Roots Charter High School

Tyler Bastian

Required Information

All information presented in this application becomes part of the charter agreement as defined in Board Rule R277-481 and may be used for accountability purposes throughout the term of the charter contract.

I. Charter School Information

1. Name of proposed charter school: **Roots Charter High School**
2. Name of applicant: **Tyler Bastian**
3. Authorized agent: **Tyler Bastian**
4. Mailing address: Street, City, State, Zip: **11658 S Pale Moon Ln South Jordan, UT 84095-5054**
5. Phone number: **801-573-8719**
6. Email address: **tylerbastian@gmail.com**
7. District(s) where proposed charter school is located: **Granite School District**
8. District contact(s) and date complete application submitted to district(s). (NOTE: repeat this statement for each district in which the school may be located.)

Submitted to **_Martin Bates c/o Ben Horsley**_____ (person) who works at ___**Granite**_____ School District on __**12/13/13**_____ (date).

9. Form of organization (check)
   X Nonprofit Corporation
   ☐ Tribal entity
   ☐ Other
10. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add lines as necessary)

Name	Email	Type of Member (e.g., parent, business)	Position on Board (e.g., chair, secretary)
Tyler Bastian	tylerbastian@gmail.com	Community Member	Chair
Bion Wimmer	bion@wimmerlaw.com	Community Member	Vice Chair
Travis Devere	travisdevere@gmail.com	Community Member	Treasurer
Lincoln Fillmore	Lincoln@chartersolutions.org	Community Member	Member
Fernando Seminario	fseminario@paradigmhigh.org	Community Member	Member

11. Date school will start	12. Number of instructional days: **180**
13. Grades served: **9-12**	14. Hours of instruction

15. Projected Enrollment (Complete growth model through the appropriate operational years):

Operational Year 1: Total:**_200**____ Grade K: _____, Grades 1-6: ____, Grades 7-8: ____, Grades 9-12: **_200**___
Operational Year 2: Total:**_250_** Grade K: _____, Grades 1-6: ____, Grades 7-8: ____, Grades 9-12: **_250**___
Operational Year 3: Total:**_300**____ Grade K: _____, Grades 1-6: ____, Grades 7-8: ____, Grades 9-12: **_300**___
Ultimate enrollment: Total:**300**_____ Grade K: _____, Grades 1-6: ____, Grades 7-8: ____, Grades 9-12: **300**___

Does proposed grade configuration match resident district grade configuration**? ***It matches Granger High, but not the other high schools on the west side of the Granite District.*****

X Yes
X No

16. Target percentage of students with an Individualized Education Plan **10%**	17. Target percentage of students identified as minority **50%**
18. Target percentage of students qualifying for free or reduced lunch (i.e., economically disadvantaged) **50%**	19. Is this a conversion? ☐ Yes (include required signatures and proof of local board approval in Section 17) **X** No
20. Does the charter school intend to participate in Utah Retirement System? ☐ Yes **X** No	21. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers. Provide details regarding the need for the waiver as Attachment I). **Roots Charter High School is seeking a waiver to open in Fall 2014.**

22. List persons whom you have designated as Founding Members of the school. Children of a Founding Member (an individual who has had a significant role in the development of a charter school application), children of an employee, and siblings of students currently attending the charter school are eligible for preferential enrollment under both State and Federal Charter School law. Also, identify the percentage of students eligible for preferential enrollment under the status of founder's child or employee child.

II. Assurances

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

- ✓ The charter school will make provision for such fiscal control, fund and program accounting procedures as may be necessary to assure proper disbursement and accounting for all funds, and will utilize fiscal procedures that are consistent with generally accepted standards of fiscal management.
- ✓ The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.
- ✓ The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student.
- ✓ The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.
- ✓ The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt allowable fees annually in an open board meeting.
- ✓ A copy of the charter will be supplied to interested individuals or groups on request.
- ✓ Secondary charter schools will be fully accredited no later than its second year of operation.
- ✓ The charter school will acquire and maintain nonprofit corporate status.
- ✓ The charter school will acquire and maintain all required insurances, including General Liability Coverage for both Bodily Injury and Property Damage Liability at $2 million per occurrence; perhaps, with an annual aggregate amount; Automobile Liability Coverage for Bodily Injury and Property Damage at $2 million per occurrence including PIP coverage; Personal Injury / Civil Rights Coverage for claimed Constitutional violations and claimed violations of federal and state law at $2 million per occurrence; Errors and Omission Coverage for, among other things, actions taken by directors and board members who govern the school at $2 million per occurrence; Government Crime Policy including employee theft, faithful performance, and coverage for employee and officer bonds; Property Coverages - probably a standard all-risk property policy with possible endorsements for Business Interruption, Extra Expense and Tuition Fee coverage; Workers' Compensation Coverage at such amounts and limits as required by Utah law; and Treasurer's Bond.
- ✓ The charter school will maintain accurate student transcripts.
- ✓ The charter school is nonsectarian in its programs, admission policies, and employment practices and all other operations.
- ✓ The charter school Principal/Director shall attend a one-day special education training class sponsored by the Utah State Office of Education prior to the first day of instruction and annually thereafter.
- ✓ The governing board will name and provide email contact information for the following individuals prior to opening and at any time the school makes changes to these positions: Board Chair, Executive Director,

Principal, Assistant Principal, Assessment Director, Special Education Director, Title IX Civil Rights Monitor Officer, Section 504 Coordinator, and Business Official.

- ✓ The charter school applicant acknowledges that neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities who operate the charter school.

- ✓ The charter school applicant certifies all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. The charter school applicant understands that incomplete applications will not be considered.

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

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

III. Signatures

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

Name of Authorized Agent **Tyler Bastian**

Signature of Authorized Agent

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

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

Table of Contents

Required Information..... 1
Section 1: Executive Summary 6
Section 2: Student Population 13
Section 3: Calendar and Bell Schedule 21
Section 4: Market Analysis 24
Section 5: Capital Facility Plan 28
Section 6: Detailed Business Plan and Budget.....30
Section 7: Fiscal Procedures.....36
Section 8: Organizational Structure and Governing Body.....39
Section 9: Comprehensive Program of Instruction 73
Section 10: School Closure Plan 85
Section 11: Dismissal Procedures and Suspension/Expulsion 87
Section 12: Complaints 88
Section 13: Parent Involvement 89
Section 14: Employees 90
Section 15: Services 105
Section 16: Special Education.....111
Appendix A: Lottery Policy 117
Appendix B: Budget Form 119
Appendix C: Purchasing Policies and Procedures.....141
Appendix D: Suspension/Expulsion Policy 158
Appendix E: Complaint Policy 165
Appendix F: Employment of Relatives.....170
Appendix G: Acceptable Use Policy 171
Appendix H: Extracurricular Activities Policy 173
Appendix I: Request for Waivers 175
Appendix J: Participation in the Utah Retirement System.....176

Section 1: Executive Summary

Mission

Roots Charter High School targets students who are at risk of academic failure in the greater West Valley City area and instill them with the knowledge, skills and ability to live healthy, productive and sustainable lives. Graduates are proficient in math and reading and well prepared for post-secondary education through authentic learning that develops ecological literacy, academic accomplishment, strong character, and a commitment to community.

Roots Charter High School is modeled after the Common Ground charter school located in New Haven, Connecticut. The founders of Common Ground acknowledged the fact that students who are at risk for academic failure are not connecting what they are learning in school with real life situations; in other words, they don't see value to traditional learning. Common Ground uses an urban farm setting with interdisciplinary classes to make learning meaningful and relevant.

The farm setting was chosen because, as explained by Common Ground, "On the farm, students face fundamental questions about life itself. A farm demonstrates the most basic connection all humans have to the land. Through direct experience, students observe the cycle of nutrients, the flow of energy, and the rewards of hard work. They care for plants and animals that in turn provide their nourishment. They are involved in matters of birth, life and death. They are responsible for the well- being of fellow creatures and develop motivation and responsibility through this relationship.

"Human understanding of the world is hindered by the fact that people are distanced, physically and psychologically, from their environment. This is especially evident in metropolitan areas where we face the stress, pollution, and economic challenges of urban life. Using a farm as the laboratory for education heals this disconnection. When working with food and the farm, students' natural curiosity about other organisms and how they survive leads to learning in environmental science, nutrition, the chemistry of their bodies, and the science of key global processes. Literature, history, and social science help students address questions provoked by the farm experience. The farm is a metaphor that connects hands-on experience to the larger context of human life.

"Running a farm requires discipline. Farm-work provides opportunities for practical skill development, including carpentry, landscaping, food production and food preparation. Farm work is also collaborative; it requires cooperation and coordination among the entire school community. Collaboration that results in life-giving resources can increase student self-confidence and efficacy, and lead to skills in self-reliance and community-building in any setting. Beyond formal academics, Common Ground provides students

with habits of heart, mind and work which will be valuable for future careers and increased self-sufficiency in their adult lives.

“In every academic discipline, students become fluent in cogent questioning, clear expression and concrete problem solving. Three qualities of an educated person – a sense of wonder, intellectual curiosity, and critical thinking – are nurtured to enhance specific learning skills, the attainment of useful knowledge, and the confident application of academic expertise.” (Common Ground Chartering Document, New Haven, Connecticut, 1997).

Roots Charter High School is shaped by an ecological framework derived from the basic premise of ecology: all living and non-living things on the earth are connected and interdependent. This framework guides our curriculum, making courses interdisciplinary. It guides our governance of the school and the way we view our learning community. Through the frame work of ecology, the school is collaborative, interdependent and connected to society at large. It brings relevance to education for students who otherwise might not stay in school.

Three basic principles make up the ecological framework:

A community is a group sharing common characteristics or interests and perceived or perceiving itself as distinct in some respect from the larger society within which it exists, where people, connected through their universal needs and aspirations, come together. Community is urgently needed in a time when alienation and detachment plague our youth, schools and society. Community emphasizes connections among individuals in their actions and consequences for those actions.

A farm in the city is an ideal context for studying connections. A farm demonstrates the most basic relationship humans have to the land. Students experience the cycles of nature and discover the rewards of hard work and collaboration. They care for plants and animals that, in turn, provide their nourishment. They are involved in matters of life, birth, and death. They are responsible for the well- being of fellow creatures and develop motivation and responsibility through this relationship.

Authentic learning based on meaningful tasks develops academic skills, personal responsibility and group collaboration. A student’s day at Roots Charter High School includes an extended, team-taught, interdisciplinary course that allows time for authentic learning: managing and caring for livestock, weeding a large plot or garden, analyzing the productivity of a beehive, constructing animal shelters, and learning outdoor survival techniques to be used on an excursion. Roots Charter High School stresses accountability and performance.

Vision

Roots Charter High School is based on the fundamental concept: you reap what you sow. Consequence Centered Framework is derived from this basic premise of the harvest and shapes Roots Charter High School's education. Our basic educational premise is that each of us is a product of what we sow or do not sow (choices leading to actions) and everything affects everything else (interconnection). The consequential dynamic is intrinsically interdisciplinary and empowers students to seek answers to essential questions, see their actions and choices in relation to the world, and grapple with big ideas. We explain Consequence Centered Framework through four points or pillars: *choice, action, energy, and connections.*

Choice is the first pillar of the Consequence Centered Framework. All choices have consequences. Learning to make choices is an important skill that we all must learn to take full advantage of the opportunities life has to offer. Choice leads to Action.

Action is the second pillar. Actions are the "sowing" that we do each day. Our action, or inaction, will determine and shape all that we reap or harvest throughout our life. All actions take energy, leading to the third pillar.

Energy is all around us; it is the consumable power that permeates everything. Energy is expendable and understanding the value and the consumption of it is essential to our lives. Our energy is consumed as we grow and develop our connections to our surroundings.

Connection is the fourth pillar. We are connected to everything that surrounds us: our environment our peers and our bodies. Through learning about these connections and learning to develop them, we become whole and form an understanding of how our consequential dynamic affects our world.

An essential and empowering part of a students' education is understanding how to control and develop these four pillars: Choice, action, energy and connection.

At Roots Charter High School, this Consequence Centered Framework provides the context for academic experience, producing students who understand the connections in the world, and have the skills, knowledge and ability to live by this understanding. In addition, our consequential framework guides school governance – the school will be run collaboratively and fosters the formation of a supportive, interconnected learning community.

