lake Valley communities.

Special Populations

In an effort to anticipate the demographics of the student population that iTech may serve we have analyzed student data from high schools within a five mile radius of Midvale, Utah, as well as reviewing statewide student assessment data.

Student Demographics, high schools near Midvale, Utah, 2012-13 data, USOE

LEA	High School	Miles to Midvale	Total Students	Ethnic Minority	Econom Disadvan	Students w Disabil	ELL
CHARTER SCHOOL	AMES	3.7	489	51%	45%	5%	3%
CHARTER SCHOOL	BEEHIVE	4.0	232	15%	32%	19%	0%
GRANITE DISTRICT	COTTONWOOD HIGH	3.7	1,580	42%	44%	11%	17%
CANYONS DISTRICT	HILLCREST HIGH	1.7	1,693	33%	36%	9%	7%
CHARTER SCHOOL	ITINERIS	5.1	238	31%	20%	0%	0%
CANYONS DISTRICT	JORDAN HIGH	3.5	1,727	26%	34%	12%	4%
MURRAY DISTRICT	MURRAY HIGH	3.7	1,452	22%	25%	8%	5%
GRANITE DISTRICT	TAYLORSVILLE HIGH	4.5	1,728	38%	37%	8%	8%
JORDAN DISTRICT	WEST JORDAN HIGH	4.6	1,744	31%	34%	14%	7%
	averages-->		1,209	32%	34%	10%	6%

Student Ethnicities, public schools near Midvale, Utah, 2012-13 data, USOE

LEA Name	American Indian	Asian	African American	Hispanic Latino	Pacific Islander	Two-plus races	White	Non-White
CANYONS	1%	2%	1%	14%	1%	4%	77%	23%
GRANITE	2%	4%	3%	32%	4%	1%	55%	45%
JORDAN	0%	2%	1%	13%	2%	3%	79%	21%
MURRAY	1%	2%	2%	15%	1%	3%	76%	24%
AMES	3%	9%	5%	26%	6%	1%	48%	52%
BEEHIVE	0%	4%	2%	10%	1%	1%	82%	18%
ITINERIS	0%	8%	0%	13%	2%	2%	74%	26%

CRT Results & Graduation Rates, Utah, 2012-13 data, USOE

2012-13 Subgroups	CRT Language Arts	CRT Math	CRT Science	Graduation Rate
State average	84%	83%	85%	81%
English language learners	46%	41%	28%	57%
Low income	74%	72%	68%	72%
Students with disabilities	64%	56%	56%	65%
American Indian	64%	63%	68%	65%
Asian	82%	86%	84%	79%
Black/African American	66%	66%	66%	68%
Hispanic	68%	69%	69%	68%
Pacific Islander	73%	71%	64%	77%
White	88%	84%	86%	85%

The iTech instructional model meets the needs of students from a variety of special populations because it is highly individualized. The basic program design establishes a differentiated instructional plan for every student. This section addresses various special populations that may enroll at iTech. This list does not cover all possible student populations; the iTech staff will respond to each individual with research-based practices and plans for student success. The school will seek to enrich the lives of all students by facilitating a learning environment matched to each student’s developmental needs.

504 Eligible Students: iTech understands the requirements of Section 504 in the school setting and will ensure that all requirements of that law are complied with, including providing accommodations to enable students to receive the benefits of this public school. Service plans for some students may require staff training and monitoring. 504-eligible students will be well served as a result of iTech’s highly individualized instructional model. These students, as well as all other students, will undergo academic tracking every day.

Special Education Students: Again, because of the highly differentiated instruction inherent in the iTech model, students with IEPs will be well served at iTech. It can be argued that all students at iTech have an IEP through the development of Personal Education Plans for every student. Students with disabilities will be served according to the law, outlined by our special education policy and procedures manual. iTech’s Principal will receive appropriate and specific professional development in this area. iTech’s Principal will hire a dedicated, fully credentialed

Special Education Coordinator. Both will have knowledge of IDEA 2004 and the Utah Special Education Rule requirements and seek guidance from the State Office special education personnel. iTech will serve students with disabilities whether such children are currently or newly identified as disabled. iTech will provide the full continuum of special education placement and services, including direct, consultative, and related services. The iTech team will include the Special Education Coordinator, the Principal, regular education staff, service providers, and USOE guidance and support. This team will effectively meet the needs of special learners. The role and the function of the Special Education Coordinator at iTech will be to facilitate the implementation of the students' IEPs. The Special Education Coordinator will consult with the general education teachers so that the general education teachers may provide direct instructional support to special education students. Consultation provided by the Special Education Coordinator will include adjustments to the learning environment, modifications of instructional methods, adaptation of curricula, and the use of appropriate accommodations to meet the needs of individual students. See Section 16 for further information about iTech's special education program and policies.

ELL Students: Using student demographic data from surrounding schools as a rough indicator, iTech can expect that 6% of its students (15-24) will be English Language Learners (ELL). Obviously, ELL students have extra challenges when the medium of instruction is English. ELL students in 2012 scored some 50 points below the statewide average on Utah CRT tests (see chart below). iTech staff will be knowledgeable about Alternative Language Services (ALS) assessments and instructional strategies in order for these students and their families to have meaningful access to the school's educational services. Teachers will be encouraged to obtain ESL endorsements, providing them with the strategies to effectively instruct individual ESL students. Targeted ALS professional development will be provided for iTech staff as needed. In addition, ELL students will be well served as a result of iTech's highly individualized instructional model that includes project-based, cooperative learning modes that are research-based strategies proven to increase the involvement of English Language Learners in classroom activities. And finally, iTech ELL students will benefit from utilizing online curriculum with the ability to access instructional languages besides English. ELL students will be academically monitored everyday just like all other students. iTech's ELL students will outperform their peers in other schools.

Economically Disadvantaged: Based on analysis of surrounding schools, iTech can anticipate that one-third of its students live in low-income households. Statewide assessments consistently show an achievement gap between the all-student average and average scores for economically disadvantaged students; 2012 CRT data reports this gap at 10%. Again, we know that the iTech instructional model will be effective with low-income students because of its highly individualized, student-centered design. iTech's economically disadvantaged students will outperform their peers in other schools. iTech will offer free and reduced-price breakfast and lunch to all students who need them to ensure that students are nourished and ready to learn. UTA bus passes will be available to all students to assist them in traveling to and from school, as well as helping to facilitate local public transportation for school-related and personal needs.

iTech will benefit low-income students who may not have a computer or internet access at their homes because they will have their own computer workstation and internet access all year long

at school. The iTech experience will ensure that economically disadvantaged students will become technologically competent in a way that might not be open to them at a traditional high school.

Admission Policy and Procedures

iTech will admit all eligible pupils who submit an application during open-enrollment periods, unless the number of applications exceeds the capacity of the school.

If the number of applicants exceeds the capacity of the school, students will be selected on a random basis by a lottery, except that preference may be given to the children of founding members and of teachers and staff who are employed full time or part time by iTech for any number of years or for any partial year.

iTech defines a founding member as an individual who has had a significant role in the development of the charter school application and the school, as determined by the board; "significant" meaning that an individual has contributed to the iTech charter application process, development of the school, or has served on the Board of Directors during 2013, 2014, or 2015. However, no more than five percent of the school's student population may be enrolled as children of founding families or children of staff. iTech does not anticipate using the preference for children of board members during the first or second operational year.

iTech will communicate the opening of the school and the open-enrollment period to the community through informational open houses, press releases, posters, public service announcements in all types of media, community meetings in neighborhoods and with community organizations, school-finder web sites such as education.com or greatschools.org, iTech web site, applicable social media, and any other available media or publicity outlets.

Applications for the first operational year will be accepted until May 15, 2015 and the lottery, if needed, will be conducted on May 31, 2015. Each applicant in the lottery will be assigned a number during the lottery process. iTech will maintain a wait list of applicants who are not admitted, in the order in which they were selected in the lottery. Applicants on the wait list will be contacted and offered admission as slots become available due to students who decline admission or through attrition.

iTech will notify accepted applicants by letter, phone, and/or email by June 15, 2015. Students must notify iTech of enrollment acceptance by June 30, 2015 or forfeit their slot. If a slot is declined or iTech does not receive confirmation of enrollment, iTech will then offer enrollment to the next applicant on the wait list.

iTech prohibits discrimination based on race, creed, color, gender, religion, ancestry, disability, sexual orientation or need for special education services.

Lottery Policy and Procedures

iTech will conduct a lottery for students annually if the number of applicants exceeds the number

of available slots. School capacity is 260 the first operational year, 300 the second operational year, and 325 for the third operational year, 350 for the fourth operational year, and 400 thereafter. Preference may be offered to children of school founders and staff: 13 students the first year, 15 the second year and 16 the third year, 17 the fourth year, and 20 thereafter if that number of students is eligible for preferential enrollment.

In addition, siblings of lottery winners may be given priority for remaining slots and returning students will be given priority after their first year as a student.

Student Attendance and Enrollment

iTech founders understand that attendance is crucial to a student's learning and development. Teachers and administrators will work to ensure the school is an engaging environment. iTech will communicate clear attendance policies that describe the natural consequences of missing school. School administration and staff will track average daily attendance as well as excused and unexcused absences in order to encourage high attendance.

iTech will work with students and families when a student is identified as having attendance issues. Corville-Smith (1998) found the following six variables were predictors of absenteeism: 1) Students' school perceptions; 2) Perception of parental discipline; 3) Parents' control; 4) Students' academic self-concept; 5) Perceived family conflict; and 6) Social competence in class. Faculty and administration will strive to identify these and other risk factors and meet with students and families to address these issues in order to improve attendance. By identifying issues that lead to poor attendance and addressing them with individual students and families, iTech will be able to meet its attendance goals and continue to improve. Parents/guardians are the students' main source of support for positive school attendance. iTech staff will work with parents and guardians to find positive solutions while stressing the importance of school attendance through Parent-Teacher-Student Conferences, teacher email and school reports.

iTech founders have established the following goals around attendance and enrollment:

<i>Indicator - Student attendance and reenrollment</i>		
Measure	Metric	Board Goal
Student attendance rate	Student membership / All students	95%
Within year enrollment rate	Percentage of students continuously enrolled throughout the year	90%
Year-to-year reenrollment rate	Percentage of students re-enrolled from one year to the next	85%
Continuous reenrollment rate	Percentage of students continuously enrolled for all available years	85%

3. CALENDAR AND BELL SCHEDULE

2015-16																				
August 2015							September 2015							October 2015						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
						1			1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			
November 2015							December 2015							January 2016						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7			1	2	3	4	5						1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	28	29	30	31			24	25	26	27	28	29	30
														31						
February 2016							March 2016							April 2016						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6			1	2	3	4	5						1	2
7	8	9	10	11	12	13	6	7	8	9	10	11	12	3	4	5	6	7	8	9
14	15	16	17	18	19	20	13	14	15	16	17	18	19	10	11	12	13	14	15	16
21	22	23	24	25	26	27	20	21	22	23	24	25	26	17	18	19	20	21	22	23
28	29						27	28	29	30	31			24	25	26	27	28	29	30
May 2016							June 2016							July 2016						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7				1	2	3	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
														31						

Student Registration	August 3-7	Monday-Friday
Freshman Orientation	August 10	Monday
Faculty Orientation/Professional Development	August 10-14	Monday-Friday
First Day of Classes - Beginning of Trimester 1	August 17	Monday
Labor Day Break - No School	September 4	Friday
Labor Day - No School	September 7	Monday
PTS Conference (early out)	October 1	Thursday
Fall Break	October 15-16	Thursday-Friday
End of Trimester 1	November 13	Friday
Beginning of Trimester 2	November 16	Monday
Thanksgiving break (all week)	November 23-27	Monday-Friday
Winter Break	Dec 21-Jan 1	Monday-Friday
Martin Luther King Jr Day	January 18	Monday
PTS Conference (early out)	January 21	Thursday
Profesional Development Day (no school)	January 29	Friday
President's Day	February 15	Monday
CRT Testing Window	February 22-26	Monday-Friday
End of Trimester 2	March 1	Tuesday
Professional Development Day (no school)	March 2	Wednesday
Beginning of Trimester 3	March 3	Thursday
Student Holiday / Snow Day	March 25	Friday
Spring Break	March 28-April 1	Monday-Friday
PTS Conference (early out)	April 28	Thursday
Professional Development Day (early out)	May 6	Friday
CRT Testing Window	May 9-26	Monday-Thursday
Memorial Day	May 30	Monday
Graduation	June 3	Friday
Last Day of Classes - End of Trimester 3	June 3	Friday
Saturdays, Sundays		

<u>School days</u>	<u>Instruction Days</u>	<u>Prof Dev Days</u>
Trimester 1	61	
Trimester 2	58	1
Trimester 3	58	2
Total Days	177	3

Principal	240
Registrar	240
Counselors	200
Teachers	190

Bell Schedules

REGULAR SCHEDULE		EARLY OUT SCHEDULE	
Period	Time	Period	Time
Computer Center 1	8:30-9:30	Computer Center 1	8:30-9:30
Workshop AM	9:35-10:35	Workshop AM	9:35-10:35
Computer Center 2	10:40-11:40	Break	10:35-10:50
Lunch	11:40-12:30	Computer Center 2	10:55-11:55
Computer Center 3	12:30-1:30	Workshop PM	12:00-1:00
Workshop PM	1:35-2:35	Dismiss	1:00
Computer Center 4	2:40-3:40	instructional hrs->	4:00
Dismiss	3:40		
instructional hrs->	6:00		
MORNING ASSEMBLY SCHEDULE		AFTERNOON ASSEMBLY SCHEDULE	
Period	Time	Period	Time
Computer Center 1	8:30-9:20	Computer Center 1	8:30-9:20
Workshop AM	9:25-10:15	Workshop AM	9:25-10:15
Computer Center 2	10:20-11:10	Computer Center 2	10:20-11:10
Assembly	11:10-12:10	Lunch	11:10-12:00
Lunch	12:10-1:00	Computer Center 3	12:00-12:50
Computer Center 3	1:00-1:50	Workshop PM	12:55-1:45
Workshop PM	2:55-2:45	Computer Center 4	1:50-2:40
Computer Center 4	2:50-3:40	Assembly	2:45-3:40
Dismiss	3:40	Dismiss	3:40
instructional hrs->	5.0	instructional hrs->	5.0

4. MARKET ANALYSIS

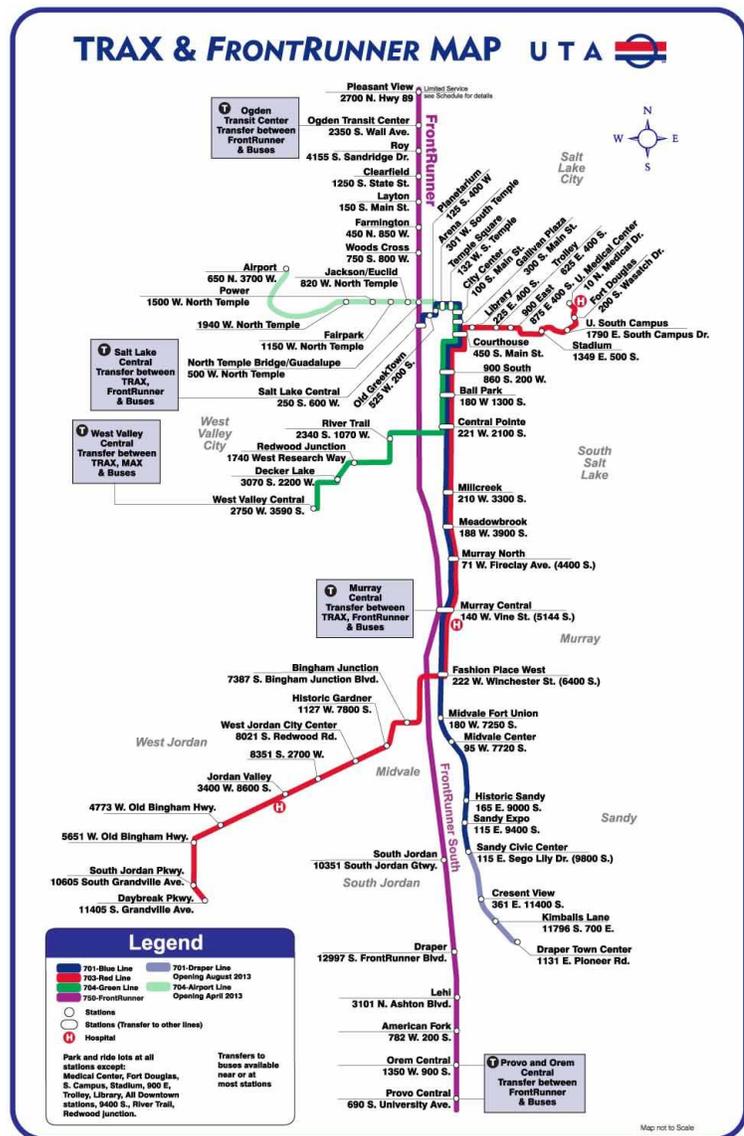
Location

As described in the Student Population Section, the iTech educational community will attract a broad range of students for a variety of reasons: greater control of one's education and its pacing, personalized mentoring, early high school completion or credit recovery in order to graduate and a small learning community. Also, students feeling marginalized, unsuccessful, disillusioned, apathetic or hopeless about the traditional high school experience (see page 18). The characteristics of iTech students cut across regular demographic classifications like gender, race, ethnicity, socioeconomic, native language, GPA. Kids attending iTech will be drawn broadly from communities in and around the Salt Lake Valley. The key to attaining iTech enrollment goals is to locate the school near a TRAX stop so that 400 kids from the Wasatch Front population of more than 115,000 teens will be able to get to this school each day.

We have chosen to locate iTech in Midvale City. While we will focus on recruiting students living close to the school, we believe iTech will appeal to many other students who will be dispersed throughout the Salt Lake Valley with access to TRAX and UTA bus stops. The Midvale City / West Jordan City area offers numerous options for locating the school near public transportation. Another reason for choosing Midvale is its proximity to four school districts throughout the entire Salt Lake Valley. Thus, the ideal location for the school will be close to different school districts from which we can draw interested students. The Founders determined that the best area to locate this school is between 6400 South and 9400 South, with east-west boundaries being State Street and 2700 West.

Market Context

Midvale's tag line is "Midvale - In the Middle of Everything." With the rapid expansion of Sandy, Draper



and the cities of South Jordan and West Jordan, it probably is very close to being in the middle of the Salt Lake Valley.

Midvale is a city that has a more diverse population than the rest of Utah. Several adjacent communities, particularly on the West Side, are equally diverse. We believe iTech will appeal to the ethnically diverse populations in nearby neighborhoods as well as the larger Salt Lake Valley because of its small size, community feel and student-centered focus.

The population of Midvale has lower household and family incomes than the state. We think this will help bring students to iTech from Midvale's neighborhoods and keep them engaged because of the strong emphasis that we will place on student success and achievement. Additionally, the lower-than-state-average incomes in Midvale become yet another reason to locate our tech-focused school in this city: preparing more students for a better education which often translates into a higher income.

The ability of iTech to appeal to students in several cities near Midvale is a definite advantage when promoting and filling our school. Yet this new charter school will not be solely reliant on students from Midvale and surrounding cities to fill our enrollment slots. By placing the school near a TRAX stop, we will be able to attract students from the entire Salt Lake Valley.

Trends

We believe the most significant trend that will benefit iTech's enrollment objectives is the rapid increase in the development and use of blended-learning models of instruction and their proliferation in schools across the country. It is this trend that will deliver students to iTech from Midvale and throughout the Salt Lake Valley. There is considerable support for this belief from educators and education researchers. See pages 16 and 17 for references from educators and critics around the country. The quote below encapsulates the sentiments expressed.

“In the year ahead we will see more public schools adopt blended learning, meaning online learning in physical schools. Blended learning is no longer entirely new or untried, and school leaders are hungry for a way to do more with less.”

--<http://thejournal.com/articles/2012-predictions-for-blended-learning-in-2013.aspx>

We believe the trend for smaller secondary schools will be significant to the enrollment success of iTech. Additionally, growing population trends in Utah mean more teenagers seeking an education that is right for them.

Competitive Advantage

The competitive edge of iTech is its new approach to teaching and learning that allows students to advance at their own, unique paces. By combining superior online educational programs with dynamic teaching and mentoring, students will have incredible support as they work through the Personal Education Plan designed just for them. This is personalized learning at its best—giving students what they need when they need it.

iTech's broad target population gives it another competitive edge when marketing the school. Students who are deficient in credits would find the pacing of this school conducive to making up those credits. Students who want to accelerate their learning and graduate early, maybe even with an Associate's Degree, will seek out this school. Students who need specialized attention or students with disabilities would be drawn to the learning approach of iTech. Additionally, students who are economically disadvantaged would be able to thrive in this tech-heavy, student-centered learning environment because tools, computers and coaches will be at their fingertips. Lastly, any student who just loves computers would find this school to be a great place to learn and grow.

There are a number of online learning options in Utah but none are the blended-learning model that combines online instruction with master-teacher mentoring. iTech Academy operates a 180-day, 990-hour school year. Like a traditional school, students are expected to attend iTech during this time.

We believe it is the special individualized online instructional delivery system that includes a master teacher mentor that gives it a competitive edge. There is nothing like this in Midvale and only one other similar option in the entire Salt Lake Valley – Innovations Early College High School, a Salt Lake District school that began operation in 2013 with 164 students. Innovations employs online curriculum, but it does not appear to offer a similar close tracking of student progress by teachers and coaches, the comprehensive Personalized Education Plan, a structured school day and the requirement that online courses be completed onsite.

Outreach

The founding group, board members and future stakeholders will engage in a variety of outreach activities that include brochures in English and Spanish, door hangers, in-person orientations, interactive website, flyers for neighborhood businesses, billboards, media ads and coverage, and, most importantly, word of mouth. Specifically:

- ✓ Create a brochure (in English and Spanish) that describes the unique learning approach of this school, the Personalized Education Plan for each student, and outlines the dynamic classrooms that are combined with online education programs to increase understanding and improve outcomes
- ✓ Go door-to-door in Midvale and surrounding neighborhoods with hangers in English and Spanish describing the school and giving the dates of at least eight school orientations and the school's website, address and other contact information
- ✓ Host at least eight orientations designed for prospective students and their parents/guardians to help them understand the new learning model and personalized approach
- ✓ Create an interactive website that will give the dates of the orientations, describe in detail the emphasis on both online and classroom learning, explain the individualized focus, contain a PDF of our bilingual brochure, and have other useful menus and links
- ✓ Inform junior high school counselors of when this new school will open and where it is so that they might refer students to it who seem like a good fit

- ✓ Hang fliers and posters in grocery stores, libraries, laundromats, churches, gas stations, banks, other local businesses and other public locations near the school, with the website, orientation dates and other helpful information
- ✓ Ask those students and families who are interested in this new school to come to a second orientation and bring back neighbors, relatives and friends who also want to learn more about the school
- ✓ Consider using six to twelve billboards in our target area that advertise the school focus, contact information and website
- ✓ Purchase radio ads.
- ✓ When possible, get board members to be guests on radio talk shows to discuss this new school and the new learning model to the listening audience
- ✓ Partner with Midvale City to see if they will help promote the school through their website and include a mailer in with city municipal bills (water, sewer and/or power)
- ✓ Consider buying advertising on the TRAX trains to get the attention of both the adults and students already using this mode of public transportation
- ✓ Send out at least three press releases, each with a different focus, so that the local media might pick up and run one or more stories
- ✓ Word-of-mouth will be a powerful recruitment tool that we will use whenever and wherever possible

5. CAPITAL FACILITY PLAN

iTech's School Building

We have included below a rough floor plan of a building design that will serve the educational program needs and enrollment size of iTech. Our building size will need to be minimally 35,000 – 38,000 square feet, sited on a 2.5 to 3 acre parcel of land. We have outlined the basic space needs and their dimensions in the table below.

Building Space Summary

Facility Spaces	Square Feet
Learning Center/Cafeteria	18,000
10 Classrooms	3,600
Indoor PE Facility	800
Restrooms/Lobby/Mechanical/IT	6,700
Library	680
Offices- Director, Principal, Counselor, SPED, Business Manager, Main Office	3,200
Storage/Custodian	2,020
Total Building SF	35,000 SF

Under the iTech model each student spends approximately half of his or her school day in individualized computer instruction. This instruction takes place in the 18,000 square foot Learning Center where each student has a dedicated cubical workspace with computer. A portion of the Learning Center area includes tables used for supervised quiet group study. As discussed in the program description, in addition to students spending half their day in individualized computer instruction, they spend the other half of their day in hands-on workshops and in individual help sessions provided by licensed teachers and paraprofessional coaches.

Leasing an Existing Building

During our research and in conversations with real estate brokers we have determined that current market lease rates for the Midvale – West Jordan area are around \$9-\$10 per square foot triple net (NNN) . This rate would also include tenant improvement allowances of approximately \$20-25 per square foot. At these lease rates our annual base lease payments would be approximately \$332,000 or \$27,708 per month on a triple net basis (see facility financing for more details regarding triple net leases and expenses associated with this type of lease). Attached is one of several possible lease options we are currently researching.

6820 South 300 West, Midvale, UT 84047



Specifications for 6820 South 300 West

- ✓ Rental Rate: **\$5.76/sf/year**
- ✓ \$0.48/sf/month
- ✓ \$1,324.80 per month
- ✓ Min. Divisible: 2,760 SF
- ✓ Max. Contiguous: 9,660 SF
- ✓ Listing Type: For Lease
- ✓ Property Type: Industrial
- ✓ Building Size: 23,264 SF
- ✓ Lot Size: 43,697 AC

Building a New Building

There are also many land acquisition opportunities available in the Midvale – West Jordan area that are intriguing and available for development. Parcels of land depending upon location and size are selling anywhere from \$6-12 per sf. Our goal is to find land that is selling for \$8-9 per square foot, which would put our total land acquisition costs for three acres at approx. \$1 – 1.2

million. It is estimated that construction costs for the facility, net of land costs, would be around \$100-110 per square foot. With these estimates, our total facility build-out would cost approximately \$3,850,000 to construct. Total combined land and facility build out costs for a new school would be estimated at \$5,100,000.

If the charter school bond market remains favorable and appetite for charter school debt remains relatively strong, it is estimated that we could finance a bond for our facility at a fixed rate of around 5.5%. The total cost of the land and build out (\$5,100,000) amortized over thirty years would make our annual principal and interest payments approximately \$347,400 or \$28,950 per month. Below is one of many possible land options we are currently researching.

West Jordan Commercial Land – 1220 W 7800 S, West Jordan, UT 84084



Specifications for Lot 1

- ✓ Price: \$1,893,771
- ✓ Lot Size: 3.70 AC
- ✓ Price/AC: \$511,829.99
- ✓ Lot Type: Commercial/Other (land)
- ✓ Min. Divisible: 1 AC
- ✓ Max. Contiguous: 3.70 AC
- ✓ Northeast corner of 7800 W 1300 W.

Highlights

- ✓ Across 7800 S from a proposed Trax Light Rail Station
- ✓ Approximately 3.7 acres
- ✓ Retail Corner
- ✓ Transit Station Overlay District
- ✓ Divisible

Description

The property consists of approximately 3.7 acres of commercial land on the northeast corner of 7800 S 1300 W. The property is in West Jordan's Transit Station Overlay District and will accommodate commercial uses including retail and office. Property is divisible. The property is located immediately west of Gardner Village (Shopping, Dining, History since 1853) along 7800 S. The property is 1.25 miles southwest from the 7200 S I-15 interchange and 1/2 mile east of Redwood Road. The property is across the street from a new Trax light rail station.

Contingency Plan

To protect against failure to meet construction or remodel deadlines, the Board will negotiate a contingency plan into the lease agreement with the builder (if we opt for new construction) or with the building owner (if we opt to remodel and lease). The Board will obligate the developer to underwrite the cost of temporary facilities, such as modular classrooms or rental of a temporary location to start the school if unforeseen delays in the construction process threaten established construction and/or occupancy deadlines. At the first sign of delays, in the last quarter of 2014, which could potentially impact the school's planned opening, the Board will begin to evaluate potential options and develop a revised strategy for opening the school with minimal impact to marketing and enrollment. We have met with representatives of modular building providers and understand the basic design, costs and timelines. We have had a positive initial conversation with a representative of Mana Academy (2355 S Technology Drive) about their ability to temporarily house iTech students in the event of an opening delay. We have also met with a real estate broker about the former Galleria property in Murray and its potential as temporary space for a delayed opening.

Facility Financing

The options to lease an existing building versus buying land and constructing a new facility are a decision that the founding committee is currently discussing and researching. If a suitable existing facility cannot be obtained, it is our intent to partner with a developer to purchase a facility through a lease purchase option contract. Most likely, we will lease the developed facility for the first two years as the school increases enrollment and stabilizes financially. Developers customarily lease their facilities on a triple net basis which means that besides the base rent paid monthly, the school is responsible for all the operational, maintenance, insurance, utilities, cleaning, and taxes associated with the leased facility.

Once the facility is purchased, it is anticipated that the cost of our fixed bond payments will be less than the combination of base rent and property taxes. Because we cannot predict what rates will be for bonds when we purchase our facility this will need to be negotiated with the developers as a contingency so the school can negate the cost of annual rent increases and escalating property taxes, as the school waits for better rates in the bond market to exercise its purchase option. During this time the school will continue to evaluate any realistic financing opportunities that present themselves.

All bond financing will be done with a qualified bond council that has experience taking charter schools through the bonding process and the state charter school finance authority.

Once our charter is approved, the Board of Trustees will begin a detailed search for a qualified developer that has the experience, financial capacity, and ability to construct a quality facility. The developer will need to be able to sign a "max price contract" to ensure that any and all cost overages are paid by the developer. Additionally, the contract will need to allow flexibility of lease terms as the school obtains bond financing to purchase the school. Members of the East Hollywood High School administrative team and board of directors have experience with

facilities leasing, land purchase, building construction, charter school financing, bonding and will be intimately involved in this process.

6. DETAILED BUSINESS PLAN AND BUDGET

The individuals on the Board of Directors of iTech Academy have opened other charter schools. They are aware of the many challenges that come with opening a new school and are committed to implementing a strong, well thought out business plan that emphasizes making sound financial decisions regarding spending, allocation of capital and building a base of net assets that will benefit the ongoing operations of the school.

The annual budget projections for the first two years of operation, as well as the startup year, are detailed below. When preparing the budgets we have done our best to align the mission of the iTech model with our spending and allocation of resources. During the startup period iTech intends to apply for all state startup funds, as well as applying to the charter school revolving loan fund. Our budget projections will reflect these sources of income.

Planning Year

During the planning year the school will hire a full-time principal in April 2015 to help with the final implementation of policies and procedures, school instruction and hiring of instructions staff. The principal is budgeted for \$15,000 for the months of April-June. Additionally, the school will pay consulting fees of \$70,000 for the setting up and management of the startup process this includes but is not limited to reporting to the board of trustees and giving regular updates on issues such as finding and negotiating for a permanent facility for the school, implementing the technology plan, hiring staff and teachers, marketing, 501(c)(3) filing, drafting policies and procedures, attending mandatory state training sessions, curriculum development and working with the Carpe Diem consultants to mold the educational program. Additional costs associated with the startup year include hiring a curriculum consultant \$7,000, technology consultant \$7,000, development of school web page \$3,000, marketing and public relations \$7,000, Carpe Diem - Yuma consultants \$2,000, risk management liability insurance \$1,000 and legal fees for reviewing of leases and facility acquisition \$3,500, marketing \$30,000 and computers and related software \$30,000. Total planning year expenses including payroll and benefits are estimated at \$199,160. The revenues for the planning year will come from startup funds \$100,000 and a loan from the revolving loan fund estimated at \$100,000.

In an effort to guarantee that the school will be fully equipped on opening day, purchases of textbooks/instructional materials, technology equipment, classroom furniture, and classroom supplies will be purchased at the end of the planning year with delivery scheduled as soon as the school building has received its certificate of occupancy, expected early August 2015. These purchases will be made using the combination of the state startup funding, and money borrowed for the revolving loan fund.

First Two Operational Years

iTech plans to begin its first operational year in August 2015. Our budget pro-forma estimates that the school will begin its initial year of operation with 260 students in grades 7-12.

- ✓ **Revenues:** In the first year of operation we anticipate revenues estimated at \$1,711,288. The majority of this revenue consists of the WPU funding from the 260 students. It is

estimated in year one that the school will draw down approximately \$100,000 in startup funds. Year two revenue projections for our anticipated 300 students are \$1,924,884 of WPU and non WPU funding. All WPU revenue estimates are conservative for the 2015 - 16 school year as we used the 2013 school year charter school WPU projection template found on the USOE web page.

- ✓ **Major Capital Expenditures - First Two Years:** Due to the unique educational model of iTech, our technology expenses for the startup years are centered on getting the best value for our current and ongoing technology needs. The first two years will have the following technology and equipment expenses:
 - \$150,000 - 260 computers for individual student work stations. This will be funded by signing a three year lease agreement starting in year one of operations with a projected \$50,000 - annual lease payment paid from startup funds and operational cash.
 - \$17,000 - servers, cables and wireless network.
 - \$26,000 - year one - \$30,000 yr two - blended learning software such as Edgenuity or Compass Learning. This is an annual expense based on the number of licenses assigned to students.
 - \$50,000 - tables, workstations, chairs, PA and phone system, signage and projectors.
 - \$8,000 - used school bus.
 - \$20,000 - year two - additional 40 computers needed to fund growth projected in year two.
 - \$10,000 - year two - additional 40 work stations needed to fund projected growth in year two.
 - \$20,000 - estimated for instructional materials/text books.

- ✓ **Teachers, Administrators, Staff Payroll and Benefits:** Payroll estimations are included in the budget. In year one total payroll cost is \$621,700 for 15 FTEs. Year two total payroll is \$670,800 for 16.5 FTEs. Payroll benefits load including retirement, social security and health care expenses are estimated to be approximately 35-38% of total payroll. Payroll figures include allocations made for full time teachers, counselor, special education coordinator, school secretary, part-time director, business administrator, custodian, IT and paraprofessionals/coaches. Although the school will not make the official election to participate in the Utah Retirement Fund (URS) until it is reasonably assured that it can recruit the number of students projected, the budget benefit load includes the expense associated with participating in the fund. However, in case projected enrollment numbers are not achieved, the 75% contingency budget does not include participation in the Utah Retirement Fund (URS) as a cost saving measure.

- ✓ **Facility Costs:** As stated in section five: Capital facility plan: “During our research and in conversations with real estate brokers we have determined that current market lease rates for the Midvale – West Jordan area are around \$9-\$10/sf triple net (NNN) . This rate would also include tenant improvement allowances of approximately \$20-25 per square foot. At

these lease rates our annual base lease payments would be approximately \$332,000, or \$27,708 per month on a triple net basis.”

In year one we have projected that base rent will be \$332,000 with an additional \$30,000 projected for property tax. In year two we have projected a 3% increase in base rent for a total of \$342,000 with property tax remaining level at \$30,000. One of the major expenses of operating a charter school is the facility costs, and the board of trustees is committed to making sure that we don't pay more for a facility than the market dictates, and that facility costs divided by total operating revenues are less than 22%. It is anticipated that we will purchase our facility sometime after our second year of operations. Once our building is purchased, then it is projected that our facility cost will be lower with a fixed bond payment, instead of paying rent and annual property taxes associated with a leased facility.

- ✓ **Liability Insurance and Risk Management:** We will utilize the services along with the liability and property coverages offered by the Utah State Risk Management. We have estimated it will cost \$12,000 annually to participate with Utah Risk Management for these coverages. It is also the school's intent to purchase a Worker's Compensation policy estimated at \$2,100 annually.
- ✓ **Carpe Diem - Yuma Consultation Contract:** During the startup we will utilize the expertise of the Carpe Diem-Yuma organization as we set up and organize our school in a manner that will lay the ground work for successfully accomplishing our mission. We have budgeted \$2,000 for the startup year to pay for these consulting services.
- ✓ **Other Major Operational Expenses:** There are several other operational expenses that we have provided for in our annual budgets:
 - \$35,000 Utilities. Electrical, sewer, water, gas, phone etc.
 - \$9,500 Annual audit fess. The school will contract annually with a qualified CPA firm to perform the annual audit as required by law.
 - \$7,000 Copier rental.
 - \$13,000 General maintenance, facility upkeep and lawn care and snow removal.
 - \$35,000 Advertising in year one. This will be used to advertise our school to prospective students and the community. This number decreases in future years as we build a waiting list of students.
 - \$8,000 Custodial cleaning supplies.
 - \$39,000 UTA student bus and TRAX passes. Our school intends to locate in an area near a TRAX station. UTA offers charter school students TRAX / bus passes at significantly reduced prices. In order to participate and get the discount, the school must purchase a pass for each student attending the school. The school can then sell the passes to students who wish to participate in the program. There will be offsetting revenue to underwrite a share of this expense.

