

Charter Connection February 2019

YOUR MONTHLY UPDATE FOR ALL THINGS CHARTER

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Director’s Message

One of the five values adopted by the State Charter School Board is *Innovation*:

“We foster the development of a vibrant, diverse, and sustainable statewide system of high performing public charter schools that foster innovation and experimentation. We work to share successful charter school educational innovations with other public schools.”

Each month, the SCSB spotlights a charter school who has achieved great results on a data point. Part of that spotlight includes outlining the unique and innovative aspects of the school that lead to success.

We can all do more to share successful innovations in charter schools with the greater education community in Utah. One way we could do this is through the ULEAD project (Utah Leading through Effective, Actionable, and Dynamic education). See [here](#) for information about ULEAD. The SCSB has provided some information on successful innovations to ULEAD. I also encourage schools to share their innovative promising practices on the [Promising Practice Submission form](#). There are many innovative and strong practices we can share.

—Jennifer

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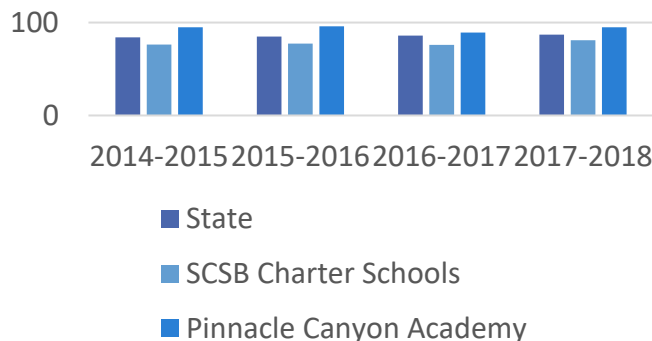
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School Spotlight:

The State Charter School Board recognizes Pinnacle Canyon Academy for their outstanding graduation rate. Pinnacle Canyon Academy was the second charter school authorized in Utah. Since opening Pinnacle Canyon Academy has achieved a graduation rate of above 90% each year. They achieves this by tracking each student individually and providing educational opportunities to each student beyond high school. Congratulations Pinnacle Canyon Academy!



Dear Dr. Ed,

I am super curious about how to increase student curiosity. How can teachers encourage students to ask more and deeper questions in school? And why does it matter? What kinds of questions should students and educators be asking each other? And what about the art of the follow-up question? How can schools teach that skill?

Sincerely,
Curious about Curiosity

Dear Curious,

Educators *can* teach students how to ask their own questions by deliberately facilitating learning experiences during which students formulate, work with, improve upon, and use their own questions. Question formulations, much like other skills, is not honed simply through osmosis—students need

opportunities to ask their own questions and co-construct inquiry with their classmates. By practicing the skill, students can become more sophisticated question-askers. That does not always mean asking higher order questions; a question, whether closed-ended or open-ended, is only as good as the information it aims to elicit. Students who develop their question-formulation skills can use different types of questions for different purposes and improve their questions when necessary to guide their own learning. Even the youngest learners can be thoughtful follow-up questioners. A study on children's question-formulation behaviors, "Children's Questions and Adults' Answers," highlights an example of an almost 4-year-old girl who asks, "Mummy, is our roof a sloping roof?" After the mother affirms that their roof slopes, the child asks "Why?" The mother replies that most people have sloping roofs to allow the rain to run off. Otherwise, the rain would start coming through. The child asks one more follow-up question: "Does the rain just sit there on my school's flat roof?" This conversation shows how logical and calculated learners can be in making observations, posing questions, making connections, and asking follow-up questions to address gaps between their question, the answer, and their knowledge or understanding. When questioning is encouraged in the classroom, students can be extremely artful yet precise in their inquiry.

Dr. Ed U. Cation (taken from an interview with Andrew P. Minigan, the director of strategy for the education program at the education nonprofit Right Question Institute Jan 9, 2019)

Themes of the Month

Recently, questions have arisen regarding how special education funds should be spent. All special education funds are restricted, meaning that limited to serving students with disabilities. Such students are formally identified through an Individual Education Plan (IEP). These funds cannot be applied to students who have a 504 plan.

These funds can include salaries for teachers and paraprofessional who directly interact or supervise special education services. They may also apply to psychologists, social workers and health personnel who are providing relevant services, as well as instructional materials, supplies, and equipment. As restricted funds, special education funds cannot be applied to administrative costs, transportation, property or building rentals, or capital outlay.

If special education funds are applied to salary or benefits, a personnel activity report should be submitted monthly. These reports need to be signed by the employee and their supervisor prior to submission. Additional details can be found at the [November 2018 Charter School Directors Meeting](#) or by contacting State Charter School Board staff.

Opportunities for Schools

- The Esther Katz Rosen Precollege Psychology Grant Program provides financial support for efforts aimed at improving the quality of education in psychological science and its application in the secondary schools for high ability students. Proposals must focus on supplying education for gifted and talented high school students. [More information can be found here](#). **Deadline is March 1, 2019.**
- Utah Shakespeare Festival's Shakespeare in the Schools performance of MacBeth. is at Pleasant Grove HS on Wednesday, March 20th at 9:45 am. Seats are \$3.00 ea. Tickets are first come, first served--reserve now. Questions? julie@johnhancockcs.org
- Utah Charter Seminars are fastly approaching. See the details and dates at <https://twitter.com/UtahSCSB/status/1088831561141768193>
- The Application of Intent to Participate for a new sponsor of the National School Lunch Program (NSLP) must be submitted to the USBE Child Nutrition Programs no later than February 15th. Information to apply can be found on the [public website](#) in the tab titled, "Qualifying and Applying." schoolnutritionprograms@schools.utah.gov, 801-538-7680
- Save these dates for your [regional seminar regarding special education](#) topics!
 South – October 27
 West – November 17
 North – January 26
 East – March 9



Outstanding in Our Field

- Bruce Hunter, of City Academy, was named as the very first Employee of the Month for SCSB authorized schools!
- Itineris Early College High School is #23 on <http://Study.com>'s "2019 list of the 30 Top High School STEM Programs," the only HS from Utah recognized! Their FIND program, tech career development for marginalized youth, is funded by SCSB ISIP funds.
- Beehive student Trinity was selected as a National Honorable Mention recipient of the 2019 NCWIT Award for Aspirations in Computing!
- SCSB approved the new schools of Utah Mountain School, Mountain Sunrise Academy, and Bridge Elementary, along with the Replication of Monticello Academy, and the Satellite of Beehive Science & Technology Academy.
- Of SCSB schools, the school report card data shows: NUAMES had the highest % of points of ALL schools in Utah, AMES, Beehive, & UCAS were in the top 2%, Karl G Maeser is in the top 3%, and North Star Academy is in the top 5%! Thank you for serving students well!

February 2019

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
4	5	6	7 USBE Steering Committee	8 USBE Meeting	9	10
11 Charter Directors	12	13	14 SCSB Meeting	15	16	17
18 President's Day	19	20	21	22	23	24
25	26	27	28 SCSB Meeting			

March 2019

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25	26	27	28	29	30	31