Community is where people, connected through their universal needs and aspirations, come together. We envision a school where students' direct experiences lead them to understand the common truths among people rather than the differences which

separate them. We envision a school where students use their minds and bodies to connect with human experience on the planet, experiences which transcend time and place.

Purpose

Roots Charter High School aims to improve student learning and provides an increased choice in learning opportunities.

Improve Student Learning: West Valley City is the second largest city in the state of Utah, with thirty percent of the population claiming Hispanic ethnicity (US Census Bureau, 2010). Unfortunately, with an average of only sixty-two percent of Hispanic students graduating from high school in the West Valley area (See Figure 1 in Section 2), there is an urgent and compelling need to help these students. Many of these students are also economically disadvantaged (See Figure 1 in Section 2), which increases their chances of not completing high school, which in turn dramatically decreases their chances of breaking out of poverty. These students need to find the relevance of education and be part of a caring community where they are able to prepare for college and life as confident, capable, and caring individuals.

Increased Choice in Learning Opportunities: Roots Charter High School is modeled after Common Ground Charter School, a successful farm-based school located in New Haven, Connecticut. Common Ground has had great success in not only increasing academic performance and high school graduation rates for at-risk students, but in 2012 nearly ninety-seven percent of graduates were accepted to college. This innovative school is located on a small farm setting and students spend time each day tending crops and livestock while participating in multidisciplinary taught authentic learning courses. Working on the farm is not to provide students with agricultural skills, but rather to create curiosity and a frame of reference that students can connect what they are learning to. This model makes the learning in the classroom meaningful and therefore helps students understand the need to obtain education.

New and Creative: As provided for in A53A-1a-501.9, Roots Charter High School qualifies for a charter under (ii) a charter school whose mission is to enhance learning opportunities for students at risk of academic failure. There are a great number of students in the target area who are not only at risk of academic failure, but are currently failing, as demonstrated by the high dropout rate of the Hispanic and economically disadvantaged student subgroups in the greater West Valley City area.

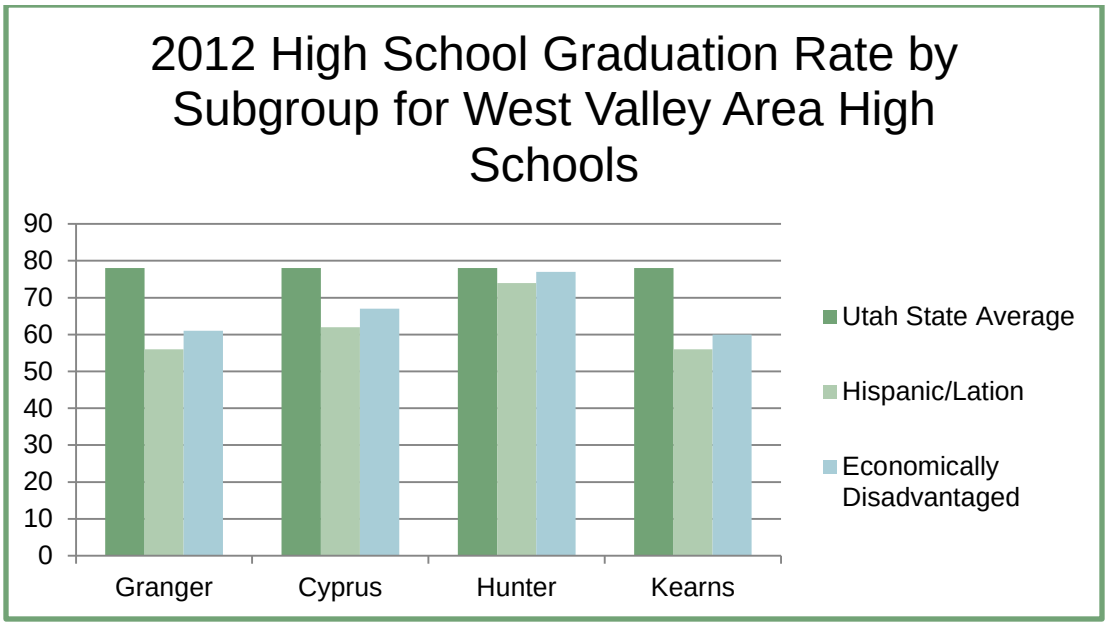


Figure 1

Currently there are no charter high schools in Utah that focus specifically on this target population. Newmann et al.[1] and Wehlage et al.[2] both show that dropping out is of school is the final stage in a dynamic and cumulative process of disengagement. Roots Charter High School will help at risk students to remain engaged (or reengage), thus increasing their chances of high school graduation and post-secondary education. While there are programs within schools and various courses that may employ authentic learning there are no schools which use this method as its program base, nor are there any that combine the complete school program within a real setting (a farm at Roots Charter High School) for students to make connections with what they are learning in the classroom with.

Founding Board

Tyler Bastian is a high school career technology and character education teacher, who has been teaching for four years. As he has worked with students over the years he has observed the need for a school that helps students at risk of academic failure, particularly those of Hispanic ethnicity and/or those who are economically disadvantaged in the West Valley City area, where the dropout rate for these subgroups

[1] Newmann, F. M., Wehlage, G. G., & Lamborn, S. D. (1992). The significance and sources of student engagement. In F. M. Newmann (Ed.), Student engagement and achievement in American secondary schools, (pp.11-39). New York: Teachers College Press.

[2] Wehlage, G. G., Rutter, R. A., Smith, G. A., Lesko, N., & Fernandez, R. R. (1989). Reducing the Risk: Schools as Communities of Support. New York: Falmer Press.

is unacceptably high. Tyler discovered from watching students that creating relevance is a key to education and searched to see if there were charter models in other states that were working for these at-risk populations. He found Common Ground and knew he needed to bring that model to this area. Tyler worked on a charter and looked for a Board of Trustees that shared his vision.

Joining Tyler on the Board at this time are Bion Wimmer, who is an attorney by trade, Travis Devere, who has a strong background in business and finance, Lincoln Fillmore, who has extensive experience in helping charter schools open, and Fernando Seminario, who has a passion for helping both at risk students as well as minority students. All Board Members share the vision of helping all students, particularly those at risk of academic failure, to succeed in education using the farm-based authentic learning model.

Mission Specific Goals

Ecological Literacy: Ecological Literacy requires a broad understanding of the natural world and the relationships within it. Our students understand interdependence of all life forms, cycles of elements, nutrients and water energy flow, patterns and processes in ecosystems, and human dependence and influence on the environment.

Character

Roots Charter High School is committed to developing strong character in its graduates. Because our students are directly engaged with living things, they experience the direct consequences of their actions. They develop a respect for all living things, the willingness to protect and nurture what is important to them, and the confidence that they have skills and knowledge to be effective. They will be able to sustain their commitment over time – in other words they will be responsible citizens.

At the same time, students develop resilience in the face of disappointment and the ability to adjust to changing circumstances. These abilities foster a sense of pride and encourage students to take leadership in solving problems and in creating positive communities.

Commitment to Community

At Roots Charter High School, students learn the pride and dignity that comes from participation, responsibility, democratic values, collaboration, and social skills. They study and work in local communities, starting with the school and the natural community, and reaching out to the city, region and global arena. Students increase their confidence in being able to play a meaningful role in adult society and in restoring their neighborhoods to safe and healthy places. Because their education is connected to critical local issues, they participate in service activities that address neighborhood needs. Involvement in the community provides life-skills training to students, visibly

improving living conditions in their neighborhoods, and fostering a sense of hope about the future of their living environment.

Indicator – Upholding mission and purpose		
Measure	**Metric**	**Board Goal**
Authentic learning is used to make learning relevant and personally meaningful	Students will complete a life plan with goals and a life mission statement prior to graduation	100% of students complete plan
Students are prepared for and admitted to college	College Admission Rate	70% of Roots Charter High School students receive college admission letters
Roots Charter High School students are contributing members of their communities	Roots Charter High School students engage in at least 20 hours community service annually	100% of students participate in and complete 20 hours of community service annually
Farm work provides authentic learning experiences	Roots Charter High School students spend 200 hours working and learning on the school farm annually	100% of students complete 200 hours annually

Section 2: Student Population

Roots Charter High School specifically targets students in the greater West Valley City area who are at risk for academic failure. Data reveals that students of lower socioeconomic status and/or who are of Hispanic ethnicity have lower graduation rates and have lower levels of academic achievement, as illustrated in the charts below.

Cohort Graduation Rates by Demographic Subgroup, Utah, 2008-2012					
	2008	2009	2010	2011	2012
All Students	69%	72%	75%	76%	78%
American Indian	52%	57%	55%	57%	61%
Asian	75%	77%	75%	72%	78%
Black or African American	55%	55%	60%	61%	61%
Hispanic/Latin American	52%	51%	55%	57%	63%
Pacific Islander	67%	69%	69%	69%	73%
White	79%	78%	79%	80%	82%
Low Income	54%	58%	63%	65%	68%
English Language Learners	16%	25%	38%	45%	48%
Students with Disabilities	49%	52%	55%	59%	61%

Figure 2-- Taken from 2012 Cohort Graduation and Dropout Rate Report, Utah State Office of Education, April 2013

