Charter School Application

VOYAGE ACADEMY

Applicants: April Olson, Mindy Hamblin, April Hanks, Melissa Kelley, and Ashley Roberts

Submitted to Bryan Bowles who works at Davis School District on 03/31/2011.

Submitted to Michael Jacobsen who works at Weber School District on 03/31/2011.

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

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

April Olson		3/30/2011
Authorized Agent (please print)	Signature of Authorized Agent	Date

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

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SECTION 2: TITLE PAGE

Name of Proposed Charter School Voyage Academy

[**X**] New School [ ] Converted School

Name of Applicant Applying for the Charter April Olson
(This may be a public body, private person, or private organization.)

Authorized Agent for Applicant April Olson
(This may be the individual applicant or an authorized member of the corporate board.)

Authorized Agent Mailing Address [redacted]

City Clinton State Utah Zip 84015

Daytime Phone [redacted] Email [redacted]

District(s) school will be located Davis or Weber

Form of Organization

[**X**] Nonprofit Corporation
[ ] Tribal Entity
[ ]_____

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

Name (if known at time of application)	**Phone Number**	**Type of Member** (examples: parent, business, potential staff)	**Position on Board** (examples: chair, vice chair, secretary)
April Olson	[redacted]	Parent/Business	Chair
Mindy Hamblin		Parent	Vice Chair
April Hanks		Parent/Finance	Treasurer
Ashley Roberts		Parent	Secretary
Melissa Kelley		Parent	Trustee
Tawna Nielson		Educator	Trustee
Anna Stanton		Parent/Clinton City Council	Trustee
Seth Finlinson	[redacted]	Legal	Trustee

Founding Member Policy

Voyage Academy will offer "preferential enrollment" to children of those who play a significant role in the development of the school. These parents will be referred to as Founding Members. Voyage Academy has adopted the following policy regarding Founding Members.

The Voyage Academy Governing Board must approve each Founding Member. Potential Founding Members will sign a Memorandum of Understanding (MOU) which outlines a commitment to help with the development of Voyage Academy. Persons who fail to meet these requirements can have Founding Member Status revoked. Children of a Founding Member are eligible for preferential enrollment under both State and Federal Charter School law **53A-1a-506(B)(i)(A).** ***The number of students granted preferential enrollment at Voyage Academy will not exceed 5% of the maximum student enrollment.***

The following is a list of people who have expressed interest in becoming Founding Members. Once an individual is offered Founding Member status by the board, they must meet the requirements in the "Founding Member Policy" of Voyage Academy prior to being offered preferential enrollment. The final Founding Member list will be provided prior to opening the school, and as stated in the policy we will be adhering to the 5% rule. Founding Member status is not limited to the list below, but may include people on this list:

Andrea Craig	Debbie Miller
April and David Olson	Melissa and Christopher Kelley
Wendy Merrill	Denise Stephens
Mindy and Zachary Hamblin	Stephanie Walker
Mary Sullivan	Luke Harris
April and Jason Hanks	Lani and Stanton Burnell
Rachael Walker	
Ashley and Joshua Roberts	
Amber Stephens	

SECTION 3: TARGET POPULATION

Mission Statement (use only this space):
The mission of Voyage Academy is that through Expeditionary Learning, children will explore Life Skills and gain personal responsibility. As they strive for excellence in the molding of their future, they will become honest, compassionate and respectful seekers of learning.

Indicator – Upholding mission and purpose		
Measure	**Metric**	**Board Goal**
Life Skills	Percentage of students passing at least one of the seven Life Skills each year.	96%
Service	Percentage of 6th grade students completing 40 hours of service.	96%
Expeditionary Learning	Percentage of students passing all expeditions in a school year.	96%

	GRADES AND SPECIFIC NUMBER OF STUDENTS SERVED BY GRADE													TOTAL NUMBER OF STUDENTS (Enrollment cap)
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
2013-2014	75	75	75	75	75	75	75							525
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
2014-2015	75	75	75	75	75	75	75							525
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
2015-2016	75	75	75	75	75	75	75							525
Ultimate Enrollment	75	75	75	75	75	75	75							525

(The number of students should be at maximum the enrollment that is being requested. Insert as many rows as needed to accurately reflect the school's growth model.)

School Calendar

[**X**] Standard Year

[ ] Extended School Year

[ ] Alternative **(please describe in 5 words or less)**

_____

Instructional Days: 184

Start Date: August 26, 2013

What sets Voyage Academy apart is the use of Seven Life Skills with Expeditionary Learning (EL) integration. Voyage Academy's Life Skills focus will include seven essential skills including: Thinking and Reasoning, Social and Civic Responsibility, Character, Aesthetics, Communication, Systems Thinking, and Employability. The Five Core Practices of EL will include: Learning Expeditions, Active Pedagogy, Culture and Character, Leadership and School Improvement, and Structures. In an effort to proficiently achieve the curriculum goals of Voyage Academy and the Utah Common Core, listed below are the Life Skills and how Voyage Academy will incorporate the Five Core Practices in each area. (Please see section 12, Curriculum, for more information).

Thinking and Reasoning: Students of Voyage Academy will recognize situations in which a variety of conclusions can be drawn from the same information. With EL the school will integrate active pedagogy to promote critical thinking as students make connections, perceive patterns and relationships.

Social and Civic Responsibility: Voyage academy will nurture a belief in liberty, equality, civil and human rights, personal responsibility, and the common good. Voyage Academy will incorporate Culture and Character sustained by practices that bring the community together.

Character: Students will recognize how character and behavior affect and influence the actions of others. Culture and Character promotes students to be courteous, respectful, and compassionate.

Aesthetics: Students will use innovative and creative approaches to design and perform tasks. Learning Expeditions spark curiosity and encourages authentic work.

Communication: Students will listen respectfully and objectively and offer constructive feedback. Active Pedagogy fosters relationships in which students and teachers are aware of students' level of understanding and participation.

Systems Thinking: Students will act and evaluate their own role within a system. Structures enable students to engage in schedules that accommodate project work.

Employability: Students will use organizational skills to promote objectives of the organization or team. Leadership and School Improvement assume leaders' responsibility in partnering with key organizations to support academic goals.

The use of Life Skills integrated with EL learning demonstrates Voyage Academy's commitment to students' comprehension of the skills necessary to become a responsible and contributing member of society.

Title 53A-1a-503 statutorily defines seven purposes for charter schools. An individual charter school must meet only one of the seven purposes. Please provide a detailed description of how your school will meet these defined purposes. If a purpose does not apply to your proposed school, please indicate with N/A.

1. To continue to improve student learning:

Voyage Academy improves student learning through the following strategies:

A. Experiential and collaborative; active pedagogy
B. Trimester long expeditions of a major theme based on State Standards
C. Service Learning activities
D. Creating a culture of emotional and physical safety

We strive to improve student learning by creating an environment which encourages creativity and unique thinking. We want students to gain independence and to see failures as stepping stones in their pursuit of success. With the chosen curricular emphasis, Life Skills, children will be able to see what they are learning now. The goal of Voyage Academy is to implement Life Skills at an early age that will become habit for a lifetime. This will help them to build the career and life they envision for themselves. The Life Skills focus of Voyage Academy is detailed out in Section 12.

Striving for excellence involves experimentation and making mistakes. Students will be provided opportunities to learn concepts and specific objectives so that when they approach an assessment, they will have mastered it. All Expeditions are led by "guiding questions". These guiding questions enable students to monitor their progress on a continual basis. Progress is monitored by one's self, crew and teacher. Before an Expedition is completed, students will not only know the answers to these guiding questions, but will also know step by step how they came to the answer, and the methods used in doing so. The science of teaching is the ability to transform standards and objectives into meaningful learning experiences, inquiry based expeditions, Life Skills, and understanding. The teacher becomes the guide by constructing learning in a step by step fashion through hands-on experience, discussion, and reflection. The students connect meaning to ideas instead of just receiving information.

We will fulfill all of the required testing outlined in UPASS. Teachers will help students analyze and practice the formats used on high-stakes tests. Because we feel that the learning outcome is the most important goal, we will also create and implement innovative and descriptive outcome measurements. These will include 1) the use of in-depth expedition portfolios and annual student portfolios 2) student-led parent portfolio conferences 3) student involvement in classroom assessment of self and peers and 4) exhibitions of all trimester expeditions that will include authentic sharing of student learning with the community.

FIVE CORE PRACTICES:

I. LEARNING EXPEDITIONS
II. ACTIVE PEDAGOGY
III. CULTURE AND CHARACTER
IV. LEADERSHIP AND SCHOOL IMPROVEMENT
V. STRUCTURES

2. N/A

3. <u>To create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school:</u>

Expeditionary Learning (EL) brings a strong professional development focus to educators. The school Director will ensure that each faculty member is professionally trained in the innovative methods and philosophies at Voyage Academy and will give them opportunities to train one another on methods learned. Teachers will also be given opportunities to attend leadership training, EL Conferences, Summits, Institutes, and various other training seminars. Additionally, the EL School Designer will be in the school throughout the year to personally train and reinforce EL principles.

All staff members will participate in the development and implementation of curriculum, as well as an annual strategic plan. Voyage Academy teachers will participate in regular vertical and horizontal collaborative sessions to ensure that expeditions are implemented at all levels in the most productive way. Teachers will help ensure a consistent educational experience for all students by using a school-wide database and the national ELS data-base of successful expedition plans. This flexibility enables teachers to both create their own new expeditions as well as use exisiting expeditions as a template. Teachers will work collaboratively to refine lesson plans, share educational strategies, and adapt school-wide discipline policies. Veteran teachers and first year teachers can share their creative teaching ideas and techniques. In the classroom, teachers will work in teams of two or three to mentor and support each other throughout the school year. Teachers will also serve on school committees that evaluate new technologies and innovative teaching techniques.

4. <u>To increase choice of learning opportunities for students:</u>

Through Expeditionary Learning, students will have opportunities to learn in ways that have not been offered to them in the past. Once inside, students will form partnerships with educators and, with guidance, will become responsible for their own learning. As students work individually and in groups, they will find that their ideas matter and that their voices will be heard. Students will venture into the community to study and to serve in ways that they never have before. They will create tangible products with each expedition which will be meaningful to an authentic audience.

The opportunities for learning are endless as teachers at Voyage Academy infuse the Ten Design Principles of EL into lesson planning. The Design Principles are:

1. THE PRIMACY OF SELF-DISCOVERY Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.
2. THE HAVING OF WONDERFUL IDEAS Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.
3. THE RESPONSIBILITY FOR LEARNING Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.
4. EMPATHY AND CARING Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.
5. SUCCESS AND FAILURE All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.
6. COLLABORATION AND COMPETITION Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.
7. DIVERSITY AND INCLUSION Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.
8. THE NATURAL WORLD A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.
9. SOLITUDE AND REFLECTION Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.
10. SERVICE AND COMPASSION We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

5. N/A
6. <u>To provide opportunities for greater parental involvement in management decisions at the school level:</u>

   Voyage Academy will establish a Parents Organization Executive Committee (POEC) consisting of parent volunteers whose goal will be to support the mission and vision of Voyage Academy. Some opportunities for involvement include implementing and raising funds to support extracurricular activities, and to provide a representative to act as liaison between parents and the Voyage Academy Board of Directors.

   - There will be a number of parent committees, called crews, set up and given authority to accomplish specified tasks. The POEC (Parent Organization Exectuive Committee) will ensure that every parent is offered a responsibility and is given the direction and support to complete it. Among other responsibilities, POEC may be involved with curriculum modifications and recommend enrichment courses/activities.
     - A POEC representative will be selected each year by voting members to be a Parent Liaison between parents and the Voyage Academy Board of Directors. They will become an advisor to the Governing Board; attending board meetings and providing a source for training of crews and acting as a parent advocate.
     - The Parent Liaison will have the dual role of communicating to parent crews the needs and desires of the Governing Board, as well as being available to work with parents who wish their own concerns to be heard at board meetings. He or she will bring any concerns, requests, and comments from parents and parent crews to the board. While all parents are invited to attend open board meetings, it will be useful to parents to have an advocate as an advisor to the board.
     - Parent Crews: Upon enrollment, each family will be shown the different assignments by a parent advisory crew. These crews, made up of mostly parents, will be given the authority to accomplish important functions related to the mission of the school. Crews will consist of, but are not limited to, library crew, technology crew, fundraising crew, playground crew, and transportation crew. We will allow parents to volunteer in any or all the areas they wish. This will cultivate the value of service.

Parents will have access to email addresses for all teachers, administrators, Parent Liaison, and Board members and may contact them at any time.

Voyage Academy encourages parental input in all areas of school operations from the classroom to the cafeteria. Teachers will use parent evaluations to fine tune their teaching techniques and feedback from parents will be used in selecting menu options.

Access to Board: Parents will be invited to attend the Governing Board meetings.

Meetings will be advertised and posted on the school website. Parents will have the opportunity to make public comment consistant with Board Policy.

Town Meetings: Town Meetings will be held three times during the year. Parents will have direct access to the Board. They will be given the opportunity to influence policy and communicate suggestions or concerns.

Board Membership: As Vacancies become available, parents of the school will be encouraged to turn in applications for vacant positions. The Board will include at least 2 members who have children enrolled at the school. All open board positions will be voted on by the board.

Experts: The curriculum, mission, and Expeditionary Learning methodology encourage the presence of experts at Voyage Academy. We look for experts among parents to help run discoveries or after school clubs, participate in Expeditions, or share expert knowledge in the classroom or through student-led interviews.

Student Led Conferences: At the end each trimester, parents, teachers will participate in a parent conference led by their own child.

Celebration of Learning: Every trimester we will hold a Celebration of Learning night where parents and people from the community will be able to come to the school to view quality Expedition-end products and/or portfolios that students have created.

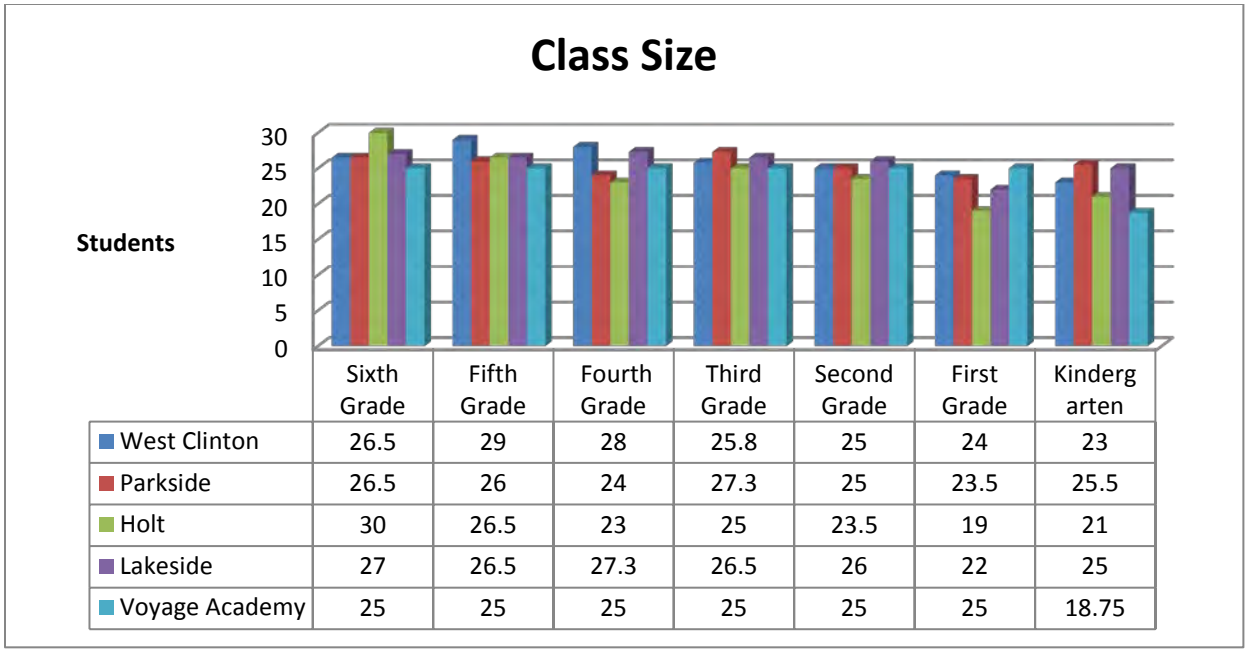
7. N/A

Target Population:

We at Voyage Academy are seeking students from all demographics within Clinton and surrounding areas, who are looking for smaller class sizes, a competitive advantage, and an instructional alternative method known as Expeditionary Learning (EL).

A. Class size:

Voyage Academy will make every attempt to limit class sizes to 25 students per class. This provides most students a smaller class size than they presently have. We visited local schools in Clinton, Clearfield, and West Point cities and found that classrooms currently consist of more than 25 students. They have also had to resort to using portable buildings to keep up with the growth. The table below depicts the class size of a few schools that we visited in the area. Although, currently first grade classes are smaller than what is proposed, Voyage Academy has the option to limit the class size. The schools depicted below do not have the choice to limit if they have more students enroll.



	Sixth Grade	Fifth Grade	Fourth Grade	Third Grade	Second Grade	First Grade	Kindergarten
West Clinton	26.5	29	28	25.8	25	24	23
Parkside	26.5	26	24	27.3	25	23.5	25.5
Holt	30	26.5	23	25	23.5	19	21
Lakeside	27	26.5	27.3	26.5	26	22	25
Voyage Academy	25	25	25	25	25	25	18.75

B. Alternative Instructional Method:

Although Voyage Academy seeks to share many quality educational components with neighboring public schools, Voyage Academy also offers program ideals not consistently found in other public schools in the Davis County School District. Expeditionary Learning is a curriculum designed to promote critical thinking, skills and habits, academic achievement, and personal development through the use of in-depth investigations that engage students in community, projects, and service activities. An expedition brings experts into the classroom, takes students into the field, and engages students in real world learning experiences.

Indicator – Student attendance and reenrollment		
Measure	**Metric**	**Goal**
Student attendance rate	Percentage of students attending target number of days (175 school days)	97%
Within year enrollment rate	Percentage of students continuously enrolled throughout the year.	98%
Year-to-year reenrollment rate	Percentage of students re-enrolled from one year to the next. Excluding students moving on to 7th grade.	93%
Continuous reenrollment rate	Percentage of students continuously enrolled for all available years.	Year 3-5 93%
Track attrition rate	Track student's reason for leaving whether choosing another school, moving away, or other situations.	100%

Voyage Academy has chosen a traditional school year divided into terms. The school year will begin approximately the fifth week in August and will end the first week in June. Voyage meets the 180 day requirement and the 990 hours of instructional time. The calendar will be approved annually by the Board and Director prior to July 1, and will meet all state requirements as found in Utah Code R277-419.

1st Day of School	August 26, 2013			
Last Day of School	June 6, 2013			
Back to School Night	August 19, 2013			
Testing	**Iowa** Sept 16th - 27th	**DWA** Feb 17th - 21ST	**Core** April 21st – 25th	
Holidays – No School	Labor - Sept 2nd Columbus - Oct 7th Thanksgiving - Nov 28th Christmas - Dec 26th New years - Jan 1st Civil Rights - Jan 20th Presidents - Feb 17th Memorial - May 26th			
Breaks - No School	Nov 27th , 29th	Dec 23rd, 25th,27th, 30th -31st	Jan 2nd , 3rd	April 17th- 18th
Term	1st Term Aug 26th- Oct 29th (45days)	2nd Term Oct 30th –Jan 17th (45days)	3rd Term Jan 18th Mar 26th (45days)	4th Term Mar 27th - Jun 2nd (45days)
Term Ends and Celebration of Learning	1st Term Oct 30th	2nd Term Jan 21st	3rd Term Mar 19th	4th Term June 3rd
LED Conference	Oct 1st -3rd	Dec 17th -19th	Mar 4th -6th	May 20th -22nd
Half Days	Oct 1st -3rd	Dec 17th -19th	Mar 4th -6th	May 20th -22nd
Board Meetings	Second Wednesday of every month			
Teacher Training	Aug 12th -16th; June 16th -27th			
Town Meetings	July 25th	Oct 24th	Jan 23rd	May 1st
Expeditionary Learning Conference	Half Day March 20th , No School March 21ST			

LED Conference- No School during LED Conference
As stated in R277-419-7, "A maximum of 16.5 hours of student conferences may only be held for a total of the equivalent of three full school days or a maximum of 16.5 hours for the school year."
Student Led Conference is similar to Parent Teacher Conferences or SEOP's. The main difference is that they are led by the student. The student directs the conference by explaining and demonstrating what they have worked on, what they will be working on and setting goals for themselves (with the input of both teacher and parents).

Bell schedule

1st grade-6th grade	Kindergarten AM	Kindergarten PM
1st bell 8:25	1st Bell 8:25	1st Bell 12:25pm
Mon-Thurs 8:30-3:30pm	Mon-Thurs 8:30-11:30am	12:30-3:30pm
Friday 8:30-1:30pm	Friday 8:30-10:40	11:20-1:30pm

Example of Bell Schedule

Bell Schedule for 3rd grade Mon-Thurs	
8:30-8:50am	Crew
8:50 -10:30am	Math
10:30-10:40am	Recess
10:40-11:40am	Class
11:40-12:05pm	Lunch
12:05-1:05pm	Class
1:05-2:05pm	English
2:05-2:15pm	Recess
2:15-3:30pm	Class

Bell Schedule for 3rd grade Fridays	
8:30-8:50	Crew
8:50-9:45	Math
9:45-9:55	Recess
9:55-10:40	English
10:40-11:40	Class
11:40-12:05	Lunch
12:05-12:50	Class
12:50-1:30	Class

AM Kindergarten Mon-Thurs	
8:30-8:45	Crew
8:45-9:50	Class
9:50-10:00	Structured Recess
10:00-10:30	Class
10:30-11:30	Class

AM Kindergarten Fridays	
8:30-8:40	Crew
8:40-9:40	Class
9:40-9:50	Structured Recess
9:50-10:40	Class

Voyage Academy School Year 2013-2014
Total Number of Days and Hours of Instruction

Kindergarten

	Number of Days	Hours per day	**Total Hours**
Regular Days (Monday-Thursday)	142	2.75	390.5
Early out (Fridays)	42	2.00	84
Total Days	**184**		**474.5**

Voyage Academy School Year 2013-2014
Total Number of Days and Hours of Instruction

Grades 1st – 6th

	Number of Days	Hours per day	**Total Hours**
Regular Days (Monday-Thursday)	142	5.91	839.22
Early out (Fridays)	42	4.08	171.36
Total Days	**184**		**1010.58**

Voyage Academy has divided its Market Analysis into five areas. These areas are: Location, Planning, Demographics, Outreach and Advertising.

1. Location

Voyage Academy understands the importance of selecting a quality location for the school. We have spoken with many charter school boards, developers, contractors and financers concerning this matter. In compiling the recommendations given to us, we have come up with the following criteria. In no particular order they are:

1. Proximity- Voyage Academy will be looking for land that is in close proximity to neighboring families. We will not jeopardize attracting students due to a facility that is inconvenient to access.

2. Development Costs- Just because the land is "cheap" does not make it a good deal. We understand that the costs associated with items such as water, sewer and roads can add up quickly. We will ensure ample amount of time in the "due diligence" period to answer these questions.

3. Growth- We will be looking for locations that will allow for growth, not only with the school, but population as well. According to the US Census, Clinton, Roy, Farr West and other neighboring cities are projected to have rapid growth for years to come. Even in a down economy, there were 331 homes sold within the target population area of Voyage Academy last year. The western part of the valley is one of the few places left along the Wasatch Front that allows for new home development.

4. Cost- We are mindful of a tight budget. The Board of Voyage Academy will work diligently to ensure that the philosophy remains "education first, building second". An affordable building starts with an affordable piece of ground to build it on.

5. Existing Facility- Although options are limited in this area, we like the idea of taking an existing facility and turning it into something amazing for the community for years to come. Not only does this option ideally help the school financially, but it also creates something that the community can be proud of. For an existing facility to be considered, it must be within an area that does not compromise the target population of Voyage Academy.

For a full description of possible locations, please see Section 6 Capital Facility Plan.

2. Planning

Whether Voyage Academy were to build a new structure or remodel an existing structure, specifications similar to the table below would be taken into account.

Proposed Building Specification:

Proposed Building Specifications Room	#	sq. ft.	total sq. ft.
Principal/	1	120	120
Assistant			
Administrative Offices	2	100	200
Counselor Office	1	100	100
Reception/	1	200	200
Commons area			
School Nurse	1	120	120
SPED	1	750	750
Teacher Prep	3	250	750
Art Studio	1	850	850
Kitchen	1	1,000	1,000
Teacher Lounge	1	350	350
Auditorium/Gym	1	4,000	4,000
Utility Room	2	100	200
Cafeteria	1	2,000	2,000
Hallways /Commons	1	5,000	5,000
Library/Computer Lab	1	3,000	3,000
Classrooms	20	950	19,000
Bathrooms/Staff-Guests	2	75	150
Bathrooms /Students	2	800	1600
Storage	1	1500	1500
Total Square footage			40,140

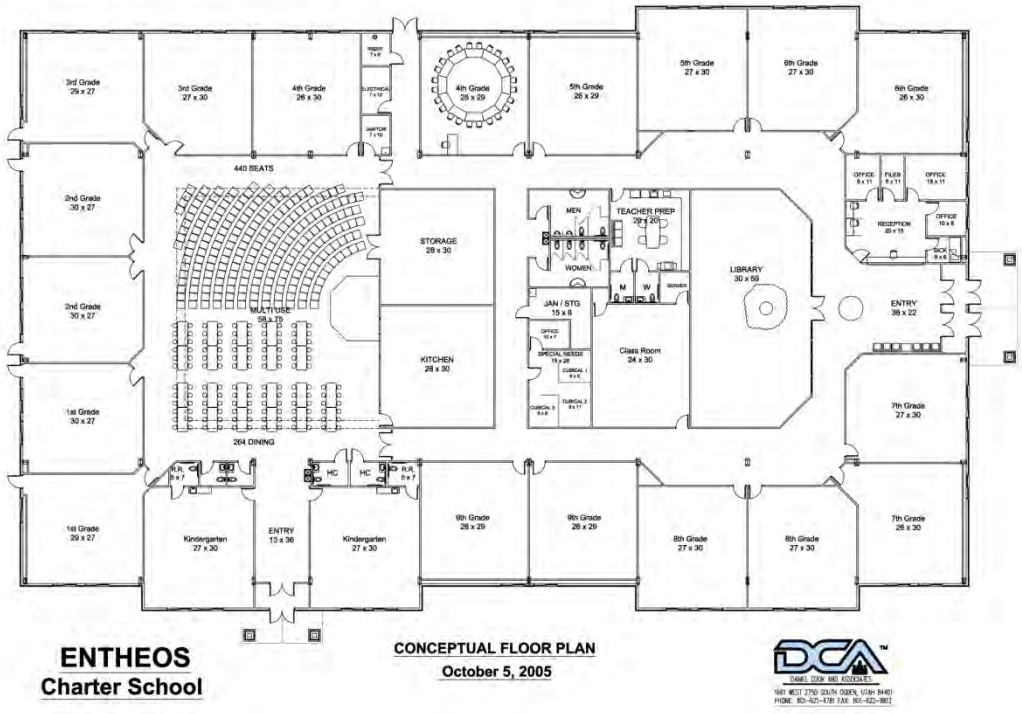
The Facility should include a playground, community areas, auditorium/gym, library/computer lab, and art studio. The items Voyage Academy would like to incorporate are as follows:

- Playground - accessible swings, recycled wood chips, student garden area, benches, trees, and gray water system for landscaping
- Community Areas - sky lights, and HVAC system
- Wall Mounts - for hanging portfolios, lockers and coat hooks
- Auditorium/Gymnasium Areas – storage for gym/music equipment
- Cafeteria – with enough square footage to store tables at either end of the room
- Library/Computer Lab – clear visibility to all areas of the library from a central circulation desk, also a divided area for computer use
- Art studio – extra wash sink and storage for supplies

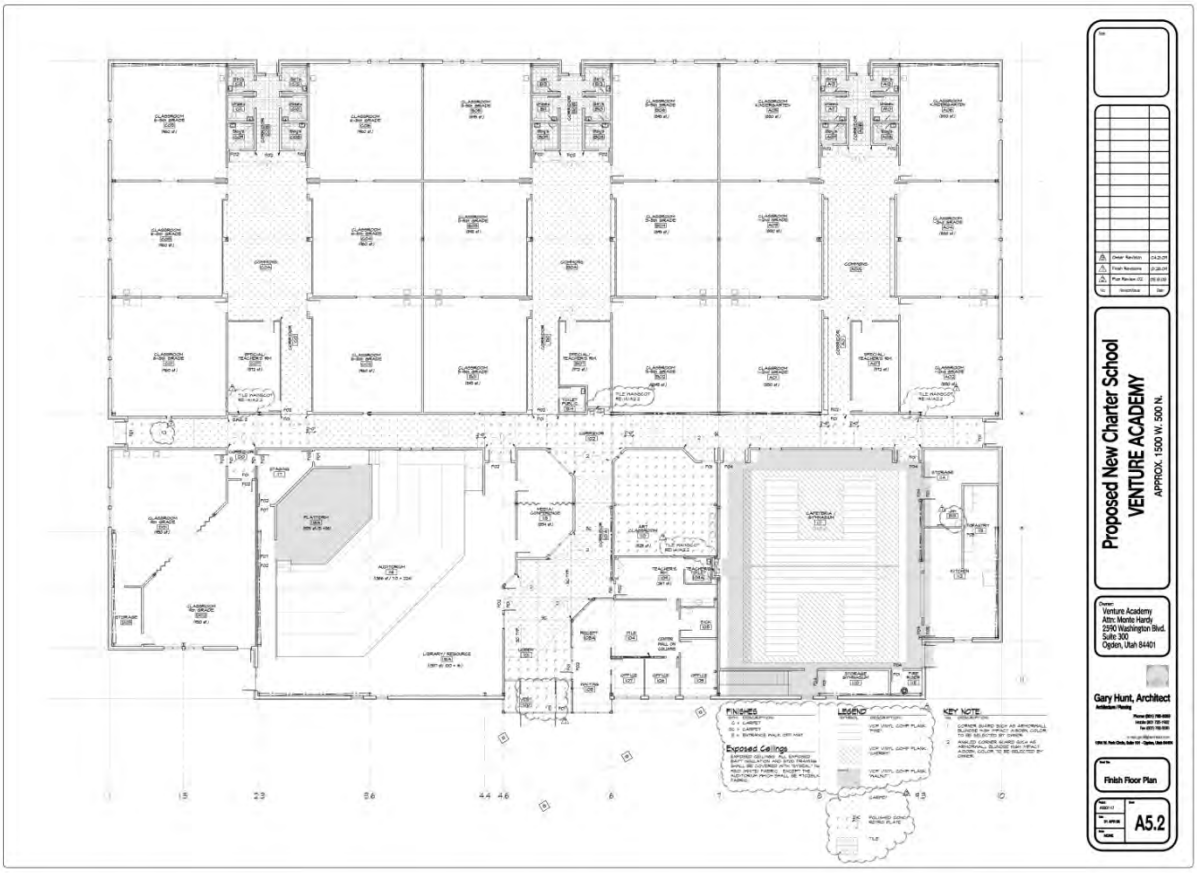
Possible Design Layout Styles:

Voyage Academy has not finalized a layout for the school, but has decided a community focus layout would most fit the EL style of teaching. Below are a few samples of floor plans that have qualities Voyage Academy would like to incorporate into the design.

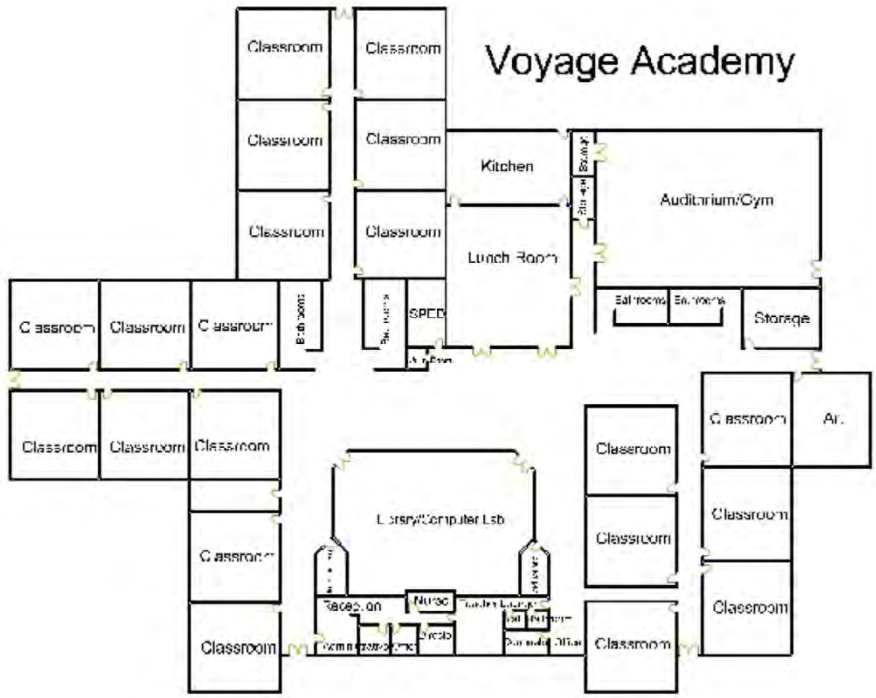
- **Example A.**
  If we were to use the existing Roy Albertson building, we would do the set up similar to Entheos Academy where the classrooms would border the outside walls giving us ample amounts of space in the middle for a gym and cafeteria.



- **Example B**
  If we were to build we would set the school up into communities, similar to Venture Academy's layout, to accommodate the EL style of teaching. A community is made up of approximately 6 classrooms. This is done to allow classes to work together on expeditions without having to move to another part of the school. Often in Expeditionary Learning, each grade will be working on the same expedition. Communities are a vital part of making all of this work more smoothly. In the example below you can see how this can be set up within a school.



- **Example C**
  Having the library centrally located at the entrance of the building will make it the literal and metaphorical learning center of the school. At this location, the library will be situated away from the energy and commotion of the cafeteria and auditorium, keeping it a quiet and thoughtful place for intellectual pursuits.



Voyage Academy will make changes to the layout to incorporate the school mission and class requirements. Although, at the present time a definite floor plan cannot be decided upon due to the varied leasing/purchase options that are available to the school, Voyage Academy has decided what would be needed and which options the school would like to have. If we were to lease the Albertsons building we would structure the school into communities. If we were to build new, we would design the school in the same basic style making changes to fit the layout of the land, meet ADA requirements, and to improve cost.

3. Demographics of Clinton

Information collected from, http://www.city-data.com/city/Clinton-Utah.html#ixzz1EomwggqN and the US Census.

Voyage Academy is looking to open its doors within the city of Clinton. This area will be the primary focus as we are researching land. As a secondary choice, we have also considered Roy as a temporary location for the school. This would only come true in the event that it makes more sense for the school both financially and economically. As noted on the "Title Page" of this charter, we have turned in copies of the charter to both Davis and Weber County school districts.

The Elementary schools in Clinton and surrounding areas are struggling to keep up with the rapid growth of students. This has resorted in portables being placed in the schools' playground areas to accommodate all students enrolled in the school. We visited local schools and have compiled a list of the number of portables located at each site.

Davis School District plans to build another elementary school on the far west side of Clinton for the 2013 school year. However, Voyage Academy will be a benefit to the community since none of the schools in the Clinton area offer the Expeditionary Learning approach. We have already compiled a list of roughly 150 families that have expressed a high level of interest in Expeditionary Learning. Eighty-six of these families have come by way of parent meetings. The remainder is reflective of families either currently enrolled at Venture, or on their waiting list. Charter schools in the area in general, are being supported at a high level. This is reflected in the fact that these schools are at capacity and have a high number of students on their waiting list.

Below we have a graph showing the number of students and portables in the surrounding schools. You will notice that these schools are well over capacity. We feel that Voyage Academy will not only provide another option for the community, but also improve the educational opportunities in these schools as they will get closer to the number of students their buildings were designed to hold.

Population of Schools in Surrounding Area

School	# of Students	Max occupancy of school	# of Portables To cover the difference
W. Clinton Elementary	979 Students	786	8
Holt Elementary	695 Students	450	4
Lake side	848 Students	725	3
Parkside	579 Students	550	1

http://www.schools.utah.gov/data/Educational-Data/Student-Enrollment-and-Membership.aspx

The Charter schools in the surrounding area have long waiting lists with some parents on multiple lists.

Surrounding Charter Schools Waiting List*

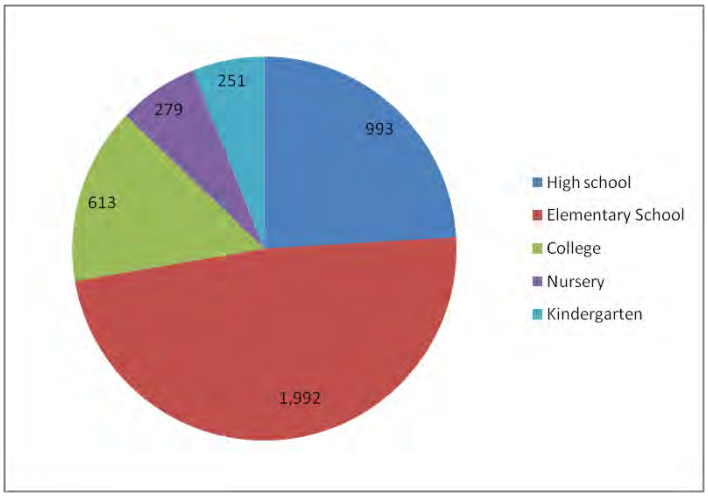
School	Distance from Clinton	Waiting List
Venture Academy	10.5 Miles	1,621 Students
Quest Academy	5 Miles	250 Students
N. Davis Prep	9 Miles	718 Students

**Note- Although some duplication of families may be on waiting lists with these schools, it does show that:*

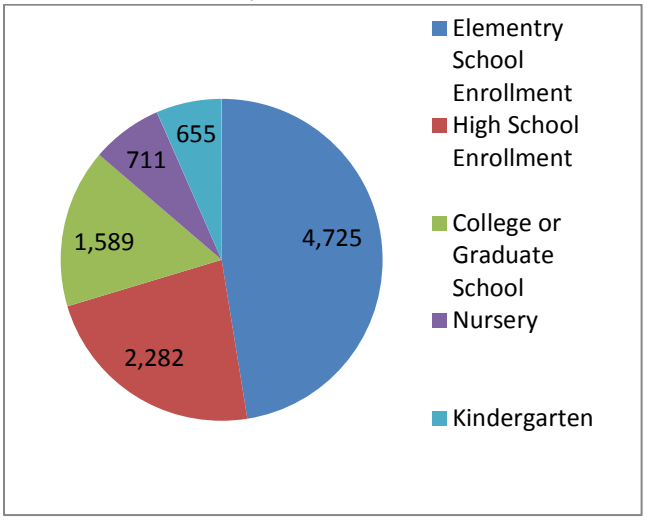
1. *Venture Academy, an Expeditionary Learning school, has more than double the students on its waiting list. This is a good indicator that families are specifically interested in this learning model.*
2. *Charter schools in general are highly supported in this area. A good indicator that parents are looking for an alternative outside of the local traditional public schools.*

The following charts show that the majority of School enrollment in Clinton and Roy are Elementary age.

Clinton City, Utah: School Enrollment
Total Student: 4,125 (2000 US Census)



Roy city, Utah: School Enrollment
Total Student: 9,962



What Sets Us Apart/Comparative Advantage

Smaller Class Sizes:

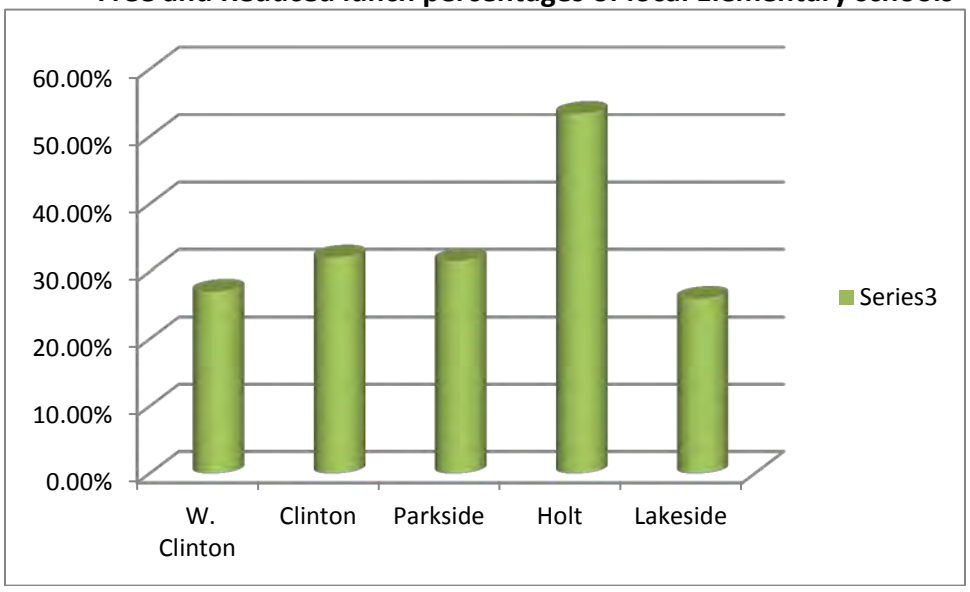
As outlined in the chart above, the schools in this area are overcrowded and must resort to portables to accommodate their students. Parkside has only been open four years and has already outgrown its facility. At Voyage Academy there will be approximately twenty-five students per class with a total of five-hundred and twenty-five children in the entire school. We feel that with smaller class sizes we will help teachers develop a closer relationship with each student, so they will better understand the child's needs. We also believe that through "crew" (a part of Expeditionary Learning that teaches students to work in teams to solve problems) we will create unity among the students.