- ✓ **Library Plan:** \$12 per student is allocated in years one and two for the library plan and resources.
- ✓ **Contingency Budget / Closure Plan:** iTech anticipates it will achieve full enrollment by the beginning of both the first and second years of operation. However, if full enrollment is not achieved, the school has prepared a contingency budget based on 75% enrollment. The Operational as well the contingency budgets are within the statutory limits of maintaining a 5% reserve for both school years.

In the event of the dissolution of the school, whether by planned cessation of operations or by revocation of the charter, iTech will ensure that adequate planning and resources are in place to protect students and families, employees, debt holders and taxpayers. Throughout the closure process, the school will comply with Utah State Statute governing charter school closures [53A-1a-510.5](#) and charter school assets [53A-1a-517](#), Utah State Board of Education rules, IRS regulations and its own Articles of Incorporation. In the unlikely event a closure occurs, funds would be utilized to maintain ongoing operational expenses (e.g. office rent, storage rent, utilities, office supplies) as well as overhead directly related to services provided by members of the school's closure team. Other "closure" related expenses will include the costs for independent audits and other outside professional services (e.g. trustee, accounting support, additional legal support) which will come from the closure fund as well. iTech will work to ensure that it builds a reserve of at least five percent of annual budget along with six months of fixed costs to cover overhead and additional costs related to the closure process. See Section 10 for more details on our school closure plan.

7. FISCAL PROCEDURES

In order to fully achieve the high educational goals set by the iTech model, the Board of Directors understands the critical relationship between fiscal responsibility, sound budgeting practices and how they relate to effectively meeting the iTech mission. This is why we are committed to fully complying with all State and federal guidelines when it comes to preparing and amending our annual budget. This includes getting board approval for the annual budget as well as any budget modifications in a public board meeting. It also includes monitoring the health of the organization through regular financial reports and meeting the fiduciary performance and sustainability goals set by the Board.

The annual budget and cash flow projections will be prepared each year by the business manager with the help of the school director and principal each spring prior to the new fiscal year beginning July 1. Once approved, the business manager will enter the budget into the accounting software so that monthly actual to budget financial statements as well as projected cash flows can be presented at regularly scheduled board meetings.

The budget versus actual financial statement should contain sufficient detail so that the Board of Directors can make informed decisions on capital allocation and gauge the overall health of the charter school. This is best accomplished by following the recommended state and federal chart of accounts using the function, object and class codes listed on the USOE finance web page. The overall goal of the budget is to chart a course that is aligned with the mission and philosophy of the school. Detailed financial reports are made available to board members so decisions regarding allocation of funds are properly made and the school stays within state guidelines of maintaining a balanced budget.

All reserves will be classified as either restricted or unrestricted so that the funds are properly allocated to the desired program and goal. Unrestricted funds will be used for the general operation of the school or funding emergency purchases or future capital projects. If the charter school projects years in which expenses exceed revenues then adjustments will be made by the Board of Directors to make the necessary changes so that the school's budget remains balanced for the fiscal year ending June 30.

All financials will be prepared according to generally accepted accounting practices (GAAP). The business manager will keep all financial records and make them available for the annual audit that will be conducted by a qualified, independent accounting firm. Additionally, the business manager will be responsible for all 941 filings, state tax payments and reporting.

Purchasing Policies and Procedures

iTech has adopted comprehensive policies and procedures that include purchasing policies in compliance with the current State of Utah procurement codes. The comprehensive fiduciary guidelines linked in Appendix M also contain other financial policy and procedures that the school has adopted, such as policies for payroll, cash management, tracking expenses and revenues, financial reporting and use of school assets. The basic purchasing guidelines for iTech:

Step 1—Approval by Appropriate Administration: The Business Manager, Executive Director or Principal must confirm any purchase is within the School’s budget approved by the Board. Then, additional approval is required depending on the dollar amount of the purchase as follows:

1. \$2,000 or less: Approval by the Business Manager
2. More than \$2,000, up to \$50,000: Approval by the Principal, Business Manager and Executive Director
3. Over \$50,000. Approval by the Board of Directors.

Step 2—Legal Requirements:

1. Up to \$1,000: No legal requirements.
2. Over \$1,000, up to \$50,000: Must obtain two quotes, with the purchase from “the responsible vendor offering the lowest quote meeting specifications”
3. Over \$50,000: Most likely must conduct a formal bidding process (RFP) consistent with applicable law.

USOE School Finance Trainings

The Board of Directors of iTech understands the importance of attending the two annual finance and statistic trainings sponsored by the USOE, and will make sure that the business administrator of the school participates in the conferences. iTech sees value in what will be offered in the form of additional training in areas such as procurement, state reporting deadlines, changes in reporting, and new legislation affecting laws and regulations pertaining to education. Further, the business manager of iTech, once determined, will attend USOE-sponsored finance trainings prior to the opening of the school.

Business Administrator

The business administrator is an integral part of the success of any well run school. The Board of Directors places a significant amount of trust in the duties and functions performed by the business administrator on a daily basis. Often this person is the first line of defense in providing crucial information that relates to the overall fiscal health of the school. A qualified candidate for this position would be someone who has a proven track record in performing the functions required to guiding a charter school to successfully fulfilling its mission both academically and financially. These duties include but are not limited to:

- ✓ Attend board meetings; providing board members with updated financial reports that include profit and loss statements with detail, budget-versus-actual reports, balance sheets and cashflow reports.
- ✓ Prepare and maintain all employee files which contain contracts, background checks and insurance information.

- ✓ Be the custodian of all school funds after deposit in the school's account; this includes reconciling the bank account and making sure there are proper controls in place to prevent loss, through proper segregation of duties within the cash management system.
- ✓ Be responsible and accountable for all money received and disbursed; tracking all revenues and expenses by function, code and class.
- ✓ Oversee and setup all payroll functions; this includes overseeing all timesheets and contracts to see they are properly filled out and followed. Filing 941s and paying state and federal taxes. Preparing all monthly, quarterly and annual tax returns.
- ✓ Prepare the annual budget, with the help of the director and principal. All budgets shall be submitted to the required state entities on the proper forms before or on the due dates. Amend and present the budget to the board in a public meeting for approval by the June deadline. Direct the budget process so that expenses do not exceed revenues during any given fiscal year.
- ✓ Prepare and oversee the annual audit as required by law. This includes retaining sufficient documentation for an audit trail, making sure all records are available for review and explaining the overall financial condition of the school to the auditors.
- ✓ Make any and all adjusting journal entries and accruals for the annual audit. Enter all journal entries recommended by the auditor.
- ✓ Prepare and submit to the board a detailed annual statement for the period ending June 30, of the revenue and expenditures, including beginning and ending fund balances; this also includes presenting the annual financial audit and its findings, along with any recommendations the auditor might have for the school.
- ✓ Ensure that adequate internal controls are in place to safeguard the charter school's funds; and also maintain all insurance coverages for the school and manage any risk associated with the school or any of its functions.
- ✓ Perform other duties as the board or principal may require.

[See Business Manager job description in the Employees section.](#)

<i>Indicator – Financial performance and sustainability</i>		
Measure	Metric	Board Goal
Current ratio	$\frac{\text{Current Assets}}{\text{Current Liabilities}}$	> 1.15
Debt ratio	$\frac{\text{Total Liabilities}}{\text{Total Assets}}$	< 0.9
Occupancy costs	$\frac{\text{Facility Costs}}{\text{Total Operating Revenues}}$	< 22%
Maintain applicable bond covenants	No Default Certification, Audited Financial Statements	100%
Current assets to total annual operating expenses	$\frac{[\text{Current Assets}]}{(\text{Total Annual Operating Expenses} \div 365)}$	> 30 - 60 days cash on hand
Adherence to Budget	$\frac{(\text{Budgeted expenditure} - \text{Expenditure})}{\text{Budgeted expenditure}}$	Overall budget to actual expenditures within 5% of budget

[See Appendix N for minutes of iTech electronic Board meeting where the fiscal policy was approved.](#)

8. ORGANIZATIONAL STRUCTURE AND GOVERNING BODY

East Hollywood High School (EHHS) board members and administrators are the original founders of iTech and will serve as the original iTech board. The iTech Academy name has been registered with the Utah Corporation Division as a nonprofit entity. The iTech Academy Board will submit an application for an IRS 501(c)(3) tax exempt organization determination.

iTech and EHHS will share board members for a time, but they are different corporate organizations and schools. Eventually iTech will have its own separate Board of Directors. iTech has its own Articles of Incorporation, Bylaws and budgets.

iTech is not a satellite or extension of East Hollywood High School, but rather a completely different school with an instructional design that, in the founders' view, will appeal to a different and broader range of teenagers.

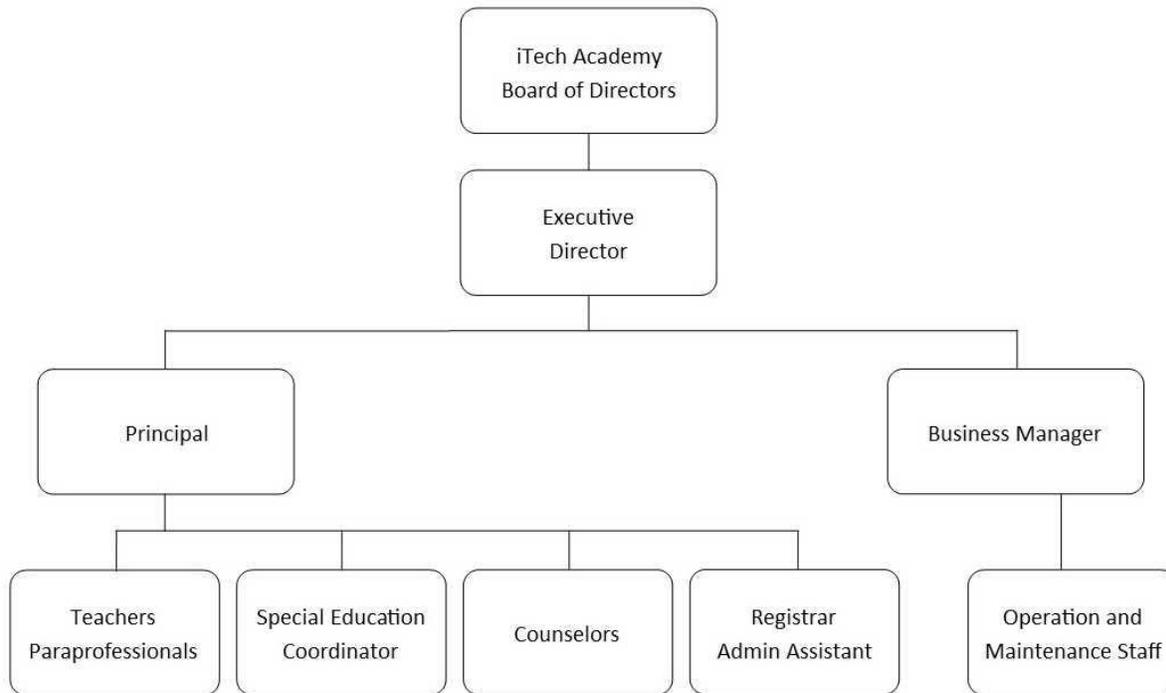
iTech's core founding body consists of the members of the EHHS Board of Directors and EHHS administrators, Eric Lindsey (Executive Director) and Ryan Marchant (Business Manager).

Eric Lindsey, for more than a decade, has focused his personal and professional energies on creating schools designed to be effective with teenagers who, for a variety of reasons, are not engaged by or who are not being successful at traditional secondary schools. Eric founded Fast Forward in Logan and EHHS in West Valley City to serve these students. A portion of students in both of these schools are behind in earning the necessary number of credits to graduate so the schools have employed online curricula like A+ and Compass Learning to fast track students in need of credit recovery. These programs have been well received by students who have been successful in earning graduation credits. As a result of this success, Eric has been exploring online curricula and the research around them. This led him to learn about Carpe Diem-Yuma and to share this interest with others who would become iTech founders.

Last January 2013 Eric, EHHS Business Manager Ryan Marchant, and EHHS Board Chair Steve Winitzky travelled to Yuma to learn more about the school first hand. They spent time onsite talking with students, teachers and administrators. In June 2013, board members Susan Soleil and Rich West joined Lindsey, Marchant and Winitzky for a site visit to the newly opened Carpe Diem-Meridian in Indianapolis, Indiana where they were able to tour the school, again talking with staff and students. The group has been communicating with Carpe Diem Schools founder Rick Ogston by phone and email. After further study and discussion, a decision was made to bring to Utah the Carpe Diem model of blended learning education.

Organizational Design

iTech's Governing Board will hire an Executive Director to manage and administer the school and corporation. The Executive Director will hire a Principal to oversee the educational aspects of the school and a Business Manager to oversee the finances and facility. The basic organization structure is represented in the following graphic.



[iTech Academy Articles of Incorporation are located in Appendix K.](#)

[iTech Academy Bylaws are located in Appendix L.](#)

[See Appendix N for minutes of iTech electronic Board meeting where Articles of Incorporation and Bylaws were approved.](#)

Primary Founders

Background documents for the primary founders are included in Appendix J and provide details about their reasons for being iTech founders, the expertise they bring to the effort, their nonprofit experience and their educational backgrounds. Brief summaries are included below for each primary founder.

Paul Campbell is a founding board member of East Hollywood High School, serving as its chair for a number of years, making him well versed in charter school nonprofit board governance. He is a CPA by training and profession whose experience in finance and reporting areas has greatly benefited EHHS and will benefit iTech.

Eric Lindsey is the Executive Director and founder of Fast Forward and East Hollywood High School. He has a passion for successfully serving secondary students with a decade of experience doing so. He is an experienced and successful Utah charter school operator and school director.

Ryan Marchant is the Business Manager of Fast Forward and East Hollywood High School who is also passionate about providing successful educational experiences to teenagers. He is an experienced Utah charter school operator particularly in the areas of financial management and facilities operation.

Susan Soleil serves on the board of East Hollywood High School. She brings nearly two decades of nonprofit experience as board member and staff to the iTech effort. Susan was staff for more than four years at the Utah Association of Public Charter Schools and, as a result, has broad experience with the Utah charter school movement and its educational reform endeavors. Susan is responsible for creating, and maintaining in its early years, the annual statewide Utah Charter School Conference.

Rich West has served on the boards of both Fast Forward and East Hollywood High School. For the past 32 years he has been a professor and researcher at Utah State University with primary interests in models of behavior support, effective instruction and developing tools for behavioral, instructional and programmatic decision-making. Besides his teaching duties, he was the Executive Director of USU's *Center for the School of the Future* where he and his team developed school-based assessment tools used in more than 2200 schools around the country.

Steven Winitzky has served on the board of East Hollywood High School for more than five years and is currently the Board Chair. He also serves as the Treasurer on the boards of two recently authorized Utah charter schools. He helped to found City Academy in 2000 and has more than a decade of experience in charter school operation and finance.

Contributing Founders

The initial founding group, in the process of researching and discussing the blended learning model, began connecting with people also interested in this model. Three were experienced teachers and progressive educators who enthusiastically jumped into the project to help with fleshing out and fine tuning the design of iTech. Eva Belliston, Karen Fairhurst and Brian Grimshaw have very positively expanded the expertise and creativity of the founders. They are principally responsible for authoring two sections of the iTech charter application: the comprehensive program of instruction and the technology design/plan.

Eva L. Belliston, Ed. D.

Education:

Ed. D., Curriculum Development/Instructional Design, University of Phoenix, 2013

National Board Certified Teacher, Early Adolescent Literacy, 2007

M.F.A., Theatre, University of Utah, 2001

B.A., English/ Health Education, Southern Utah State College, 1982

Experience:

31 years, Middle School Teacher, Dept Chair, Team Leader, Crescent View Middle School

15 years, Consulting Educator, Jordan School District

Middle School Teacher of the Year, Jordan School District, 2006

Utah Middle Level Association, Team of the Year, 2009

Statement of Philosophy:

I have vast experience in the educational process as a teacher, a parent and a student. I am proud to say that schools do many things right. Public education is arguably the greatest accomplishment of the last century, in that the foundations gained there have made everything else possible. I know, however, that the process of learning is not the same for everyone. I believe that there are many ways of learning that are not easily streamlined in a viable mass production unit that churns out diploma-ed workers. This is the reason that I am a believer in the charter school movement. I am a founder of this school because I know what it is to not fit the mold. I also know that one of the gifts and promises our current technological advancements can give us is individualization. Students and their parents should be able to choose how their education will be delivered. A strong rigorous curriculum, belonging to a community of learners who value your contributions and the opportunity to pace your instruction is a gift this school can deliver. I am proud to be out on the edge of what this approach can do for our future.

Karen Essex Fairhurst, M. Ed.

Education:

M.Ed., Educational Leadership/Administration, Boston University, 2006

B.A., English, Southern Utah University, 1998

Teaching experience: 11 years

Current position: Teacher, Crescent View Middle School, Canyons School District

Why I am contributing to the development of iTech:

I am a strong believer in school choice. All students have the right to a free and appropriate education. I entered the field of education with the belief that our current traditional schools delivered just that - a free and appropriate education, but one that would provide students with the skills needed to be successful contributors to society upon high school graduation. Prior to the current school year, I have worked in inner-city schools, most of them failing to provide students with even the most basic tools I believed to be the core of a good education. I attributed much of this to the demographic with which I was working and just did the best I could. My most recent teaching assignment prior to where I am currently, was with a charter school that was highly successful with the same demographic I'd been making excuses for throughout my career. I learned that "every child can learn" was more than just a tag line -- but a truth that can be accomplished by highly effective teachers and individualized instruction. In my current assignment, I see that it's not just inner-city schools with demographics from lower socio-economic populations that are not fulfilling students' needs. I believe in the blended learning model and the personalized education proposed by iTech. I am thrilled to be a part of a group offering a school choice that will meet the needs of students, giving them an educational foundation that prepares them for success.

Brian K. Grimshaw, Ed. D.

Education:

Ed. D., Educational Leadership/Curriculum and Instruction, University of Phoenix

M.A., Learning and Technology, Western Governors University
B.S., Composite Visual Arts and Secondary Education, Southern Utah University

Experience:

16 years teaching experience in public education

8 years teaching experience in higher education

- 1997-1999 Pinon Unified School District #4 - Elementary Art Specials Teacher.
- 1999 - 2006 Jordan School District – Teacher – Crescent View Middle School.
 - o Art Foundations, Ceramics, Technology, Keyboarding, Computers in Business
 - o Department chair, Accreditation Committee team leader, Network administrator, Information Technology Coordinator
 - o 2006 - 2013 Jordan School District – Teacher – Valley High School
 - o Computer Technology, Art Foundations, Distance Learning
 - o Department chair, Accreditation Committee Team Leader, Network administrator, Information Technology Coordinator/team leader, Webmaster, Comprehensive School Improvement Committee member
- 2002 – 2013 Jordan School District – Consulting Educator
- 2003 – 2004 Applied Technology Teacher of the Year
- 2003 – O.C. Tanner Excellence in Education Award
- 2006 – 2013 University of Phoenix – Undergraduate and Graduate Instructor

Statement of Philosophy:

I have extensive experience in education at all levels, and from the points of view of a parent, student, and teacher. Although I believe public education in this state is meeting the needs of the average student, there are a significant number of outliers whose needs are not being met by the education system in its current state. Because of significant advancements in technology, communication, and digital connectivity, the ability to meet the needs of all students has matured. To take full advantage of contemporary advancements in technology requires a significant paradigm shift in the way students, teachers, and parents interact to promote fully an individualized, effective educational path. A paradigm shift of this magnitude is currently beyond the scope of local school districts whose hands seem tied by tradition, old-school leadership, limited resources, and overcrowded classrooms. This is why I am delving into the charter school movement and using my experience to help found a school unlike the ones currently available to local students. I am a founder of this school because I believe the technology-based instruction and overall structure of the school will be able to reach those outliers whose needs are not currently being met. The opportunity for individualized, personal, effective education is something this unique school will be able to offer students and parents. I have personally witnessed the profound affect technology and personalization can have on learning, and am proud to be part of a school that will use these powerful tools to benefit students.

<i>Indicator – Board performance & stewardship</i>		
Measure	Metric	Board Goal
Board member development	Percentage of board passing all available board training modules on the State Charter School Board website	100%
Regulatory and reporting compliance	Percentage of all required reports that are submitted to state agency complete, accurate, and on time	100%
Regulatory and reporting compliance	Articles of Incorporation, Board Bylaws, and Charter are all in agreement and the school's Charter is not changed without proper amendment from chartering entity	100% agreement

9. COMPREHENSIVE PROGRAM OF INSTRUCTION

Vision and Emphasis

The instructional programs envisioned for iTech Academy will use a style of blended learning classified as rotational (Horn, Staker, Hernandez, Hassel & Ableidinger, 2012). Students spend time at a specific site (the school) and divide their time between personalized online instruction and supplemental instruction taught by highly qualified and state licensed teachers. The online curricular delivery is supervised by trained paraprofessionals or coaches who are ever present in the Learning Center, or the computer lab, answering questions, keeping students on task, and monitoring student progress. Failure to understand a concept or the inability to move to the next level of learning is immediately identified. Coaches quickly problem solve for getting the student back on track - in real time. Adjustments in speed of delivery, reading and math levels, and all subject areas can also be made in a timely manner. In a situation where a student fails to master standards designated within a course of study, over a longer period of time, the interdisciplinary team of teachers and coaches, along with the school principal, will meet to determine the nature of the problem and remedy it as quickly as possible. This ability to meet students' individual academic needs, as well as to provide for their social and emotional development, is a hallmark of blended learning's potential in K-12 education.

Workshops, taught in classrooms by teachers in a face-to-face environment, support and provide supplemental instruction to the online curriculum. Workshops can be scheduled for three-to-six week periods, depending on the needs and interests of students. Workshops will be created by teachers within their discipline to support online courses. Workshops will allow teachers to give context to the online learning taking place and focus on the relevance of concepts. Whether students are working to catch up with peers or are learning ahead of their peers, these workshops will strengthen the online learning. Students will sign up for workshops each trimester which will be for both academic and elective credit. As with the online coursework, student engagement will be carefully monitored by teachers involved in the interdisciplinary team. Schwiezer, Paechter and Weidenmann (2003) found that using a mix of learning environments improved the learning outcomes for students. By using both online and instructional delivery through a workshop model, student outcomes will be optimized.

This approach to instructional programming allows for a level of personalization according to students' learning needs, often not possible in a traditional K-12 environment. At admission, each student is assessed and a Personal Education Plan is developed. The Personal Education Plans (PEP) will include the necessary content for students to progress toward graduation, as well as remedial and /or advanced curriculum based on initial assessments, areas of interest, and student goals. Teachers, coaches, students, and parents will all have input into the make-up of the PEP. These plans are fluid and can be reviewed by the interdisciplinary team, student, and parent at any point in the school year. This provides for the laser focus on student progress as stated in our mission. The inclusion of the PEP in the blended learning model being proposed for iTech is a powerful feature to this charter and provides students with opportunities to advance quickly or probe deeply into subject matters that interest them.

The PEP is at the heart of and drives each student's course of study. At the beginning of each school year, teachers, coaches (paraprofessionals), students and parents develop a customized PEP. The PEP takes into account where the student is, where she or he wants or needs to go, and what it will take to get there. The PEPs will be revised and updated as students grow and mature, accomplish goals and reach educational milestones.

The PEP is more comprehensive than the Student Education and Occupation Plan (SEOP) or College and Career Readiness (CCR) Plan, required by the Utah State Board of Education. The PEP plan is frequently reviewed by the stakeholders and is revised and updated as frequently as needed, as often as several times each year. It is a "living" document based on current student assessment data. Teachers use the PEP in their planning and teaching strategies.

PEPs must always be prepared and evaluated individually. It will never be appropriate or acceptable to hold "small group" PEPs, as in the case with SEOPs or CCRs.

In selecting an online curriculum provider, iTech will require the following:

1. Fully customizable, meaning that the school has the ability to add or delete units or components of units as well as set the acceptable pass rate for quizzes and tests.
2. All courses aligned to the Core Curriculum.
3. Presenters who give 3 to 8 minute video presentations to be licensed and endorsed educators.
4. All courses available in multiple languages to accommodate all students.
5. Courses to be more media driven than text driven.

In our research to date, we are impressed with the course work offered by Edgenuity (previously called e2020), an online curriculum provider with a confirmed track record of college and career prep courses (Park City Independent, 2012). Edgenuity has been used with great outcomes by Carpe Diem-Yuma. Edgenuity coursework is fully aligned with the Utah Core Standards for English Language Arts, mathematics and science. Additional to the Core aligned courses, Edgenuity offers a full complement of social studies, electives, and Advanced Placement offerings that will satisfy the graduation requirements outlined by USOE. In a study of a school in Park City, Utah, using the online materials provided by e2020, (Edgenuity) students attending an adolescent treatment center showed the number of credit recoveries and course completions to be greater among the students using the online materials than students in similar alternative education programs (Park City Independent, 2012).

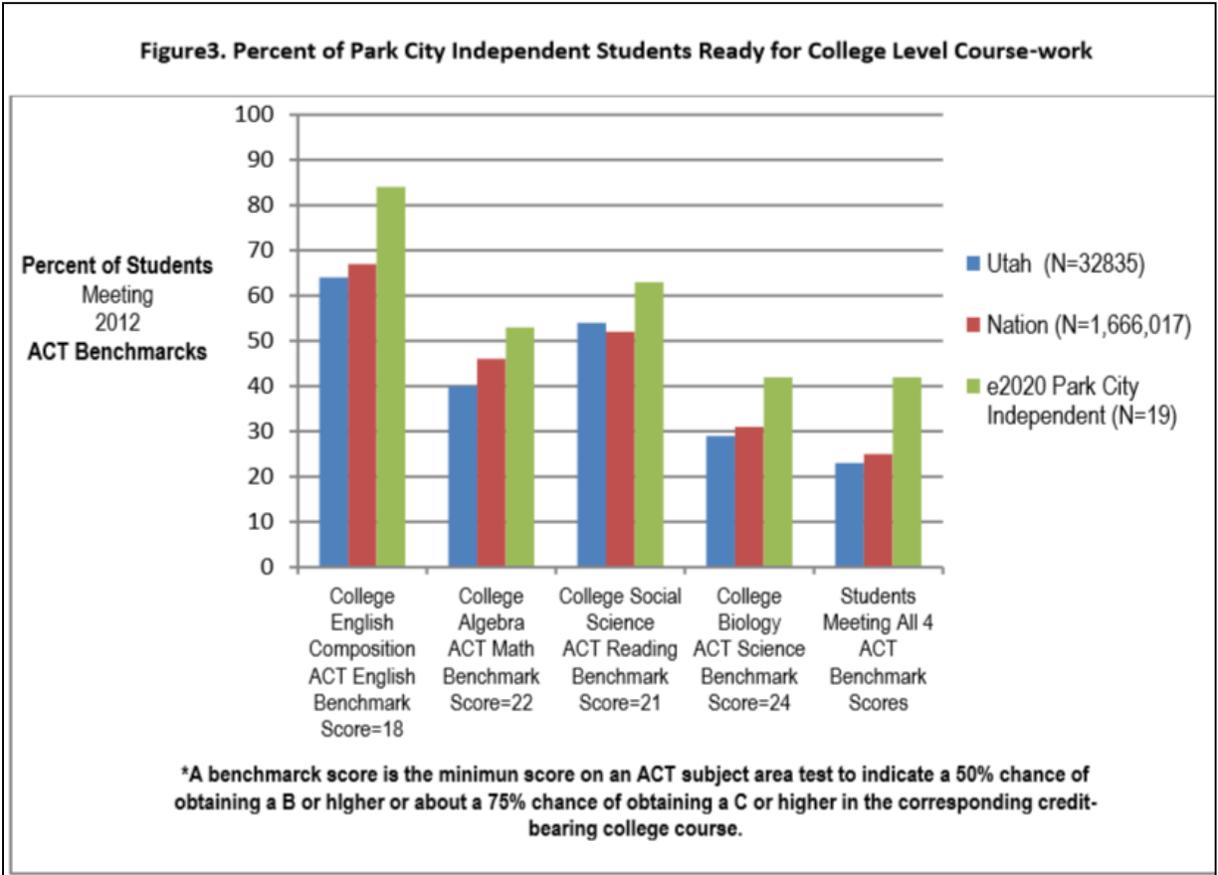
The successful use of Edgenuity's online courses for K12 education is further validated by Innosight Institute, which used Carpe Diem Collegiate High School as a model for their research on blended learning in K12 education (Horn, Staker, Hernandez, Hassel & Ableidinger, 2012). The alignment of courses provided by Edgenuity to the Utah Core Standards, recently adopted by the Utah State Board of Education, makes this provider a good fit for the mission of iTech. The media rich, interactive learning environment created by Edgenuity in their coursework will provide a solid informational foundation for the students served by iTech.

iTech teachers will carefully review each Edgenuity course taught to affirm that the course content matches the Utah Core. If teachers were to find that a required standard was not included in the Edgenuity coursework, they would report the deficiency to the provider and would supplement the curriculum to ensure that the required standard was taught.

Each online course taught will have an iTech teacher of record – a Utah State licensed teacher who has the necessary endorsement to teach the course, and who is responsible for all academic activities related to the course. The teacher of record may utilize material provided by an online curriculum provider. The online curriculum provider may utilize licensed educators (not necessarily licensed in Utah) to make 3 to 8 minute video presentations on the given subject matter. The iTech teacher of record will be responsible for correcting of assignments, quizzes and tests as well as assuring that all students learn the course material.

The iTech student population will include students who wish to accelerate their path through secondary education and those who have not been successful in the regular public school environment. Each student will be tested at entry using Northwest Evaluation Association (NWEA) assessment tools to determine his / her level of academic skill and to determine the courses and pacing of the student's PEP. Once the PEP is in place, students will receive 50% to 70% of their coursework through the Edgenuity online learning management system. The coursework will be completed at the school under the supervision of academic coaches trained in the Edgenuity and other online systems. The academic coaches will assist in assessing student progress, providing real time technological support and making recommendations to the advisory team monitoring each student's progress. By leveraging the technology and real time data generated by each student, iTech can be responsive to student needs and make adjustments in curriculum and pacing in a timely manner.

The research base for the Edgenuity online learning management system indicates that students using this structure are successful. A study conducted in Park City, Utah of a private online school using Edgenuity (then called e2020) found a high percentage of completion of the coursework. An analysis of the American College Test results for the students in Park City Independent School showed 20% more ACT benchmark proficiency than the national average. This gain is considered statistically significant.



Through a combination of online learning and supplemental instruction by highly qualified teachers, iTech will achieve its mission “to educate, empower and equip our students for the life they choose while at high school and beyond graduation.” Under the guidance of our student-support teams, students will choose their path of study, pace of advancement, and workshops for supplemental instruction. Not many schools offer this level of choice, encouraging students to take a responsible role in their education. Through this level of empowerment, coupled with the support of a tight-knit community, students will experience personalized instruction, mentorship, and success.

The technology and online delivery of instruction, along with an emphasis on building relationships and community found in the school’s instructional plan, support the mission of iTech. *Through the use of technology to leverage the personalization of the educational experience for iTech students, in combination with the opportunities for mentoring and building relationships, make this learning model stand apart from other charters.* This unique combination creates an environment that will allow the students served by this school to thrive and succeed.

Supplementary to the academic curriculum delivered via Edgenuity online learning management system, students attending iTech will also have a portion of their school day working with caring, highly qualified teachers. Because there is one teacher for each content area (two, when the school reaches full capacity) students will have the same subject-area teachers throughout

their time at iTech. This enhances the community feeling that is fundamental to the school's mission and vision. And it allows for continuity from year to year. It is through supplemental instruction that students will work within in a team environment developing their creativity, enhancing critical thinking and problem solving skills, and cultivating communication and collaboration skills as outlined in the Partnership for 21st Century Skills research.

SUPPLEMENTAL CURRICULUM

Blended learning has several different models. At iTech, the supplemental curriculum delivered in classroom settings is specifically designed to support courses taken online (Watson, n.d.). iTech's online curriculum, Edgenuity, is standards-based, aligning with the common core. A standards-based curriculum includes specific criteria each student is expected to learn and be able to perform (Pre K-6 Curriculum Alignment Study Team for Literacy Planning, 2013). To support the online standards-based curriculum, each school year will be divided into three twelve-week trimesters that will be further divided into three-to-six week standards-based workshops. Workshops will be content-based by unit of study and offer choices for project-based learning connected to each student's online classes and/or Response to Intervention (RtI) to support students in need of remedial or extended instruction for any given course. Choices for workshops will be made in conferences with coaches and teachers during the development of the student's Person Education Plan and revised as needed.

Project-Based Learning

Workshops, as much as possible, will use project-based learning (PBL) as an extension of the online learning. It will be standards-based and focused on the implementation and assessment of the common core. PBL adds skills of application and synthesis of learning as it leads students to create a product or solve a problem.

PBL is a form of pedagogical principles claiming students learn best by applying learning in a way through which they experience and solve real-world problems. PBL includes creating authentic learning experiences where teachers and students work together to identify or create a realistic problem or project that aligns with students' skills and interests; requires mastery of common core standards, and at its completion demonstrates understanding of those core standards through the development of a solution or product (Vega, 2012). At iTech, PBL will include structured group work enhancing the asynchronous grouping (self-paced progression based on mastery of concepts) highlighted in students PEPs; multi-faceted assessments through which students receive formative feedback throughout the process of their work, giving opportunities for improvement and revision; and participation in professional learning networks. These could take the form of externships with local companies or paired mentorships with professionals working in the field most applicable to the relevant project.

The inclusion of project-based learning in the instructional model at iTech is research based; some of the highlights of the reviewed research that are most applicable to applying project-based learning to the blended learning model include:

- ✓ PBL is more effective than traditional learning for long-term retention, skill development and satisfaction of teachers and learners (Does PBL work?, 2009). In relationship to

blended learning, PBL is especially relevant because it allows students to take concepts learned online and apply them to an output-oriented model where they create a product based on their learning. This then connects concepts, deepens knowledge, and fine-tunes skills.

- ✓ PBL is more effective than traditional instruction for preparing students to integrate and explain concepts (Does PBL work?, 2009). This research supports the instructional practice of using PBL for formative and summative assessment data to ensure online learning is internalized to the point of utilization.
- ✓ PBL improves students' mastery of 21st-century skills (Does PBL work?, 2009). As a part of our mission statement, the focus on mastery of 21st-century skills summarizes the compatibility between blended learning and PBL.
- ✓ Students who participate in PBL benefit from improved collaborative skills (Burns, n.d.). With community and relationships being core philosophies guiding iTech, collaborative skills such as understanding multiple perspectives, teamwork, conflict-resolution and time management are essential to the success of iTech and its students.

Response to Intervention

Response to Intervention (RtI) begins with high quality instruction (often called Tier 1). This is the instruction delivered to all students in a course, although it can be differentiated by interest or ability. At iTech, Tier 1 instruction will be delivered online and in the classroom. Students who don't respond to Tier 1 instruction, as is evidenced by failing or low scores on formative assessments, are provided with specific, research-based interventions to match student needs, typically in smaller groups. These smaller groups will serve as our Tier 2 and 3 interventions, with more intensive interventions being offered in Tier 3. In addition to project-based learning, classroom time at iTech will be used for RtI. Initially, students who are not mastering online curriculum will be serviced by the trained coaches facilitating the online learning by adapting courses to remediate materials or adding supplemental tutorials. Since supplemental instruction specifically supports online instruction, students not mastering online content, even after adjustments by the trained paraprofessional coaches, can be referred to classroom teachers for RtI. During a three-week workshop, students in need of remediated or extended instruction of content can work directly with classroom teachers using specific, research-based interventions to guide students toward mastery. At the conclusion of the three-week workshop and after assessment to ensure mastery, the student's PEP will be revisited to determine the next course of action. If a student is still not successful following Tier 2 and 3 interventions, the student will be referred for special education testing. There are many models of RtI, and the research is ongoing. Most research at this point focuses on movements and implementations of different models in various states and within differing programs (Burns, 2010). iTech will use a Three-Tier model.

METHODS OF INSTRUCTION

Due to asynchronous online scheduling of student content according to PEPs, classes will be grouped flexibly both heterogeneously and homogeneously differentiated by student interest, skill level and age level. While all instruction supports the standards-based online curriculum,

methods of instruction will be made up primarily of project-based learning and Response to Intervention.