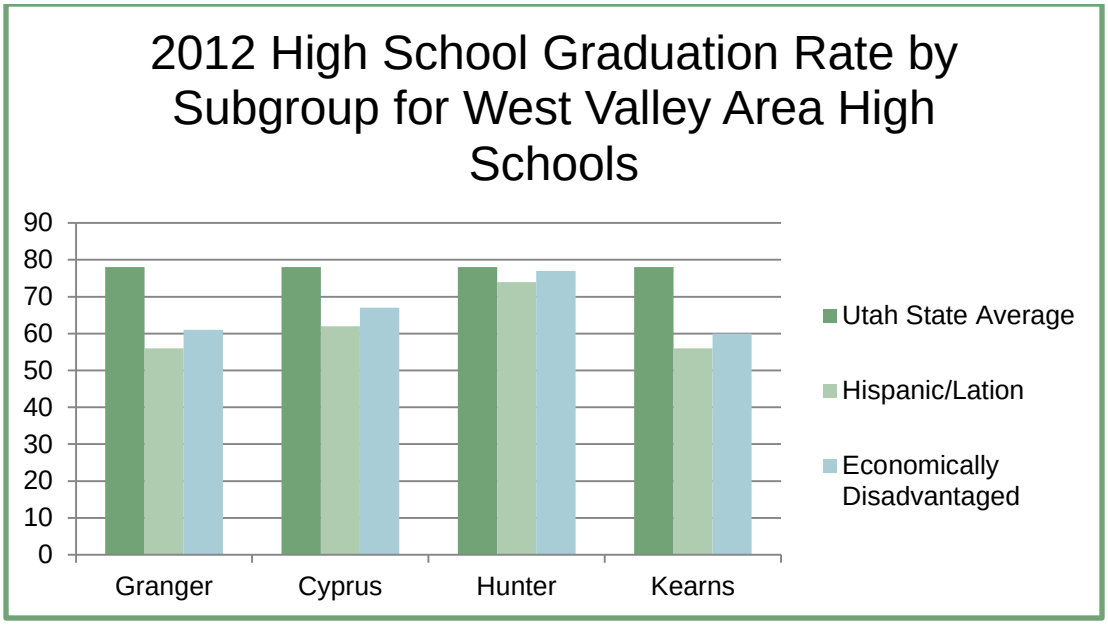
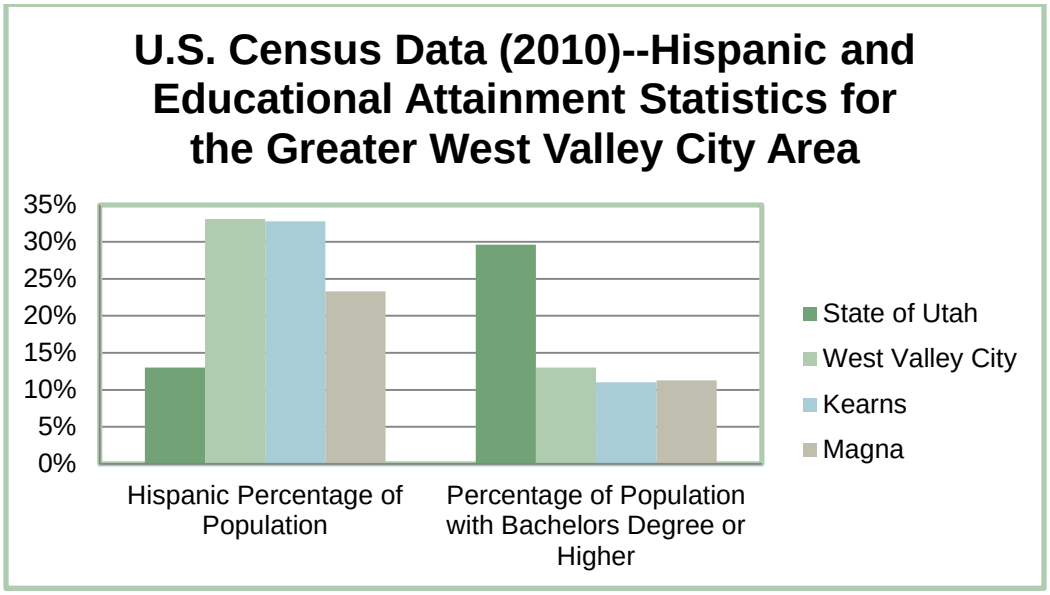
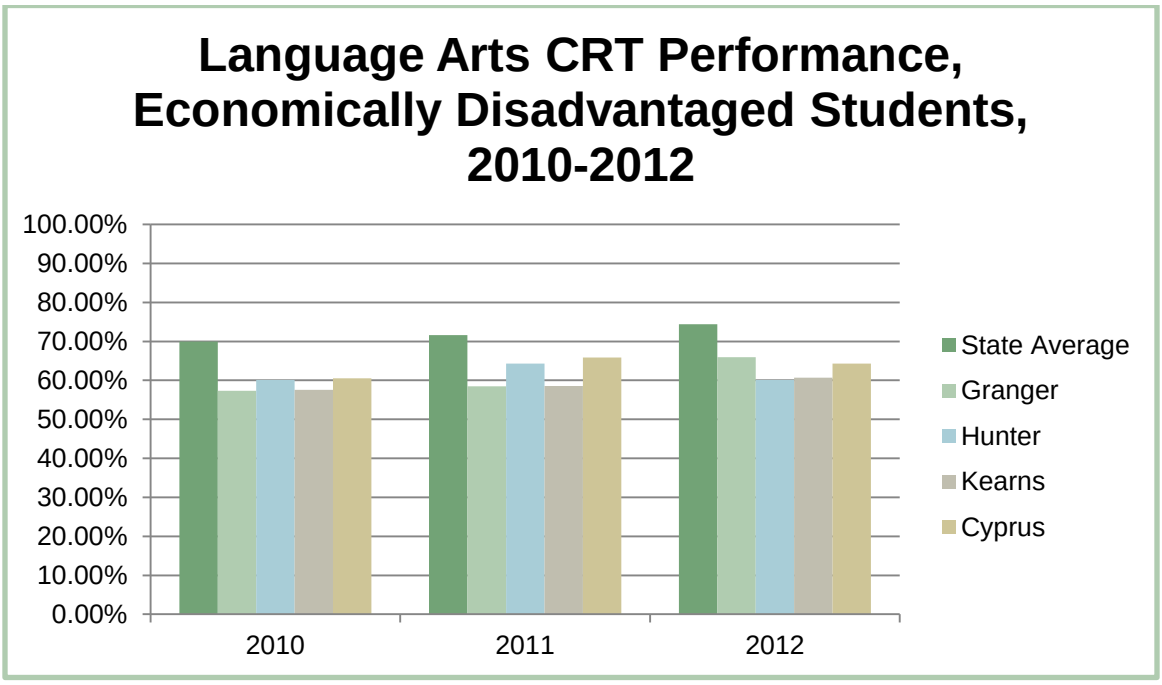


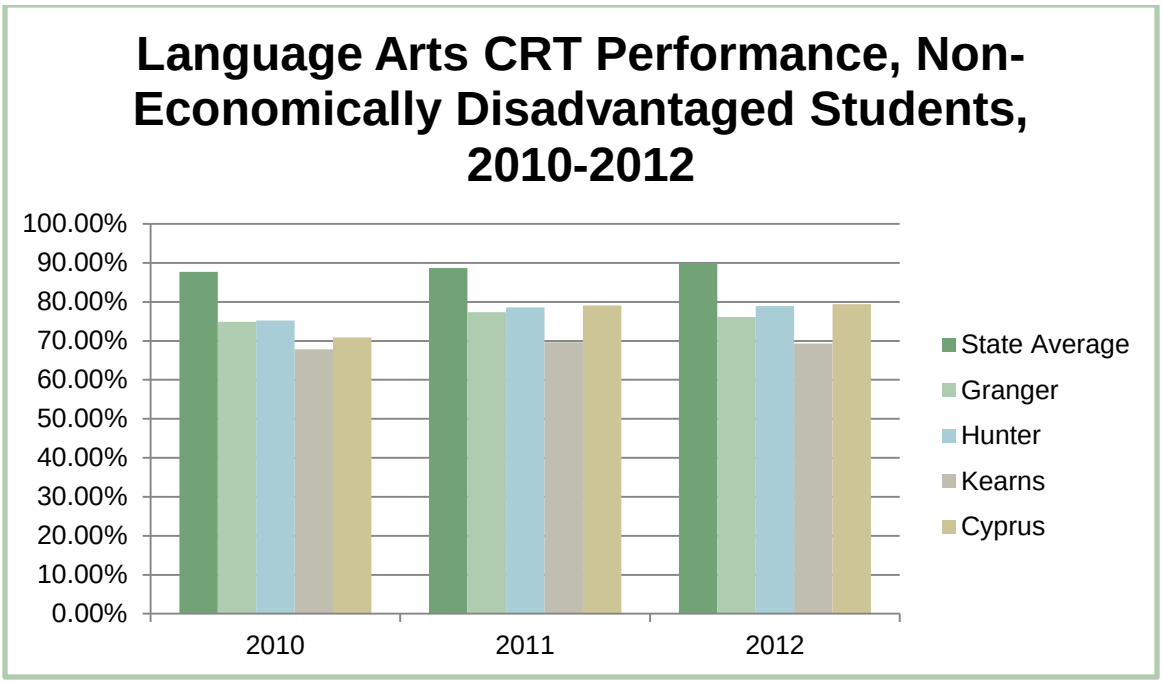
Figure 3—Utah State Office of Education

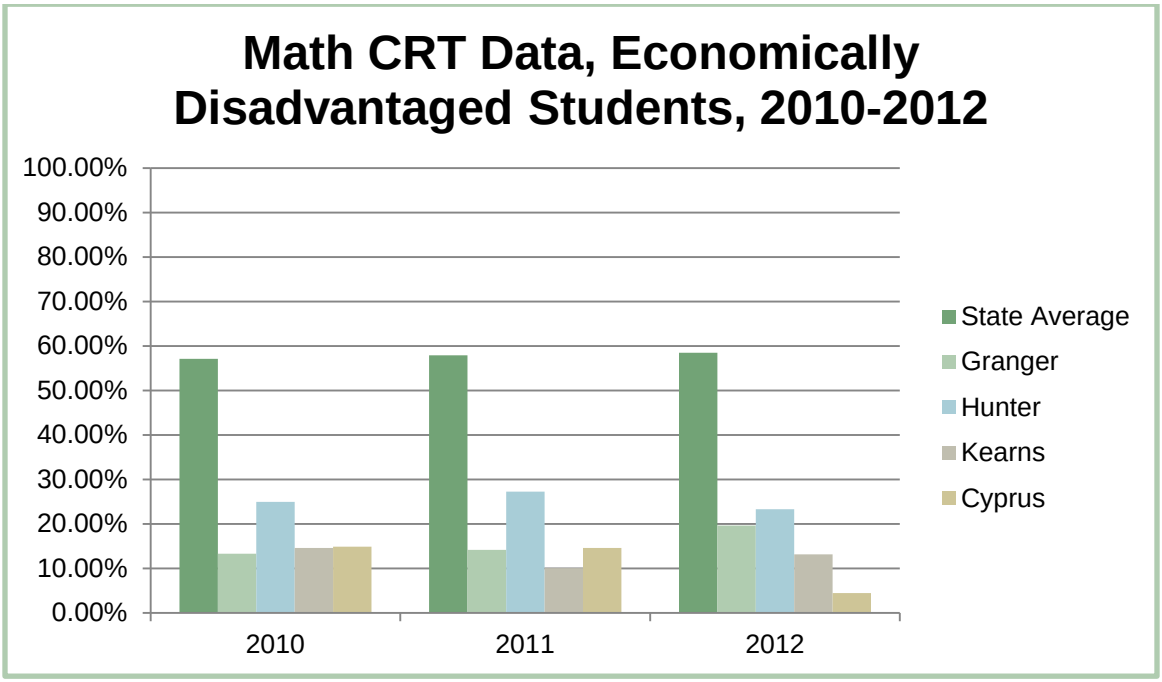
West Valley City is the second largest city in the state of Utah, with a large Hispanic population and a larger proportion of economically disadvantaged students than the

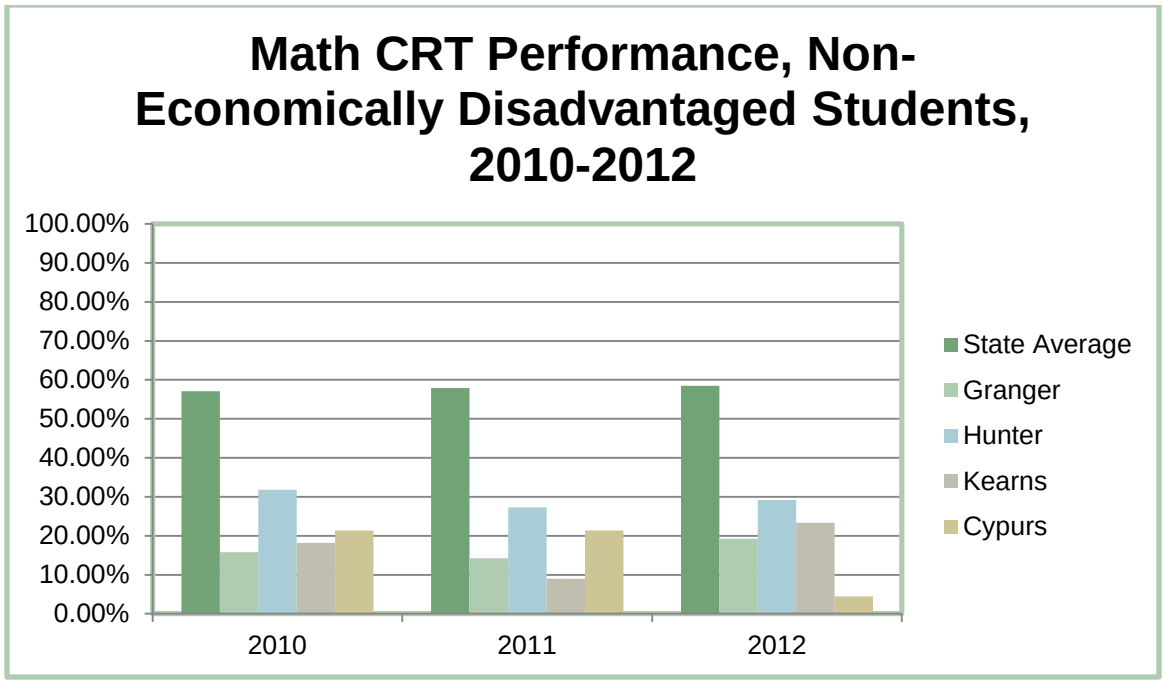
state average, as illustrated below. The neighboring areas of Magna and Kearns share similar demographics.






Language Arts CRT Performance, Non-Economically Disadvantaged Students, 2010-2012
100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
2010
2011
2012
State Average
Granger
Hunter
Kearns
Cyprus


Math CRT Data, Economically Disadvantaged Students, 2010-2012
100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
2010
2011
2012
State Average
Granger
Hunter
Kearns
Cyprus



One of the characteristics of Common Ground that drew the attention of Roots Charter High School founders is the student body diversity, as Roots Charter High School is targeting at-risk students from diverse backgrounds. Eighty percent of students are of ethnic minority and sixty percent qualify for free or reduced lunch at Common Ground. Statistics in Utah, as well as nationally, show that students of Hispanic or Latino ethnicity are at a much higher risk for academic failure than their White and Asian peers, making the success of Common Ground even more significant.