Method of Teaching:

Currently there are three elementary schools in Clinton. None of them are private or Charter schools. The Davis School District, of which Clinton is a part, has fifty-nine elementary schools, six private schools and four charter schools. Not one of these schools is an Expeditionary Learning school. As noted earlier in this section, there is a high level of interest from parents for this style of teaching, with numbers growing every week. We will continue to hold informational meetings for parents to let them know what EL is all about, and how it will set us apart. Venture Academy is the only other Expeditionary Learning School in the area. It is thirteen miles away, with a waiting list of over sixteen hundred. Building another Expeditionary Learning school in this area will be very beneficial. It will attract parents not only looking for smaller class sizes, but also those looking for an alternative method of teaching.

34% of the Students in the Clinton area are on free and reduced lunch.

Free and Reduced lunch percentages of local Elementary schools



What is Expeditionary Learning?

Formed in 1992, Expeditionary Learning Outward Bound (ELOB) is based on the principles of Outward Bound, which educator Kurt Hahn founded in 1941. Expeditionary Learning focuses teaching and learning toward enabling all students to meet rigorous academic standards and character goals. Curriculum, instruction, assessment, school culture and school structures are organized around producing high quality student work in (Learning Expeditions) long term, in-depth investigations of themes or topics that engage students in the classroom and in the wider world through authentic projects, fieldwork and service. Learning Expeditions are designed with clear learning goals that are aligned with district and state standards. On-going assessment is woven throughout each learning expedition, pushing students to high levels of performance. In Expeditionary Learning schools, teachers, students, and school leadership build a culture of high expectations for all students.

Life Skills Focus:

We recognize that the world is rapidly changing. The future will require us to think differently and not just adapt, but also transform. As we increase understanding of human intelligence and behavior, we know more about how we can learn effectively, and the value of learning throughout life. It is the goal of Voyage Academy to awaken a love of learning in young people, and give them the ability and desire to carry on learning throughout life. We recognize that an educated person needs to be literate, competent in the core academic disciplines as outlined in the Utah State Standards, and a reflective lifelong learner. An educated person needs to have a strong sense of self and realization of his or her own gifts and talents and possess the following abilities:

- Thinking and Reasoning: Recognizes situations in which a variety of conclusions can be drawn from the same information
- Social and Civic Responsibility: Nurtures a belief in liberty, equality, civil and human rights, personal responsibility, and the common good
- Character: Courteous, respectful, and compassionate
- Aesthetics: Uses innovative and creative approaches to design and perform tasks
- Communication: Listens respectfully and objectively and offers constructive feedback
- System Thinking: Acts and evaluates own role within a system
- Employability: Uses organizational skills to promote objectives of the organization or team

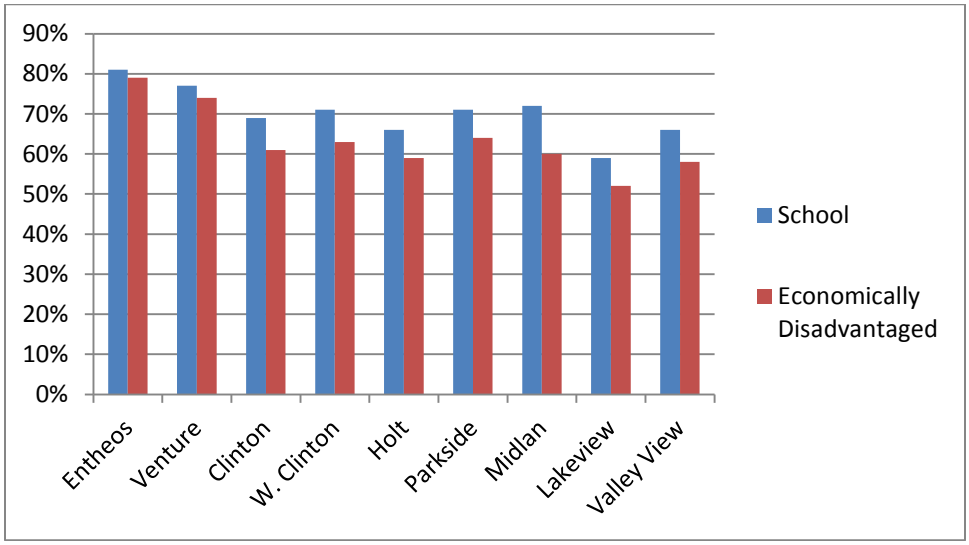
At Voyage Academy, we are committed to ensuring that all of the students acquire these abilities so they are able to thrive in a changing world and be a contributor to the community. We believe every child is capable of achieving his or her potential to the fullest when afforded respect, fairness, kindness, discipline, and appropriate instruction.

4. Outreach:

Consistent with Voyage Academy's mission AND public school law the school will admit students of any race, color, religion, gender, nationality, ethnic origin, disability or learning challenge. We expect students to come from a wide variety of economic, cultural and educational backgrounds. We believe that all of the students can learn and succeed in school, provided they experience a learning environment that is motivating, compassionate,

appropriate and challenging. Expeditionary Learning provides a framework to create that kind of environment. Voyage Academy can motivate students who previously have been unsuccessful in traditional schools, while also challenging successful students to gain deeper meaning and richness in their learning. We will be able to address the large class size experienced in the surrounding schools and attract students who will benefit from smaller class sizes. We will also offer more parental involvement. We place a strong emphasis on the relationship between the school and the home, recognizing the critical role of families in fostering children's education. We see ourselves as allies of the family, mentoring and supporting parent's efforts to guide the intellectual and emotional development of their children.

Economically Disadvantaged: Among the goals of Voyage Academy, one that is very important to us is the economically disadvantaged students in this area. This is a number that is rising every year within traditional public schools. Holt elementary, a nearby school, is well over 50% this year. One of the most attractive parts of Expeditionary Learning is the fact that all students perform at roughly the same level. While school districts struggle every year to decrease the gap in test scores between those of non-economically disadvantaged vs. economically disadvantaged, EL has managed to do it across the country. Below is a graph that indicates this very concept right here in Utah.



We are excited to bring students a curriculum that will challenge them in a way that is not duplicated anywhere else in Davis County. In studies, we have come to the conclusion that an Expeditionary Learning School in Clinton will benefit the community for years to come.

5. Advertising:

Voyage Academy's board members have delivered flyers to neighborhoods, libraries, and grocery stores. We have advertised in the Clinton newsletter and on Facebook. We hold monthly public information meetings where we educate parents on what it means to be a Charter school, the unique style of Expeditionary Learning, and the mission of Voyage Academy to produce students with the following proficiencies:

- Basic life skills of Thinking and Reasoning
- Social and Civic Responsibility
- Character, Aesthetics
- Communication
- System Thinking
- Employability

We have had a high level of interest shown in the school already, and have compiled a list of 150 families interested in the school. As we continue to educate citizens about the school, the excitement for Voyage Academy is on the rise.

Voyage Academy is committed to providing an atmosphere that inspires learning and promotes collaboration. Although the facility will ultimately embody these important characteristics, we recognize that we may need to open in a "starter home" a few years before we can afford the "castle". We have approached the capital facility plan in terms of 1) Site Selection Criteria, 2) Existing Options, 3) Contingency Plans and 4) Financing Arrangements.

Site Selection Criteria

A number of important criteria have been used as we have considered the various locations for the Voyage Academy school facility. Other facility planning details can be found in the first part of Section 5 above.

- SAFETY
  - Safe walking routes, protection from busy roads, neighborhood crime rate, proximity of any bars, tattoo parlors or alcohol distributors, general safety of property attributes (canals, lakes, etc.)
- ACCESS
  - Nearness to public transportation, nearness to enrollment base, adequate driveways, proximity to freeway, proximity to main roads and easy access by parents.
- SIZE
  - Sufficient acreage to build a facility of at least 40,000 square feet, sufficient parking and adequate playground area. (approximately 5 acres)
- INFRASTRUCTURE
  - Proximity of 3-phase power, adequate sewer capacity, large water line for fire, favorable zoning, favorable storm-water conditions, required fill or land clearing, secondary water rights, flood plain issues, free of environmental and liquefaction concerns.
- PRICING
  - At or below market pricing, possibility of donation, appropriate for a conservative budget.
- COMMUNITY
  - Support from the local neighborhood, businesses, county and municipality, ease of obtaining local permits, existing easement requirements, etc.

Existing Options

Voyage Academy will continue to use the criteria above in their selection for an appropriate location for the school. The properties listed below make up two options currently under consideration based upon the criteria used above. More detail on these sites, as well as other sites under consideration can be found in Section 5. A final selection and contractual arrangement with property owners would take place as the charter is approved and as financing is secured.

Site 1: 1819 N. 1500 W.

Why Chosen:
At roughly $600,000, this piece of land is the most expensive purchase option on the initial list. However, it is appealing for the fact that power, water, and sewer are already at the property. Due to the close proximity of these utilities, we estimate that we would save roughly $200,000 over some of the other locations at this time. It is also in the heart of Clinton. It would be a great location for parents to drop off and pick up their children. It is also located within a few hundred yards of a bus stop. Although we don't anticipate many parents using public transportation for students in the K-6 age group, we like having the option available. We will also take into account that this property is near a main road and situate the building in order to maximize the safety of students.

Site 2: 1300 N. 4500 W. (Border of Clinton and West Point)

Why Chosen:
In speaking to other charter school boards, we have come to the understanding that locating the school in an undeveloped area can save on the cost of land. This particular piece is located in West Clinton. There is a lot of acreage for sale. The per acre price varies greatly depending on location. We would work with the developer on finding the location that best fits the needs of Voyage Academy. We have budgeted roughly $300,000 for land in this area. The development cost would be a little higher, mostly related to bringing over tri-phase power from a nearby location. In speaking with Rocky Mountain Power, they believe it would be roughly $250,000 to accomplish that. We will also take into account that, since this land is on the outskirts of Clinton, parents need to feel comfortable with it as well. We have talked to schools that have done very well with a building in an area like this. We have also talked to some that have

struggled. A thorough feasibility study would be performed in order to resolve any concerns. Some of the highlights with this location are that it would be in an extremely safe location for students. We also feel that it would be a situation that allows for growth both within the school, and community.

Site 3: 900 N. 1000 W.

Why Chosen:
This particular sight is in a residential area. It is within a reasonable distance of power, water and sewer. We have estimated closer to $150,000 for utilities in conversations with Rocky Mountain Power. The listed price is $450,000 for 4.2 acres. Although it is a little smaller than the ideal goal of 5 acres, it would be sufficient for the needs of Voyage Academy. Again, this would be a safe environment, as it is within a nice neighborhood. Some concerns that we have with this site include facility. Since it is a little smaller, we would look to build a 2-story school to keep room for parking and green-space. This would include extra costs such as an elevator in the building. Another factor that we would consider is the increased traffic flow in a relatively quiet neighborhood; we want to be respectful of the surrounding community. In our initial research, we believe that there are sufficient access points for vehicles to minimize the overall impact of the increased traffic-flow. This would need to be verified by a civil engineer before purchase.

Permits

There are a number of important permitting requirements that would be necessary to make the locations above ready for building or remodeling. Some of these will require the school to participate in planning commission reviews and public hearings. Voyage Academy will start early in 2012 to ensure sufficient time for necessary approvals. In preparation for the school, Voyage Academy will be presenting to the Clinton City Council in preparation to seek any permits or approvals. We hope that this gesture will strengthen the relationship the school has with the city. Voyage believes it will be able to move quickly through the permitting process. Some necessary approvals may include:

- Application for Rezoning (If necessary) — Jan-Feb 2012
- Application for Subdivision — March – April 2012
- Conditional Use Permit — May – June 2012
- Site Plan Approval — July – Aug 2012
- Plans Review & Approval — Sept – Oct 2012

This timeline is to ensure that Voyage Academy will have sufficient time to have the construction started in late 2012 as is required. We will also have construction completed by Aug. 1 2013 in order to give sufficient time to move in furniture, set up classrooms and open on the first day.

Contingency Plans

Although the initial plan for Voyage Academy is to build a new facility or remodel an existing facility, current economic conditions will require that Voyage Academy have a facility contingency plan. The occurrence of any of the following events could trigger the school's contingency plans:

1. Inability to secure reasonable financing to construct the facility.
2. Inability to secure a reasonable contract with a developer that fits within the Voyage Academy budget.

Voyage Academy's contingency plans will go into effect if we are unable to secure another arrangement before January 1 of the year preceding the first year of operations. The following facility is an example of a location that we would look to for, not only a contingency, but also a viable short-term option that would create a solid financial foundation to ensure long-term success.

Old Albertsons building in Roy, Utah (located at 5600 S. 1900 W.)

Front of Building

Back of Building

The building is built to Commercial Code so, it has tri-phase power, sewer, water, HVAC, and bathrooms already in place.

Why Chosen: This building has 43,586 Square feet and an inexpensive lease option. The building has been vacant for quite some time. We have had initial talks with the building's owner and he has suggested that, along with a very favorable lease, he would be willing to upgrade the facility to meet school standards. The lease rate for this facility is about $8 per sq. ft. Initial estimation is that it would take roughly two million dollars to upgrade this building in order to meet all of the requirements of a school. In doing so, it would add an additional $4-$5 per sq. ft. to the lease, still within the budgeted amount of $13 per sq. ft. We feel that this would leave us some flexibility and most importantly, give us a strong foundation to build up cash reserves. It is an existing structure that has an abundance of space. This extra space would allow more indoor places for activities (i.e. Larger gym, cafeteria, and common area to gather and hold school

activities for the community). It also has a very large parking lot that would accommodate all of the parents. Roy is a neighboring city of Clinton, so it would still be a short drive for parents. It is located right off the freeway, thus making drop-off and pick-up easier for families. Knowing that this may be a contingency plan for the school, we have turned in a copy of the charter to Weber School District as well.

Financing Options

The Board at Voyage Academy is currently considering several options for financing. The decision will largely depend on what is most viable for the school long-term. Options include:

Tax Exempt Bonding through the State Charter School Finance Authority. Bonding is expensive and complicated, but in the right market can make economic sense for a school. Voyage Academy is working with several experienced bond agents that can help them through the process efficiently and economically. Voyage Academy will wait for Bond rates to fall back into the 6 – 7 % range before being willing to pursue this financing option. Current rates are over 8%, but some experts are expecting a turnaround within the next few years. Existing market conditions demand patience and prudence on behalf of the school. This option would take 3 – 6 months with current market conditions and would need to be started no later than April 2012. Although bonding is not typically done until year 3 or 4 of operations, we have spoken with schools, lenders and Financial Advisors that have done a Bond Anticipation Note. This form of lending allows for the school to own their building shortly after opening, with the flexibility to bond outright when sufficient requirements are met to obtain a rating from a company such as S&P. A BAN also saves the school property tax as well. This option is relatively new to the market.

Lease Purchase Option. Voyage Academy is also able to have a developer fund the construction of the facility and secure a lease with an option to purchase. Voyage Academy will look to be able to purchase the building from the developer within the first 5 years of the lease using a Tax Exempt Bond offering depending on bond rates at the time. Voyage Academy is prepared to exercise restraint in signing any contracts with any developer that may cause a budget hardship in the long-run. Voyage Academy has spoken with developers in the area that would be willing to build and finance the facility. This option would take the least time to complete. However, it will be important to give a developer enough time to ensure they have sufficient resources to complete the project. We'd need to begin negotiations with a developer in early spring of 2012. Before we sign an agreement, we will require proof of resources.

The Voyage Academy governing board is committed first and foremost to its students and its mission. Securing a facility that is too expensive or not economical is counterproductive to that commitment. Voyage Academy will work to keep its facility debt service or lease payment at around 20% or less of gross revenues. This will ensure school programs will not suffer at the hands of excessive building obligations. The long-term desire of the school is to have a financial structure worthy of being rated by a reputable bonding agency.

I. Vision & Philosophy

II. Planning Year
   A. Timeline and Timeline Narrative
   B. Planning Year Budget Narrative

III. Operational Years
   A. First & Second Operational Years' Budget Narrative
   B. Charter School State Revenue Templates (WPU worksheets)
      1. First and Second Operational Years, Maximum Enrollment
      2. First and Second Operational Years, 75% Enrollment

I. Vision & Philosophy

The mission of Voyage Academy is *that through Expeditionary Learning children will explore Life Skills and gain personal responsibility. As they strive for excellence in the molding of their future, they will become honest, compassionate and respectful seekers of learning.*

Voyage Academy charter school is an innovative public education option serving K-6 students in Davis County, in Northern Utah. Our school's mission is to advance students' accomplishments by establishing a setting which encourages inquiry, sustains competency, and cultivates success.

By grasping our chosen curricular emphasis of exploring Life Skills, children attending Voyage Academy will be encouraged to inquire about how their studies will impact their futures. Students will be educated on each aspect of learning and where it will apply in their daily lives. They will learn such skills as: Thinking and Reasoning, Social and Civic Responsibility, Character, Aesthetics, Communication, System Thinking, and Employability. With this foundation, they will have an ample capacity to understand conventional abilities and be better prepared to calculate and undertake future obstacles.

Voyage Academy will seek professional development through Expeditionary Learning Schools (ELS), a network of schools which emphasizes active learning, literacy, character growth and teamwork. As an Expeditionary Learning school, we will teach reading, writing, science, math, and social studies through a challenging set of connected, real-world projects called Learning Expeditions. The Expeditionary Learning method of teaching corresponds well with Voyage Academy's focus of exploring Life Skills, supported by experiencing those skills through a hands on approach.

Operational & Facility Costs

Voyage Academy is committed to providing quality educational resources in a fiscally responsible manner. The school is also committed to ensuring all expenditures support our mission statement and are reevaluated and revised, as necessary, to do so. Our chosen curricular emphasis, Life Skills and Expeditionary Learning, support our mission statement and the budget reflects the associated costs. The budget categories, or "special purpose components," largely impacted by the chosen instructional methods include, Facility, Professional Development, and Expeditions (Supplies). The costs of the special purpose components support a facility with a community focus, professional development with alternative instructional methods and expeditions with engaging, authentic projects. More detail is provided below for each of the special purpose components.

Facility

Although the main focus with the facility will be cost effectiveness and long-term operating efficiency, the facility will be designed with teacher collaboration and experiential learning in mind. A floor plan for the school has not been finalized, however a community focus layout has been determined to be the most fitting for the Expeditionary Learning style of teaching. A community focused floor plan reflects the values of EL by designing space that facilitates bringing the school community together for collaboration (including group projects) and team

building and allowing for the clustering of grade-specific classrooms for sharing and encouraging creativity. Additionally, this design allows for the flexible delivery of educational programs, key to EL, while limiting operational problems. Basic considerations for a community-focused floor plan include: 1) Grouping classrooms in communities, 2) Creating central common areas per community, and 3) Designing for students' original work to be prominently displayed.

Professional Development

Implementing Expeditionary Learning goes beyond mastering a fixed body of knowledge, methods, or materials. Expeditionary Learning is an innovative methodology requiring continual professional support and development for successful implementation. Additionally, the instructional planning and lesson designs change with each Expedition, requiring teachers themselves to be learners, implement and master new practices, and model learning for students. As curriculum and instructional methods are the primary vehicles for student achievement, Voyage Academy has allocated significant resources to Professional Development on an on-going basis. Dedicating a large portion of the budget to Professional Development is a viable option as spending on textbooks is limited. Learning Expeditions require readings from various original sources rather than relying on textbooks. Spending on textbooks is therefore limited to Math and Language Arts, which allows for a more significant amount to be spent on programs that support our mission and student academic achievement, such as Professional Development and Expeditions.

Expeditionary Learning Schools (ELS) will provide the ongoing professional development, both on-site and off-site. An ELS School Designer assigned to Voyage Academy will spend an average of 30 days a year in the school working on-site with teachers and school leaders. The ELS School Designer will provide professional development within a whole school design and combine focused institutes with on-site coaching and support. Off-site training will be provided through institutes and site seminars that engage teachers as learners, demonstrate engaging content instruction, and foster their own development as learners and thinkers. Teachers will work closely together, and with other colleagues from ELS schools throughout neighboring states. A proposed MOU is available for review in Section 20, Administrative Services.

Expeditions

At Voyage Academy, Learning Expeditions guide regular classroom work. For this reason, fewer budget dollars are allocated to textbooks and more to Expeditions and Professional Development. Funds for Expeditions are used to supply classrooms with equipment necessary to facilitate topic-specific, trimester-long investigation and discovery. A significant portion of Expedition funds also goes to cover student fieldwork (off-site field trips intentionally designed to facilitate first-person research).

II. Planning Year

A. Timeline and Timeline Narrative

Voyage Academy is anxious to provide a public education option with the unique teaching methods of Expeditionary Learning and the study of Life Skills to our community. Included is a timeline outlining the steps for the successful opening of Voyage Academy. The governing board and founding members are prepared to tackle the rigorous timeline that opening a charter school requires. A plan of action for each milestone accompanies the timeline.

November-December, 2010

- Form governing board
- Solicit founding Members

January-April, 2011

- Write and submit Letter of Intent, Articles of Incorporation and Bylaws
- Develop a charter business plan
- Create a budget for the planning and operational years
- Attend Mandatory USOE charter school training
- Make visits to surrounding charter schools and Expeditionary Learning Schools
- Research, write and submit charter

April-May, 2011

- Charter reading at SCSB

May-November, 2011

- Meet with Staff and Application Committee to discuss application improvements
- Submit revised applications

December, 2011-February, 2012

- Participate in an informal work session with SCSB to prepare for charter presentation
- Present new charter school application to SCSB
- Receive charter approval

March-May, 2012

- Begin public meetings, marketing and advertising in local community
- Complete IRA form 1023 for 501c3 tax-exempt status for review

June-September, 2012

- Prepare and submit application for possible Federal Charter School Start-up Grant
- Refurbishment of existing structure or construction of new facility begins

October-December, 2012

- Commence open enrollment
- Hire school director as consultant

January-April, 2013

- If Federal Start-up Grant is not awarded, apply for Charter School Revolving Loan to cover startup costs
- If maximum enrollment is met, open enrollment closes

May-August, 2013

- Purchase equipment and furniture
- Hire teachers and staff
- Voyage Academy begins school year

B. Planning Year Budget Narrative

Voyage Academy considers it a priority to manage the school finances with efficiency and cost effectiveness. The following narrative describes the budget for the planning year.

a. Revenues

1. Charter School Revolving Loan In the event the Federal Charter School Start-up Grant is not an option, Voyage Academy will apply for the Charter School Revolving Loan to cover necessary startup costs of the school. The low interest rate that this loan typically offers (<2%) is ideal for Voyage Academy. Voyage Academy will apply for a loan of $200,000 the total expenditures budget for the planning year.

b. Expenditures

1. Professional Employee Training and Development (330) Expeditionary Learning Schools (ELS) brings a strong professional development focus to educators. ELS believes professional development is the driving force behind comprehensive school improvement and takes place primarily in the school setting and is enriched and deepened through participation in Expeditionary Learning national offerings. A proposed Memorandum of Understanding (MOU) covers the planning year of a partnership between Voyage Academy and Expeditionary Learning Schools. (See Section 20, Administrative Services for a copy of the proposed MOU.) During this period, ELS will provide a package of services to faculty and school leaders to foster the full implementation of the ELS school reform design. Approximately six months prior to the school opening, training will be provided at the Expeditionary Learning National Conference. Additional training opportunities will follow in the form of professional development institutes and seminars. During the planning year, a letter of intent for employment will be provided to faculty and school leaders for employment beginning August 1 of the first operational year. The estimated price for the package of services for the planning year's proposed MOU is $10,000. An initial payment of $5,000 is included in the planning budget. A second payment will be paid in the first year of operation.

2. Administrative Services in Support of Management (310) Voyage Academy will select a contract with a Business Services Provider for the role and responsibilities of Business Manager. The Business Manager will set up accounting systems including AP, Payroll, AR, and Reporting and will train the head secretary, board members, and Director concerning financial processes and procedures. The Business Manager will assist and support school leadership in recruiting, hiring, benefits setup, insurance, 501(c)(3) application, USDA School Lunch Setup, budgeting, SIS, CACTUS and more. The Business Manager fee for the planning year is estimated to be approximately $30,000.

3. Professional Educational Services (contracted) (320) The board of Voyage Academy will hire a Director to participate in the development of the school during the planning year. The Director will be hired no later than December 31 of the planning year as a consultant until the first year of operations, at which time the Director will likely continue employment as a salaried employee. The budgeted amount for consulting fees is $30,000.

4. Legal (300) The budget of $1,000 for this category includes fees for the submittal of Articles of Incorporation to the Secretary of State, Bylaws to the USOE, application fee to the IRS for federal tax-exempt status, 501(c)(3), and any other required business or licensing fee.

5. Travel (580) This category includes travel for professional development and travel for Research & Development (R&D); i.e., traveling to tour model EL schools. An estimated amount of $8,000 supports travel for professional development. Along with the Director, numerous board members and teachers will have the development opportunity to attend the ELS National Conference during the planning year. The National Conference will be a consistent source of ELS training for the Director, teachers, board, and faculty. The remaining $1,000 is for expenses related to travel for R&D.

6. Library Instructional Aids/Books/Periodicals (640/645) At Voyage Academy, Learning Expeditions guide regular classroom work. Our Learning Expeditions require readings from various original sources rather than relying on textbooks. The library will be equipped with books that will support these Learning Expeditions and core curriculum. We will require a library to support our students in this endeavor. Voyage Academy has a goal to obtain at least 1500 books by the time school begins. Any books, supplies, software, or other library materials not donated or acquired through book drives will be purchased using the budgeted start-up amount of $6,000. All donated materials will be evaluated and selected according to the Criteria for Selection outlined in Section 21, Library Plan.

7. Textbooks (641) The design of Expeditionary Learning Schools encourages students to focus more on major projects and less on textbooks. For this reason, less is budgeted for textbooks than in other school designs. Textbooks in the planning year will be purchased for the math and language arts curriculums. ELS will enrich the teachings of these subjects and textbooks will provide the structure. According to estimations of other similar sized Expeditionary Learning schools a budget of $19,000 is assumed for the purchase of math and language arts textbooks.

8. Software (670) The $5,000 budget for software includes a lunch program (Nutrikids), Licenses for Microsoft Office, and networking costs. The cost for a lunch program and related training will be approximately $3,000. Licenses for the Microsoft Office, $500 ($70 per license x 6 (6 PCs per license)), and $1,500 for networking. An important part of a quality EL school is the creation of authentic products that come from Expeditions. In the process, students will use the same technologies as experts in the field. Important parts of the technology plan (See Section 22, Technology Plan), will be to include software that is authentic for students (i.e. Word, Excel, Power Point, etc.).

9. Advertising and Marketing (500s) Throughout the planning year, various steps will be taken to inform the community about Voyage Academy and the open enrollment process. Some of the methods used to share information about the school include; flyers, newspaper, monthly public information meetings, a website, and recorded phone messages. Expenses for the related costs are estimated at $3,000.

10. Technology-Related Hardware (Computers, etc.) (700) The vision of Voyage Academy's Technology Plan is to highlight the mission of the school by teaching the responsible use of technology coupled with Life Skills. Part of learning Life Skills is by first researching practical strategies for acquiring new abilities. The use of the Expeditionary Learning focus will then encourage students to use technology based research synonymously with interpersonal communication. Basic infrastructure for the planning year will begin with:

    - Laptop computer for each teacher
    - Computer lab with computers/Wyse terminals for 25
    - Administrative computers and servers
    - Networking hardware and protocols
    - At least 1 in-classroom computers/Wyse Terminals for grades K-6
    - At least 1 computer/Wyse terminals for the Library

    Misc. classroom hardware will be provided to teachers on an as-needed basis. Since these technologies will not be purchased until teachers actually demonstrate a need, they have not been included in the budget. The start-up budget dedicated to Technology is $25,000. (See Section 22, Technology Plan for more information and plans for future computer acquisitions including an additional computer lab for testing).

11. Furniture & Other Equipment (700) Included in this category are classroom equipment and kitchen equipment. Classroom equipment, including tables, chairs, etc., has a budget of $40,000. Based on 20 classrooms, the budget

assumes $2,000 of equipment per classroom. The remaining $6,000 is to equip the kitchen with tools and equipment not "fixed" to the building. Such items include an icemaker, warmer, prep tables, pots and pans, knives, scales, and thermometers.

III. Operational Years

A. First & Second Operational Years' Budget Narrative

Voyage Academy considers it a priority to manage the school finances with efficiency and cost effectiveness. The following narrative describes the budget plans for the 1st and 2nd operational years. Included in the narrative and budgets are scenarios depicting expenses at maximum enrollment and enrollment at 75% capacity.

a. Revenues

1. State Funding Included at the end of Section 7 are the Weighted Pupil Unit (WPU) worksheets or School State Revenue Templates for the 1st and 2nd operating years of the school. One template is completed for each year to show the state revenue for maximum enrollment (max) and 75% enrollment (75%). The assumptions used to complete the templates follow:

a. 1st and 2nd Operating Year Assumptions
Grade configuration; K-6
4 classes of approx. 18.75 students per K class
3 classes of approx. 25 students per grades 1-6
Maximum enrollment; 525 students, 20 teachers
75% enrollment; 394 students, 15 teachers
10% special education students; 50 (max) & 38 (75%)
Special ed. teachers; 2 (max) & 1.50 (75%)

Based on the above assumptions, the revenue generated for Operational Years 1 and 2 are $2,649,851 (max) and $1,991,655 (75%).

b. Expenditures

1. Salaries (100)

i. Director or Principal and Instructional Assistant Voyage Academy has budgeted to hire a Director by December 31 of the planning year. The salary for the director starts at $70,000 with maximum enrollment. With 75% enrollment, the Director salary begins at $60,000 and remains steady in the second year. As enrollment and budget allow, raises may be provided. A 2% cost of living adjustment (COLA) is projected for future years and is included in the Director's salary starting in year 2 with maximum enrollment at $71,500.

ii. Teacher-Regular Ed The pay structure of Voyage Academy provides increases in pay for teachers with certain years of experience and for teachers who pursue additional educational training. First year budget figures includes amounts to pay teachers with a Level 1 license (those that typically form the bulk of faculties at chartered public schools.) Budget figures also include amounts necessary to pay for teachers with additional training or years of experience, teachers with a Master's degree, and teachers with PhDs.

The average salary for the First and Second Operational Years are: $36,000 (max)/$33,000 (75%) and $36,750 (max)/$34,000 (75%). A 2% COLA is projected for future years.

iii. Teacher-Special Ed To serve students with special needs, the instructional staff is budgeted, at maximum enrollment, to include at least two full-time employees (FTE) with special educator qualifications. In addition, consultative and other contractual services will be arranged as necessary to meet the requirements of students' Individual Educational Plans (IEP). If enrollment decreases significantly, the number of students with special needs will decrease, and the special education staff will be reduced to one and one half FTE. The salary for two FTEs for the First Operational Year is: $40,000 (max)/$36,000 (75%) and for the second year $40,800 (max)/$37,000 (75%). A 2% COLA is projected for future years.

iv. Instructional Assistant An Assistant Director is budgeted for the second year of operation when, revenue, and safety margin have increased, making the hire a more viable option. The beginning salary for the Assistant Director in year 2 is budgeted at $40,000 (max)/$35,000 (75%). A 2% COLA is projected for future years.

v. Secretary To manage the daily operations of the school, at both maximum and 75% enrollment, the budget includes 1 FTEs, for a Head Secretary. For the first year, the beginning salary for 1 FTE at maximum enrollment is $25,000 and decreases $19,000 at 75% enrollment. Starting the second year at maximum enrollment an additional .5 FTE will be added for front-office support staff totaling 1.5 FTEs at a salary of $25,500. At 75% enrollment for year 2, this position will remain at 1 FTE at $25,000. A 2% COLA is projected for future years.

vi. Program Facilitator and Instructional Support Voyage Academy has budgeted for 2.5 FTEs at maximum enrollment and only 2 FTEs at 75% enrollment. At maximum enrollment, salaries begin at $32,000 and increase to $32,650 the second year. At 75% enrollment, salaries begin at $30,000 and increase to $31,000. The roles included in this category are listed below:

i. Adventure Coordinator Students in Expeditionary Learning schools learn from fieldwork in addition to learning from text. They use the natural and social environments of their communities as sites for purposeful fieldwork and service connected to academic work. One of the FTEs in this category is an Adventure Coordinator who coordinates this fieldwork for expeditions and oversees the physical education program.

ii. Art & Fine Arts Teachers In an Expeditionary Learning school, art is an important vehicle for learning. In Learning Expeditions, students have the opportunity to create, perform, and respond to a variety of art forms, and to connect the arts to expedition content. For this purpose, one FTE are dedicated to developing and teaching a visual and fine arts program.

iii. Music Teacher Many studies indicate how the influence of music impacts learning. The mission of Voyage Academy is for students to learn Life Skills by using many beneficial methods. For this benefit, .5 FTE is budgeted for a music teacher for years 1 and 2 at maximum enrollment.

iv. Certified Librarian Beginning in the first operational year, Voyage Academy has budgeted for a full time Certified Librarian starting at $32,000 at 100% enrollment, and $30,000 at 75% enrollment. This position will carry on in future years with a 2% COLA projection.

v. Substitute Teachers Assumptions for this category include; substitute wages of approximately $85.00 per day, 20 teachers, each with an average of 7 absent days per school year, results in 140 total "substitute days" and a total wages of $12,000. As the number of teachers fluctuates with enrollment, so do substitute wages.

vii. Teachers Aids and Paraprofessionals 3 Aids will initially be hired, 1 aid per 2 grades, 1-6. Additional aids will be hired on an as needed basis. $10,000 per aid is budgeted for 3, .5 FTEs, totaling $30,000 at maximum enrollment for year 1 with a 2% COLA for year 2 at $10,200 per aid, totaling $30,600. For 75% enrollment concerning year 1, aids will be reduced to 2 FTEs. If the school has not yet met full enrollment in year 2, to accommodate for the hiring of an Assistant Director, 1 aid will be available with the help of the Assistant Director.

2. Employee Benefits (200)

i. Retirement Plan Voyage Academy will not participate in the Utah State Noncontributory Retirement Plan. Instead for full time employees, the school will offer a participant-directed 401(k) retirement savings plan with "cliff vesting." After two years of service, 100% of employer contributions are fully vested. The 7% contribution has been budgeted to stay steady in all scenarios presented as compensation to teachers when decreased enrollment or other budget cutbacks increase their work load and/or does not allow for a COLA. In more financially viable years, Voyage Academy will look to increasing the contribution.

ii. Payroll Taxes Assumes current published rates for FICA, SUTA, Workers Compensation Fund, Medicare; overall approximately 10% of wages. See table below for annual breakout of payroll taxes.

iii. Health Insurance Voyage Academy offers a health insurance plan for full-time employees and their spouses and families. The budget includes $6,500 per year, per full-time employee for health benefits. Employees participating in the plan will contribute to the premium $200 per month. If an employee chooses to opt out of the offered health insurance program, Voyage Academy will contribute $200 per month to a Health Reimbursement Account on behalf of the employee, as allowed by federal law, and maintain the balance upon employee termination/resignation. Detailed in the table below are employee benefits for the first two operational years:

1st & 2nd Operational Years
Maximum and 75% Enrollment

Employee Benefits (200) & taxes	Yr. 1 Max/525 27 FTEs	Yr. 1 75%/394 21 FTEs	Yr. 2 Max/525 28 FTEs	Yr. 2 75%/394 22 FTEs
Retirement (7% for FTEs only)	$69,370	$49,000	$73,609	$53,200
Health ($6500/FTE; HRA)	$175,500	$136,500	$182,000	$143,000
FICA/SUTA/WCF (10% all wages)	$104,900	$74,700	$112,323	$79,870
Totals	$349,770	$260,200	$367,932	$276,070

3. Purchased Professional Services (300)

i. Audiologist, Psychologist, related support services (300) Consultative and other contractual services, including counseling, will be arranged as necessary to meet the requirements of students' Individual Educational Plans (IEP). For these purposes, $18,000 and $20,000 are budgeted for outsourcing these services at maximum enrollment in years 1 and 2. For 75% enrollment, the budget is $14,000 and $15,000.

ii. Professional Employee Training and Development (330)
Professional development and Learning Expeditions are key to the successful implementation of Expeditionary Learning. Therefore, the budget for this category is significant in comparison with alternative school designs. The budget is $60,000 for the first year of operations at maximum enrollment and $50,000 at 75% enrollment. Assuming the majority of staff will be trained in year 1, the budget for year 2 decreases allowing training for new hires and maintenance for existing operations. For year 2, $50,000 is budgeted at maximum enrollment and $40,000 at 75% enrollment. The possible reductions in enrollment, staffing, and therefore, training, are built into the proposed ELS contract. Included in the ELS contract is an on-site, qualified School Designer who consults and trains in all educational programs, including Professional Development, Curriculum, and Expeditions. The School Designer also provides appropriate educational resources and numerous training opportunities to board members, faculty and numerous on and off-site training opportunities for teachers. (A proposed MOU is available for review in Section 20 Administrative Services.)

iii. Administrative Services in Support of Management (310)
Voyage Academy has budgeted to hire a Business Service Provider to ensure the responsible use and care of school assets, facilities, and funds. The budget for this contract is $60,000 at maximum enrollment and $50,000 at 75% enrollment for both years 1 and 2.

iv. Legal (300) The amount of $5,000 is budgeted as a reserve to be used as needed in both years at maximum enrollment and $3,000 for both years at 75% enrollment.

v. Audit Services (300) All public charter schools must annually contract with an independent CPA firm to audit their financial records and fiscal procedures. The audit will be conducted during the summer and will focus primarily on the just-completed fiscal year through July 1. Voyage Academy will contract with an independent CPA firm with extensive public education experience for the state required audit services. The first year audit (the planning year) is budgeted at $2,000 and the 2nd year audit (1st operational year) at $10,000.

vi. Website Development and IT Services (300) IT services and website development will be outsourced for approximately $25,000 the first year. This budget amount includes the costs of setting up initial networks, servers, etc. Second year and on-going costs are estimated to be $18,000. This category also provides sufficient budget to cover costs associated with required Computer Based Testing (CBT). The service and web development cost at 75% enrollment are estimated at $20,000 and $10,000.

4. Other Purchased Services (500)

    i. Travel (Teachers and Staff) (580) The majority of the Expeditionary Learning Schools' professional development for teachers, board members and administrators happens on site at the school. Yet, some of the most varied and compelling aspects of ELS's program of teacher development are the Learning Expeditions for educators, national and regional institutes, and seminars and conferences that bring teachers together from schools across the national ELS network to learn together and from one another. For the first and second years at maximum enrollment, $10,000 is budgeted for this travel. At 75% enrollment, the amount is $6,000. Budget reductions require more on-site or "close to home" training.

5. Supplies (600)

    i. Instructional and other general supplies (610) Learning Expeditions are long-term, in-depth investigations of a topic that engage students in learning through authentic projects, fieldwork, and service. EL emphasizes active teaching and learning and includes compelling topics and guiding questions that create a need to know in each student. Due to the active pedagogy of EL, the traditional purchase of textbooks for all grades, for all curriculums, does not occur at Voyage Academy. Rather, funds are used to supply classrooms with specific supplies and opportunities necessary to facilitate topic-specific, term-long Expeditions. Expenses include items such as journals, entrance fees, off-site field trips, art supplies, and other expendable supplies and equipment for students and teachers. Upon year-end analysis of the account, Voyage Academy will make adjustments, as needed, to capitalize any semi-permanent equipment. Budgeted amounts range from $30,000 to $45,000, for both years 1 and 2. Based on enrollment, this assumes approximately $1,900-$2,100 per classroom, per year.

    ii. Library Instructional Aids/Books/Periodicals (640/645) Voyage Academy's library will be equipped with books that support learning expeditions and core curriculum. To support these endeavors $28,000 at full enrollment and $20,000 at 75% enrollment is budgeted in the first year as an initial investment to the school's library. To maintain and update the needs of the library, $10,000 is provided for maximum enrollment and $10,000 at 75% enrollment.

    iii. Textbooks (641) Learning Expeditions use an active pedagogy and require readings from various original sources, rather than relying on textbooks. To encourage active learning, Voyage Academy will generally limit spending on textbooks to the math and language arts curriculums.