Central to the philosophy of iTech, is the personalization of education. Through each student's PEP, his / her individual needs will be met. The process will include assessment, drafting, implementation, and then a series of reassessments and revisions as the student progresses through content. Systematically revisiting PEPs for revision and assessment will ensure that students' needs will be recognized and addressed as they evolve. This includes any needs that would fall under special education, 504 plans, English Language Learners, and students in need of credit recovery.

Elementary Schools (K – 8) – *not applicable*

iTECH ACADEMY EDUCATION REQUIREMENTS: Middle School (grades 7 – 8)

See [R277-700-5](#) Utah Board of Education Rule.

Students in grades 7-8 shall earn a minimum of 12 units of credit to be properly prepared for instruction in grades 9-12.

Grades 7-8 Core Curriculum Requirements and units of credit.

General Core (10.5 units of credit)

- a. Language Arts (2.0 units of credit);
- b. Mathematics (2.0 units of credit);
- c. Science (1.5 units of credit);
- d. Social Studies (1.5 units of credit);
- e. The Arts (1.0 units of credit):
 - (i) Visual Arts;
 - (ii) Music;
 - (iii) Dance;
 - (iv) Theatre.
- f. Physical Education (1.0 units of credit);
- g. Health Education (0.5 units of credit);
- h. Career and Technical Education, Life, and Careers (1.0 units of credit);
- i. Educational Technology (credit optional);
- j. Library Media (integrated into subject areas).

Board-approved CRT's shall be used to assess student mastery of the following:

1. Reading;
2. Language arts;
3. Mathematics; and
4. Science in grades 7 and 8.

Courses: Courses available to iTech students are described in the Edgenuity Course Catalog.

iTECH ACADEMY GRADUATION REQUIREMENTS: High School (grades 9 – 12)

See [R277-700-6](#) Utah Board of Education Rule.

Students in grades 9-12 shall earn a minimum of 26 units of credit through course completion or through competency assessment consistent with R277-705 to graduate.

Grades 9-12 Core Curriculum credits from courses approved by the Board, as specified:

English/Language Arts (4 Credits)

Mathematics (3 Credits)

Successful completion of Secondary Mathematics I, II, and III or higher.

Parents may request that students replace Secondary III with a course from the Applied or Advanced approved course list.

Students who successfully complete Calculus have met graduation requirements regardless of the number of credits they have taken.

Science (3 Credits)

2 Credits (from the four science foundation areas; Earth Systems, Biological Science, Chemistry, or physics).

1 Credit (from the foundation courses or the applied or advanced science core list).

Social Studies (3 Credits)

1 Credit (U.S. History)

0.5 Credit (Geography)

0.5 Credit (Civilization)

0.5 Credit (U.S. Government and Citizenship)

0.5 Credit (General Financial Literacy)

Directed Coursework (3 Credits)

1.5 Credit (Fine Arts)

1 Credit (CTE)

0.5 Credit (Computer Technology)

Physical Education Health (2 Credits)

0.5 Credit (Health)

0.5 Credit (Participation Skills)

0.5 Credit (Fitness for Life)

0.5 Credit (Individualized Lifetime Activities)

Electives (8 Credits)

Total Credit Hours (26)

Board-approved CRTs shall be used to assess student mastery of the following subjects:

1. reading;
2. language arts through grade 11;
3. mathematics as defined under R277-700-6C(2); and
4. science as defined under R277-700-6C(3).

Students with disabilities served by special education programs may have changes made to graduation requirements through individual IEPs to meet unique educational needs. A student's IEP shall document the nature and extent of modifications and substitutions or exemptions made to accommodate a student with disabilities.

Graduation requirements may be modified for individual students to achieve an appropriate route to student success when such modifications:

1. are consistent with the student's IEP or SEOP or both;
2. are maintained in the student's file and include the parent's/guardian's signature; and
3. maintain the integrity and rigor expected for high school graduation, as determined by the Board.

Courses: Courses available to iTech students are described in the Edgenuity Course Catalog.

EDGENUITY COURSE CATALOG 2013-14

It is anticipated that iTech Academy will utilize the online course offerings available through Edgenuity. Follow the link below to review Edgenuity courses available for the 2013-14 school year.

<https://dl.dropboxusercontent.com/u/58642539/Edgenuity%20Course%20Descriptions%202013-14.pdf>

SUPPORT FOR STANDARDS AND USE OF DATA

The content standards have been described in the Supplemental Curriculum portion of this section. The unique learning model of iTech puts assessment in real time and achievement data at our finger tips. It will not be necessary to purchase special software to maintain achievement data and review it occasionally. Instead, the teachers, coaches and school leaders will constantly know how well each student is grasping concepts and moving through lessons (see description below). Support and encouragement will be constant and will reinforce the Person Education Plan (PEP) for every student.

Both the Executive Director and the school Principal will ensure that teachers and coaches are trained on how to use the assessment data and steps to take to assist students who might be lagging behind or push those who want more of a challenge. They will oversee the process of

getting the best data possible to the teachers and coaches so they can quickly make course corrections for any student or revise his or her PEP.

Summative assessments, embedded in each course of study, will be used at the end of every program of study or course to ensure students have achieved program objectives and goals.

iTech will utilize summative assessments to evaluate the student’s Personal Education Plan (PEP), and IEP if applicable, and, to determine the effectiveness of curriculum and instruction with each individual student.

iTech is fully committed to ensuring that Edgenuity is aligned to all Utah Core Standards. The faculty and staff will undergo ongoing professional development in the area of standards, to facilitate full compliance and alignment with Utah Core Standards. Teacher evaluations will have components based on the appropriate integration of Utah Core Standards into their instructional practices. All Edgenuity courses (or other online curricula) iTech will be using are based on Utah Core Standards.

Teachers will be provided with an understanding of iTech’s student achievement goals, and will be encouraged to develop strategies to enhance the school’s ability to meet those goals. Teachers’ training and supervision will guide them in providing instruction and facilitating student learning aligned with the Utah Core Standards, and in helping students achieve subject mastery in meeting or exceeding the Utah Core Standards requirements.

In addition to assessments built into each Edgenuity course, teachers will regularly administer their own periodic tests in specific subjects. Projects, reports and other assignments will offer more information for teachers to measure a student’s proficiency as well as subject mastery.

High Schools Near Midvale: CRT Results, Graduation Rates, School Grades, Utah, 2012-13 data, USOE

LEA	High School	CRT Language Arts	CRT Math	CRT Science	Graduation Rate	College Career Readi	Percent Score	Grade
CANYONS DISTRICT	HILLCREST HIGH	88%	29%	70%	73%	110/150	64%	C
CANYONS DISTRICT	JORDAN HIGH	86%	32%	55%	79%	121/150	60%	C
GRANITE DISTRICT	COTTONWOOD HIGH	71%	24%	41%	75%	115/150	54%	D
CHARTER SCHOOL	AMES	95%	80%	78%	97%	129/150	81%	A
MURRAY DISTRICT	MURRAY HIGH	92%	53%	74%	84%	126/150	72%	B
CHARTER SCHOOL	BEEHIVE	93%	86%	68%	44%	66/150	74%	B
GRANITE DISTRICT	TAYLORSVILLE HIGH	83%	14%	52%	82%	123/150	57%	D
JORDAN DISTRICT	WEST JORDAN HIGH	80%	16%	53%	73%	111/150	56%	D
CHARTER SCHOOL	ITINERIS	97%	19%		93%	144/150	65%	C
Average of selected schools-->		87%	39%	61%	82%	116/150	65%	C
State average-->		84%	83%	85%	81%			

<i>Indicator – Student achievement level</i>		
Measure	Metric	Board Goal
High School graduation rate	Percentage of students graduating high school calculated using Utah’s graduation rate formula	85%
College entrance exam composite and subtest measures	Median score by disaggregated groups	22.0
Proficiency levels on state assessments by subject	Percentage of students scoring at proficiency on CRT by subject, and by disaggregated groups	CRT-LA 90% CRT-Math 70% CRT-Science 70%
Growth on state assessments	Median growth percentile (MGP) on State assessments (all subject areas)	55

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10. SCHOOL CLOSURE PLAN

In the event of the dissolution of the school, whether by planned cessation of operations or by revocation of the charter, iTech will ensure that adequate planning and resources are in place to protect students and families, employees, debt holders and taxpayers. Throughout the closure process the school will comply with Utah State Statute governing charter school closures [53A-1a-510.5](#) and charter school assets [53A-1a-517](#), Utah State Board of Education rules, IRS regulations and its own Articles of Incorporation.

The reason(s) for closure would most likely fall into one or more of the following categories:

- ✓ Academic failure or underperformance – the inability to deliver the student outcomes promised by the school’s charter and/or to meet state assessment measures.
- ✓ Financial insolvency and/or mismanagement – more than 80 percent of charter school closures nationally are for financial reasons. Whether through misfeasance or malfeasance, a financially troubled charter school cannot successfully meet its academic commitments to students and families.
- ✓ Organizational incompetence – charter schools in organizational disarray generally lack the ability to change and improve thus making them unable to fulfill their commitments to students and the State.
- ✓ Non-compliance – a charter school that is consistently and seriously out of compliance with state or federal regulations is an indication of disregard for public accountability or a demonstration of incompetence that could justify closure.

iTech’s charter document contains measurable goal tables in several areas of the school’s operation set by the Board of Directors. The Executive Director and Principal are responsible for achieving them. Goal indicators, measures, metrics and targets will be set and evaluated annually by the Board and Executive Director in six areas of our organization and school.

1. Mission-specific Goals
2. Student Engagement
3. Student Achievement
4. Finance/Operations
5. Governance
6. Community Engagement

Through the Board’s evaluation process, it is possible that the school’s performance in one or more of the six areas above may be so lacking as to justify closure of the school. It will be the Board’s responsibility to evaluate and make such a determination. And, of course, if iTech’s academic performance, competence or compliance were inadequate or insufficient, the authorizer or the Utah State Board of Education may order the school closed.

In the event of closure, iTech will follow the guidance outlined in the *Sample Closure Framework* developed through a collaborative initiative of the Colorado Department of

Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute as part of the Building Charter School Quality project. The *Framework*, along with its timeline and checklist suggestions, can be obtained at www.charterschoolquality.org.

Once the closure process is initiated, the iTech Board will establish a transition team that includes, at a minimum, the school's Board president (or other designed Board representative), Executive Director, Principal, Business Manager, as well as a representative from the USOE Charter School Office/State Charter School Board. The primary mission of the transition team will be to develop a comprehensive closure plan that includes a timeline with designated roles of responsibility. The transition team may decide to contract with a qualified individual or an organization to oversee the dissolution process and execute the closure plan. The closure process has many tasks. The closure plan will outline tasks in the following areas:

- ✓ communications/notifications to students/families, affected school districts
- ✓ welfare of students and families/reassignment to new schools/transfer of student records
- ✓ notification to entities doing business with the school
- ✓ school personnel
- ✓ the status of the school's finances
- ✓ financial resources needed for closure process
- ✓ return or distribution of assets
- ✓ submission of all required reports and data to the authorizer and/or state

The transition team will develop a budget to underwrite the closure process that will include provisions for paying an executor to oversee the process, finance/legal support and operating funds. iTech will work to ensure it builds a reserve of at least five percent of annual budget along with six months of fixed costs to cover overhead and additional costs related to the closure process.

Within two weeks of the closure determination, the school's governing board will provide written notification to all applicable entities, including:

- ✓ State Charter School Board
- ✓ State Board of Education
- ✓ parents
- ✓ students
- ✓ faculty and staff
- ✓ creditors/debtors
- ✓ school district in which charter school is located
- ✓ other charter schools within the same district
- ✓ other districts or charter schools which may be affected by the closure

The written notice to all entities as previously listed will include:

- ✓ the proposed date of closure and other significant timing information
- ✓ a plan for how to identify new schools for current student body
- ✓ guidance to assist student transition into new schools
- ✓ contact information for the school's office
- ✓ contact information for iTech's leadership staff and the transition staff
- ✓ contact information for members of the Board of Directors

iTech will present a more specific and current plan to the authorizer and state as soon as possible after the decision to close is made. The plan will include the following:

- ✓ financial analysis, audit and budget for executing closure plan
- ✓ establishment of the necessary personnel to implement the closure plan
- ✓ development of a comprehensive student relocation plan that collaborates with potential receiving schools and districts, that thoughtfully considers the challenges of student and families to move to another school and that includes a comprehensive communications component
- ✓ protection of student files and school business records
- ✓ establishment of a base of operation that remains constant through the closing process and provides, as a minimum, appropriate and safe office space, consistent hours of operation
- ✓ an operating telephone with voice mail capabilities to facilitate information flow
- ✓ an operating computer with internet connection to facilitate information
- ✓ a media and communications strategic plan in coordination with the State Charter School Board and other entities as appropriate
- ✓ maintenance of insurance and risk management coverage throughout the transition to actual closure and for a period of time following closure as specified by the authorizer and/or state
- ✓ a complete financial audit will be scheduled and subsequently performed as soon as the decision to close is made
- ✓ an inventory of all assets belonging to the school will be conducted
- ✓ safeguarding school assets against theft, misappropriation or deterioration
- ✓ identification and communication to all creditors of the school

Any and all assets held which are subject to specific conditions or limits as described in Utah Code 53A-1a-517 shall be disposed of according to those specific conditions and limits. Unless a donor or grantor specifically provides otherwise in writing, all assets described previously shall be presumed to be made to the school and shall be included in the school's assets. All assets purchased with school funds shall be included in the school's assets. iTech may not dispose of its assets in violation of the provisions of state code, state board rules, policies of its chartering

entity, or its charter, including the provisions governing the closure of a charter school under Section 53A-1a-510.5.

All liabilities and obligations at the closing shall be paid and discharged or adequate provisions shall be made to discharge the liabilities and obligations to the extent of iTech assets. The remaining assets shall be returned to the authorizer and/or the state, although either the authorizer or the state may liquidate assets at fair market value or assign the assets to another public school. To the extent possible, all leases, service agreements, and other contracts not necessary for the transition should be terminated.

iTech shall submit all documentation required by the authorizer, including documents to verify its compliance with procedural requirements as well as satisfaction of all financial issues. When iTech's financial affairs are closed out and dissolution is complete, the authorizer and/or state shall ensure that a final audit is completed. The State Board of Education may make rules that provide additional closure requirements upon charter schools or that specify elements of charter school closure plans so this current policy is subject to change.

11. DISMISSAL PROCEDURES AND SUSPENSION/EXPULSION POLICIES

[See the Suspension/Expulsion Policy in Appendix C](#)

12. COMPLAINTS

iTech parents play an integral role in their child’s education and parent involvement is welcomed in all aspects of the school. Open and effective communication between parents and the school is encouraged. Complaints arise in schools as they do in other human endeavors. Good resolution begins with a school climate that is open, inviting, and responsive. This climate must be set by the iTech team – Director, Principal, faculty, staff and Board. This climate must be complemented by a written policy establishing the guidelines for handling complaints and other unresolved problems.

[See Complaint Policy in Appendix D](#)

13. PARENTAL INVOLVEMENT

The following strategies will be used to ensure parent/guardian involvement:

iTech will assist in the creation of a Parent/Guardian Organization, PTA or PTSA and provide support for its meetings, communications and activities.

As per the Bylaws of iTech Academy, the recognized Parent/Guardian organization will annually select one parent to participate in the governance of the school by becoming a voting member of the Board of Directors for a one-year term.

Initial orientations will educate both students and parents/guardians on how to get the most out of the iTech model so that together, parents and students will understand the potential that this blended model holds for learning at one's own pace and accelerated learning. We will also explain how the specific workshops and classrooms compliment the online learning and, when feasible, invite parents/guardians to volunteer to help with some of the workshops.

Annually, iTech will conduct a comprehensive survey (such as the *Indicators of School Quality* from the USU's Center for the School of the Future) to evaluate and monitor school improvement. The views of parents will be an important component of any school quality assessment.

IEP and College and Career Readiness Plan conferences will keep parent/guardians updated and involved in the progress and development of their student's education. These dialogue sessions, and parent-teacher-student conferences, with parents/guardians, teachers and students will be an important way to understand a student's background and educational experience, which is critical in assessing the needs of students and creating each individual learning plan.

The iTech staff will communicate an open door policy that allows parents/guardians to visit with administration and staff about concerns, complaints, compliments, and ideas for bettering the school community. A safe, comfortable environment that fosters open communication will allow families to feel they have a voice. Empowering both student and parent/guardian voices will help foster youth and parent/guardian civic awareness and a sense of civic responsibility.

The iTech staff will maintain open lines of communication between parents/ guardians and the school through our website, e-newsletters, other forms of social media, phone calls and home visits when appropriate. We will communicate school news, activities, and volunteer opportunities as well as promote school goals, school culture, and school spirit. We will also share highlights of student achievement and academic results.

14. EMPLOYEES

iTech is committed to providing students with an excellent educational experience that combines the finest talents of teachers and coaches, support from administrators and other qualified staff, with the power of online computer learning. Below are descriptions of the qualifications of key staffing positions, followed by job descriptions. Note that iTech will have an Executive Director and a Principal. Duties are outlined below.

Administrators

Executive Director

Required qualifications of the Executive Director:

- ✓ Maintains organizational vision/direction
- ✓ Maintains passion for success and excellence
- ✓ Self-motivated and hard working
- ✓ Entrepreneurial and flexible
- ✓ Knowledge of school budgeting process and funding
- ✓ Strong supervisor who cultivates personal loyalty
- ✓ Knowledge of the effective operation of organizations, and methods of resolving organizational conflicts
- ✓ Broad knowledge of education and general law
- ✓ Relates and communicates well with others
- ✓ Professional and courteous in all relationships
- ✓ Philosophical alignment to competency-based instruction/education
- ✓ Clear and explicit communicator of vision/direction
- ✓ Culture and team builder
- ✓ Able to work effectively and proficiently under high-stress conditions
- ✓ Able to oversee business and facilities management
- ✓ Minimum of ten years working in an education environment
- ✓ Minimum of five years in school administration/management in secondary education
- ✓ Minimum of five years' experience in charter schools
- ✓ Success and experience with entrepreneurial ventures
- ✓ Experience with maintaining a strict organizational budget
- ✓ Minimum of ten years in supervisory/managerial positions

Detailed job description for the Executive Director: The Executive Director (ED) of iTech Academy is the Chief Administrative Officer of the school, with responsibility for administering the school in conformity with board policy and state and federal laws/rules. The ED has the right to speak on all matters to the Board of Directors. He/she is hired by, reports to, and serves at the will of the board, which is the governing body of the school. He/she is responsible for both the educational and business functions of the school and works closely with the business manager in overseeing and performing all financial and business responsibilities. The ED works closely with the principal in the planning, developing and directing the overall educational programs to fulfill the educational needs of all students and to achieve the goals and objectives of the Board of Directors. He/she will provide support, encouragement, training and counsel to the Principal

in any and all matters as requested or as deemed necessary. Although the ED may delegate appropriate powers and duties so that operational decisions can be made at various administrative levels, he/she is responsible for the execution of these powers and duties and will establish administrative regulations as needed to manage the school.

The ED, together with the board, is charged with developing and maintaining the vision and direction of the school and communicating that vision and direction to the principal and other staff members. He/she develops long-range plans for the educational and operating programs of the school and will act with responsibility and professionalism in all matters, always serving as an example of integrity. The Executive Director reports to the Board of Directors.

Duties and Responsibilities of the Executive Director:

1. Administers the development and maintenance of a positive educational program designed to meet the needs of the students and the community
2. Makes administrative decisions necessary for the effective and efficient operation of the school. Acts on own discretion when emergency action is necessary in matters not covered by established policy. Closely coordinates with principal in so doing and reports such emergency actions to the board and recommends policy for future guidance
3. Prepares the agenda for board meetings, in consultation with the president of the board. Prepares and submits recommendations to the board relative to all matters requiring board action, placing before the board such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions
4. Advises the Board on the need for new and/or revised policies and sees that all policies of the Board are implemented
5. Keeps abreast of educational developments and changes in law effecting the school and advises the Board regarding these developments and changes
6. Recommends the number and types of positions required to provide proper personnel for the operation of the school
7. Nominates for appointment, assigns, transfers, and defines the duties of all personnel, subject to approval of the Board
8. Advises and recommends in matters of business administration, organization, finance, instruction, school facility planning and other functions of the school program
9. Oversees and directly manages the physical facilities of the school and recommends improvements and renovations needed
10. Conducts a continuous study of the progress, needs, programs, and conditions of the school and keeps the public and the Board informed concerning his/her findings
11. Unless excused by the Board, attends and participates in all meetings of the Board and its committees, except when his/her own employment or salary is under consideration
12. Reports to the Board the case of any employee whose service is unsatisfactory, and recommends appropriate action
13. Holds such meetings of administration, staff and teachers as necessary for the discussion of matters concerning the improvement and welfare of the school
15. Recommends to the Board for its adoption all courses of study, curriculum guides, and major changes in textbooks and time schedules to be used in the school

16. Submits to the Board a clear and detailed explanation of any proposed procedure which would involve either departure from established policy or the expenditures of substantial sums of money
17. Maintains adequate records for the school and the board, acts as custodian of such records and of all other papers belonging to the Board
18. Makes recommendations to the Board concerning the transportation of pupils in accordance with the law and the requirement of safety
19. Meets with the Board on a regular basis to mutually establish the goals and priorities of the school;
20. Meets with the Board on annual basis to discuss the progress of the school in meeting the goals and priorities that have been established
21. Attends conventions and conferences to keep abreast of the most promising initiatives and best practices in the field of education
22. Acts on all matters of employee misconduct, discipline and termination of employment consistent with school/board policy and reports such actions to the Board
23. Recommends salary changes or dismissal/non-renewal of administrators and teachers to the board as necessary
24. Attends a reasonable number of student and staff events
25. Seeks to stay informed about issues and activities in the school that add to, or distract from, the school's mission, vision and belief standards
26. Ensures that the educational program of the school complies with established policy and applicable state and federal laws/regulations
27. Assists the board in developing annual and long-range goals for the school
28. Develop and implement a hiring process that complies with applicable state and federal laws and attracts the most qualified candidates
29. Recognizes employees for distinguished work and contributions to the school and recommends and prepares board commendations for such employees
30. Ensures that job descriptions for all staff are developed, remain current, and serve as a basis for the evaluation of all school personnel
31. See that the school participates in a student-parent satisfaction survey each year
32. Responds appropriately to employee grievances or problems in accordance with established policy and state/federal laws and regulations
33. Oversees and manages the physical facilities of the school, seeing that all maintenance matters are taken care of in a timely and professional manner
34. Develops and implements short and long-term maintenance plans for school buildings and grounds
35. With the business manager, performs effective financial forecasting and long and short-range financial planning
36. With the business manager, prepares and presents the annual budget and recommends it to the board for approval
37. With the business manager, ensures financial procedures and accounts are maintained and that audits are performed on an annual basis
38. With the business manager, appraises the board of the status of expenditures and receipts on a regular basis
39. With the business manager, aligns budgeted funds and human resources to achieve agreed upon strategic goals

40. Secures legal opinions when needed
41. Work with principal in the development of salaries for all personnel
42. Performs such other tasks as may be assigned by the Board of Directors

Principal

Required qualifications and experience of the Principal:

- ✓ Committed to excellence
- ✓ Self-motivated and hard working
- ✓ Creative problem solver
- ✓ Entrepreneurial mindset, demonstrated ability to work well in a fast-paced environment
- ✓ Well organized, systematic and thorough
- ✓ Strong supervisor who cultivates personal loyalty
- ✓ Sensitive to confidentiality issues
- ✓ Philosophical alignment to competency-based instruction/education
- ✓ Clear and explicit communicator
- ✓ Culture and team builder
- ✓ Technologically proficient
- ✓ Experience with data-based decision-making
- ✓ Student-focused approach and mission driven
- ✓ Ability to motivate administrative team, teachers and students
- ✓ Advanced degree preferred
- ✓ Utah educator license, with administrative endorsement preferred
- ✓ Minimum of five years working in an education environment
- ✓ Minimum of two years in school administration/management in secondary education
- ✓ Success and experience with entrepreneurial ventures
- ✓ Minimum of two years working in charter schools
- ✓ Experience with maintaining a strict organizational budget

Detailed job description for the Principal: The Principal of iTech Academy is responsible for overseeing and managing the day-to-day operations of the school, including the academic programming, school climate and culture, and daily operations. This individual assures that all students are supervised in a safe learning environment. This individual creates and implements time-and cost-efficient systems that facilitate an organized and well managed educational organization. He or she is responsible for ensuring that all staff members are engaged in best practices that will facilitate and nurture the achievement of iTech Academy's unique mission and students. He or she must be comfortable and adept at using data to inform and drive practice and decision-making. This individual must have skills and successful experience working with and building effective teams. He or she must hold and maintain high performance and behavioral expectations for young people and have the ability to engage and motivate reluctant learners.

The principal will share and uphold iTech's core values, will continually focus on the mission, commit to what works, respect the dignity and worth of each individual, and live and act with integrity. The school Principal reports to the Executive Director.

Duties and Responsibilities of the Principal:

1. Establishes and promotes high standards and expectations for all students and staff for academic performance and responsibility for behavior.
2. Manages, evaluates and supervises effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, program evaluation, personnel management, office operations, and emergency procedures. Ensures compliance with all laws, board policies and civil regulations.
3. Establishes the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
4. Supervises the instructional programs of the school, evaluating lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.
5. Approves, within school policy, requests for equipment and supplies, searches for possible economies, and supervises all activities of the school;
6. Establishes procedures for evaluation and selection of instructional materials and equipment, approving appropriate recommendations.
7. Supervises in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school. Ensures a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students.
8. Files all reports required by USOE. Reports should be accurate and on time.
9. Establishes a professional rapport with students and with staff that has their respect. Displays the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serves as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourages all teachers to do the same.
10. Notifies immediately the Executive Director, and appropriate personnel and agencies when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or students appearing to be under the influence of alcohol or controlled substances.
11. Keeps the Executive Director advised of employees not meeting their contractual agreement.
12. Researches and collects data regarding the needs of students, and other pertinent information including the collection of information regarding the post high school activities of students.
13. Keeps the staff informed and seeks ideas for the improvement of the school. Conducts meetings, as necessary, for the proper functioning of the school including weekly staff meetings.
14. Together with the business manager, establishes and maintains an effective inventory system for all school supplies, materials and equipment.
15. Establishes procedures that create and maintain an attractive, organized, functional, healthy, clean, and safe facility.

16. Assumes responsibility for the health, safety, and welfare of students, employees and visitors.
17. Develops clearly understood procedures and provides regular drills for emergencies and disasters.
18. Develops and maintains a master schedule to be posted for all teachers.
19. Establishes schedules and procedures for the supervision of students in non-classroom areas (including before and after school).
20. Maintains visibility with students, teachers, parents and staff.
21. Communicates regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the students in the school.
22. Uses excellent written and oral English skills when communicating with students, parents, teachers and the general public.
23. Maintains accurate attendance records.
23. Maintains and account for all student activity funds and money collected from students.
24. Is a signor on the school operations checking account. Carefully reviews all checks signed and works with the business manager to assure financial responsibility and accuracy.
25. Communicates with the Executive Director regularly about the needs, successes and general operation of the school.
26. Attends and participates in all board meetings.
27. Observes and formally evaluates teachers at least twice each year. Is in classrooms as often as is practical.
28. Identifies staff development and training needs and ensures that training is obtained within approved Professional Development budget.
29. Establishes procedures for safe storing and integrity of all public and confidential school records. Ensures that student records are complete and current.
30. Protects confidentiality of records and information gained as part of exercising professional duties and uses discretion in sharing such information within legal confines.
31. Organizes and supervises procedures for identifying and addressing special needs of students including health-related concerns, physical, emotional needs as well as the needs of all students on an Individual Education Plan (IEP) or 504 Plan.
32. Is thoroughly acquainted with and oversees the school discipline plan and assures that all disciplinary action is consistent with school and state policy and law.
33. Maintains positive, cooperative and mutually supportive relationships with staff, parents, Executive Director and board members.
34. Attends as many extra-curricular activities as practical given home/family/personal responsibilities.
35. Performs any duties that are within the scope of employment and certifications, as assigned by the Executive Director or board and not otherwise prohibited by law or in conflict with contract.
36. Oversees the development of curriculum and keeps the Executive Director and board apprised.
37. Nurtures both students and teachers to achieve their greatest potential academically and instructionally.
38. Monitors and analyzes student performance assessment data.
39. Plans and coordinates school annual master calendar, complying with all state requirements.

40. Together with Executive Director, recruits and trains new teaching and staff personnel as necessary.
41. Selects textbooks, materials, supplies, equipment and software.

Business Manager

Required qualifications of the Business Manager:

- ✓ Minimum of three years of relevant work experience, including charter school or site-based school accounting, preferably with experience in Utah
- ✓ Experience managing and financing a facility
- ✓ Experience and track record of successful charter school financial management
- ✓ Experience working with charter school compliance issues in Utah, or with state regulators and independent auditors
- ✓ Bachelor's degree in a related field
- ✓ Strong accounting academic training, preferably with a CPA
- ✓ Excellent interpersonal and communication skills
- ✓ Management experience is preferred
- ✓ Knowledge of various computer software packages, including MS Word, Excel, and QuickBooks.
- ✓ Ability to use good judgment
- ✓ Ability to work independently as well as part of a team
- ✓ Strong organizational skills

Detailed job description for the Business Manager: The iTech Business Manager may be an individual hired by the Executive Director or the Business Management functions may be performed by a contracted service provider. The Business Manager must be experienced and have a track record of successful charter school financial management.

The Business Manager will work closely with the Executive Director. Together, they are charged with executing and managing the financial operation of the school. The Business Manager, in concert with the Executive Director, will work closely with the Board of Directors in the development of the annual budget, reporting and oversight of the school's finances and business operation.

Duties and responsibilities of the Business Manager:

1. Board of Directors
 - ✓ Works with the Board to provide long range financial planning for the school
 - ✓ Provides ongoing communication to the Executive Director and Board of Directors regarding the financial status of the school
 - ✓ Attends Board meetings as required
2. Management
 - ✓ Supervises finance administrative support staff
 - ✓ May supervise other administrative staff as directed by the Executive Director

- ✓ Responsible for all financial and tax reporting aspects of iTech as per the school's board-approved financial policy and procedures guidelines. Responsibilities include, but are not limited to:
 - Budgeting, budget management and reporting
 - Accounts payable and receivable
 - Payroll, payroll taxes, deposits, reporting
 - Bookkeeping and accounting system
 - USOE, State and Federal reporting and relations
 - Insurances
 - Annual financial audit
 - Banking and reconciliations
 - Vendor relations
 - Procurement
 - Manages student body and parent-teacher organization accounts
 - ✓ Data management and reporting
 - ✓ Manages school property and facility
 - ✓ Manage the school's communication systems, including telephone and internet
 - ✓ Assist with development activities
3. Human Resources
- ✓ Oversees employee benefits program (negotiates when applicable)
 - ✓ Oversees all hiring paperwork (contract, required documents, background checks, and benefit sign-ups)
 - ✓ Maintains personnel files
 - ✓ Maintains Employee Handbook
 - ✓ Manages practices for compliance with labor laws

Administrative Support

Brief job description for the Administrative Support Staff: A team of school secretaries and administrative assistants will help manage the administrative functions related to student records, attendance, etc.

Teachers

It is essential that the teachers hired at iTech are the best of the best. They need to be committed to the mission of the school and to the success of the students. The hiring committee will employ teachers who understand, support and are passionate about the mission and vision of iTech. They must be highly qualified teachers who meet state licensure requirements and can teach grades 7 through 12 in their subject. They must possess specific skill sets and personality traits that will lead to great student outcomes.

Specific qualifications for teachers include:

- ✓ Appropriate Utah teaching license and endorsements
- ✓ Certification showing qualifications to teach all grades 7 through 12 in their subject

- ✓ Knowledge of and experience with all kinds of instruction delivery models: interactive, hands-on, group discussions, Project-Based Learning, etc.
- ✓ Excited about getting daily feedback on the learning that is and is not taking place with each student
- ✓ Ability to make quick course corrections to enhance the learning of every student
- ✓ Comfortable with being the guide on the side and not the sage on the stage
- ✓ Strong technology skills and enthused about blending online learning with their classroom workshops
- ✓ Team player with personal integrity
- ✓ Positive attitude that radiates out to others
- ✓ Deep devotion to the students and accepting of students from all walks of life
- ✓ Successful teaching experiences and a love of personal learning
- ✓ Understanding of how their relationship with the students then enhances relevance and increases rigor
- ✓ Ability to utilize student assessment to inform instructional efforts for individual students and groups of students
- ✓ Excellent communication and collaboration skills with children, parents, peer teachers and community

Teachers must meet R277-510). iTech will provide licensure requirement support for every teacher. Teachers with fewer than three years of successful experience as a licensed teacher will complete the USOE Entry Years Enhancement (EYE) requirements by the end of his/her third year of teaching. At least one teacher on staff will have certification in special education, with a minimum of three years' experience as a Special Educator.

IT Manager / Teacher

Qualifications of the Information Technology (IT) Manager / Teacher:

- ✓ Knowledge and direct experience with data systems
- ✓ Ability to deliver engaging and meaningful professional development to faculty and school leaders
- ✓ Excellent project management and organizational skills
- ✓ Ability to set priorities and manage multiple projects simultaneously
- ✓ Broad and deep knowledge of 7-12th grade data-driven curriculum and instruction
- ✓ Flexibility to adapt to constantly changing environments
- ✓ Passion for improving public education and a desire to help drive student success
- ✓ Knowledge of data processing methods and procedures, and computer software systems
- ✓ Experience with design, management, and operation of managed IT systems
- ✓ Business process analysis and redesign
- ✓ Minimum of 3 years of experience with responsibilities for management and support of student information systems and information technology
- ✓ Significant experience in an educational setting is desirable, specifically in technology and information systems
- ✓ Experience with both shared and outsourced solutions, as well as support of in-house information and communication systems in a multi-site client-server environment
- ✓ Demonstrated success leading assessment, data, and accountability initiatives in schools

- ✓ Ability to develop and implement long-term strategic plans that reflect current realities and yield desired results.

Detailed job description for the IT Manager / Teacher: This person is critical to keeping the online portion of the learning running smoothly and seamlessly. He or she will provide strategic and tactical planning, development, evaluation, and coordination of the information and technology systems of iTech. This individual will help facilitate communication between teachers and coaches, school leaders, students and other staff and the larger community (website and social media). Duties include, but are not limited to:

- ✓ Oversees operations of the student information system.
- ✓ Oversees operations of knowledge management systems.
- ✓ Oversees operations of local and wide-area networks.
- ✓ Responsible for the management of multiple information and communications systems and projects, including voice, data, imaging, and office automation.
- ✓ Designs, implements, and evaluates the systems that support end users in the productive use of computer hardware and software.
- ✓ Develops and implements user-training programs.
- ✓ Oversees and evaluates system security and back up procedures.
- ✓ Responsible for coordinating and optimizing information technology investments.

Special Education Teacher / Coordinator

The Special Education Teacher / Coordinator at iTech will hold necessary credentials to oversee all curriculum and instruction modifications for students with special needs and coordinate the school's IEP process. Qualifications include:

- ✓ Excellent communication skills
- ✓ Knowledge of federal and state laws, regulations and rules, including IDEA 2004 and Utah Special Rules is required
- ✓ Certified in one or more special needs area
- ✓ Strong people skills
- ✓ Ability to locate specialized providers needed, for services identified in IEP's.
- ✓ Technologically proficient
- ✓ Organization skills to implement paperwork and other documentation for IEP's
- ✓ State testing and adaptation abilities

High School Counselor

The Counselors at iTech will provide a comprehensive counseling program for students in grades seven through twelve and specifically provide services to meet the various needs of each student. He or she will consult with teachers, staff and parents to enhance the effectiveness of the school and the success of the students. This individual will prepare students and provide guidance for entry into post-high school educational programs.

Qualifications of the High School Counselor:

- ✓ Ability to apply assessment instruments; plan and manage projects; prepare and maintain accurate records; and use pertinent software applications.

- ✓ Knowledge is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems.
- ✓ Ability is required to schedule a significant number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment.
- ✓ Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using defined methods.
- ✓ Ability to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize specific, job-related equipment.
- ✓ Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines.
- ✓ Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; establishing effective relationships; maintaining confidentiality; meeting deadlines and schedules; setting priorities; working as part of a team; working with detailed information/data; and working with frequent interruptions.
- ✓ Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: safety practices and procedures; age appropriate activities; concepts of grammar and punctuation; health standards and hazards; pertinent codes, policies, regulations and/or laws; office methods and procedures; stages of child development, and standard office software.