The percentage of ethnic minorities is much higher at Common Ground than at the high schools located on the west side of the Granite District. The percentage of economically disadvantage students is higher at Common Ground, but is very close to that of Granger High School. Yet, the achievement data (see chart, next page) for students at Common Ground far exceeds that of the local schools. Roots Charter High School will implement the academic approach of Common Ground to close the achievement gap for students at high risk for academic failure in the greater West Valley City area.

School	% Ethnic Minority (2012 School Year)	% Free/Reduced Lunch (As of October 2012)
Common Ground	80%	60%
Granger High School	65.5%	57.83%
Cyprus High School	35.6%	39.75%
Hunter High School	50.2%	44.00%
Kearns High School	47.0%	48.26%

Figure 4

Based on the significantly lower graduation rates of Hispanic and economically disadvantaged students compared to the Utah State average, Roots Charter High School seeks to implement the program of Common Ground to increase graduation and post-secondary schooling for these students. With a graduation rate of 90.2% in 2012, Common Ground is proving its method successful for students of ethnicity and low socioeconomic status.

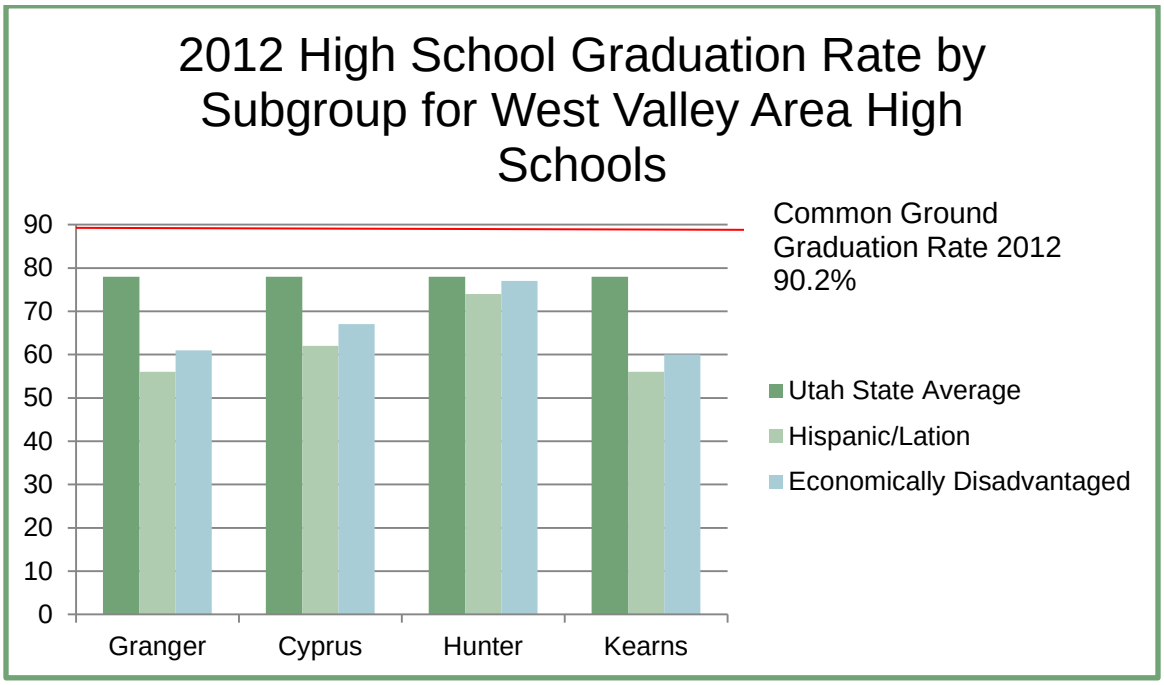


Figure 5 Utah State Office of Education

The results Common Ground has been able to achieve are impressive, particularly over the past five years as they have refined their model. Between 2007 and 2011 Common Ground students doubled the percentage of students earning proficient scores on Connecticut state mandated tests, was the only high school in Connecticut to exit "in need of improvement" status under No Child Left Behind in 2009, made the largest academic gains of any high school in Connecticut in 2010, and then sustained those gains in both 2011 and 2012. The following chart illustrates the huge gap Common Ground is closing for students categorized as ethnic minority and/or economically disadvantaged.

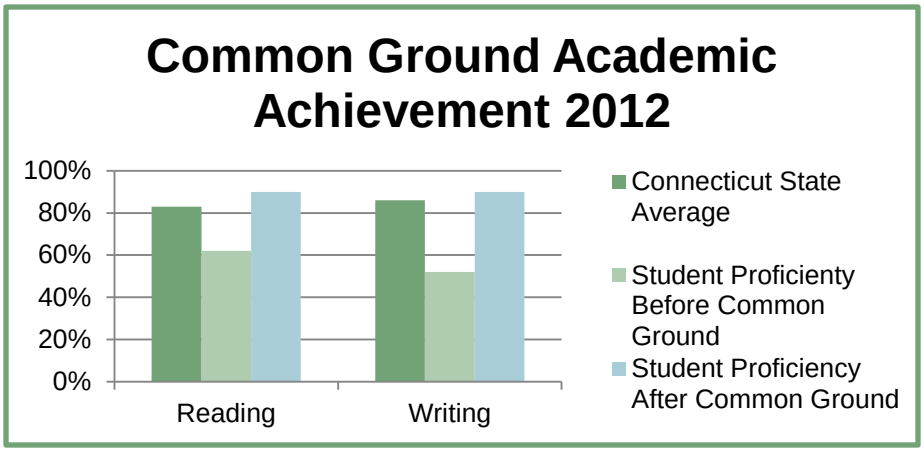


Figure 6—Taken from Connecticut State Department of Education Newsletter, August 2013

Another accomplishment worthy of note at Common Ground is that in the graduating class of 2012 ninety seven percent of graduates had been accepted to college, which was the highest in school history. The acceptance rate for the previous five years was above ninety percent, showing how well the program is working. While this number cannot be compared with Utah, as no data regarding college acceptance is kept, there is certainly much to be learned from Common Ground.

Special Populations

Roots Charter High School recognizes and believes the educational program offered will attract a diverse student population, and is prepared to meet the needs of each student through authentic learning experiences, qualified teachers, and flexibility within the classroom to help each student succeed.

Roots Charter High School will comply with all requirements associated with special populations, including English Language Learners, students requiring section 504 modifications, special education students, and gifted and talented learners.

Gifted and Talented: The authentic learning base of Roots Charter High School provides great opportunities for gifted and talented students. Renzulli et al (2004) found authentic learning to be of great benefit to gifted and talented learners as it allows them to experience and solve real world problems at a higher level of thinking. It also allows them to take on the role of investigator, writer, artist or other real world professional in the course of research and learning.

English Language Learners: Research (Cooperstein et all 2004, Milbrandt et al 2004, O'Neal 2004)[3] has found authentic learning to be a successful mode of learning to help English Language Learners catch up to their peers. Additionally, the ability to create relevance to what is being taught increases student motivation to learn. Roots Charter High School will make sure necessary services are provided for all English Language Learners.

Students with Disabilities: Authentic learning is also very beneficial for students with learning disabilities, as the connection to real life is strong. Roots Charter High School will comply with all state and federal rules and regulations and provides necessary services for students with disabilities, as described in Section Sixteen.

At Risk Students: Roots Charter High School is specifically targeting students at-risk of academic failure to enroll. The robust authentic learning farm based program, including making the information taught relevant, has shown to be effective with at-risk populations at Common Ground, as discussed earlier in this section. In addition,

Economically Disadvantaged: Roots Charter High School anticipates a high proportion of students to come from economically disadvantaged homes. The school's guidance counselor will be knowledgeable about community resources that may be of benefit to the students and families of Roots Charter High School. Students will be given a stipend given from the proceeds of farm products sold, as many students who drop out site the necessity of a job as the reason for leaving school. Fee waivers will be offered, and Roots Charter High School will participate in the Federal Nutrition Program in order to ensure students who qualify for free and reduced lunch will continue to receive a nutritious meal while at school.

Admission Procedures

Roots Charter High School will advertise an open enrollment period of at least thirty days annually. If more students enroll than there are seats available, a lottery will be held. This lottery will be in compliance with all applicable state and federal guidelines, as presently constituted and as they are updated in the future. Current state law is UCA 53A-1a-506.

For those members of the community who are designated as founding members, their children may receive preferential enrollment. A founding member is defined as a person who has played a key role in the establishment of the school, and will be determined by the founding board prior to the lottery for the school's first year. Children

[3] Cooperstein, S. E., & Kocevar-Weidinger, E. (2004). Beyond active learning: A constructivist approach to learning. *Reference Services Review*, 32(2) 141-148.
Milbrandt, M. K., Felts, J., Richards, B., & Abaghari, N. (2004). Teaching-to- learn: A constructivist approach to shared responsibility. *Art Education*. 57(5) 19-33.
O'Neil, B. (2004). Improving learning for underachievers. *The Clearing House, 74*(5) 236-237.

of full-time staff are also eligible for preferential enrollment. Students receiving preferential enrollment will not exceed five percent. A monetary fee or donation of time, goods, or services is prohibited by Roots Charter High School as a mode of securing student acceptance at the school, and a fee to attend the school is not assessed.

Siblings of current Roots Charter High School are exempt from the lottery, provided parents provide the school with notice of intent to enroll prior to the lottery.

A complete lottery policy is found in Appendix A of this charter document.

Student Attendance and Enrollment

Indicator - Student attendance and reenrollment		
Measure	**Metric**	**Board Goal**
Average membership	Percent membership throughout the year ((ADM ÷ Fall enrollment) ÷ 180)	Year One: 80% Year Two: 85% Year Three: 95%
Enrollment capacity	Percent enrolled on October 1 (Fall enrollment ÷ Authorized enrollment)	Year One: 85% Year Two: 90% Year Three: 100%
Transfer rate	Percentage of students continuously enrolled throughout the year	Year One:75% Year Two: 85% Year Three: 95%
Retention rate	Percentage of students re-enrolled from one year to the next	Year One:70% Year Two: 80% Year Three:90%
Continuous enrollment rate	Percentage of students continuously enrolled for all available years	Year One: 65% Year Two: 70% Year Three: 75%

Section 3: Calendar and Bell Schedule

Roots Charter High School 2014-2015 Academic Calendar

August 2014

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2014

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2014

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2014

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2014

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2015

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2015

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2015

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2015

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2015

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2015

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Notes
First/Last Day of School
No School
End of Term
SEP Conferences

Roots Charter High School 2014 - 2015 Calendar

School Begins .....Monday, August 25, 2014
School Ends .....Friday, June 5, 2015

School Calendar Summary
Total School Days .....180 Days

Holidays and Other Days Schools Closed for Student Attendance
Labor Day .....Monday, September 1, 2014
Compensatory Day for SEP Conferences (see schedule below) .....Friday, September 26, 2014
Fall Recess .....Thursday & Friday, October 16 & 17, 2014
End of Term (student recess day) .....Friday, October 31, 2014
Thanksgiving Recess .....Wednesday, Thursday & Friday, November 26, 27 & 28, 2014
Winter Recess .....Monday, December 22, 2014, through Friday, January 2, 2015
End of Term (student recess d……..... Friday, January 16, 2015
Dr. Martin Luther King, Jr. Day……..... Monday, January 19, 2015
Compensatory Day for SEP Conferences (see schedule below)……...Friday, February 13, 2015
Washington & Lincoln Day .....Monday, February 16, 2015
End of Term (student recess day)……..... Friday, March 20, 2015
Emergency Closure Make-up Day (student recess day unless needed for make-up) …Thursday, April 2, 2015
Spring Recess .....Friday, April 3, 2015 & Monday, April 6, 2015
Memorial Day .....…….Monday, May 25, 2015

SEP Schedule

Fall Conference …..... Wednesday & Thursday, September 24 & 25, 2014
Spring Conference .....Wednesday & Thursday, February 11 & 12, 2015

Beginning and Ending of Terms
1st Term: Monday, August 25, 2014, through Thursday, October 30, 2014.....46 Days
2nd Term: Monday, November 3, 2014, through Thursday, January 15, 2015.....41 Days
3rd Term: Tuesday, January 20, 2015, through Thursday, March 19, 2015.....42 Days
4th Term: Monday, March 23, 2015, through Friday, June 5, 2015.....51 Days

Bell Schedule

Monday-Thursday	(360 minutes)	Friday	(220 minutes)
8:00-9:40	**1st Period**	**8:00-9:05**	**1st Period**
9:45-11:15	**2nd Period**	**9:10-10:05**	**2nd Period**
11:15-11:45	**Lunch**	**10:10-11:05**	**3rd Period**
11:50-1:20	**3rd Period**	**11:10-11:35**	**Lunch**
1:25-2:55	**4th Period**	**11:40-12:35**	**4th Period**

TOTAL 1051.67 Hours

Section 4: Market Analysis

Location

West Valley City is the second largest city in the state of Utah, and home to one of the largest percentages of Hispanic residents, at 33.1%, while the Utah average is 13%. Graduation rates and standardized test results for the subpopulations of ethnic minorities and students who are economically disadvantaged are significantly lower than overall state averages, as illustrated in demographic data charts found in Section 2, Student Population.