Expeditionary Learning will be used to enrich the teaching and learning of math and language arts, and the textbooks will provide structure. Rather than purchase textbooks for other subjects, funds are allocated to the category, *Instructional and Other General Supplies* to fund Expeditions supporting these subjects. The textbook budget assumes the school purchases textbooks for each student the first year totaling $28,000 at maximum enrolment and $15,000 at 75% enrollment. The following year, less is spent on textbooks as textbooks from the first year are used. An amount of $10,000 is budgeted the second operational year at maximum enrollment and $5,000 at 75% enrollment.

iv. Software (670) Spending on software is more significant in the first year of operations than subsequent years. The budget for purchases of server software, licenses for Microsoft Office and other needed applications the first year is $10,000 at maximum enrollment and $7,000 at 75% enrollment. In year 2 $5,000 is available at maximum enrollment and $2,000 at 75% enrollment.

v. Other (printing; postage) Expenses cover the cost of preparing and mailing school-related information to students' homes. The budget is $5,000 for both operational years at 100% enrollment. At 75% enrollment, the budget is $3,000 and $2,000.

c. Operations & Maintenance

1. Purchased Property Services (400)

i. Facilities Rental or Lease (440) Voyage Academy has identified several possible sites for the school to be located. These sites include existing structures and new construction. Research has been done on USDA Grant loans, seismic refurbishing, utility installment, and multiple other options when considering the price associated with the different locations. Knowing that many things will change before the school is ready to lease or build, a definite location has not been decided upon. With this in mind, if Voyage Academy were to build a new structure or remodel an existing structure, a lease similar to the assumptions the budget is based on would be arranged.

The assumptions are as follow: Whether Voyage Academy builds or occupies an existing structure; the facility will be approximately 40,000-45,000 square feet. With either option, the facility will be leased at or below current market values. For the first and second years of operation at maximum enrollment, the budget assumes a 44,000 square foot facility, a current market rate of $13.50/square

foot, and a total lease of $594,000. At 75% enrollment, it is assumed Voyage Academy will leave extra classrooms unfinished until enrollment and budget revenues increase.

ii. Property Tax Based on current rates in Davis County, property taxes are estimated at $25,000-$30,000 annually for a 44,000 square foot building.

iii. Custodial Services These services will be outsourced at maximum enrollment for approximately $2,500 a month for 10 months, for a total of $25,000 annually. At 75% enrollment the services are estimated at $1,900 a month or $19,000 annually. Less is allocated to the 75% enrollment scenarios as there will be fewer students and less finished classrooms.

2. Other Purchased Services (500)

i. Property/Casualty Insurance (520/521) Voyage Academy will purchase the required liability and property insurance through the Utah Division of Risk Management. The liability insurance begins with a discounted flat price in year 1 and increases to approximately $18 per student beginning in year 2. Building coverage is approximately $3,000 based on other similar sized schools and will be insured through another selected agency while the facility is being leased. Directors and officers insurance, is approximately $2,000. A table detailing the budget related to this category follows:

1st & 2nd Operational Years/Maximum and 75% Enrollment

Property/Casualty Insurance (520/521)	Yr. 1 max/525	Yr. 1 75%/394	Yr. 2 max/525	Yr. 2 75%/394
Liability Insurance Flat Rate in Yr. 1 Approx. $18/student in Yr. 2	5,000	$3,000	$9,450	$7,092
Property Insurance	$3,000	$3,000	$3,000	$3,000
Director's & Officers Insurance	$2,000	$2,000	$2,000	$2,000
Totals	$10,000	$8,000	$14,450	$12,092

ii. Advertising and Marketing We will participate in opportunities to inform parents, neighbors, community members, etc. about Expeditionary Learning, Life Skills, and Voyage Academy. Marketing materials including pamphlets, flyers, banners, etc., may be purchased and used to represent our school. $3,000 is budgeted for the first year at maximum enrollment and is bumped up to $5,000 if enrollment is at 75% as an added effort in recruiting students. In year 2, the budget remains at $2,000 for both maximum and 75% enrollment.

iii. Printing and Binding Informational materials such as student handbooks may be developed and distributed to students at the beginning of each school year. Estimated amounts for printing and binding are $3,000 and $2,000 for the first and second years at maximum enrollment. $2,000 and $1,000 for the first and second years is budgeted at 75% enrollment.

3. Phone/Communications Telephone services are budgeted at $9,000 for first and second years at maximum and 75% enrollment. The telephone system for the school will be designed in a Voice over IP (VOIP) configuration.

4. Operational Supplies The budget amount for office supplies is $10,000 for the first and second years at maximum enrollment and $5,000 for 75% enrollment.

5. Utilities and other Expendable Supplies (610-630) Utility expenses for the first and second years at maximum enrollment are estimated at $35,000. Estimated amounts are based on actual cost figures from comparable charter schools in Utah. The budget for utilities is reduced for 75% enrollment by $5,000 as less of the building is being used and there are fewer students.

6. Property (700)

   i. Land & Improvements For the first operational year at maximum enrollment, $5,000 is available for landscaping needs and $2,000 in the second year. At 75% enrollment, budget reductions allow for $3,000 in year 1 and $1,000 in year 2.

   ii. Buildings Maintenance for the building is included in this category. For the first year at maximum enrollment $5,000 is available for building maintenance and $2,000 in the second year. At 75% enrollment, the budget is reduced to $3,000 in year 1 and $1,000 in year 2.

   iii. Technology-Related Hardware (Computers etc.) The vision of Voyage Academy's Technology Plan is to highlight the mission of the school by teaching the responsible use of technology coupled with Life Skills. Part of learning Life Skills is by first researching practical strategies for acquiring new abilities. The use of the Expeditionary Learning focus will then encourage students to use technology based research synonymously with interpersonal communication. (See Section 22, Technology Plan). Technology at Voyage Academy will be used as follows:

      a. Expeditions and Field Work
         As the budget allows, one laptop computer will be provided to each teacher for in class priorities as well as approved

accompaniment in field work to ensure groups of students have authentic tools to work on case studies (Expeditions).

b. Authentic Products
Students K-6 will have at least one computer/WYSE terminal per classroom and a computer lab with enough terminals to create power point presentations, publish books, create databases, program spreadsheets, edit digital photography, etc. as required to create an authentic product derived from investigations.

c. Expert Software and Hardware
As Expeditions are planned, teachers will determine what software and hardware are needed for students to have an authentic experience. Where feasible, such software and hardware will be included in the technology budget that school year. Where impractical, the students will go out into the community, visit experts in the field and seek to gain access to the technology through in-kind donation of time or equipment.

d. Testing
In addition to the permanent computer lab, Voyage academy will acquire an additional 25 computers/Wyse terminals to be available during Computer Based Testing (CBT) periods.

The budget for the first year at maximum enrollment is $25,000 and $15,000 at 75% enrollment. Many of the purchases in the first year will be one-time purchases (until updates are necessary) and the IT budget will not need as much dedicated to it in the subsequent years. With that in mind, the second year budget is $6,000 for maximum enrollment and $2,000 at 75% enrollment.

iv. Furniture & Other Equipment A reserve of $15,000 the first year at maximum enrollment and $10,000 at 75% enrollment. The second year (at maximum enrollment) is to be used for additional furniture and equipment that may be overlooked in the planning phase or identified as a need and receive proper approval, i.e., tables, library shelves, etc. $2,000 is budgeted at maximum enrollment and $1,000 at 75% enrollment for the second year.

7. Debt Service and Miscellaneous Costs (800)

i. Fees/Permits & dues Voyage Academy may choose to be a member of an organization representing charter schools. Estimated dues are estimated at $500 the first year and subsequent years, $3,000.

ii. Loan Payments Voyage Academy plans to apply for the Charter School Revolving Loan for start-up funds. Funds of $200,000 will be requested to satisfy estimated start-up expenditures. (see Planning Year Budget Narrative in Section 7, Detailed Business Plan). This loan offers a low interest rate, currently <2%, and does not require payments until 11 months into the 1st year of operations. Estimated loan payments for the last six months of the first operating year are $18,930 for maximum and 75% enrollment. For the second years of maximum and 75% enrollment, the estimate for 12 months of loan payments is $37,860.

iii. Other (security, copier lease) A budget of $10,000 provides leasing options for approximately 3 to 4 copiers for the school each year with the exception of $5,000 is available for copiers in the first year with 75% enrollment. In the second year, $5,000 is available at 100% enrollment and $1,000 at 75% enrollment.

B. Charter School State Revenue Template (WPU worksheets)

1. First Operational Year at Maximum Enrollment and 75% Enrollment

CHARTER SCHOOL WORKSHEET

First Operational Year at 100% Enrollment; 525 Students

******PROJECTION ONLY******

Voyage Academy

TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	75	0.55	41.25
Estimated ADM (1-3)	225	0.9	202.5
Estimated ADM (4-6)	225	0.9	202.5
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K)	5		
Special Ed ADM (1-12)	45		
Special Ed (Self-Contained)	1		
Number of Teachers (K-6)	20		
Number of Teachers (7-12)	0		
WPU Value	$2,816	*(Except for CTE Add-on and Special Ed.)*	
Prior Year Teacher FTE (CACTUS)	0		
School Administrators (CACTUS)	0		
Prior Year WPUs	0		
ELL Students	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	446.2500	$ 1,256,640
Professional Staff	0.05000	22.3125	62,832
Restricted Basic School:			
Special Ed--Add-on	1.0000	48.7500	125,629
Spec. Ed. Self-Contained	1.0000	1.0000	2,816
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)	$248.76 per K-8 ADM		130,599
Total WPU Programs		518.3125	$ 1,578,516
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	$ 29.76 per WPU		$ 15,425
Special Populations			
Enhancement for At-Risk Students			
Enhancement for Accelerated Students			

Other			
School Land Trust Program	$37.67 per student		19,777
Reading Achievement Program	$15.97 per WPUs		8,277
	$2.04 per K-3 student		612
	$32.96 per low income student		-
Charter Administrative Costs	$100 per student		52,500
Educator Salary Adjustment (ESA)	$4,200 per qualified educator plus benefits		83,440
ESA-School Administrators	$2,500 per qualified administrator		-
Local Replacement Dollars	Average $1,687 per student		887,362
Total Non-WPU			$ 1,067,393
One Time			
Teacher Materials/Supplies	$250 or $175 per teacher (K-6)[1]	20	3,500
	$200 or $150 per teacher (7-12)[2]	0	-
Library Books and Resources	$0.84 per student	526	442
Total One Time			$ 3,942
ESTIMATED Total All State Funding			**$ 2,649,851**

[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 04-18-11*

CHARTER SCHOOL WORKSHEET

First Operational Year at 75% Enrollment; 394 Students

******PROJECTION ONLY******

Voyage Academy

TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	56	0.55	30.8
Estimated ADM (1-3)	169	0.9	152.1
Estimated ADM (4-6)	169	0.9	152.1
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K)	4		
Special Ed ADM (1-12)	34		
Special Ed (Self-Contained)	1		
Number of Teachers (K-6)	15		
Number of Teachers (7-12)	0		
WPU Value	$2,816	*(Except for CTE Add-on and Special Ed.)*	
Prior Year Teacher FTE (CACTUS)	0		
School Administrators (CACTUS)	0		
Prior Year WPUs	0		
ELL Students	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	335.0000	$ 943,360
Professional Staff	0.05000	16.7500	47,168
Restricted Basic School:			
Special Ed--Add-on	1.0000	37.2000	95,864
Spec. Ed. Self-Contained	1.0000	1.0000	2,816
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)	$248.76 per K-8 ADM		98,011
Total WPU Programs		389.9500	$ 1,187,220
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	$ 29.76 per WPU		$ 11,605
Special Populations			
Enhancement for At-Risk Students			
Enhancement for Accelerated Students			
Other			
School Land Trust Program	$37.67 per student		14,842
Reading Achievement Program	$15.97 per WPUs		6,228
	$2.04 per K-3 student		459
	$32.96 per low income student		-
Charter Administrative Costs	$100 per student		39,400
Educator Salary Adjustment (ESA)	$4,200 per qualified educator plus benefits		62,580
ESA-School Administrators	$2,500 per qualified administrator		-
Local Replacement Dollars	Average $1,687 per student		666,365
Total Non-WPU			$ 801,478
One Time			
Teacher Materials/Supplies	$250 or $175 per teacher (K-6)[1]	15	2,625
	$200 or $150 per teacher (7-12)[2]	0	-
Library Books and Resources	$0.84 per student	395	332
Total One Time			$ 2,957
ESTIMATED Total All State Funding			**$ 1,991,655**

[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 04-18-11*

2. Second Operational Year at Maximum Enrollment and 75% Enrollment

CHARTER SCHOOL WORKSHEET

Second Operational Year at 100% Enrollment; 525 Students

******PROJECTION ONLY******

TEMPLATE

Voyage Academy

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	75	0.55	41.25
Estimated ADM (1-3)	225	0.9	202.5
Estimated ADM (4-6)	225	0.9	202.5
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K)	5		
Special Ed ADM (1-12)	45		
Special Ed (Self-Contained)	1		
Number of Teachers (K-6)	20		
Number of Teachers (7-12)	0		
WPU Value	$2,816	*(Except for CTE Add-on and Special Ed.)*	
Prior Year Teacher FTE (CACTUS)	0		
School Administrators (CACTUS)	0		
Prior Year WPUs	0		
ELL Students	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	446.2500	$ 1,256,640
Professional Staff	0.05000	22.3125	62,832
Restricted Basic School:			
Special Ed--Add-on	1.0000	48.7500	125,629
Spec. Ed. Self-Contained	1.0000	1.0000	2,816
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)	$248.76 per K-8 ADM		130,599
Total WPU Programs		518.3125	$ 1,578,516
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	$ 29.76 per WPU		$ 15,425
Special Populations			
Enhancement for At-Risk Students			
Enhancement for Accelerated Students			

Other			
School Land Trust Program	$37.67 per student		19,777
Reading Achievement Program	$15.97 per WPUs		8,277
	$2.04 per K-3 student		612
	$32.96 per low income student		-
Charter Administrative Costs	$100 per student		52,500
Educator Salary Adjustment (ESA)	$4,200 per qualified educator plus benefits		83,440
ESA-School Administrators	$2,500 per qualified administrator		-
Local Replacement Dollars	Average $1,687 per student		887,362
Total Non-WPU			$ 1,067,393
One Time			
Teacher Materials/Supplies	$250 or $175 per teacher (K-6)[1]	20	3,500
	$200 or $150 per teacher (7-12)[2]	0	-
Library Books and Resources	$0.84 per student	526	442
Total One Time			$ 3,942
ESTIMATED Total All State Funding			**$ 2,649,851**

[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 04-18-11*

CHARTER SCHOOL WORKSHEET

Second Operational Year at 75% Enrollment; 394 Students

******PROJECTION ONLY******

TEMPLATE

Voyage Academy

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	56	0.55	30.8
Estimated ADM (1-3)	169	0.9	152.1
Estimated ADM (4-6)	169	0.9	152.1
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K)	4		
Special Ed ADM (1-12)	34		
Special Ed (Self-Contained)	1		
Number of Teachers (K-6)	15		
Number of Teachers (7-12)	0		
WPU Value	$2,816	*(Except for CTE Add-on and Special Ed.)*	
Prior Year Teacher FTE (CACTUS)	0		
School Administrators (CACTUS)	0		
Prior Year WPUs	0		
ELL Students	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	335.0000	$ 943,360
Professional Staff	0.05000	16.7500	47,168
Restricted Basic School:			
Special Ed--Add-on	1.0000	37.2000	95,864
Spec. Ed. Self-Contained	1.0000	1.0000	2,816
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)	$248.76 per K-8 ADM		98,011
Total WPU Programs		389.9500	$ 1,187,220
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	$ 29.76 per WPU		$ 11,605
Special Populations			
Enhancement for At-Risk Students			
Enhancement for Accelerated Students			
Other			
School Land Trust Program	$37.67 per student		14,842
Reading Achievement Program	$15.97 per WPUs		6,228
	$2.04 per K-3 student		459
	$32.96 per low income student		-
Charter Administrative Costs	$100 per student		39,400
Educator Salary Adjustment (ESA)	$4,200 per qualified educator plus benefits		62,580
ESA-School Administrators	$2,500 per qualified administrator		-
Local Replacement Dollars	Average $1,687 per student		666,365
Total Non-WPU			$ 801,478
One Time			
Teacher Materials/Supplies	$250 or $175 per teacher (K-6)[1]	15	2,625
	$200 or $150 per teacher (7-12)[2]	0	-
Library Books and Resources	$0.84 per student	395	332
Total One Time			$ 2,957
ESTIMATED Total All State Funding			**$ 1,991,655**

[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 04-18-11*

Charter School Name: Voyage Academy						
	Planning Year					
Number of Students:	525					
Grade Configuration:	K-6					
Revenue	Total					
Local Funding including anticipated fees from students						
Fee Basis if applicable:						
State Funding						
Private Grants & Donations						
Source(s): (specify)						
Loans:						
Commercial						
Private						
Other (specify): Charter School Revolving Loan	$200,000					
Total Revenue	$200,000					
Expenses	# of Staff	@ Salary	Total			
Salaries (100)						
Director or Principal			$			
Other Administration: (specify)			$			
Teacher-Regular Ed			$			
Teacher-Special Ed			$			
Instructional Assistants			$			
Secretary			$			
Business Manager/Bookkeeper			$			
IT Technician			$			
Program Facilitator/Instructional Support			$			
Speech & Language Therapist			$			
Counselor (Certified/Noncertified) (Circle)			$			
Substitute Teachers (daily basis)			$			
Teachers Aids and Paraprofessionals			$			
Employee Benefits (200)						
Purchased Professional Services(300)						
Audiologist, Psychologist, related support services (contracted)						
Professional Employee Training and Development (330)			5,000			
Administrative Services in Support of Management (310)			30,000			
Professional Educational Services (contracted) (320)			30,000			
Legal (300)			1,000			
Audit Services (300)						
Web Site Development (300)						
Purchased Property Services(400)						
Facilities Rental or Lease (440)						

Property Tax						
Equipment or Vehicle Rental or Lease/Purchase Agreements						
Other Purchased Services (500)						
Travel (580)			9,000			
Transportation (Student) ((510-513)						
Personnel and Wage Records and Data Management						
Supplies(600)						
Instructional and other general supplies (610)						
Library Instructional Aids/Books/Periodicals(640/645)			6,000			
Textbooks (641)			19,000			
Audiovisual Materials (646)						
Software (670)			5,000			
Other (printing; postage)						
Total Instruction, Administration & Support			$105,000			
Operations & Maintenance			Total			
Purchased Property Services(400)						
Facilities Rental or Lease (440)						
Water, Sewage , Disposal Services						
Property Tax						
Equipment or Vehicle Rental or Lease/Purchase Agreements						
Custodial Services						
Other Purchased Services (500)						
Property/Casualty Insurance (520/521)						
Advertising and Marketing			3,000			
Printing and Binding						
Phone/Communications						
Supplies (600)						
Operational Supplies						
Utilities and other Expendable Supplies (610-630)						
Property (700)						
Land & Improvements						
Buildings						
Technology-Related Hardware (Computers etc.)			25,000			
Furniture & Other Equipment			46,000			
Debt Service and Miscellaneous Costs (800)						
Fees/Permits & dues						
Loan Payments						
Other (security, copier lease)						
Total Operations & Maintenance			$ 74,000.00			
Total Expenditures			$179,000.00			
Total Revenues			$200,000			
			Balance			

Budget Balance (Revenues-Expenditures)			$21,000			
Budget Balance as Percentage of State Revenue						

Charter School Name: Voyage Academy						
	Enrollment Maximum or Target			75% Enrollment or Target		
	First Operational Year			First Operational Year		
Number of Students:	525			394		
Grade Configuration :	K-6			K-6		
Revenue	Total			Total		
Local Funding including anticipated fees from students						
Fee Basis if applicable:						
State Funding			$2,649,851			$1,991,655
Private Grants & Donations						
Source(s): Fundraising						
Loans:						
Commercial						
Private						
Other (Surplus From Planning Year)			$21,000			$21,000
Total Revenue	$2,670,851			$2,012,655		
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)						
Director or Principal	1.00	$ 70,000	$70,000	1.00	$ 60,000	$60,000
Other Administration: (specify)			$			$
Teacher-Regular Ed	20.00	$ 36,000	$720,000	15.00	$ 33,000	$495,000
Teacher-Special Ed	2.00	$ 40,000	$80,000	1.50	$ 36,000	$54,000
Instructional Assts.			$			$
Secretary	1.00	$ 25,000	$25,000	1.00	$ 19,000	$19,000
Business Manager/Bookkeeper			$			$
IT Technician			$			$
Adventure Coordinator, Art Teacher, Music Teacher	2.50	$ 32,000	$80,000	2.00	$ 30,000	$60,000
Speech & Language Therapist			$			$
Certified Librarian	1.00	$ 32,000	$32,000	1.00	$ 30,000	$30,000
Substitute Teachers (daily basis)	20.00	$ 600	$12,000	15.00	$ 9,000	$9,000
Teachers Aids and ParaProfessionals	3.00	$ 10,000	$30,000	2.00	$ 20,000	$20,000
Employee Benefits (200)			349,770			260,200
Purchased Professional Services(300)						

Audiologist, Psychologist, related support services (contracted)			18,000			14,000
Professional Employee Training and Development (330)			60,000			50,000
Administrative Services in Support of Management (310)			60,000			50,000
Professional Educational Services (contracted) (320)						
Legal (300)			5,000			3,000
Audit Services (300)			2,000			2,000
Web Site Development and IT Services (300)			25,000			20,000
Purchased Property Services(400)						
Facilities Rental or Lease (440)						
Property Tax						
Equipment or Vehicle Rental or Lease/Purchase Agreements						
Other Purchased Services (500)						
Travel (Teachers and Staff) (580)			10,000			6,000
Transportation (Student) ((510-513)						
Personnel and Wage Records and Data Management						
Supplies(600)						
Instructional and other general supplies (610)			45,000			30,000
Library Instructional Aids/Books/Periodicals(640/645)			28,000			20,000
Textbooks (641)			28,000			20,000
Audiovisual Materials (646)						
Software (670)			10,000			7,000
Other (printing; postage)			5,000			3,000
Total Instruction, Administration & Support			$1,694,770			$1,232,200
Operations & Maintenance			Total			Total
Purchased Property Services(400)						
Facilities Rental or Lease (440)			594,000			495,000
Water, Sewage , Disposal Services						
Property Tax			30,000			25,000
Equipment or Vehicle Rental or Lease/Purchase Agreements						
Custodial Services			25,000			19,000
Other Purchased Services (500)						
Property/Casualty Insurance (520/521)			10,000			8,000
Advertising and Marketing			3,000			5,000
Printing and Binding			3,000			2,000

Phone/Communications			9,000			9,000
Supplies (600)						
Operational Supplies			10,000			5,000
Utilities and other Expendable Supplies (610-630)			35,000			30,000
Property (700)						
Land & Improvements			5,000			3,000
Buildings			5,000			3,000
Technology-Related Hardware (Computers etc.)			25,000			15,000
Furniture & Other Equipment			15,000			10,000
Debt Service and Miscellaneous Costs (800)						
Fees/Permits & dues			500			500
Loan Payments			18,930			18,930
Other (security, copier lease)			10,000			5,000
Total Operations & Maintenance			$ 798,430.00			$ 653,430.00
Total Expenditures			$ 2,493,200.00			$ 1,885,630.00
Total Revenues			$2,670,851			$2,012,655
			Balance			Balance
Budget Balance (Revenues-Expenditures)			$177,651			$127,025
Budget Balance as Percentage of State Revenue			6.7%			6.4%

Charter School Name: Voyage Academy		
	Enrollment Maximum or Target	75% Enrollment or Target
	Second Operational Year	Second Operational Year
Number of Students:	525	394
Grade Configuration:	K-6	K-6
Revenue	Total	Total
Local Funding including anticipated fees from students		
Fee Basis if applicable:		
State Funding	$2,649,851	$1,991,655
Private Grants & Donations		
Source(s): Fundraising		
Loans:		
Commercial		

Private						
Other (specify)						
Total Revenue	$2,649,851			$1,991,655		
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)						
Director or Principal	1.00	$ 71,500	$71,500	1.00	$ 60,000	$60,000
Other Administration: (specify)			$			$
Teacher-Regular Ed	20.00	$ 36,750	$735,000	15.00	$ 34,000	$510,000
Teacher-Special Ed	2.00	$ 40,800	$81,600	1.50	$ 37,000	$55,500
Instructional Assts.	1.00	$ 40,000	$40,000	1.00	$ 35,000	$35,000
Secretary	1.50	$ 25,500	$38,250	1.00	$ 25,000	$25,000
Business Manager/Bookkeeper			$			$
IT Technician			$			$
Adventure Coordinator, Art Teacher, Music Teacher	2.50	$ 32,650	$81,625	2.00	$ 31,000	$62,000
Speech & Language Therapist			$			$
Certified Librarian	1.00	$ 32,650	$32,650	1.00	$ 31,000	$31,000
Substitute Teachers (daily basis)	20.00	$ 600	$12,000	15.00	$ 10,000	$10,000
Teachers Aids and ParaProfessionals	3.00	$ 10,200	$30,600	1.00	$ 10,200	$10,200
Employee Benefits (200)			367,932			276,070
Purchased Professional Services(300)						
Audiologist, Psychologist, related support services (contracted)			20,000			15,000
Professional Employee Training and Development (330)			50,000			40,000
Administrative Services in Support of Management (310)			60,000			50,000
Professional Educational Services (contracted) (320)						
Legal (300)			5,000			3,000
Audit Services (300)			10,000			5,000
Web Site Development and IT Services (300)			18,000			10,000
Purchased Property Services(400)						
Facilities Rental or Lease (440)						
Property Tax						
Equipment or Vehicle Rental or Lease/Purchase Agreements						
Other Purchased Services (500)						
Travel (Teachers and Staff) (580)			10,000			6,000
Transportation (Student) ((510-513)						

Personnel and Wage Records and Data Management						
Supplies(600)						
Instructional and other general supplies (610)			45,000			30,000
Library Instructional Aids/Books/Periodicals(640/645)			10,000			5,000
Textbooks (641)			10,000			5,000
Audiovisual Materials (646)						
Software (670)			5,000			2,000
Other (printing; postage)			5,000			2,000
Total Instruction, Administration & Support			$1,739,157			$1,247,770
Operations & Maintenance			Total			Total
Purchased Property Services(400)						
Facilities Rental or Lease (440)			594,000			495,000
Water, Sewage , Disposal Services						
Property Tax			30,000			25,000
Equipment or Vehicle Rental or Lease/Purchase Agreements						
Custodial Services			25,000			19,000
Other Purchased Services (500)						
Property/Casualty Insurance (520/521)			14,000			12,000
Advertising and Marketing			2,000			2,000
Printing and Binding			2,000			1,000
Phone/Communications			9,000			9,000
Supplies (600)						
Operational Supplies			10,000			5,000
Utilities and other Expendable Supplies (610-630)			35,000			30,000
Property (700)						
Land & Improvements			2,000			1,000
Buildings			2,000			1,000
Technology-Related Hardware (Computers etc.)			6,000			2,000
Furniture & Other Equipment			2,000			1,000
Debt Service and Miscellaneous Costs (800)						
Fees/Permits & dues			3,000			3,000
Loan Payments			37,860			37,860
Other (security, copier lease)			5,000			1,000

Total Operations & Maintenance			$ 778,860.00			$ 644,860.00
Total Expenditures			$ 2,518,017.00			$ 1,892,630.00
Total Revenues			$2,649,851			$1,991,655
			Balance			Balance
Budget Balance (Revenues-Expenditures)			$131,834			$99,025
Budget Balance as Percentage of State Revenue			5.0%			5.0%

Indicator- Financial performance and sustainability		
Measure	**Metric**	**Board Goal**
Adherence to Budget	Total budget expenditures within operating safety margin	Cash Reserve Operating Margin $0-$300,000 5% $300,000-$500,000 4% $500,000+ 3%
Occupancy Costs	Facility Costs/Total Revenues	Years 1-3, 22% Years 4+, 20%
Current assets to total operating expenses	Current Assets/Total Operating Costs/365 Days	At least 30 days cash on hand
Maintain applicable bond covenants	No Default Certification, Audited Financial Statements	No default. Voyage Academy will uphold contractual obligations

SECTION 9: FISCAL PROCEDURES

Voyage Academy will adopt fiscal policies and procedures to safeguard assets, provide compliance with state and federal regulations, and produce timely and accurate financial information. Voyage Academy will create and have approved by its governing board an "Accounting Manual" that will outline in detail all financial policies and procedures of the school. These Fiscal Procedures were adopted by full consent of the Governing Board in a public meeting on February 28, 2011 (*see minutes at end of section*).

Voyage Academy will provide accurate and auditable records of all financial transactions and maintain all books in acceptance with Generally Accepted Governmental Auditing Standards (using the Modified Accrual method). Voyage Academy shall adhere to the following fiscal procedures and policies

1. Budget Process
   The school's Finance Committee, made up of the Business Manager, the Director and selected board members appointed by the school board, will work together to prepare an annual budget. The budget shall be prepared using the USOE chart of accounts and budget categories. This will be prepared using forms supplied by USOE and the office of the State Auditor. Once the annual budget has been created, it will be reviewed and approved in an open board meeting with appropriate notice to interested parties as provided in statutes. The budgeting process shall begin no later than April of the preceding fiscal year. Any proposed budget changes throughout the year will be reviewed by the Finance Committee, approved by the school board in an open meeting, and reported to the USOE. As required by state statute, Voyage Academy will consistently maintain a balanced budget. As possible, Voyage Academy will seek to maintain a budget surplus margin of at least 5% each year.

2. Limits on Appropriations
   The governing board and the school's administration will decide each year on the priorities for the school. The chosen priorities will direct the use of public resources. In the first three years, Voyage Academy shall appropriate a substantial amount of resources for hiring, training and monitoring an educational staff that will accomplish the vision and mission of Voyage Academy. Any appropriation outside of the approved budget will not be allowed. If an emergency arises please see "Emergency Expenditures."

3. Budget Reports
   Each month the Business Manager or Business Services Provider shall reconcile and close all accounting books. A budget vs. actual report will then be provided to each member of the governing board as well as the school's administration. A monthly financial statement shall also be provided to the staff of the Utah State Charter School Board. The Business Manager will maintain complete and open records for any person who requests the information in compliance with Utah State Laws and federal regulations governing the request of public records.

4. Policy on Budget Appropriations

   Voyage Academy takes very seriously its responsibility to wisely and ethically use and manage public funds. The school shall maintain a policy of fiscal solvency. Voyage Academy shall follow Title R33. Administrative Services, Purchasing and General Services of the Utah Administrative Code to ensure that; all material purchases will require adherence to the purchasing policy including but not limited to; multiple pricing quotes as well as ensuring that the school receive the best value for each good or service purchased. No budgets may be approved which show a budget deficit. Expendable revenue shall be reduced by any existing deficits provided these occur through emergency or other unforeseen circumstances.

5. Expendable Revenue and Undistributed reserves

   Voyage Academy will work with the governing board and accounting professionals to set standards on its annual operating safety margins. During the annual budget review, any plans to use expendable revenue and/or undistributed reserves must be in fulfillment of the school's mission, values and spending priorities and receive board approval in an open meeting.

6. Investments

   Voyage Academy shall invest its funds in a fiscally prudent manner. The following priorities shall be followed: safety of principal, cash flow, liquidity, and yield. The school shall allocate interest earnings or losses as they are realized, not less than annually Reports no less than quarterly, shall be made to the Board of Trustees by the Business Manager indicating fund balances, interest earnings to date and a forecast for the remainder of the fiscal year. Voyage Academy bank accounts will be placed in reputable and stable financial institutions and be FDIC insured. Utah Money Management Council reports will be sent in accurately and timely. The school will comply with Rule R628-2, "Investment of Funds of Public Education Foundations Established under Section 53A-4-205 or Funds Acquired by Gift, Devise or Bequest," commonly called, the Money Management Act.

7. Inter-fund Transfers

   The annual operating budget along with a monthly cash flow pro forma will be what drives spending decisions or necessary budget transfers. A finance committee (consisting of the business manager, school director and appointed members from the governing board) will meet at least twice monthly to ensure that all purchase requests can be covered within the limits of the school's cash flow and its annual budget. Although the finance committee may authorize inter-fund transfers between months or minor budget categories, no Inter-fund budget transfers may be made between major budget categories (i.e. between 100 Salaries and 700 Property) without board approval in an open meeting.

8. Emergency Expenditures

   In the event of an emergency, the school director or member of the governing board may authorize expenditures outside of existing budget categories. Such approval must be rare and require notification to the Board Chair within 24 hours or as soon as possible, written determination for the basis of the emergency, and selection of the

particular expense budget line item. However, such approval must be rare and require justification in the following open board meeting. In the event of an emergency (U.C.A. 17B-1-623), the governing board may, by resolution, amend a budget and authorize an expenditure of money that results in a deficit. However, this may occur only if the board determines that:

(a) An emergency exists.
(b) The expenditure is reasonably necessary to meet the emergency.
(c) The expenditure is used to meet the emergency.
(d) Cash reserves and/or financing options are sufficient to not jeopardize operations.

All four conditions must be met.

PURCHASING POLICIES AND PROCEDURES

A complete listing of Voyage Academy's financial policies and procedures shall be outlined in its Accounting Manual. The following are summaries:

1. Procurement Policy
   Until such time as the school finalizes a purchasing and procurement policy in its accounting manual, Voyage Academy will follow all provisions in the State of Utah Purchasing Policies and Procedures. Such procedures shall consider conflict of interest, fairness, ethical conduct, bid procedures, etc. Purchases over $3,000 will require at least 3 bids and purchases over $50,000 will require a sealed bid or RFP.

2. Purchase Requests
   Any use of funds, except as listed below, must first receive prior approval through a Purchase Requisition. Purchase Requisitions for less than $5,000 may be signed by the School Director. Those in excess of $5,000 must be signed by a member of the Board of Directors. In accordance with U.C.A. 17B-1-642, the board of trustees may authorize the district manager or other official approved by the board to act as the financial officer for the purpose of approving:

   a. Payroll checks, if the checks are prepared in accordance with a schedule approved by the board.
   b. Routine expenditures, such as utility bills, payroll-related expenses, supplies, and materials.

   The board of trustees has set a maximum sum ($5,000) over which all purchases may not be made without the board's approval.

3. Signature Authority
   Approved expenditures will be paid for by check, EFT, ACH, or other means of fund transfer of which a record is kept. Checks will require two signatures, as will authorizations for EFT, ACH, or other means of fund transfer of which a record is kept.

Authorized signors include the School's Director, the Business Manager, and authorized members of the school board.

4. Other

   All other purchasing or expenditures, including payroll, shall be done in accordance with board approved policy. The board approved policy shall meet or exceed the requirements of U.C.A. 63-6, Utah Purchasing Policies and Procedures, and will meet the standards required by applicable State Board of Education Administrative Rule.
   In accordance with 63G-6-104(3) (b), all entities expending funds are subject to Utah Purchasing Policies & Procedures. In compliance with U.C.A. 63G-6, rules must also be adopted relating to the procurement of architect engineer services not inconsistent with 63G-6, chapter 7:

   - 63G-6-701 states that "policy of this state is to publicly announce all requirements for architect-engineer services and to negotiate contracts for architect-engineer services on the basis of demonstrated competence and qualification for the type of services required, and at fair and reasonable prices."
   - 63G-702 states that no less than 3 firms may be considered in the selection process and that selection may be made on the basis of factors other than cost, so long as these criteria (in the request for statements of interest and qualifications) are "established and published."

Fundraising

All revenue producing activities at Voyage Academy, including fundraising projects, must support the school vision and educational philosophy, and be Board approved. Proposals for fundraising projects should answer the following questions:

1. For what purpose do we need additional funds?
2. How much revenue do we intend to generate?
3. How does this fundraiser align with the school's mission statement and educational beliefs?

All expenses and income related to fundraising must be recorded separately. Income from fundraisers will be deposited into the school account.

Donations

Voyage Academy welcomes donations from private sources. The Director shall not accept donations that are inconsistent with the mission and philosophy of Voyage Academy, or that would jeopardize the health or safety of Voyage Academy students.

School Fees

Voyage Academy will follow all State Rules related to charging school fees as outlined in R277-407. No Fees will be charged students in grades K-6.

Business Manager

Voyage Academy will ensure that its Business Manager is well qualified in charter school finance and attends School Finance & Statistics training prior to working with the charter school. Voyage Academy recognizes the reality of an ever-changing landscape in public education finance and feels it critical to the financial success of the school for Voyage Academy's Business Manager to stay up-to-date and informed on public finance changes and current issues. Training will be attended on a continuous basis. This will ensure that the school's staff receives the latest and best information available concerning technical requirements specific to charter school finance. The current financial team at Voyage Academy has attended a number of these trainings in the past and has experience with the setup of a charter school accounting department, (including in-depth training on the state's Minimum School Program (MSP) and financial reporting requirements).

Voyage Academy will comply with ruling R277-470-9. The ruling requires that a charter school appoint a business manager consistent with U.C.A. 53A-3-302 and 303. The business manager will be responsible for the submission of all financial and statistical information required by the Board. The Board (U.C.A. 53A-3-302 and 303) must appropriately specify the duties of the business manager to assure that all recording and reporting of LEA transactions, assets and accounts will be accurate, consistent, and in the form required by statute. This manual serves as an introduction to the methods that must be chosen. Business Manager duties include:

- Attend all meetings of the board, keep an accurate record of its proceeding, and have custody of the sealed and public records.
- Be custodian of all district funds, be responsible and accountable for all money received and disbursed, and keep accurate records of all revenues received and their sources.
- Countersign with the president of the board all warrants and claims against the district as well as other legal documents approved by the board.
- Prepare and submit to the board each month a written report of the district's receipts and expenditures.
- Use uniform budgeting, accounting, and auditing procedures and forms approved by the State Board of Education, which must be in accordance with generally accepted accounting principles (GAAP) and auditing standards (GAAS) and Title 63J, Chapter 1, Utah Budgetary Procedures Act.
- Prepare and submit to the board a detailed annual statement of the revenue and expenditures for the period ending June 30.
- Assist the school director in the preparation and submission of budget documents and statistical and fiscal reports required by law and the State Board of Education.
- Ensure that adequate internal controls are in place to safeguard the district's funds.

The Business Manager must under all circumstances provide access to LEA records if requested by the State Charter School Board, Utah State Office of Education, and other state officers in their official capacity, and must provide supporting records, as requested by auditors, to facilitate the completion of such audits or reviews in a timely manner.

The business manager will ensure that proper controls exist (U.C.A. 53A-3-303(8)). The most important control activities involve segregation of duties, proper authorization of transactions and activities, adequate documents and records, physical control over assets and records, and independent checks on performance. It is required that:

- No accounts are established or maintained for purposes that are not fully and accurately described within the books and records of the school.
- Receipts and disbursements are fully and accurately described.
- Payments are made *only* to the contracting party, and *only* for the actual services rendered or products delivered.

Board Treasurer

In compliance with U.C.A. 17B-1-633, the board of trustees of each LEA must appoint a treasurer. This may not be a board chair, board secretary or the business manager. The treasurer will be custodian of all money, bonds, or other securities of the district and will:

- Determine the cash requirements of the district and provide for the deposit and investment of all monies by following the procedures and requirements of the Money Management Act.
- Receive all public funds and money payable to the district within three business days after collection, including; all fees, fines, and intergovernmental revenue.
- Keep an accurate detailed account of all monies received as directed by the LEA's board of trustees by resolution.

Ruling R628-4 requires Public Treasurers to be bonded, pursuant to U.C.A. 51-7-15. Ruling R628-4-2 requires that every public treasurer shall secure a fidelity bond in the amount shown in R628-4-4. Voyage Academy intends to be compliant in these areas.

Public Meeting for Voyage Academy
February 28, 2011
1920 W 250 N, Suite 17
Ogden, UT 84404

In attendance:
April Olson
April Hanks
Mindy Hamblin
Ashley Roberts
Melissa Kelley (absent due to family obligations)

Visiting
Monty Hardy
Jeff Biesinger

Meeting called to order at 10:00am

A) The Articles of Incorporation and Bylaws
April Olson called for a motion on The Articles of Incorporation and Bylaws. Mindy seconded it. The voting was unanimous. Motion passed. The Articles and Bylaws were signed by all voting board members.

B) Purchase Policies
April Hanks made the motion to adopt the Fiscal Procedures, section 9, of the charter, including the following Purchasing Policy and Procedures.

1. Purchase Requests Any use of funds must first receive prior approval through a Purchase Requisition. Purchase Requisitions for less than $3,000 may be signed by the School Director. Those in excess of $3,000 must be signed by a member of the Board of Directors and must submit 3 different bids.

2. Signature Authority Approved expenditures will be paid for by check. Checks will require two signatures. Authorized signors include the School's Director, the Business Manager and authorized members of the school board.

April Hanks made the motion to accept purchasing policies. Mindy seconded. Voting was unanimous. Motion passed.
Meeting adjourned at 12:00pm

Voyage Academy is a non-profit corporation located in Northern Utah. A Volunteer board of trustees will govern Voyage Academy.

Board of Trustees

A volunteer board of trustees will govern Voyage Academy. The initial number of the board is 5 and shall be no less than 5 and no more than 9, with an expectation of 7 as the desired usual. At least two of the voting members of the board must be a parent of a child currently attending Voyage Academy. If the number of board members is an equal number, or the quorum is an equal number, the board chair will not vote, unless to break a tie.