Duties and responsibilities of the High School Counselor include but are not limited to:

- ✓ Implement the high school guidance curriculum through delivery of classroom units and infusion in content areas
- ✓ Guide individuals and groups of students through the development of educational and career plans
- ✓ Counsel individuals and small groups of students with problems
- ✓ Consult with teachers, staff and parents regarding the developmental needs of students
- ✓ Refer students with problems to appropriate program specialists or community agencies
- ✓ Participate in, coordinate and conduct activities that contribute to the effective operation of the counseling program and school
- ✓ Participate in and facilitate the intervention team process
- ✓ Evolve and evaluate the counseling program

Coaches / Paraprofessionals

The coaching / paraprofessional positions at iTech are essential to the success of the online learning of each student. These people will understand, support and be passionate about the mission and vision of iTech. They will have a great love of students and be excited about the blended learning model. iTech will hire sufficient paraprofessionals to provide the necessary support in the Learning Center. They will be under the direct supervision of a licensed teacher, and trained to administer UALPA and QIA assessments. To be in compliance with R277-524 all our coaches / paraprofessionals will meet the following qualifications:

- ✓ Have earned a secondary school diploma or a recognized equivalent

- ✓ Have a great understanding of technology and the online learning programs
- ✓ Be able to answer all kinds of questions, on diverse topics, and research answers when they don't know
- ✓ Completed at least two years (minimum of 48 semester hours) at an accredited higher education institution or obtained an Associates (or higher) degree from an accredited higher education institution or satisfied a rigorous state or local assessment about the individual's ability to assist students in core courses
- ✓ Satisfactorily complete a criminal background check

Background Checks

Any employee or volunteer who will have unsupervised time with students (including teachers, coaches / paraprofessionals, staff members, board members, volunteers, etc.) must submit to a criminal background check consistent with R277-516-4. Copies of the background check forms and results will be stored in the school office under the supervision of the office staff. The building will be designed so that the office staff will be able to monitor all incoming and outgoing visitors. All visitors will wear a prominent visitor's badge unless they have a background check form on file in the school office. The Principal will review all background checks at the beginning of each year to keep them current. Annually, a summary of the status of the background checks will be reported to the Executive Director.

Job Descriptions

Job descriptions were included with qualifications in the sections above.

Evaluations

The Executive Director will adopt a staff evaluation process, in consultation with the Principal and teachers, based on best practices across the nation. At the beginning of each school year and no later than thirty days after school starts, a member of the administrative team will work with each teacher to develop an individualized evaluation plan, containing individualized goals, with measurable objectives.

Teachers will be evaluated by a member of the administrative team using data, which allows for both detailed observation of educator practice and specific, objective assessment of student performance. Data may include student performance on required assessments and tests, student and staff attendance, complaints received, as well as other data determined by the administrative team and the teacher, as appropriate. Each teacher will have one major annual evaluation as well one other evaluation during the year, and will be encouraged to engage in self-reflection on their evaluation plan. The school will provide coaching and administrative intervention as needed. iTech's Board may choose to increase responsibility and financial incentive for successful teachers.

iTech employees who do not meet the standards and expectations may be given the opportunity to improve performance and/or conduct the disciplinary process where appropriate, given the circumstances. The nature of the discipline used, up to and including immediate termination of

employment will depend upon the conduct of the employee and the relevant circumstances. It is not a guarantee of continued employment when an employee is placed on an improvement plan as part of the disciplinary process. Employees are expected to meet their performance expectations daily.

Each teacher on Level 1 of EYE will be assigned a trained mentor, as defined by R277-522. These teachers will collaborate with a trained mentor, pass a required pedagogical exam, complete three years of employment and evaluation, and compile a working portfolio by the end of their third year of teaching. The Principal will offer study courses for the pedagogical exams, provide ample and regular formative assessments to improve teacher effectiveness, and arrange for professional development time for EYE teachers to compile their portfolio, including review of materials and critique regarding quality and appropriateness of selected materials. Teachers – who have been approved by iTech upon successful completion of the requirements of R277-520, including documentation demonstrating completion of the enhancements R277-502 – will be recommended to the Utah State Board of Education to receive Level 2 licensure.

Teachers who do not meet the requirements or suggestions, will be provided remediation, notice of warning or reprimand, or criteria for dismissal, as found in UCA 53A-10).

Relatives

As a general policy, the employment, supervision or evaluation of relatives are discouraged at iTech. The Board of Directors recognizes that there may be circumstances where this situation is unavoidable and has adopted guidance policies.

[See the Employment of Relatives policy in Appendix E.](#)

Terms and Conditions of Employment

iTech Academy will only be as good as its teachers and staff. In order to create a transformative model for education in the 21st century, iTech will strive to recruit and retain teachers and coaches of the highest caliber. We hope teachers and coaches develop a sense of ownership in the school and work hard to help the school realize its vision. The school will promote a strong sense of ownership among its employees. The general terms and conditions of employment at iTech are provided below.

Equal Opportunity Workplace: iTech is an equal opportunity employer. All employment decisions are made without regard to age, race, color, religion, sex, national origin, physical or mental disability, sexual orientation, marital status, veteran status, or any other basis prohibited by federal, state, or local law. This policy applies to all of the terms and conditions of employment, including, but not limited to, hiring, compensation, transfer, promotion, leave of absence benefits, and termination.

Accommodation of Disabilities: iTech will conform to the requirements and regulations of the Americans with Disabilities Act of 1990, as amended, the Rehabilitation Act of 1973, and all applicable state and local laws. Qualified individuals with disabilities may be entitled to

reasonable accommodation in the workplace. Employees should communicate that information in writing to the principal/director. iTech will attempt to work with such employees to accommodate their needs, as well as the school's work requirements. Any employee with questions regarding the application of these laws to an individual situation may discuss them confidentially with the principal/director. Any information regarding a disability will be kept confidential to the extent possible.

Harassment-Free Workplace: It is iTech's policy to provide a workplace free of harassment or intimidation based on age, race, color, religion, sex, national origin, physical or mental disability, sexual orientation, marital status, veteran status, or any other category protected by federal, state, or local law. iTech does not tolerate harassment or hostile actions in the workplace and takes prompt action to correct any such situation. Any employee who violates this policy will be subject to disciplinary action, up to and including termination.

Recruitment and Hiring: The Executive Director will hire the Principal and the Business Manager. The Executive Director, in coordination with the Principal, is responsible for hiring all other staff.

At-Will Employment: The laws in the state of Utah govern all employment. Either the employee or the employer can terminate employment at any time, for any reason, with or without notice. No representative or agent of the employer, other than the board president, and by written mutual agreement, can authorize or sign an employment agreement contrary to the above terms and otherwise make any binding offer of employment for a specific term. To be effective, any agreement altering the terms and provisions of this policy must be in writing and signed by the president of iTech's Board of Directors.

Termination Processes and Procedures: iTech will strive to maintain continuity during an academic year, and will strive to provide the assistance necessary for teachers and other staff to be successful in their roles. However, when a termination of employment is necessary, iTech will work to minimize the disruption this may cause to student learning or to effective school operations.

Notice and Severance: iTech requests that employees who plan to resign notify their supervisor in writing at least two working weeks prior to their last day. For those employees in a supervisory capacity, three weeks of notice is requested. Vacation and other forms of leave are not to be used during the notice period. The purpose for advance notice is to provide for a successful transition of the employee's duties in a professional manner. Employees who are considered at risk for accessing confidential information during the notice period may have their duties adjusted during this time period or may be requested to work at home or may be excused from their work responsibilities. In this case, the employee will continue to receive his or her regularly scheduled pay. The right to work through the end of a notice period is at the discretion of the employer. Employees who do not perform their assigned responsibilities in a professional manner may have their notice period unilaterally shortened by the employer.

Last Pay and Payment of Leave: Employees who resign or are terminated will be paid through the last day worked, including any overtime worked. Employees will be paid for unused

vacation leave according to the terms of the vacation policy. An employee is considered to have terminated employment as of the last day worked, for all pay and benefits purposes. Medical, dental, and vision benefits end on the last day of the month in which the employee has terminated employment. Employees may continue such coverage at their expense through COBRA.

Exit Interviews: In cases where an employee voluntarily leaves the school's employ, iTech will seek to engage the employee in an exit interview to better understand the reasons for leaving and any impressions or suggestions the employee may have about the organization that could help the school improve the working conditions for its employees.

15. SERVICES

iTech Academy will provide the full range of administrative services. These will be provided by the school's core administrative team, as well as by all teachers, especially those asked to assume leadership roles. iTech does not anticipate contracting with an Education Service Provider to perform significant functions. The iTech Executive Director is ultimately responsible for making sure that all of these functions are provided in an effective manner. Administrative services that will be provided by iTech include the following:

Instructional/Curriculum Leadership: The Principal will coordinate and lead in the school's instructional areas. The core teachers will be significantly involved in instructional planning and evaluation.

Supervision and Improvement of Instruction: The Principal will take the lead in providing these services, along with the core teachers.

Interpretation of Student and School Progress and Performance: The Principal and the Executive Director will share these responsibilities.

Community Relations: The Executive Director and the Principal will share the primary responsibilities in this area. Every teacher and staff member will be expected to be responsible for their share of community relations.

Staff Professional Development: The Principal will work collaboratively with teacher team leaders to plan and execute comprehensive professional development to address school needs and priorities.

Counseling: The school will maintain a counseling staff, with a ratio of no more than 350 students per counselor. The school's intensive personalized approach, through mentor teachers that follow the same student from grade 7 through 12, means that each student receives rich counseling support.

Employment Issues: The business manager will be responsible for issues related to human resources. The Executive Director and Principal will oversee all hiring and termination decisions.

Discipline: Responsibilities for student discipline will rest primarily with the teachers. However, the Principal will generally oversee student discipline issues and provide support to teachers and students where necessary.

Operation and Maintenance of the School Facility: iTech's business manager, whether the school leases or owns its building, is responsible for operation and maintenance. In the case of a leased building, a significant portion of these services will be provided by the landlord and included with the lease. In the event of the school owning its own facility, iTech's business manager is responsible for all aspects of building operation and maintenance.

Management of School Equipment and Supplies: iTech's business manager is ultimately responsible of school assets. Teachers and other staff are responsible for assets under their control and will be guided by the business manager.

Preparation and Completion of Federal and State Reports: The business manager will have primary responsibility for state and federal reports.

Assistance and Support to Teachers: The entire administrative team will work to provide assistance and support to teachers.

Assistance and Support to Parents: The administrative team and teaching staff will support efforts of parents to establish a parent-teacher-student organization through use of building space and communication channels.

The iTech budget supports the administrative services as outlined above.

TECHNOLOGY PLAN

Charter School	iTech Academy
Principal	TBD
Technology Coordinator	TBD

Description of Technology Plan:

iTech's Academy's blended learning approach is unlike most all other public schools in Utah. It is a new approach to learning, allowing students to use 21st century technology skills to fulfill their own Personal Education Plan (PEP). As such, a computer workstation must be available for each student. As part of their PEP, students will use computers for daily learning and research as dictated by their PEP. iTech will employ an Information Technology (IT) Director who will be responsible for overseeing the computer workstations, peripherals, network, servers, and digital storage.

Staffing and Professional Development

The IT Director will be responsible for heading a technology committee made up of instructors and an administrative representative from within iTech. With the help of this technology committee, the IT Director will direct the provisioning and maintaining of all computers, peripherals, and network hardware. The IT Director and committee will also be responsible for implementing currently viable computer and network security practices as well as creating and implementing school-wide digital citizenship policies. Additional responsibilities of the IT Director and technology committee include, but are not limited to, maintaining and securing assessment data, training staff and instructors in digital citizenship, computer and Internet use, and maintaining the iTech website.

Goals and Strategy for Telecommunication Services

iTech's blended learning model requires that each student have uninterrupted access to his or her own computer workstation. All student computers will be used for delivering Edgenuity® technology based curriculum or a similar online curriculum, daily assessments, word processing, and for digital research. Instructors will be issued laptops for managing student PEPs, maintaining instructional direction within Edgenuity®, or other similar online curriculum, and for providing in-depth classroom instruction once students have completed the technology portion of their lessons. The classrooms will have mobile LCD projectors to aid in delivering highly rigorous, extension lessons and activities. There will be one LCD projector in the library to use for library instruction, and demonstration, as well as providing a visual component for staff meetings, collaboration, and training. Although the school will be wired throughout with gigabit Ethernet connections, the need for mobility exists. Handheld electronic devices can be very effectively used for communication and collaboration between iTech teachers and students. Many handheld digital devices rely on a wireless connection to facilitate communications and do not have provisions for a wired connection. To accommodate this need, the iTech building will be outfitted with strategically placed Wi-Fi receivers.

iTech Academy will not discourage student use of personal computing devices such as laptops, tablets, and smart-phones. On the contrary, iTech welcomes personal devices, viewing this as a successful way to expand learning, communication, and collaboration beyond the classroom. Because the Edgenuity®, or other similar online curriculum, resources are available to students online, 24-hours a day, promoting the use of personal devices will serve to extend learning for all students.

The iTech budget supports the phased acquisition of the IT hardware and software as outlined in the following table, as well as the staffing expertise to maintain equipment and support students and teachers.

Assessment of telecommunication services, hardware, software, and other services.

School Planning year (pre-student)	For the school's planning year, 2 laptops and 2 desktop printers will be purchased. These machines will aid in planning, communication, and collaboration. Once the school opens its doors to students, these machines will be incorporated into the Administration office.								
Year 1 Technology Assessment	Learning Center	Classroom	Library	Admin. Office	Other Locations	Planned Future Acquisitions			
						Yr 2	Yr 3	Yr 4	Yr 5
Computers									
A. Laptop		8		1					
B. Desktop	260		4	9		40	25	25	50
Internet capable	All computer will be Internet capable								
Peripheral Devices									
A. Network Printers	4		1	2					
B. Desktop Printers (USB)				4					
C. Scanners	2		1	1					
D. Assistive / adaptive devices	As needed								
E. DVD Players	All computers are DVD capable								
F. LCD Projectors		4	1						
Network Equipment									
A. Ethernet switches (48 port) in server room					7	1			1
B. Wi-Fi access points	2	4	1	4					
C. Servers (in server room)					2				
Total Classrooms	All classrooms, offices, and each station in the learning center will be wired for gigabit Ethernet								
Telecommunication Links	Broadband Internet service will be provided by a local Internet service provider (ISP)								

Acceptable Use Policy

[See the Acceptable Use and Internet Safety policy in Appendix F.](#)

Education Service Providers

iTech does not anticipate contracting with an outside company to provide substantive educational or financial services to the school, with the exception of contracting with Carpe Diem-Yuma for the planning and first two operational years. We anticipate hiring internal staff to perform core school services.

We understand the concerns iterated in the charter school application package specific to service providers. Should the iTech Board decide, in the future, to engage a significant service provider, it would closely follow the guidance outlined in the section.

iTech does anticipate utilizing the following providers:

- ✓ Outside independent firm to perform an annual financial audit
- ✓ Carpe Diem Schools may be asked to provide some initial school startup guidance for the planning year
- ✓ Outside independent professional practitioners such as psychologists or audiologists
- ✓ Attorneys for legal advice or assistance on specific issues

16. SPECIAL EDUCATION

Introduction

iTech is committed to providing for the education of students with disabilities enrolled at the school. Because we anticipate students from culturally and linguistically diverse backgrounds, we will develop multiple strategies for assessments, LEP plans, etc. The school will maintain policies and procedures consistent with Federal IDEA laws as well as the most current iteration of such laws as well as the Utah State Board of Education Special Education Rules and any future iteration of such rules. It is the mission of the school to provide a rigorous global education for all students enrolled regardless of their ability level.

The school will have a written performance contract with the authorized public chartering agency, the State Charter School Board and the ultimate oversight as provided by the Utah State Board of Education through the Special Education Department at the Utah State Office of Education. This contract includes a description of how student performance will be measured including students on qualified IEPs.

As with other charter schools in the state, students are admitted to iTech based solely on a random lottery as required under Utah Code and the Utah State Board of Education administrative rules for charter schools. The lottery will be performed without restrictions due to race, color, gender, national origin, disability status, or religion. Assurances with regard to compliance with IDEA Part A and Part B, as well as the National Instructional Materials Accessibility Standard, and compliance with other Federal laws including “New Restrictions on Lobbying,” “Debarment, Suspension, and Other Responsibility Matters,” and the Drug-Free Workplace Act of 1988 will be submitted to the Utah State Office of Education (USOE) annually with the application for IDEA Part B funding.

Free Appropriate Public Education (FAPE)

With a dedicated, appropriately credentialed Special Education Coordinator on staff, a Principal who has the knowledge of IDEA 2004 and the Utah Special Education Rule requirements (gained through specific professional development provided to the Principal), and the guidance of USOE, iTech will serve students with disabilities whether such children are currently or newly identified as disabled. As a public school, iTech shall, through its policies and procedures, comply with all applicable requirements of IDEA, 20 U.S.C. 1400 et. Seq. (IDEA), and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (Section 504), as well as applicable Utah statutes and regulations including ensuring that a free appropriate public education (FAPE) is available to any individual student with a disability, ages 3 through 21, who needs special education and related services, including students with disabilities who have been suspended or expelled from school and students who are advancing from grade to grade (§300.101(c)).

iTech will provide a free appropriate public education (FAPE) to children with disabilities, including, but not limited to, identifying and evaluating students; planning educational programs; conducting IEP team meetings; arranging for the provision of any necessary related services through charter school staff and contractual arrangement with private providers and/or, where

feasible, traditional public school districts; and implementing placements in accordance with federal and state law.

For students enrolling in the charter school who already have an IEP, iTech will follow all state and federal law and civil rights requirements. Once enrolled, all families are asked to disclose if their child has an IEP in place. iTech will review the existing IEP and take one of these actions: If the IEP already reflects a virtual environment, the student continues with the existing, compliant IEP. If a student with a disability who had an IEP that was in effect in a previous Utah public school transfers to iTech, iTech (in consultation with the parents) will provide FAPE to the student (including services comparable to those described in the child's IEP from the previous public agency-to the extent possible), until the iTech either (1) Adopts the child's IEP from the previous public school; or (2) Develops, adopts, and implements a new IEP that meets the Utah Special Education Rules.

If a student with a disability who is receiving special education services pursuant to an IEP in another state transfers to iTech, iTech will, in consultation with the parents of the student, provide the student with a FAPE including services which are comparable to the services described in his/her previous IEP. iTech shall continue to provide such a free appropriate public education to the student until such time as the school conducts an evaluation of the student and develops a new IEP for the student, if determined appropriate, in accordance with applicable federal and state law. The iTech staff of qualified, Utah certified teachers will be responsible for the day-to-day monitoring of progress for students with special needs. Teachers carry out this responsibility through a variety of means, including monitoring of attendance, participation, and performance metrics; Web Mail, telephone, and email communication; and student completion of online and in-class quizzes and activities. Students with disabilities are further assisted by the school's Special Education Coordinator, working closely with the school's regular education staff, and contracted professionals.

The proposed iTech budget and staffing pattern, which includes an appropriately licensed and endorsed Special Education Coordinator, oversight and monitoring by the Principal, will allow iTech to provide the full continuum of placement and services to disabled students. These services include but are not limited to: consultative support to the iTech regular education teachers to provide modification and accommodation to the general education curriculum; direct special education support to a student which may be provided in person or via telephone or internet to support students with medical needs (such as medically necessary bed rest, postpartum recovery, etc.) in their home; direct related service support (for example, speech-language, occupational or physical therapy, psychological counseling, among others) provided in person at the school or via telephone or internet to support students with medical needs in their home; related services may also include parent training, special needs support groups, parent groups, student support groups, and itinerant hearing or vision support consistent with the student's IEP; ongoing progress monitoring for every student, including frequent and thorough review of student performance, attendance, and participation data; specific tracking and reporting for providers of direct/related services, with monitoring by the special education staff to track missed appointments or gaps in services.

To ensure service for students entering iTech without prior diagnosis for special education, the iTech Principal and Special Education Coordinator will regularly review teacher observations, assessment results and other data to identify any possible special education needs among iTech students. The iTech Special Education Coordinator will serve as the Child Find coordinator to conduct Child Find coordination and location activities. These activities will include coordination with appropriate state and local organizations and agencies, as well as ensuring public awareness throughout Utah through outreach each fall about iTech special education services and procedures.

In accordance with FAPE:

- All students with disabilities ages 3 through 21 who attend public charter schools and their parents retain all rights under Part B of the IDEA and the State Board of Education Special Education Rule.
- iTech is an LEA that will receive funding under Part B, and is responsible for ensuring that all of the requirements of Part B of the IDEA and these rules will be met.
- iTech, a public charter school, provides a Free Appropriate Public Education (FAPE) to all eligible students with disabilities in conformity with the requirements of the Utah State Board of Education Special Education Rules and the United States Department of Education Final Regulations for the Individuals with Disabilities Education Act (IDEA).
- Special education and related services are provided a) at public expense, under public supervision and direction, and without charge; b) that meet the standards of the USOE and Part B of the IDEA; c) for preschool, elementary school, and secondary school education in Utah; and d) in conformity with an Individualized Education Program (IEP) that meets the requirements of Part B of the IDEA and these rules.

iTech hereby affirms the goal of providing a full educational opportunity to all students with disabilities determined eligible for special education and related services under IDEA and the USBE SER, of the ages served by iTech between ages 12 and 22, and in accordance with all of the timeline requirements of the IDEA with respect to the identification, location, evaluation, and provision of a free appropriate public education.

Identification/Evaluation of Students with Disabilities

Child Find is required of public education institutions and iTech is committed to seeking out students with disabilities enrolled in grades 7-12. This includes students who are highly mobile, students who have been suspended or expelled from school, students who have not graduated from high school with a regular high school diploma, and those who are suspected of being a student with a disability and are in need of special education or related services even though they are advancing from grade to grade, and regardless of the severity of the disability. This includes a practical method for determining which students are currently receiving needed special education or special education and related services.

iTech's Child Find Procedures to ensure that students suspected of having a disability are identified and located are as follows:

1. Finding students who have been receiving needed special education or special education and related services.
 - a. The enrollment application includes questions about whether a student has received special education or special education and related services in the previous school or educational program.
 - b. Parents are asked during registration if the students received any services beyond the regular program in the previous school.
 - c. If parents respond in the affirmative, a phone contact is made with the previous school to locate the special education records.
 - d. iTech follows all the procedures detailed on the In-State and Out-of-State Transfer Student Checklist of the USOE.
2. In identifying and locating students who are suspected of having a disability but have not been previously identified or determined eligible for special education or special education and related services, iTech will implement the following procedures:
 - a. Annual training of all staff on the Child Find obligation and how to be alert for observed behaviors that suggest a suspected disability.
 - b. Weekly staff meetings where time is allotted for staff to address concerns for a particular student.
 - c. Notice in a student or parent handbook of the referral procedures and of the availability of services for eligible students with disabilities.
 - d. If a parent or staff member is concerned about a student outside the grade levels of iTech, the parent or staff member is referred to the district of the student's parent/guardian's residence.

Referral Procedure

When a parent or staff member suspects a student may have a disability, the following referral procedure is implemented:

- A. Teachers implement pre-referral interventions and provide documentation of the results to a school based teacher assistance team, which includes at least one general education teacher, the special education teacher, the LEA, and any other staff member with information that can help in this determination, such as the guidance counselor.

- B. The referring person completes and signs a referral form. If school personnel are making the referral, documentation of contacts with the parents about the concerns regarding the student's educational performance will be attached.
- C. The referral form will be routed to the special education director, who reviews existing data (including pre-referral intervention results and Teacher Assistance Team recommendations) on the student and determines if the referral should go forward for a full evaluation. If it is decided that the evaluation should take place, the special education director assigns a staff member to oversee and conduct the evaluation. If the referral is not going to result in a full evaluation, the special education director sends the parent a Written Prior Notice of Refusal to take the action of conducting an evaluation.

Evaluation

1. Parental Consent

Prior to initiating a full and complete individual evaluation, parental consent is required. The consent informs the parent that the evaluation is being proposed because the student is suspected of having a disability that affects his educational performance and that he/she may be eligible for special education or special education and related services. The consent indicates the areas in which the evaluation team will conduct tests or administer other assessment tools to the student. Consent for evaluation must not be construed as consent for provisions of special education services.

Reasonable efforts to obtain parental consent are made and documented by the school. iTech follows the requirements of USBE II.C.4 with respect to parents who cannot be located.

Parental consent is not required before administering a test or other evaluation that is given to all students, or before conducting a review of existing data.

2. Written Prior Notice

The parent is given Written Prior Notice that the evaluation will take place. (See Section IV.C of this plan for required components of Written Prior Notice.) Written Prior Notice is embedded in the school's Consent for Evaluation form.

3. Evaluation Timeline

When the signed parental consent or refusal of consent for evaluation is received at the school, the school secretary or special education teacher writes the date it was received on the form to document the beginning of the timeline for the evaluation. iTech will complete all evaluations within 45 school days of receiving the consent. The 45 school day timeline does not apply if the parent fails to produce the student for the evaluation. If the student enrolls in iTech after the timeframe has started in a previous LEA, the school

must make sufficient progress to ensure prompt compliance in accordance with a written agreement with the parent as to when the evaluation will be completed.

4. Evaluation Process

a. Review of Existing Data

When conducting an initial evaluation (when appropriate), the evaluation team considers existing data on the student's educational performance. This may include student records of grades, courses completed, statewide test results, LEA-wide test results, classroom assessments, teacher interviews, observations, notes in the student's cumulative file, and any other information available.

b. Administration of Additional Assessments

In addition, the special education staff administers assessments in other areas as part of a full and individual initial evaluation, as indicated on the Consent for Evaluation, in order to determine eligibility and the student's educational needs. The test administration follows all of the requirements of the USBER SER II.F-H, including use of a variety of assessment tools, use of more than one procedure, use of technically sound instruments, selection of tools that are not discriminatory on a racial or cultural basis, administration in student's native language or mode of communication, use of assessments for the purposes intended and in accordance with the publisher's administration standards, administration by trained and knowledgeable personnel, use of tools that assess what they purport to measure and not just the student's disability, assessment in all areas related to the student's suspected disability, and comprehensive assessment, not just in areas commonly associated with the specific disability.

c. Evaluation Requirements

Evaluations for students suspected in each of the 13 areas of disability include the requirements for evaluation procedures and assessment of student performance in specific areas identified in USBE SER II.J.1-13.

Reevaluation Procedures (USBE SER II.G)

1. iTech conducts a reevaluation of each student with a disability when the educational or related services needs, including improved academic achievement and functional performance, of a student warrant a reevaluation or if the student's parent/guardian or teacher requests a reevaluation.
2. Parental consent for reevaluations.
 - a. iTech obtains informed parental consent prior to conducting any reevaluation of a student with a disability, if the reevaluation includes the administration of additional assessments to the student.

- b. If the parent refuses to consent to the reevaluation, the LEA may, but is not required to, pursue the reevaluation by using the consent override procedures provided in the procedural safeguards, and including mediation or due process procedures.
- c. The reevaluation may be conducted without parental consent if the school can demonstrate that it made reasonable attempts to obtain such consent and the student's parent has failed to respond. A written record of the attempts is maintained in the student's special education file.

Additional Requirements for Initial Evaluation and Reevaluation Procedures (USBE SER II.H)

1. As part of any initial evaluation (if appropriate) and as part of any reevaluation, the IEP team and other qualified professionals, as appropriate, must review existing evaluation data on the student. This review may be conducted without a formal meeting. The special education teacher/case manager may review and discuss the existing data with team members and the parent individually. Existing data may include evaluations and information provided by the parent/guardian of the student; current classroom-based, local or state assessments, and classroom-based observations; observations by teachers and related services providers; grades; attendance, and other information regarding the student's current educational performance.
2. The IEP team and appropriate other qualified professionals, based on their data review and input from the student's parent/guardian, identifies what additional data, if any, are needed to determine whether the student is or continues to be a student with a disability and the educational needs of the student, and a) the present levels of academic achievement and related developmental needs of the student; b) whether the student needs special education and related services; or, in the case of a reevaluation of a student, whether the student continues to need special education and related services; and c) whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general education curriculum.
3. If the IEP team and other qualified professionals, as appropriate, determine that no additional data are needed to determine continuing eligibility and student needs, the parents are given written prior notice of that decision and of their right to request additional assessment. iTech then prepares a new Evaluation Summary Report, including new and previous data as appropriate, and sends a Notice of Meeting for Eligibility Determination. A new Eligibility Determination form is completed and signed by the team, and the parent/guardian is given Written Prior Notice of that determination along with a copy of the Evaluation Summary Report and the Eligibility Determination documents. Written Prior Notice is embedded in the Eligibility Determination document.
4. If the parent requests additional assessment as part of the reevaluation, the school conducts assessment in the areas of educational functioning requested. When the

additional assessment is completed, iTech prepares a new Evaluation Summary Report, including new and previous data as appropriate, and sends a Notice of Meeting for Eligibility Determination. A new Eligibility Determination form is completed and signed by the team, and the parents are given Written Prior Notice of that determination along with a copy of the Evaluation Summary Report and the Eligibility Determination documents. Written Prior Notice is embedded in the Eligibility Determination document.

5. Evaluations before change in eligibility
 - a. iTech evaluates students with disabilities before determining that students are no longer eligible for special education or special education and related services. However, an evaluation is not required before the termination of a student's eligibility due to graduation from secondary school with a regular diploma, or due to the student reaching age 22, as provided under state law.
 - b. For a student whose eligibility terminates due to graduation from secondary school with a regular high school diploma or due to exceeding the age eligibility for FAPE under state law, iTech provides the student with a summary of the student's academic achievement and functional performance, including recommendations on how to assist the student in meeting the student's postsecondary goals.
6. Parental consent is not required before a) reviewing existing data as part of an evaluation or a reevaluation or b) administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parent/guardian of all students.

Evaluation Timelines

1. An initial evaluation must be completed within 45 school days of the date the school receives parental consent for the evaluation.
2. Upon completion of the evaluation or reevaluation, the IEP team and other appropriate professionals determine eligibility within a reasonable time.
3. A reevaluation a) may not be conducted more than once a year, unless the parent and the LEA agree otherwise and b) must occur at least once every three years, unless the parent/guardian and the LEA agree that a reevaluation is unnecessary.

Eligibility Determination

1. Notice of Meeting

Upon completion of the evaluation, the special education teacher (case manager) arranges a meeting of the eligibility team at a mutually agreeable time and place. A Notice of Meeting will be sent to the parent/guardian and other members of the team stating the meeting purposes, time, place, who is expected to be in attendance, and letting the

parent/guardian know that they may bring others who have knowledge of the student to the meeting.

2. Evaluation Summary Report

The special education case manager collects all of the results of the evaluation, and attaches all the results with the eligibility report. This information is saved by iTech and used to determine eligibility.

3. Eligibility Team Membership

The eligibility team shall include a group of qualified professionals and the parent. At iTech, this may include the special education teacher, regular education teacher, speech-language pathologist, school psychologist, occupational therapist, physical therapist, and others who have conducted parts of the evaluation, as appropriate.

4. Eligibility Categories, Definitions, and Criteria

iTech has adopted the definitions, evaluation requirements, and eligibility criteria in USBE SER.II.J.1-13.

If a student is not achieving adequately for the student's age or state-approved grade-level standards, or is not making adequate progress toward the grade level expectations in one or more of the areas of specific learning disability including oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving, the student is referred to a Child Management Team (CMT) that includes regular education teachers, administration, and a special education teacher. The CMT uses a data-based decision-making process to evaluate the effectiveness of interventions. The CMT may recommend, based on data presented at the meeting, some further pre-referral interventions including Title I targeted assistance. Data may include Utah CRTs, classroom assessment, program-embedded assessments, and others.

For the category of Specific Learning Disability (SLD) iTech has selected Method B: Identification of a severe discrepancy between intellectual ability and achievement. When Method B is implemented the team is using a severe discrepancy between the student's achievement and intellectual ability as part of its process to determine if the student has a specific learning disability. If a student is referred by a parent/guardian, staff member, or Teacher Assistance Team, iTech follows all of the procedures of the USBE SER and this plan for referral and initial evaluation.

When using the discrepancy method, the team must document the student's performance on a standardized, norm-referenced, individually administered achievement measure in the area of the suspected disability; that the student scored above the intellectual disability range on a standardized, norm-referenced, individually administered measure of intellectual ability; and the comparison of the standard scores on the tests of

achievement and intellectual ability. In addition, the team must a) produce a report that states that the team can be 93 percent confident there is a severe discrepancy between the student's expected achievement score and the obtained achievement score, based on the Utah Estimator software or b) produce a report that shows a significant discrepancy, based on a commercial software program that employs a clearly specified regression formula that considers the relationship between the intelligence and achievement tests as well as the tests' reliability.

iTech will receive professional development on the discrepancy methods procedures as well as RTI strategies and procedures.

For an initial evaluation, iTech administers appropriate assessments that meet all the criteria in Section II of this special education plan. The standardized norm referenced assessment, Woodcock Johnson III achievement, and cognitive tests are given. Data from the assessments are used for input needed for the ESTIMATOR disk. The ESTIMATOR disk provides data to iTech on the likelihood that there is a severe discrepancy between the student's ability and the student's achievement. The school uses this information along with Woodcock Johnson sub-test scores and other existing data, including classroom observations, to determine possible gaps in learning.

iTech must ensure that the student is observed in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. The team may decide to use information from an observation in routine classroom instruction and monitoring of the student's performance that was done before the student was referred for an evaluation or have at least one member of the team conduct an observation of the student's academic performance in the regular classroom after the student has been referred for an evaluation and parental consent is obtained.

An eligibility team consisting of parent/guardian and qualified professionals including the student's general education teacher(s) and an individual qualified to conduct individual diagnostic examinations determines whether the student is a student with a Specific Learning Disability, including oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving, by reviewing all data, looking for gaps in learning, why interventions have failed, whether the disability has an adverse effect on educational performance, and if specialized instruction is needed for the student to succeed, in accordance with the eligibility determination requirements of USBE SER II.

Specific documentation for the eligibility determination (300.311).

The team's documentation of the determination of eligibility with a specific learning disability must contain a statement of the (1) basis for making the determination; (2) the relevant behavior, if any, noted during the observation of the student and the relationship of that behavior to the student's academic functioning; (3) the educationally relevant medical findings, if any; (4) whether the student does not achieve adequately for

student's age or to meet state-approved grade level standard. The documentation must also contain the determination of the team concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the student's achievement level. The eligibility team must refer to the USOE Specific Learning Disability Guidelines.

5. Determining Eligibility (USBE SER II)

- a. Using the criteria for each category of disability as described above, the eligibility team shall determine 1) whether the student has a disability that 2) adversely affects his or her educational performance, and 3) whether the student requires special education or special education and related services.

Special education is defined (USBE SER I.E.38) as specially designed instruction to meet the unique needs of a student with a disability and may include related services if they meet the definition of special education. Specially designed instruction (USBE SER I.E.39) is adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability, and to ensure access of the student to the general curriculum, so that the student can meet educational standards of iTech that apply to all students.

- b. Disclaimers. (USBE SER) A student must not be determined to be a student with a disability if the determinant factor is 1) a lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, alphabetic principle, vocabulary, comprehension, and fluency); 2) a lack of appropriate instruction in math; or 3) limited English proficiency.
- c. The determination of eligibility is documented on the appropriate "Team Evaluation Summary Report and Written Prior Notice of Eligibility Determination" form with signatures of team members.
- d. If the disability is determined to be a Specific Learning Disability, any team member who disagrees with the rest of the team's decision may put his or her reasons in writing.
- e. Parent/guardian is provided with a copy of the Team Evaluation Summary Report and Written Prior Notice of Eligibility Determination document.

6. Evaluations before Change in Eligibility (USBE SER II.H.6)

- a. iTech evaluates a student with a disability before determining that the student is no longer an eligible student with a disability.

- b. An evaluation is not required before the termination of a student's eligibility due to graduation from secondary school with a regular high school diploma, or due to exceeding the age of eligibility for FAPE under Utah law.

For a student whose eligibility terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility for FAPE under Utah law, iTech provides the student with a summary of the student's academic achievement and functional performance, which includes recommendations on how to assist the student in meeting the student's postsecondary goals.

IEP Development and Service Delivery

iTech implements the following policies and procedures to address the IEP requirements of USBE SER.

A. IEP Team Meeting

Within 30 calendar days of the determination of eligibility, the special education teacher/case manager shall arrange a meeting of the IEP team to develop an IEP at a place and time that is mutually convenient to the parent/guardian and the school. A Notice of Meeting will be sent to the parent/guardian and other members of the team stating the purposes, time, place, who is expected to be in attendance, and letting the parent/guardian know that the parent/guardian or iTech may bring others who have knowledge or special expertise about the student to the meeting. The determination of knowledge or expertise of the invited person is made by the party who invited that person.