Further, the Hispanic and economically disadvantaged subpopulations are higher in the greater West Valley City area than the State of Utah and Salt Lake County.

Given this demographic data, the West Valley City area has been determined as the best market for Roots Charter High School to locate, as there are large Hispanic and economically disadvantaged populations, as well as high drop-out rates, as illustrated previously in Section Two, Student Population.

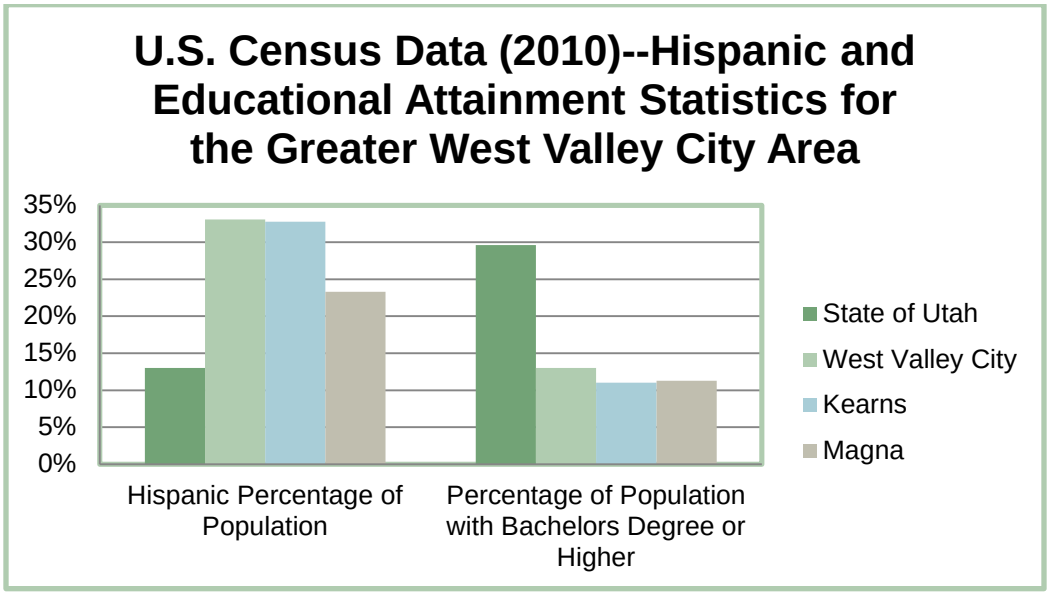


Figure 7 U.S. Census Bureau

The founders of Roots Charter High School have determined the school will need approximately ten acres to successfully run the program, and has identified the following criteria for possible locations:

- Any property considered will need to have relatively easy access to public transit, as many of our students will utilize it as their mode of transportation to and from school.
- The school building itself will be modest in construction.

- Existing agricultural zoning is preferred, but not necessary.
- Existing irrigation system or easy access to secondary water is preferred.
- Due to the small student body size and large amount of property required, a lower cost per acre is of high importance.

Based on the above criteria, the Roots Charter High School Board of Trustees has identified the following land parcels as possible locations for the school.

3700 S 6400 W West Valley City: This piece of ground has nineteen acres available with outbuildings, including a large barn with a new roof. The land is currently being leased by the owner for agricultural purposes. Secondary water is in place, and the owner is willing to sell or lease the ground to Roots. There is an express UTA bus that runs from the West Valley City Trax station with a stop two blocks from the school, and the property is easily accessed by vehicle.

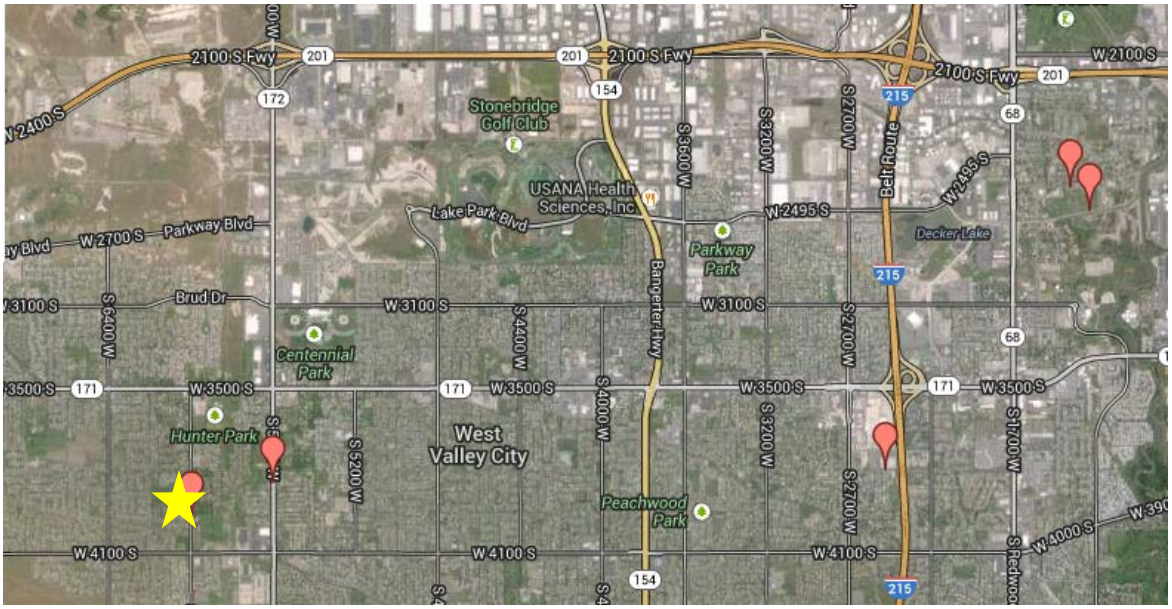
4000 S 6000 W West Valley City: This is a nine and a half acre piece of ground that is currently being used for agricultural purposes, and has existing secondary water and outbuildings. There are two additional pieces of land totaling six acres adjacent to this particular property. Land value is $1.46 per square foot, and contact has been made with the owner who is willing to consider leasing or selling some or all of the property. The new Mountain View Corridor will run parallel to the farm, providing easy access for those commuting by car. The UTA express bus route 35 would drop students off five blocks from the school, and connects to the TRAX line at the West Valley hub. There is also a bus route that runs along 4100 South, but takes a longer and less direct route to and from the TRAX station. Roots Charter High School has made contact with the owner, who is willing to sell the property.

1415 W Crystal Avenue, West Valley City: This piece of property is 8.7 acres in size, and is zoned for agricultural use with secondary water present. The land value is $1.64 per square foot. The location is in close proximity to Granger High and has close access to TRAX and is just off of Redwood Road, providing good access for those walking or driving.

1363 W Crystal Avenue, West Valley City: This property is 8.41 acres in size, located next to the property above and has the same advantages. The cost for this land is estimated to be about $2.38 per acre.

3750 South 5800 West, West Valley City: This property is currently zoned and used for agricultural purposes, with outbuildings, secondary water, and the same excellent transportation abilities as option 1. Cost for this land is $2.24 per acre, and is 14.9 acres in size.

3100 West 2475 South, West Valley City: This piece of ground is not zoned agricultural, and secondary water is currently not on the property. There is easy freeway access via SR-201 and Bangerter Highway, and bus service running from the West Valley TRAX line. Property value is $1.26 per acres.



Market Context and Trends

Roots Charter High School will be located in the West Valley City area, which is in the Granite School District. It is a viable location for Roots Charter High School, as illustrated in previous charts as there is a high dropout rate among Hispanic and economically disadvantaged students and a large percentage of these sub-groups in the area. The school district instructional methods are not working for Roots Charter High School's target population, as evidenced by a dropout rate of about forty percent.

All properties identified as possible site locations are easily accessible through public transit, most within several minutes of Granger High School, which houses the highest populations of Hispanic and economically disadvantaged students in the target area. Roots Charter High School recognizes we are creating a niche school targeting a very specific group, and as such, is keeping the school size small. This also allows for a more personal educational experience, something that is lacking in the very large high schools in the Granite School District.

Competitive Advantage

Roots Charter High School provides students at risk for academic failure with a proven model of authentic instruction that simultaneously prepares them for college and a successful life after high school. Common Ground in New Haven, Connecticut has been particularly successful helping students of minority and economic disadvantage not only graduate from high school but go on to college. This is a result that the local schools have not been able to achieve, but one Roots Charter High School believes can be accomplished using the Common Ground model.

Outreach

Roots Charter High School will use both passive and active means of recruiting students and families to the school.

Active Outreach: Roots Charter High School will work with the Hispanic community to identify and approach students at risk and their families about the academic program and benefits available to students. This includes having a member of the Hispanic community who is well connected and respected on the Board of Trustees, who can serve as an initial liaison to the community. Roots Charter High School will also try to work with the Granite School District to build a good working relationship and provide information about the program to students known to be at risk for dropping out or for whom guidance counselors see the benefits of the program. The school will have open houses where parents and students can come to learn about the program, meet the staff, and discuss individual student needs and the benefit of Roots Charter High School in meeting those needs.

Passive Outreach: Roots Charter High School may use online advertising, flyers in libraries, grocery stores, community centers, newspaper advertisements and public announcements on the radio and/or television. A website about the school, its mission and application procedures, as well as contact information will also be constructed and maintained. In order to target those who may be seeking this type of charter school education, contact information will be placed on the State Charter Schools website and brochures will be distributed to other charter schools in the area, in hopes they will disseminate the information to interested students and parents. Contact will also be made with groups who support educational choice, requesting they distribute information about the school.

Section 5: Capital Facility Plan

Building

Roots Charter High School will construct a facility of approximately 15,000 square feet, which will include 10 general use classrooms, a multipurpose cafeteria/gym, a science lab, music room, and art room. Computers will be mobile labs that can be moved from room to room. General office and work areas will be conveniently placed in the facility. The campus will also include a greenhouse that may or may not be attached to the school building. As the school and grounds are developed, out buildings to store farm equipment, tools, and possibly animals will be constructed.

The founders have looked at constructing the school from recycled shipping containers, with a cost of approximately $1,000,000. This building can be constructed in approximately 100 days, and is in line with the principle of being good stewards of the environment, as embraced by Roots Charter High School. The Waldorf School of Orange County was the first such constructed school in the United States, and took 99 days to construct.
Another facility option is the use of portable classrooms for either permanent or temporary use. Given the short amount of time to construct a facility if the school is approved to open in 2014, this is the most likely option.

A traditionally constructed school building is an option for all of the locations, but would either be built during the first operational year by a developer or after three to four operational years when the school is able to qualify for tax exempt bonds or a USDA loan.

Contingency

Given that Roots Charter High School will not have time to construct a facility before school opening in 2014, it is anticipated portable classrooms will be used. The school would use four two-classroom modular buildings. The cost to move and install would be between $35,000-$40,000 dollars, and monthly lease payments would be approximately $6,000. An RFP will be issued for a developer upon approval to purchase and make necessary improvements to the land. The portable classrooms may or may not be paid for by the developer, depending on how the school decides to proceed with a long term facility.

Financing

Roots Charter High School has received a letter of agreement from a company that purchases charter school receivables that would allow the school to borrow the necessary capital to place the portable classrooms on ground purchased by a developer

if need be. It is likely that a developer will either build a shipping container type building, install portables permanently, or construct a traditional building, which Roots Charter High School will lease with the intent of purchasing using tax-exempt bonds issued through the State Charter School Finance Authority or a USDA loan.