Board Members

The voting board members will elect the board offices of Chair, Vice -Chair, Treasurer and Secretary.

Election and Tenure

New board members shall be elected or reelected by a majority of the existing Board of Trustees at each June annual meeting. Board terms shall end on June 30th of the respective term. To maintain the original vision of Voyage Academy, the initial board members (those who joined the Board in the first year of the development of the school) may remain on the board for the first 5 years of operation. After the first 5 years of operation, initial board members will begin the same term limits as new board members. New board members shall not serve on the board for more than 2 three-year terms. After which, they may be re-elected to the Board only after at least a one year sabbatical. At least two of the board members must be a parent of a child currently attending the school. These positions will be filled with parents who turn in applications to the existing board. All positions on the board will be filled through majority vote by the board.

Removal of Board Members

Any trustee who has 2 or more unexcused absences at board meetings and/or does NOT complete assignments regularly to the satisfaction of the Board, having been given due notice , shall be subject to removal if the remaining Board so deems by a majority vote. Regardless of the foregoing, any Trustee may be removed by a majority vote of the Board of Trustees whenever in its judgment the best interests of the corporation will be served thereby, but such removal shall be without prejudice, if any, of the person so removed.

Additionally, semi-annually, parents/guardians can organize a petition drive in which 2/3 of the school's legal guardians must sign (email signatures are not accepted).

a) The board must be notified in writing that a group is starting a petition. The group has two weeks from that date to collect the necessary signatures.

b) Each legal guardian of a student (i.e. both parents) who are listed on official school records as such have the option to sign.
c) A petition can only be circulated twice a year.
d) The petition must list the name of the one board member who the group would like to be removed.

The Board Member is removed if a 2/3 majority request the removal.

e) Collected signatures are verified by school administration
f) Board Chair (Vice-Chair if member to be removed is the Chair) must receive notice of collected signatures and place item on the next board meeting agenda.
g) During an open public meeting the Board Member is replaced by another member appointed by the Board of Directors.

Requirements

In order to understand the mission of the school and make decisions in the best interest of the school, each voting member shall be required to attend an Expeditionary Learning conference sponsored by EL in the first two years of tenure after the school is in operation. EL conferences are part of the MOU that we will sign with Expeditionary Learning. This has been budgeted for in the MOU.

Vacancies

Any trustee may resign at any time by giving written notice, either paper or electronic, to the chair of Voyage Academy. Such resignation shall take effect at the time specified therein, and unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective. The Board shall publicly announce the number of vacancies and consider nominations from parents and community at large. Vacancies shall be filled by the affirmative vote of a majority of trustees then in office.

Officers of the Board

Chair

The chair shall, subject to the direction and supervision of the board of trustees: (1) preside at all meetings of the board of trustees; (2) see that all orders and resolutions of the board of trustees are carried into effect; and (3) perform the duties of the chair and when so acting shall have all the powers of and be subject to all the restrictions upon the chair.

Vice-Chair

The vice-chair shall assist the chair and shall perform such duties as may be assigned by the chair or by the board of trustees. The vice-chair shall, at the request of the chair, or in his absence or inability to act, perform the duties of the chair and when so acting shall have all the powers of and be subject to all the restrictions upon the chair.

Treasurer

The treasurer shall: (1) be the principal financial officer of the corporation and have the care and custody of all its funds, securities, evidences of indebtedness and other personal property and deposit the same in accordance with the instructions of the Board of Trustees; (2) receive and give receipts and a quittance for moneys paid on account of the corporation, and pay out of the funds on hand all bills, payrolls and other just debts of Voyage Academy of whatever nature upon maturity; (3) unless there is a controller, be the principle accounting officer of the corporation and as such prescribe and maintain the methods and systems of accounting to be followed, keep complete books and records of account, prepare and file all local , state and federal tax returns and related documents, prescribe and maintain an adequate system of internal audit, and prepare and furnish to the chair and the board of trustees statements of accounts showing the financial position of Voyage Academy and the results of its operations; (4) upon request of the board, make such reports to it as may be required at any time; and (5) perform all other duties incident to the office of treasurer and other such duties as from time to time may be assigned to him/her by the chair of the board of trustees. Assistant treasurers, if any, shall have the same powers and duties, subject to supervision by the treasurer.

Secretary

The secretary shall: (1) keep the minutes of the proceedings of the board of trustees and any committees of the board; (2) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (3) be custodian of the corporate records and of the seal of the corporation; and (4) in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to him/her by the chair or by the board of trustees. Assistant secretaries, if any, shall have the same duties and powers, subject to supervision by the secretary.

Advisors to the Board

Voyage Academy shall have advisors to the board. The advisors shall be made up of parents, and experts in fields such as budget, education, law, etc. Advisors shall be elected or re-elected by a majority of the voting Board Members at each annual June meeting or as otherwise determined by the Board. Advisors shall serve an indefinite term and shall make an effort to attend as many board meetings as they are able. Advisors may be removed at any time by a majority of Voting Board Members.

Board Crews

The Board shall have power to set up special committees called “parent crews” that shall answer directly to the Board. These crews will generally be made up of Founding Members (those who will make a significant contribution to the development of the school) and be a crucial part of the implementation plan during the planning year before the school opens. These crews may include Procurement, Technology, Marketing, Grants, Donations, Partnerships, etc.

Parent Crews/ Steering Committee

A steering committee will be made up of 3-4 parent volunteers who will oversee the forming of and the operating of parent crews. They will make sure each parent of the school has the opportunity to be assigned to a parent crew. They will bring any concerns, requests, and comments from the parent crews to the board. Parent crews will assist the board and school administration in overseeing such things as playground equipment, transportation, records, newsletters, fine arts, exhibition night, fundraising, grants etc.

Board Meetings

Regular Meetings

Regular meetings of the board shall be held at least 10 times each year. Notice for these meetings shall be given at least 24 hours prior to the meeting and the board will make every attempt to provide notice well in advance. Board meetings will be held at the school. Notices will be posted on the school website, physically posted on the schools bulletin board, and submitted to the Utah Public Meetings website. In the event that a board meeting will be held at a location other than the school, trustees will post a notice at the location the meeting will be held. An annual meeting will be held each year in June. Board meetings will remain open to the public unless a closed session is convened by a majority vote of members present and shall only be for reasons allowable by State Statute 52-4-204. Closed sessions will be subject to the requirements of Utah State Open Meetings Laws. Board members will review Utah Open Meetings laws on an annual basis.

Special Meetings

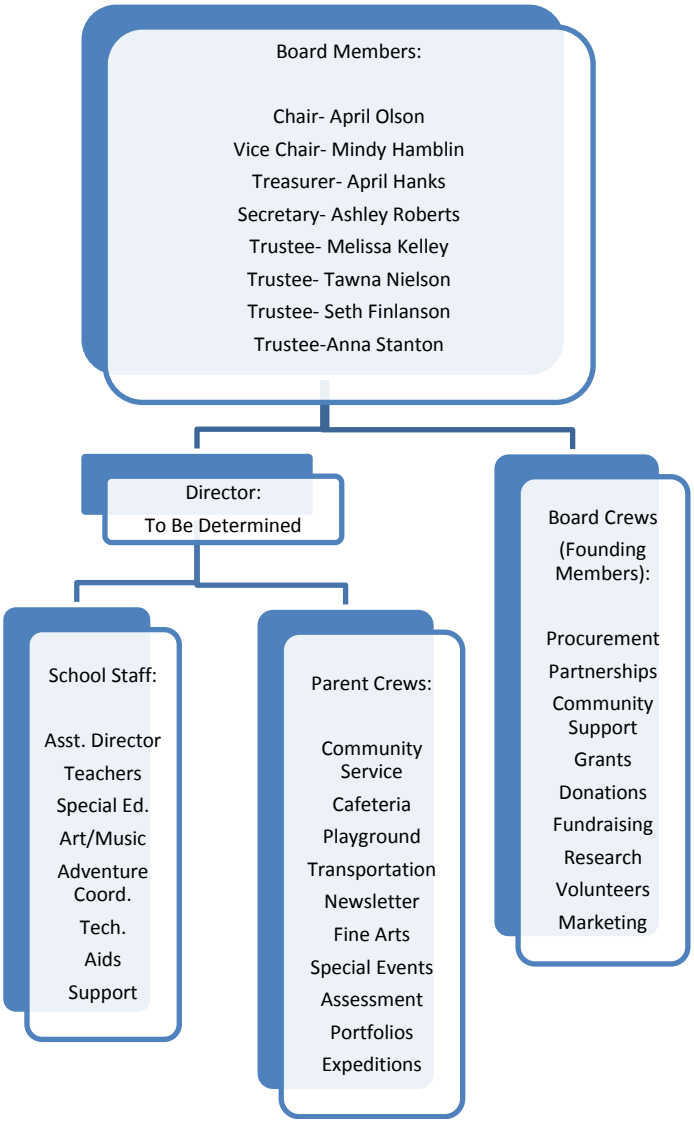
Special Meetings of the Board of Trustees may be called by or at the request of the chair or any two trustees. The person or persons authorized to call special meetings of the board of trustees will provide proper notice and may fix any place, date and time for holding any special meeting of the board called by them; which special meeting will follow normal open meeting requirements as outlined by the State of Utah.

Town Meetings

These will be held three times a year, one each Trimester. Parents will have direct access to the board. This will give parents a chance to communicate with the board and to have an influence in their child's school.

Voyage Academy

Organizational Flow Chart



ARTICLES OF INCORPORATION

RECEIVED
MAR 2 9 2011
Utah Div. of Corp. & Comm. Code

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OF

Voyage Academy

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

Article I
NAME

The name of the corporation is Voyage Academy.

Article II
DURATION

The period of duration of this corporation is perpetual.

Article III
PURPOSE

To act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Utah, and to act and operate as a charitable organization in the operation and support of a private or public school.

The corporation may engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing and following purposes.

Date: 03/29/2011
Receipt Number: 3525753
Amount Paid: $30.00

The corporation may engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code and are consistent with those powers described in the Utah Nonprofit Corporation and Cooperation Association Act, as amended and supplemented.

The corporation may solicit and receive contributions, purchase, own and sell real and personal property, make contracts, borrow, invest corporate funds, spend corporate funds for corporate purposes, and engage in any activity "in furtherance of, incidental to, or connected with any of the other purposes."

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein.

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office except as authorized under the Internal Revenue Code of 1954, as amended.

The corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under 501(c)(3) of the Internal Revenue Code of 1954, as amended (or the corresponding provision of any future United States Internal Revenue law).

Article IV
MEMBERS/STOCK

The corporation shall not have Members.

Article V
BY-LAWS

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

Article VI
DIRECTORS

The number of directors of this Corporation shall be three (3), or more than three, but not more than forty five (45), as fixed from time to time by the By-Laws of the Corporation. The names and addresses of the persons who are to serve as original members of the Board of Trustees until their successors are elected and shall qualify are:

Names and Addresses

April Olson
[redacted]
Clinton UT 84015

Mindy Hamblin
[redacted]
Clinton UT 84015

April Hanks
[redacted]
Clinton UT 84015

Ashley Roberts
[redacted]
Clinton UT 84015

Melissa Kelley
[redacted]
Clinton UT 84015

Article VII
INCORPORATORS

The names and addresses of the incorporators are:

Names and Addresses

April Olson
[redacted]
Clinton UT 84015

Mindy Hamblin
[redacted]
Clinton UT 84015

April Hanks
[redacted]
Clinton UT 84015

Ashley Roberts
[redacted]
Clinton UT 84015

Melissa Kelley
[redacted]
Clinton UT 84015

Article VIII
REGISTERED OFFICE AND AGENT

The address of the corporation's initial registered office shall be:

1920 W 250 N Suite 17

Marriott-Slaterville UT 84404

Such office may be changed at any time by the Board of Trustees without amendment of these Articles of Incorporation.

The corporation's initial registered agent at such address shall be:

April Olson

1920 W 250 N Suite 17

Marriott-Slaterville UT 84404

I hereby acknowledge and accept appointment as corporate registered agent:

Signature

Article IX
PRINCIPAL PLACE OF BUSINESS

The principal place of business of this Corporation shall be 1920 W 250 N Marriott-Slaterville, UT 84404. The business of this Corporation may be conducted in all counties of the State of Utah and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Trustees shall determine.

Article X
DISTRIBUTIONS

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its trustees, 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. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended or supplemented.

Article XI
DISSOLUTION

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

In witness whereof, we, April Olsen, April Hanks, Ashley Roberts, Mindy Hamblin, and Melissa Kelley have executed these Articles of Incorporation in duplicate this 12th day of January, 2011, and say:

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

April Olson

April Hanks

Ashley Roberts

Mindy Hamblin

Melissa Kelley

Indicator – Board performance and stewardship		
Measure	**Metric**	**Board Goal**
Governing Board Members Development	All board members passing all available training that is available with USOE	100%
Regulatory and reporting compliance	Required reports will be complete, accurate, and on time	100%
Compliance	Schools Charter, Articles of Incorporation, and Bylaws will not change without proper agreement from charter entity	100%
Continued Development	Board members will attend Expeditionary Learning conference within the first two years of board position	100%
Satisfaction	Teachers', parents', and students' satisfaction of board performance and curriculum will be surveyed biannually to ensure Voyage Academy's approval rating	90%

SECTION 11: BACKGROUND INFORMATION

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

Name April Olson

Role in School (list positions with school) Board Member-Chair

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

My commitment to this application process is best described within my three roles: That of the Governing Board Chair, as a citizen of Clinton City, and finally as that of a Parent of four children.
As the Governing Board Chair I reaffirm my commitment and the commitment of my fellow board members, to the establishment of this charter school and the many benefits that it will provide to the surrounding community. Within this application we have strived to create the foundations of the ideal learning environment that will provide our students the best possible education available. We feel that it is imperative for this environment to produce the knowledge and attributes within children that will serve them well throughout their lives. It is my goal to lead the board, the administration, and the community in such a way that will instill within them, the vision of this school and its mission, thereby creating the atmosphere and involvement that will cause it to flourish and excel.
As a citizen of Clinton City I recognize the need for schools of a higher caliber that will not only set a higher standard for students, but will in turn produce better citizens within the future who are capable of contributing more effectively throughout our society. These changes begin through better educational opportunities. As part of this change I feel that students need to be taught "*Life Skills*" that they will be able to utilize in the real world. These skills should be effectively woven into every subject and stand as building blocks that will assure our students success in their future endeavors. Voyage Academy will provide students with a solid educational experience and lay the foundations of a better future.
As a parent it is my duty to provide my children with the best educational opportunities that are available and to create those opportunities when they are not immediately available. As a mother of four children I have seen and experienced some of the problems of our local public school such as overcrowded classrooms which serve to hamper and in some cases stifle the personal education experience of my children. Voyage Academy will provide students with a unique learning experience that will offer them with a more hands on and visual learning experience which will stick with them throughout their life. This school will provide me with a better choice in where my children attend school.
In summary, I am committed to and invested in building the bridgework to providing a better education and future to not only my children, but also to all those who share this same desire for a better education experience for their children.

Not-for-Profit History:
Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the

operation of a non-profit corporation, governing board experience, and background in group organization.

West Clinton Elementary

- PTA member , Room Mom, In room Tutor

The Church of Jesus Christ of Latter Day Saints

- Camp Director, Nursery Leader, Primary Teacher, Youth Conference Leader, Young Women's Advisor, Achievement Day Leader, Hymn Book Specialist, Librarian, Program Specialist

Boy Scouts of America

- Cub Master

Special Event Coordination

- Design, Plan, and Setup Luaus including entertainment

Employment History:

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

Shopko Eyecare Center – ABOC Optician 1996 – to Present

- Maintain communication with patients to coordinate and schedule appointments and retrieve patient demographics
- Interface with the lab for prescription verification and prescription status
- Assist patients in selecting optical devices that will suite their financial requirements
- Responsible for inventory management tasks including ordering and stocking contacts and glasses
- Responsible for patient prescreening tasks such as the glaucoma test, operating the auto refraction system, and other required eye tests
- Repair and adjust patient glasses
- Other office tasks include file management, exam room maintenance, faxing, and emailing memos

D.A.M. Good Construction – Secretary 2007 - Present

- Assist in management and administrative responsibilities for small general contracting business
- Administrative tasks include processing contracts, invoices, and estimates in cooperation with general contractor
- Maintain client communications via phone, post, and email as required
- Involved in business financial budget management and tax compliance
- Other office management tasks include filing, faxing, and producing copies as needed
- Manage purchasing of business materials such as business cards, paper stock, and other materials

Wild Flower Blossoms – Assistant Manager **2006 – 2009**

- Manage an extensive inventory of office supplies for large scrapbook company where inventory tasks would include items counts, labels, and packaging
- Responsible for design and layout of several large convention style scrapbook events per year
- Assisted in transportation of all inventory to our designated events throughout the US
- Priced inventory and operated cash register as needed
- Coordinated event advertising throughout each event location
- Interfaced with local press on event details

Subway – Assistant Manager **1995 – 1996**

- Managed and coordinated employee schedules
- Ensured that employees would stay on task and perform to expectations
- Assisted in food preparation and food services
- Acted as cashier when needed
- Opened or closed store as scheduled

Booth Homes – Receptionist **1995 – 1995**

- Responsible for a large volume of incoming calls and dispatched each call as needed
- Other tasks included file management, incoming and outgoing fax transmissions, and making copies as needed

Ryder Truck Rental – Service Representative **1994 – 1995**

- Responsible for booking truck reservations
- Assisted in transportation of trucks to other locations as needed
- Decommissioned and cleaned trucks in preparation for resale

Education History:

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

High School – Gateway High School - 1995

Certification

- **American Board of Opticianry Certification-2000**

*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 April Olson

Address [redacted]

City, State, Zip Clinton, UT 84015

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	**YES** [ ] **NO**[X]
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education, A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process. **In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.**	
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	**YES** [ ] **NO**[X]
4. Do you have outstanding or unresolved civil judgments against you?	**YES** [ ] **NO**[X]

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

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Voyage Academy CHARTER SCHOOL.

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

April Olson
Applicant's Signature

Subscribed and sworn before me this 23 day of March Year 2011.

County of Davis State of Utah.

Notary Public Stephanie Hancock My Commission Expires 08/01/2012

NOTARY PUBLIC
STEPHANIE HANCOCK
Commission # 575432
My Commission Expires
August 1, 2012
STATE OF UTAH

Background Information

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

Name Mindy Hamblin

Role in School (list positions with school) Board Member-Vice Chair

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

I am a stay at home mother of three wonderful children, who will greatly benefit in the school we are hoping to create. My oldest is a first grader and although he is doing well, I feel that the Expeditionary Learning experience will create a more confident learner along with the other students who will attend the school. I am dedicated to make this school a reality and to see the positive effects it will have in our area. Having had my children in both traditional public schools, and charter schools with different learning models, I have found a true passion with Expeditionary Learning. This passion is the reason that I have joined this board.

Not-for-Profit History:
Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation of a non-profit corporation, governing board experience, and background in group organization.

2008-2010, I have volunteered at Montgomery Kiddie Kollage and Holt Elementary. I have dedicated many hours to tutoring children at these schools with reading, testing, and other areas that are needed. I have enjoyed seeing the children learn to be confident about themselves when they reach a milestone.

I have done significant volunteer work for the Church of Jesus Christ of Latter-day Saints. From 2000 through 2009, I was a teacher for children ranging from one year to twelve years of age. From 2009 through 2010, I was a sports director for young women learning and participating in basketball, volleyball, and other various sports.

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

Day-care provider 2007-2009

I was responsible for providing care for young children, ensuring their safety and security. I was responsible for providing a clean and caring environment, organizing and creating structured play time, planning and providing healthy meals, and teaching social skills such as sharing and cooperating.

I have had significant management experience. I learned a lot about myself and how to relate with employees and customers. The skills I learned through being a manager have impacted my Life Skills, and helped me to be more confident and understanding of how the business world operates.

Fairfield Inn by Marriott
Layton, UT 84041
Assistant Manager 2001-2004

I was responsible for hiring and training new employees, providing customer service, resolving customer complaints and problems, managing government and private accounts payable and balancing cash revenue for the company. My management responsibilities also included ordering supplies from vendors, making schedules, and coordinating reservation calendars.

Pizza Hut
Layton, UT 84041
Cook/Customer service 1996-1999
Manager 1998-1999

I was responsible for making schedules, monitoring registers and employees, and resolving customer service needs. I was also responsible for maintaining and managing the physical operations of the facility. My responsibilities required substantive ongoing management training.

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

I am a graduate of Clearfield High School class of 1998

*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 Mindy Hamblin

Address [redacted]

City, State, Zip Clinton, UT 84015

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	**YES** [ ] **NO**[X]
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education, A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process. **In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.**	
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	**YES** [ ] **NO**[X]
4. Do you have outstanding or unresolved civil judgments against you?	**YES** [ ] **NO**[X]

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

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Voyage Academy CHARTER SCHOOL.

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

Murray Hamblin

Applicant's Signature

Subscribed and sworn before me this 23 day of March Year 2011.

County of Davis State of Utah.

Notary Public Deanna Kesler My Commission Expires Dec 11, 2014

NOTARY PUBLIC
DEANNA KESLER
Commission # 603075
My Commission Expires
December 11, 2014
STATE OF UTAH

Background Information

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

Name April M. Hanks

Role in School (list positions with school) Board Member-Treasurer

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

Through preparing to open an Expeditionary Learning school, I have gained a great sense of enthusiasm for the benefits to my community. What a remarkable journey it is to take part in a process that will provide a stimulating education choice for my children as well as surrounding citizens. The time and effort I have put forth thus far in the creation of Voyage Academy is an investment in the continued future efficiency of the school as I remain a volunteer Board member and committed parent.

Not-for-Profit History:
Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation of a non-profit corporation, governing board experience, and background in group organization.

I have had the opportunity to spend countless hours volunteering in my children's current school on a weekly basis since 2007. In the classrooms, I have helped the students with reading, planning and completing projects, and supervising learning centers. Since the year 2006, I have been a member of pinchingyourpennies.com. Over the course of my membership, I have earned the title of "Master Penny Pincher," through my contribution of posting opportunities for frugal purchasing using local store sales and coupon match ups. In 2004, I assisted in creating, preparing lessons plans and teaching in a neighborhood preschool. Over the past seven years, I have actively participated in numerous church callings serving children ages 18 months to 12 years old.

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

I am fortunate to have a professional history in banking which has prepared me to be responsible for the monetary solvency of Voyage Academy.
Bank One (Currently Chase) 1996-2001

Personal Banker, Highland Drive Branch, Salt Lake City, UT, 1999-2001

Responsibilities included managing clients with large deposit accounts. I obtained Series 6 and 7 licenses qualifying me to offer investment choices to my clients such as mutual funds and annuities. In order to best serve my clients, I also operated in my position as a loan officer, by opening and maintaining home equity loans and lines of credit. Using my training and experience, I advised my clients on the many vehicles available to them for investing and retirement purposes as well as managing and reviewing their many financial portfolios on a daily basis. As a bank officer, I had the added role to supervise other employees and approve large dollar check cashing or deposits.

Client Service Associate, Down Town Branch, Salt Lake City, UT 1998-1999

My goal as a Client Service Associate was to ensure premier customer service through guiding clients to the appropriate means of their banking needs. Other responsibilities included opening new accounts, preparing wire transfers, and resolution of complex client issues.

Vault Teller, Trolley Square Branch, Salt Lake City, UT, 1997-1998

As Vault Teller, I was entrusted with the responsibility of overseeing the cash flow in and out of the bank's central vault making adjustments where needed to compensate for the monetary needs of the branch.

Teller, Redwood Road Branch, Salt Lake City, UT, 1996-1997

Daily tasks included cashing checks, making deposits, quick and accurate counting of currency, determining substantial identification, providing the safe transfer of monies, and balancing all money transfers at the end of the day.

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

Bachelors of Science in Human Development with an emphasis in Child Development, University of Utah, 1998

Associate of Science, Weber State University, 1995

*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 April M. Hanks

Address [redacted]

City, State, Zip Clinton, UT 84015

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	**YES** [ ] **NO**[X]
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education, A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process. **In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.**	
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	**YES** [ ] **NO**[X]
4. Do you have outstanding or unresolved civil judgments against you?	**YES** [ ] **NO**[X]

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

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Voyage 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 22nd day of March Year 2011.

County of Salt Lake State of Utah.

Notary Public Cindy LeFear My Commission Expires Oct. 16, 2012

Notary Public
CINDY LE FEAR
Commission Number 576255
My Commission Expires
October 16, 2012
State of Utah

Background Information

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

Name Melissa Kelley

Role in School (list positions with school) Board Member-Trustee

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

I am a mother of two children. My youngest child has a rare chromosome disorder. I am actively involved in his therapy, including the Early Intervention program. I have experience with Individual Family Service Plans (IFSP). I can be another resource for parents who have children with disabilities. I want my children to be able to reach their full potential. I think that it is important for children to learn how to think for themselves. I believe that through Expeditionary Learning, children can learn and grow in a positive environment and be able to be their best selves. I am dedicated to helping children receive the best education possible. I believe that Voyage Academy will be an extraordinary school.

Not-for-Profit History:
Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation of a non-profit corporation, governing board experience, and background in group organization.

I have been involved in numerous church callings for The Church of Jesus Christ of Latter-Day Saints. I have served in the Primary (organization for children) and in a Primary presidency planning lessons and activities for children ranging in age from 18 months-12 years old. I am currently a compassionate service coordinator. I help coordinate meals and other services for families in need. I did volunteer work at a daycare for homeless children. I read to children and helped with activities for children at the daycare.

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

I have worked as a Pharmacy Technician for Smith's Pharmacy from 1999 to Present. I manage inventory, deal with insurance companies, handle accounts receivable and accounts payable, and

work daily as a customer service representative. I am a dedicated and hard-working employee. I have worked for the company for 14 years.

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

Attended Weber State University 1998-2001
Received Pharmacy Technician certification from Ogden-Applied Technology College (OWATC) in 1999

*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 Melissa Kelley

Address [redacted]

City, State, Zip Clinton, UT 84015

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	**YES** [ ] **NO**[X]
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education, A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process. **In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.**	
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	**YES** [ ] **NO**[X]
4. Do you have outstanding or unresolved civil judgments against you?	**YES** [ ] **NO**[X]

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

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Voyage Academy CHARTER SCHOOL.

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

Melissa Kelley
Applicant's Signature

Subscribed and sworn before me this 22 day of March Year 2011.

County of Davis State of Utah.

Notary Public Stephanie Hancock My Commission Expires 08-01-2012

NOTARY PUBLIC
STEPHANIE HANCOCK
Commission # 575432
My Commission Expires
August 1, 2012
STATE OF UTAH

Background Information

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

Name: Ashley Roberts

Role in School: (list positions with school) Board Member - Secretary

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

Being a mother of two active boys I feel Expeditionary Learning will provide the best education possible for them. Children love to indulge themselves in hands-on experiences. They love to touch, see, and experience how things work; something I feel traditional schools are lacking. I don't want my children to just read knowledge from a text book; I want them to experience it. I want them to learn in depth studying habits, absorb the content they're learning, and carry this knowledge with them for life, not just to pass a test. Expeditionary Learning accompanied with Life Skills will prepare our children of today to become honest, responsible, hardworking citizens of the future.

I have dedicated much of my time and heart to the writing of this charter, particularly sections 5 (Market analysis) and 12 (Comprehensive Program of Instruction). I believe in this Charter and I support it with all my heart. I am excited to see Voyage Academy become a reality.

Not-for-Profit History:
Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation of a non-profit corporation, governing board experience, and background in group organization.

- Served as Primary worker for an organization for children ages 4-12 years. Helped plan and organize religious and non-religious activities from 2009 to present for The Church of Jesus Christ of Latter Day Saints.
- Served in Young Woman's presidency (an organization for girls ages 12-18). I helped organize and create fun and wholesome activities for these girls from 2008-2009 for The Church of Jesus Christ of Latter Day Saints
- Served on the Clinton City Pageantry Board as a non-voting member from 1995-1996. Volunteered at local schools to educate youth about being drug free and staying in school.

- Served as an assistant teacher/day care provider for children ages newborn-10 years. Helped plan and organize pre-school lessons and activities as well as nurture and care for young children from 1993-1996

Employment History:

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

- I am currently employed part-time as a Pharmacy technician for Smith's Pharmacy. I've handled the hiring and scheduling of technicians, manage inventory, deal with insurance companies, handle accounts receivable and accounts payable, and work daily as a customer service representative. I am a hardworking and a very committed employee. I have been with the company for 15 years.
- I run a part-time photography business. I photograph and re-touch prints of families, infants, children, graduations, holidays, and other memorable events. My business and client list are growing rapidly.
- The rest of my time is spent as a stay-at-home mom with 2 small boys. I care about my children's future and work hard at educating them to be the great leaders of tomorrow.

I am very efficient at handling my part-time careers while maintaining a family and home. Dedication to my family and careers show that I am able to handle challenging demands and that I do not subside when situations become complicated. I will be just as dedicated to Voyage Academy and will help ensure that this school excels in its successes.

Education History:

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

- Graduated from Clearfield High School, class of 1998
- Attended Weber State University from 1999 through 2000
- Attended and received my Pharmacy Technician license from Ogden/Weber Applied Technology College (OWATC) in 1999

*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 Ashley Roberts

Address [redacted]

City, State, Zip Clinton, UT 84015

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	**YES** [ ] **NO**[X]
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education, A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process. **In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.**	
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	**YES** [ ] **NO**[X]
4. Do you have outstanding or unresolved civil judgments against you?	**YES** [ ] **NO**[X]

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

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Voyage 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 23rd day of March Year 2011.

County of Davis State of Utah.

Notary Public _____ My Commission Expires Aug 10, 2013

NOTARY PUBLIC
CLAY BENNINGTON
Commission # 579933
My Commission Expires
August 10, 2013
STATE OF UTAH

Background Information

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

Name Tawna R. Nielson

Role in School (list positions with school) Board Member-Trustee

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

I'm excited to work with the Board of Voyage Academy as an educational advisor. Working with individuals who have an overarching vision of creating access to an educational experience that is effective for all children is truly inspiring. The curricular focus for Voyage Academy is Utah State standards. The pedagogy is one of active involvement throughout the entire learning process. The process is not unguided, but fully supported with research based instructional steps from start to finish.

I love learning and often use the mantra of being a "life-long learner." If I hear of something new I love to research it. I carry a dictionary to define words I don't know. I enjoy picking up a book or magazine and learning new things. Sadly, as a teacher, I know that this same enjoyment of learning for the sake of learning doesn't come easily to all kids. Through the use of Expeditionary Learning as a structure, the students at Voyage Academy will have experiences that will build skills in communication, critical thinking, organizational processes and collaboration. Academic skills will be taught, practiced and assessed using authentic and traditional methods. Teachers and administrators will be supported with clear, focused professional development to ensure learning targets are met. A spark will be ignited that will build into a flame to warm an effective learning environment for every individual involved. I'm thrilled to be a part of something with so much potential.

Not-for-Profit History:
Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation of a non-profit corporation, governing board experience, and background in group organization.

Chairperson, Layton City Neighborhood Park Committee

Fundraising Director, Neighborhood Park Committee

Award of Merit recipient, Boys Scouts of America

Fundraising Area Director, Primary Children Hospital

Political Caucus Chair/Vice Chair (multiple years)

Volunteer on political campaigns for Davis County legislators

Advisory Board, Davis Area Technical College, Para Educator Certificate Program

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

Assistant Principal, Davis School District

Crestview Elementary (July 2005- June 2009)
Parkside Elementary (July 2006-June 2008)
West Point Elementary (March 2003-June 2006)
Clinton Elementary (July 2003-June 2005)
Antelope Elementary (August 1999-February 2003)

Clinical Supervisor for Student Teaching, Western Governors University,
September 2004 to Present

- Mentor and evaluate demonstration-teaching performance to assess the candidate's progress towards teaching competencies.
- Gather observation data, identify performance problems, and prepare constructive written and verbal feedback.

Special Education, Reading and Classroom Teacher, August 1993 to June 2003, Davis District
August 2009 to present

- Provided academic and behavioral instruction to students with severe behavioral problems.
- Provided support to classroom teachers during the mainstreaming process.
- Managed and supervised a kindergarten classroom while providing instruction to 5 and 6 year olds.
- Provided reading instruction to students with proficiency below grade level.

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

- Master of Education, Educational Leadership and Policy, University of Utah, June 2002
- Utah Administrative/Supervisory license, June 2002

- Bachelor of Science, Elementary Education , Weber State University, June 1993

Elementary Education (1-8)
Special Education Mild/Moderate (K-12)

- Reading Recovery Certified Instructor,
  Ohio State University/Utah State University

- English as a Second Language (ESL) Endorsed, Davis District

*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 Tawna R. Nielson

Address [redacted]

City, State, Zip Clearfield, Utah 84015

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	**YES** [ ] **NO**[X]
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education, A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process. **In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.**	
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	**YES** [ ] **NO**[X]
4. Do you have outstanding or unresolved civil judgments against you?	**YES** [ ] **NO**[X]

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

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Voyage Academy CHARTER SCHOOL.

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

Tawna R Nelson

Applicant's Signature

Subscribed and sworn before me this 20 day of November Year 2011.

County of DAVIS State of Utah.

Notary Public Amber Greenwell My Commission Expires August 20 2014

NOTARY PUBLIC
AMBER GREENWELL
Commission # 583669
My Commission Expires
August 20, 2014
STATE OF UTAH

Background Information

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

Name Seth Finlinson

Role in School (list positions with school) Board Member- Trustee

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

In my Master's program, it was frequently stressed that there is not just one way that students learn. Students learn in a variety of ways. When I was invited to be involved with Voyage Academy, I immediately accepted the invitation. I believe Voyage Academy offers parents and students in the Clinton City community another learning opportunity that is different than any other options. As an attorney, I believe I can offer additional guidance and counsel as the school is approved and implemented. Although I am not yet a parent, I have always had an interest in education and in my community, and I am excited to offer my skills and talents to help improve my community by increasing access to additional and exceptional educational opportunities.

Not-for-Profit History:
Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation of a non-profit corporation, governing board experience, and background in group organization.

May 2010-July 2010, I was an intern with the Central America Legal Counsel for the Church of Jesus Christ of Latter-day Saints. I performed legal services throughout Guatemala and Central America. I assisted with real property issues in Honduras, and human resource issues in Guatemala and El Salvador. These skills will be especially useful when purchasing land for the school, hiring staff, or assisting in the implementation of the Voyage Academy in other ways.

January 2011-May 2011. I was an intern with the Foreclosure Defense Division of Iowa Legal Aid. I assisted homeowners in default and in foreclosure save their homes by helping them file legal documents and modify their loans. This allowed me to interact with people of all types within the community, provide them with counsel, and help them keep one of their most important assets.

March 2005-May 2005. Student Teacher at West Point Junior High School. I taught Spanish to 7^{th}, 8^{th}, and 9^{th} graders. This experience provided me the opportunity to associate with children in the Clinton and West Point community. It allowed me to experience first hand the need for diverse instruction and the need for additional educational opportunities in the community.

I have also provided leadership in other capacities within my community. I was a youth basketball coach, president of a young men's group for my church, a leader in the Boy Scouts, and president of an Elder's Quorum group for my church. These opportunities have allowed me to lead groups of many ages and interests. I have learned to associate and lead adults as well as youth and children. These opportunities will be integral in directing and leading a new school.

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

The Law Offices of Travis Bowen, P.C., Sep. 2011-Present

I am an Asset Protection attorney. I assist with the formation of businesses; creation of estate plans; employment agreements and issues; drafting revolving loan agreements and other contracts; transferring real property and other assets; reviewing insurance and investments, and creating bank accounts. These experiences will help in purchasing real property for the Voyage Academy, assisting with contracts, hiring staff, and providing counsel on other legal matters.

Meredith Corporation, August 2009-April 2011

I worked in the Creative Library for Meredith Corporation, an international publisher for magazines such as *Better Homes and Gardens, More, Ladies' Home Journal,* and *Siempre Mujer.* I reviewed contracts for photographers and other contributors to verify their usage rights. I also prepared permission letters, allowing third parties to use copyrighted materials owned by the contributors or Meredith Corporation. I continued to implement my contract interpretation and drafting skills.

Millard County Attorney's Office, Intern, July 2011 – August 2011

I assisted the county attorney with criminal law matters in Millard County. I screened cases, performed research, and observed hearings. I also reviewed evidence and assisted with a capital murder case.

Iowa Court of Appeals, Intern to Honorable Edward Mansfield, May 2008-June 2008

I assisted Judge Mansfield with cases presented before the Court of Appeals. I performed research and wrote draft opinions for Judge Mansfield. These tasks required extensive legal thinking, research, and writing skills. These cases covered a variety of topics such as homelessness, homicide, and contracts. This experience prepared me well for work in the law.

Equity Title Insurance Agency, Inc. June 2003-August 2008

I was an escrow officer for Equity Title Insurance Agency, Inc. I continue to hold an active escrow

license. I performed closings for real estate transactions. This included performing title searches, preparing settlement statements and loan documents, explaining contract provisions to clients, and other real estate tasks. These experiences helped me to interpret contractual provisions, understand real property transactions, and prepare essential financial documents.

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

Juris Doctorate - Drake University Law School, August 2008-May 2011

- Graduated with *High Honors*

Masters of Arts, University of Phoenix, February 2004 – August 2005

- Secondary Education

Bachelor of Arts, Weber State University, September 1997 – May 2003

- Graduate *cum laude*
- Major: Spanish with a Commercial Emphasis
- Minor: History

*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 Seth Finlinson

Address [redacted]

City, State, Zip Clinton, UT 84015

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	**YES** [ ] **NO**[X]
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education, A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process. **In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.**	
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	**YES** [ ] **NO**[X]
4. Do you have outstanding or unresolved civil judgments against you?	**YES** [ ] **NO**[X]

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

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Voyage 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 16 day of January Year 2012 .

County of Davis State of Utah .

Notary Public My Commission Expires

Peggy J. Ornelas
Notary Public

PEGGY J. ORNELAS
NOTARY PUBLIC - STATE OF UTAH
My Comm. Exp. 11/06/2014
Commission # 602315

Background Information

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

Name Anna L Stanton

Role in School (list positions with school) Board Member- Trustee

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

As a mother of 3, I have much excitement and enthusiasm being involved in the process to open a charter school in our community. Voyage Academy will be a great addition to the community and those who attend will be provided with a solid, stimulating educational experience which will benefit their future. I am committed and involved; I look forward to the school's development.

Not-for-Profit History:
Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation of a non-profit corporation, governing board experience, and background in group organization.

As a member of the Clinton City Council, and the liaison to the Clinton City Youth Council I am heavily involved in volunteer service activities throughout our community and surrounding areas. Just last year the Clinton City Youth Council totaled approx. 3,500 volunteer service hours. Some activities include: making and delivering hygiene kits to the Road Home Shelter in SLC Utah, they provided Christmas dinners to 75 families in need, Sub for Santa- collected and delivered items for 5 families , volunteered at the Xterra Event and Ogden Marathon, organized a 5k walk/run and raised $3,700 for the American Diabetes Association. The Youth Council has taken home many 1st place leadership and service awards.

As the lead Registrar and Board member for the Outlaws FC Soccer Club, I participate in maintenance, budget, purchasing equipment and overall functions of the club. We recently applied and received our 501c3 status. We continue to run a successful non-profit club which provides great benefits to local youth.

I have participated and organized activities and/or fundraisers with organizations such as, The Boy Scouts of America, Primary Children's Medical Center, The Church of Jesus Christ of Latter Day Saints and Clinton Seahawks Football.

I am at present the Community Council Chair of West Point Jr. High, a PTA member and volunteer many hours throughout various Davis County Schools and boards.

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

Clinton City Council **2003-Present**

I've been involved in local government for over 8 yrs. I am extremely involved with the day to day operations and functioning of the city. For the past 8yrs, I have frequently reviewed and maintained a balanced city budget. I represent the citizens of Clinton and speak regularly on their behalf. I serve as Mayor Pro-tem, Liaison to the Davis County School District, Youth Council Liaison, North Davis Sewer District Board of Directors, Beautification committee Co-chair and communicate regularly with our Police and Fire Depts. I am actively involved in the community and recreation programs.

As a Council member I am responsible for introducing and passing ordinances, providing important services, such as fire and police protection, emergency services, public schools, sewage and water services, public transportation, electricity and/or natural gas and other local needs.

North Davis Sewer District Board Member **2007- Present**

Maintain and oversee budget issues. Provide safe workplace; make decisions regarding maintenance, upgrades, repairs, odor control, security and day to day operations. North Davis Sewer District provides services to Layton City, Clinton City, Sunset City, Roy City, Clearfield City, West Point City, Syracuse City and Unincorporated Davis County.

Wedding Cakes by Anna **2005 – Present**

With 20 yrs. experience decorating cakes, I started my own business making, delivering and decorating wedding cakes. I manage inventory, balance a budget, present excellent customer service skills while engaging directly with the public. I continue to maintain outstanding client communications.

Outlaws FC Soccer Club **2009 – Present**

Board member, club registrar and team manager. Maintain and balance budget. Work with parents and provide instruction and help with online registration. Enhance excellent communication amongst team parents, coaches, referees and players. Input account balances.