B. Parental/Guardian Opportunity to Participate

The parent/guardian is expected to be participants along with school team members in developing, reviewing, and revising the IEP. This includes providing critical information about needs and strengths of their student, contributing to discussions about the student's needs for special education, determining how the student will be involved and make progress in the general curriculum, deciding how the student will participate in the state- and district-wide assessments, and deciding what services iTech will provide and in what settings.

iTech documents in writing its attempts to get parental participation in IEP meetings. If the parent/guardian cannot attend, participation by other means such as teleconference may be used. A parent/guardian must be given whatever help they need to understand the proceedings of the IEP meetings, such as interpreters. If iTech cannot obtain parental/guardian participation, it proceeds with the development of the IEP as required by Part B of the IDEA and USBE SER.

C. IEP Team

The team will consist of the parent/guardian, the special education teacher and regular education teacher of the student, a representative of iTech, a person who can interpret the results of the evaluation, and the student when appropriate. Other team members may be added when they are likely to provide services to the student. The representative of iTech must meet the school's administrator standards, and have knowledge of the general education curriculum and of the availability of resources of iTech.

D. IEP Team Attendance (USBE SER III.F)

A required member of the IEP team is not required to attend all or part of a particular IEP team meeting if the parent/guardian of a student with a disability and iTech agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.

A required member of the IEP team may be excused from attending all or part of a particular IEP meeting when the meeting does involve a modification to or discussion of the member's area of the curriculum or related services, if the parent/guardian and the LEA consent to the excusal in writing; and the member submits written input into the development of the IEP to the parent/guardian and the IEP team, prior to the meeting.

E. IEP Timelines

An IEP is in effect for each identified student with a disability prior to the beginning of the school year.

Each student's IEP is reviewed and revised at least annually. The IEP Team reviews the IEP at least annually to determine whether the annual goals for the student are being achieved. The Team may decide to meet at the request of the parent/guardian or other IEP Team member to revise the IEP to address lack of expected progress toward annual goals and lack of progress in the general curriculum, the results of any reevaluation, information about the student provided to or by the parent/guardian, the student's anticipated needs, or other matters.

An IEP is developed within 30 calendar days of initial determination that a student is an eligible student with a disability.

Once parental/guardian consent for the initial provision of special education or special education and related services is obtained, the special education services, related services, and supplementary aids and services are provided as soon as possible.

F. Transfer Students

iTech provides a student transferring from another LEA in or out of the state with comparable services to those listed on an existing IEP while it determines the next needed steps in accordance with the In-State and Out-of-State Transfer Student Checklist of the USOE.

G. IEP Development and Content

The IEP Team will develop an IEP that is reasonably calculated to confer a free appropriate public education for the student.

In developing the IEP, the IEP team must consider the student's strengths, parental/guardian concerns, evaluation results, academic development and functional needs, and special factors.

The IEP must include:

- a. A statement of the student's present level of academic achievement and functional performance, including baseline data on his or her achievement and how the student's disability affects his or her access and progress in the general curriculum for his age or grade level. For preschool student, goals will be based on appropriate activities. If iTech has established preschool standards, goals will be based on those standards.
- b. Measurable annual goals and short term objectives, if applicable, based on the present level statement that enable the student to be involved and make progress in the general education curriculum and addressing each of the student's educational needs resulting from the student's disability.
- c. How progress on the goals will be measured and reported to the parent/guardian on a periodic basis.
- d. The special education and related services, and the supplementary aids and services, the student needs to address his or her goals and make progress in the general curriculum. The services are based on peer-reviewed research to the extent practicable.
- e. Program modifications and supports for the student and the teacher in the regular education classroom.
- f. The dates that services, accommodations, and program modifications will begin and end (no more than one year from the date of the IEP); and the frequency, location, and amount of each service listed. Services listed must be specific, such as "reading comprehension," not "resource."
- g. Consideration of special factors as follows:
 - (1) In the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student's IEP;
 - (2) In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an

evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student;

- (3) Consider the communication needs of the student, and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
 - (4) Consider whether the student needs assistive technology devices and services; and
 - (5) In the case of a student whose behavior impedes the student's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.
 - (A) When making decisions on behavioral interventions, the IEP team must refer to the USOE Special Education Least Restrictive Behavior Interventions (LRBI) Guidelines for information on research-based intervention procedures in order to protect the safety and well-being of students with disabilities, provide protection for students, teachers, other school personnel, iTech, and the USOE, and ensure that parent/guardian is involved in the consideration and selection of behavior interventions to be used with their students.
 - (B) When an emergency situation occurs that requires the immediate use of moderately or highly intrusive interventions to protect the student or others from harm, the staff shall complete and submit the emergency contact information to the iTech director or principal and notify the student's parent/guardian within 24 hours.
 - (C) As appropriate, the student should receive a functional behavioral assessment and behavior intervention services and modifications that are designed to address the behavior.
- h. If the IEP team in considering the special factors described above decides that a student needs a particular device or services for educational purposes, which could be an intervention, accommodation, or other program modification in order to receive a FAPE, the team must include these in the IEP.
 - i. The team will determine how the student will participate in LEA-wide and statewide assessments. While every student with a disability must participate, an individual student may be determined to participate with some accommodations based on his disability, or

with modifications. Students who have the most significant cognitive disabilities, and meet other criteria in the USOE Assessment Participation and Accommodation Policy, may be assessed with Utah's Alternate Assessment (UAA). The IEP Team must indicate this on the IEP Assessment Addendum, along with the reason that the student cannot otherwise participate in the statewide assessment program.

- j. The team will determine how the student will participate in physical education services, specially designed or adapted if necessary.
- k. Each IEP team must determine whether the student will need Extended School Year (ESY) services in order to receive a free appropriate public education.
 - (1) This determination at iTech will be based on regression and recoupment data collected over at least two breaks in the school year consisting of 4 or more week days when there is no school.
 - (2) If the student's recovery from measured regression on pinpointed skills directly related to the IEP goals takes so long that he would not receive FAPE without services during the summer or other school break, the IEP Team must find him eligible for ESY services.
 - (3) The IEP Team shall develop a written document that indicates which IEP goals the student will work on during the ESY, what services will be provided, how long and how often the ESY services will be provided, and the setting(s) in which the services will be provided.
- l. iTech makes assistive technology devices or assistive technology services, or both, available to a student with a disability if required as part of the student's special education, related services, or supplemental aids and services. School-purchased assistive technology devices may be used in the student's home, if the IEP Team determines, on a case-by-case basis, that assistive technology in the home is required for the student to receive a FAPE.

H. IEP Team Access to IEP Information

iTech makes the student's IEP accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation. Each teacher and provider is informed of his or her specific responsibilities related to the implementation of the student's IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.

iTech prepares a summary of the present level of academic achievement and functional performance, goals, services, and program modifications and supports for each teacher of the student. This summary is provided to the teacher prior to the time of initial implementation of the IEP as well as annual updates as appropriate.

I. Placement in the Least Restrictive Environment (LRE) (USBE SER III.P)

1. Placement decisions are made by a group of persons, including the parents and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. This group may be the IEP Team, including the parent. The group determines the placement on the continuum of placement options where the student will receive special education or special education and related services.
2. iTech ensures that the parent/guardian of each student are members of any group that makes decisions on the education placement of their student. If unable to get the parent/guardian to participate, after repeated and documented attempts, the team may need to proceed with a placement decision. However, no initial placement and provision of services may be put in place without written parental/guardian consent.
3. Placement is determined at least annually, based on the student's present levels of performance, goals, services, and program modifications as detailed in the IEP.
4. Identified students with disabilities shall receive the special education or special education and related services in the Least Restrictive Environment to the maximum extent appropriate to meet the student's needs. This means that the student will not be removed from the regular education classroom, with regular education peers, unless the IEP Team determines that due to the nature and severity of the disability, the student's educational needs cannot be addressed satisfactorily in the regular education environment, even with the use of supplementary aids and services.
5. iTech provides the IDEA required range of placement options, including placement in the regular education classroom, with or without itinerant services; placement in a special class; placement in a special school; placement in a residential program, and homebound or hospitalized placement.
6. iTech provides supplementary services, such as resource or itinerant instruction, in conjunction with placement in the regular education classroom, when needed.

J. Nonacademic Settings, Activities, and Services (USBE SER III.U-V)

1. iTech ensures that each student with a disability participates with nondisabled students in the extracurricular services and activities to the maximum extent appropriate to the student's needs. This includes meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school, referrals to agencies that provide assistance to individuals with disabilities and employment of students, and other activities and services of iTech.

2. iTech ensures that each student with a disability has the supplementary aids and services determined by the student's IEP Team to provide the nonacademic and extracurricular services and activities in such a way that students with disabilities are given an equal opportunity to participate.
- K. Parental/Guardian Consent for Initial Placement and Provision of Services (USBE SER III.T)
1. In order for the IEP to be implemented and the special education services the team has decided on to begin, written parental/guardian consent must be obtained. If the parent/guardian refuses consent for the provision of those services, the LEA may not implement the IEP and may not access due process procedures.
 2. iTech does not use a parent/guardian refusal to consent to one service or activity to deny the parent/guardian or student any other service, benefit, or activity of iTech, or to fail to provide a student with a FAPE.
- L. Documentation of Participation
1. All members of the IEP team will sign the IEP document indicating that they participated in the development of the IEP. A parent/guardian signature on the IEP does not mean that the parent/guardian is in full agreement with the content of the IEP and does not abrogate the parental right to access the Procedural Safeguards of the IDEA.
 2. If iTech, despite at least two documented attempts, is unsuccessful in having parent/guardian attendance at the meeting, the rest of the IEP team will proceed with the meeting.
 3. Parent/guardian may participate via telephone conference or video conference.
 4. Parent/guardian will be provided with a copy of the completed IEP, and Written Prior Notice of iTech' intent to implement the program and services in the IEP. This notice is embedded in the IEP form. If the school refuses to include in its offer of FAPE as detailed on the IEP services or program modifications the parent/guardian has requested, a Written Prior Notice of that refusal is provided to the parent/guardian.
- M. Changes to the IEP
1. Changes to the IEP may be addressed at the request of any member of the IEP Team in a meeting or by suggesting amendment to the existing IEP. Final determination will be made by the team.
 2. Changes may be needed if there is new information about the student's performance.

3. Amendments to the IEP without a team meeting may be made only with the agreement of iTech and the parent.
 - a. Amendments such as a change in the amount of a special education or related service that is no more than 30 minutes per week, a change of location that is no more than 60 minutes per week, or a goal change that is the next logical step forward or backwards and is based on the student's progress may be made without a team meeting.
 - b. If the change involves a move on the continuum of Least Restrictive Environment placement options, or the amount of services to be changed is more than indicated above, or a service is to be added, an IEP Team meeting is held with a Notice of Meeting to all team members.
4. The parent/guardian will be provided with a copy of the amended IEP including Written Prior Notice that these additional actions or changes in actions are going to be implemented.

N. Transition from School to Post-School Settings. (USBE SER VII.B)

1. For a student with a disability beginning not later than the first IEP to be in effect when the student turns 16 (such as in an IEP meeting conducted when the student is 15 years old), or younger if determined appropriate by the IEP Team, the Notice of Meeting indicates that a purpose of the meeting is the consideration of the postsecondary goals and transition services for the student, that iTech will invite the student, and identifies any other agency that will be invited, with the consent of the parent/guardian or student age 18 or older, to send a representative.
 - a. If the student does not attend the IEP meeting, iTech takes other steps to ensure that the student's preferences and interests are considered.
2. Transition services. Beginning not later than the first IEP to be in effect when the student turns 16 (such as in an IEP meeting conducted when the student is 15 years old), or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP includes:
 - a. Appropriate measurable postsecondary goals, including academic and functional goals, based upon age-appropriate transition assessments related to training or education, employment, and, where appropriate, independent living skills;
 - b. The transition services, including courses of study, needed to assist the student in reaching the student's post-secondary goals.

3. Transfer of rights at age of majority.
 - a. Beginning not later than one year before the student reaches the age of majority (age 18), the IEP must include a statement that the student and the student's parent/guardian is informed of the student's rights under Part B of the IDEA that will transfer to the student on reaching the age of majority (except for a student with a disability who has been determined to be incompetent by a court). These rights include:
 - (1) An adult student has the right to approve the student's own educational placement and Individualized Education Program (IEP) without help from parent/guardian, family, or special advocates.
 - (2) An adult student has the right to allow parent/guardian, family, or special advocates to help if the student so desires.
 - b. iTech provides any notice required by Part B of the IDEA and these rules to both the student and the parent/guardian.
 - c. All rights accorded to parent/guardian under Part B of the IDEA transfer to the student.
 - d. All rights accorded to parent/guardian under Part B of the IDEA transfer to students who are incarcerated in an adult or juvenile, state, or local correctional institution.

O. Graduation (USBE VII.C)

1. iTech is not obligated to make FAPE available to students with disabilities who have graduated from high school with a regular high school diploma
 - a. The exception above does not apply to students that have graduated from high school but have not been awarded a regular high school diploma, even if they have received an alternative degree that is not fully aligned with the state's academic standards, such as a certificate of completion or a general educational development credential (GED).
 - b. Graduation from high school with a regular high school diploma is a change in placement, requiring Written Prior Notice, containing all the requirements of WPN, and is given a reasonable time before iTech proposes to terminate the student's eligibility under the IDEA by issuing the student a diploma.
2. The IEP Team may amend graduation requirements and must document in the IEP the nature and extent of any modifications, substitutions, and/or exemptions made to accommodate the needs of a student with disabilities.

3. The IEP teams at iTech refer to the USOE Special Education Graduation Guidelines for additional information.

P. Least Restrictive Behavior Interventions (LRBI)

iTech follows all parts of the USOE LRBI Guidelines as written. iTech also implements the following procedures:

Emergency situations:

In an emergency situation, school staff may need to intervene using a moderate to intensive (highly intrusive) intervention to ensure the safety of students and staff. Emergency situations may include a danger to self, a danger to others, severe destruction of property, threatened abuse towards others, self or property.

Emergency procedures should only be used by staff members that have been trained in and are competent in their use.

When an emergency situation occurs, the teacher will first make sure the class is safe (this will occur by either moving the student into the hall or if this is not an option, moving the class into the hall). The principal and the special education director will then be notified immediately.

If an emergency situation occurs that requires the immediate use of highly intrusive individual interventions to protect the student or others from harm, the staff shall complete and submit the emergency contact information to the LEA and notify the student's parents within 24 hours. (Utah State Office of Education Special Education Rules III I (b)(5)(c)).

Pattern of behavior:

When an emergency situation occurs on a regular basis (regular basis being defined as more once in a month or more than twice in the school year), this will no longer be considered an emergency situation. It will be considered a pattern of behavior. At that time, the special education teacher will conduct a functional behavior assessment. This functional assessment will look at when and where the behavior is occurring, who are the people involved when the behavior occurs, etc. It will also look at the consequences or rewards of the behavior to assess what the student gains, avoids or escapes as a consequence to this behavior.

Following the functional behavior assessment, the IEP team will hold a meeting to create behavior intervention plan for the student.

Appeals process:

When a member of the IEP team does not agree with the decision of the IEP team, they have the right to appeal. This appeal must be made in writing to the special education director. The first step of the appeals process will go through the iTech Human Rights team. This team will consist of the special education director, an LEA, two teachers with background in behavior training, and a parent/guardian of a child with disabilities appointed by the special education director.

Within 5 days of appeal receipt, the local human rights committee chairperson should initiate steps to conduct an appeal conference to resolve differences and, if possible, avoid a hearing. During the pendency of an appeal to the committee, the behavioral intervention in question should not be implemented. The appeal conference should be completed within 15 school days, and steps should be taken to avoid an adversarial atmosphere. The local Special Education Director can grant an extension of up to five school days if extenuating circumstances are present. The committee's recommendations should not conflict with state or federal law. A copy of the written recommendation should be mailed to each party within five school days following the conference.

Provisions for staff training:

It is the responsibility of iTech staff to participate in trainings as needed. Where school staff members think they do not have appropriate training to implement specific behavioral intervention procedures appropriately, it is their responsibility to request needed training from the Director of Special Education.

Procedures for monitoring LRBI policies:

The director of special education monitors LRBI policies through contact with the USOE, monthly meetings on the state level, and related conferences.

This information is given to all staff members of iTech during weekly meetings.

Q. Private School Placements by School (USBE SER VI.A)

Before iTech places a student with a disability in, or refers a student to, a private school or facility, or a public or private residential program in order to provide a FAPE to the student, it initiates and conducts a meeting to develop an IEP for the student, with a representative of the private school in attendance. The costs of such placements, including non-medical care and room and board, are at no cost to the parent/guardian.

R. Students with Disabilities Enrolled by their Parents in Private Schools When FAPE is at Issue (USBE SER VI.C)

If the parent/guardian of a student with a disability who had previously received special education or special education and related services from iTech enroll the student in a private school without the consent of or referral by the school, iTech is not required to pay for the cost of that placement if the school made a FAPE available to the student.

Disagreements between the parent/guardian and iTech regarding the availability of a program appropriate for the student and the question of financial reimbursement are subject to the state complaint and due process complaint procedures in USBE SER IV.G-V. iTech follows other requirements in USBE SER VI.C as written.

Procedural Safeguards

iTech, consistent with the requirements of Part B of the IDEA and the USBE Special Education Rules, has established, maintains, and implements Procedural Safeguards for students with disabilities and their parent/guardian.

A. Opportunity for Parental/Guardian Participation in Meetings

iTech affords parents/guardian the opportunity to participate in all decisions related to the location, identification, evaluation, and provision of FAPE for their student, including decisions related to the Discipline requirements of Part B of the IDEA. This includes arranging meetings at a mutually convenient time and place, providing Notice of Meeting at least one week prior to a scheduled meeting, and making at least two documented attempts to obtain parent participation in meetings.

B. Independent Educational Evaluation (IEE) (USBE SER IV.C)

1. Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by iTech responsible for the education of the student in question.
2. iTech has established and implements the following policies and procedures related to independent educational evaluation that meet the requirements of Part B of the IDEA and the USBE SER.
 - a. The parent/guardian of a student with a disability have the right to obtain an independent educational evaluation of the student at public expense if they disagree with an evaluation obtained by iTech.
 - b. iTech provides to parent/guardian, upon request for an independent educational evaluation, information about where an independent educational evaluation may be obtained, and the school's criteria applicable for independent educational evaluations. iTech has available a list of persons and/or agencies where an IEE may be obtained by the parent/guardian. In addition, the school considers any other evaluator or agency proposed by the parent/guardian to conduct the IEE if the examiner and the evaluation meet iTech's criteria. A qualified examiner is one who meets the USOE criteria for qualified personnel as a special education teacher, school psychologist, psychologist with expertise in administration and analysis of assessments, or other equivalent qualifications as determined by iTech. Criteria for the evaluation are that the evaluation procedures meet all of the same standards as those listed previously in this plan. iTech either pays for the full cost of the

evaluation or ensures that the evaluation is otherwise provided at no cost to the parent/guardian.

- c. iTech ensures that when a parent/guardian requests an IEE, either the school files a due process complaint to request a hearing to show that its evaluation is appropriate, or that the independent educational evaluation is provided at public expense, unless the evaluation obtained by the parent/guardian does not meet the school's criteria as described above. If a due process complaint decision finds the school's evaluation was appropriate, an IEE obtained by the parent is considered by the team, but is not provided at public expense.
 - d. Additional protections for the parent/guardian of a student with a disability and for iTech are followed as written in USBE SER IV.C.3(c-h).
3. An independent educational evaluation conducted at iTech's expense becomes the property of the school, in its entirety.

C. Written Prior Notice

iTech provides Written Prior Notice to parent/guardian during a reasonable time before it proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or provision of a free appropriate public education to the student. The notice includes: a description of the action proposed or refused, an explanation of reasons for the proposal or refusal, a description of evaluations or other information the proposal or refusal is based on, a statement that the parent/guardian and eligible student have protection under the Procedural Safeguards and how to obtain a copy of the safeguards, sources of assistance to understand Part B of the IDEA, a description of other options the IEP Team considered and why the other options were rejected, and a description of other relevant factors to the proposal or refusal. The Written Prior Notice is provided in understandable language and in the parent/guardian's native language or other mode of communication.

D. Procedural Safeguards Notice

A copy of the Procedural Safeguards is given to the parent/guardian once a year at the annual IEP review, except that a copy also is given to the parent/guardian upon initial referral or parental/guardian request for evaluation, upon receipt of the first State complaint or due process complaint in that school year, and upon request by the parent/guardian at any time. iTech uses the USOE Procedural Safeguards Notice that is posted on the USOE website, www.schools.utah.gov. The special education teacher/case manager provides a brief explanation of the main provisions of the Procedural Safeguards to the parent/guardian at consent for evaluation, eligibility determination, and annual IEP meetings.

This notice contains an explanation of the procedural safeguards related to independent educational evaluations, written prior notice, parent/guardian consent, access to

educational records, opportunity to present and resolve complaints through State complaint or due process complaint procedures, opportunity for iTech to resolve the complaint, availability of mediation, student's placement during pendency of hearings, procedures for students placed in an interim alternative educational setting, requirements for unilateral placement of student in private schools at public expense, hearings on due process complaints, civil actions, attorney's fees. This notice is in language understandable to the parent/guardian.

E. Parent/Guardian Consent

Informed written parent/guardian consent is obtained for evaluation and reevaluation, initial placement/provision of special education, and for release of records to certain parties. Efforts to obtain consent are documented in writing. No student receives special education or special education and related services without the signed initial consent for placement in the student file. Other relevant parent/guardian consent requirements are addressed in Sections II and III of this plan.

F. Dispute Resolution

iTech follows the Dispute Resolution requirements of the USBE SER described in IV.G-U as written. These include the procedures for State Complaints, Mediation, Due Process Complaints, Resolution Process, Due Process Hearings, Civil Actions, Attorney's Fees, and Student's Status during proceedings.

G. Surrogate Parents

iTech assigns a surrogate parent for a student when the parent/guardian cannot be identified or cannot be located, the parent/guardian's rights to make educational decisions has been taken away by a court, the student is a ward of the state, or the student is an unaccompanied homeless youth. The surrogate parent meets the requirements of USBE SER IV.V.5-8. iTech will contact the USOE for assistance in obtaining names of trained surrogates, and maintains a list of surrogate parents who are available when needed.

H. Transfer of Rights

When a student reaches age 18, the age of majority in Utah, and has not been determined incompetent under State law, all rights accorded to parent/guardian under Part B of the IDEA and USBE SER transfer to the student. iTech provides written notice of this transfer of rights at least one year prior to the student's 18th birthday.

I. Confidentiality of Information (USBE SER IV.X)

iTech takes appropriate steps to ensure the protection of the confidentiality of any personally identifiable data, information, and records it collects or maintains related to Part B of the IDEA.

1. Definitions. As used in these safeguards destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable; education records means the type of records covered under the definition of “education records” in 34 CFR 99, implementing regulations for the Family Educational Rights and Privacy Act of 1974, 20 USC 1232g (FERPA); and participating agency means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.
2. Access rights
 - a. iTech permits a parent/guardian to inspect and review any education records relating to their student that are collected, maintained, or used by iTech. The school complies with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing, or resolution session, and in no case more than 45 calendar days after the request has been made.
 - b. The right to inspect and review education records includes the right to 1) a response from iTech to reasonable requests for explanations and interpretations of the records; 2) request that iTech provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and 3) have a representative of the parent inspect and review the records.
 - c. iTech may presume that the parent/guardian has authority to inspect and review records relating to his or her student unless the school has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.
3. Record of access

iTech keeps a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parent/guardian and authorized employees of iTech) in each student’s special education file, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. If any education record includes information on more than one student, iTech ensures that the parent/guardian of a student has the right to inspect and review only the information relating to their student or to be informed of that specific information.
4. List of types and locations of information

On request, iTech provides parent/guardians with a list of the types and locations of education records collected, maintained, or used by iTech. This list is maintained in the office at the school.

5. Fees

iTech may charge a fee for copies of records that are made for parents under Part B of the IDEA if the fee does not effectively prevent the parents from exercising their right to inspect and review those records; however, it may not charge a fee to search for or to retrieve information under Part B of the IDEA.

6. Amendment of records at parent/guardian's request

- a. A parent/guardian who believes that information in the education records collected, maintained, or used under Part B of the IDEA is inaccurate or misleading or violates the privacy or other rights of the student may request iTech that maintains the information to amend the information. iTech must decide whether to amend the information within a reasonable period of time of receipt of the request. If iTech decides to refuse to amend the information, it must inform the parent/guardian of the refusal and advise the parent/guardian of the right to a hearing on the matter.
- b. iTech, on request, provides an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. If, as a result of the hearing, the school decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it must amend the information accordingly and so inform the parent/guardian in writing.

If, as a result of the hearing, the school decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it must inform the parent/guardian of the right to place in the records it maintains on the student a statement commenting on the information or setting forth any reasons for disagreeing with the decision of iTech. Any explanation placed in the records of the student under this section must be maintained by the school as part of the records of the student as long as the record or contested portion is maintained; and if the records of the student or the contested portion is disclosed by the school to any party, the explanation must also be disclosed to the party. The school follows the hearing procedures described in USBE SER IV.12 as written.

7. Release and disclosure of records

Parent/guardian consent is not required for disclosure of records to officials of agencies collecting or using information under the requirements of Part B of the IDEA, to other school officials, including teachers within the school who have been determined by iTech to have legitimate educational interests, to officials of another school or school site in which the student seeks or intends to enroll, or for

disclosures addressed in referral to and action by law enforcement and judicial authorities, for which parent/guardian consent is not required by 34 CFR 99.

(All Utah Local Education Agencies (LEAs) include in the annual Procedural Safeguards notice that it is their policy to forward educational records of a student with disabilities without parent/guardian consent or notice to officials of another school or school district in which a student seeks or intends to enroll.)

Written parent/guardian consent is obtained prior to releasing any records to any other person or agency not listed above.

8. Safeguards

- a. iTech protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
- b. The principal/director of iTech assumes responsibility for ensuring the confidentiality of any personally identifiable information.
- c. Staff members at iTech who collect or use personally identifiable information receive training or instruction regarding the State's policies and procedures in USBE SER IV.X and 34 CFR 99 on an annual basis.
- d. iTech maintains, for public inspection, a current listing of the names and positions of those employees within the school who may have access to personally identifiable information on students with disabilities. This list is posted on the cabinet in which students' special education files are maintained and updated annually.

9. Destruction of information

iTech informs parent/guardians or the student age 18 or older when personally identifiable information collected, maintained, or used under Part B of the IDEA is no longer needed to provide educational services to the student. Information no longer needed must be destroyed at the request of the parent/guardian or student age 18 or older. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. Each student's records may be considered "no longer needed to provide educational services" and may be destroyed three years after the student graduates or three years after the student turns 22.

10. Students' rights

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.

J. Discipline

iTech follows the discipline requirements and procedures described in USBE SER V.A-K as written.

LEA Eligibility and Responsibilities

A. Participation in assessments and reporting of assessment results

All students enrolled in iTech, including students with disabilities, participate in the statewide testing program and the school-wide testing program. Participation requirements in the USOE Assessment Participation and Accommodation Policy follow. The IEP Team determines how a student with disabilities will participate, and accommodations needed, if any. Results of statewide assessments are posted on the USOE web site annually.

B. Public participation in policies and procedures development

This plan, as well as any future changes to the contents, are presented to the iTech board in a public meeting for review and input. The agenda for the iTech board meeting is posted at least 24 hours prior to a meeting as required by state law.

C. Public posting of USOE monitoring results

Results of monitoring from the Utah Program Improvement Planning System are posted on the USOE web site annually.

D. Methods of ensuring services

iTech ensures that each eligible student with a disability enrolled in the school receives the services included in the IEP through a systematic process of review of IEPs and monitoring of service delivery by iTech personnel and contracted service providers.

E. Supervision

All personnel of iTech are supervised by appropriately qualified staff as determined by the local charter school board.

F. Use of Part B funds

iTech follows the requirements of USBE SER IX.B in ensuring the appropriate use of funds under Part B of the IDEA. The school participates in the single audit process required by State law that includes an audit of Part B funds.

G. Personnel standards

All special education and related services personnel of the school meet the educator licensing requirements of the USOE for the positions in which they work, as described in the USBE SER IX.H and the Highly Qualified requirements of the USOE State Plan under No Student Left Behind and Educator Licensing – Highly Qualified Assignment (Administrative Rule R-277-510-1 through 11). All personnel necessary to carry out Part B of the IDEA are appropriately and adequately prepared, subject to the requirements related to personnel qualifications and Section 2122 of the ESEA. iTech provides a program of professional development for all special education personnel, based on the identified skill and knowledge needs of teachers, assistants, related service providers, and others, and including targeted training for persons working with students with specific and individual needs for academic and social behavior instruction.

H. Performance goals and indicators in the State Performance Plan.

iTech participates in additional procedures and collects and provides additional information which the USOE may require in order to meet Federal reporting requirements, including suspension and expulsion rates, LRE environments, disproportionality data, and others. (USBE SER IX.A.2)

I. Early Intervening Services.

iTech uses not more than 15 percent of the amount it receives under Part B of the IDEA for any fiscal year, in combination with other amounts to develop and implement coordinated early intervening services for students in grades 7-12 who are not currently identified as needing special education or special education and related services, but who need additional academic and behavioral support to succeed in a general education environment. These funds are used to carry out activities including professional development that enables school personnel to deliver scientifically based academic and behavioral interventions, as well as educational and behavioral evaluations, services, and supports.

iTech provides any and all required data on its Early Intervening Services to the USOE annually.

J. Caseload Guidelines

iTech follows the USOE Caseload Guidelines in overseeing the caseload of each special educator, including related service providers, to ensure that a FAPE is available to all eligible students with disabilities.

K. Enforcement

The confidentiality requirements of Part B of the IDEA are reviewed and approved as part of the LEA eligibility process.

ADDITIONAL INFORMATION

APPENDICES

Appendix A	Budget
Appendix B	Purchasing Policies and Procedures
Appendix C	Suspension/Expulsion/Due Process Policies and Procedures
Appendix D	Complaint Policy
Appendix E	Employment of Relatives Policy
Appendix F	Acceptable Use and Internet Safety Policy
Appendix G	Extra-curricular Activities Policy and Fee Schedule
Appendix H	Declaration of Non-participation in Utah State Retirement System
Appendix I	Requested Waivers
Appendix J	Board Member Background Documents
Appendix K	iTech Academy Articles of Incorporation
Appendix L	iTech Academy Bylaws
Appendix M	iTech Academy Fiscal Policies and Procedures

APPENDIX A: BUDGET

Charter School Name: iTech Academy		Fiscal Year: 2014		
Revenue		Planning Year		
Total Revenue From Local Sources (1000)		\$0		
Total Revenue from State Sources (3000)		State Startup Funds	\$100,000	
Restricted Federal Through State		\$0		
Total Revenue from Federal Sources (4000)		\$0		
Private Grants & Donations :		\$0		
Source(s) (<i>specify</i>)		\$0		
Loans:				
Commercial		\$0		
Contributions and Donations from Private Sources		\$0		
Other (<i>specify</i>) <i>Revolving Loan Fund</i>		\$100,000		
Total Revenue from Other Sources (5000)		\$100,000		
Total Revenue		\$200,000		
Expenditures		Number	Salary or Cost	Total
131	Salaries - Teachers	1.00	\$7,000	\$7,000
132	Salaries - Substitute Teachers			\$0
161	Salaries - Teacher Aides and Paraprofessionals			\$0
100	Salaries - All Other			\$0
	Total Salaries (100)			\$7,000
210	Retirement			\$0
220	Social Security			\$765
240	Insurance (Health/Dental/Life)			\$0
200	Other Benefits (<i>specify</i>)			\$0
	Total Benefits (200)			\$765
300	Purchased Professional and Technical Services			\$0
600	Instructional Supplies			\$0
641	Textbooks			\$0
	Total Supplies (600)			\$0
700	Property (Instructional Equipment) (700)			\$0
800	Other Objects			\$0
810	Dues and Fees			\$0
	Total Other Objects (800)			\$0
Total Instruction (1000)				\$7,765
141	Salaries - Attendance and Social Work Personnel			\$0
142	Salaries - Guidance Personnel			\$0
143	Salaries - Health Services Personnel			\$0

144	Salaries - Psychological Personnel			\$0
152	Salaries - Secretarial and Clerical			\$0
100	Salaries - All Other			\$0
	Total Salaries (100)			\$0
210	Retirement			\$0
220	Social Security			\$0
240	Insurance (Health/Dental/Life)			\$0
200	Other Benefits			\$0
	Total Benefits (200)			\$0
300	Purchased Professional and Technical Services	1.00	Carpe-Yuma	\$2,000
600	Supplies			\$0
700	Property			\$0
800	Other Objects			\$0
810	Dues and Fees			\$0
	Total Other Objects (800)			\$0
Total Student Support Services (2100)				\$2,000
145	Salaries - Media Personnel - Certified			\$0
162	Salaries - Media Personnel - Noncertified			\$0
100	Salaries - All Other			\$0
	Total Salaries (100)			\$0
210	Retirement			\$0
220	Social Security			\$0
240	Insurance (Health/Dental/Life)			\$0
200	Other Benefits			\$0
	Total Benefits (200)			\$0
300	Purchased Professional and Technical Services			\$40,000
600	Supplies			\$0
644	Library Books			\$0
650	Periodicals			\$0
660	Audio Visual Materials			\$0
	Total Supplies (600)			\$0
700	Property			\$0
800	Other Objects			\$0
810	Dues and Fees			\$0
	Total Other Objects (800)			\$0
Total Instructional Staff Support Services (2200)				\$40,000
121	Salaries - Principals and Assistants			\$0
152	Salaries - Secretarial and Clerical			\$0
100	Salaries - All Other			\$0
	Total Salaries (100)			\$0

210	Retirement			\$0
220	Social Security			\$0
240	Insurance (Health/Dental/Life)			\$0
200	Other Benefits			\$0
	Total Benefits (200)			\$0
300	Purchased Professional and Technical Services			\$0
600	Supplies			\$10,000
700	Property			\$0
800	Other Objects			\$0
810	Dues and Fees			\$0
	Total Other Objects (800)			\$0
Total School Administration (2400)				\$10,000
100	Salaries	1.00	\$15,000	\$15,000
210	Retirement			\$750
220	Social Security			\$1,145
240	Insurance (Health/Dental/Life)			\$0
200	Other Benefits			\$0
	Total Benefits (200)			\$1,895
300	Purchased Professional and Technical Services			\$70,000
400	Purchased Property Services			\$0
460	Construction and Remodeling			\$0
	Total Property (400)			\$0
500	Other Purchased Services			\$0
600	Supplies			\$0
700	Property			\$0
800	Other Objects			\$0
810	Dues and Fees			\$0
	Total Other Objects (800)			\$0
Total Operation & Maintenance of Facilities (2600)				\$86,895
100	Salaries			\$0
210	Retirement			\$0
220	Social Security			\$0
240	Insurance (Health/Dental/Life)			\$0
200	Other Benefits			\$0
	Total Benefits (200)			\$0
300	Purchased Professional and Technical Services			\$8,000
400	Purchased Property Services			\$0
460	Construction and Remodeling			\$0
	Total Property (400)			\$0

500	Other Purchased Services			\$0
600	Supplies - New Buildings			\$0
641	Textbooks - New Buildings			\$0
644	Library Books-New Libraries			\$0
	Total Supplies (600)			\$0
710	Land and Improvements			\$0
720	Buildings			\$0
731	Machinery			\$0
732	School Buses			\$5,500
733	Furniture and Fixtures			\$9,000
734	Technology Equipment			\$30,000
735	Non-Bus Vehicles			\$0
739	Other Equipment			\$0
	Total Property (700)			\$44,500
800	Other Objects (<i>Specify</i>)			\$0
Total Building Acquisition & Instruction (4500)				\$52,500
1000	Total Local			\$0
3000	Total State			\$100,000
4000	Total Federal			\$0
TOTAL REVENUES				\$100,000
100	Salaries			\$22,000
200	Employee Benefits			\$2,660
300	Purchased Professional and Technical Services			\$120,000
400	Purchased Property Services			\$0
500	Other Purchased Services			\$0
600	Supplies			\$10,000
700	Property			\$44,500
800	Other Objects			\$0
TOTAL EXPENDITURES				\$199,160
Excess or Deficiency of Revenues over Expenditures				-\$99,160
Other Sources of Funding (5000)				\$100,000
Net Asset Balance (Fund Balance)				\$840
Reserves as Percentage of Total Revenue				1%
Percentage of Funding Contributed to Reserve Balance				-99%
Necessary Closure Fund				\$0