Section 6: Detailed Business Plan and Budget

Roots Charter High School's board will ensure that the school's operations are operated efficiently, according to applicable laws, within the board-adopted budget, and in a way that achieves the outcomes and mission established in this charter application. The school's budget, short of this charter, is the clearest and most relevant statement about the board's priorities. The board will ensure that the budget and all operations reflect the school's priorities and fulfill its mission.

Planning Year

Under 53A-1a-501.9, Roots understands that, if approved, the school will face a tremendously accelerated opening schedule. As such, revenue will come from non-traditional sources, and expenses will be lower because of the shortened timeframe. The school understands that it has the same amount of work to do and will have to do it in less time, but the school's team of education and operational experts and partners will complete all the necessary work for an August 2014 school opening.

Revenue

Roots Charter High School will obtain a startup bridge loan from Charter Asset Management, a source of national charter school financiers who specialize in providing startup and "receivable anticipation" funding for schools. Interest rates on this source of funding is between 5 and 6%. Roots Charter High School will use this as a source of immediate cash to fund operations upon approval of its charter and prior to receipt of state startup loan or startup grant and regular school funding. The school anticipates receiving the private loan in March 2014 and repaying the loan with proceeds from the state revolving loan in July 2014, or earlier if additional state funds are available.

Planning Year Salaries

Roots Charter High School will employ (or otherwise compensate through an employee leasing or service arrangement) the following employees during the planning year from approval of the charter to the beginning of the first operational year:

- A full-time school director
- A full-time farm director
- A full-time school secretary and student records manager

In addition to these employees, the school will also use the following in a purchased services arrangement:

- Business management services on a delayed payment plan
- A building officer responsible to oversee construction and facility compliance

Other Planning Year Expenses

During the planning year, the school will have other expenses for supplies, computers, procurement services, that are projected at $20,000. Most supply purchases will be made in the first operational year after the school has received the state revolving loan and anticipated startup grant (see operational years sections below).

Operational Years

Enrollment

Roots Charter High School under this application will have capacity for 200 students, generating revenue of just over $1.3 million. This is a conservative number as it does not include other funding streams that the legislature institutes each year (such as Online Testing funding, in place for this year but not on the funding worksheet).

Revenue

In addition to the state funding number above, Roots Charter School also assumes that it will qualify for federal revenue at an average amount for schools of similar size. The number of $62,000 estimated in the budget is the result of an analysis of first-year charter schools of similar size in fiscal years 2011 and 2012 and from schools of a similar size and demographic profile. Additionally, the school expects to receive charter revolving loan and state startup grant.

Lunch revenue assumes participation of 90% of the student body daily in the lunch program, with 70 percent of those students being on free or reduced lunch, resulting in a mix of federal funding and local funding from direct sales of lunch to students.

Other local revenue assumptions:

Student activities will generate average annual revenue of $20 per student in admissions to activities and events
The school's parent organization will be able to raise an average of $100 per student per year in its fundraising activities, donations (including box tops, direct cash, etc.) and sales of school products for total revenue of $32,500

Enrollment increases in year two by 25%, with state, local, and federal funding (except for one-time startup funding) commensurate with enrollment.

Non-Payroll or Service Expenses

Technology: The budget includes $200 to purchase internet connected computers for every pair of students at the school. This large investment will also require an investment in the school's infrastructure of $10,000 for wireless arrays, filtering, servers, and other network equipment. An additional $5,000 is budgeted for administrative computers and $10,000 for faculty computers.

Furnishings and Fixtures: The budget includes expenses of $150 per student for desks, chairs, filing cabinets, storage, and other classroom equipment.

In year two, the startup costs FF&E reduce, but continue at a replacement rate and to provide funding to newly enrolled students. Technology costs repeat in year two as a use for startup funds and to build out the school's technology profile according to this charter.

Occupancy of facilities: The school's facility will be inexpensive compared to schools of similar size, but the budget calls for 20% of state revenue for the costs of occupancy, including utilities.

Curriculum and classroom materials – The budget includes $250 per student for textbooks and curriculum supplies. Basic instructional supplies of markers, paper, pencils, and other basic classroom needs are budgeted at $20 per student for the year. Future classroom supplies continue at that pace, while curriculum materials are anticipated to require replacement every two years, which amount is included in year two of the attached budget.

The school also anticipates spending an average of $15 per student to start a library collection of in the first school year. The school also anticipates purchases of $5,000 for basic facility maintenance equipment, including vacuums and other cleaning tools. Utilities are anticipated at $15,000 per year, and custodial supplies budgeted at $20 per student ongoing.

Payroll, Benefits, and Purchased Services

Teachers: The board may, prior to opening, adopt a salary range schedule. While teachers will be hired at various salaries depending on education and experience, this budget anticipates an average teacher salary of $38,000, which is consistent with the average salary of startup schools with similar grade configurations in Utah. $15,000 has been budgeted for professional development in the first and second operational years to provide the training teachers need to begin and implement the program successfully.

Paraprofessionals: In the first year, the school will hire one part-time paraprofessional per teacher to assist teachers, serve as on-call substitutes, and provide special education services to students.

Support Services: Roots Charter High School will have a part-time counselor for its student body that is required by law. This budget calls for a ½ FTE counselor at a salary of $40,000. The school's budget calls for a half-time librarian paid on the same salary schedule as teachers. The school will also invest in student support services, including outsourced special education services for speech and occupational therapy.

Administration: Roots Charter High School will have one school director at a salary of about $75,000, plus a Farm Director with a salary of $50,000. Additionally, the school will have two 1.5 secretaries/receptionists with an average salary of $30,000. The school may either contract out for business services or hire a business administrator. For purposes of this budget, the assumption is that an on-site business manager will be retained through a service provider, at a cost of $45,000, which will replace the cost of a business office staff at the school, including their benefits. An additional $20,000 per year is budgeted for outsourced technology services.

Operations and maintenance: Roots Charter High School will hire a building maintenance manager at a salary of about $32,000 per year with additional support of part-time custodial staff who will work part time at a rate of about $9 per hour. Three percent raises are anticipated for these and all employees going into year two.

Food Service: The school will likely not have kitchen facilities on-site and anticipates contracting with the school district (as several charters in the area do) for food services at a cost consistent with sales and state and federal support.

Benefits: Full-time employees will be eligible to participate in the school's medical, dental, vision, and other benefit plans. The cost to the school of these plans is budgeted at an average of 10% of salaries per year in year one, rising to 12% in year two. Roots does not anticipate participating in the State Retirement System, but will have a robust retirement program, which his anticipated to cost 4% of total salaries.

Audit and Controls

Roots Charter High School's Board is responsible to ensure that the school complies with all state-mandated reports and deadlines and instituting proper controls to mitigate risk factors present when dealing with public money. As required by law, Roots Charter High School will contract with an independent auditing firm to conduct an annual independent audit at the end of each fiscal year. The budget includes $3,000 for this and related services, including an audit of enrollment on October 1 of the first year, increasing to $11,000 in year 2. The audit report will be delivered to both the USOE and the Utah State Auditors' Office by November 30 each year in compliance with state requirements.

The board will adopt a budget each year by June 30 and monitor the school's financial performance related to that budget at its regular board meetings. The board may adopt a revised budget at any time during the year (again, before June 30) if actual expenses vary from the budget by more than five percent.

The board will ensure that all finance policies are adopted consistent with state law, including regular board and administrative oversight along with sufficient segregation of duties to limit the potential for fraud. Board finance reporting will include board review

of all reports submitted to the state. The school will follow purchasing policies, and school finance policies will be reviewed each year to ensure that they comply with any legislative changes that may occur from time to time. The school will follow procurement code related to education service providers, building development and land acquisition, and all other purchases falling within the scope of state procurement code.

Contingency Budget

In case enrollment is below the board's budgeted expectation, this application includes a contingency budget that assumes only 75 percent of enrollment capacity is filled. Changes from the full enrollment are detailed below:

- Revenue falls consistent with enrollment, including a higher-than-likely drop in state funding. Local and federal sources that had been calculated on a per-student basis fall consistent with enrollment.
- The number of teachers falls from 10 to 9. Because teacher staffing levels cannot follow enrollment changes on a purely consistent basis, the larger staff reductions come in paraprofessionals, which drop from ten to five, with further reduced hours. Staffing levels for the special education services will not be affected, so general education paraprofessional support will be cut to very low levels. Paraprofessional support will cease except for special education support.
- The school will reduce its counselor and librarian hours, still complying with state standards, with the librarian position filled by an hourly clerk rather than an on-site certified librarian.
- Administrative salaries and hours will be reduced, notably the Farm Manager will be reduced to part-time, while still fulfilling the school's mission. Administrative services for business and technology support will be reduced also.
- Maintenance staff will be slightly lower at a slightly lower rate of pay and fewer hours.
- Retirement program will be delayed by six months.
- More employees will be part-time, reducing the cost of medical benefits.
- Professional development is protected as a key part of developing faculty with the school's unique focus and mission.
- Technology and curriculum purchases are reduced consistent with enrollment half
- Benefit increases will be passed on to employees in year two
- Minor other budget and equipment lines are reduces commensurate with enrollment

The contingency takes into account things that are unlikely to change with enrollment (occupancy, professional development), protects as possible things that are core to the

mission (supplemental services, technology) and maintains adequate reserves to continue operations and build financial security.

Indicator – Financial performance and sustainability		
Measure	**Metric**	**Board Goal**
Current ratio	Current Assets ÷ Current Liabilities	After three years, RCHS will maintain a current ratio of greater than 1.25.
Debt ratio	Total Liabilities ÷ Total Assets	After three years, RCHS will maintain a debt ratio of less than .9.
Occupancy costs	Facility Costs ÷ Total Operating Revenues	After its first full year in a permanent facility, RCHS will maintain an occupancy cost ratio of less than 18% of total revenues.
Maintain applicable bond covenants	No Default Certification, Audited Financial Statements	Upon completion of any facility acquisition bond, RCHS will maintain all applicable bond covenants.
Current assets to total annual operating expenses	[Current Assets ÷ (Total Annual Operating Expenses ÷ 365)]	After three years, RCHS will maintain a ratio of assets to expenses of greater than 45 days.
Adherence to Budget	(Budgeted expenditure - Expenditure) / Budgeted expenditure	RCHS will adhere to its official budget within five percent of revenue and expenses.

Section 7: Fiscal Procedures

Roots Charter High School will incorporate the following fiscal procedures to ensure that the School's assets are used for approved purposes. The fiscal procedures are categorized into financial reporting procedures and internal control policies.

Financial Reporting Procedures: Roots Charter High School will follow and employ Generally Accepted Accounting Procedures as they apply to charter schools. The school will use a calendar for financial reporting, budgeting, and appropriations consistent with the statutes and administrative rules that apply to public school finances. All budget proposals and amendments will be prepared by the business office and school administration and presented for board consideration in open and public board meetings. Please see the finance calendar below.

As a non-profit corporation operating under a charter granted by the State Charter School Board and consistent with statute, only Roots Charter High School has any responsibility to meet its financial obligations and commitments. Neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school.

The school has adopted purchasing policies that comply with State of Utah procurement policies outlined in Utah Code 63G-6 and Administrative Rule R33, or more stringent standards developed by the school's board from time to time. These policies will include following all state standards for facility planning and construction and other high value purchases and expenditures, including any service agreements related to school operation or education. All contracts for facilities or financing will be submitted to the State Charter School Board for review and advice prior to Athenian entering into any such contract or agreement.

Complete Finance Policies are included in this application as Attachment C.

Calendar

- Draft budget for upcoming fiscal year prepared in April by business office using current funding formulas from the recent legislative session.
- Draft budget reviewed and amended by the board in May.
- Final budget approved by the board in June.
- Budget reviewed and amended, if necessary, in November after the official student count and updated revenue estimates.
- Budget reviewed and amended, if necessary, in February after the mid-year summary updates from USOE's finance office.
- Budget amended, if necessary, in June and submitted to the state as required consistent with actual expenses and revenue.

- Board will review monthly financial statements including Profit and Loss, Balance Sheet, and Bank Reconciliations.

Internal Control Policies

Roots will adopt internal controls designed to ensure that the School's assets are used for approved purposes. The primary internal control is the segregation of duties for the following: authorizing transactions, making cash disbursements, record keeping, reconciliation, and maintaining custody of assets. See detailed financial policies for more information.