Manage teams and hold trainings for new managers to the club. Provide training, skills, tournaments, teach sportsmanship to local youth. Applied and received 501c3.

Albertsons/Fresh Market/Maceys **1990-2011**
Beginning Sales Position, promoted to Bakery Manager

Presented excellent customer service skills while working directly with the public. Managed the purchasing of supplies and inventory control. Gross profit margin. Managed and coordinated employee schedules. Oversee employee's duties and tasks and making sure they perform correctly. Work well with others and delegate when needed. Prepared from scratch bakery foods, then baked, packaged, priced and sold the goods. Used large equipment to mix, roll, slice, bake, and proof baked goods made. Obtain a food handlers permit.

Roy City Fire Department **1992-1993**
Emergency Medical Technician (EMT)

Responded to emergency calls to provide efficient and immediate care to the critically ill and injured, and transported the patient to a medical facility. Recorded personal data and information. Able to work calmly through stressful situations.

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

Clearfield High School Graduate - 1991
Emergency Medical Technician – 1992
FEMA National Incident Management System (NIMS) IS00700- Series 100 and 700
League of Cities and Towns Seminars – 2003- Present
WFTEC (Water Environment Federation Technical Exhibition and Conference) 2007 - Present

*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 Anna L. Stanton

Address [redacted]

City, State, Zip Clinton, Utah 84015

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	**YES** [ ] **NO**[X]
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education, A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process. **In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.**	
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	**YES** [ ] **NO**[X]
4. Do you have outstanding or unresolved civil judgments against you?	**YES** [ ] **NO**[X]

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

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Voyage Academy CHARTER SCHOOL.

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

Anna J Stanton

Applicant's Signature

Subscribed and sworn before me this 19th day of January Year 2012.

County of Davis State of Utah.

Notary Public Steven D Hubbard My Commission Expires 4-14-2015

STEVEN D HUBBARD
NOTARY PUBLIC • STATE of UTAH
COMMISSION NO. 608509
COMM. EXP. 04-14-2015

Background Information

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

Name R. Jason Hanks

Role in School (list positions with school) Advisor

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

> As an involved parent, I am extremely committed to the formation and functioning of this charter school. Its creation will be a welcomed benefit to the students who will have the opportunity to attend and to the community as a whole. I have various legal, management, and teaching skills (as outlined in the information that follows) which I have committed to the school's successful formation.

Not-for-Profit History:
Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation of a non-profit corporation, governing board experience, and background in group organization.

> I have been active in participating and organizing volunteer activities through such organizations as The University of Utah Hospital, Primary Children's Medical Center, The Church of Jesus Christ of Latter-day Saints, The Catholic Diocese of Salt Lake City, The Utah Food Bank, The Boy Scouts of America, Sandy City, Murray City and various Sub for Santa programs. I have also actively organized and participated in volunteer activities for numerous individuals who have not been directly associated with large organizations but who have need.

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

2003-Present	Utah State Attorney General Ogden/Salt Lake City, UT
Assistant Attorney General	*Child Protection Division*
	Children's Justice Division

I am currently a criminal prosecutor for the State of Utah. I am responsible for screening, filing, and litigating felony charges in District Courts throughout the State of Utah. My duties require intensive research and writing skills as well as the ability to make persuasive arguments orally. I am responsible for managing large, legally complex caseloads as well as supervising secretaries and paralegals. I am required to successfully engage in negotiations and mediations with opposing parties and attorneys. I have been responsible for providing training and mentoring to other attorneys in the Attorney General's Office.

2002 Driggs, Bills & Day, P.C. Salt Lake City, UT
Attorney

As an attorney for Driggs, Bills &Day, P.C., I was responsible for screening, filing, and litigation of various civil claims. My duties required disciplined research, writing, and negotiating skills and the ability to advise and counsel clients effectively. I was expected to represent and maintain productive relationships with clients. I was responsible for interviewing clients and entering into contracts for representation.

2000-2002 *(Part Time)* Driggs, Bills & Day, P.C. Salt Lake City, UT
Law Clerk

As law clerk for Driggs, Bills &Day, P.C., I was responsible for legal research and the drafting of court documents. I was also entrusted to do legal investigations into the facts and circumstances surrounding the claims of clients and to prepare settlement offers to opposing parties.

2002 Utah Supreme Court Salt Lake City, UT
Judicial Extern (Full Time) Justice Christine M. Durham

As a judicial extern for the Utah Supreme Court, I was responsible for researching and drafting legal opinions for cases on appeal. The cases that I was assigned dealt mainly with complex business disputes.

2001 Administrative Offices Salt Lake City, UT
Mediation Intern (Part Time) of the Court

As a mediation intern for the Administrative Offices of the Court, I was assigned to schedule and participate in truancy mediations for state school districts.

1994-2000 Self-employed Salt Lake City, UT
Independent Contractor

As a self-employed independent contractor, I was responsible maintaining all aspects of a business including but not limited to scheduling, customer service, customer accounts, payment collections, inventory management and quality control.

1992-1994	Church of Jesus Christ	San Diego, CA
Missionary	of Latter-day Saints	

As an ecclesiastical missionary I was responsible for personal and time management, teaching, and humanitarian service. My duties included managing and supervising other missionary volunteers.

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

May 2002	University of Utah	Salt Lake City, UT

- **Juris Doctorate (J.D).**

May 1999	University of Utah	Salt Lake City, UT

- **B.S., Business Mgt.**

May 1999	University of Utah	Salt Lake City, UT

- **B.A., Spanish.**

*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 R. Jason Hanks

Address [redacted]

City, State, Zip Clinton, UT 84015

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	**YES [ ] NO[X]**
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education, A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process. **In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.**	
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	**YES [ ] NO[X]**
4. Do you have outstanding or unresolved civil judgments against you?	**YES [ ] NO[X]**

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WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Voyage 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 22nd day of March Year 2011.

County of Salt Lake State of Utah.

Notary Public Cindy Le Fear My Commission Expires Oct. 16, 2012

Notary Public
CINDY LE FEAR
Commission Number 576255
My Commission Expires
October 16, 2012
State of Utah

Background Information

Provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. Complete this form, do not include a resume. This page may be copied as many times as necessary.*
Name: Rachael Walker
Role in School: (list positions with school) Advisor

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

As a 7-8th grade teacher, I feel that Expeditionary Learning provides the necessary skills that grade school students require to be successful in secondary education. Learning through exploring is a natural human endeavor. However, many traditional schools are overcrowded and underfunded leaving teachers and students with little chance to really explore together. My charter school receives students from a variety of schools. By working with these students, I have found that those who come from schools that encourage learning through exploration are more academically successful.
As a secondary educator I depend on elementary education to prepare students for lifelong learning and critical thinking. For these reasons, I support Voyage Academy and I am excited to someday explore with the well-prepared students they will produce.

Not-for-Profit History:
Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation of a non-profit corporation, governing board experience, and background in-group organization

- Science Olympiad Event Coordinator for 2 years. The Science Olympiad Event Coordinators plan and facilitate Events, following all rules put forth by the National Science Olympiad, for students wishing to compete in science proficiency. I coordinated the Ecology event one year and Co-coordinated the Pentathlon Event the 2nd year.
- Coach of Science Olympiad Team at Ogden Preparatory Academy for 2 consecutive years. The responsibilities of a coach are to run after-school meetings, ensure teams are well prepared for the regional and state competitions, escort the school team to regional and state competitions, and fill out necessary paperwork for all events.
- While in Peru, for a semester abroad, I volunteered as an elementary teacher for two days on an island in Lake Titicaca, Peru. Due to a major strike on the mainland, the

teachers were unable to come to the islands so I put together work plans and ran the school.

- Guide for Rock Climbing Club at Weber State University. The Rock Climbing Club ran events to introduce the community to the history of local climbing in Ogden. We also ran guided trips around the Ogden area, Moab, and Saint George.

Employment History:

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

- I am currently employed as a full-time Integrated Science Teacher at Ogden Preparatory Academy. I am accountable for work plans, effective use of classroom time, student performance, student grades, parent concerns, and legislative money in the classroom. I have been with Ogden Preparatory Academy for 2 years.
- I conducted my student teaching at Ogden High School. I was accountable for all the teaching responsibilities listed above for one semester.
- Substitute Teacher in many schools in the Ogden City School district as well as many charter schools in the Ogden area. I have observed many educational philosophies and worked with a variety of students that are educated using these various philosophies. I substitute taught for one semester.
- Student Supervisor for Solution Space Math Tutoring Center at Weber State University. My duties in this position were to schedule hours and supervise tutors in the Solution Space, tutor math students, photocopy math exams for all remedial math courses, and grade exams for remedial math teachers. I worked at the Solution Space for 3 years.

I am hard working and proactive. I am extremely dedicated to education and helping students acquire a passion of life-long learning and critical thinking. My experience in secondary and post-secondary education helps me to realize the importance of early education. Working in many diverse schools has given me a rich background in teaching philosophies. With this experience, I strongly support expeditionary learning because it creates “responsible seekers of learning”, the true goal of education. I would be honored to help establish and open a school that will ensure each student’s education is fostered in an environment with these values.

Education History:

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

- Graduated with Bachelors of Arts in Biology Teaching with Integrated Science endorsement from Weber State University in May of 2009.
- Summer 2010, Weber State University for Masters Credits.
- Summer 2010, Teacher Excursion for college credit at the College of Eastern 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 Rachael Walker

Address [redacted]

City, State, Zip Ogden, UT 84401

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	**YES** [ ] **NO**[X]
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education, A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process. **In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.**	
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	**YES** [ ] **NO**[X]
4. Do you have outstanding or unresolved civil judgments against you?	**YES** [ ] **NO**[X]

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

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Voyage Academy CHARTER SCHOOL.

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

Rachele Walker
Applicant's Signature

DORENDA M LEAVITT
Notary Public
State Of Utah
My Commission Expires 11-20-2012
COMMISSION NO. 576751

Subscribed and sworn before me this 24 day of MARCH Year 2011.

County of WEBER State of UTAH.

Notary Public Dorenda M Leavitt My Commission Expires 11/20/2012

Background Information

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

Name Kevin Duncan
Role in School (list positions with school) Advisor

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

To be part of a Charter School that will guide students to a higher level of learning. I want to be involved in organization that provides an opportunity for all children to be successful and become who they can. Being the parent of a daughter who has been in the surrounding schools, I am looking forward to an Expeditionary Learning school coming to the area.

Not-for-Profit History:
Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation of a non-profit corporation, governing board experience, and background in group organization.

May 2003 to present- Children's Discovery Learning Centers (A non-profit corporation).
Executive Director
As Executive Director, I am responsible for all operations of the company. I regulate policies, Human resources, grants and day to day decisions that affect the organization. I work closely with the board to set policies. I have direct supervision of 100 employees and maintain all state and federal regulations.

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

1988-89
Stutgart School District, Stuttgart, Arkansas3rd Grade Teacher. I taught all subjects to third graders and work with other teachers to implement new reading program.

1989-90
North Little Rock School District, North Little Rock, Arkansas
4th Grade Teacher. I worked in an at-risk school with 3rd and 4th graders.
1996-2001
McDonald's of Bountiful Utah
District Manager
My duties included opening new restaurants and over-all operations of 7 McDonald's. This included personnel, revenues, deposits and state and federal regulations.
2003-Present
Children's Discovery Learning Centers
Executive Director

My main performance is the over-all daily operations of 5 day cares, I am responsible for all personnel issues, payroll regulations, revenues at each center, Grant writing and implementation, Curriculum development, USDA MONITORING

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

1983-1986 Williams Baptist College
Walnut Ridge, Arkansas
A.A in Church Recreation
I took many classes on recreational sports and minored in Elementary Education.
1986-1988 University of Central Arkansas
Conway, Arkansas
B.S.E in Elementary Education
I earned my degree to be able to teach any subject from 1st grade through 8th grade.
I work with at-risk children in Arkansas to improve their test scores.

*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 Kevin Duncan

Address [redacted]

City, State, Zip Ogden,Utah 84404

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES [ ] NO[X]
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education, A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process. In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.	
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	YES [ ] NO[X]
4. Do you have outstanding or unresolved civil judgments against you?	YES [ ] NO[X]

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

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Voyage 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 31 day of March Year 2011.

County of Weber State of Utah.

Notary Public Lynneve Hardy My Commission Expires 01/03/2015

LYNEVE S HARDY
NOTARY PUBLIC • STATE OF UTAH
COMMISSION# 604457
1784 No. 600 E.
No. Ogden, Utah 84414
COMM. EXP. 01-03-2015

The mission of Voyage Academy is *that through Expeditionary Learning, children will explore Life Skills and gain personal responsibility. As they strive for excellence in the molding of their future, they will become honest, compassionate and respectful seekers of learning.*

Life Skills

Learning is for a lifetime. Every student should strive to obtain, extend, and constantly seek after learning. Students need knowledge coupled with Life Skills in developing quality decorum. "Life Skills describe attributes of a well-educated person." These attributes will result in a variety of traits that help students transfer academic learning into a lifetime of intellectual advancement, civic engagement and vocational pursuits. The goal of Voyage Academy is to apply the importance of Life Skills at an early age that will become habit for a lifetime by implementing the Utah Life Skills Handbook created by the Utah State Office of Education (USOE) in "defining a framework that supports and influences instruction in all content areas and guides character and ethics development." Desired skills include: Thinking and Reasoning, Social and Civic Responsibility, Character, Aesthetics, Communication, System Thinking, and Employability.

In 2006, The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, and the Society for Human Resource Management, conducted a study to analyze the readiness of new entrants into the workforce. Knowing how employers view these new entrants is an important first step in enabling both these new entrants and U.S. businesses to succeed on the global economic playing field. The four participating organizations jointly surveyed over 400 employers across the United States. These employers articulate the skill sets that new entrants, including recently hired high school graduates, need to succeed in the workplace. Among the ten "very important" skills cited by employers were: Professionalism/Work Ethic, Oral and Written Communications, Teamwork/Collaboration and Critical Thinking/Problem Solving. A Workforce Readiness Report Card was designed to test new entrants' skill levels as "deficient," "adequate" and "excellent." The Workforce Readiness Report Card for new entrants with a high school diploma does not have a single item in the Excellence List. All ten skills that a majority of employer respondents rate as "very important" to workforce success are on the Deficiency List. The results of this study leave little doubt that improvements are needed in the readiness of new workforce entrants, if "excellence" is the standard for global competitiveness.

Expeditionary Learning

Students who come to Voyage Academy will experience hands-on activity guided by meaningful, project-based instruction. Instruction is organized around learning expeditions which involve students in original research to create high-quality products for audiences beyond the classroom. For all or most of the day, students and teachers will be engaged in challenging learning expeditions that explore a topic or theme in depth. Their studies will call for intellectual inquiry, physical exploration and community service. On a given day, their exploration may take them outside the school building to do environmental research, conduct interviews in local businesses, or carry out other fieldwork assignments. Each day will provide opportunities for quiet reflection, time for students to write in their journals, gather their thoughts and reflect on what they have learned. Students will work individually, in small groups, and as members of their "crew". Together they will learn to draw on the strengths of the whole class.

Voyage Academy envisions students who are actively engaged in learning that has value and consequence beyond the classroom; learning that leads to student created projects, products, and performances; that demonstrates mastery of content and skills; and learning that is then presented to an audience of significance. We believe the implementation of Expeditionary Learning, through its Ten Design Principles

(see Appendix A) and Five Core Practice Domains will result in clear academic gains as well as personal growth for students.

1. **Learning Expeditions** –At Voyage Academy, an in-depth, cross-curricular, Utah Common Core Curriculum based study, called a learning expedition, is the primary way of organizing curriculum. The subject matter of a learning expedition is built around a compelling topic derived from the Utah content standards. Learning expeditions feature linked projects that require students to construct deep understandings and skills and to create products and performances for real audiences.

   Learning expeditions support critical literacy, promote character development, create a sense of adventure, spark curiosity, and foster an ethic of service. They address central academic standards of content, skills, and presentation, and include goals related to character and community. They allow for and encourage an authentic integration of disciplines.
   Teachers at Voyage Academy will work together to ensure that learning expeditions are planned to align with the Utah Common Core Curriculum. A coherent sequence of learning expeditions is mapped vertically through the grade levels to ensure that topics are not repeated and that students learn the essential skills and knowledge. Voyage Academy will partner with Expeditionary Learning Schools (ELS), which according to the Center for Research on the Education of Students Placed At Risk (CRESPAR), "had positive and statistically significant results from comparison or third-party comparison studies." An on-site ELS school designer will work with teachers and the Director and will oversee methodology and curriculum development, and will ensure curriculum exceeds State core requirements.

   Voyage Academy will map content and process standards across the grade levels and align those standards with learning expeditions and other curriculum structures (see Appendix B). While learning expeditions are the primary curricular structure at Voyage Academy, other curricular structures, programs, materials, projects, and lessons are used where appropriate or required (e.g., explicit instruction in a math sequence).

2. **Active Pedagogy** – Teaching and learning are active and engaging at Voyage Academy. Effective instructional practices promote equity and high expectations. They make the content of learning expeditions come alive, ensure that all students think and participate, and allow the teacher to know all students and their thinking well. Active pedagogy fosters character by inspiring each student to develop craftsmanship, perseverance, collaborative skills, and add responsibility for learning. Active pedagogy promotes critical thinking by asking that students make connections, perceive patterns and relationships, understand diverse perspectives, supply evidence for inferences and conclusions, and generalize to the big ideas of the discipline studied.

   Effective planning for instruction entails choosing from a repertoire of practices and protocols and sequencing them into a coherent lesson. Teachers at Voyage Academy are learning experience designers. Thoughtful lesson design enables lessons to be well-paced, engaging all students in productive work throughout the class period. Teachers have time to confer with students, classroom management is smooth, and teachers are aware of each student's level of understanding and participation. Knowledge of each student's level of understanding and participation leads teachers to differentiate instruction to promote greater student achievement and success.

   Expeditionary Learning Schools provide a comprehensive teaching model which combines many researched-based, best practices. The second Core Practice, Active Pedagogy, includes practices such as Protocols; New Generation Workshops; Modeling; Using Exemplars and Models; Multiple Drafts, Revision and Critique; and others. We will teach reading and writing across the disciplines with a balanced literacy program. Singapore Math will be used. Science and Social Studies will be inquiry-based, and will often be at the core of Learning Expeditions. The Arts are essential at Voyage Academy, and will be used as a vehicle for learning.

3. **Culture and Character** – The school culture at Voyage Academy is developed and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become crew, not passengers.

   Teaching practices and school wide structures ensure that all Voyage Academy students are well known by adults and peers. The faculty articulates and promotes a set of character traits that are emphasized throughout the school. Teachers foster student character through challenging academic work, service, and the expectation that students are courteous, respectful, and compassionate. Public and classroom spaces reflect the values of Voyage Academy, showcase the work of students, and facilitate collaboration.

4. **Leadership and School Improvement** – Leaders at Voyage Academy create a professional community that focuses on curriculum and instruction as the primary vehicles for improving student achievement and school culture. Leaders assume responsibility for implementing the educational plan, allocate resources for professional development, and partner with key organizations to support academic goals.

5. **Structures** – In Voyage Academy the schedule serves instructional and curricular priorities. The schedule incorporates blocks of class time, opportunities for integration of the disciplines, and common planning time for teachers. The schedule accommodates project work, fieldwork, service learning, and flexible groupings of students. Time is scheduled during the school year and summer for whole-school professional development and collaboration across grade levels and subject areas.

Effectiveness for All Student Populations

According to a Review of Research on Project-Based Leaning, supported by The Autodesk Foundation, in Dubuque, Iowa, three elementary schools implemented the Expeditionary Learning program. After two years, two of these schools showed gains on the Iowa Test of Basic Skills from "well below average" to the district average; the third school showed a gain equivalent from "well below average" to "well above the district average." In Boston, students at an inner-city, Expeditionary Learning school exhibited the second highest scores in the district. Another Expeditionary Learning school from this district serving a population that is 59% Hispanic and 27% African American, ranked 11th in mathematics and 17th in reading out of 76 elementary schools.

In August of 2009, Mountain Measurement, Inc. conducted a study in over eight states, and 11,000 students. They compared test scores in math, reading and language usage between students in Expeditionary Learning (EL) with students in non EL schools. The research indicated that EL school students out performed non EL students in four out of six comparison groups' test scores.

In February of 2009, President Barack Obama visited Capital City Public Charter School, an Expeditionary Learning school in Washington D.C. During the President's interaction with the school, he commented on how it was an, "example of how all our schools should be." Expeditionary Learning has been the subject of a number of independent evaluations that have found the design to be effective in changing curriculum, instruction, assessment, school culture, and school structures to improve student achievement. According to the above individual studies and additional third party research cited at elschools.org, students of all demographics have an advantage in Expeditionary Learning schools that they may not have in traditional schools.

Integration of Life Skills and Expeditionary Learning

In an effort to achieve the curriculum goals of Voyage Academy, a table has been mapped out to indicate the school's objective of integrating Expeditionary Learning and Life Skills with proficiency.

Skill	Proficiency	Integration
Thinking and Reasoning	Recognizes situations in which a variety of conclusions can be drawn from the same information	Active Pedagogy promotes critical thinking as students make connections, perceive patterns and relationships
Social and Civic Responsibility	Nurtures a belief in liberty, equality, civil and human rights, personal responsibility, and the common good	Culture and Character are sustained by practices that bring the community together
Character	Recognizes how character and behavior affect and influence the actions of others	Culture and Character promotes students to be courteous, respectful, and compassionate
Aesthetics	Uses innovative and creative approaches to design and perform tasks	Learning Expeditions spark curiosity and encourages authentic work
Communication	Listens respectfully and objectively and offers constructive feedback	Active Pedagogy fosters relationships in which students and teachers are aware of students' level of understanding and participation
System Thinking	Acts and evaluates own role within a system	Structures enables students to engage in schedules that accommodate project work
Employability	Uses organizational skills to promote objectives of the organization or team	Leadership and School Improvement assumes leaders' responsibility in partnering with key organizations to support academic goals

Indicator – Student achievement level			
Measure	**Metric**	**Board Goal**	
Proficiency levels on Language Arts CRT	Percentage of students scoring at proficiency	**79% at entrance** (estimate is 3% above geographical average) 2013-14 81% 2014-15 83% 2015-16 85% 2016-17 87% 2017-18 89%	Increase the percentage of students proficient on Language Arts CRT's by 2% per year
Proficiency levels on reading	Proficiency score on DIBELS Next (third grade)	**69.4% at entrance** (estimate is 3% above geographical average) 2013-14 73% 2014-15 76% 2015-16 79% 2016-17 82% 2017-18 85%	Increase the percentage of third grade students reading at proficiency on DIBELS Next spring benchmark by 3% each year
Proficiency levels on Math CRT	Percentage of students scoring at proficiency	**69% at entrance** (estimate is 3% above geographical average) 2013-14 71% 2014-15 73% 2015-16 75% 2016-17 77% 2017-18 79%	Increase the percentage of students proficient on Math CRT's by 2% per year
Progress Score on UPASS	Attainment of minimum status composite score (school wide) on UPASS	200	

Assessments K-6

Educators at Voyage Academy acknowledge that striving for excellence involves experimentation and making mistakes. Students will be provided opportunities to learn concepts and specific objectives so that when they approach an assessment, they will have mastered it. Student progress will be monitored on a continual basis in order to provide feedback that will guide formal and informal instructional practices. The science of teaching is the ability to transform standards and objectives into meaningful learning experiences, inquiry based expeditions, skill, and understanding. Teachers become the guides by constructing learning in a step fashion built through hands-on experiences, discussion, and reflection. Students then make meaning of and connections to ideas, instead of just receiving information.

Voyage Academy will implement a number of research-based assessment strategies to track the effectiveness as it relates to students' knowledge of State Core Standards. Assessments will be primarily *FOR* learning, rather than *OF* learning. We will be using multiple assessment methods as follows:

Standards Based Grading

The grading system will be instrumental in allowing parents to know where their students are at educationally at all times. We will work closely with both EL, and the Director in developing this system. This requires each subject area teacher to be actively involved in verifying and evaluating student progress. Formal reporting, indicated by number grade, will report student achievement.

Standardized Testing

As one means of testing, for comparison to national scores and to comply with state regulations, Voyage Academy will administer the following tests:

- DWA 14-Direct Writing Assessment for 5th grade
- CRT- Criterion-Referenced Tests for Language Arts, Math, and Science Grades 3-6
- ITBS (Iowa test of Basic Skills) Grades 3-5
- Any other tests required by the state
- Appropriate summative tests across the disciplines in order to assess student progress toward attainment of objectives

Student Led Conferences

Students will present portfolios, report on progress and follow up on personal goals in regular "student led" parent conferences. Students will be responsible to present work samples from their portfolios as well as be able to:

- Identify learning targets and their level of expertise
- Demonstrate their level of expertise on each learning target through defense of the ideas set forth in their written pieces
- Identify specific revisions for each piece to increase level of expertise

- Reflect on character and themselves as learners and speak extensively to this during the SLCs
- Re-teach the learning targets

Regular Peer and Teacher Critiques

Revisions will be the norm at the school. Constant assessment of personal progress, goals and achievements will be made in the classrooms. Students will feel safe in receiving suggestions and comments about their work, and even welcome assessment. These critiques will be done most often by the students' peers, but will include teacher critique when appropriate.

Portfolios

Portfolios will be used as a tool for learning. Portfolios will track student performance on CRT assessments as well as ongoing student academic progress to ensure the understanding of Utah common core standards. Students will include in this portfolio their draft work, their reflections as well as their personal best. Some examples of assessment tools within a portfolio are:

- Individual student achievement and progress charts that show the state core as it aligns with learning expedition products and standards.
- Rubrics for major projects and assignments.
- Sections such as resume and a graphing page for students to chart their own progress on standardized tests.
- A gifts and talents section dedicated to keeping track of students' progression, and to help them set and achieve challenging goals involving their unique gifts (all children no matter their situation have unique and special gifts). We will work with parents to help each child find his/her gift and also to encourage the development of new gifts.
- Display section to highlight significant work, project work and tests.
- Revision sections and written reflection areas to show their process of learning over a period of time.

These portfolios will be in constant use as a tool for learning and will drive students' goal setting as well as future instruction. Teachers, students and parents will use them in curricular decisions based on their joint assessment of the student's progress and interest. Teachers will work with students to ensure their portfolios and preparations are on target for passage into the next grade. These portfolios will show the progression from studying Life Skills. The expeditions will show them the great possibilites their futures hold, and how the skills they are learing now apply to every aspect of their life. They will learn how to become the best version of themselves.

Celebration of Learning

In addition to parent conferences, students will prepare throughout the year for a Celebration of Learning. They will present their polished portfolios to a board that may consist of parents, teachers, a member of the community, as well as a student advocate. The student portfolios will provide evidence that the student will be successful in the upcoming grade, and will contain concrete proof of the important skills and habits developed throughout the previous years. The Celebration of Learning will showcase this learning, and will be required in order to advance to the next grade. In portfolio presentations and public exhibitions, students articulate what they have learned and why it is important. Students will be responsible to present work samples from their portfolios.

Embedded Assessment Practices

Consistent with Expeditionary Learning, a good deal of assessments will be done by the students and teachers themselves, and support the portfolio centered assessments. These will be accomplished by:

- Student and teacher created rubrics. These make expectations explicit for specific projects.
- Reflective and positive peer critique and self evaluation (I like…I notice… I wonder).
- Students frequently study and discuss the use of Life Skills as quality work. From these discussions, students will generate, with their teachers' guidance, standards of excellence with which to measure their work as well as the work of their peers.
- Expectations for reflection, revision and excellence. This will be nurtured in each classroom. Students will use these embedded assessment strategies to journey toward continuous improvement with expectations that they will work hard until they have achieved high quality work products.
- Using teacher collaboration time as an opportunity for all teachers, Special Education teachers included, to discuss the needs of common students.

Use of Assessments

Data obtained from assessments will be in constant use by teachers. Teachers will examine data as to understand their class profiles and analyze the achievement of individual students, assess the teaching practices and make informed decisions about instruction. They will also analyze examples of student work to identify classroom problems and strengths. They will examine test scores and other data to know the achievement patterns of subgroups of students in their classrooms and of sub-populations in the school as a whole.

Data students collect will also be in constant use. Peer critics will be used to improve work up to an expected level of excellence. Within a student‘s own portfolio each student will track progress toward the unique goals set by the student (appropriate for their learning situation: i.e. ELL, gifted, etc. They will make changes throughout the trimester to help them achieve their goals. Then, by the end of the year they have had three trimesters of goal setting, changing, accomplishing, and even personal growth through failure.

Expeditionary Learning school leaders use data to tell their schools‘ stories, and to leverage change and resources. School leaders at Voyage Academy will also collect data to understand student achievement, assess teaching practices, and make informed decisions about instruction, including the extent of the Life Skills focus, and how to improve implementation of the school mission and values.

In accordance with Federal and State Law, Voyage Academy will ensure that a free appropriate public education (FAPE) is available to any qualified student with a disability who needs Special Education and related services. Services will be provided as specified on an Individualized Education Program (IEP), designed to meet their unique needs and prepare them for further education, employment, and independent living.

Voyage Academy will serve students with special needs using an inclusion model to the extent possible, while at the same time ensuring that a continuum of alternative placements is available to meet the needs of the students with disabilities as determined by the IEP team. The instructional staff will include at least one full-time special educator with Special Education certification. In addition, consultative and other contractual services will be arranged as necessary to meet the requirements of students' Individual Educational Plans (IEP). The Director and Special Education staff will ensure the school is compliant with all requirements of IDEA as revised in 2004. Additionally, they will work with the USOE Special Education Department for help in the implementation of alternative testing procedures for Special Education students.

Delivery of Services

Several elements of Voyage Academy's instructional approach are designed to enable the school to more effectively respond to diverse demands and help accelerate the learning of students with disabilities. These include:

A. The school will use Least Restrictive Environment (LRE), placing students with special needs along with their non-disabled peers to the maximum extent appropriate, while at the same time ensuring that a continuum of alternative placements is available to meet the needs of the students with disabilities as determined by the IEP team. This diverse grouping of students provides greater opportunities for students to learn from and support each other. The school's project-based approach is optimal for differentiating learning activities to address the needs of individual students. However, students qualifying for Special Education services may be pulled out for one-on-one or small group instruction with a special educator or related service provider. Removal from the regular education environment will occur if the nature or severity of the disability precludes satisfactory achievement, even with the use of supplementary aids and services in the regular classroom. These kinds of important decisions will be directed by the requirements in a student's IEP.

B. Team-based approach. A key factor in learning is motivation. The team approach is designed to help motivate students to more fully engage themselves in the learning process. The team approach also provides a good mechanism for facilitating peer-tutoring and other assistance to students with special needs. Voyage Academy will use its school wide structure of "crew" to provide this team-based culture for all students, including those with disabilities. At Voyage, we strive to build a school culture where students feel safe, respected, and pushed to be their best selves.

C. Cooperative learning. A significant body of research has shown that cooperative learning instructional strategies produce greater academic learning, enhanced self-esteem, and improves relationships between mainstreamed academically handicapped students and normal-progress students. The approach enables all students to experience success and places students in a position in which they more naturally learn from their peers.

D. Hands-on, experiential learning. These types of activities enhance learning for all students, but they are often particularly helpful for students that struggle with more traditional instructional approaches. Students have greater opportunity to employ their "multiple intelligences" to gain understanding of key concepts. In addition to the work of Howard Gardner, these activities are supported by research in the Cognitive Sciences. Active Pedagogy will be a key element in teaching practices throughout the school.

E. High expectations. All students will be expected to set and achieve challenging academic goals designed to accelerate their learning. Progress will be charted in their student portfolios. Each student, regardless of disability, will learn to take personal responsibility for their own learning.

Voyage Academy will ensure each student is treated as an individual, with special gifts and needs. Appropriate accommodations will be made for students with disabilities in order to ensure access to all activities.

Continuum of Services

Voyage Academy will implement all existing IEP's.

The school will provide eligible students with disabilities a free appropriate public education (FAPE) in the least restrictive environment (LRE). To assist each student to achieve commensurate with his or her abilities, Special Education will be offered, including modification of instructional level, content or performance criteria; adaptations to the environment, curriculum, instruction or assessment; and accommodations to allow students to access and demonstrate learning. Voyage Academy will provide a continuum of Special Education services, and will service all students with disabilities, regardless of severity. Outsourcing will be utilized if necessary to service IEP's; funds have been budgeted for this purpose. However, it is anticipated that most of the special needs will be appropriately addressed by the school's full-time Special Education staff.

Identification – (Child Find & Referrals)

All members of the instructional staff will be trained annually by the Special Education staff in confidentiality and "child find" procedures. Voyage Academy will ensure identification of Special Education students includes the notification of, and ongoing communication with parents. The Special Education staff will oversee all aspects of child find, including: Awareness, Outreach, Screening, Evaluation and Collaboration.

Teachers may refer students to the Special Education teacher for testing, or parents can also seek testing for their child if they suspect a problem. After a child has been identified as needing assessment, the Special Education teacher will do a preliminary evaluation to determine if other

specialists are needed. This shall be done in a timely manner consistent with State and Federal guidelines. Then, with parental permission, assessments will be made, and an Individualized Education Program can be implemented, if necessary. IEP's will be under the direction of the Special Education staff, along with an IEP team. This team will include the parents, the teacher, the Director and any specialists as needed. The student may also be involved, if appropriate.

Once identified, the IEP Team will determine levels of need and Special Education of the child, and will refer the child for needed available special services. Referring teachers will submit appropriate screening forms and document all previous classroom interventions that are pertinent to the child's placement.

If a child is found eligible for Special Education services, an IEP will be developed. The IEP team will convene within 30 calendar days of eligibility to develop an IEP. No Special Education services will be provided prior to the development of the IEP.

Staffing

The Director of Voyage Academy will have in-depth working knowledge of IDEA 2004.
Voyage Academy will plan for at least 2 full time Special Education staff to handle at least 10% of enrolled students at the school. Both will be required to know and understand the elements of IDEA 2004. The Special Education staff will be required to take annual trainings on Child Find and IEP delivery as provided by the Utah State Office of Education. They will be responsible for assessments of students with special needs, and will also be responsible for helping teachers identify other students who may have special needs. They will host an annual Child Find training for all Voyage Academy staff. They will also facilitate the contracting of any additional professional help needed to carry out all IEP requirements. Voyage Academy administration will closely monitor Special Education caseloads. Voyage Academy realizes the Special Education population of the school will grow, especially during the first year as students with Special Education needs are identified. If needs exceed the FTE and current number of paraprofessionals, additional staff will be hired, as appropriate to the situation. Funding will come from Special Education monies, and if necessary, the general school budget, in compliance with Voyage Academy Fiscal Policy.

Accessibility

Because Voyage Academy is a nonprofit service provider (Charter School) we will use ADA Requirements when building or renovating a structure for the school. Accommodations will comply with regulations regarding exclusion, segregation, and unequal treatment. Voyage Academy will meet architectural standards for new and altered buildings as per ADA Accessibility Guidelines for Buildings and Facilities (ADAAG). Some regulations that will be used when determining compliance include: 4.1.2 Accessible Sites and Exterior Facilities: New Construction, 4.1.3 Accessible Buildings: New Construction, 4.1.5 Accessible Buildings, 4.1.6 Accessible Buildings: Alterations, and A15.6 Play Areas. Voyage Academy will consider appropriate reach ranges for children seated in wheelchairs when procuring tables and desks and all aspects of school design including water fountains, bathrooms, accessibility, and in designing the parking lot.

Annual Review/Records

Each IEP will be reviewed not less than once a year. Any team member may request additional IEP meetings. Prior to each IEP meeting, a written Meeting Notice will be provided to each member, including the parent, with adequate time to ensure participation. During the IEP review, progress toward annual goals will be addressed, along with the results of any reevaluation conducted, and any information from the team members regarding the needs of the child. Documentation of the annual goals review will be recorded on the original copy of the IEP being reviewed. A revised IEP will be completed not less than once a year or as required by the IEP itself. Voyage Academy will aggressively work to transfer all existing IEP's from previous schools. The Special Education staff will request, review, maintain, and transfer student records as required by the USOE and IDEA 2004.

English Language Learners (ELL, formerly ESL)

Students with Limited English Proficiency (LEP) will be served at Voyage Academy on an Inclusion based setting. Voyage Academy will welcome students with diverse cultural and linguistic backgrounds. We will comply with the standards set by the Office of Civil Rights (OCR) for the education of students who speak a second language. We will provide for Identification, Testing, Placement and Instructional design for ESL students. On the registration form we will ask the question "Is a second language spoken in the home?" If the answer is yes, the student will be tested by a certified teacher with an ESL endorsement using a standard testing instrument, such as the Ideal Proficiency Test (IPT). Based on their test results, the students will be served by an endorsed ESL teacher, who will work closely with the other teachers.

Working together, we will ensure that the distinct educational needs of these students will be met as they are included in the Crews and participate in the expeditions. Some of the techniques used may include the SIOP Model (Making Content Comprehensible for English Learners) Sheltered Instruction Observational Protocol, direct teaching of target vocabulary, and Total Physical Response (TPR).

Voyage Academy will encourage participation by the parents and families of ESL students, recognizing that their rich and diverse cultural backgrounds may provide many resources to the school.

School Closure Plan

In the unlikely event that it becomes necessary for Voyage Academy to close, whether by itself or at the request of the Utah State Board of Education, the school will ensure that students, families and Utah State assets are protected throughout the closure process. The dissolution of a charter school in Utah is regulated and defined by **1)** the school's Articles of Incorporation, **2)** Utah Statute governing Charter School Closures *53A-1a-510.5 and 53A-1a-517*, **3)** Utah Statute governing non-profit corporations *16-6a-1402 through 16-6a-1405*, **4)** IRS Regulation 1.501(c)(3)-1(b)(4), and **5)** the Charter School Agreement between Voyage Academy and the Utah State Board of Education. The plan below describes the chronological steps to school closure that will ensure the protection of state assets. Specific descriptions of the Use of Experts and of Student and Family Transitions are covered in the paragraphs that follow.

1. Decision to Close

The resolution by the Voyage Academy Board of Trustees to close shall be done in an open public meeting, which has been properly noticed in accordance with Utah Open Meetings laws. The resolution will include the basis for closure and a summary description of a closure plan. Every voting member must be entitled to vote on the proposal to close and will have his or her respective comments included in the minutes of the meeting.

2. Assignment of Trustee

The Voyage Academy School Board shall assign a Trustee who will ensure all applicable laws are followed during the closing process. The Trustee may be an individual or an organization. The Trustee will engage the services of Experts and Professionals to assist in the school closure that shall include at a minimum legal, financial and educational counsel. Specific jobs of Professionals are outlined in the *Use of Experts* paragraph below. Depending upon the financial state of the school at closing, it is anticipated that the School Board will allocate at least $25,000 from school reserves to cover the costs of the professional services of the Trustee and contracted Experts.

3. Closure Plan to Chartering Entity

A Detailed Closure plan shall be delivered to the Utah State Charter School Board as soon as practicable, but no more than 30 days from the public meeting at which the closure was approved by the Voyage Academy School Board. The plan shall include at a minimum (a) a custodian for the protection of student files and school business records, (b) a base office to be used during the closing, (c) the office address, contact information and hours of operation, (d) insurance that covers the school through the closing process, (e) plans for a complete financial audit, (f) an inventory of all assets of the charter school, including buildings, (g) a list of all creditors of the school and specifically identify secured creditors and assets that are security interests, and (h) specific plans to protect all school assets

against theft, misappropriation, and deterioration.

4. Notice of Decision

As soon as practicable after the decision is made to close, notification of the decision, in writing, shall be provided by the school to the Utah State Charter School Board, Utah State Board of Education, parents of students, creditors and the Davis County School District. The notice will include the proposed date of closure, the school's plans to help students identify and transition into a new school, and contact information for the school during the transition.

5. Articles of Dissolution

As required for a non-profit corporation in Utah, upon the decision to close the Voyage Academy School Board will prepare and file with the State of Utah *Articles of Dissolution*. In addition to other state requirements, the Articles will include the specific number of votes cast for the proposal to dissolve and the name of each member who voted. Such Articles shall be filed no more than 30 days from the date of the open meeting where the closure vote was taken.

6. Disposition of Assets

Under the Direction of the Voyage School Board, the assigned Trustee shall ensure all assets of the school are disposed of in accordance with Utah Non-profit law, Charter School law, the Charter School Contract and any IRS code regulating the disposition of Assets related to a 501(c) (3) organization. Disposition of Assets are to be done in the following order:

(a) Cash and other Liquid Assets shall be used to satisfy school liabilities.
(b) Other Assets which have been pledged to guaranty a liability shall be transferred to the control of the lien holder.
(c) Remaining assets, if any, after the satisfaction of all school liabilities shall be distributed in accordance with UCA 53A-1a-517 and number 7 below.

All liabilities and obligations of Voyage Academy at closing shall be paid and discharged or adequate provisions shall be made to discharge the liabilities and obligations to the extent possible.