Charter School Name: iTech Academy		Fiscal Year: 2015					
First Operational Year		100% Enrollment		75% Enrollment			
Number of Students:		260		195			
Grade Configuration:7-12							
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		\$0		\$0			
Student Activities		\$0		\$0			
Other Student Fees, Bus Pass Reimb		\$41,500		\$32,000			
Total Revenue From Local Sources (1000)		\$41,500		\$32,000			
Total Revenue from State Sources (3000)		\$1,536,788		\$1,169,552			
State Startup Funds 2nd Draw Down		\$100,000		\$100,000			
Lunch and Breakfast Reimbursement		\$0		\$0			
Donated Commodities (CNP)		\$0		\$0			
Restricted Federal Through State		\$0		\$0			
Programs for the Disabled (IDEA)		\$0		\$0			
No Child Left Behind (NCLB)		\$0		\$0			
Total Revenue from Federal Sources (4000)		\$0		\$0			
Private Grants & Donations:		\$0		\$0			
Source(s) (specify)		\$0		\$0			
Loans:		\$0		\$0			
Commercial		\$0		\$0			
Contributions and Donations from Private Sources		\$3,000		\$3,000			
Other (specify)Revolving Loan Fund		\$30,000		\$30,000			
Total Revenue from Other Sources (5000)		\$33,000		\$33,000			
Total Revenue		\$1,711,288		\$1,334,552			
Expenditures		Number	Salary or Cost	Total	Number	Salary or Cost	Total
131	Salaries - Teachers	6.00	\$42,000	\$252,000	5.00	\$42,000	\$210,000
132	Salaries - Substitute Teachers			\$0			\$0

161	Salaries - Teacher Aides and Paraprofessionals	6.00	\$10,000	\$60,000	4.00	\$10,000	\$40,000
100	Salaries - All Other Legislative Increase	6.00	\$4,200	\$25,200	5.00	\$4,200	\$21,000
	Total Salaries (100)			\$337,200			\$271,000
210	Retirement			\$56,161	estimated no URS/5% 501(k)		\$12,800
220	Social Security			\$25,796			\$19,584
240	Insurance (Health/Dental/Life)			\$34,414			\$26,400
200	Other Benefits (<i>specify</i>) Unemployment, Workers Comp.			\$5,342			\$3,870
	Total Benefits (200)			\$121,713			\$62,654
300	Purchased Professional and Technical Services			\$0			\$0
600	Instructional Supplies			\$15,000			\$12,000
641	Textbooks			\$29,800			\$18,250
	Total Supplies (600)			\$44,800			\$30,250
700	Total Property (Instructional Equipment) (700)	Computers/ Learning Software		\$157,000			\$117,000
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Instruction (1000)				\$660,713			\$480,904
141	Salaries - Attendance and Social Work Personnel			\$0			\$0
142	Salaries - Guidance Personnel	2.00	\$33,150	\$66,300	2.00	\$33,150	\$66,300
143	Salaries - Health Services Personnel			\$0			\$0
144	Salaries - Psychological Personnel			\$0			\$0
152	Salaries - Secretarial and Clerical			\$0			\$0
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$66,300			\$66,300
210	Retirement			\$13,432			\$3,315
220	Social Security			\$5,072			\$5,072
240	Insurance (Health/Dental/Life)			\$5,870			\$4,200
200	Other Benefits Unemployment			\$199			\$199
	Total Benefits (200)			\$24,573			\$12,786
300	Purchased Professional and Technical Services			\$83,700			\$43,000
600	Supplies			\$6,700			\$5,000
700	Property			\$0			\$0

800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Student Support Services (2100)				\$181,273			\$127,086
145	Salaries - Media Personnel - Certified			\$0			\$0
162	Salaries - Media Personnel - Noncertified			\$0			\$0
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$0			\$0
210	Retirement			\$0			\$0
220	Social Security			\$0			\$0
240	Insurance (Health/Dental/Life)			\$0			\$0
200	Other Benefits			\$0			\$0
	Total Benefits (200)			\$0			\$0
300	Purchased Professional and Technical Services			\$15,800			\$10,000
600	Supplies			\$0			\$0
644	Library Books			\$0			\$0
650	Periodicals			\$0			\$0
660	Audio Visual Materials			\$0			\$0
	Total Supplies (600)			\$0			\$0
700	Property			\$0			\$0
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Instructional Staff Support Services (2200)				\$15,800			\$10,000
121	Salaries - Principals and Assistants	1.00	\$ 76,200	\$76,200	1.00	\$70,000	\$70,000
152	Salaries - Secretarial and Clerical	1.00	\$30,000	\$30,000	1.00	\$30,000	\$30,000
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$106,200			\$100,000
210	Retirement			\$21,516			\$4,925
220	Social Security			\$8,124			\$7,650
240	Insurance (Health/Dental/Life)			\$5,890			\$4,800
200	Other Benefits: Unemployment			\$319			\$280
	Total Benefits (200)			\$35,849			\$17,655
300	Purchased Professional and Technical Services			\$0			\$0
600	Supplies			\$0			\$0
700	Property			\$0			\$0
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0

	Total Other Objects (800)			\$0			\$0
Total School Administration (2400)				\$142,049			\$117,655
100	Salaries	2.00	\$35,000	\$70,000	2.00	\$30,000	\$60,000
210	Retirement			\$14,182			\$2,900
220	Social Security			\$5,355			\$4,437
240	Insurance (Health/Dental/Life)			\$5,145			\$4,000
200	Other Benefits: Unemployment			\$210			\$210
	Total Benefits (200)			\$24,892			\$11,547
300	Purchased Professional and Technical Services			\$11,500			\$5,000
400	Purchased Property Services			\$35,000			\$35,000
460	Construction and Remodeling			\$0			\$0
	Total Property (400)			\$35,000			\$35,000
500	Other Purchased Services			\$0			\$0
600	Supplies			\$4,500			\$3,800
700	Property			\$0			\$0
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Operation & Maintenance of Facilities (2600)				\$145,892			\$115,347
100	Salaries	2.00	1 @ 12k, 1 @ 30k	\$42,000	2.00	1 @ 12k 1 @ 26k	\$38,000
210	Retirement			\$8,509			\$1,800
220	Social Security			\$3,213			\$2,754
240	Insurance (Health/Dental/Life)			\$5,870			\$4,800
200	Other Benefits: Unemployment			\$126			\$126
	Total Benefits (200)			\$17,718			\$9,480
300	Purchased Professional and Technical Services			\$300			\$300
600	Non-Food Supplies Janitorial and Maintenance			\$20,000			\$20,000
630	Food			\$0			\$0
	Total Supplies (600)			\$20,000			\$20,000
700	Property Rent, Property Taxes, Utilities			\$395,500			\$372,000
780	Depreciation - Kitchen Equipment Depreciation			\$0			\$0
	Total Property (700)			\$395,500			\$372,000
800	Other Objects (<i>Specify</i>)			\$0			\$0
Total Food Services (3100)				\$475,518			\$439,780
100	Salaries			\$0			\$0
210	Retirement			\$0			\$0

220	Social Security			\$0		\$0
240	Insurance (Health/Dental/Life)			\$0		\$0
200	Other Benefits			\$0		\$0
	Total Benefits (200)			\$0		\$0
300	Purchased Professional and Technical Services			\$0		\$0
400	Purchased Property Services			\$0		\$0
460	Construction and Remodeling			\$0		\$0
	Total Property (400)			\$0		\$0
500	Other Purchased Services			\$0		\$0
600	Supplies - New Buildings			\$0		\$0
641	Textbooks - New Buildings			\$0		\$0
644	Library Books - New Libraries			\$0		\$0
	Total Supplies (600)			\$0		\$0
710	Land and Improvements			\$0		\$0
720	Buildings			\$0		\$0
731	Machinery			\$0		\$0
732	School Buses			\$8,000		\$8,000
733	Furniture and Fixtures			\$0		\$0
734	Technology Equipment			\$0		\$0
735	Non-Bus Vehicles			\$0		\$0
739	Other Equipment			\$0		\$0
	Total Property (700)			\$8,000		\$8,000
800	Other Objects (<i>Specify</i>)			\$0		\$0
Total Building Acquisition & Instruction (4500)				\$8,000		\$8,000
830	Interest			\$0		\$0
840	Redemption of Principal Revolving Loan Fund			\$1,051		\$0
Total other financing sources (uses) and other items				\$1,051		\$0

1000	Total Local			\$41,500		\$32,000
3000	Total State			\$1,536,788		\$1,169,552
4000	Total Federal, Startup & Contributions			\$133,000		\$133,000
TOTAL REVENUES				\$1,711,288		\$1,334,552
100	Salaries			\$621,700		\$535,300
200	Employee Benefits			\$224,745		\$114,122
300	Purchased Professional and Technical Services			\$111,300		\$58,300
400	Purchased Property Services			\$35,000		\$35,000
500	Other Purchased Services			\$0		\$0

600	Supplies			\$76,000			\$59,050
700	Property			\$560,500			\$497,000
800	Other Objects			\$1,051			\$0
TOTAL EXPENDITURES				\$1,630,296			\$1,298,772
Excess or Deficiency of Revenues over Expenditures				\$80,992			\$35,780
Other Sources of Funding (5000)				\$33,000			\$33,000
Net Asset Balance (Fund Balance)				\$113,992			\$68,780
Reserves as Percentage of Total Revenue				7%			5%
Percentage of Funding Contributed to Reserve Balance				0.047328094			3%
Necessary Closure Fund				\$6,009			\$5,833

Charter School Name: iTech Academy		Fiscal Year: 2016					
Second Operational Year		100% Enrollment		75% Enrollment			
Number of Students:300		300		225			
Grade Configuration:7-12							
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		\$0		\$0			
Student Activities		\$0		\$0			
Other Student Fees, Bus Pass Reimb		\$55,000		\$43,000			
Total Revenue From Local Sources (1000)		\$55,000		\$43,000			
Total Revenue from State Sources (3000)		\$1,765,884		\$1,344,917			
State Startup Funds Final Draw Down		\$50,000		\$50,000			
Lunch and Breakfast Reimbursement		\$0		\$0			
Donated Commodities (CNP)		\$0		\$0			
Restricted Federal Through State		\$0		\$0			
Programs for the Disabled (IDEA)		\$28,000		\$21,000			
No Child Left Behind (NCLB)		\$23,000		\$17,250			
Total Revenue from Federal Sources (4000)		\$51,000		\$38,250			
Private Grants & Donations:		\$0		\$0			
Source(s) (<i>specify</i>)		\$0		\$0			
Loans:		\$0		\$0			
Commercial		\$0		\$0			
Contributions and Donations from Private Sources		\$3,000		\$3,000			
Other (<i>specify</i>) <i>Revolving Loan Fund</i>		\$0		\$10,000			
Total Revenue from Other Sources (5000)		\$3,000		\$13,000			
Total Revenue		\$1,924,884		\$1,489,167			
Expenditures		Number	Salary or Cost	Total	Number	Salary or Cost	Total
131	Salaries - Teachers	6.00	\$43,000	\$258,000	5.00	\$42,000	\$210,000
132	Salaries - Substitute Teachers			\$0			\$0
161	Salaries - Teacher Aides and Paraprofessionals	8.00	\$10,500	\$84,000	7.00	\$10,000	\$70,000

100	Salaries - All Other Legislative Increase	6.00	\$4,200	\$25,200	5.00	\$4,200	\$21,000
	Total Salaries (100)			\$367,200			\$301,000
210	Retirement			\$57,376	estimated no URS/5% 501(k)		\$15,050
220	Social Security			\$28,090			\$23,027
240	Insurance (Health/Dental/Life)			\$47,614			\$47,614
200	Other Benefits (<i>specify Unemp</i>)			\$1,469			\$1,469
	Total Benefits (200)			\$134,549			\$87,160
300	Purchased Professional and Technical Services			\$0			\$0
600	Instructional Supplies			\$11,000			\$9,200
641	Textbooks			\$10,000			\$4,000
	Total Supplies (600)			\$21,000			\$13,200
700	Total Property (Instructional Equipment) (700)	Computers/ Learning Software		\$110,000			\$92,000
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Instruction (1000)				\$632,749			\$493,360
141	Salaries - Attendance and Social Work Personnel			\$0			\$0
142	Salaries - Guidance Personnel	2.00	\$45,200	\$90,400	2.00	\$40,000	\$80,000
143	Salaries - Health Services Personnel			\$0			\$0
144	Salaries - Psychological Personnel			\$0			\$0
152	Salaries - Secretarial and Clerical			\$0			\$0
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$90,400			\$80,000
210	Retirement			\$18,315	estimated no URS/5% 501(k)		\$4,000
220	Social Security			\$6,916			\$6,120
240	Insurance (Health/Dental/Life)			\$6,970			\$6,970
200	Other Benefits Unemp.			\$362			\$362
	Total Benefits (200)			\$32,563			\$17,452
300	Purchased Professional and Technical Services			\$83,000			\$72,500
600	Supplies			\$20,000			\$15,000
700	Property			\$0			\$0
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0

	Total Other Objects (800)			\$0			\$0
Total Student Support Services (2100)				\$225,963			\$184,952
145	Salaries - Media Personnel - Certified			\$0			\$0
162	Salaries - Media Personnel - Noncertified			\$0			\$0
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$0			\$0
210	Retirement			\$0			\$0
220	Social Security			\$0			\$0
240	Insurance (Health/Dental/Life)			\$0			\$0
200	Other Benefits			\$0			\$0
	Total Benefits (200)			\$0			\$0
300	Purchased Professional and Technical Services	300.00	uta bus passes	\$40,000	225.00	uta bus passes	\$30,150
600	Supplies			\$13,500			\$9,300
644	Library Books			\$0			\$0
650	Periodicals			\$0			\$0
660	Audio Visual Materials			\$0			\$0
	Total Supplies (600)			\$13,500			\$9,300
700	Property			\$0			\$0
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Instructional Staff Support Services (2200)				\$53,500			\$39,450
121	Salaries - Principals and Assistants	1.00	\$ 79,200	\$79,200	1.00	\$72,000	\$72,000
152	Salaries - Secretarial and Clerical	1.00	\$32,000	\$32,000	1.00	\$31,000	\$31,000
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$111,200			\$103,000
210	Retirement			\$22,529	estimated no URS/5% 501(k)		\$5,150
220	Social Security			\$8,506			\$7,880
240	Insurance (Health/Dental/Life)			\$6,990			\$6,990
200	Other Benefits Unemp.			\$334			\$334
	Total Benefits (200)			\$38,359			\$20,354
300	Purchased Professional and Technical Services			\$0			\$0
600	Supplies			\$0			\$0
700	Property			\$0			\$0
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0

Total School Administration (2400)				\$149,559		\$123,354	
100	Salaries	2.00	\$42,500	\$85,000	2.00	\$35,000	\$70,000
210	Retirement			\$17,221	estimated no URS/5% 501(k)		\$3,500
220	Social Security			\$8,951			\$5,355
240	Insurance (Health/Dental/Life)			\$6,990			\$6,990
200	Other Benefits Unemp.			\$351			\$351
	Total Benefits (200)			\$33,513			\$16,196
300	Purchased Professional and Technical Services	Audit 11.5k, legal 2k		\$13,500	Audit 11.5k, legal 2k		\$13,500
400	Purchased Property Services			\$2,102			\$2,102
460	Construction and Remodeling			\$0			\$0
	Total Property (400)			\$2,102			\$2,102
500	Other Purchased Services			\$0			\$0
600	Supplies			\$4,500			\$4,500
700	Property			\$0			\$0
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Operation & Maintenance of Facilities (2600)				\$138,615		\$106,298	
100	Salaries	2.00	1 @ 15K 1 @ 32K	\$47,000	2.00	1 @ 15K 1 @ 32K	\$47,000
210	Retirement			\$9,870	estimated no URS/5% 501(k)		\$2,350
220	Social Security			\$3,596			\$3,596
240	Insurance (Health/Dental/Life)			\$6,990			\$6,990
200	Other Benefits Unemp.			\$210			\$210
	Total Benefits (200)			\$20,666			\$13,146
300	Purchased Professional and Technical Services			\$0			\$0
600	Non-Food Supplies Janitorial & Maintenance			\$25,500			\$21,000
630	Food			\$0			\$0
	Total Supplies (600)			\$25,500			\$21,000
700	Property Rent, Property Taxes, Utilities			\$410,300			\$395,000
780	Depreciation - Kitchen Equipment Depreciation			\$0			\$0
	Total Property (700)			\$410,300			\$395,000
800	Other Objects (<i>Specify</i>)			\$0			\$0
Total Food Services (3100)				\$503,466		\$476,146	
100	Salaries			\$0			\$0
210	Retirement			\$0			\$0
220	Social Security			\$0			\$0

240	Insurance (Health/Dental/Life)			\$0			\$0
200	Other Benefits			\$0			\$0
	Total Benefits (200)			\$0			\$0
300	Purchased Professional and Technical Services			\$0			\$0
400	Purchased Property Services			\$0			\$0
460	Construction and Remodeling			\$0			\$0
	Total Property (400)			\$0			\$0
500	Other Purchased Services			\$0			\$0
600	Supplies - New Buildings			\$0			\$0
641	Textbooks - New Buildings			\$0			\$0
644	Library Books - New Libraries			\$0			\$0
	Total Supplies (600)			\$0			\$0
710	Land and Improvements			\$0			\$0
720	Buildings			\$0			\$0
731	Machinery			\$0			\$0
732	School Buses			\$0			\$0
733	Furniture and Fixtures			\$0			\$0
734	Technology Equipment			\$0			\$0
735	Non-Bus Vehicles			\$0			\$0
739	Other Equipment			\$0			\$0
	Total Property (700)			\$0			\$0
800	Other Objects (<i>Specify</i>)			\$0			\$0
Total Building Acquisition & Instruction (4500)				\$0			\$0
830	Interest Revolving Loan Fund			\$529			\$529
840	Redemption of Principal Revolving/ Loan Fund Planning Year			\$5,570			\$5,570
Total other financing sources (uses) and other items				\$6,099			\$6,099

1000	Total Local			\$55,000			\$43,000
3000	Total State			\$1,765,884			\$1,344,917
4000	Total Federal, Startup & Contributions			\$104,000			\$101,250
TOTAL REVENUES				\$1,924,884			\$1,489,167
100	Salaries			\$700,800			\$601,000
200	Employee Benefits			\$259,650			\$154,308
300	Purchased Professional and Technical Services			\$136,500			\$116,150
400	Purchased Property Services			\$2,102			\$2,102
500	Other Purchased Services			\$0			\$0

600	Supplies			\$84,500			\$63,000
700	Property			\$520,300			\$487,000
800	Other Objects			\$6,099			\$6,099
TOTAL EXPENDITURES				\$1,709,951			\$1,429,659
Excess or Deficiency of Revenues over Expenditures				\$214,933			\$59,508
Other Sources of Funding (5000)				\$3,000			\$13,000
Net Asset Balance (Fund Balance)				\$217,933			\$72,508
Reserves as Percentage of Total Revenue				11%			5%
Percentage of Funding Contributed to Reserve Balance				0.111660235			4%
Necessary Closure Fund				\$1,367			\$1,367

CHARTER SCHOOL WORKSHEET

Operation Year One FY 2015

*****260 STUDENTS – 100%*****

School Name: iTech Academy TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	70	0.99	69.3
Estimated ADM (9-12)	190	1.2	228
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	26		
Special Ed (Self-Contained)	0		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	6		
WPU Value	\$2,927	<i>(Except for CTE Add-on and Special Ed.)</i>	
No. of Teachers (FTE) (CACTUS)	9		
School Administrators (CACTUS)	1		
Prior Year WPUs	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	297.3000	\$ 870,197
Professional Staff	0.05400	16.0542	46,991
Restricted Basic School:			
Special Ed--Add-on	1.0000	26.0000	67,782
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$251.94 per K-8 ADM		
Total WPU Programs		339.3542	\$ 984,970
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$ 30.167 per WPU		\$ 10,237

Special Populations			
Enhancement for At-Risk Students	\$30.42 per student		7,909
Enhancement for Accelerated Students	\$3.79 per student		985
Other			
School Land Trust Program	\$41.88 per student		10,889
Reading Achievement Program	\$20.62 per student-Guarantee Program		-
	\$1.60 per K-3 student		-
	\$38.47 per low income student		-
Charter Administrative Costs	\$100 per student		26,000
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		46,935
ESA-School Administrators	\$3,104 per qualified administrator		3,104
Local Replacement Dollars	Average \$1,710 per student		444,600
Total Non-WPU			\$ 550,660
One Time			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) ¹	0	-
	\$200 or \$150 per teacher (7-12) ²	6	900
Library Books and Resources	\$0.995 per student	260	259
Total One Time			\$ 1,159
ESTIMATED Total All State Funding			\$ 1,536,788
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			Updated 05-17-12

CHARTER SCHOOL WORKSHEET

Operation Year One 75% 195 Students FY 2015

*****195 STUDENTS – 75%*****

School Name: iTech Academy TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	40	0.99	39.6
Estimated ADM (9-12)	155	1.2	186
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	18		
Special Ed (Self-Contained)	0		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	6		
WPU Value	\$2,927	<i>(Except for CTE Add-on and Special Ed.)</i>	
No. of Teachers (FTE) (CACTUS)	9		
School Administrators (CACTUS)	1		
Prior Year WPUs	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	225.6000	\$ 660,331
Professional Staff	0.05400	12.1824	35,658
Restricted Basic School:			
Special Ed--Add-on	1.0000	18.0000	46,926
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$251.94 per K-8 ADM		
Total WPU Programs		255.7824	\$ 742,915
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$ 30.167 per WPU		\$ 7,716
Special Populations			

Enhancement for At-Risk Students	\$30.42 per student		5,932
Enhancement for Accelerated Students	\$3.79 per student		739
Other			
School Land Trust Program	\$41.88 per student		8,167
Reading Achievement Program	\$20.62 per student-Guarantee Program		-
	\$1.60 per K-3 student		-
	\$38.47 per low income student		-
Charter Administrative Costs	\$100 per student		19,500
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		46,935
ESA-School Administrators	\$3,104 per qualified administrator		3,104
Local Replacement Dollars	Average \$1,710 per student		333,450
Total Non-WPU			\$ 425,543
One Time			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) ¹	0	-
	\$200 or \$150 per teacher (7-12) ²	6	900
Library Books and Resources	\$0.995 per student	195	194
Total One Time			\$ 1,094
ESTIMATED Total All State Funding			\$ 1,169,552
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			Updated 05-17-12

**CHARTER SCHOOL
WORKSHEET**

Year Two Operation FY 2016

*****300 STUDENTS – 100%*****

School Name: iTech Academy TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	80	0.99	79.2
Estimated ADM (9-12)	220	1.2	264
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	30		
Special Ed (Self-Contained)	0		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	6		
WPU Value	\$2,927	<i>(Except for CTE Add-on and Special Ed.)</i>	
No. of Teachers (FTE) (CACTUS)	9		
School Administrators (CACTUS)	1		
Prior Year WPUs	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	343.2000	\$ 1,004,546
Professional Staff	0.05400	18.5328	54,246
Restricted Basic School:			
Special Ed--Add-on	1.0000	30.0000	78,210
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$251.94 per K-8 ADM		
Total WPU Programs		391.7328	\$ 1,137,002
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$ 30.167 per WPU		\$ 11,817
Special Populations			

Enhancement for At-Risk Students	\$30.42 per student		9,126
Enhancement for Accelerated Students	\$3.79 per student		1,137
Other			
School Land Trust Program	\$41.88 per student		12,564
Reading Achievement Program	\$20.62 per student-Guarantee Program		-
	\$1.60 per K-3 student		-
	\$38.47 per low income student		-
Charter Administrative Costs	\$100 per student		30,000
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		46,935
ESA-School Administrators	\$3,104 per qualified administrator		3,104
Local Replacement Dollars	Average \$1,710 per student		513,000
Total Non-WPU			\$ 627,683
One Time			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) ¹	0	-
	\$200 or \$150 per teacher (7-12) ²	6	900
Library Books and Resources	\$0.995 per student	300	299
Total One Time			\$ 1,199
ESTIMATED Total All State Funding			\$ 1,765,884
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			Updated 05-17-12

**CHARTER SCHOOL
WORKSHEET**

Operation Year Two 75% 225 Students FY 2016

*****225 STUDENTS – 75%*****

School Name: iTech Academy TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	30	0.99	29.7
Estimated ADM (9-12)	195	1.2	234
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	18		
Special Ed (Self-Contained)	0		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	6		
WPU Value	\$2,927	<i>(Except for CTE Add-on and Special Ed.)</i>	
No. of Teachers (FTE) (CACTUS)	9		
School Administrators (CACTUS)	1		
Prior Year WPUs	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	263.7000	\$ 771,850
Professional Staff	0.05400	14.2398	41,680
Restricted Basic School:			
Special Ed--Add-on	1.0000	18.0000	46,926
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$251.94 per K-8 ADM		
Total WPU Programs		295.9398	\$ 860,456
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$ 30.167 per WPU		\$ 8,928
Special Populations			

Enhancement for At-Risk Students	\$30.42 per student		6,845
Enhancement for Accelerated Students	\$3.79 per student		853
Other			
School Land Trust Program	\$41.88 per student		9,423
Reading Achievement Program	\$20.62 per student-Guarantee Program		-
	\$1.60 per K-3 student		-
	\$38.47 per low income student		-
Charter Administrative Costs	\$100 per student		22,500
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		46,935
ESA-School Administrators	\$3,104 per qualified administrator		3,104
Local Replacement Dollars	Average \$1,710 per student		384,750
Total Non-WPU			\$ 483,337
One Time			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) ¹	0	-
	\$200 or \$150 per teacher (7-12) ²	6	900
Library Books and Resources	\$0.995 per student	225	224
Total One Time			\$ 1,124
ESTIMATED Total All State Funding			\$ 1,344,917
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			Updated 05-17-12

APPENDIX B: PURCHASING POLICIES AND PROCEDURES

iTECH ACADEMY PROCUREMENT AND PURCHASING POLICY

PURPOSE: Define who has ability to purchase items or services for the Charter School (the “School”), and how to follow the legal requirements for purchasing such items or services.

The School desires to be fiscally responsible and comply with applicable law, and has thus adopted this Procurement and Purchasing Policy (the “Policy”). It should be remembered that all funds, regardless of the source, are considered funds of the School and this Policy must be followed.

Budget items are those items that are purchased under a line item approved as a part of the School’s budget. Non-budgeted items are all items which have not been approved in the line item budget, i.e.; school funds or donations. School credit cards shall be issued to board members and administrative personnel with responsibility for procuring and/or purchasing items for the School. All credit card charges must have an email approval by the Business Manager or Principal.

Teachers purchasing supplies with sponsor funds to enhance their classroom and student learning may purchase items or services and be reimbursed up to the amount available in their classroom account.

Completing the purchasing process requires two steps before purchase is made:

- Step 1. Approval given by appropriate administration (listed below)
- Step 2. Following the purchase procedure according to the item being purchased and dollar amount of purchase

Step 1: Approval by Appropriate Administration

The Business Manager, Executive Director or Principal must confirm any purchase is within the School’s budget approved by the Board. Then, additional approval is required depending on the dollar amount of the purchase as follows:

1. \$2,000 or less: Approval by the Business Manager
2. More than \$2,000, up to \$50,000: Approval by the Principal, Business Manager and Executive Director
3. Over \$50,000. Approval by the Board of Directors.

Step 2: Legal Requirements

1. Up to \$1,000: No legal requirements.
2. Over \$1,000, up to \$50,000: Must obtain two quotes, with the purchase from “the responsible vendor offering the lowest quote meeting specifications”
3. Over \$50,000: Most likely must conduct a formal bidding process (RFP) consistent with applicable law.

Additional Items

1. Small Purchase: The School shall not make any purchase that violates the “small purchase” requirements under Utah Law, including the requirement that it is unlawful to divide a purchase into one or more purchases to avoid any legal requirements, including a formal bidding process.
2. Gratuities or Kickbacks: No one at the School shall accept any gratuity or kickback under Utah Law during a procurement process. Do not accept anything from a vendor during a bidding or procurement process.
3. Quotations may be received by telephone, fax, or e-mail. These quotations must be documented and filed for auditing purposes. Since documentation is required, fax or e-mail is the preferred quotation medium.
4. Unique Situations: The School shall consult with the School’s attorney before making any of the following purchases: any agreement more than 5 years and the purchase or leasing of real estate.
5. Violations: Any violation of this Policy shall be reported in writing to the Finance Manager, Principal and Board. Action shall be taken after confirming the violation and consulting the School’s attorney.

APPENDIX C: SUSPENSION POLICIES AND PROCEDURES

DISCIPLINE, CONDUCT AND DUE PROCESS POLICIES

iTech is committed to fostering a safe environment for students, staff, and visitors that is conducive to the learning process and free from unnecessary disruptions.

iTech has adopted a Safe School policy that is in accordance with Utah State Law. A safe school environment includes school facilities and grounds; school sponsored activities and school related locations where students can function without threat of impending harm.

A student may be denied admission to iTech on the basis of having been expelled or having committed a Safe School Violation at any other school during the preceding twelve (12) months.

DISCIPLINE OPTIONS - Procedure

Students, who violate school rules, disturb, or otherwise cause problems for students, teachers, or staff may be referred to lunchtime accountability or for more serious offenses, be referred to the office, and will lose citizenship points.

Students will be referred to the local police department or other civil authorities and suspended from iTech for the following:

- Possessing, using, selling or coming to school under the influence of alcohol or drugs
- Possessing or using fireworks, knives, weapons, or other dangerous objects
- Stealing or damaging school or personal property
- Engaging in intimidating, threatening, demeaning behavior, or actual physical assault against other students, faculty, or staff member
- Using cigarette lighters to burn, threaten, or tease other students, destroy school property or personal property.
- School officials shall consult with local law enforcement authorities and gang detectives whenever they have questions regarding gang-related clothing, apparel, or other gang activity.

Prior to suspension, every effort will be made to provide an alternative. Alternatives to suspension include parental supervision of the student while at school, Lunchtime accountability Panel and the BEST program.

Suspensions: Teachers, principal, or counselor may remove a student from class for one day or less for serious misbehavior. The teacher, counselor, and/or principal will make contact with the parent/guardian. A conference will be required with the parent/guardian, student, teacher, counselor, and principal prior to returning to school. The parent/guardian is responsible for taking their child home from school.

The principal or vice principal may suspend a student from school for up to ten days for more serious misbehavior. Long term suspension or expulsions are also options for extreme misbehavior. The principal or vice principal will make contact with the parent/guardian. A conference will be required with the parent/guardian, student, teacher, and principal/director or vice principal prior to returning to school. The parent/guardian is responsible to take their child home from school.

Prior to suspending or expelling a student for repeated acts of willful disobedience of authority or disruptive behavior which are not of violent or extreme nature where immediate removal is required, good faith efforts shall be made to implement a remedial discipline plan that would allow the student to remain in school.

Drugs and Controlled Substances - Mandatory Suspension or Expulsion

U.C.A. § 53A-11-904(2)(a)

A student shall be suspended or expelled from iTech for any of the following reasons:

- use, control, possession, distribution, sale, or arranging for the sale of an illegal drug or controlled substance (which includes alcohol), an imitation controlled substance, or drug paraphernalia in a school building, on school grounds, within 1000 feet of campus, in a school vehicle, on school property, or in conjunction with any school activity, regardless of the location;
- misuse or abuse, distribution, sale or arranging for the sale of prescription medication at school or a school function; or
- misuse or abuse of over-the counter remedies, or sharing, distribution, sale, or arranging for the sale of over-the-counter remedies. Any medications prescribed or over the counter, must be kept in the front office and will be administered by school officials according to written instructions and permission by the Parent or Guardian.

Drug Testing

- Any student who is reasonably suspected of violating the above drug policy may be subject to a drug test, arranged and paid for by the school.
- Any student who has been suspended or expelled for a drug violation may be required to provide a clean drug test and evidence of drug assessment and drug counseling programs as a condition of readmission to school. Testing and counseling required as a condition of re-admission rather than for the purpose of providing justification for the initial suspension or expulsion shall be arranged and paid for by the student's parent or guardian.
- Students who refuse to submit to required drug testing and counseling programs, or to cooperate with school officials with respect to the sharing of appropriate information, may be expelled from the school. Any student who is suspended or expelled for drug violation may be subject to random drug testing, at any time and for any reason, for a period of one year from the date of offense. If the student tests positive, he/she may be expelled from School. Any student who refuses consent for random drug testing under these conditions shall be expelled from School.

Gang Activity

Students who engage in any form of gang activity on or about school property, or at any school activity may be suspended or expelled under the terms of this policy.

Gang Activity Prohibited

For the purposes of this policy, prohibited "gang activities" include, but are not limited to any of the following:

- committing any act or omission or using any speech, either verbal or nonverbal,(flashing signs, gestures, hand shakes, etc.) that demonstrates membership in or affiliation with a gang ;

- soliciting others for membership in a gang;
- requesting any person to pay for “protection”, claiming “turf”, or otherwise intimidating, bullying, retaliating against, threatening, or harassing any person;
- possessing a weapon, controlled substances, drug paraphernalia, or other contraband;
- committing any illegal act;
- encouraging or inciting another person to act with physical violence upon any other person or cause damage to property.

Gang Apparel Prohibited

Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, apparel, emblems, badges, tattoos or manner of grooming, accessories, symbols, signs, or other thing which is evidence of membership in or affiliation with any gang, as defined by any law enforcement agency, is prohibited. Recognizing that gang styles and clothing continually evolve and change, and that no list could comprehensively define all clothing affiliated with gangs, the Board provides the following representative list of prohibited clothing items that, according to gang detectives, commonly denote gang membership or affiliation:

- excessively baggy clothing;
- belts worn excessively long in the front and hanging on either side;
- boy Scout-style belt buckle with the initials of the person or gang, or gang numbers or other symbols etched on it;
- baseball hat or other cap with gang symbols, moniker, or insignia on it, particularly on inside of brim;
- bandannas, or “rags,” worn on a person or displayed;
- shirts or apparel with gang symbols, monikers, insignia, colors, or other gang identifiers;
- clothing or apparel displaying Old English style or “graffiti” style writing;
- hair nets;
- button shirts with the top button fastened and shirt tails hanging out;
- pants with one pant leg rolled up or shirts with one shirt sleeve rolled up;
- any apparel or style of wearing clothing that school officials, in light of the totality of the circumstances, and after consultation with law enforcement authorities, view as denoting gang membership or affiliation.
- ICP and Straight Edge clothing and insignias are prohibited.

Confiscation of Gang Items

Subject to the search and seizure provisions of this policy, gang paraphernalia, apparel, or weapons may be confiscated by school officials at any time. Administration reserves the right to decide when an item is or is not gang related.

Exclusion: For severe cases of misbehavior, the principal may order the exclusion of a student from iTech for up to one year. A conference will be required with the parent/guardian, student, and principal

prior to exclusion to discuss the student's behavioral history and other possible school options. The student will not lose his/her space at iTech. After the exclusionary period, a parent/student conference with the principal will be required prior to returning to school.

Expulsion: In cases where a student has received his/her 2nd offense or student behavior requires more restrictive measures, the principal may order the expulsion of a student from iTech. Suspension, exclusion, or expulsion is mandatory for the following violations:

1. Any serious violation affecting another student or staff member, or occurring in the school building, in or on school property, or in conjunction with any school activity, including the possession of a weapon, explosive, or flammable material under 52A-3-502 of the Utah Code, or the sale, control, or distribution of a drug or controlled substance as defined in 58-37-2 of the Utah Code, an imitation controlled substance as defined in 58-37b-2 of the Utah Code, or drug paraphernalia as defined in 58-37a-3 of the Utah Code: or
2. 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 misdemeanor.

Least Restrictive Interventions – Restraint

iTech employees or volunteers may not inflict or cause the infliction of physical pain upon the body of a minor child as a discipline measure. Corporal punishment is defined as the intentional infliction of physical pain upon the body of a minor child as a disciplinary measure. This policy does not prohibit the use of reasonable and necessary physical restraint or force in self-defense or otherwise appropriate to the circumstance to:

1. Obtain possession of a weapon, other dangerous objects, or controlled substance in the possession or under the control of a child
2. Protect the child or another person from physical injury
3. Remove from a situation a child who is violent.

In the event that a student's behavior requires emergency interventions to prohibit danger to him/her, others or the threatened abuse to the aforementioned, emergency procedures may be implemented. Emergency procedures include the use of redirection, physical restraint, manual restraint, time-out, suspension, etc.