Finance Training

The school's business manager will attend USOE Finance and Statistics trainings regarding Minimum School Program and financial reporting requirements prior to beginning work for the charter school, and on a continuing basis thereafter. The board treasurer or designee will also attend, whether or not the business manager is an employee of the school or is part of a contract with a school business services provider. This training will give the school's board and business office the latest information on requirements and obligations of the school regarding finances, and provide the board with information necessary to hold the business office accountable for compliance with all finance regulations.

Business Manager Job Description

Primary Roles and Purpose:

The business manager is responsible for the non-instructional operations of the school. In this role, the business manager ensures that all school administration and instructional staff have the financial and physical resources to accomplish the school's mission.

Responsibilities and Duties:

Financial Management

- Establish, maintain, and analyze and evaluate accounting practices, systems, and controls
- Coordinate required state audits and reports with appropriate accounting firm and state agencies
- Assess and process all purchase orders and check requests and manage budget by certifying available funds; get proper authorization according to school policy
- Reconcile and manage all school accounts, including bank and purchase card accounts
- Attend board meetings;

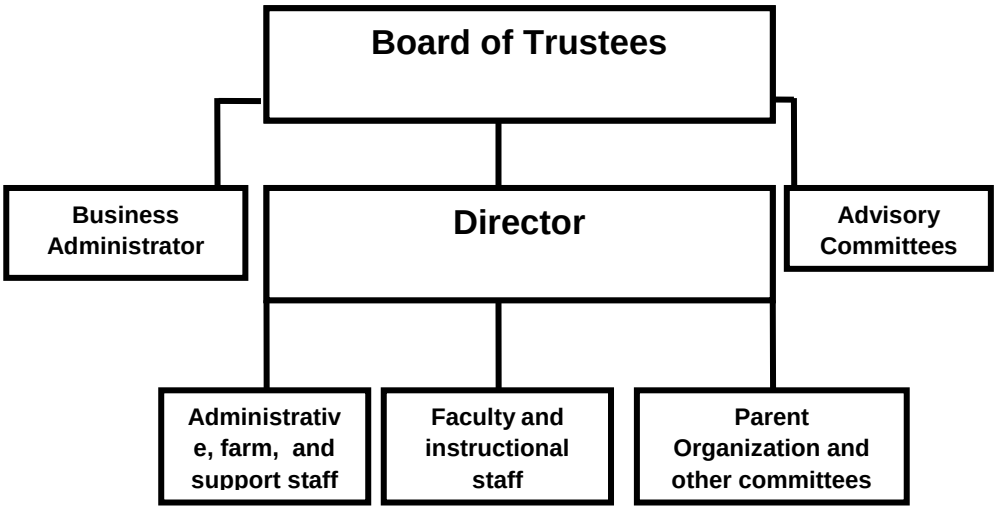
- Be the custodian of all school funds after deposit in the school's account by action of the board Treasurer;
- Be responsible and accountable for all money received and disbursed;
- Keep accurate records of all revenues received, their sources, dates availability, and federal and state allowable expenditures to ensure that funds are spent in line with rules of state and Federal programs;
- Prepare and submit to the board each month a written report of the charter school's receipts and expenditures, balance sheet, and statement of cash flows, budget report;
- Use uniform budgeting, accounting, and auditing procedures and forms approved by the Utah State Board of Education, which shall be in accordance with generally accepted accounting principles or auditing standards and Title 63J, Chapter 1, Utah Budgetary Procedures Act, and consistent with generally accepted standards of fiscal management to be used by the school;
- Prepare and submit to the board a detailed annual statement for the period ending June 30, of the revenue and expenditures, including beginning and ending fund balances;
- Assist the principal in the preparation and submission of budget documents and statistical and fiscal reports required by law or the State Board of Education;
- Ensure that adequate internal controls are in place to safeguard the charter school's funds; and
- Perform other duties as the board or principal may require.
- Monitor the overall school budget and see that programs are cost effective and funds are managed effectively
- Prepare all related reports including USOE reports, other state and federal reports, tax reports and other accounting reports as necessary
- Negotiate favorable purchasing agreements for materials and supplies; follow state procurement law and school purchasing policies

Section 8: Organizational Structure and Governing Body

Roots Charter High School is a teacher-run school. The faculty collaborates on curriculum development, student scheduling and all aspects of school management. Teachers actively support each other's professional development through planning, reflecting and critiquing. A faculty that is supported and inspired by one another is able to create a learning community that promotes academic accomplishment. When teachers change teams three times a year, the school norms and the school culture are transmitted, especially to new faculty.

The faculty (School Planning and Management Team) is the decision-making body of the school. The school administration and faculty by consensus hires and fires its members with Board approval. A committee of students, parents and teachers conducts the final interviews with teaching candidates and makes recommendations. The faculty also determines the procedures and processes to implement the policies set by the Board of Directors. The faculty receives training in child developmental pathways and in principles of consensus, collaboration and no-fault. The goal of the group process is to keep the needs of children as the active priority and to focus on dialogue rather than debate. The Parent Team involves parents in every level of school activity.

Student input into school-wide decision making occurs through the Progressive School Meeting. Each guidance group (about 20 students) sends a representative to the meeting to present their proposal on a given issue. The representatives, with a faculty advisor, share the proposals and come up with a plan acceptable to all. This plan is submitted to the faculty meeting for approval or adjustment. The representatives then meet to hear the faculty responses and discuss their implications. Then they return to their guidance group to explain the new policy or procedure.



Board of Trustees: The Board of Trustees governs Roots Charter High School. The Board will have no fewer than three but no more than nine members. The founding Board, consisting of the members listed in this application, will govern the school according to the Bylaws until the school opens. Within the first school year, the Board will include one member elected by the parents at the school. Should this Board structure be incompatible with any future statute or rule governing Utah Charter Schools, the Board will amend its bylaws, charter, and/or board makeup consistent with such changes.

The Board will follow a Policy Governance model. Operational and management decisions and strategies will be left largely to the Administrative Leadership Team, which includes the Commandant of Cadets, the Academic Director, and Finance Officer. The Board will interact directly with parents and other stakeholders when developing policy, hearing complaints alleging violations of policy or when reviewing the school director's performance through surveys and verbal comment. Otherwise, communication from the school to all stakeholders will be through the school director.

Responsibilities of the Board of Trustees may include but are not limited to:

- Protect the legal interests of Roots Charter High School
- Determine the vision/mission and set policy
- Exercise sound legal and ethical practices and policies
- Advocate good external relations with the community, school districts, media, parents and students
- Hire and evaluate the school director and business manager, or service providers performing similar functions and hold parties accountable to Board goals
- Practice strategic planning and assess performance
- Ensure compliance with state law in all areas of school operation
- Adopt policies that further the school's interests, minimize risk and to comply with requirements in rule or statute

Responsibilities of Chief Administrative Officer

- Sets the agenda
- Presides at all meetings
- Appoints all committees
- Signs legal documents
- Chairs committee

Responsibilities of Vice CAO

- Performs duties of CAO if the CAO is absent or disabled

- Coordinates meeting agendas

Responsibilities of Treasurer

- Oversight of money received / disbursed
- Countersign disbursements w/ CAO or School Director
- Submission of monthly financial report and annual report
- Submission of annual budget
- Ensure adequate financial controls

Responsibilities of Secretary

- Writes and distributes meeting agendas to members
- Post public notice of meetings
- Keep minutes of meetings
- Attest to legal documents

Meeting frequency: The Board of Trustees meets once a month, or as needed and will give appropriate notice as required by law. Meetings will be guided by an agenda, to a) discuss the School's operations and hear reports and updates from board members and school administrators, b) consider and adopt policies, c) provide oversight of the school performance and d) consider requests and concerns from parents, students and teachers. A simple majority vote of the total board membership constitutes action by the Board of Trustees, except as noted in the Bylaws. The Board of Trustees may not act unless a quorum of board members is present.

Sub Committees: The Board of Trustees may, at its discretion, appoint and delegate special task forces or committees or the School Director to investigate and research specific items related to school policy, procedure, programs and curriculum and make recommendations to the Board for potential action.

Parent Organization: The Parent Organization is comprised of parents/guardians whose students attend the school. The Parent Organization offer parents a means to support the school through volunteer opportunities, fundraising, community relations, and school promotional activities. The responsibilities of this organization may include but are not limited to:

- Organizing and supporting, through volunteer service, the policies and procedures outlined by the Board.
- Coordinating the efforts of parent volunteers for classroom help, class activities, field trips, assemblies, extracurricular activities, carpooling and transportation of students, public relations, traffic control and other volunteer activities.
- Organizing and maintaining additional programs as directed by the Board.

- Raising funds for supplementary materials and activities.
- Assisting the Board in other areas such as serving on sub-committees, etc.

Background Information Sheets

Name: Travis DeVere

Role with school: Board Member/Treasurer

Expertise: Finance/Investment/Corporate Partnership

Statement of Intent:
I am excited to be involved in the application for Roots Charter High School in West Valley City. I intend on serving as a board member to the school. I am anxious to provide any insight from my experience in the financial services industry to help in whatever way is necessary. I am excited for the vision and focus of the school to mirror classroom education with hands-on agrarian economics and education.

Not-for-Profit History:
I have been a scouting volunteer for almost a decade working with teen-aged young men in Utah. I have served in local church groups. I served two-years as a full-time volunteer church representative. I have always been involved in serving in at least one non-profit role.

Throughout my professional career, I have participated in and have seen how partnerships between for-profit corporations and non-profit service providers benefit communities and stakeholders and make good economic sense for all groups involved. In my professional career I have worked with non-profit organizations like The Huntsman Cancer Institute, Junior Achievement and the United Way.

Employment History:
I am currently a sales manager for a construction materials company. Prior to that, I worked in commercial banking and investment banking for almost a decade with JP Morgan Chase Bank, NA and its' predecessor banks.

I reviewed and approved credit requests for business organizations including educational facilities to borrow money for capital expenditures (land acquisition and real estate construction or financing) and to fund operating expenses.

I also spent time in my career as a financial analyst where I reviewed the financial statements of organizations and made recommendations concerning their abilities to operate within their budgets and repay liabilities.

I also own and operated a consulting company where I provide financial analysis and credit risk analysis to businesses and provide capitalization consulting on how to best manage the financial tools of businesses.

As a commercial banker at JP Morgan Chase I consistently ranked in our “President’s Club” group. My last two years at JPM I finished #2 and #5 in the nation out of approximately 800 bankers. I participated in the Relationship Manager Leadership Team and travelled nationally and provided training to new hires and during sales and production meetings.

I also formerly held investment licenses and provided investment advice to consumers while working in retail banking early in my career.

Education History:
I have a finance and business management degree from Weber State University. While enrolled at Weber State University, I was part of the Wall Street Fellows group, a small scholarship group in the business school that at one time traveled to New York and Connecticut to work with investment firms that managed multiple endowments for Weber State University. I graduated with honors and was on academic scholarship during my time at Weber State University.

Name Lincoln Fillmore

Role with school Board Member

Expertise School Finance and Operation

Statement of Intent:
I will serve as a school board member during the startup phase of the school's founding. My expertise in charter school startup (having assisted in more than a dozen new charter school foundings), business management, public school finance, non-profit governance and education (I am a former teacher and school principal) will serve the Board well as it begins operation.

In addition, my entire professional career has been dedicated to improving the quality of public education through expanding school choice. I am committed to the model of Roots Charter High School and its mission to provide unique learning and service opportunities to at-risk and economically disadvantaged populations.

Not-for-Profit History:
I have served on the Boards of the following non-profit organizations:
Parents for Choice in Education—2008 to Present
Utah Association of Public Charter Schools—2007 to Present
Children's Alliance For Education—2011 to 2013
Utah Virtual Academy—2010 to 2011
Founding business manager at Navigator Pointe Academy—2005 to 2007

Employment History:
Teacher at Challenger School—2000 to 2002
Principal at Challenger School—2001-2005
Business Manager at Navigator Pointe Academy—2005 to 2007
President of Charter Solutions—2007 to Present

Education History:
Bachelor of Arts in Mass Communication from University of Utah 1999

Name Jay Bion Wimmer

Role with school Board Member

Expertise: Attorney with varied experience in non-profit and for profit organizations; real estate; finance and accounting; and business management.

Statement of Intent:
I am honored to be considered for a board position for this charter school. I believe that my experience described below will prove to be an asset to the Board. I bring to the Board many years of experience in private business, finance, legal advocacy and organizational management. I will be able to advise the Board as to numerous legal and business issues. I have read the proposal and am firmly in support of its goals and objectives.