7. Distribution of Net Assets

Remaining assets, if any, shall be returned to the Utah State Charter School Board. With the authorization of the Utah State Charter School Board, the trustee may liquidate assets at fair market value or assign the assets to another public school. Any such assets not so disposed of will be disposed of by the Davis County District Court. (See UCA 53A-1a-517)

8. Winding Up and Budget

It is anticipated that an orderly school closure could take as long as one calendar year. Once all assets have been properly disposed of in accordance with state law, all records have been transferred or secured and all families have made an appropriate transition to another school, the Trustee will complete a final closure report. The report will be delivered both to the chair of Voyage Academy School Board and the Utah State Charter School Board. Upon delivery of the final report, the non-profit organization and board shall be considered dissolved.

Voyage Academy will work to ensure it builds appropriate reserves and operates with at least a 3% safety margin. It is anticipated that in the unlikely event the school closes, it would have at least 90 days cash on hand plus the 3% of gross revenues operating margin to cover closure costs.

Use of Experts

The school will contract at a minimum with the Experts and Professionals listed below to ensure a smooth, legal and timely school closure process. Expert roles and anticipated costs are also included.

TRUSTEE Budget $10,000

The Trustee may be an individual or an organization. The Trustee will manage the entire closing process under the direction of the Voyage School Board. The Trustee will be the point of contact for all school stakeholders. The trustee will be responsible to hire all legal, financial and educational support necessary to ensure the safe keeping of state assets and the needed transition help for families. The Trustee will set the hours of operations for the base office, oversee the work of contracted experts and report to the Voyage School Board Chair regularly throughout the closing process.

EDUCATIONAL SUPPORT Budget $7,000

This Expert team will maintain an accurate record of student enrollment and ensure the safekeeping of student records. This team will be in charge of student transitions to a new school as described in the *Student and Family Transition* paragraph below. They will provide individual student/family counseling as needed, facilitation of records transfers and effective communication with local school districts. This team will also support school staff in their transition to new employment.

FINANCIAL SUPPORT Budget $6,000

The Financial team will keep an accurate account of the school's financial status during closing, oversee the final audit, ensure the appropriate disposition of assets, archive financial and employment records, satisfy the school's liabilities, close out grants/programs and provide general oversight on all financial matters. This team will work closely with legal counsel.

LEGAL SUPPORT Budget $2,000

Voyage Academy will contract with a reputable attorney who will review all documents and provide legal opinions related the school's closure. Legal Counsel will be responsible to advise the Trustee and support teams on all obligations of the school closing as outlined in **1)** the school's Articles of Incorporation, **2)** Utah Statute governing Charter School Closures *53A-1a-510.5 and 53A-1a-517*, **3)** Utah Statute governing non-profit corporations *16-6a-1402 through 16-6a-1405*, **4)** IRS Regulation 1.501(c)(3)-1(b)(4), and **5)** the Charter School Agreement between Voyage Academy and the Utah State Board of Education.

Student and Family Transition

Under the direction of the Trustee and Legal Support Team, the Education Support Team will oversee the smooth transition of students and families to new schools. The chronological list below describes the critical pieces of the Student and Family Transition plan:

1. Appropriate Notice

   Each family will be given notice of the school closure as soon as practicable after the closure decision has been made. Ideally, notice will be given by March 1st of the last year of operations to provide ample time for families to prepare for a transition between schools. The notice will include instructions, contact information and a scheduled interview with a member from the Education Support Team.

2. Interviews

   The Education Support Team, which may be comprised of the school director, counselor, and one teacher, will begin to conduct interviews with each family shortly after written notice has been given. This will be a time for fact-finding and private counseling to determine the needs of each family. Families that don't attend the interviews will receive personal phone calls, or visits as required.

3. Networking and Transition Plans

   The Education Support Team will begin working with local districts, charter schools and private schools to determine the best fit for families transferring out of Voyage Academy. Attention will be given to students with special needs. The support team will compile a list of options that fit best for each student and begin communicating them to families. With the help off counselors, the support team will help families select the best option for their children.

4. Transferring Students and Records

   The Education Support Team will then begin the long process of ensuring the accuracy of each student's records and send them to the new school. Academic, personal, IEP and health records will receive special care. Along with student records, the new schools will receive suggestions on how they might help students transition from an Expeditionary Learning school style of learning to that of the new school. The team will ensure privacy, professionalism and accuracy as they handle the delicate task of placing students into new programs.

In compliance with Utah State law and federal law, admission to Voyage Academy will implement enrollment procedures allowing every student equal opportunity to attend the school. Voyage Academy is a public charter school open for any student to attend.
Voyage Academy fills student enrollment based on the following priority:

1. Open Enrollment
2. Preferential Enrollment
3. Lottery Selection

Open Enrollment

Open enrollment period is from January 1st through February 15th. This gives equal opportunity to anyone wanting to place an application. In the event that enrollment exceeds the spaces available of the school, a lottery will be held and will be publicly announced.

Preferential Enrollment

First preferential enrollment is for any staff and founding members. Preferential cannot exceed 5% for the enrollment of Voyage Academy. Secondary preferential enrollment is to students that have enrolled the previous year. Third preferential enrollment is to siblings of students that are already admitted or attending Voyage Academy.

Lottery Selection

The lottery is a random process. This process will be used in the event that enrollment exceeds the capacity of the allowed spaces into the school. Anyone that does exceed the capacity will be assigned a random number. Starting from sixth grade and working down to kindergarten, numbers will be selected in a descending order. If a student's number is selected, he/or she will be recorded and any sibling(s) will then fall into admission if desired. This process will continue until the all slots have been filled. The remaining unselected students will be added to a waiting list.

Accepting Admission and Forfeiting Admission

Students will be notified within two weeks of the lottery results by email, phone, or by US mail of their acceptance. A parent or guardian needs to be responsibility to make sure all contact information is current and accurate. Parents will have one week to respond by returning the acceptance form by US mail (must be postmarked by the due date), in person, or via email. If there is no response from the selected student's parents, another name will be randomly drawn and offered enrollment. Selected names whose parents do not accept enrollment within the seven day period for acceptance can reapply for the lottery during open enrollment.

Exceptions to Enrollment Preference

Voyage Academy recognizes that it is not in the best interest of a child to be moved from school to school.

- Children of founding members who leave the school will not be given priority if they return unless there are extenuating circumstances such as, but not limited to, family illness or military duty. Such situations will be reviewed by the Board of Directors on a case by case basis.
- Students who leave the school, and have a remaining sibling, will not be put on the sibling preference list if they wish to return. They may participate in the general lottery.

Voyage Academy recognizes the student discipline is essential to maintain a healthy environment. The school will have clear expectations shared with teachers, parents and students about appropriate behavior. A handbook on school rules will be distributed to students and parents at the beginning of the year and rules will be promoted in each classroom. Since teachers are the daily administrators of the classroom, the teacher will be responsible for the majority of discipline issues and are responsible for providing an environment that promotes *respectful seekers of learning*, *social, and civic responsibility* as clearly stated in the mission statement of Voyage Academy.

Suspension and Expulsion

It is the purpose of this policy to promote a safe and orderly school environment for all students, staff, and property. This will be accomplished through being aware and identifying the offense and following through with disciplinary action, suspension, expulsion, and/or prosecution. The school's policy and rules are to be followed during school hours and activities, ex: EL field time, Celebration of Learning, and extra curriculum activities. Any criminal acts or disruptive behavior of any kind will not be tolerated and anyone involved with these activities will be subject to school disciplinary action, prosecution, or both.

General guidelines for minor misconduct may include:

- Written notice sent home to parents for a signature.
- Discussion with the teacher.
- Teacher conference with parent(s).
- Contract restrictions between students.
- A contract that will be signed by both student and parent, to which they will be held accountable for.
- Refocus Area. An area that the student can refocus under supervision out of the classroom.
- Discussion with the Director.
- Director conference with parent(s).

Written standards for student behavior expectations, including school and classroom management of teaching student expectations, including self-discipline, respect, citizenship, social skills, and civic skills will be posted within the school building for students to foster from.

Systematic methods for reinforcement of expected behaviors Voyage will have on-going staff development shall be provided for all staff regarding:

- Effective instructional practices for teaching and reinforcing behavior expectations
- Effective intervention strategies
- Effective strategies for evaluation of the efficiency and effectiveness of interventions

The Director will determine by consensus student behavior or minor misconduct that should be dealt with in the classroom and school. Minor misconduct will be handled by teachers in the classroom. Chronic or excessive minor misconduct are referred to the Director.
The following are minor misconducts:

1. Dress code violations
2. Disrespect, including put downs, teasing, talking back, and defiance
3. Public display of affection
4. Inappropriate language or gesture
5. Tardiness
6. Disruptive behavior
7. Noncompliance

Voyage will provide training and strategies for students and staff in the following:

- Overt aggression
- Relational aggression
- Cyber bullying
- Intervention skills
- Social skills
- Adult supervision of students
- Provide for student assessment of the prevalence of bullying in school

Offenses that may result in suspension include, but are not limited to:

- Physical fighting with the intent to do bodily harm to another person, both physical and verbal aggression or threatening behavior.
- Bulling anyone on or about school property, while traveling to and from school related events including cyber bulling or retaliation.
- Hazing abusive and illegal behaviors that harm students and environment by creating fear, distrust, and meanness
- Profanity, Inappropriate Language, and/or obscene gesture to any anyone in or around school grounds.
- Harassment, including sexual, racial, or religious harassment.

A. *Bullying* means intentionally or knowingly committing an act that endangers the physical or emotional health or safety of a student or school employee regardless of whether the person against whom the conduct is committed directed, consented to or acquiesced in the conduct.

a) Any brutality of a physical nature such as whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
b) Forced or involuntary consumption of any food, liquor, drug, or other substance;
c) Forced or coerced actions or activities of a sexual nature or with sexual connotations;
d) Other physical activity that endangers the physical health and safety of a school employee or student;
e) Physically obstructing a student's or school employee's freedom to move; or
f) Emotional intimidation or exposure to ridicule; and
g) Is done for the purpose of controlling the student or school employee in some way or placing the student or school employee in fear of:
h) Physical or emotional harm to the student or school employee; or
i) Harm to property of the student or school employee.

B. *Hazing* means intentionally or knowingly committing an act of bullying, as defined in this policy, which is done for the purpose of:
   a) Initiation or admission into, affiliation with, holding office in, or as a condition for, membership or acceptance, or continued membership or acceptance, in any school or school sponsored team, organization, program, or event; or
   b) If the person committing the act against a student or school employee knew that the student or school employee is a member of, or candidate for, membership with a school, or school sponsored team, organization, program, or event to which the person committing the act belongs to or participates in.
   c) The conduct described above constitutes hazing, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

C. *Cyber bullying* means the use of email, instant messaging, chat rooms, cell phones, social networking sites, or other forms of information technology to deliberately harass, threaten, or intimidate someone for the purpose of controlling the student or school employee in some way or placing the student or school employee in fear of:
   a) Physical or emotional harm to the student or school employee; or
   b) Harm to property of the student or school employee.

D. *Retaliation* means an act or communication intended:
   a) As retribution against a person for reporting bullying, hazing or cyber bullying; or
   b) To improperly influence the investigation of, or the response to, a report of bullying, hazing or cyber bullying.

A student may be expelled for any of the following reasons:

- Causing serious injury to another person
- Weapons real, replica, or pretend device. A weapon consist of an instrument, material, or substance, animate or inanimate
- Tobacco, drugs, and/or alcohol. A controlled substance or an illegal drug.
- Arson in or around the school
- Criminal behavior

- Theft
- Gang-related activity

Disciplining Disabled Student

When making decisions on behavioral interventions for students receiving Special Education services, the IEP team shall refer to the USOE Special Education Least Restrictive Behavior Interventions (LRBI) Guidelines for information on procedures. When a student that qualifies as a disabled student under IDEA or 504, violates a code of student conduct, discipline will handled on a case-by case basis. Staff can remove a student with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting or suspension. If appropriate, state and federal procedures will be followed. Voyage complies with discipline procedures. We will establish, maintain, and implement the discipline policies and procedures for disabled students. A copy of the USOE Special Education LRBI (section V) will be at the end of the section.

In all cases of suspension and expulsion, Voyage Academy will follow procedures for notification and due process as outlined in the Model Student Suspension/Expulsion Policy as found on the USOE website. The following is the policy:

Any student suspended for more than 10 days shall have the right to appeal the decision before the Disciplinary Board. Expulsion of a student is an extreme measure and will be taken as a last resort after all other efforts have been made. Upon recommendation of the Director and Governing Board, the student will be expelled from school. Expulsion may be considered for a student who has serious circumstances of misbehavior. Students who are expelled shall have the right to appeal the decision before the Disciplinary Board. Due process afforded a student for short term and long term expulsion will be outlined as follows:

Short-term Suspension

If the director intends to suspend a student for less ***than 10 school days*** the following procedures should be followed:

A. Parent(s) will be notified immediately of the school's intent to suspend:
    1. If the school intends to suspend the student immediately, parents should be notified immediately.
    2. Students should never be released until a parent or emergency contact is notified.
B. Student should hear a brief explanation of reason(s) for suspension prior to suspension.
C. A student should have the opportunity to tell their side of the story prior to suspension.
D. This student/director or student/teacher conversation or meeting should be documented by the teacher/director in writing or on a permanent computer file.

Long-term Suspension

If a student is suspended for ***more than 10 school days***, school policy shall provide for the following minimum standards:

A. Notice of reasons for suspension to student and parent(s), preferably in writing.
B. Notice of opportunity for a ***timely*** hearing.
C. If a parent requests a hearing, the parent shall have and receive notice of:
    1. names of witnesses against student and opportunity to present witnesses (witnesses' names may be protected if school determines they would suffer physical/psychological harm; student cannot ***compel*** witnesses);
    2. reasonable time to prepare the case;
    3. the opportunity for counsel, if school uses an attorney;
    4. the right to notice of procedures for the hearing in writing, in student handbook or on school's website;
    5. the right to have the hearing recorded;
    6. a ***fair*** hearing officer (credible and objective person or panel – not necessarily uninformed);
D. The decision must not be based ***solely*** on hearsay; rules of evidence do not control.
E. The student has no official protection against self-incrimination; though if criminal charges are also pending, this may require consultation with local law enforcement.
F. A decision must be made ***only on evidence presented at the hearing***.
G. Student/parent has the right to written findings.
H. Decision is by a preponderance (>50%) of the evidence.
I. Student should have at least one level of appeal.
J. Student/parents must "exhaust director remedies" and participate and cooperate in one of these processes, prior to appealing a decision to District Court.

*****Time periods are based on "school days" not "calendar days."

IV. OTHER ISSUES TO CONSIDER IN THE DEVELOPMENT OR REVIEW OF SCHOOL POLICY

A. If director offers student/parent ***opportunity*** to explain or have a hearing, and student or parent refuses or waives the right, due process is satisfied.
B. Make-up work - A school policy shall allow/disallow make-up work for student absences during suspensions/expulsions or provide criteria under which make-up work is allowed. ***Most*** courts favor allowing students to do make-up work for classes that they miss. Note: The make-up assignments may not and need not be exactly what the student missed.
C. School holidays, teacher workdays, school-wide activities or team assessments should not be used as excuses for delaying due process or for short-term suspensions resulting in long-term suspensions. If a school foresees delays, the school should use the more formal due process.
D. A school policy should provide for administrators, rather than teachers, to make longer-term suspension decisions.
E. Rule of thumb: The longer the suspension, the greater the process that is due.

F. Even a short-term suspension that causes a student to miss significant work (e.g. midterms, finals, final reports) may necessitate greater due process.

DISCIPLINE PROCEDURES. (§300.530)

DISCIPLINE PROCEDURES FOR STUDENTS WITH DISABILITIES

Consistent with the requirements of Part B of the IDEA and these Rules, each LEA shall establish, maintain, and implement policies and procedures for disciplining students with disabilities.

AUTHORITY OF SCHOOL PERSONNEL

1. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a student with a disability who violates a code of student conduct.

2. School personnel may remove a student with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) consecutive school days (to the extent those alternatives are applied to students without disabilities), and for additional removals of not more than ten (10) consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

3. After a student with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the LEA must provide services to the extent required.

4. For disciplinary changes in placement that would exceed ten (10) consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities, except after the 10th day of removal that constitutes a change in placement, the LEA must provide services to the student.

SERVICES

1) A student with a disability who is removed from the student's current placement must:
   a) Continue to receive educational services, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and

b) Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

2) The services may be provided in an interim alternative educational setting.
3) An LEA is only required to provide services during periods of removal to a student with a disability who has been removed from his or her current placement for ten (10) school days or less in that school year, if it provides services to a student without disabilities who is similarly removed.
4) After a student with a disability has been removed from his or her current placement for ten (10) school days in the same school year, if the current removal is for not more than ten (10) consecutive school days and is not a change of placement, school personnel, in consultation with at least one of the student's teachers, determine the extent to which services are needed, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.
5) If the removal is a change of placement, the student's IEP team determines appropriate services to be provided during the removal.

CHANGE OF PLACEMENT DUE TO DISCIPLINARY REMOVALS (§300.536)

1) For purposes of removals of a student with a disability from the student's current educational placement, a change of placement occurs if:
   a) The removal is for more than ten (10) consecutive school days; or
   b) The student has been subjected to a series of removals that constitute a pattern:
      i) Because the series of removals total more than ten (10) school days in a school year;
      ii) Because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
      iii) Because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

2) The LEA determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

MANIFESTATION DETERMINATION (§300.530)

1) Within ten (10) school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the student's IEP team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

   a) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
   b) If the conduct in question was the direct result of the LEA's failure to implement the IEP.

2) The conduct must be determined to be a manifestation of the student's disability if the LEA, the parent, and relevant members of the student's IEP team determine that the misconduct was caused by or had a direct and substantial relationship to the student's disability, or was the direct result of the LEA's failure to implement the IEP.
3) If the LEA, the parent, and relevant members of the student's IEP team determine that the misconduct was the direct result of the LEA's failure to implement the IEP, the LEA must take immediate steps to remedy those deficiencies.
4) If the LEA, the parent, and relevant members of the IEP team make the determination that the conduct was a manifestation of the student's disability, the IEP team must:
    a) Either:
        i) Conduct a functional behavioral assessment (FUBA), unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan (BIP) for the student; or
        ii) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and
    b) Unless the misconduct falls under the definition of special circumstances in V.E.5, return the student to the placement from which the student was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.

5) **Special circumstances**. School personnel may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:
    a) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an LEA;
    b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an LEA, or
    c) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an LEA.
    d) Definitions. For purposes of this section, the following definitions apply:
        i) Controlled substance means a drug or other substance that cannot be distributed without a prescription, identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC 812(c)).
        ii) Illegal drug means a controlled substance but does not include a drug controlled, possessed, or used under the supervision of a licensed health-care professional or one legally possessed or used under the Controlled Substances Act or under any other provision of Federal law (21 USC 812).
        iii) Serious bodily injury means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty (18 USC 1365). Serious bodily injury does not include a cut, abrasion, bruise, burn, disfigurement, physical pain, illness, or impairment of the function of a bodily member, organ or mental faculty that is temporary (20 USC 1365).

iv) Weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2-1/2 inches (18 USC 930).

PROCEDURAL SAFEGUARDS NOTICE

On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct, the LEA must notify the parents of that decision, and provide the parents the procedural safeguards notice.

DETERMINATION OF SETTING (§300.531)

The student's IEP team determines the interim alternative educational setting for services if the behavior that gives rise to the removal is not a manifestation of the student's disability, the removal constitutes a change of placement, or the behavior falls under the special circumstances in V.E.

APPEALS BY PARENT OR LEA (§300.532)

1) The parent of a student with a disability who disagrees with any decision regarding placement, or the manifestation determination, or an LEA that believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others may appeal the decision by requesting a hearing. The hearing is requested by filing a due process hearing complaint.
2) Authority of hearing officer.
   a) A due process hearing officer hears, and makes a determination regarding an appeal.
   b) In making the determination, the hearing officer may:
      i) Return the student with a disability to the placement from which the student was removed if the hearing officer determines that the removal was a violation of the discipline procedures under Part B of the IDEA or these Rules or that the student's behavior was a manifestation of the student's disability; or
      ii) Order a change of placement of the student with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the hearing officer determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.
   c) The appeal procedures may be repeated if the LEA believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.
3) Expedited due process hearing.
   a) Whenever a hearing is requested, the parents or the LEA involved in the dispute must have an opportunity for an impartial due process hearing.
   b) The LEA is responsible for arranging the expedited due process hearing with the USOE, which must occur within twenty (20) school days of the date the complaint requesting the hearing is filed. The hearing officer must make a determination within ten (10) school days after the hearing.
   c) Unless the parents and LEA agree in writing to waive the resolution meeting, or agree to use mediation:

i) A resolution meeting must occur within seven (7) calendar days of receiving notice of the due process complaint; and
ii) The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) calendar days of the receipt of the due process complaint.

d) The decisions on expedited due process hearings are appealable.

PLACEMENT DURING APPEALS (§300.533)

When an appeal has been made by either the parent or the LEA, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period specified whichever occurs first, unless the parent and the SEA or LEA agrees otherwise.

PROTECTIONS FOR STUDENTS NOT DETERMINED ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES (§300.534)

1) A student who has not been determined to be eligible for Special Education and related services under Part B of the IDEA, and who has engaged in behavior that violated a code of student conduct, may assert any of the protections provided for in this part if the LEA had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.
2) An LEA must be deemed to have knowledge that a student is a student with a disability if, before the behavior that precipitated the disciplinary action occurred:
   a) The parent of the student expressed concern in writing to supervisory or administrative personnel of the appropriate LEA, or a teacher of the student, that the student is in need of Special Education and related services;
   b) The parent of the student requested an evaluation of the student; or
   c) The teacher of the student, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of Special Education of the LEA or to other supervisory personnel of the LEA.
3) An LEA would not be deemed to have knowledge that a student is a student with a disability if:
   a) The parent of the student:
      i) Has not allowed an evaluation of the student; or
      ii) Has refused services under this part; or
   b) The student has been evaluated in accordance with and determined to not be a student with a disability under Part B of the IDEA.
4) If an LEA does not have knowledge that a student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the disciplinary measures applied to students without disabilities who engage in comparable behaviors.
   a) If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

i) Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services**.**

ii) If the student is determined to be a student with a disability, taking into consideration information from the evaluation conducted by the LEA and information provided by the parents, the LEA must provide Special Education and related services.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES (§300.535)

1) Nothing in Part B of the IDEA prohibits an LEA from reporting a crime committed by a student with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student with a disability.

2) Transmittal of records.

a) An LEA reporting a crime committed by a student with a disability must ensure that copies of the Special Education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the LEA reports the crime.

b) An LEA reporting a crime under this section may transmit copies of the student's Special Education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

Voyage Academy welcomes suggestions, comments, and/or concerns. This will ensure that we are taking appropriate action regarding potential improvements to the school. *Voyage Academy believes that it will benefit both the students and staff through personal responsibility and accountability.* Concerns, complaints and suggestions may be made anonymously. A suggestion box will be placed in the entrance of the school. An anonymous email will be set for any individual to express a complaint, suggestion or concerns.

Procedures to address complaints with staff and/or students:

1) Directly to the individual(s)
2) Director
3) Board Members Meeting
4) Town Meeting

1) A concern that involves the staff should be addressed directly with the individual(s) involved.
   a) Parents who have concerns about their child's classroom experience should first address those concerns directly with their child's teacher.
      i) A parent-teacher conference
   b) Staff who have concerns, they should first discuss those concerns with the individual(s) that are involved.

2) If the parent and staff are unable to resolve their concerns and issues directly with the persons involved, their concerns may then be addressed to the director.
   a) Unresolved concerns taken to the director should be made by appointment. Appointments may be made by phone, written request, email, or in person.
   b) Appointments will be scheduled within five (5) school days of the request.
   c) Complaints to the director will be documented.

3) If the issue concerns or complaints remain unresolved after meeting with the director, they may then be taken to the school board.
   a) All complaints to the school board need to be made in writing or via email.
   b) Concerns and complaints taken to the school board will be addressed at the monthly board meeting.
   c) Decisions on concerns and complaints taken to the school board will be sent to all the individual(s) involved within five (5) school days of board meeting.
   d) Complaints taken to the school board will be documented.

4) Town meetings will be held once a trimester for all community to attend and express any concerns or suggestions.
   a) Complaints will be documented.

Procedure for Parents/Guardian to Remove Board Members

B) Parents vocalize concerns during the public comment period of a board meeting.
   a) Members of the public have 2 minutes to speak to the board or 5 minutes if they represent a group.

C) Semi-annually, parents/guardians can organize a petition drive in which 2/3 of the school's legal guardians must sign (email signatures are not accepted).
   a) The board must be notified in writing that a group is starting a petition. The group has two weeks from that date to collect the necessary signatures.
   b) Each legal guardian of a student (i.e. both parents) who are listed on official school records as such have the option to sign.
   c) A petition can only be circulated twice a year.
   d) The petition must list the name of the one board member the group who would like to be removed.
D) The Board Member is removed if a 2/3 majority request the removal.
   a) Collected signatures are verified by school administration.
   b) Board Chair (Vice-Chair if member to be removed is the Chair) must receive notice of collected signatures and place item on the next board meeting agenda.
   c) During an open public meeting the Board Member is replaced by another Member appointed by the Board of Directors.

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

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

There are four procedures available (to resolve disputes involving Special Education students), which follows:

1. Analytical Facilitation,
2. Formal State Complaint,
3. Mediation, and
4. Due Process Hearings.

These procedures are not sequential. However, Analytical 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. <u>Analytical Facilitation</u>
   - State early dispute decree procedure available at any time, before a state complaint, mediation, or due process hearing appeal is filed.
   - Both parties must reach an agreement.
   - Issues of disagreement need to be identified, including how they allegedly infringe IDEA procedures.
   - No timeline required.

2. State (Formal) Complaint
   - Filed with School Director and copied to Utah State Office of Education,
     Special Education
     250 East 500 South PO Box 144200
     Salt Lake City, Utah 84114-4200
   - State Complaint Form on website or may be a letter with required elements.
   - Describe alleged violations of IDEA with respect to individual student.
   - Illustrates proposed solutions to the problems.
   - Charter School has thirty (30) days to investigate and write decision.
   - Parent may appeal decision to USOE within ten (10) days of Charter School decision.
   - USOE completes independent investigation within sixty (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 Director and copied to Utah State Office of Education,
     Special Education
     250 East 500 South PO Box 144200
     Salt Lake City, Utah 84114-4200
   - Illustrates the problem at hand.
   - Describe alleged violations of IDEA with respect to individual student.
   - Illustrates proposed solutions to the problems.
   - USOE assigns mediator and absorbs expenses of the mediation sessions.
   - Attorneys not usually present.
   - Discussions during mediation are confidential.
   - Mediation agreement is binding and may be enforced in court of law.
   - No timeline.

4. Due Process Hearing Request
   - Filed with Charter School Director and copied to Utah State Office of Education,
     Special Education
     250 East 500 South PO Box 144200
     Salt Lake City, Utah 84114-4200
   - Illustrates the problem at hand.
   - Describe alleged violations of IDEA with respect to individual student.
   - Illustrates proposed solutions to the problems.
   - Mandatory Resolution Session initiated within fifteen (15) days; resolution completed within thirty (30) days, if resolution is possible.
   - Hearing completed within forty-five (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.

Access to Board

Voyage Academy's Governing Board will consist of at least two parents of children who currently attend the school as stated in the bylaws. Parents are influencial to the management of the school and are encouarged to give comment(s). Parents, teachers, students and members of the community are welcome to attend Board meetings and voice their opinions. Families are also invited to email comments or concerns to the Parent Organization Executive Committee for review.

Town Meetings

Town meetings will be held every trimester. Students, parents and community members will have the chance to meet and mingle at the school with the Governing Board. Parents and stakeholders will be able to voice their concerns or make suggestions in the open forum.

Governing Board Membership

As Vacancies become available, parents of the school will be encouraged to turn in applications for vacant positions. The Board will include at least 2 members who have children enrolled at the school. All open board positions will be voted on by the board.

Parent Organization Executive Committee

Voyage Academy will establish a Parents Organization Executive Committee (POEC)consisting of parent volunteers whose goal will be to fulfill the mission and vision of Voyage Academy, implement extracurricular activities, act as a liaison between the parents of students at Voyage Academy and the Board of Directors. Parents will also be strongly encouraged to volunteer on a regular basis. There will be many opportunities to volunteer in classrooms, on crews and on expeditions. We will encourage but not require parents to volunteer 30 hours per year.

Parent Crews

The Parent Crews (consisting of parent volunteers) will accomplish important functions of the school. Crews will be organized by the Parent Organization Executive Commitee upon enrollment. The parents will be able to voice where they would like to volunteer. The crews will consist of, but not limited to, library crew, technology crew, fundraising crew, playground crew, and transportation crew . We encourage parents to volunteer 30 hours per year, per family, but do not require them to do so.

Experts

The curriculum, mission, and Expeditionary Learning methodology encourages the presence of experts at Voyage Academy. We look for experts among parents to help run discoveries(after school clubs), participate in expeditions, or to share expert knowledge in the classroom or through student-led interviews.

Student Led Conferences

At the end of each trimester, parents will participate in a parent conference led by thier own child. The child will show and tell what they have learned and where they may need to improve.

Celebration of Learning

Every trimester we will hold a Celebration of Learning Night where parents and members of the community will have the opportunity to come to the school to view quality expedition-end products and/or portfolios that the students have created.

Faculty Team

The Voyage Academy Director will recruit, interview, and hire the teaching faculty under the direction of the governing board. Board members may be allowed to sit in on the interview process if asked by the director, or if the board sees fit. Teachers at Voyage Academy will be required to receive regular training in Expedtionary Learning methods along with having the necessary qualifications as outlined below.

All teachers hired by Voyage Academy shall have completed a bachelor's degree at an approved higher education institution and hold an appropriate license with areas of concentration and endorsements as approved by the Utah State Office of Education (see R277-510, R277-520, and R277-524) or shall be on track to complete the Alternative Route to Licensure as outlined in rule R277-503. All teachers hired by Voyage Academy shall have an appropriate criminal background check before employment at the school per statute 53A-3-410. Teachers will have licensing as follows:

- Early childhood educators at Voyage Academy(k-3) shall hold a level 1, 2, or 3 license with an early childhood license area of concentration.
- Elementary teachers (1-8) shall hold a level 1, 2, or 3 license with an elementary area of concentration.

Teachers at Voyage Academy who work in NCLB core academic subject assignments will meet the following qualifications to be highly qualified:

- For grades K-3:
  - a bachelor's degree;and
  - an educator license with an early childhood area of concentration; and
  - a passing score at the level designated by the USOE on a Board-approved subject area test.
- For grades 1-6:
  - a bachelor's degree; and
  - an educator license with an elementary area of concentration; and
  - a passing score at the level designated by the USOE on a Board-approved subject area test.

A teacher holding a license with an elementary area of concentration assigned to teach an NCLB core academic subject in Grades 6 shall meet the requirements of R277-510-3(A).

- For Special Education Teachers grades K-6:
  - a bachelor's degree;and
  - an educator license with a Special Education area of concentration; and
  - any one of the following in the assignment content area:

        - a passing score on a Board-approved elementary content test; or
        - a university major degree, masters degree, doctoral degree, or National Board Certification and an endorsement in the content area; or
        - a passing score at the level designated by the USOE on a Board-approved subject area test and an endorsement in the content area.

    - a special educator who would be NCLB Highly Qualified as a teacher of record in an elementary/early childhood regular education assignment is also NCLB highly qualified as a teacher of record in a Special Education assignment.

Teachers who work with students with disabilities will also meet the qualifications as outlined in IDEA 2004 in addition to the qualifications outlined in NCLB.

Highly Qualified Teacher Plan

As outlined above, Voyage Academy will meet the federal requirements for Highly Qualified teachers under the No Child Left Behind by hiring elementary/early childhood teachers that have a current Utah educator's license and by assigning that teacher a position consistent with his or her educator's license. Teachers will also either pass the Board-approved content test(s) or will satisfy Utah's HOUSSE requirements for assignments and obtain a Level 2 license with standard license area of concentration as outlined in R277-510-5.

All paraprofessionals working at Voyage Academy under Titile I funding will meet the following requirements as outlined in R277-524. ("Paraprofessional" means an individual who works under the supervision of a teacher or other licensed/certificated professional who has identified responsibilities in the public school classroom.)

- The individual shall have earned a secondary school diploma or a recognized equivalent; and
- the individual has completed at least two years (minimum of 48 semester hours) at an accreditedhigher education institution; or
- the individual has obtained an associates (or higher) degree from an accredited higher education institution; or
- the individual has satisfied a rigorous state or local assessment about the individual's knowledge of an ability to assist students in core courses under NCLB; and
- the individual shall satisfactorily complete a criminal background check if he or she will have significant unsupervised access to students consistent with Section 53A-3-410.

Background Checks

All of the staff, including paraprofessionals, instructional aides, classroom aides, substitute teachers, parent volunteers, Governing Board and community members who will spend any significant unsupervised time with students will submit to and pass a criminal background check.

Maintenance of Files

All individuals who will have significant unsupervised time with students will have a current file maintained at the school. File contents will include, but are not limited to, the following: criminal background check signed and completed personal information sheet, signed memorandum of understanding outlining the school‘s expectations, mission and values, and rules of conduct. Each document will be renewed yearly. These files will be maintained by the school office and will be held on file for not less than one year following the individual’s departure.

SECTION 20: ADMINISTRATIVE SERVICES

Voyage Academy has designed an Administrative Services Plan that supports its unique mission, values and teaching philosophy. Responsibilities within the administrative services have been divided into the following four areas: Educational Programs, Support Services, Facility Services, and Business Services. Resources have been committed for each of the four areas and are detailed in the Budget and Detailed Business Plan sections. Because Voyage Academy believes in smaller schools, the Administration, Governing Board, and Staff will share many of these responsibilities. An Assistant Director is budgeted for hire the second year of operations. Until this position is filled, the Administration, Governing Board, and Staff will share additional responsibilities to sufficiently support the Director. Each area of the Administrative Services Plan is defined below in terms of Functions (areas of oversight) and Crew (committee). A related organizational chart is provided at the end of this section.

1. Educational Programs

   Expeditionary Learning Schools (ELS) supplies an on-site, qualified School Designer who consults and trains in all educational programs, including Professional Development, Curriculum, and Expeditions. The School Designer encourages the use of innovative teaching methods to improve student learning and provides appropriate educational resources and numerous training opportunities to the faculty. A proposed MOU from ELS appears below. Additional administrative support is provided by a Crew including the Director, Assistant Director, and Adventure Coordinator. Specific areas of oversight and responsibilities for the School Designer are listed below as are the Functions of the Educational Programs Crew.

School Designer Functions	Specific Responsibilities	Crew
Instructional Leader/ Curriculum Consultant	Train in methodology Assist with curriculum development Ensure curriculum exceeds state core requirements Stay current on innovative teaching methods	Assistant Director Director
Fieldwork	Assist in off-site field work planning, safety (including camping)	Director Assistant Director Adventure Coord.
Supervision and Improvement of Instruction	Provide on & off-site professional development Conduct evaluations & mentoring Provide assistance and support to faculty members Review student and teacher portfolios	Assistant Director Director
Interpretation of Student/School Performance	Monitor student and school performance & progress	Director
Community Relations	Develop community relationships	Director Governing Board Advisory Board
Professional Development	Ensure all staff has a Professional Development plan Provide on & off-site training opportunities	Director
Special Education	Support school-wide program development	Special Ed Coord. Director
Student & Staff Counseling	Assist with development of assessments & diagnostics	Counselor Director

2. Support Services

The Director will oversee all Support Services, which are the Functions that support the educational programs in the school. As such, the Director is the student advocate and parent liaison and endeavors to create positive relationships between the school and other organizations within the community. The Director is ultimately responsible for the positive school culture. The Director receives additional administrative support from a Crew including the Assistant Director, Governing Board, and Business Manager. Specific areas of oversight and responsibilities for the Director and the Crew are listed below.

Director Functions	Specific Responsibilities	Crew
Employment Issues	Recruit, interview, and hire faculty & staff Supervise faculty & staff Revise the Faculty Handbook yearly Recommend faculty raises Terminate faculty & staff employment, as needed	Business Manager Governing Board
Teacher Support/Assistance	Conduct staff evaluations Provide staff mentoring	Assistant Director Director
Student Advocate	Oversee student enrollment & placement Develop/Support school-wide discipline policies Revise Student Handbook yearly Oversee student fees Coordinate student-led conferences	Assistant Director Director Governing Board
Parent Liaison	Coordinate volunteer program Oversee and/or conduct parent education programs	Assistant Director Director Governing Board
Records Management	Manage student information in SIS Adhere to GRAMA Act; confidentiality	Assistant Director Director Governing Board Head Secretary
Certification Verification & Background Checks	Conduct volunteer BCI's Verify teacher certification via CACTUS	Head Secretary

3. Facility Services

Facility Services includes functions necessary for the school to be kept safe and in good repair. Many of these responsibilities will be contracted out to other providers and will be overseen by the Director. Managing equipment and supplies is also part of Facility Services and is managed by the Director to ensure responsible use and care of school assets, facilities, and funds. Additional administrative support is provided by a Crew including the Head Secretary, Parent Volunteers, and the Business Manager. Specific areas of oversight and responsibilities for the contractors and Director are listed below as are the Functions of the Facility Services.

Contractor Functions	Specific Responsibilities	Crew
Operation & Maintenance Of School Plant	Custodial services Maintenance services	Director
Manage IT/Infrastructure	IT services	Director
Director Functions	**Specific Responsibilities**	**Crew**
Manage Equipment & Supplies	Oversee inventory levels & other assets	Head Secretary Parent Volunteers Business Manager

4. Business Services

   A Business Manager or Business Services Provider will be hired to oversee the functions included in the Business Services area. The functions include business and fiscal management, ensuring responsible use and care of school assets, facilities, and funds via required reporting, accounting, budgeting, purchasing, etc. Additional administrative support is provided by a Crew including the Director, the Governing Board, and the Kitchen Manager. Specific areas of oversight and responsibilities for the Business Manger are listed below as are the Functions of the Business Services.

Business Services Functions	Specific Responsibilities	Crew
Preparation & Completion of Federal & State Reporting	Execute reporting for managerial & statutory requirements Coordinate annual financial audit	Director Governing Board
Accounting	Maintain timely and accurate accounting records Prepare financial statements Report budget vs. actual and itemized expenses to board on a monthly basis Ensure adequate internal controls Manage budgeting and purchasing processes Manage school's holdings (treasury) Update the Accounting Manual yearly Attend School Finance & Statistics training	Director Governing Board
Employment Issues	Manage Payroll, Benefits, and Human Resources Ensure compliance with federal and state employment laws	Director Governing Board
School Lunch Records	Manage and submit data, as needed	Kitchen Manager

BUDGET FOR ADMINISTRATIVE SERVICES

Voyage Academy has designed a budget for Administrative Services that supports its unique mission, values and teaching philosophy. The budget for Administrative Services is detailed below by service area.

1. Educational Programs

Function	Budget Categories	Year 1	Year 2
Educational Programs	Professional Development (330)	60,000	50,000
	Travel (580)	10,000	10,000
	Instructional & Other General Supplies (610)	45,000	45,000

Professional Development and Learning Expeditions are key to the successful implementation of Expeditionary Learning. Therefore, amounts budgeted to these categories are significant in comparison with alternative school designs. Due to the active pedagogy of EL, the traditional purchase of textbooks for all grades, for all curriculums, does not occur at Voyage Academy. Rather, funds are used to support programs that support the mission and student academic achievement, such as Professional Development and Learning Expeditions.

Professional Development (330)

Implementing Expeditionary Learning goes beyond mastering a fixed body of knowledge, methods, or materials. Expeditionary Learning is an innovative methodology requiring continual professional support and development for successful implementation. Additionally, the instructional planning and lesson designs change with each Expedition, requiring teachers themselves to be learners, implement and master new practices, and model learning for students. As curriculum and instructional methods are the primary vehicles for student achievement, Voyage Academy has allocated significant resources to Professional Development on an on-going basis. Dedicating a large portion of the budget to Professional Development is a viable option as spending on textbooks is limited. Learning Expeditions require readings from various original sources rather than relying on textbooks. Spending on textbooks is therefore limited to Math and Language Arts, which allows for a more significant amount to be spent on programs that support the mission and student academic achievement, such as Professional Development and Expeditions.

Expeditionary Learning Schools (ELS) will provide the ongoing professional development, both on-site and off-site. An ELS School Designer assigned to Voyage Academy will spend an average of 30 days a year in the school working on-site with teachers and school leaders. The ELS School Designer will provide professional development within a whole school design and combine focused institutes with on-site coaching and support. Off-site training will be provided through institutes and site seminars that engage teachers as learners, demonstrate engaging content instruction, and foster their own development as learners and thinkers. Teachers will work closely together, and with other colleagues from ELS schools throughout neighboring states. The budget is $60,000 for the first year, and $50,000 for the second year of operation.

Travel (580)

The travel category captures costs as they relate to travel for Professional Development. The majority of the Expeditionary Learning Professional Development for teachers and administrators happens on site at the school. Yet, some of the most varied and compelling aspects of ELS's program of teacher development are the Learning Expeditions for educators, national and regional institutes, and seminars and conferences that bring teachers together from schools across the national EL network to learn together and from one another. For the first and second years, $10,000 is budgeted for this travel.