In the event that emergency procedures are utilized, staff will document all periods of emergency behavior control with a justification and authorization for each period. A parent or guardian will be contacted. If student's behavior continues to escalate in terms of severity, additional assistance will be sought through outside agencies (i.e. City Police, Mental Health Services, etc.).

The ultimate goal of discipline is to help the student deal with the concern and to assure that the student becomes accountable for his/her own behavior.

DUE PROCESS

1. The administrator shall:
 - a. make reasonable attempts (documented) to notify a parent/guardian immediately of the decision to suspend, exclude, expel, discuss grounds for action, time period for suspension, and time and place for parent/guardian to meet and review the action.

- b. prepare documentation of charges, evidence, behavioral history, and action taken that will be explained and made available to the student. This documentation will be signed by the student and the principal. If the student refuses to sign documentation, the principal will document the refusal.
2. The student shall be given an opportunity to be heard and counseled by school officials.
3. If the student denies the charges, an explanation of the evidence and an opportunity to present his/her version when the student version differs from the charges shall be offered in a hearing with parent or guardian.
4. Parent/guardian notice shall precede the student's removal from school. If, in the judgment of the principal, notice is not possible because of unavailability of the parent/guardian and/or the student's presence poses a danger or disruption to the education process, he/she may be removed immediately. However, in such cases, the necessary notice shall follow as soon as possible.
5. A student's re-admission to school is contingent upon a parent conference. This conference is for the purpose of planning for the student's success and the school receiving the assurance that repeated violations will not occur.
6. Student's non-attendance due to the failure of a parent/guardian to promptly schedule and/or keep appointments for the due process shall be considered truant.
7. The school shall maintain a record of all suspended or excluded students and a record of follow-up contacts which shall be at least once a month during the period of disciplinary action.

DISCIPLINE PROCEDURES FOR STUDENTS WITH DISABILITIES

East Hollywood High School/iTech is committed to complying with the requirements of IDEA and Section 504 of the Rehabilitation Act when administering discipline to students with disabilities. Disciplinary procedures that satisfy the legal requirements for these situations are discussed below.

Short Term Suspensions (No Change of Placement)

The Director may suspend a student with disabilities for not more than ten (10) consecutive school days and may suspend the student for not more than ten (10) total school days in that same school year for separate incidents of misconduct as long as those removals do not constitute a pattern resulting in a change of placement. The school is not required to provide services during these periods of removal of ten (10) days cumulative or less if services are not provided to a student without disabilities who has been suspended.

Change of Placement

A "change of placement" of a student with a disability occurs if (a) the removal is for more than ten (10) consecutive school days or (b) the student is subjected to a series of removals that constitute a pattern because they total more than ten (10) school days in a school year or because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another. Before the school imposes any long-term disciplinary action or change of placement, the school will follow procedures contained in the Utah State Board of Education Special Education Rules, including prior written notice to parents or guardians regarding their procedural due process rights.

Change of Placement Procedures

If a student with a disability under IDEA has been removed from his or her current placement for more than ten (10) school days in the same school year, for the remainder of the removals, the school will provide services to the extent necessary to enable the student to progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. School personnel will coordinate with the student's special education teacher to determine the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and advance toward achieving the goals set out in the student's IEP.

A student's IEP team may order a change in placement of a student with a disability to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than forty-five (45) days, if:

- The student carries a weapon to school or to a school-sponsored activity;
- The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school-sponsored activity; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school-sponsored activity.

Parental Notice

As soon as school officials make a decision to remove a student with a disability from his/her current placement for more than ten (10) school days, the student's parents must be notified of that decision and must be provided notice of all procedural safeguards outlined by law and school policy.

Manifestation Determinations

When a decision is made to remove the student from the current placement, the school must conduct a review of the relationship between the student's disability and the behavior subject to the disciplinary action. The review must be completed immediately, if possible, but in no case later than ten (10) school days after the date on which the change of placement decision is made.

The manifestation review must be conducted by the student's IEP team and other qualified school personnel.

In conducting the manifestation review, the IEP team may determine that the student's behavior was not a manifestation of student's disability only if the team:

- a. First considers, in terms of behavior subject to disciplinary action, all relevant information, including:
 - Evaluation and diagnostic results, including the results or other relevant information supplied by the parents of the student;
 - Observations of the student; and
 - The student's IEP and placement; and
- b. Then determines whether:
 - The conduct in question was caused by or had a direct and substantial relationship to the child's disability; or
 - The conduct in question was the direct result of the school's failure to implement the student's IEP.

If the IEP team determines that either of the standards above was met, the behavior must be considered a manifestation of the student's disability.

If the manifestation review results in a determination that the behavior of a student with a disability **was** a manifestation of the student's disability, the student must remain in or be returned to the prior placement.

If the manifestation review results in a determination that the behavior of a student with a disability **was not** a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied in the same manner in which they would be applied to students without disabilities, except that a free appropriate public education must still be made available to the student if the student is suspended or expelled from school.

When a determination is made that the conduct of a 504 or ADA student (but not a student who is disabled under IDEA) is not a manifestation of the student's disability, the student shall be subject to the same disciplinary consequences as regular education students, up to and including expulsion from school without educational services. (*See OSEP memorandum of April 26, 1995.*)

Change of Placement Due to Student's Serious Misconduct

School officials may request an expedited due process hearing in order to change the placement of a student with a disability to an appropriate interim alternative educational setting, recommended by the student's IEP team, for not more than forty-five (45) days. A hearing officer may order such a change, if he/she:

1. Determines that school officials have demonstrated by substantial evidence that maintaining the current placement of a student is substantially likely to result in injury to the student or others;
2. Considers the appropriateness of the student's current placement;
3. Considers whether school officials have made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services; and
4. Determines that the interim alternative educational setting being recommended by school officials:
 - a. has been selected so as to enable the student to continue to progress in the general curriculum, even though he or she is in another setting, and to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student to meet the goals set out in that IEP; and
 - b. includes services and modifications designed to address the behavior at issue so that it does not recur.

Functional Behavioral Assessments

If school officials have not conducted a functional behavioral assessment and implemented a behavioral intervention plan for the student before the behavior that results in a removal from school for longer than ten (10) school days or a change of placement to an interim alternative educational setting, school officials shall convene an IEP meeting to develop a functional behavioral assessment plan and appropriate behavioral interventions to address that behavior (behavioral intervention plan).

If the student already has a behavioral intervention plan, the IEP team shall review the plan and modify it, as necessary, to address the behavior.

Placement During Appeals and Stay Put

If a parent requests a due process hearing to challenge the interim alternative educational setting or the manifestation determination, the student must remain subject to the disciplinary action pending the decision of the hearing officer or until the expiration of the forty-five (45) day period, whichever occurs first, unless the parent and school officials agree otherwise.

If a student is placed in an interim alternative educational setting and school personnel propose to change the student's placement after expiration of the interim alternative placement, during the pendency of any proceeding to challenge the proposed change in placement the student must remain in the current placement (the student's placement prior to the interim alternative education setting), unless school officials succeed in getting an order through an expedited hearing.

APPENDIX D: COMPLAINT POLICY

Typically, most problems are best handled at the point closest to the problem or difficulty. For example, parents who have a complaint or concern about their student's homework should deal directly with the teacher involved. Sometimes a school principal or director is needed to facilitate the process, but the vast majority of concerns are handled at this level and in this manner. Nevertheless, the fact that most problems are settled in a rather uncomplicated way does not dismiss the need for a formal written policy and clear procedures for handling disputes that are not easily settled.

In order for iTech to best meet the needs of the student and the school, parents are asked to adhere to the following procedures when addressing concerns:

1. Items involving teachers or staff members should first be addressed with the individual(s) directly involved.
2. If the teacher or individual is not able to resolve the concern to the parents' satisfaction, the concern should then be addressed with the Principal or the Director.
3. If the Principal or Director are unable to resolve the issue satisfactorily, or the specific issue concerns the Principal or Director, a written complaint may be submitted to the Board of Trustees. Parents may choose to either present their case directly to the Board of Trustees or have the case presented on their behalf by the President of the Board of Trustees. The Board of Trustees will respond as quickly as circumstances dictate, not to exceed 30 days.

If a parent has a concern with a policy, procedure or practice at the school, parents are asked to adhere to the following procedures:

1. If the concern is directly related to administrative practices, procedures or school policy, parents should address their concerns directly with the Principal or Director.
2. If the Principal or Director is unable to resolve the issue satisfactorily, a written complaint may be submitted to the Board of Trustees. Parents may choose to either present their case directly to the Board of Trustees or have the case presented on their behalf by the President of the Board of Trustees. If a decision is required, the Board of Trustees will respond as quickly as circumstances dictate, not to exceed 30 days.
3. If the concern deals with school policy, parents may address the Board in a formal Board of Trustees meeting during the "public comment" portion. Parents may also request to be added to the meeting agenda by contacting the President of the Board of Trustees one week prior to the scheduled meeting date.

If a parent feels his/her child has been treated unfairly, discriminated against, or treated in a manner that is in violation of state or federal law:

1. A written complaint may be submitted to the Principal or Director, and an appointment may be made to discuss the issue. Written complaints should include the individual(s) involved, details of the incident(s), including dates and approximate times, and details of an attempt to rectify the situation.
2. If the Principal or Director is unable to resolve the issue satisfactorily, a written complaint may be submitted to the Board of Trustees. Parents may choose to either present their case directly to the Board of Trustees or have the case presented on their behalf by the President of the Board of Trustees. If a decision is required, the Board of Trustees will respond as quickly as circumstances dictate, not to exceed 30 days.

3. Parents may attend a Board of Trustees meeting and discuss the issue during a regularly scheduled public comment period. Parents may also request to be added to the meeting agenda by contacting the President of the Board of Trustees one week prior to the scheduled meeting date.

PROCEDURES FOR REVIEWING COMPLAINTS OF PARENTS OF SPECIAL EDUCATION STUDENTS

iTech follows all state laws regarding complaints of parents of students served under Section 504 or IDEA 2004. The Principal oversees regular education programs (Section 504) and Special Education programs (IDEA) at the school level. Parents who have concerns regarding the treatment of a student with disabilities or a student suspected of having a disability may contact the Principal.

The following briefly describes Utah's Dispute Resolution System available to parents of special education students:

There are four procedures available:

1. Problem Solving Facilitation
2. Formal State Complaint
3. Mediation
4. Due Process Hearing

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.

1. Problem Solving Facilitation

- State early dispute resolution procedure available at any time, before a State Complaint, Mediation, or due Process Hearing request is filed.
- Both parties must agree.
- Issues of disagreement must be specified, and how they violate IDEA described.
- No timeline.

2. State Complaint (Formal)

- Filed with Charter School Board of Directors and copied to Utah State Office of Education, State Director of Special Education.
- State Complaint Form on website or may be a letter with required elements
- Describe alleged violations of IDEA with respect to individual student.
- Describe proposed solutions to the problems.
- Charter School Board of Directors has 30 days to investigate and write decision.
- Parent may appeal decision to USOE within 10 days of Board of Directors' decision if disagree.
- USOE completed independent investigation before total of 60 days, unless parties agree to extend for some significant reason.

3. Mediation

- Any party may request at any time during the IDEA process.
- Both parties must agree to mediate or mediation will not occur.
- Filed with Charter School Board of Directors and copied to Utah State Office of Education, State Director of Special Education.
- Describe the problem.
- Describe alleged violations of IDEA with respect to individual student.
- Describe proposed solutions to the problems.
- USOE assigns mediator and absorbs costs of the mediation sessions.
- Attorneys not usually present.
- Discussions during mediation confidential.
- Mediation agreement is binding and may be enforced in court of law.
- No timeline.

4. Due Process Hearing Request

- Filed with Charter School Board of Directors and copied to Utah State Office of Education, State Director of Special Education.
- Describe problems.
- Describe alleged violations of IDEA with respect to individual student.
- Describe proposed solutions to the problems.
- Mandatory Resolution Session initiated within 15 days; resolution completed within 30 days, if resolution is possible.
- Hearing completed within 45 days; timeline starts after resolution session time is completed.
- Due Process Hearing is like court; rules of evidence, witnesses sworn in, procedures during hearing.
- It is advisable for both parties to have attorneys.
- Hearing Officer decision binding upon both parties

APPENDIX E: EMPLOYMENT OF RELATIVES POLICY

Definitions

“Relative” means a father, mother, husband, wife, son, daughter, sister, brother, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law. “Appointee” means an employee whose salary, wages, pay, or compensation is paid from school funds. “School officer” means a person who holds a position that is compensated by school funds; or who holds a position on the iTech Academy Board of Trustees.

Policy

As a general policy, the employment, supervision or evaluation of relatives are discouraged at iTech. The Board of Trustees recognizes that there may be circumstances where this situation is unavoidable and has adopted guidance policies.

The School’s employment decisions will be based solely on merit and job availability. A Board member may not be an appointee of the school. If a relative of a Board member is considered for employment in the School, the Board member must:

- ✓ Disclose the relationship in writing to the other Board members and the Director
- ✓ Abstain from voting on the issue
- ✓ Be absent from any meeting when the employment of the relative is being considered or determined

Board members who are family members of an employee will abstain from participating in discussion or any votes related to the salary, job performance evaluation, bonuses, discipline or termination of their family member.

Volunteer activities of a member of the Board or Board member’s spouse are not prohibited.

No school officer may directly supervise an appointee who is a relative, except as follows:

- ✓ Relative was appointed or employed before the school officer assumed their position, if the relative's appointment did not violate the provisions of this policy in effect at the time of their appointment
- ✓ Appointee will be employed for a period of 12 weeks or less
- ✓ Appointee is a volunteer
- ✓ Appointee is the only person available, qualified, or eligible for the position
- ✓ UICS Board of Trustees determines that the public officer is the only person available or is the person best qualified to perform supervisory functions for the appointee

When a school officer supervises a relative as allowed above, the officer shall make a complete written disclosure of the relationship to the iTech Academy Board of Directors.

APPENDIX F: ACCEPTABLE USE AND SOCIAL MEDIA POLICY

iTech Internet Safety Policy

Introduction

It is the policy of iTech to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the iTech online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the iTech staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of iTech's IT Director or designated representatives.

The iTech IT Director or designated representatives will provide age appropriate training for students who use the iTech's Internet facilities. The training provided will be designed to promote the iTech's commitment to:

- a. The standards and acceptable use of Internet services as set forth in the iTech Internet Safety Policy;
- b. Student safety with regard to:
 - i. safety on the Internet;
 - ii. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
 - iii. cyberbullying awareness and response.
- c. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the District's acceptable use policies.

CIPA definitions of terms:

MINOR. The term "minor" means any individual who has not attained the age of 17 years.

TECHNOLOGY PROTECTION MEASURE. The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. OBSCENE, as that term is defined in section 1460 of title 18, United States Code;
2. CHILD PORNOGRAPHY, as that term is defined in section 2256 of title 18, United States Code;
or
3. Harmful to minors.

HARMFUL TO MINORS. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

SEXUAL ACT; SEXUAL CONTACT. The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

APPENDIX G: EXTRA-CURRICULAR ACTIVITIES POLICY AND FEE SCHEDULE

iTech Academy EXTRACURRICULAR PARTICIPATION POLICY

INTRODUCTION

Participation in extracurricular activities is a privilege earned through compliance with all applicable rules and regulations. This policy is intended to be a positive statement in support of our students as they strive to remain free of all drugs, alcohol and tobacco, as required by state law. This policy also encourages a student to maintain good attendance, abide by all school rules, and to be a good citizen.

DEFINITIONS

"Extracurricular events" are those events/activities that do not fall within the scope of the regular school curriculum, are officially recognized and sanctioned by School Administration, and for which students do not receive credit.

"Co-curricular events" are those event/activities that are outside of but complement the regular curriculum. Students are graded on their participation in these event/activities.

"May" as used in this policy indicates the act of granting or denying permission.

"Might" as used in this policy indicates the possibility of action being taken.

SCHOOL RULES

SCHOOL ATTENDANCE - Students must attend **ALL** scheduled classes on the day of an activity to be eligible to participate in extracurricular activities on that day. Exceptions may be made to this standard with the approval of the principal or his/her designee.

SUSPENSION - Students suspended from school will not be permitted to participate in extracurricular activities while on suspension and, at the discretion of the principal or vice-principal, might not be permitted to participate in the next activity following the completion of the suspension.

COURT DISCIPLINARY ACTION

School officials may suspend a student from participation in extracurricular activities who has been charged with a misdemeanor or felony involving violence, weapons, bullying or harassment, alcohol and/or substance abuse until disposition of the charges. The student must report the incident to the principal. The principal will determine eligibility for participation.

School officials may deny participation in all extracurricular activities to any student convicted or found "not innocent" of a misdemeanor involving violence, weapons, bullying or harassment,

alcohol and/or substance abuse or any felony charge. The student may appeal to the principal for reinstatement the following trimester.

STUDENT STANDARDS OF CONDUCT

GENERAL STATEMENT - Students who wish to participate in extracurricular activities must abide by all provisions of iTech School's policy pertaining to use of alcohol or other illegal drugs. They must also exhibit good citizenship at all times.

SUBSTANCE ABUSE - Utah State law prohibits the use of illegal drugs, alcohol (if under 21) and tobacco (if under 19). Students electing to participate in extracurricular activities may not consume alcohol, tobacco or illegal drugs at any time.

If the school administration determines that a student who is participating in or wishes to participate in extracurricular activities is engaged in alcohol or other drug use, the student may be subject to consequences in accordance with the extracurricular policy. Prior to making this determination and imposing any exclusionary consequence, the school authorities shall give the student the right to explain his or her conduct. The student, with his or her parent's permission, may voluntarily submit to an appropriate drug test (if applicable) to attempt to establish that he or she has not violated the policy. The school administration shall record in writing the factors which led to the school's conclusion, shall stipulate the consequence to be administered and shall attempt to inform the student's parents or guardian of the option of submitting to a drug test. The results of any such testing shall be kept confidential but shall be communicated to the student and his or her parent or guardian and appropriate school authorities.

PROCEDURE

Students and/or their parents/guardians may appeal actions taken pursuant to this policy to the principal. Decisions rendered under this policy may not be appealed beyond the principal. The principal's decision will be final. The school administration will send a written decision to the parent/guardian within two days of the appeal hearing.

CONSEQUENCES

Consequences for violation of this policy are:

- **Minimum Penalty** - Loss of participation for the next two activities/events.
- **Maximum Penalty** - Loss of participation for the remainder of the school year AND suspension/expulsion.

****** Students not consuming alcohol or using drugs or tobacco but who are present while these products are being consumed by other minors, must leave the area or be considered a participant by choice and subject to the minimum penalty.**

PARTICIPANT'S PLEDGE

Students who participate in extracurricular activities must sign the "Participation Pledge" as a precondition of her/his participation. The student's signature on the Pledge signifies the commitment to abide by the condition of the iTech School **EXTRACURRICULAR PARTICIPATION POLICY** and to remain free of alcohol, tobacco and illegal drugs. The parent's signature on the pledge signifies that the parent has read and understands the pledge.

EXTRACURRICULAR PARTICIPATION POLICY

COMPLETE THE FOLLOWING

As a participant in the extracurricular activities program at iTech School, I, _____, pledge to remain free of alcohol, tobacco and illegal drugs and to exhibit good citizenship at all times. I understand that violation of the iTech School Extracurricular Participation Policy might result in my exclusion from extracurricular activities, suspension or expulsion, by decision of the principal.

STUDENT'S SIGNATURE

DATE

MY SIGNATURE BELOW SIGNIFIES THAT I HAVE READ AND UNDERSTAND THE ITECH ACADEMY PARTICIPANT'S PLEDGE.

PARENT/GUARDIAN'S SIGNATURE

DATE

STUDENT FEES

iTech School has a general student fee of \$165 (due with an enrollment application). The uses of this fee are listed below. Specific courses may require student provided supplies or additional fees for consumable/depreciable items. **Course fees are subject to change**, but changes may not exceed the fee limits listed below (for each course).

Required General Fees

	Fee
Textbook Replacement	\$ 40
Software/Computer Replacement/Upgrade	\$ 80
Activity Fee	\$ 28
Transportation (Non-Course Field Trips)	\$ 15
Student Handbook	\$ 2
Total	\$ 165

Required Course Fees Maximum Fee Allowed

Core Courses	\$ 30
Non-Production Elective Courses	\$ 15
Production Courses	\$ 70

Optional Fees

	Cost
Yearbook	\$ 60
UTA Pass (Amount set by UTA varies each year)	*
Concurrent Enrollment-One-Time Enrollment Fee (fee waiver does not apply-Amount set by participating univ.)	*
Class Change (after registration dates)	\$ 5
Ticket to iTech School events (per person max)	\$ 25

* Fee amounts set by institutions independent of iTech School

APPENDIX H:

DECLARATION OF NONPARTICIPATION IN UTAH STATE RETIREMENT SYSTEM



Utah State Retirement Office
 PO Box 1590
 Salt Lake City, Utah 84110-1590
 (801) 366-7318
 (800) 753-7318
 FAX (801) 366-7759

**DECLARATION OF PARTICIPATION
 OR INTENT FOR A CHARTER
 SCHOOL**

- INSTRUCTIONS**
1. Please type or print clearly using black ink.
 2. Complete Sections A and B. Sign and return to the Retirement Office.

SECTION A - CHARTER SCHOOL INFORMATION	
Name of Charter School iTech Academy	
Street Address 2185 South 3600 West	Phone Number (801) 886-8181
City West Valley City, Utah 84119	State Utah Zip 84119
SECTION B - SELECTION OF OPTION	
Please mark the box which indicates your selection.	
<input checked="" type="checkbox"/> Option 1. As a charter school, in accordance with Utah Code Ann. § 53A-1a-512, to maintain compliance with Title 49 we make the election of <u>nonparticipation</u> as an employer in the defined benefit (pension) retirement programs with Utah Retirement Systems. We acknowledge participation may be granted upon application at a future date.	
<input type="checkbox"/> Option 2. As a charter school, in accordance with Utah Code Ann. § 53A-1a-512, we make the irrevocable election to <u>participate</u> in the retirement programs of Utah Retirement Systems in compliance with Title 49. We further acknowledge any retirement benefit offered must include participation with Utah Retirement Systems. Our representative will contact URS to begin the application process.	
ATTACH A COPY OF THE RESOLUTION ADOPTED BY YOUR GOVERNING BODY THAT SUPPORTS THIS DECISION.	
Name of Charter School Authorized Representative and Title (please print) Eric W. Lindsey	Effective Date 12-30-2013
Signature of Charter School Authorized Representative 	

EMCS-1 NEW 4/13/2009

APPENDIX I: REQUESTED WAIVERS

No waivers requested

APPENDIX J: iTech Academy Founders & Board of Directors

BACKGROUND DOCUMENTS

Paul Campbell, Board Member

Eric Lindsey, Board Chair

Ryan Marchant, Board Treasurer

Susan Soleil, Board Member

Richard West, Board Member

Steven Winitzky, Board Secretary

Background Information Sheet

Name PAUL CAMPBELL

Role with school BOARD MEMBER, FOUNDER

Expertise CHARTER SCHOOL BOARD GOVERNANCE, FINANCIAL MANAGEMENT

Statement of Intent:

I am very committed to seeing iTech succeed here in Utah. Its blended model of education has great possibility in this state and with today's teenagers. I will use my skills and experience to ensure that the school and the students it serves achieve their educational goals. I am honored to be part of another charter school start-up with Eric Lindsey and the team he has assembled.

Not-for-Profit History:

I have served on the Board of Trustees East Hollywood High School (a Utah Charter School) since its inception in 2004. I served as Chairman of the Board from 2005 through 2010. My expertise is finance and sound accounting practices. I helped Eric Lindsey, the Executive Principal, and Ryan Marchant, the Business Manager, as they moved from leasing the building in which the school resides to buying the building. I advised them as they bonded for the building and ensured that East Hollywood would remain solvent throughout this major transaction. I drive to Salt Lake City from Logan, Utah, to participate in the board meetings of East Hollywood. I want the school to succeed because I see the difference it makes in the lives of the students it serves.

I am a Certified Public Accountant and I have been involved with a number of not-for-profit clients, specifically dealing with Foundations. I value the countless contributions of not-for-profits in our communities.

Employment History:

I have over 12 years of experience working in both public and industry accounting and have a CPA certificate from the State of Utah.

2006 – Present	Jones Simkins LLC. Jones Simkins LLC is a local public accounting firm located in Logan, Utah. I have worked as a Tax Director with the firm from 2006-2010 and have been a Partner in the firm from 2010 – Present.
2003-2006	Wasatch Property Management: A Property Management Company. I was the CFO of Commercial and Development division of the company.
2002-2003	KPMG: A National Public Accounting Firm. I was senior staff accountant
2000-2002	Anderson: A National Public Accounting Firm. Staff accountant

Education History:

2000	Masters of Taxation, University of Denver, Denver, Colorado
1998	Bachelor of Arts, Accounting, Utah State University, Logan, Utah

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

Affidavit, Disclosure, and Consent for Background Check

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

Name PAUL CAMPBELL

Address 2012 South 800 West

City, State, Zip Nibley, Utah, 84321

<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES [] NO[x]</p>
<p>2. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? 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. The background check applicant is responsible for the cost of the background check.</p>	<p>YES [x] NO[]</p>
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES [] NO[x]</p>
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES [] NO[x]</p>

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 iTECH ACADEMY CHARTER SCHOOL.

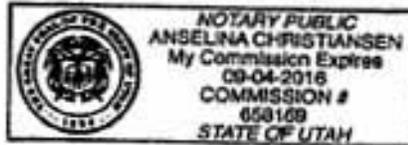
I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.


Applicant's Signature

Subscribed and sworn before me this 1st day of April Year 2013.

County of Cache State of Utah.

Notary Public Anselina Christiansen My Commission Expires 09-04-2016



Background Information Sheet

Name Eric W. Lindsey

Role with school Founder

Expertise Managing and Directing charter high schools (10 years' experience as Director of Fast Forward High School and East Hollywood High School. Founder of both charter high schools listed above. Five years' experience as Principal of East Hollywood High School. Worked closely with both Boards of Trustees/Directors for 10 years).

Statement of Intent:

As shown under "Expertise" above, I was the principal founder of Fast Forward High School (Logan, UT) and East Hollywood High School (West Valley City, UT). I have served as Executive Director of both schools since their charter 10 and 9 years ago, respectively. In addition, I have served for five years as Principal at East Hollywood High School. For 10 years I have been engaged on a full-time basis in the operation and directorship of charter high schools. It has been my only professional endeavor and my full-time work since founding Fast Forward in Logan. I have found this work to be demanding, challenging and extremely rewarding. I am absolutely committed to the success of all three of these great schools and pledge to do all in my power and ability to see that they are successful and that they serve their targeted populations with integrity and professionalism.

Not-for-Profit History:

I have had 10 years of not-for-profit experience with the two schools described above. Both schools have been granted 501(c) (3) IRS status. Both are organized as Utah State Non-Profit Corporations and are in good standing. Likewise, I have had ten years' experience of working very closely with governing boards and understand the responsibilities of boards of directors as well as my relationship and responsibilities to the boards, as Executive Director. I feel that I am sufficiently qualified to operate another charter school.

Employment History:

At the risk of being repetitive, I have had ten years' experience operating two charter high schools in Utah (See above). Prior to that, I started and operated, for five years, a not-for-profit life-skills and job-skills training center. As Executive Director of the two schools for ten years and as Principal of one of the schools for five years, I have been directly involved in the development and oversight of all academic programs as well as the operations of both schools. I have worked very closely with business managers/accountants, and auditors in the financial management of both schools. I have been directly involved in the full range of financial planning and management, budgeting and financial operations of both schools.

Education History:

I hold a Bachelor of Science degree from Utah State University in Logan, Utah with a major in Journalism and a minor in business management/human resources. I graduated in May, 1990. Though not associated with an institution of higher learning, I have also participated in ten years of USOE training given at Directors meetings and other training meetings, seminars, workshops, etc.

Affidavit, Disclosure, and Consent for Background Check

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

Name Eric W. Lindsey

Address 44 Grandview Loop

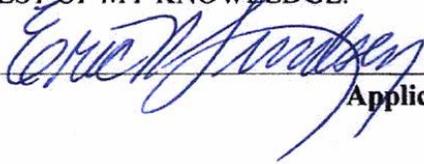
City, State, Zip Kamas, UT 84036

<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES [] NO[X]</p>
<p>2. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? 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. The background check applicant is responsible for the cost of the background check.</p>	<p>YES [X] NO[]</p>
<p>5. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES [] NO[X]</p>
<p>6. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES [] NO[X]</p>

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 iTech CHARTER SCHOOL.

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



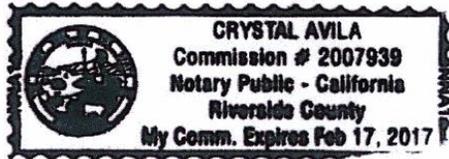
Applicant's Signature

Subscribed and sworn before me this 26 day of March Year 2013.

County of Riverside State of California.

Notary Public Crystal Avila

My Commission Expires Feb. 17, 2017



Background Information Sheet

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified.*

Name RYAN MARCHANT

Role with school FOUNDER

Expertise CHARTER SCHOOL OPERATION & FINANCIAL MANAGEMENT

Statement of Intent:

My involvement with charter schools began 9 years ago when I was hired as the business administrator for both East Hollywood and Fast Forward Charter High Schools. During this time I have grown to appreciate the role that charter schools play in our public education system. During my time as the business administrator I have had the great opportunity to report to both schools Board of Trustees and help guide them as they make important decisions regarding the financial health of the schools. The application process for iTech has been both challenging and rewarding. As we have developed the concept of the school I have learned from the many individuals involved and through this my commitment to this application and the success of the school has grown. I feel that I can be an asset to iTech as it will face many of the same startup and operational challenges that EHHS and FFCHS were successful in navigating.

Not-for-Profit History:

As stated above, I have been involved as the Business Administrator for both East Hollywood and Fast Forward Charter High Schools for the last 9 years. During this time I helped guide both schools successfully through their startup phases and onto stable financial ground. Specifically my role at both schools have been to report to our board of trustees on a regular basis, produce financial statements, coordinate and oversee our annual financial audit, reporting compliance with agencies such as the USOE, maintenance and building oversight, and asset management including bond reporting compliance, 941 and state tax payment and reporting. One thing I have learned over the years of working at a charter school is that everyone plays their roles. That is why the most rewarding part of being involved with the schools is attending the graduation ceremonies at the end of each year knowing that some of these students would not be graduating without the help of our charter schools and the mission they represent.

Employment History:

Prior to working at East Hollywood and Fast Forward I worked as the CFO and accountant for the Heritage Group a mortgage company located in Murray, UT. Prior to my time with Heritage I was a commercial real-estate manager and assistant controller for Wasatch Property Management located in Logan, UT. I was hired to be the business administrator for East Hollywood and Fast Forward in July 2004.

Education History:

I received a bachelors of science in accounting from Southern Utah University located in Cedar City, UT in May 2001.

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

Affidavit, Disclosure, and Consent for Background Check

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

Name RYAN MARCHANT

Address 1773 W 8300 S

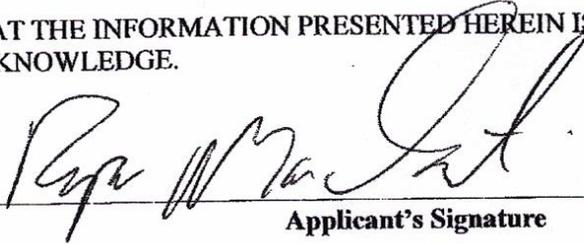
City, State, Zip West Jordan, UT 84088

<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES [] NO[x]</p>
<p>2. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? 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. The background check applicant is responsible for the cost of the background check.</p>	<p>YES [x] NO[]</p>
<p>7. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES [] NO[x]</p>
<p>8. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES [] NO[x]</p>

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 iTECH ACADEMY CHARTER SCHOOL.

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



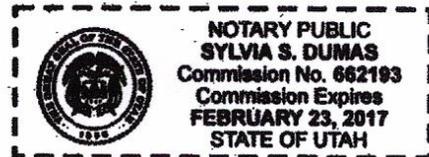
Applicant's Signature

Subscribed and sworn before me this 28 day of March Year 2013.

County of Salt Lake State of Utah.

Notary Public Sylvia S. Dumas

My Commission Expires 2.23.2017



Background Information Sheet

Name SUSAN SOLEIL

Role with school BOARD MEMBER and FOUNDER

Expertise CHARTER SCHOOL GOVERNANCE, NONPROFIT ADMINISTRATION, BOARD DEVELOPMENT

Statement of Intent:

I have been working in the non-profit world for more than two decades. In those 20+ years, I have developed and trained numerous boards, served on governing boards, and worked under and for several boards. I have seen the wonderful things that happen for an organization when there is an experienced, committed and diverse board of directors. Conversely, I have witnessed more than one non-profit flounder under indecisive leadership and ineffectual direction from its board. Currently, I serve on the Board of Directors of East Hollywood High School (a charter school in West Valley City) and I work under a board in my position as Executive Director for Utah Interfaith Power & Light.

I am a strong advocate for charter schools and the educational options they offer to students and parents. I have been involved with charter schools in Utah since 2006 and I spent more than four years working with charter schools throughout the state when I was part of a charter school association. With help from a stellar committee, I organized the first and next three subsequent statewide charter school conferences that gave a platform for best practices to be shared among teachers, administrators and support staff and it provided space for them to meet each other and network.

I was honored when Eric Lindsey asked if I would be part of the founding board for iTech. As a mom of a student who could really thrive in a blended school like this one, I am committed to cutting edge delivery systems that offer high quality learning experiences. I think one of the most powerful components of this school is the Personalized Education Plan that meets each student where they are and then figures out a way to get them where they want to be. Today's students need to be prepared for future jobs that we can't even imagine right now. This blended model could help with that preparation. Also, I really like that the teachers stay with the students from 7th grade through 12th. Meaningful and supportive relationships will form between students and adults that could boost student confidence and increase student success. As a board member of iTech, I will give this new school my time, energy, and expertise, particularly in the areas of governance, marketing and fundraising.

Not-for-Profit History:

For more than two decades, I have worked as an innovative and visionary leader for four non-profit organizations. I have extensive experience in managing non-profits, building and sustaining dynamic teams, overseeing staff and volunteers, and assessing needs and directing programs. Additionally, I have experience with developing and maintaining critical relationships with members, donors, individuals, volunteers, legislators, related national organizations, the business community, and other stakeholders.

My experience with boards is deep and broad. In addition to serving on boards and working under board, I have groomed and developed boards of directors, including recruiting new board members, assisting with the board's strategic planning processes, generating annual budgets for review, developing various program budgets, revising bylaws, creating a board manual and designing new board member orientations / trainings.

In terms of financial support, I have directed numerous fundraising efforts including writing and securing state contracts and dozens of successful grants, cultivating and developing new funding sources, and managing and improving all fundraising events including an annual golf tournament for one nonprofit that more than doubled its net revenue in four years.

In those 20 years, I have coordinated and orchestrated dozens of marketing campaigns that included working with the PR staff, creating and managing media events, and writing marketing materials, press releases, public reports, e-newsletters and printed conference materials. Additionally, for more than one organization, I oversaw multi-media marketing and outreach campaigns that encompassed print, radio, billboards and social media in one campaign.

I have experience with managing both the large and small administrative details of four non-profit organizations. I have done everything from hiring and supervising staff to creating an employee manual; from evaluating services and programs to recruiting a new auditing firm; from directing a conference for 450 to planning monthly trainings for 30; from relocating the office to securing a logo and new letterhead; from attending regional and national conferences to exploring new health insurance options for the staff, etc.

Board and Committee Service:

- Board member, East Hollywood High School, 2011-present
- Committee member, Utah Population & Environment Coalition, 2011-present
- Chaired Camp Wapiti Coalition for two years that coordinated six camps for children with medical challenges, including cancer, diabetes and bleeding disorders.
- Served on the Western Region Anti-Hunger Consortium for two years that coordinated the efforts of ten western states and kept best practices circulating throughout the region.
- Served on the Utah State PTA Health Commission for four years.
- Served on the Board of Directors of the Utah Nutrition Council for three years.
- Served on the KIDS Coalition organized by Utah Children for four years.
- Served on the Board of Directors of Utahns Against Hunger for three years.
- Volunteered with the Rape Recovery Center as a crisis line specialist for two years.
- Served one term on the steering committee for a national conference sponsored by the Center for Women Policy Studies in Washington, D.C.