Instructional & Other General Supplies (610)

This category budgets for supplies and equipment necessary for Learning Expeditions. Learning Expeditions are long-term, in-depth investigations of a theme that engages students in learning through authentic projects, fieldwork, and service. EL emphasizes active teaching and learning and includes compelling topics and guiding questions that create a need to know in each student. A significant portion of Expedition funds also covers student fieldwork (off-site field trips intentionally designed to facilitate first-person research). The budgeted amount is $45,000. This assumes approximately $1,900-$2,100 per classroom, per year.

2. Support Services

Function	**Budget Categories**	**Year 1**	**Year 2**
Support Services	Salaries (100)		
	Director	70,000	71,500
	Instructional Assistants (Assistant Director)		40,000
	Head Secretary	25,000	25,500
	Teacher-Special Ed (100)	40,000	40,800
	Audiologist, Psychologist, related support services (contracted) (including Counselor) (300)	18,000	20,000
	Certified Media Specialist	32,000	32,650

In preparing a budget for the Support Services, Voyage Academy consulted the USOE Educator Salary and Benefits data, http://www.schools.utah.gov/finance/other/AnnualReport/ar2008.htm, and recognizes that the budgeted salaries, although realistic and competitive, are higher than the "median charter salaries." Voyage Academy believes investing in the leadership and personnel of the school is a crucial element in producing quality student work. As these salaries fit within the budget, allowing a 5% safety margin, and support the values and mission of the school, Voyage Academy is willing to make such an investment in Support Services salaries. Detail for the positions and salaries involved in Support Services follows.

Director (100)

The successful implementation of the EL model demands a Director that protects the school vision, strengthens leadership and personnel, ensures teachers'skills, uses teacher/student time effectively, seeks resourceful financial support, and showcases the school. Voyage Academy believes that these everyday demanding EL tasks justify the starting Director salary of $70,000. Due to the increased enrollment of the second year, and thus, responsibilities, the second year's compensation is increased to $71,500. A 2% cost of living adjustment (COLA) is projected for future years.

Instructional Assistant (Assistant Director) (100)

An Assistant Director is budgeted for hire the second year of operations when enrollment, revenue, and safety margin have increased, making the hire a more viable option. The growing student population and the significant duties placed on the Director and faculty call for the hire of an Assistant Director. The addition of the Assistant Director will lighten the administrative staff and faculty workload and help to improve the learning environment and increase effectiveness.

The Assistant Director will aid the director in the overall administration of the school. Specifically, the Assistant Director will assist the Director with the following responsibilities (also outlined above in the Education and Support Services sections):

- Staff evaluations and mentoring
- Student enrollment & placement
- School-wide discipline policies
- Student handbook
- Student fees
- Student-led conferences
- Volunteer programs
- Student information in SIS.

Additionally, the Assistant Director will coordinate with ELS to supervise all educational programs, including the following:

- Teacher training in methodology
- Curriculum development
- Innovative teaching methods
- Field-work planning
- Professional development
- Staff evaluations & mentoring
- Assistance and support to faculty members
- Student and teacher portfolio review.

The beginning salary for the Assistant Director is budgeted at $40,000. Voyage Academy considers this a competitive wage considering responsibilities and enrollment. A 2% COLA is projected for future years.

Head Secretary (100)

To manage the daily operations of the school the budget includes 1.5 FTEs, a Head Secretary and part-time, front-office support staff. The beginning salary for the Head Secretary is $25,000 and increased to $25,500 the second year due to increased enrollment and responsibilities. The part-time secretary will be hired in year 2 with a starting salary of $12,750. A 2% COLA is projected for future years.

Teacher-Special Ed (100)

To serve students with special needs, the instructional staff is budgeted, at maximum enrollment, to include at least two full-time employees (FTE) with special educator qualifications. In addition, consultative and other contractual services will be arranged as necessary to meet the requirements of students' Individual Educational Plans (IEP). The salary for two FTEs for the First Operational Year is $40,000 and for the second year increased to $40,800 as to compensate for increased responsibilities attributed to the increased enrollment. A 2% COLA is projected for future years.

Counselor (contracted) (300)

Voyage Academy understands the importance of removing learning barriers and creating open minds and the critical role a counselor plays in facilitating this change. A licensed counselor will be made available on an as-needed basis as a contracted service. Budget for counselors is accounted for in the category Audiologist, Psychologist, related support services (300). The budget for outsourcing these services is $18,000 for year 1 and with the increased enrollment, $20,000 for year 2.

Certified Media Specialist

Beginning in the first operational year, Voyage Academy has budgeted for a full time Certified Media Specialist starting at $32,000 at 100% enrollment, and $30,000 at 75% enrollment. This position will carry on in future years with a 2% COLA projection.

3. Facility Services

Function	**Budget Categories**	**Year 1**	**Year 2**
Facility Services	Custodial Services (400)	25,000	25,000
	Buildings (Maintenance) (700)	5,000	2,000
	Website Development and IT Services (300)	25,000	18,000

Custodial Services (400)

Custodial services will be outsourced and for the first and second year of operation are budgeted at approximately $2,500/month for 10 months, for a total of $25,000 annually. The budget amounts are based on comparisons of actual expenses of schools with similar models and enrollment that outsource custodial services.

Buildings (Maintenance) (700)

Maintenance for the building is included in this category. For the first year at maximum enrollment $5,000 is available for building maintenance and $2,000 in Year 2.

Website Development and IT Services (300)

IT services, including website development, will be outsourced for approximately $25, 000 the first year. This budget amount includes the costs of setting up initial networks, servers, etc. Second year and on-going costs are estimated to be $18,000. This category also provides sufficient budget to cover costs associated with required Computer Based Testing (CBT). The budget amounts are based on comparisons of actual expenses of schools with similar models and enrollment that outsource website development.

4. Business Services

Function	Budget Categories	Year 1	Year 2
Business Services	Administrative Services in Support of Management (310)	60,000	60,000

Administrative Services in Support of Management (310)

As a board, Voyage Academy has thoroughly discussed the necessity of hiring a competent business manager to ensure the long term success of the school. It is the intention to hire a business service provider for these responsibilities. We have budgeted $60,000 for these services. Voyage Academy will adhere to State Procurement Laws in selecting a vendor.

JOB DESCRIPTIONS AND QUALIFICATIONS

Having sound administrative health will allow Voyage Academy to attain the academic, cultural, and character goals of the school. Outlined below are job descriptions and qualifications for Voyage Academy's Administrative Services positions.

1. Director

Job description

The Board seeks a Director to participate in the development of new charter school and whose experience, knowledge, and drive will set the tone for a supportive school climate that challenges and motivates students, teachers, and families to achieve academic excellence. The Director oversees the overall administration and management of the school including, academic programs, school vision, staffing, and culture development, with particular emphasis on: planning and evaluation, policy development and administration, personnel and fiscal management, and parent and community relations. Additionally, the director will ensure the school design, Expeditionary Learning, curriculum and philosophy is implemented throughout the school community.

Responsibilities include:

- Report directly to the Board of Trustees.
- Recruit, select, and hire all school staff, including teachers and support staff. Create an effective team responsible for attaining school goals and committed to achieving excellence.
- Oversee development and implementation of personnel policies and actions

- Work with teachers to continually assess and evaluate teaching performance and results; including observing classes regularly, providing feedback, and coaching.
- Oversee the successful implementation of professional development programs to meet the needs staff at all levels of development.
- Assume responsibility for fully implementing the Expeditionary Learning design in a high performing new school.
- Model a commitment to on-going professional development by participating in various EL conferences, institutes, summits, on/off site trainings, etc.
- Develop organizational goals and objectives consistent with the mission and vision of Voyage
  Academy and evaluate effectiveness of resulting programs and systems.
- Ensure compliance with full scope of government regulatory requirements
- Manage student recruitment and enrollment process
- Perform duties related to student discipline.
- Setup assessment strategies to ensure AYP and academic goals are met.
- Oversee the day-to-day management of the school site and the effort to ensure the health and safety of all students, faculty and staff
- Collaborate with the Business Manager and Board on the budgets, charter and other legal compliance issues
- Develop and maintain open channels of communication with students, parents, staff, and community members.
- Work with parents to achieve maximum involvement in support of student performance and success
- Keep the Board apprised of issues impacting the school‘s development. Maintain positive relationships with community organizations, businesses, other schools, USOE, and the Utah charter community
- Obtain additional funding to help accomplish the school's stated objectives.

<u>Qualifications</u>

- Master’s degree or higher with significant experience in a school or business setting where restructuring efforts were required

or

- At least five years secondary education or other management experience in a school, business, nonprofit, or public organization will be considered without benefit of post-graduate degree

and

- Prior experience in hiring and human resources preferred
- Ability to form productive relationships with students, families, and staff.
- Demonstrated success managing staff through planning, motivating, rewarding, and providing targeted feedback and professional development
- Extreme flexibility to accommodate multiple priorities and a strong work ethic to accommodate a high level of responsibility
- Communication and interpersonal skills to provide clear leadership within a highly collaborative school environment.
- Experience supervising and evaluating staff

- Experience managing schedules and budget to reflect a school vision.
- Participate in pre-service training and on-going professional development; including, National EL conference, onsite EL training, EL Leadership training, and Assessment Masters Class; USOE Business Manager training.
- Deep commitment to the mission, values, and goals of Voyage Academy

2. Assistant Director

Job description

Outstanding opportunity for an administrator who desires to combine an interest in curriculum with the leadership role associated with the position of assistant director. Under the direction and supervision of the Director, the Assistant Director will perform management duties that require the use of sound, independent judgment. In addition to building management duties, the successful candidate will play a lead role in the development of school curriculum, the improvement of instruction, and building level assessment. A team approach will be strongly emphasized. He/she will substitute for the Director in the absence of the Director.

Responsibilities include:

- Assist Director in his/her responsibilities
- Act for the Director in the Director's absence, including attending internal and external meetings, conferences, activities and events
- Ensure teachers receive proper training of Expeditionary Learning principles
- Approve lesson plans/expeditions prior to the beginning of each trimester
- Coordinate teacher evaluations
- Long-range planning of the academic program, in conjunction with the Director and others
- Establish and maintain effective and collaborative working relationships with all staff, students, families, the school district, the public and representatives of community agencies
- Carry out oral and written instructions and perform other related duties as requested by the Director

Qualifications

- Master's Degree or higher with significant experience in a school or business

or

- At least three years secondary education or other management experience in a school, business, nonprofit, or public organization will be considered without benefit of post-graduate degree

and

- Ability to form productive relationships with students, families, and staff.
- Demonstrated success managing staff through planning, motivating, rewarding, and providing targeted feedback and professional development
- Extreme flexibility to accommodate multiple priorities and a strong work ethic to accommodate a high level of responsibility

- Communication and interpersonal skills to provide clear leadership within a highly collaborative school environment.
- Participate in pre-service training and on-going professional development as requested by Director; including, EL conference (lesson planning and expeditions templates), leadership training, and Masters class on teacher evaluations
- Deep commitment to the mission, values, and goals of Voyage Academy

3. Curriculum Director

Expeditionary Learning Schools (ELS) supplies an on-site, qualified School Designer who consults and trains in all educational programs, including Professional Development, Curriculum, and Expeditions. The School Designer encourages the use of innovative teaching methods to improve student learning and provides appropriate educational resources and numerous training opportunities to the faculty. A proposed MOU from ELS appears below.

4. Counselor

Job description

Provides support services to students, staff, and parents. Support services include referrals, counseling, assessment, diagnostics, and report writing. This work takes place at the school site, in other public buildings, and in private residences. Additional responsibilities include student rosters/scheduling, maintaining individual student Education Plans, etc.

Responsibilities include:

- Assist students in the areas of academic development, career development, and citizenship development, as well as emotional and social development
- Collaborate with faculty, staff, and parents to better understand and meet the needs of all students
- Provide individual and small group counseling as needed
- Make appropriate referrals of students and parents to outside agencies and specialists when necessary
- Make self a visible body in school by participating a variety of activities that contribute to the schools effectiveness
- Continually plan, evaluate, and revise the school counseling program
- Pursue continuous professional development and growth
- Promote an understanding and appreciation for diverse populations
- Develop, review, and revise career and educational plans for student, as needed
- Monitor and advise students and parents as to progress toward promotion
- Prepare students for transition to next level

Qualifications

- Master's degree or higher in school counseling or closely related field; standards for UT School Counselor Education Programs must be met
- Experience providing the service necessary by this position required
- Proven ability to work collaboratively with a diverse team of teachers

- Professional demeanor, strong work ethic, detail-driven work style with excellent organizational skills
- Ability to prioritize, multi-task, delegate, and lead by example
- Commitment to the mission, values, and goals of Voyage Academy

5. Head Secretary

Job description

Voyage Academy is seeking a Head Secretary to manage the daily operations of the school and act as the central point of contact between the school and the support team. This position requires a self-motivated, team-oriented individual with a strong attention to detail, excellent organizational skills, and solid word processing and database capabilities. Moreover, this individual must truly enjoy working with students and young adults.

Responsibilities include:

- Manage all aspects of attendance and student records, including generating daily attendance reports for the student information system
- Coordinate and track new-hire paperwork, for substitute teachers, hourly employees, and part-time employees, ensuring a smooth on-boarding process
- Participate in pre-service training and on-going professional development as requested by Director; (USOE training on CACTUS, SIS, & GRAMA)
- Administer procedures for purchasing inventory and school supplies, accounts payable, monthly timesheets for payroll, and other financial activities
- Answer phones and interacting with students, parents, prospective families, and visitors in a friendly, professional, and informative manner
- Manage the front office; assisting with faxing and copying, and maintaining student, office, and accounting files
- Check in late students and making daily attendance calls when necessary
- Demonstrate knowledge of and support for Voyage Academy‘s mission, standards, policies and procedures, and code of ethical behavior
- Provide administrative and special project support to the director

Qualifications

- Prior school secretary experience preferred
- Knowledge of school district reporting requirements preferred
- Strong computer skills, including with Microsoft Office (Word, Excel, PowerPoint, etc.)
- Thrive in a fast-paced, dynamic work environment
- Work well independently and as a team member as required
- Have excellent oral and written communication skills, strong interpersonal skills, discretion, and a willingness to learn
- Proven attention to detail and time-management skills, as well as be organized, detail oriented and able to multi-task.
- Be able to identify and resolve problems resourcefully
- Commitment to the mission, values, and goals of Voyage Academy

6. Special Education Coordinator

Job description

Coordinates Special Education program school-wide, including support for teachers in inclusion classrooms and substantially separate classrooms. Supports Special Education administrative functions, including IEP development and implementation.

Responsibilities include:

- Assess students with special needs and assist teachers in identifying students with special needs
- Review intake assessments of new students; ensure all IEP and other records transfer from other schools
- Oversee (write, monitor, and maintain) the proper implementation of all student IEPs within guidelines of IDEA 2004 and other internal and external Special Education paperwork and follow all mandated timelines
- Facilitate contracts with additional professional help to carry out IEP requirements, as needed
- Confer with parents, administrators, testing specialists, social workers, and professionals to develop IEPs designed to promote students' academic, physical, and social development
- Meet with parents and guardians to discuss their children's progress, and to determine their priorities for their children and their resource needs
- Coordinate review of student IEPs with general classroom teachers and offer detailed recommendations on successful techniques for meeting accommodations
- Present professional development that will help all teachers incorporate learning techniques in their classes that are beneficial to all students
- Support classroom teachers in developing and planning curriculum and modifications for students; including developing flexible groups for students and scheduling pull-out services only on an as-needed basis
- Employ Special Education strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory
- Host annual Child Find training for all Voyage Academy staff
- Participate in pre-service training and on-going professional development as requested by Director (including USOE Annual Training on Child Find IEP delivery)
- Ensure compliance with all state and federal Special Education requirements; Work with school designers to ensure proper ADA compliant school facility
- Ensure Expeditionary Learning principles are followed for Special Education operations
- Participate in pre-service training and on-going professional development as requested by Director (including USOE Special ED trainings and EL Masters Class on Special Needs training)

Qualifications

- Utah Special Education Certification
- A Bachelor's degree or higher, coursework and/or certification in Special Education
- Masters level advanced degree preferred
- Three to five years of Special Education teaching and educational leadership experience required
- Cross-categorical certification (LD/ED) required
- Knowledge and understanding of the elements of IDEA 2004 required
- Extensive content knowledge and experience working with special needs students
- Classroom management expertise
- Proven ability to work collaboratively with a diverse team of teachers
- Professional demeanor, strong work ethic, detail-driven work style with excellent organizational skills
- Ability to prioritize, multi-task, delegate, and lead by example
- Commitment to the mission, values, and goals of Voyage Academy

7. Business Manager

Job description

Under the general direction of the governing board and director, the Business Manager oversees all operations in connection with financial matters, including accounts receivable, accounts payable, payroll and auditing. The Business Manager also trains and supervises the head secretary, board members, and Director concerning financial processes and procedures. The Business Manager develops and implements all internal control procedures and policies to ensure that the school's financial system is accurate, efficient, and aligned with all state and federal laws and regulations.

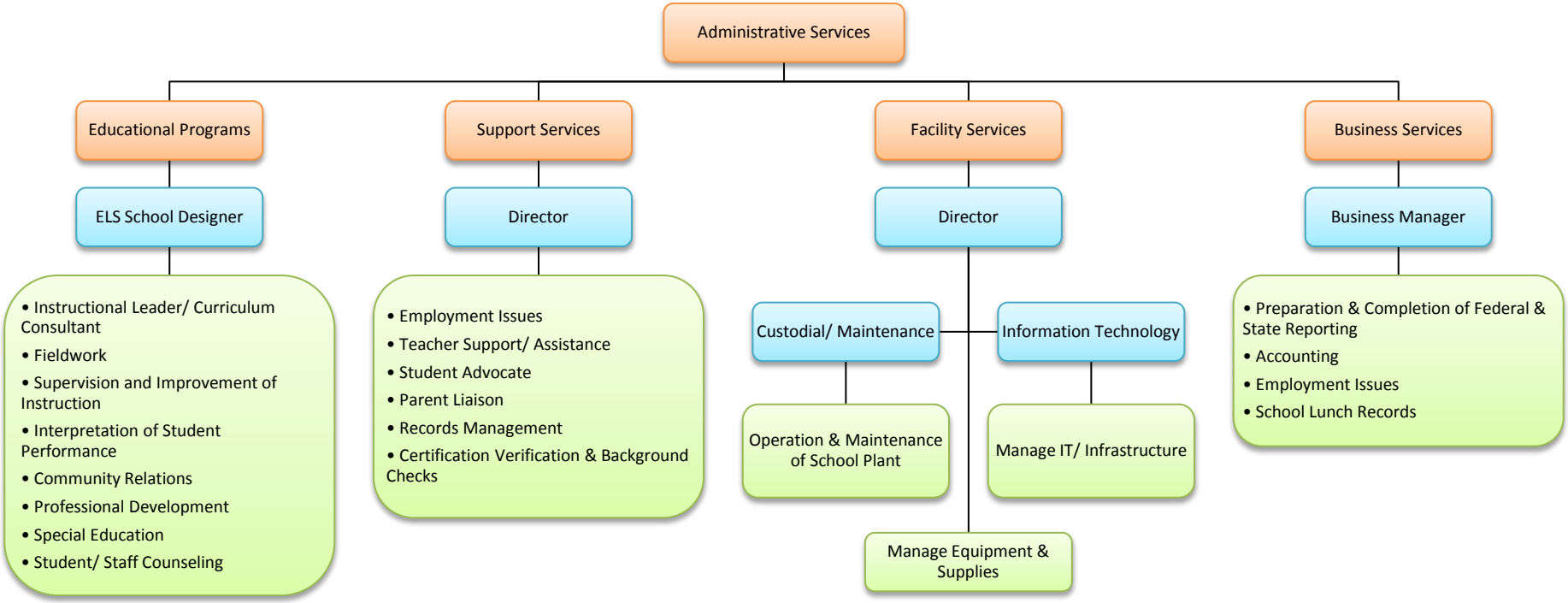
Responsibilities include:

- Setup accounting system including AP, Payroll, AR, and Reporting; Develop and maintain timely and accurate accounting records for school
- Perform accounting processes and maintain the chart of accounts
- Create and implement accounting manual, including procurement procedures and control measures for public funds in accordance with applicable state and federal procurement laws, guidelines, and school procedures
- Prepare and maintain reporting timeline and execute reporting for all financial managerial and statutory reporting requirements
- Prepare monthly, quarterly, and annual financial statements (Statement of Financial Position, Statement of Activities, Statement of Cash Flows), including budget to actual analysis including variance explanations.
- Ensure budget is board approved and being followed
- Coordinate annual financial audits, and any other reviews by the USOE, Federal, or other agencies

- Work with Director and governing board to ensure audit findings are appropriately addressed and any deficiencies remedied
- Manage cash processes, including contributions, receivables, grants, funding and deposits.
- Perform monthly account reconciliations and obtain appropriate reviews and approvals.
- Monthly payroll processing; Act as benefits coordinator including tracking of personal time off and coordination of annual benefits enrollment.
- Work with the Board and Director to ensure adequate controls are in place (e.g. segregation of duties and documentation of control points); Develop administrative systems and procedures.
- Participate in pre-service training and on-going professional development as requested by Director; Remain current in the use and management of requisite technology (including USOE, auditor, and Charter Star finance trainings)
- Maintain adequate insurance coverage ensuring compliance with any requirements.
- Other duties as assigned by the Director

Qualifications

- A Bachelor‘s in Business, Accounting, or Finance/Master‘s preferred
- Minimum three years experience in a field related to business or finance/Five or more years experience in the field of business or financial management preferred
- CPA and/or MBA preferred
- Substantial knowledge and experience of small business and non-profit accounting
- Knowledge and experience with program accounting and management of restricted funding
- Experience with USDA School Lunch Program
- Experience in Audit, 501(c)(3) and form 990
- Understanding of payroll functions and reporting (941, 940, W2, 3, 4)
- Professional, personable, flexible, and ability to work effectively with a wide variety of Individuals and groups
- Excel or Database proficiency a must
- QuickBooks or other accounting software experience a plus
- Experience in charter school or business management preferred
- Commitment to the mission, values, and goals of Voyage Academy



Crew

Director
Field Work
Interpretation of Student Performance
Community Relations
Professional Development
Special Education
Student/ Staff Counseling

Assistant Director
Instructional Leader, Curriculum Consultant
Supervision and Improvement of Instruction
Field Work

Adventure Coordinator
Field Work

Governing & Advisory Boards
Community Relations

Special Ed Coordinator
Special Education

Counselor
Student/ Staff Counseling

Assistant Director
Teacher Support/ Assistance
Student Advocate
Parent Liaison
Records Management

Head Secretary
Records Management
Certification Verification & Background Checks

Business Manager
Employment Issues

Governing Board
Employment Issues
Student Advocate
Parent Liaison
Records Management

Head Secretary
Manage Equipment & Supplies

Parent Volunteers
Manage Equipment & Supplies

Business Manager
Manage Equipment & Supplies

Director
Preparation & Completion of Federal & State Reporting
Accounting
Employment Issues

Governing Board
Preparation & Completion of Federal & State Reporting
Accounting
Employment Issues

Kitchen Manager
School Lunch Records

Expeditionary Learning Schools
Outward Bound

Tax ID #

Scope of Services and Cost

From: **To:**

School and District Information

Name of School: Voyage Academy **Street or P.O. Box:** TBD **City, State, Zip:** TBD **School Phone:** TBD **School Fax:** TBD **School Website:** TBD	**School District:** **Superintendent:** **District Phone:** **District Fax:** **District Website:**
Principal/Director: TBD **Principal's Email:** TBD **Principal's Phone:** TBD	**Billing Contact Person:** **Billing Telephone:** **Billing Fax:** **Billing Email:**
Additional School or District Contacts:	**Billing Address** **Street or P.O. Box:** **City, State, Zip:**

Please sign and return original to your regional field director:

Name of Field Director: Scott Gill

Street Address: 4916 E. Stemwood

City, State, Zip Code: Boise, ID 83716

Scope of Contracted Services

This Memorandum of Understanding covers the first planning year between Voyage Academy and Expeditionary Learning Schools (ELS). During this period, ELS will provide a package of services to faculty and school leaders to foster the full implementation of the ELS school reform design. The price for the package of services for this year's Memorandum of Understanding (MOU) is estimated to be $60,000.

ELS will provide the following contracted services:

Direct School Services

Direct service days delivered by ELS staff

- Direct service covers on-site professional development and technical assistance provided by an ELS school designer. It may also include days during which the school designer accompanies a group of teachers from the school to an off-site ELS professional development event to provide further intensive work.

- Daily rates for direct services cover a percentage of:
  - School designer salary and benefits.
  - Field director support for school designers and consultation with other school designers.
  - School designer supplies and materials such as internet access, telephone, office supplies, and professional materials.

Prep/travel days

- The school designer uses these days to plan on-site work and create materials for the school. Preparation time is also allocated for the school designer to work with teachers via email or phone, provide feedback on expedition plans, write reports for the school, plan future professional development together with the principal and/or instructional guide, and consult with the field director or other school designers.

- Time (days or partial days) allocated for ELS staff travel to the school is based on distance and average travel time.

- ELS staff travel costs have been budgeted into the total MOU amount and are based on average actual travel costs over the course of the MOU.

Allocation for books and other published materials for the TBD school year.

- Certain books and materials may be purchased through ELS at a discounted price. The school and the school designer determine which, if any, such materials will be included in the MOU based on the annual work plan.

Slots Allocated for Off-Site Professional Development

National conference

- Three days in March of each year.
- A pre-conference day set of offerings is available for an additional fee of $150.00 per person. These offerings are included as part of the on-line conference registration.

5-day national residential institutes

- ELS pays all lodging and most food costs.
- The school pays for travel to and from the event.
- All participants except those living within 45 minutes or less of the event site must stay in accommodations arranged by ELS.
- As part of the registration process, each participant must agree to arrive on time, participate in the full daily schedule (often much longer than a normal work day), and stay for the full duration of the event.
- Participants share rooms. If private rooms are available – and this is relatively rare – they will be assigned on a first-come/first-serve basis and the school will be billed directly for the cost differential.
- The school will be billed for $250 for any no-shows or cancellations within 3 weeks of the start of the institute unless ELS can fill the slot.

5-day national residential institutes - local participant

- Only participants who live within 45 minutes or less from the site of the event may use this option.
- ELS pays for most food costs.
- As part of the registration process, each participant must agree to arrive on time, participate in the full daily schedule (often much longer than a normal work day), and stay for the full duration of the event.
- The school will be billed for $250 for any no-shows or cancellations within 3 weeks of the start of the institute unless ELS can fill the slot.

3-day national residential institutes

- ELS pays all lodging and most food costs.
- The school pays for travel to and from the event.
- All participants except those living within 45 minutes or less of the event site must stay in accommodations arranged by ELS.
- As part of the registration process, each participant must agree to arrive on time, participate in the full daily schedule (often much longer than a normal work day), and stay for the full duration of the event.
- Participants share rooms. If private rooms are available – and this is relatively rare – they will be assigned on a first-come/first-serve basis and the school will be billed directly for the cost differential.
- The school will be billed for $250 for any no-shows or cancellations within 3 weeks of the start of the institute unless ELS can fill the slot.

3-day national residential institutes - local participant

- Only participants who live within 45 minutes or less of the event may use this option.
- ELS pays for most food costs.
- As part of the registration process, each participant must agree to arrive on time, participate in the full daily schedule (often much longer than a normal work day), and stay for the full duration of the event.
- The school will be billed for $250 for any no-shows or cancellations within 3 weeks of the start of the institute unless ELS can fill the slot.

Slots for Outward Bound educator courses

- ELS pays all lodging and most food costs during the event.
- The school pays for travel to and from the event.
- As part of the registration process, each participant must agreement to arrive on time, participate in the full daily schedule (often much longer than a normal work day), and stay for the full duration of the event. Since these courses are in rural areas, in most cases participants will need to arrive one day before the course starts and leave the day after it ends.
- The school will be billed for $250 for any no-shows or cancellations within 1 month of the start of the course unless ELS can fill the slot.

National summits

- ELS pays all lodging and most food costs during the event.
- The school pays for travel to and from the event.
- As part of the registration process, each participant must agree to arrive on time, participate in the full daily schedule (often much longer than a normal work day), and stay for the full duration of the event.
- Participants share rooms. If private rooms are available – and this is often not an option – they will be assigned on a first-come/first-serve basis and the school will be billed directly for the cost differential.
- Because of the after-hours group and individual preparation time, all participants must stay in accommodations arranged by ELS.
- The school will be billed for $250 for any no-shows or cancellations within 3 weeks of the start of the summit unless ELS can fill the slot.

Site seminars

- These two or three-day visits to ELS schools are planned primarily by the hosting schools.
- The nominal fee covers the per diem fee ELS pays to the school for each network participant and some of ELS costs for school designer support of the site seminar.

3-day regional institutes

- The school pays for all travel and lodging and most meals.
- As part of the registration process, each participant must agree to arrive on time, participate in the full daily schedule (often much longer than a normal work day), and stay for the full duration of the event.
- All participants must stay at the event location unless they live within 45 minutes of the event.
- The school will be billed for $250 for any no-shows or cancellations within 3 weeks month of the start of the institute unless ELS can fill the slot.

ELS Network Membership

This membership covers a percentage of overhead associated with a wide range of services provided to the school. These include but are not limited to:

- Copies of *The Expeditionary Learning Core Practice Benchmarks* for each staff member.
- Copies of *Fieldwork* for each staff member.
- Copies of materials for on-site work at schools for each staff member.
- Eligibility for Fund for Teachers scholarships.
- School-specific support from the regional field director including consultation, travel to schools, budget preparation, and support of the implementation review process.
- Eligibility for middle and high school students to attend summer Outward Bound courses.
- Central office accounting and billing services.
- Access to LEO and on-going technical support and upgrades within LEO.
- Ability to purchase additional off-site professional development slots at network prices.
- Ability to advertise job openings on the ELS website.

Payment Schedule

☐ An initial payment of $5,000 is due on or before TBD

A second payment of $5,000 is due on or before TBD.

Agreement

Expeditionary Learning Schools and Voyage Academy agree to the above outline of services from (start date) to (end date). This scope of services may be changed only in writing and must be signed by both parties.

ELS Representative	**School Signator**
Title	**Title**
Date	**Date**

At Voyage Academy, students will be inspired to be life-long readers and life-long learners. This will be the primary aim and responsibility of the library program. As a result the students will reach the heights of their potential by being inspired to read. The library crew will work to design an imaginative, interactive library where students will have access to information that will enrich the curriculum, enhance character development through personal reading, and promote literacy. By this we expect to provide an environment that encourages reading, research, and an increase of knowledge.

Materials

At Voyage Academy, learning expeditions will guide regular classroom work. Learning expeditions will require readings from various original sources rather than relying on text books. The library will be equipped with books that will support these learning expeditions and curriculum. The Pioneer Online Library database will be used to access information everywhere and will have creditable resources to continue their research. The Governing Board and Director will be responsible for ensuring adequate yearly funding to meet accreditation requirements to meet the material and infrastructure needs of the school. Not all students learn the same way; therefore the library will house various forms of multi-media learning recourses. The media collection will be built upon the foundation of life skills, expeditions, and of scholastically recommended books consisting of classic children's literature and periodicals that will inspire young minds and ignite their curiosity. The library will have an array of collections that will include age-appropriate fiction, non-fiction, reference materials, and various forms of multi-media learning resources. Students will learn different research techniques through utilization of hard reference materials, the internet, trade journals, etc., and all will be made available to support individual styles and strengths in the students. An assortment of biographies will support character development; foster values will help students construct individual purpose. Also included in the library will be grade and ability level books that encourage personal reading for pleasure, enrichment, and information. We understand that an expanding library is critical for successful teaching and learning.

Policy and Procedures

In accordance with the Northwest Accreditation Commission, the library will be accessible for use by grades K-6. Kindergartners will be able to check out one book at a time, the other grades will be able to have two out at a time. This will insure the personal responsibility and strengthen accountability. The staff will maintain and establish overdue or lost materials policy and will implement the delivery of notices via e-mail. Students will be responsible to pay the cost of replacement of media. Once the policies and procedures are established the handbook will outline them. The library will put emphasis on respect so replacements are limited. The library will be accessible before, during, and after school hours to allow students to research and discover. Teachers will be encouraged to use the facility as an integral part of their day. The library will also be used for things such as author visits, break-out groups, literacy fairs, etc.

Facilities

The library will become the heart of the school and will be located as such. It will become a primary location for displaying high quality student products showcasing successful expeditions and individual projects. Voyage Academy will have a spacious library that will be capable of accommodating more than one full class and will have adequate bookshelves and storage. Voyage's library will be 3,000 square feet with proper lighting for designated areas and tasks, and will be wheelchair accessible. There will be sufficient electrical and networking outlets to accommodate technology. The library will have educational learning centers along with defined leisure reading spaces and story-telling areas. The library atmosphere will be inviting and pleasurable. Voyage will have a checkout system for the ease of checking in and out books. The library will be cataloged, labeled, and shelved using the Dewey Decimal System. The board will have the primary responsibility for selection of material until a media specialist is hired. This will be a continuing process and the media specialist will need suggestions from staff, students, and parents which will all be taken into consideration. We will utilize donations of appropriate material as well as fundraisers and funds provided from any library-based grants received to build the library collection. We have the right to refuse the purchase or donation if it does not coincide with the schools mission and/or policy. Material will be age appropriate and will hold a high standard. Anything outdated, using stereotypes, biased, condescending, badly damaged, unused, or unneeded will be removed from the library. After the library has been established, the goal will be a 5% weeding process annually.

Staffing

The media specialist will play an active role in reading and the other instructional activities and programs that rely heavily on the library. The media specialist will be responsible for advocating the mission and the philosophy of school through library activities. The library will consist of parent volunteers and a certified media specialist by the third year. A library crew will be organized, trained by the media specialist, and given the responsibility to assist in setting up goals and policies. A staff member will serve on the library crew along with students, volunteering parents, and governing board representative. The library crew will support the library plan and the schools mission. With oversight from the media specialist, the library crew will provide training to students on how to utilize each resource. Opportunities for training, networking, and professional development will be provided to the staff.

Vision

We understand that a library is critical for successful teaching and learning. We anticipate that the library will promote collaborative inquiry with the curriculum development. The library crew will help in designing an imaginative, interactive library, a place where children will want to spend their free time. Voyages library will help support learning of all students including those with diverse learning abilities and will include assistance to individual students that will need it. We envision that the library will integrate the uses of technology for life-long learning and teaching. The library media program will encourage and engage students in reading, viewing, and listening for understanding and enjoyment. Director, staff, and a certified library media specialist, will contribute to the success of student learning by providing resources, instruction, and activities that allow students and staff to become independent, effective users of information students will use for the rest of their lives.

Goal	Objective	Activity	Measures
1. Progression, functionality, and inspirational environment of the library	•Reach minimum accreditation standard of 3,000 materials the first year and 7,500 by the third year. •Create a library crew consisting of trained volunteers, students, governing board member along with a certified media specialist. •Develop an efficient feedback program to allow parents, students, and staff to suggest an array of media and provide assessment of library improvement.	•Apply for different library grants •Acquire donations •Fundraising •Work with the Board and Director to ensure financial support on a yearly basis. •The media specialist and library crew will develop policies and programs. •Annual surveys will be distributed to parents, staff, & students.	•Adequate funding will be available for library materials & programs. •The library crew will be formed by the first year of operation and foundational policies & goals will be written. •Annual review of surveys will occur by the library media committee. Action will be taken based on results.

Goal	Objective	Activity	Measures
2. Students will develop a love of life-long reading and life-long learners	•To provide a broad array of quality printed and non-printed materials to assist the students in developing a love of reading. •Collections of Life Skills media will be provided. •Engage the students •Have weekly scheduled library time for all classes. •Extended library hours. •Pro-active in sharing information about services, resources, and programs.	• Books spotlight •A new arrival section •Local author visits •After school book club •Media specialist will lead a reading and discussion time with students. •Activities such as a scavenger hunt will be suggested. •Special guest readers. •Life Skills will be prominently displayed •The library will be open before, during, and after school. •A reading program will be established.	•Teachers will communicate feedback. •Surveys of favorite books will be given and taken into consideration and determined according to policy, interest, and/or the school's mission. •Feedback will be constructive. •Attendance will be high. •E-newsletter that will promote library services, programs, and events.
Goal	Objective	Activity	Measures
3. Strengthen research and reading skills	•Provide reference and non-fiction materials, in print and electronic format, that act as a resource to staff and students. Specifically, these may include books; periodicals; video; art prints; audio; and links to online resources. •Students will engage and extract information.	•Classes will have designated library time; staff will provide instruction different research techniques. •The library will have spaces for group research and for private reading which will aid in the development of life-long research habits. •Students will be able to check out books to take home and study	•Engaged directly in their own education to become self-directed •Students will want to share their work with the entire learning community. •Students will be able to navigate around the library when researching. •Necessary help will be available students that will further assistants in researching.

Budget

A combination of WPU and fundraising efforts will provide the funds to implement the library plan. Efforts to achieve this may include library grants, soliciting donors, and working with the Governing Board and the Director to ensure adequate funding in the yearly budget. In the planning year we allocate $6,000 in the budget for the library. There is $28,000 in the school's first operating year for media acquisition. The second operating year will allocate $10,000. By the third year the total is $44,000 for media acquisition.

Acquired by Year 3	
Library supplies (labels, book repair materials, etc.)	$ 2,500.00
Books	$ 34,000.00
Educational DVD/Videos	$ 3,000.00
Audio	$ 1,000.00
Magazines/periodicals	$ 2,500.00
Check out system	$ 500.00
Online subscriptions to encyclopedia or other educational sites	$ 500.00
	$44,000.00

Timeline

The library plan meets the Northwest Accreditation Commission, Library Information Services in accordance to Utah State Code R277-410(3) (c). These standards will be met in the first year with the exception of the media acquisitions which will be met in three years. Voyage will acquire over 7,500 titles in the library collection. The planning year the library will acquire 2,000 titles and the first year of operation 3,500 titles. The library will acquire 2,000 titles each of the following two years.

Charter School	Voyage Academy
Date	2/4/2011
Principal/Director	To be determined
Technology Coordinator	April Hanks

1) What is your school's Technology Plan vision statement? Include clear goals and realistic strategies for using telecommunications and information technology to improve education (i.e., student performance, library services, CBT, assessment, etc.)

Technology Plan Vision-Students

The vision of Voyage Academy's Technology Plan is to highlight the mission of the school by teaching the responsible use of technology coupled with Life Skills. Part of learning Life Skills is researching practical strategies for acquiring new abilities. The use of the Expeditionary Learning focus will encourage students to use technology based research synonymously with interpersonal communication.

Through Expeditionary Learning, students will find it beneficial to become authors of their own work by taking advantage of many types of software such as: Power Point, Word, Excel, Photoshop, etc. Voyage Academy students may use such software in organizing notes, graphs, slide shows, etc. The use of such software will enable students to create original projects which will increase sensory learning. An important strength of Expeditionary Learning is allowing students ample opportunity to revise from rough draft to completion. Students' progress may be measured through their continual developments saved via many possible software aids.

Technology Organization to Improve Education-Students

A computer lab will accommodate any one class size with 25 computers/Wyse terminals. The computer lab may be used for:

1. Computer Based Testing
2. Protected Internet research
3. Project revising and completion
4. Keyboarding
5. Digital photography
6. Computer based instruction
7. Any other advantage harmonious with the school's mission

Each classroom will have at least 1 computer available to the students for the above listed uses. In addition to a permanent computer lab, Voyage Academy will also acquire 25 additional computers/Wyse terminals to be available during Computer Based Testing (CBT) periods.

Technology Organization to Improve Education- Library/Media Center

The Library is planned to be adjacent to the Computer Lab. The Library will have 1 computer which will be for the sole use of the media specialist and will have the ability to run library software. The Library will also have a copy machine, a bar code scanner, and at least 1 printer.

2) What is your school's professional development strategy to ensure that staff (e.g., teachers, administrators, and support personnel) knows how to use these new technologies to improve education?

Technology Plan Vision- Teachers and Staff

The teachers and other staff of Voyage Academy will be expected to model the responsible use of technology by demonstrating its appropriate uses. In Expeditionary Learning, the use of technology is an appropriate resource integrated with student to student and teacher to student support.

Technology Organization to Improve Education-Teachers and Staff

Each classroom will have 1 laptop computer for the use of the teacher, and at least 1 computer will be assigned to administration staff for the use for such applications as:

1. Email correspondence with parents and other educators
2. Lesson plan formation
3. Instant Messaging for teacher to teacher support
4. Tracking of in class student progress and determination of students' advancement toward State academic goals
5. Connection to the Utah State Office of Education for real time information and applications
6. Expeditionary Learning Schools expedition database
7. Access to Students Information Systems
8. Use of CACTUS and USIIS
9. Set up a teacher page on the school's website
10. Approved use of laptops for expeditions
11. Any other advantage harmonious with the school's mission

Technology Education-Teachers and Staff

As Voyage Academy goes about the hiring process, the school will require potential teachers and staff to have basic computer knowledge, such as: email, word processing, spreadsheets, etc. Teachers and staff with demonstrated advanced computer familiarity will be sought out to have the added responsibility of mentoring their coworkers in the form of a peer to peer technology mentoring plan.