Employment History:

2011 to Current	Executive Director	Utah Interfaith Power & Light
2010 to 2011	Director of Development	Ririe-Woodbury Dance Company
2006 to 2010	Director of Member Services	UT Assoc. of Public Charter Schools
2001 to 2006	Executive Director	Utah Hemophilia Foundation
1992 to 2001	Statewide Advocate / Interim E.D.	Utahns Against Hunger
1990 to 1992	Group Sales Manager	Pioneer Theatre Company
1986 to 1990	Program and Services Coordinator	Women's Resource Center

Education History:

1988	Bachelor of Arts, Gender Studies, Magna cum Laude	University of Utah
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*The information provided will be subject to verification by the board.

Affidavit, Disclosure, and Consent for Background Check

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

Name SUSAN SOLEIL

Address 864 N 50 West

City, State, Zip MIDWAY, UTAH 84049

<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES [] NO[x]</p>
<p>2. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? 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. The background check applicant is responsible for the cost of the background check.</p>	<p>YES [x] NO[]</p>
<p>9. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES [] NO[x]</p>
<p>10. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES [] NO[x]</p>

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 iTECH ACADEMY CHARTER SCHOOL.

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

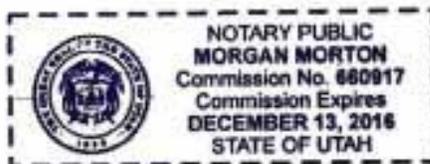


Applicant's Signature

Subscribed and sworn before me this 1 day of April Year 2013.

County of Salt Lake State of Utah.

Notary Public Morgan Morton My Commission Expires December 13, 2016



Background Information Sheet

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name RICHARD P. WEST

Role with school BOARD MEMBER, FOUNDER

Expertise BOARD GOVERNANCE, RESEARCHER & TRAINER IN SCHOOL
IMPROVEMENT AND EDUCATIONAL BEST PRACTICES

Statement of Intent:

I am pleased to be involved in the development of iTech Academy which allows me the opportunity to contribute some of my research-based understandings of what constitutes educational best practices and effective schools.

For more than three decades, I have researched models of behavior support, effective instruction and developed tools for behavioral, instructional and programmatic decision-making. With colleagues at the *Center for the School of the Future*, I have developed school-based assessment tools used in more than 2200 schools around the country. I have developed video-based instructional tools, and computer software for gathering data from instructional and behavioral programs, and determining appropriate modifications to those programs based up a systemic analysis.

I have served as guest or consulting editor of six national journals and authored six books, 14 book chapters, more than 50 articles in national refereed journals, more than 50 additional articles and instructional products including videotapes and computer software, and more than 200 papers presented at national and international conferences.

Not-for-Profit History:

Currently, serve on the governing boards of two Utah public charter schools

Past President, Utah Family Partnership Network

Employment History:

Currently, Executive Director of Utah State University's *Center for the School of the Future*, a research center dedicated to the development and promotion of best practices in education. I direct a variety of research and demonstration projects funded by state and federal grants. My recent research focus has been systematic school improvement through the identification and enhancement of critical conditions for learning and behavioral support. I have directed more than \$25 million in research, training, and demonstration projects during 32 years at Utah State University.

Currently, professor of special education and rehabilitation counseling, Utah State University

Formerly, school administrator in a large metropolitan school district

Education History:

Ph.D., educational psychology with emphasis in behavior analysis, University of Utah

M.S., special education with emphasis on behavior disorders, University of Utah

B.A., psychology, University of Utah

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

Affidavit, Disclosure, and Consent for Background Check

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

Name RICHARD P. WEST

Address 6505 Old Main Hill – CENTER FOR THE SCHOOL OF THE FUTURE

City, State, Zip LOGAN, UTAH 84322

<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES [] NO[x]</p>
<p>2. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? 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. The background check applicant is responsible for the cost of the background check.</p>	<p>YES [x] NO[]</p>
<p>11. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES [] NO[x]</p>
<p>12. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES [] NO[x]</p>

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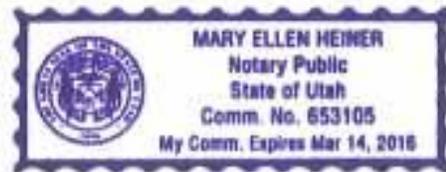
Applicant's Signature

Subscribed and sworn before me this 1 day of April Year 2013.

County of Coeur State of Utah.

Notary Public Mary Ellen Heiner

My Commission Expires 3-14-16



Background Information Sheet

Name STEVEN WINITZKY

Role with school BOARD MEMBER, FOUNDER

Expertise CHARTER SCHOOL DEVELOPMENT, OPERATION, BUSINESS MANAGEMENT

Statement of Intent:

I believe strongly that our systems of free public education are critical to the positive advancement of human society. All important systems must continually be in the process of improvement. Since 1999, I have been involved in the charter school movement in Utah and nationally because I believe that the addition of small autonomous public schools is a proactive way to contribute to improving the system. I helped to found and operate one of Utah's early charter schools, City Academy. Through technical assistance endeavors and the state's charter school association I have participated in the support of quality Utah charter schools for the past thirteen years.

When I began my retirement in June 2010, I decided to devote some of my time to assisting promising groups of people think through their charter school visions and develop their school plans. My interest was in groups that aimed to design schools for groups of kids that are currently being underserved or who are difficult to serve. Since 2010 I have helped to found Esperanza Elementary, designed to effectively serve Hispanic and low-income students, and the Utah International Charter School, a secondary school which focuses on educating refugee and immigrant teenagers.

I am pleased to be a member of the Board and serve on the founding team for iTech Academy which will serve teenagers through its unique blended learning approach that provides individualized instruction through technology, mentoring and relationships. I am committed to its success and the success of its students. I bring more than a decade of Utah charter school experience to the group and I will play my part in establishing and supporting the school, particularly in the areas of operations, finance and governance.

Not-for-Profit History:

The governing board is at the heart of a charter school. The success of a charter school – thus the success of individual students – is, in great part, a result of the health and effectiveness of its board. I bring to this chartering endeavor my experience as a nonprofit board member and my experience founding and operating three Utah charter schools. I began working with and serving on nonprofit boards in the early 1990s when I first moved to Utah. In 2003, I began providing technical assistance services to Utah charter schools with a small team of charter veterans through a series of grant projects, state contracts and through programs of the Utah Association of Public Charter Schools (UAPCS). Technical assistance services included charter board professional development through workshops, briefs, hotlines and one-on-one trainings. As part of the UAPCS staffing team, I helped to develop and present board trainings to Utah charter schools during 2008 and 2009. Through these experiences I have become knowledgeable about nonprofit boards and the importance of professional development to ensure their effectiveness.

Board Service:

- Board member, Esperanza Elementary (WVC K-6 school for Hispanic youth), 2010-present
- Board member, Utah International Charter School (South SL 7-12 school for refugees), 2010-present
- Board member, East Hollywood High School, 2009-present, Chair since 2012
- Board member/Executive Committee member, Utahns Against Hunger, 2001-2009

- Advisory Board member, Lowell Bennion Community Service Center, U of Utah, 2000-2008
- Board member, Utah Association of Public Charter Schools, 2003-2006, served as Vice President and Secretary
- Board member, Utah Charter School Association, 2000-2003
- Board member, Network Magazine, 1987-1990

Employment History:

Since 1999 my job history has been exclusively charter related. I was a founder of City Academy in 1998-99, serving in operational and financial administrative capacities at the school until 2003. I was City Academy's first business manager. Since 2003, I have been involved in providing technical assistance, training and support to Utah charter schools through a series of grant projects and state contracts. Since 2006, I have provided support services to Utah charters through the Utah Association of Public Charters Schools, serving as its chief of staff and executive director. Since retiring in June 2010, I have been assisting two charter school founding groups that are working to fashion charter schools that will serve special populations of students who are currently being underserved.

- | | |
|--------------|--|
| 2010-Present | Semi-retired, serving on founding boards of two charter schools authorized in 2012, Esperanza Elementary and the Utah International Charter School |
| 2008-2010 | Executive Director, Utah Association of Public Charter Schools |
| 2003-2008 | Founder, Director of Utah charter school technical assistance organizations Technical Assistance Project (TAP) and CharterStar |
| 1998-2003 | Co-founder, Business Manager of City Academy charter school |
| 1990-2000 | Assistant Director, Utahns Against Hunger |
| 1987-1990 | Freelance writer, house husband |
| 1982-1987 | Vice-president in Alexandria, Virginia and director of Riyadh, Saudi Arabia office for Cascade East Corporation, international trading and development |
| 1977-1982 | Co-owner and staff, Elizabethan Enterprises, construction and property management |
| 1975-1977 | Media Specialist, Fern Ridge Junior High School, Eugene, Oregon |
| 1969-1975 | Independent documentary filmmaker, Eugene, Oregon |

Education History:

- | | |
|------|--|
| 2009 | Completed Charter Support Organization Executive Management Training, a Master Class series of the National Alliance of Public Charter Schools |
| 1975 | Secondary Teaching Certification, Media Specialist, State of Oregon |
| 1971 | Bachelor of Science, Journalism, University of Oregon, Eugene, Oregon |

Affidavit, Disclosure, and Consent for Background Check

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

Name STEVEN WINITZKY

Address 35 F STREET #421

City, State, Zip SALT LAKE CITY, UTAH 84103

<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES [] NO[X]</p>
<p>2. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? 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. The background check applicant is responsible for the cost of the background check.</p>	<p>YES [X] NO[]</p>
<p>13. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES [] NO[X]</p>
<p>14. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES [] NO[X]</p>

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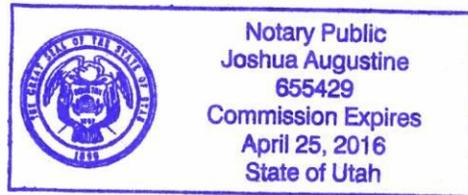

Applicant's Signature

Subscribed and sworn before me this 29th day of March Year 2013.

County of Salt Lake State of Utah.

Notary Public Joshua Augustine

My Commission Expires 04/25/2016



APPENDIX K: iTech Academy Articles of Incorporation

ARTICLES OF INCORPORATION
OF
iTECH ACADEMY
A NON PROFIT CORPORATION

I, undersigned natural person being of age (18 years or more), hereby form a nonprofit corporation, under and by virtue of the Utah Nonprofit Corporation and Co-operative Association Act (Title 16, Chapter 6, Utah Code Annotated of 1953, as amended) of the State of Utah and adopt the following Articles of Incorporation for such Corporation.

ARTICLE I
NAME

1.01 The name of the Corporation is iTech Academy.

ARTICLE II
DURATION

2.01 The period of the Corporation's duration is perpetual.

ARTICLE III
PURPOSE

3.01 Purpose of Corporation. The purpose of the corporation shall be as follows:

- A. This corporation is organized exclusively for the charitable and educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code.
- B. The specific purpose of the corporation is to establish, manage, operate, guide, direct and promote iTech Academy, a chartered public school, and such other educational activities as the Board of Directors may define.
- C. 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.
- D. No substantial part of the activities of the corporation shall consist of carrying on propaganda, or otherwise attempt to influence legislation, except as provided in section 501(h) of the Internal Revenue Code of 1986, and the organization shall not participate or intervene in any political campaign (including the publishing or distribution of

statements) on behalf of or in opposition to any candidate for public office , except as provided in section 50(h) of the Internal Revenue Code of 1986.

- E. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue law), or (b) by an organization contributions to which are deductible under section 170(d)(2) of the Internal Revenue Code of 1986 (or corresponding of any future United States Internal Revenue law).
- F. The property of this corporation is irrevocably dedicated to section 501(c)(3) exempt purposes and no part of the net income or assets of this organization shall ever inure to the benefit of the director or officer thereof or to the benefit of any private person.

ARTICLE IV MEMBERS/STOCK

4.01 Capitol Stock. The Corporation shall not authorize or issue shares of capital stock.

4.02 No Members. The Corporation shall not have any Members, but rather, shall be governed by a Board of Directors

ARTICLE V REGISTERED OFFICE AND AGENT

5.01 The address of its registered office is 2185 South 3600 West, West Valley City, Utah 84119, and the name of its initial registered agent at such is Eric W. Lindsey.

ARTICLE VI DIRECTORS

6.01 Number. The number of Directors of the Corporation is not less than three (3) nor more than fifteen (15), as fixed from time to time by the Bylaws of the Corporation or by vote of a majority of Directors. The number of Directors constituting the present Board of Directors of the Corporation is six (6) and the names and address of the persons who are to serve as Directors until the successors are elected are:

Paul Campbell
1011 West 400 North
Logan, Utah 84321

Susan Soleil
864 North 50 West
Midway, Utah 84049

Eric W. Lindsey
44 Grandview Loop
Kamas, Utah 84036

Richard West
644 East 2200 North
Logan, Utah 84341

Ryan Marchant
1773 West 8300 South
West Jordan, Utah 84088

Steven N. Winitzky
35 F Street #421
Salt Lake City, Utah 84103

6.02 Qualifications and Elections of Directors. Directors shall be elected at the annual meeting of the Directors and shall hold office for a period of three (3) years, or until their successors have been duly elected and qualified. A Director's term can be renewed by majority vote of the Board. A Director may hold any other office in the Corporation. Should a vacancy occur for any reason, including an increase in the number of Directors, the remaining Directors may appoint a Director to hold office during the unexpected term.

6.03 Conflict of Interest.

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, through its Board of Directors, 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. In the event a director has a direct or indirect material interest, the Director who has the conflict shall declare the conflict and shall recuse himself or herself from voting on any issue in which the conflict of interest exists.

6.04 Removal of Directors. Any Director may be removed from office, with or without cause, by the affirmative vote of two-thirds (2/3) of the Directors. If any Director shall be removed from office pursuant to a vote of Directors as provided in this Article, the Directors of the Corporation may, at the meeting at which this removal is effected, elect such Director's successor, or the Directors may call a separate meeting at which such Director's successor shall be elected.

ARTICLE VII OFFICERS

7.01 The officers of the Corporation may consist of a President, one or more Vice Presidents, a Secretary and a Treasurer, as determined by the Board of Directors. One person may hold more than one office. Officers shall be elected by a majority of the Board of Directors at a meeting duly held and constituted.

ARTICLE VIII INCORPORATOR

8.01 The name of the Incorporator and his place of residence are as follows:

Eric W. Lindsey
44 Grandview Loop
Kamas, Utah 84036

ARTICLE IX PRINCIPAL PLACE OF BUSINESS

9.01 The principal place of business of this Corporation shall be at 2185 South 3600 West, West Valley City, Utah 84119. The business of this Corporation may be carried on in all counties of the State of Utah, in all states of the United States, and in all territories thereof, and in all foreign countries as the Directors shall determine.

ARTICLE X DIRECTORS MEETINGS

10.01 Annual Meeting. The annual meeting of the Directors shall be held at such place and time as are prescribed in the Bylaws of the Corporation, and notice of such meeting and of any special meeting of the Directors shall be given in the manner and for the time provided in the Corporation's Bylaws.

10.02 Procedure at Meetings. At all meetings of the Directors, a majority of the Directors constitutes a quorum, and each Director shall be entitled to one (1) vote. Should a majority not be represented at any regular or special Directors meeting, adjournments may be taken from time to time without further notice until a sufficient number of Directors are present to hold such meeting.

ARTICLE XI BYLAWS

11.01 The Board of Directors by majority vote shall adopt and may, from time to time, amend and/or repeal Bylaws for the Corporation, not inconsistent with the Corporation's Articles of Incorporation and subject to any statutory restriction or limitations imposed under Utah law.

ARTICLE XII AMENDMENT

12.01 These Articles may be amended by the affirmative vote of a majority of The Directors present at a meeting called for that purpose upon the proper giving of notice as outlined in the Bylaws.

ARTICLE XIII NOTICES

13.01 Any notice and time limitations to Directors or officers under these Articles of Incorporation or as required by the laws of the State of Utah may be waived by such Directors or officers, in writing.

Article XIV DISTRIBUTIONS

14.01 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.

Article XV
DISSOLUTION

15.01 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 and within the meaning of Section 53A-1a-510.5 of the Utah Annotated Code. 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.

Per 5.01 of this document, I, Eric W. Lindsey, do hereby accept the appointment as the Registered Agent for this Corporation.



Eric W. Lindsey, Registered Agent



Eric W. Lindsey, Incorporator



Eric W. Lindsey, Director

APPENDIX L: iTech Academy Bylaws

BYLAWS
OF
iTECH ACADEMY

A NON PROFIT CORPORATION

ARTICLE 1
NONPROFIT PURPOSES

Section 1.1 – PURPOSES

iTech Academy (hereinafter the Corporation) is incorporated as a non-profit Corporation according to its Nonprofit Articles of Incorporation as filed and registered with the State of Utah on October 31, 2013. The Corporation is organized exclusively for educational purposes and such other purposes that are described under section 501(c)(3) of the Internal Revenue Code and in Article III of the iTech Academy Articles of Incorporation.

The Corporation is organized and shall be operated to at all times comply with Section 501(c)(3) of the Internal Revenue Code and any other federal, state and local laws to qualify it for nonprofit, tax-exempt status as a public charter school.

Section 1.2 – NONDISCRIMINATION POLICY

The Corporation will be non-sectarian in its programs, admissions policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation or disability.

ARTICLE 2
OFFICE

The initial principal office of the Corporation shall be located at 2185 South 3600 West, West Valley City, Utah 84119.

ARTICLE 3
DIRECTORS

Section 3.1 – POWERS

The Governing Board of Directors (hereinafter the Board) shall, or it may direct others to, conduct the activities and affairs of the Corporation. The Board shall exercise all corporate

power unless delegated according to Section 3.2.

Section 3.2 – DELEGATION OF POWERS

The Board, by a majority vote, may delegate some or all of its powers to a person, persons or committee.

Section 3.3 – NUMBER OF DIRECTORS

The Corporation shall have from three (3) to fifteen (15) Directors and collectively they shall be known as the Governing Board of Directors (the Board).

Section 3.4 – TERMS OF OFFICE

The term of each member of the initial Board of Directors shall be until June 30 prior to the first operational year of the school. Prior to the beginning of the first operational year, the board shall elect Directors providing for staggered terms, by designating approximately one-third of the Directors to one-, two- and three-year terms.

Following the expiration of those designated terms, the term of each Director may continue for three years. Directors may be elected for successive terms. A decrease in the number of Directors or in the term of office does not shorten an incumbent Director's term.

Once the school has begun operation, one Director shall be a parent of a currently enrolled iTech student who is selected by the iTech parent organization. The parent Director term of office shall be one year. A parent Director may serve more than one term. The parent Director may be removed with or without cause by a two-thirds (2/3) vote of the Board of Directors.

The Board of Directors recognizes the differences between the responsibilities of the founding board and those of the operational board and understands that once the iTech CEO is hired and doors are open to students, the Board will begin to make the transition from a hands-on managerial board to a governance board.

Section 3.5 – COMPENSATION

Directors shall serve without compensation in their position as Director. Directors may receive reasonable advancement or reimbursement of expenses incurred in the performance of their duties provided that the Board approves such expenses. Notwithstanding the above, upon approval of the Board and subject to the conflict of interest provisions of Article 8, a Director may receive reasonable compensation from the Corporation for other services actually performed, reasonable payment for property received by the Corporation, and reasonable payment of benefits that are in furtherance of the Corporation's purpose.

Section 3.6 – ELECTION OF DIRECTORS

Directors shall be elected by the Board by majority vote at the annual meeting.

Section 3.7 – VACANCIES AND REMOVAL

Any Director may resign by giving written notice to the Board. The resignation is effective on the date such notice is received unless the notice specifies a later effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the Board. Directors may be removed from office without cause by the vote of two-thirds (2/3) of the Directors in office. A vacancy occurs on the Board if the number of Directors is fewer than three (3) or such greater number as determined by the Board. The Board shall fill such a vacancy by an election of the Board. If the number of Directors in office is less than a quorum, a vacancy on the Board may be filled by approval of a majority of the Directors. A person elected to fill a vacancy on the Board shall hold office until the next annual meeting at which time regular elections of the Board occur.

ARTICLE 4 MEETINGS

Section 4.1 – REGULAR MEETINGS

The Board shall have regular meetings as determined by the Board with notice given to interested persons as provided in Section 4.9.

Section 4.2 – ANNUAL MEETING

The annual meeting shall be held each year as determined by the Board and every third year shall be the meeting during which Directors are elected for a three (3) year term, officers are elected for a three (3) year term and the Board determines if it will govern by Executive Committee as described in Section 6.1. Notice of such annual meeting shall be given to interested persons as provided in Section 4.9.

Section 4.3 – SPECIAL MEETINGS

Special meetings of the Board may be called by the President or 20% of the Directors with notice given to interested persons at least 48 hours in advance. Notice may be delivered personally to Directors or by telephone, facsimile or e-mail. Notices will be deemed given when personally delivered in writing to the recipient or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee. Special meetings shall be noticed to the general public in the school Director's office, on the school website and on Utah's public notice website www.utah.gov/pmn.

A Director may waive notice of any special meeting if the waiver is in writing and signed by such Director, specifies the reason for which the notice is waived and is filed together with the corporate minutes or records.

Section 4.4 – EMERGENCY MEETINGS

Emergency meetings may be called by the President or 20% of the Directors with less than 24 hour notice only if an actual emergency exists which would not permit the meeting to be a Special Meeting. The minutes of the meeting must describe the emergency justifying less than 24 hour notice. Notice must be given to interested persons as is reasonable and as provided in Section 4.9.

Section 4.5 – QUORUM FOR MEETINGS AND TELECOMMUNICATIONS

A quorum consists of a majority of Directors holding office immediately prior to any meeting. A Director is considered present if by use of any means of communication, all Directors participating may simultaneously hear each other during the meeting.

No decisions requiring Board action shall be made by the Board at any meeting at which the required quorum is not present. In the event fewer Directors than a quorum are present, the remaining Directors may upon a simple majority adjourn the meeting to another day and/or time. Notice of the reconvened meeting shall be given to each Director and interested persons as provided in this Article.

Section 4.6 – BOARD ACTION

The Board will model ethics and promote a cooperative, consensus-driven decision-making process; however, all decisions will be made by majority vote.

A Director who is present at a meeting when corporate action is taken is deemed to have assented to the action unless the Director's objection or abstention to the vote is entered into the minutes of the meeting or the Director delivers written notice of such objection or abstention to the Secretary immediately after adjournment of the meeting.

Section 4.7 – EXECUTIVE SESSION

The Board may meet in an executive session during which all or part of the meeting is closed to the public for deliberation on certain matters listed below. Notice of such executive session shall be given to interested persons in accordance with Section 4.9, provided that the statutory authority for such executive session be referenced in the notice. The Board may meet in executive session for reasons allowable by Utah code:

- (a) To consider the employment of officers, employees, staff members or agents.
- (b) To consider dismissal, discipline or complaints/charges against an officer, employee, staff member or agent.
- (c) To conduct deliberations with persons the Corporation has designated to negotiate real property transactions.

(d) To consider records that are exempt from disclosure under the Public Records Law, including written advice from the Corporation's attorney which is protected by attorney-client privilege.

(e) To consult with the Corporation's attorney regarding legal rights and duties in regard to current litigation or likely litigation.

(f) To review and evaluate the employment performance of an officer, employee or staff member pursuant to standards, criteria and policies adopted.

(g) To consider student expulsions and confidential medical records of students.

Section 4.8 – ELECTRONIC NOTICE

Any written notice that is to be delivered to a Director pursuant to these Bylaws may be delivered by electronic mail (e-mail).

Section 4.9 – MEETING NOTICE

Notices of Board Meetings shall conform to Utah Open and Public Meeting laws. The annual meeting schedule shall be posted at least one time per year with date, time and place in the school Director's office, on the school website and on Utah's public notice website www.utah.gov/pmn. The Board shall provide for and give public notice reasonably calculated to give actual notice to interested persons, including the news media, which have requested notice of the time, place and principal subjects to be considered at the meeting. Notice may be mailed, faxed, e-mailed or telephoned and may be given through press releases, mailing lists and, websites or bulletin boards to interested persons. All meetings shall be open to the public (except in the case of executive sessions as described in Section 4.7), accessible to the disabled and held within the geographic boundaries of the Corporation.

ARTICLE 5 OFFICERS

Section 5.1 – ELECTION OF OFFICERS

The Corporation shall have a President, Vice-President, Secretary and Treasurer as elected by the Board. The same person can hold more than one office. Officers shall be nominated and elected at the annual meeting for a three (3) year term. There are no term limitations.

Section 5.2 – RESIGNATION AND REMOVAL OF OFFICERS

An officer may resign at any time by delivering notice to the Board in the manner and procedure as described for Directors in Section 3.7. An officer may be removed without cause by a two-thirds (2/3) vote of the Board. Any vacancy in an officer position shall be filled by an election by the Board. Such person shall hold such office until the next annual meeting at which time

regular elections of officers shall occur.

Section 5.3 – DUTIES OF PRESIDENT

The President shall preside at all Board meetings, be the spokesperson for the Board, and have such other duties and responsibilities as determined by the Board.

Section 5.4 – DUTIES OF SECRETARY

The Secretary shall have overall responsibility for all record-keeping and for notices to the Board of any Board meeting. The Secretary shall be responsible for compliance with the notice requirement of public meeting law as set forth in Section 4.9. The Secretary may delegate these responsibilities, provided that s/he supervises such delegation.

The Secretary shall record and/or supervise the recording of the minutes of all meetings of the Board and present the transcribed minutes at or before the next Board meeting. Minutes shall comply with Public Meeting laws and, except in the case of executive session, shall include at least the following:

- a) Names of all Board members present;
- b) All motions, proposals and resolutions proposed and their disposition;
- c) The results of all consensus decisions and if voting the results of the votes and the vote of each Director by name;
- d) The substance of any discussion, and
- e) Reference to any document discussed.

Section 5.5 – DUTIES OF VICE-PRESIDENT

The Vice-President shall perform the duties of the President in the President's absence, shall be responsible for overseeing compliance with these Bylaws and shall have such other duties and responsibilities as determined by the Board.

Section 5.6 – DUTIES OF TREASURER

The Treasurer shall work with the chief executive and the accounting staff to ensure that appropriate financial reports are made available to the board on a timely basis.

Section 5.7 – OTHER OFFICERS

The Board may appoint or elect any other officer and assistant officers as it deems necessary to carry out the functions of the Corporation.

ARTICLE 6 COMMITTEES

Section 6.1 – OTHER COMMITTEES

The Board may establish one or more committees as it deems necessary and desirable, potentially including: executive committee; budget and finance committee; personnel committee; board development committee; school development committee; employment committee; parent community committee; communications/publicity committee; volunteer/mentor coordination committee; programs committee; and fundraising committee. Each committee shall consist of at least one Director.

Section 6.2 – VACANCIES

Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 6.3 – QUORUM

Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum. Any act of a majority of the members present at any meeting at which a quorum is present shall be the act of the committee.

Section 6.4 – LIMITATIONS ON POWERS OF COMMITTEES

No committee may:

- authorize distributions;
- approve dissolution, merger or the sale, pledge, or transfer of all or substantially all of the Corporation's assets;
- elect, appoint or remove Directors or fill vacancies on the Board or on any of its committees; or
- adopt, amend, or repeal the Articles, Bylaws, or any resolution of the Board.

ARTICLE 7 ADMINISTRATOR/EXECUTIVE DIRECTOR

Section 7.1 – ADMINISTRATOR/EXECUTIVE DIRECTOR

The Board shall hire an Executive Director to be the administrative head of the Corporation, and the Board shall be responsible for overseeing the duties of such Executive Director. The Board shall delegate duties to the Executive Director. The Executive Director shall conduct general overall supervision of the day-to-day business, operations and affairs of the Corporation. The Executive Director shall attend meetings of the Board and shall report to the Board of the business, operations and affairs of the Corporation.

Section 7.2 – DELEGATION OF AUTHORITY

The Board shall have the power, in accordance with Section 3.2, to delegate to the Executive Director such executive power and authority as the Board may deem necessary to facilitate the handling and management of the Corporation's property and interests.

ARTICLE 8 CONFLICT OF INTEREST

Section 8.1 – CONFLICT OF INTEREST DEFINED

A conflict of interest is a transaction with the Corporation in which a Director has a direct or indirect material interest. For the purposes of this section, a Director has an indirect interest in a transaction if:

- (a) another entity in which the Director has a material interest or in which the Director is a general partner is a party to the transaction; or
- (b) another entity of which the Director is a Director, officer or trustee is a party to the transaction, and the transaction is or should be considered by the Board.

Section 8.2 – BOARD ACTION WHEN CONFLICT EXISTS

In the event of a conflict of interest between a Director or Directors and the Corporation, the Board shall follow the conflict of interest policy adopted by the Board. Specifically, the board member who has the conflict shall declare the conflict and recuse himself or herself from voting on any issue where the conflict of interest exists.

ARTICLE 9 FINANCES AND CONTRACTS

Section 9.1 – FISCAL YEAR

The Corporation's fiscal year is July 1 through June 30.

Section 9.2 – FUNDS

All funds of the Corporation shall be under the supervision of the Board and shall be handled and disposed of in such manner and by such officers or agents of the Corporation as in accordance with the financial policies adopted by the Board. Public Funds shall be accounted for separately from other funds of the Corporation.

Section 9.3 – CONTRACTS

All contracts for the Corporation shall be under the supervision of the Board and shall be handled in such manner and by such officers or agents of the Corporation as in accordance with policies adopted by the Board.

Section 9.4 – AUTHORITY TO BIND CORPORATION

The Board has the authority to bind the Corporation by any contract or instrument or pledge its credit or render it liable for any of its stated purposes. The Board has the authority to delegate some or all of these powers to officers or agents of the Corporation.

Section 9.5 – BONDING

The Treasurer and persons handling funds for the Corporation may be bonded at Corporation expense, in such amounts and with such surety as shall be determined or approved by the Board, or the Board may authorize insurance coverage to cover losses that may occur.

Section 9.6 – ANNUAL AUDIT

The Corporation shall have an annual audit of accounts of the public charter school conducted by an independent certified public accounting firm and such audit shall be presented to the board of Directors and forwarded to the Utah State Office of Education.

ARTICLE 10 CORPORATE RECORDS AND REPORTS

Section 10.1 – MAINTENANCE OF CORPORATE RECORDS

The Corporation shall keep at its principal office, or such other location as designated by the Board:

- Articles of Incorporation and Bylaws as amended to date
- Minutes of all meetings of the Board and Executive Committee in the manner described in Sections 5.4 and 6.1
- Books and records of all financial accounts as described under Article 9
- A list of the names and business or home addresses of its current Board
- Copies of the annual financial statements and annual audits (State and Federal) for the three most recent years
- Copies of the federal, state, and local tax records and reports for the three most recent years
- Copies of federal and state tax exemption materials and any other document or information necessary to the maintenance and operation of the Corporation
- Copies of all other public records

Section 10.2 – INSPECTION RIGHTS

Each Director, or designated agent of such Director, shall have the right during regular business hours to inspect, copy and make extracts of all books, records and documents of every kind and to inspect the physical properties of the Corporation.

The public has the right to inspect any public record of the Corporation during the usual business hours of the Corporation. The Corporation shall adopt reasonable rules necessary for the protection of the records and to prevent interference with the duties of the Corporation.

ARTICLE 11 AMENDMENT OF GOVERNING DOCUMENTS

Section 11.1 – AMENDMENT OF ARTICLES OF INCORPORATION

The Board by a majority vote of the Directors in office may amend and/or restate the Articles of Incorporation provided that such amendments and/or restatement is filed with the Utah State Department of Corporations.

Section 11.2 – AMENDMENT OF BYLAWS

The Board by a majority vote of the Directors in office may amend, restate and/or repeal these Bylaws, in whole or in part, provided that such amendments and/or restatement is filed with the Utah State Department of Corporations.

Section 11.3 – NOTICE

Notice shall be provided to the Board that states that a purpose of the meeting is to consider a proposed amendment and contain or be accompanied by a copy or summary of the amendment.

APPENDIX M: iTech ACADEMY FISCAL POLICIES AND PROCEDURES

The full board-approved fiscal policy can be viewed at:

<https://dl.dropboxusercontent.com/u/58642539/iTech%20Academy%20Financial%20Policy%20%26%20Procedures.doc>

APPENDIX N: iTech Academy Board of Directors Electronic Voting on Articles of Incorporation, Bylaws and Policies

iTECH ACADEMY BOARD OF DIRECTORS

ELECTRONIC VOTING ON iTech Academy Policy Documents

December 2013

From: Steven Winitzky [mailto:stevewinitzky@gmail.com]

Sent: Tuesday, December 24, 2013 5:12 PM

To: Eric Lindsey; 'Susan Soleil'; Paul Campbell; rich.west@usu.edu; 'Ryan Marchant'; stevewinitzky@gmail.com

Subject: Need Your Review & Approval: iTech Academy Policy Documents

Importance: High

Dear iTech Academy Board Members – Please review the attached documents. Use REPLY ALL to approve the documents, typing: I approve the iTech Academy Articles of Incorporation, the Bylaws and the eight attached policy documents.

If you have questions or would like to open discussion on any of these documents let's use emails to do so, communicating with all recipients of this email.

The Articles of Incorporation and the Bylaws were emailed to you last week for review. I have attached them again to this email.

As Board Members for East Hollywood High School, we have already approved the following policies. The only revision to them has been changing the organization name from EHHS to iTech Academy.

- 1) Admission & Lottery Policies
- 2) Complaint Policy
- 3) Employment of Relatives Policy
- 4) Extracurricular Participation Policy
- 5) Financial Policy & Procedures
- 6) Internet Safety Policy
- 7) Procurement Policy
- 8) Suspension-Expulsion Policy & Procedures

Please email or call if you have questions. Thank you!

Steven Winitzky

(801) 953-2748

stevewinitzky@gmail.com

From: Paul Campbell [mailto:pcampbell@jones-simkins.com]

Sent: Thursday, December 26, 2013 10:58 AM

To: 'Steven Winitzky'; Eric Lindsey; 'Susan Soleil'; rich.west@usu.edu; 'Ryan Marchant'

Subject: RE: Need Your Review & Approval: iTech Academy Policy Documents

I approve the iTech Academy Articles of Incorporation, the Bylaws and eight attached policy documents.

Paul Campbell

(e) pcampbell@jones-simkins.com

(p) 435.752.1510 x108 (f) 435.752.4878

From: Eric Lindsey [mailto:elindsey@ehhs.us]

Sent: Thursday, December 26, 2013 7:35 AM

To: Steven Winitzky

Cc: Susan Soleil; Paul Campbell; Richard West; Ryan Marchant

Subject: Re: Need Your Review & Approval: iTech Academy Policy Documents

I approve the iTech Academy Articles of Incorporation, the Bylaws and the eight attached policy documents.

Eric Lindsey

From: Ryan Marchant [mailto:rmarchant@ehhs.us]

Sent: Thursday, December 26, 2013 4:13 PM

To: Steven Winitzky

Cc: Eric Lindsey; Susan Soleil; Paul Campbell; <rich.west@usu.edu>; <stevewinitzky@gmail.com>

Subject: Re: Need Your Review & Approval: iTech Academy Policy Documents

I approve the iTech Academy Articles of Incorporation, the Bylaws and the eight attached policy documents.

Ryan Marchant

From: Susan Soleil [mailto:spsoleil@gmail.com]

Sent: Thursday, December 26, 2013 8:48 AM

To: Eric Lindsey

Cc: Steven Winitzky; Paul Campbell; Richard West; Ryan Marchant

Subject: Re: Need Your Review & Approval: iTech Academy Policy Documents

I approve the iTech Academy Articles of Incorporation, the Bylaws and the eight attached policy documents.

Susan Soleil

From: Richard West [mailto:rich.west@usu.edu]

Sent: Friday, December 27, 2013 7:58 AM

To: Steven Winitzky

Cc: Eric Lindsey; Susan Soleil; Paul Campbell; Ryan Marchant

Subject: Re: Need Your Review & Approval: iTech Academy Policy Documents

Importance: High

I approve the iTech Academy Articles of Incorporation, the Bylaws and the eight attached policy documents.

Richard P. West, Ph.D.

Utah State University

rich.west@usu.edu

From: Steven Winitzky [mailto:stevewinitzky@gmail.com]

Sent: Thursday, December 26, 2013 11:24 AM

To: 'Eric Lindsey'; 'Susan Soleil'; 'Paul Campbell'; rich.west@usu.edu; 'Ryan Marchant'; stevewinitzky@gmail.com

Subject: RE: Need Your Review & Approval: iTech Academy Policy Documents

I approve the iTech Academy Articles of Incorporation, the Bylaws and the eight attached policy documents.

Steven Winitzky

(801) 953-2748