As an Expeditionary Learning School, the teachers and staff of Voyage will have the opportunity of attending a yearly National Expeditionary Learning conference. The conference will offer such training courses as "Digital Expedition" and "Powerful Voices for Kids: Connecting Media and Technology to Expeditionary Learning."

3) What is your school's evaluation process to enable the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise?
As part of their quarterly review, teachers will be evaluated on their demonstrated knowledge and integration of technology in their trimester long expeditions. If needed, teachers will be audited by their peer technology mentoring teams. Teachers will be surveyed on their needs as well as the needs of the students in capturing the Technology Plan related to the mission of the school. The goal of Voyage Academy is to adjust the Technology Plan as needed to fulfill the needs of the school by acquiring new and/or updated systems and software.

Budget

The goal of Voyage Academy is to responsibly budget sufficient resources for the Technology Plan. The planning year budget of $25,000 will cover the infrastructure of the school such as (routers, servers, and switches), initial administration needs, and a laptop computer for each teacher. The telephone system for the school will be designed in a voice over (VOIP) configuration. Hardware for the system will be provided as part of the building construction and therefore has not been included in the technology budget. The technology budget for years 1-3 will cover a computer lab, additional computers/Wyse terminals for CBT periods, terminals within the classrooms, and other software/hardware. Budget allocations for years 1 through 3 are $25,000, $25,000 and $6,000.

Inventory/Assessment of telecommunication services, hardware, software, and other services. – Planning Year

	Computer Labs	Classrooms	Library or Media Center	Admin. Office	Other Locations	Planned Future Acquisitions		
						Yr 1	Yr 2	Yr 3
Computers (List by Type)								
A. Less than 4 yrs old				1		1		
B. Wyse with Flat Screen			1			35	25	10
C. Laptop Computers		22						
# of above computers that are Internet capable		22	1	1		36	25	10

	Computer Labs	Classrooms	Library or Media Center	Admin. Office	Other Locations	Planned Future Acquisitions		
						Yr 1	Yr 2	Yr 3
Peripheral Devices								
A. Printer/Scanner				1		2	1	1
B. Copiers (Leased)			1			2	1	1
C. Assistive/Adaptive Devices						1	1	
D. LCD Projectors						2	2	2

	Planning Year	**Planned Future Acquisitions**		
		Year 1	**Year 2**	**Year 3**
Network Equipment				
A. Switches (48 port)	1	1		
B. Routers	1	1	1	1
C. Servers	1	1	1	
Total Classrooms	20	20	20	20
Number of classrooms wired for internal connections	20	20	20	20

	Current	**Planned Future Acquisitions**		
		Year 1	**Year 2**	**Year 3**
Telecommunication Links				
A. Gigabit Ethernet		1		
B. Multiple T1s or T3		1		
C. Comcast Cable		1		
Total School Buildings		1		

Students will explore Life Skills, grow and develop interests, and skills in a variety of areas. Voyage Academy believes that learning extends beyond the walls of the classroom and outside of the regular school day. All extra-curricular activities comply with Utah State policy regarding school fees and fee waivers. As a condition of employment, each teacher agrees to teach one after school enrichment club each weekday except Friday. Clubs may also be established through parent volunteers, as interest evolves in these subject areas under the direction of a teacher, approval of the Director, and supports the schools mission. Voyage Academy believes in equal educational opportunity for each individual. Therefore, we do not discriminate against race, color, nationality ethnicity, gender, or ability. Voyage Academy is planning on providing extra-curricular activities the year the school is open.

Expeditions

An expedition is how the school is run. Students and teachers will be engaged in challenging learning expeditions that explore a topic or theme in depth. Their studies will call for intellectual inquiry, physical exploration and community service. On a given day, their exploration may take them outside the school building to do environmental research, conduct interviews in local businesses, or carry out other fieldwork assignments. Through intense field work and research students will apply real life skills in every expedition. There will be times an expedition will take after school hours and possibly overnight for the older students.

Adventures

Adventures will help students build skills needed for a lifelong relationship with the natural world. Service projects and achievement standards may be incorporated into some activities. Throughout the program, outdoor safety and etiquette are emphasized. Through adventure, students reach personal goals, build confidence, learn how to work as a team, and become lifelong learners and leaders. All adventures will be approved by the Director and only sixth graders will be allowed to participate in an overnight adventure with the proper staff and volunteers. Risk Management will ensure safety to students and staff requiring carefully considered plans for unforeseen and unexpected events on expeditions and adventures.

After School Activities

The following classes MUST be offered:

- Math tutoring
- Reading tutoring

Other clubs might be offered but not limited to:

- Technology
- Career
- Science

- Drawing
- Foreign Language
- Orchestra
- Photography
- Service
- Theater
- Book
- Student council
- Newspaper
- Debate
- Sports

Some clubs may encompass additional materials fees, for instance costumes, props, science experiences, etc.

Selection of activities needs to be in alignment with the mission, vision, and goals of Voyage Academy to provide activities which create a balanced and well-rounded environment for students. As interest arises in a particular club, the parent volunteer organization of the school may approach the Director for approval to start a new activity. Committees will be recruited and organized by the Director and will be made up of one teacher, parents, and community members who are dedicated and passionate about the activity with possible expertise to offer. Committees will move forward with their extracurricular activity and notify students and families of the opportunity for any student to participate.

General Provisions

No fee may be charged or assessed in connection with any club or academy-sponsored or supported activity, including extracurricular activities, unless the fee has been set and approved by the Director and distributed in an approved fee schedule. Fee schedules and policies for the academy shall be adopted at least once each year when the Governing Board approves its annual budget in a regularly scheduled public meeting. The fee for any extracurricular activities will be waived according to the fee waiver policy for those students who qualify.

Waivers

To ensure that no student is denied the opportunity to participate in a club or school-sponsored or supported activity because of an inability to pay a fee, Voyage Academy will provide for adequate waivers or other provisions in lieu of fee waivers. The fee must be approved on a yearly basis. The procedure will include the following:

1. The Director will administer the policy and grant waivers.
2. The process for obtaining waivers or pursuing alternatives shall be administered fairly, objectively, and without delay, and designed to avoid stigma and unreasonable burdens on students and parents.

3. The Director will inform patrons of the process for obtaining waivers. Students who are granted waivers or provisions in lieu of fee waivers shall not be treated differently from other students or identified to persons who do not need to know of the waiver. Fee waivers or other provisions in lieu of fee waivers are to be available to any eligible student.

Eligibility for fee waivers/Inability to pay is presumed for students who are:

1. In state custody or foster care
2. Are eligible for free school lunch
3. Family is receiving public assistance
4. Family is receiving SSI (Supplemental Security Income) or Aid to Families with Dependent Children
5. CASE BY CASE determinations are to be made for those who do not qualify in one of the foregoing standards but whom, because of extenuating circumstances such as, but not limited to, exceptional financial burdens such as loss or substantial reduction of income or extraordinary medical expenses, are not reasonably capable of paying the fee.

Items Eligible for Fee Waivers

Any charge, deposit, rental, or other mandatory payment for required student participation in any class, program, or activity; provided, sponsored, or supported by ELA, are fees requiring approval of the Governing Board, and are subject to the fee waiver requirements.

Items Not Subject to Waivers

The requirements of fee waiver and availability of other provisions in lieu of fee waiver do not apply to charges assessed pursuant to a student's damaging or losing school property. The school shall pursue reasonable methods for obtaining payment for such charges, including withholding official grade reports, diplomas, and transcripts as indicated in this policy. Charges for yearbooks, pictures, and similar articles not required for participation in a class or activity are not fees and are not subject to the waiver requirements.

In accordance with Utah State Code §53A-12-103.5, a parent or guardian of a student applying for a fee waiver is to provide documentation and certification of eligibility including income tax returns or current pay stubs. Denial of eligibility for a waiver may be appealed in writing to the Director within ten (10) school days of receiving notice of denial. The academy shall contact the parent within two (2) weeks after receiving the appeal and schedule a meeting with the Director to discuss the parent's concerns. If, after meeting with the Director, the waiver is still denied the parent may appeal, in writing, within ten (10) school days of receiving notice of denial to the Governing Board. Any requirement that a student pay a fee will be suspended during any period in which the student's eligibility for waiver is being determined. Voyage Academy will ensure that all extra-curricular activities will be offered equally and openly to all students without regard to gender, as required by Title IX, Education Amendment of 1972.

In accordance with Utah Code §53A-11-806 any school whose property has been lost or willfully cut, defaced, or otherwise injured may withhold the issuance of official written grade reports, diploma, and transcripts of the student responsible for the damage or loss until the student or the student's parent or guardian has paid for the damages. The student's parent or guardian is liable for damages as otherwise provided in Section 78A-6-1113.

Students shall be given notice and an opportunity to pay fines prior to withholding issuance of official written grade reports, diplomas and transcripts.

1. If the student and the student's parent or guardian are unable to pay for damages or if it is determined by the academy in consultation with the student's parents that the student's interests would not be served if the parents were to pay for the damages, then, the academy may provide for a program of voluntary work for the student in lieu of the payment.
2. A general breakage fee levied against all students in a class or school is not permitted. A student may not be excluded from ELA or withhold unofficial transcripts to obtain payment of academy fees or fines.
3. Donations or contributions may be solicited and accepted, but all such requests must clearly state that donations and contributions are voluntary. A donation is a fee if a student must make a donation in order to participate in an activity. No student may be excluded from an activity or program because they did not make a donation. In the collection of academy fees, the school must comply with statutes and State Tax Commission rules regarding the collection of state sales tax.

Voyage Academy is an Equal Opportunity Employer and does not discriminate based on disability, race, creed, color, gender, national origin, religion, or ancestry.

At Will Status

Under Utah State Law, Voyage Academy is exempt from the Utah Orderly Termination Act. All Voyage Academy employees are at-will employees and have no expectation of continued employment. However, Voyage Academy desires to dismiss employees only when it is in the best interest of the school's mission and educational philosophy for the students at the school.

Employment

Voyage Academy will make every attempt to publicize and attract applicants who are qualified and exhibit passion and aptitude for teaching in a rigorous environment of active pedagogy. In all cases, Voyage Academy will select its personnel directly and in compliance with all Federal and State rules and regulations. The Board of Trustees is responsible for the hiring, supervision, evaluation, and termination of the school's staff, or the delegation thereof.

Offers of employment are made in writing which, if accepted, are signed and returned to Voyage Academy. Accepted offers establish and acknowledge an agreement to an employment relationship between the employee and Voyage Academy. This agreement outlines the job requirements as well as compensation and benefits. Employment offers may be renewed yearly for all employees, including the Director. Voyage Academy will ensure that the Employment Agreement does not eliminate the school's At-will status and will have Utah Risk Management deliver an opinion on the document before it is put to full use.

Voyage Academy is an Equal Opportunity Employer and does not discriminate based on disability, race, color, gender, national origin, religion, or age. Voyage Academy follows all requirements of ADA regarding job application procedures, hiring, advancement and discharge of employees, worker's compensation, job training, and other terms, conditions, and privileges of employment. Voyage Academy shall provide reasonable accommodations to all disabled employees, so long as the employee has the abilities to perform essential job functions.

Voyage Academy will adhere to the applicable Title VII laws, i.e. Civil Rights Act, ADEA, and ADA.

All employees of Voyage Academy are expected to conduct themselves in a professional manner. Employees of Voyage Academy shall:

- Have only appropriate and professional relationships with students.
- Maintain current licenses for any positions held.
- Pass a background check as often as State Statute requires.
- Treat all students fairly.
- Ensure confidentiality of student information.
- Take personal responsibility for teaching individual students.

- Work towards continual improvement in using Expeditionary Learning teaching methods.
- Be in attendance and punctual for required meetings and trainings
- Comply with dress standards.
- Not use, possess or unlawfully distribute illegal or unauthorized drugs.
- Act in accordance with other accepted professional standards.

Corrective Action

The following list of reasons for termination or discipline is not all-inclusive. The Board retains the right to terminate employment with or without cause and to determine whether cause for termination or discipline exists, regardless of whether such cause is included in this list.

Causes for Disciplinary Action or Termination:

- Falsification of information supplied to the school, including but not limited to application information, employment data, reports, and testing data;Insubordination, which is defined as —Refusal to obey a directive which a supervisor is entitled to give and have obeyed";
- Improper or unlawful physical contact with students;
- Manufacturing, possessing, using, dispensing, distributing, selling, and/or engaging in any transaction or action to facilitate the use, dispersal, or distribution of any illicit (as opposed to authorized) drugs or alcoholic beverages on school premises or as a part of any school activity;
- Possessing, viewing, or distributing pornographic material (printed, electronic, or otherwise)
- Failure to obtain or maintain an appropriate license;
- Theft of school property;
- Inability, incapability, or failure to perform essential job functions despite reasonable accommodations;
- Evident unfitness to perform teaching duties;
- Violation of school policy which is of sufficient gravity to warrant disciplinary action or termination;
- Conviction of a crime which has a rational nexus to education;
- Conduct which is harmful to students and which is of such a negative nature that it warrants disciplinary action or termination; and
- Any reason the Board or its Designees(s) in its sole discretion deems reasonable and appropriate and as pertains to the Vision and Mission of Voyage Academy.

Nothing contained in this section is intended to create, or can create, any contractual or other legal rights. Employment by Voyage Academy remains at-will. Any procedure or practice, whether set forth herein or not, is employed at the discretion of the Board of Trustees and its designee(s). Either party may terminate employment at any time, with or without cause, warning or notice. Nothing contained herein creates any expectation of continued employment.

Voyage Academy values differences and believes in excellence. The school will work to create a culture where peer and supervisor critique is expected and welcomed. In the event of corrective action, Voyage Academy will make a good faith effort to help the employee improve before termination, so long as such actions will not have a significant negative impact on students or overall staff morale.

Voyage Academy will be using the Expeditionary Learning model in the school. Expeditionary Learning is a culture that encompasses the students, the faculty and the community. Teachers will be developing and using Expeditionary Learning based curriculum in their classrooms. The methods that are used to evaluate students and their work will also be used to evaluate teachers, other employees and their work. This is in keeping with the learning culture of the school.

Teacher Evaluation

Goal Setting:

1. The evaluation process takes place over the entire year.
2. Prior to the start of the school year, teachers prepare goals in consultation with the Director.
3. Teachers will work with each other to prepare expeditions and supplemental curriculum. Expeditions will be reviewed before their implementation in meetings with other teachers in the school consistent with work review practices for students.
4. A written guide that is aligned with the goals of the school and Expeditionary Learning practices will provide a framework for individual goal-setting and Expedition Peer Review.
5. Goals are divided into four main areas: Curriculum & Assessment, Pedagogy, Classroom Management, and Professional Development.

Monitoring Progress:

1. The Director conducts periodic observations of teachers during implementation of expeditionary material and reviews student products during the year. These observations and reviews are directly related to the goals of each teacher. The Director provides oral and written feedback. The Director will also regularly 'walk through' the school to get a good idea of the general direction of the school and to make him or herself available to staff.
2. Teachers participate in weekly evaluation meetings to share successes and shortcomings that need to be addressed. The purpose of these meetings is to provide lateral and vertical communication between teachers that will facilitate a smooth flow of content from class to class and from grade to grade.
3. Teachers provide a written assessment of progress toward their goals each term. If needed, appropriate adjustments are made in consultation with the Director.
4. Throughout the year, teachers compile a portfolio that shows evidence of progress toward goals. At year-end, this portfolio is reviewed and responded to orally and is critiqued by the Director and by fellow teachers.
5. At a year-end celebration, all teachers will give a presentation to other teachers and board members covering student progress, successes, and remaining challenges.

The term review of progress, action research project, and other oral and written feedback from the Director during the year are formative in nature. Much of what is reviewed and discussed during the year is for the purpose of improving the teacher as well as improving the instruction methods, curriculum, and communication. The year-end review of progress on goals, however, is summative and is the major factor in determining continued employment and compensation.

Support Staff Evaluation

The support staff should be part of the culture of excellence at Voyage Academy. Support staff will have access to the Director at all times and the Director will conduct evaluations for the support staff on an as-needed basis throughout the year.

In addition the support staff will be evaluated each year by the Director in a year-end evaluation interview where old goals are reviewed and new goals are mutually determined. Teacher surveys of support staff performance will play a key role in the annual evaluation.

Director Evaluation

Director evaluations will be modeled after Teacher evaluations. The process will be fourfold:

1. *Conference & Goals:* At the beginning of each year, the Director will have a conference with the chair and one other member of the board. At this conference the Director will receive an evaluation document and list of the priorities for the school that year. This is the time when they will set goals, review staff and parent surveys and talk about informal observations the Chair has made of the Director‘s performance at the school.

2. *Performance Review:* The Director, the board chair and one other board member will meet in a performance review session at the end of each year. This review will consider how the Director has filled his/her obligations for the school and how he/she has done at accomplishing the school‘s yearly priorities. Staff surveys related to the Directors performance will also be taken into consideration.

3. *Presentation:* At the end of the year, the Director will present his/her State of The School Address and examples of completed School Products and accomplishments to the governing board and school staff. He/she will show how the school has improved and report on personal goals.

4. *Written Evaluation:* Some time after the final presentation, the Governing Board will compile a final written evaluation of the Director. This may include recommendations for remediation or items needing improvement. This will be a key factor in determining compensation.

Policy and Procedures for Remediation, Notice and Dismissal

Nothing contained in the charter is intended to create, or can create, any contractual or other legal rights. Employment by the School remains at-will. Any procedure or practice, whether set forth herein, or not, is employed at the discretion of the Board and its designee(s). Either party may terminate employment at any time, with or without cause, warning, or notice. Nothing contained herein creates any expectation of continued employment.

Voyage Academy will work to create a culture where review and critique by peers and supervisors are expected and welcomed. In the event that the Director requires an improvement in performance from an employee, he or she will make a good faith effort to help the employee improve before terminating the employee, so long as such actions will not have a significant negative impact on students or overall staff morale. (See section 24)

Before dismissal of any employee due to poor evaluation results, Voyage Academy suggests the following general model be followed (see section 24 for more detailed information regarding actual termination procedures):

1. The Director finds, through observation of staff member activities, student portfolios, or the term review, etc. that there is a need for improvement.
2. The Director will give verbal notice in a private interview to the staff member of the area that needs improvement, provide assistance in that area as needed and help the staff member set specific goals toward this improvement.
3. The Director will then monitor the progress of the staff member as before, paying close attention to the goals that have been set for this staff member.
4. As the staff member accomplishes these goals, the Director will recognize the accomplishment of the goals in another private interview and the matter will be closed in a positive manner.
5. If the staff member continues to perform/behave in a manner contradictory to the goals, mission, or values of the school, the Director may, at his discretion and in cooperation with the board, move to more severe measures, such as written warnings, probation, suspension or dismissal.

Concerning At Will Status

Under Utah State Law, Voyage Academy is exempt from the Utah Orderly Termination Act. All Voyage Academy employees are at-will employees and have no expectation of continued employment. However, Voyage Academy desires to dismiss employees only when it is in the best interest of the school‘s mission and educational philosophy for the students at the school.

Entry Years Enhancement (EYE) for Quality Teaching R277-522

Because Voyage Academy is committed to the professional development of its staff, the school will follow closely all of the requirements of the EYE program for quality teaching. First, each level one teacher will be assigned a Mentor/Partner who has a level 2 or 3 license. The Mentor will help the level one teacher write and carry out successful expeditions, as well as serve as a means to evaluate the level one teacher. Second, Voyage Academy will ensure the Level 1 teacher can pass the Praxis II exam. Third, with the assistance of the Mentor, the school will create a written evaluation of the Level One teacher‘s performance during the year. Lastly, as explained above, Level one teachers will compile a portfolio of student‘s products and personal performance, as well as be required to present the portfolio to the Director.

In addition to the EYE program for quality teaching, the structure of the Expeditionary Learning environment uses a team concept for building curriculum and expeditions. The Mentors will work closely with each level one teacher within this team environment. This ensures that every teacher is able to fulfill his or her mission in the school in a positive, supportive manner.

Definitions

"Relative" means a father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, 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 Voyage Academy Board of Trustees.

Policy

No school officer may employ, appoint, vote for or recommend the appointment of a relative in or to any position of employment, when the appointee will be directly supervised by a relative, except as follows:

a. the appointee will be employed for a period of 12 weeks or less;
b. the appointee is a volunteer;
c. the appointee is the only person available, qualified, or eligible for the position; or
d. the Voyage Academy Board of Trustees determines that the school officer is the only person available or best qualified to perform supervisory functions for the appointee.

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

a. the relative was appointed or employed before the school officer assumed his position, if the relative's appointment did not violate the provisions of this policy in effect at the time of his appointment;
b. the appointee will be employed for a period of 12 weeks or less;
c. the appointee is a volunteer;
d. the appointee is the only person available, qualified, or eligible for the position; or
e. the Voyage Academy Board of Trustees determines that the public officer is the only person available or best qualified to perform supervisory functions for the appointee.

No appointee may accept or retain employment if he is under the direct supervision of a relative, except as follows:

a. the relative was appointed or employed before the school officer assumed his position, if the relative's appointment did not violate the provisions of this policy in effect at the time of his appointment;
b. the appointee is the only person available, qualified, or eligible for the position;
c. the appointee is employed for a period of 12 weeks or less;
d. the appointee is a volunteer; or
e. the Voyage Academy Board of Trustees determines that the appointee's relative is the only person available or best qualified to supervise 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 Voyage Academy Board of Trustees and the school officer who exercises authority over a relative may not evaluate the relative's job performance or recommend salary increases for the relative.

The school board of Voyage Academy reserves the right to consider other employees within this policy based on personal relationships (friend, roommate, boyfriend, girlfriend, etc.)

Governing Board Conflict of Interest Policy

As per the Voyage Academy Board of Trustees Bylaws:

Section 6.5 Conflicts of Interest. If any person who is a trustee or officer of the corporation is aware that the corporation is about to enter into any business transaction directly or indirectly with himself, any member of his family, or any entity in which he has any legal, equitable or fiduciary interest or position, including without limitation as a trustee, officer, shareholder, partner, beneficiary or trustee, such person shall (a) immediately inform, in writing, those charged with approving the transaction on behalf of the corporation of his interest or position, (b) aid the persons charged with making the decision by disclosing any material facts within his knowledge that bear on the advisability of such transaction from the standpoint of the corporation, (c) not be entitled to vote on the decision to enter into such transaction, and (d) be absent from any meeting when the contract or transaction is being considered and determined.

SECTION 27: INSURANCE

Voyage Academy will carry all required insurances, including General Liability Coverage for both Bodily Injury and Property Damage Liability at $2 million per occurrence; Automobile Liability Coverage for Bodily Injury and Property Damage at $2 million per occurrence including PIP coverage; Personal Injury / Civil Rights Coverage for claimed Constitutional violations and claimed violations of federal and state law - $2 million per occurrence; Errors and Omission Coverage for, among other things, actions taken by directors and board members who govern the school - $2 million per occurrence; Government Crime Policy including employee theft, faithful performance, and coverage for employee and officer bonds; Property Coverage; Extra Expense and Tuition Fee coverage; Workers' Compensation Coverage at such amounts and limits as required by Utah law; Treasurer's Bond; and Directors & Officers insurance.

Voyage Academy assures that it will acquire, before opening date and annually thereafter, a certificate of insurance. Insurance expenses are included in the school's yearly budget.

With the exception of Treasurer's Bond, Directors & Officers insurance, and Workers' Compensation, insurance will be provided by State Risk Management. Risk Management welcomes EL schools. All of the existing EL schools in Utah are insured through Risk Management.

Workers' Compensation Fund of Utah will be the provider for workers' compensation insurance.

The following letter describes the coverage we will purchase for Directors & Officers insurance as well as Treasurer's Bond:

07/15/2008 02:51 PM

Westchester Fire Insurance Company

Business and Management Indemnity Policy

Declarations

This Policy is issued by the stock insurance company listed above ("Insurer").

THE EMPLOYMENT PRACTICES, DIRECTORS & OFFICERS AND COMPANY AND FIDUCIARY, COVERAGE SECTIONS OF THIS POLICY, WHICHEVER ARE APPLICABLE, COVER ONLY CLAIMS FIRST MADE AGAINST THE INSURED DURING THE POLICY PERIOD OR, IF ELECTED, THE EXTENDED PERIOD AND REPORTED TO THE INSURER PURSUANT TO THE TERMS OF THE RELEVANT COVERAGE SECTION. THE CRIME COVERAGE SECTION, IF APPLICABLE, APPLIES ONLY TO LOSS DISCOVERED DURING THE POLICY PERIOD. PLEASE READ THIS POLICY CAREFULLY.

THE LIMITS OF LIABILITY AVAILABLE TO PAY INSURED LOSS SHALL BE REDUCED BY AMOUNTS INCURRED FOR COSTS, CHARGES AND EXPENSES UNLESS OTHERWISE PROVIDED HEREIN. AMOUNTS INCURRED FOR COSTS, CHARGES AND EXPENSES AND LOSS SHALL ALSO BE APPLIED AGAINST THE RETENTION AND DEDUCTIBLE AMOUNTS.

TERMS THAT APPEAR IN BOLD FACE TYPE HAVE SPECIAL MEANING. PLEASE REFER TO THE APPROPRIATE DEFINITIONS SECTIONS OF THIS POLICY.

[redacted]

Item B. **Policy Period:** From 25-MAY-2008 to 25-MAY-2009
12:01 a.m. local time at the Principal Address shown in Item A.

Item C. Coverage Section(s):

EMPLOYMENT PRACTICES

1. Limit of Liability $ 2,000,000 maximum aggregate for this Coverage Section
2. Retention: $ 5,000 each **Employment Practices Claim**
   $ 0 each **Third Party Claim**
3. **Continuity Date:** May 25, 2007
4. **Third Party** Coverage: ____ Yes __X__ No

INSURED PERSONS AND ORGANIZATION

1. Limit of Liability $2,000,000 maximum aggregate for this Coverage Section
2. Retentions:
   $ 0 each **Claim** as respects **Insured Persons**
   $ 0 each **Claim** as respects the **Organization**
3. **Continuity Date:** May 25, 2007

BROKER FEE $250.00

Item D. Premium: **$1,744**

PF-15190 (07/05)

Item E. **Discovery Period**

1. One (1) year	25% of the premium
2. Two (2) years	125% of the premium
3. Three (3) years	150% of the premium

As provided in subsection H of the General Terms and Conditions, only one of the above **Discovery Period** options may be elected and purchased.

Item F. **Run-Off Period**

1. One (1) year	100% of the premium
2. Two (2) years	125% of the premium
3. Three (3) years	150% of the premium
4. Four (4) years	165% of the premium
5. Five (5) years	185% of the premium
6. Six (6) years	200% of the premium

As provided in subsection I of the General Terms and Conditions, only one of the above **Run-Off Period** options may be elected and purchased.

Item G. Notice under this **Policy** shall be given to:

ACE Westchester Specialty Claims
1325 Avenue of the Americas, 19th Floor
New York, NY 10019

Item H. Forms attached at **Policy** issuance: PF-15191NFP, PF-15192NFP, PF-15193NFP, PF-18490, PF-18481, PF-18480, ALL-21101, TRIA[IPO], TRIA[EPL]

IN WITNESS WHEREOF, the **Insurer** has caused this **Policy** to be signed by its President and Secretary, and countersigned by a duly authorized representative of the **Insurer**.

[redacted]

PF-15190 (07/05)

Page 2 of 2

N/A

Utah State Board of Education

UTAH CHARTER SCHOOLS

Assurances

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

A. The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds.

B. The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the Utah State Office of Education.

C. The charter school gives the Utah State Office of Education or the U.S. Comptroller General, through any authorized representative, the access to, and the right to examine, all records, papers, or other documents related to all funds, including the submission of reports as may be required.

D. The charter school will annually maintain written evidence of liability and other appropriate insurance coverages, including a description of the levels of coverage and the relationship of these coverages to local and state agency obligations.

E. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.

F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education or Legislature, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes.

G. After settling any outstanding debt, all physical and other assets owned by the charter school become the property of the Utah State Board of Education upon the termination of the charter school.

H. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.

I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.

J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.

K. The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.

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

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

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

N. The charter school will comply with all applicable federal and state laws, rules, and regulations regarding the recruitment, screening, selection, and evaluation of all school employees.

O. The charter school will only employ educators who hold valid Utah Professional Educator Licenses or who meet State Board requirements for alternative licensing routes or Board authorization.

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

Q. At the beginning of every school year and prior administering any state assessment, the charter school will review the State Ethics Policy PowerPoint with all teachers who will administer any state assessment during the school year. School test proctors are then responsible to read the *Standard Test Administration and Testing Ethics Policy for Utah Educators* brochure and then sign the *Standard Test Administration and Testing Ethics Policy* document. The signed document must be kept on file at the school.

The charter school will administer the Iowa Test of Basic Skills (IOWA), the Utah State Core Course End-of-Level Tests (Criterion Referenced Test - CRT), the Direct Writing Assessment (DWA), the Utah Basic Skills Competency Test (UBSCT), and the Utah Alternate Language Proficiency Assessment (UALPA), in the grade levels required by U-PASS as a fundamental part of the overall assessment program for the school. Administration of each state assessment will follow all ethical testing procedures including a secure testing site as defined in the *Standard Test Administration and Testing Ethics Policy for Utah Educators*.

The school will administer all required assessments in a secure and standardized manner, and have a process in place to administer criterion-referenced tests (CRTs) via the computer. All test administrations will follow the protocol for submission of school files, ordering and administration of the test in the testing windows for each assessment. Virtual schools are responsible to secure approved sites where state assessments can be administered and proctored.

R. The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student.

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

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

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

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

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

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

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

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

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

BB. The charter school will maintain accurate student transcripts.

CC. All governing board members will attend a mandatory human resources training annually.

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

Name (type): April Olson

Title (type): Board of Directors Chair

Signature: April Olson

Date: 3/30/2011

Admission Procedures

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

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

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

Proof of Insurance

Voyage Academy will acquire and retain a certificate of insurance before the first day of school in its initial year and annually thereafter.

Electronic Data Submission

The Charter School must have an electronic student information system, SIS that can fulfill the following requirements.

Produce a complete USOE Clearinghouse file multiple times a year. For details see: http://www.schools.utah.gov/computerservices/Clearinghouse/Clearinghouse.htm

Submit electronic standardized testing "pre-load" and "all-student" files, for details see: http://www.schools.utah.gov/computerservices/Testing/Testing.htm

Integrate with the USOE statewide student identification, SSID system. For details see: http://www.schools.utah.gov/computerservices/SSID/USOE_SSID_User_Manual.pdf

Integrate with the USOE UTREx system. This system is expected to become operational during the 2010-11 school year and will replace the USOE Clearinghouse. For details see: http://www.digitalbridgeeducation.com/usoeproject.aspx

An electronic fiscal system that can fulfill the following requirements.

Provide basic school accounting functions such as budgeting, payroll, accounts payable, account receivable, and personnel management.

Produce a USOE specified electronic file for the production of the Annual Financial Report and the Annual Program Report (AFR/APR).

Produce a school financial report for publication on the Web for public review. This only

Nonsectarian Statement

Voyage Academy is nonsectarian in its programs, admission policies, and employment practices and all other operations.

Special Education/Exceptional Student Services Training

The principal / director for Voyage Academy (or applicant/authorized signer if no principal has been hired) will take a one-day Special Education training class sponsored by the Utah Department of Education subsequent to signing the contract, but prior to the first day of instruction and annually thereafter.

Assessment

Voyage Academy will name an individual to act as the Assessment Director prior to the first day of instruction, who shall be responsible for ensuring that all U-PASS assessments are administered in a secure and standardized manner, in accordance with information provided during regular Assessment Director meetings and specific assessment trainings.

April Olson — CAO (please print)

April Olson — CAO's Signature

3-30-2011

SECTION 30: UTAH STATE RETIREMENT

Voyage Academy will NOT participate in the Utah Retirement System, but will provide a more flexible and economical, self-directed retirement plan for employees.

Clinton City
2267 North 1500 West
CLINTON, UTAH 84015
Phone (801) 614-0700 Fax (801) 614-0712
www.clintoncity.net

Charter Schools Program
Attn: State Charter School Board
Utah State Office of Education
P.O. Box 144200
Salt Lake City, UT 84114-4200

March 15, 2011

RE: Letter of Support - New Charter School

Dear Charter School Board Members:

I am writing pertaining to a Charter School application soon to be submitted for the Clinton City area. This new Charter School proposes to utilize the Expeditionary Learning (EL) method of teaching as an accelerated approach at teaching life skills to the students. As I interact with the youth of our community, I see a wide variety of abilities, comprehension capabilities and learning capacities with our children. This tells me that the traditional school classroom program may not be the premium learning environment for all children.

I believe the establishment of this Charter School in Clinton would be of benefit our community by offering an alternative learning facility. I feel the EL teaching curriculum and program may be a process by which some of our children, who due to their personalities flounder under the traditional teaching methods, may blossom and grow under this alternative learning method and school facility.

I support the concept of alternative schooling programs and hope you will consider approving the charter for this proposed Charter School in Clinton.

Sincerely,

L. Mitch Adams

L. Mitch Adams
Mayor

March 16, 2011

From: Terri McGuire

6th Grade Teacher at Syracuse Arts Academy (a Utah charter school)

This letter is an endorsement of the proposed Expeditionary Charter School in Clinton, Utah.

My understanding of the proposed charter for this school is that they will use project-based learning, which incorporates teamwork, responsibility, and real world tasks. These values mirror Howard Gardner's theory of multiple intelligences, which improve learning opportunities for all students. Project-based learning is a well-recognized and respected movement that has significant support in the educational world. George Lucas' educational foundation http://www.edutopia.org is a strong proponent of this style of education. This is authentic learning at its best. Students who work on authentic projects take ownership of the project and thus for more of their own learning. This sounds like a great idea for a charter school!

I use project-based learning for years in my classroom. I find my students...

- Are more eager to participate
- Learn to support each other
- Share and extend their talents, while developing new ones
- Are more willing to risk trying new skills
- Love the idea of doing something real
- Want to provide service to others
- Conduct independent research
- Ask questions to find out what they don't yet know.

Project learning promotes pride, enthusiasm, self esteem, self-knowledge, responsibility, and a love of learning. I think Expeditionary Charter School would be a great addition to the Utah charter schools roster.

Terri McGuire

Terri McGuire

EXPEDITIONARY
LEARNING

247 West 35th Street
Eighth Floor
New York, NY 10001
212-239-4455 tel
212-239-8287 fax
www.elschools.org

Utah State Department of Education
Charter School Section
250 East 500 South
PO Box 144200
Salt Lake City, UT 84114-4200

September 26, 2011

Dear Charter Review Committee:

On behalf of Expeditionary Learning, I am writing this letter to express our fullest support for Voyage Academy proposed charter school. We believe that Voyage Academy is a strong match for Clinton, and we stand ready to offer all of the technical assistance and professional development necessary to support the highest level of school quality, student achievement and teacher effectiveness.

Expeditionary Learning was founded upon the goal of creating schools where rigorous, standards-based curriculum and student achievement are the central aim and for over 17 years, this has been the core focus of our work. We will provide Voyage Academy with leadership and comprehensive support in the following specific areas:

- *Powerful Curriculum through Learning Expeditions and Projects:* Challenging, interdisciplinary, real-world projects and in-depth studies act as the primary curriculum units in Expeditionary Learning schools. Learning Expeditions support critical literacy and address central academic standards of content, while promoting critical thinking, problem solving, character and citizenship.

- *Effective Instruction through Active Pedagogy:* In Expeditionary Learning schools, teachers use active pedagogy to help students become engaged and collaborative learners: to make connections, to find patterns, to see events from different perspectives, to experiment, to go beyond the information given, and to develop empathy and compassion for events, people, and subjects.

- *Positive School Culture and Character:* Expeditionary Learning builds consensus of shared values, traditions, and routines in order to create school culture characterized by a climate of physical and emotional safety, courtesy, respect, a sense of adventure, an ethic of service and responsibility, and a commitment to high quality work.

- *Leadership and School Improvement:* Expeditionary Learning supports a notion of shared leadership in the building, and gives support to the building Principal and his/her leadership team through direct coaching and support, off site institutes, and regular meetings with other EL school leaders to share best practices.

- *School Structures:* Expeditionary Learning schools in general use longer and more flexible instructional blocks, increased common planning time for teachers, and often standards-based grading and reporting systems. EL schools feature academic and school cultural structures that engage students and teachers in making their work public. For teachers this involves practices such as peer observation, lesson study and peer critique of plans, while for students this entails student-led conferences, exhibitions, presentations and community meetings.

Expeditionary Learning achieves success in these areas by providing schools with an extensive professional development program. Over a multi-year period, school faculties and administrators engage in a coherent, demanding, and highly regarded program of professional development that includes both off-site, residential institutes as well as on-site coaching. EL School Designers work with school leadership and teachers at the school in a range of formats: school leadership meetings, whole-faculty workshops, individual and team planning, in-class observations and demonstration lessons, and analysis of student achievement data.
We look forward to continuing our work with Voyage Academy toward their goal of expanding educational choices for families in Clinton.

Sincerely,

Jonathan Mann, EL Mountain Region Director
Expeditionary Learning Schools
6550 East 21st Ave
Denver, CO 80207
303-887-6216

APPENDIX

APPENDIX A: THE TEN DESIGN PRINCIPLES

Expeditionary Learning; Ten Design Principles

The Primacy of Self Discovery

Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In our Expeditionary Learning school, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. Our teacher's primary task is to help students overcome their fears and discover they can do more than they think they can

The Having of Wonderful Ideas

Our teaching fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

The Responsibility for Learning

Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. In every aspect, we encourage both children and adults to become increasingly responsible for directing their own personal and collective learning.

Empathy and Caring

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in our school, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

Success and Failure

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

Collaboration and Competition

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.

Diversity and Inclusion

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. Here, we investigate and value our different histories and talents as well as those of other communities and cultures. Learning groups are heterogeneous.

The Natural World

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

Solitude and Reflection

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. We also need time to exchange our reflections with other students and with adults.

Service and Compassion

We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of our school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

Five Core Planning Tools

Develop the Compelling Topic: Investigations, Big Ideas, and Guiding Questions

What will students study in depth, through one or more investigations, to get to important content and big ideas?

Brainstorm and Select the Learning Experiences

What projects and other learning experiences will you use to teach the content of each investigation?

Learning Exp's	Outcomes	Resources
Immersion		
Projects		
Ongoing Fieldwork... Ongoing Lit		
Other		

Plan Each Learning Experience: Outcomes and Scaffolding

How will each learning experience be designed and sequenced so that students reach all the relevant learning targets?

	Stan-dards	Learning Target	Possible Assess.
Academic			
Literacy			
Craftsman-ship			
Character			

Sequence the learning experience into major steps:
1.
2.
3.

Key Decisions for Each Planning Tool
Not in particular order, as the planning process is not linear

❑Create a working expedition title

❑Identify the specific context or case study for each investigation that will lead students to understand significant content and concepts.

❑Use standards to identify core content and concepts that will drive this expedition.

❑Identify the big ideas students will understand after completing all Investigations with in-depth studies

❑Craft a guiding question(s) that will help students connect content to the Big Ideas of the expedition..

❑Brainstorm projects leading to products and other learning experiences that will teach the content and concepts identified in each investigation.

❑ Brainstorm ongoing literacy practices that will help teach the identified content and concepts and meet reading and writing standards.

❑ Evaluate each learning experience to make sure that each one maximizes learning of content, concepts, and skillsL

❑ Select the learning experiences that will be developed and included in the investigation.

For each Learning Experience:

❑ Cite standards, and articulate learning targets for all relevant content areas.

❑ Cite standards and articulate learning targets for all relevant literacy areas.

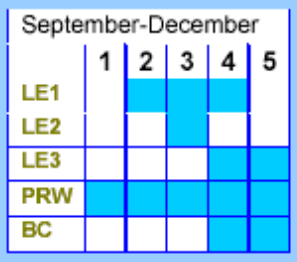
❑ Cite standards and articulate learning targets related to craftsmanship of the medium(s) involved.

❑ Articulate learning targets related to character development and methods of assessment for each learning target.

❑ Determine the appropriate scaffolding for each Learning Experience.

Plotting the Calendar:

What is the logical and realistic sequence of learning experiences inside and outside the expedition?



- ❑ List all the learning experiences from the expedition.
- ❑ List any experiences that will take place outside of the expedition.
- ❑ Indicate a starting and ending date for each learning experience.
- ❑ Evaluate the calendar; make sure there is time for each learning experience to be done well.
- ❑ Prioritize, revise and/or eliminate learning experiences based on quality of alignment with targets and available time.

Planning Lessons:

What are the lesson plans and how do they incorporate active pedagogy and assessment?

Week 6

	Instructional Plans	Learning Targets	Assessment Plans

- ❑ Develop the schedule for the week using the Calendar as a resource.
- ❑ Go to the Day View to create lesson plans.
- ❑ Refer to the Detailed Learning Experience Plan(s) to determine learning targets for each lesson.
- ❑ Select effective instructional and assessment practices for each lesson.
- ❑ Evaluate lesson plans to make sure students will be engaged and accountable using effective participation structures.
- ❑ Evaluate the match between assessment practice(s) and learning targets.