Not-for-Profit History:
I have numerous years of experience participating and serving within non-profit organizations. I also have experience relating to the formation of non-profits and the tax issues relating to such.

Employment History:
Attorney/Shareholder – Wimmer and Pitts, PC - Salt Lake City, Utah—2004 to Present

Areas of practice and experience include general real estate, landlord/tenant, commercial leasing, business formation and organization, tax, estate and business planning, general commercial litigation, non-profit organizations and home owner associations.

General Manager – Catame, Inc. – Los Angeles, California—1993 to 2001

Managed all operations of international import/manufacturing company with approximately $20MM in yearly sales; directly responsible for a manufacturing operation in Los Angeles with over 200 employees; Oversaw all financial and human resource operations.

Real Estate Broker – The Wimmer Group – Salt Lake City, Utah—1 988 to Present

Experienced in representing both residential and commercial clients in locating, purchasing, leasing, financing and developing real estate. Taught real estate classes for many years at the Stringham Real Estate School.

Education History:

University of Utah, S.J. Quinney College of Law—Juris Doctor
Salt Lake City, UT 2004

University of Utah	Bachelor of Science – Accounting
Salt Lake City, UT	1992

Name: Tyler Bastian

Role with school: Board Member/ Chair

Expertise: Small Business Owner/Educator

Statement of Intent:
I am excited to be a key part in the founding of Roots Charter High School. I am a high school career technology and character education teacher and have been teaching for four years. As I have worked with students over the years I have observed the need for a school that helps students at risk of academic failure, particularly those of Hispanic ethnicity and/or those who are economically disadvantaged in the West Valley City area, where the dropout rate for these subgroups is unacceptably high. I know from watching students that creating relevance is a key.

Employment History:
2010-Present—Director Rise Institute
Produce uplifting documentary films
Teach principles of sustainable happiness
2007–Present—Magpie Painting and Design—Owner Operator
Interior and exterior painting
Design and execute interior renovation projects.
Manage 3-6 full time employees
2000-2007—Salt Lake City, UT—Owner Operator Bastian Co.
Bought, renovated and sold 8 properties
Interior and exterior painting
2007—The Church of Jesus Christ of Latter Day Saints
Taught LDS Seminary

Education History:
University of Utah, B.A. Human Development and Family Studies (2009)

Name Fernando Seminario

Role with school Board Member

Expertise School Administration

Statement of Intent:
I am thrilled to be affiliated with the creation and development of Roots Charter High School. As a current high school administrator I have acquired much experience in leading and organizing the workings of a high school, particularly a start up school. In addition, I bring years of experience working and associating with young people who fit the target group we intend to reach through Roots High (low-income, minority groups). I whole-heartedly offer my support, my knowledge and my time to building up and sustaining Roots High.

Not-for-Profit History:
During the last seven years as an administrator at a charter high school I have participated in nearly every monthly board meeting held. Although not a voting participant, I have taken part in discussions regarding every aspect of the school and its operations: financial reviews, evaluation and formation of short and long term goals, strategic planning, building and facilities decisions, board training, mission review, curriculum development, student and staff disciplinary actions and appeals, school policies, state audits, fundraising efforts and, the accreditation process, and much more. It has been an exciting and thoroughly rewarding experience.

Additionally, I have been involved with the Boy Scouts of American organization as a youth, a scout camp staff member for multiple years, as a Scoutmaster, merit badge counselor and as a District Commissioner. I have also served in many positions in my church working with young children, youth and adults as well as two-year missionary service in Italy. I currently volunteer as a soccer coach in the AYSO and have volunteered to coach in the past in different community leagues.

Employment History:
Paradigm High School (2006-2013)

I have worked at Paradigm High School since its first year in operation. I have worked through an expansion, the move from leased office space into a newly constructed building, our accreditation process and a grade expansion this year to include 7th and 8th grades. I have specifically dedicated my time to all matters directly regarding the students; I've worked specifically with all student activities, school sports programs, all attendance and disciplinary issues, policy writing and development, college and career

planning, staff hiring and firing, parent volunteer organization, school safety plans and procedures, and bank deposits. In addition, I have worked with our administrative team on testing and assessments, curriculum development, staff training and professional development, class scheduling, credits evaluation and review of the school budget and finances as present monthly to the school board. I feel confident in my abilities to work in a team to meet all the demands of a public school and comply with all state and federal requirements and expectations.

Education History:
University of Utah (2007) MPA Master of Public Administration
Brigham Young University (2004) BS Marriage Family and Human Development

Indicator – Board performance & stewardship		
Measure	**Metric**	**Board Goal**
Board member development	Percentage of board passing all available board training modules on the State Charter School Board website	All board members will pass all available board training modules. New board members will pass all modules within four months.
Regulatory and reporting compliance	Percentage of all required reports that are submitted to state agency complete, accurate, and on time	All required reports will be submitted on time, completely, and accurately.
Regulatory and reporting compliance	Articles of Incorporation, Board Bylaws, and Charter are all in agreement and the school's Charter is not changed without proper amendment from chartering entity	The board will not change its founding documents without authorizer permission.

Board Member Affidavits

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Jay B. Wimmer

Address 11651 So. Harvest Rain Ave.

City, State, Zip South Jordan UT 84095

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. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education, A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. The background check applicant is responsible for the cost of the background check.	YES [X] NO[ ]
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 _____ 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 29 day of October Year 2017

County of Salt Lake State of Utah

Notary Public _____ My Commission Expires 9/14/2018

JASON HARRY CORNELLA
Notary Public
State of Utah
Comm. No. 658675
My Comm. Expires Sep 14, 2018

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name TRAVIS DEVEREAUX

Address 11627 CLIFFSIDE WAY, SOUTH JORDAN, UT 84095

City, State, Zip SOUTH JORDAN, UT 84095

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. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. The background check applicant is responsible for the cost of the background check.	YES [X] NO [ ]
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 67-16-2(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 Roots 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 29 day of October Year 2013

County of Salt Lake State of Utah

Notary Public My Commission Expires 9/19/2016

JASON HARRY CORNELLA
Notary Public
State of Utah
Comm. No. 658675
My Comm. Expires Sep 19, 2016

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Fernando Seminario

Address 8406 S. 1950 W.

City, State, Zip West Jordan, UT 84088

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. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education, A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. The background check applicant is responsible for the cost of the background check.	YES [x] NO[ ]
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 Roots 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 10th day of December Year 2013.

County of Salt Lake State of Utah.

Notary Public [signature] My Commission Expires August 20, 2014

MELISSA JOHNSON
Notary Public • State of Utah
Commission # 600268
My Commission Expires
August 20, 2014

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name TYLER BASTIAN

Address 11658 PALE MOON LN.

City, State, Zip SOUTH JORDAN UT. 84095

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. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education, A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. The background check applicant is responsible for the cost of the background check.	YES [X] NO[ ]
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 Peak Rainbow 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 5 day of November Year 2013

County of Salt Lake State of Utah

Notary Public Arielle Bowen My Commission Expires May 15, 2017

ARIELLE BOWEN
Notary Public • State of Utah
Commission # 668735
My Commission Expires
August 15, 2017

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Lincoln Fillmore

Address 10167 S 1190 W

City, State, Zip South Jordan, UT 84095

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. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education, A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. The background check applicant is responsible for the cost of the background check.	YES [X] NO[ ]
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 Roots Charter High School 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 23 day of November Year 2013

County of Salt Lake State of Utah

Notary Public Christine Clark My Commission Expires 09-08-2014

NOTARY PUBLIC
CHRISTINE CLARK
Commission # 600585
My Commission Expires
September 8, 2014
STATE OF UTAH

Bylaws

ARTICLE 1 CORPORATION AND OFFICES

Section 1.01 Business Offices. The principal office of the Corporation in Utah shall be located at 11658 S Pale Moon Ln South Jordan, UT 84095-5054. The Corporation may have such other offices, either within or outside Utah, as the Board of Trustees may designate or as the affairs of the Corporation may require from time to time.

Section 1.02 Registered Office. If a registered office of the Corporation is required to be maintained in Utah, it may be, but need not be, the same as the principal office in such state and the address of the registered office may be changed from time to time by the Board of Trustees.

Section 1.03 The name of the Corporation shall be Roots Charter High School, Inc. The Corporation shall not have a seal but may design a logo. The Corporation may at its pleasure by a vote of the Board of Trustees change its name with a 2/3rds vote.

ARTICLE 2 MEMBERS

Section 2.01 No Members. The Corporation shall have no members.

ARTICLE 3 BOARD OF TRUSTEES

Section 3.01 General Powers. The business and affairs of the Corporation shall be managed by its Board of Trustees, except as otherwise provided in the Utah Revised Nonprofit Corporation Act, the Articles of Incorporation or these Bylaws.

Section 3.02 Number, Election, Tenure and Oualifications. The number of Trustees of the Corporation shall be no less than three (3) and no more than nine (9). The Board of Trustees shall be made up of the Incorporators at the time the Corporation is legally incorporated and shall serve a term of four years or until such Trustee has no child[ren] attending Roots Charter High School. Additional trustees shall be elected as follows:

a. Trustees shall be elected to the Board by the existing Trustees, for a term set by the Board, but not longer than four years. Member terms shall be established such that term ending dates stagger so a majority of trustees' terms do not expire within one year of each other.
b. Beginning in September of the year when the Corporation begins its first operational school year, one Trustee shall be elected popularly by the parents of students at the school in a manner determined by the Board, whose term shall be one year.
c. No Trustee shall serve more than three consecutive terms.

Section 3.03 Vacancies. Any Trustee may resign at any time by giving written notice to the chair or to the secretary of the Corporation. Such resignation shall take effect at the

time specified therein, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any vacancy occurring in the Board of Trustees may be filled by the affirmative vote of a majority of the remaining Trustees though less than a quorum. A Trustee elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office. Any Trusteeship to be filled by reason of an increase in the number of Trustees shall be filled by the affirmative vote of a majority of the Trustees then in office, and a Trustee so chosen shall hold office until the next election of Trustees and thereafter until his or her successor shall have been elected and qualified, or until his or her earlier death, resignation or removal.

Section 3.04 Regular Meetings. Regular meetings of the Board of Trustees chairwill occur at least quarterly at the Corporation's primary location. Other regular meetings may be called by the Trustees as needs or propriety may determine at any time. The first meeting that takes place after the beginning of the school year shall be considered the Corporation's Annual Meeting.

Section 3.06 Quorum and Voting. A majority of the Trustees shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees, and the vote of a majority of the Trustees present in person at a meeting at which a quorum is present shall be the act of the Board of Trustees. If less than a quorum is present at a meeting, a majority of the Trustees present may adjourn the meeting from time to time without further notice other than an announcement at the meeting, until a quorum shall be present.

Section 3.09 Compensation. Trustees shall not receive compensation for their services as such, although the reasonable expenses of Trustees of attendance at Board meetings may be paid or reimbursed by the Corporation. Trustees shall not be disqualified to receive reasonable compensation for services rendered to or for the benefit of the Corporation in any other capacity.

Section 3.10 Executive and Other Committees. By one or more resolutions, the Board of Trustees may designate from among its members an executive committee and one or more other committees, each of which, to the extent provided in the resolution establishing such committee. The delegation of authority to any committee shall not operate to relieve the Board of Trustees or any member of the Board from any responsibility imposed by law. Rules governing procedures for meetings of any committee of the Board shall be as established by the Board of Trustees, or in the absence thereof, by the committee itself.

Section 3.11 Officers. The Board of Trustees may elect from its own number a Chairman of the Board, who shall preside at all meetings of the Board of Trustees, and

shall perform such other duties as may be prescribed from time to time by the Board of Trustees.

Section 3.12 Meetings by Telephone. Members of the Board of Trustees or any committee thereof may participate in a meeting of the Board or committee by means of conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other at the same time. Such participation shall constitute presence in person at the meeting.

ARTICLE 4 OFFICERS AND AGENTS

Section 4.01 Number and Qualifications. The officers of the Corporation shall be a chair of the board, a vice chair, a secretary and a treasurer. The Board of Trustees may also elect or appoint such other officers, assistant officers and agents, including an executive Trustee, a controller, assistant secretaries and assistant treasurers as it may consider necessary. One person may hold more than one office at a time, except that no person may simultaneously hold the offices of chair and secretary.

Section 4.02 Election and Term of Office. The elected officers of the Corporation shall be elected by the Board of Trustees at each regular annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon as convenient thereafter. Each officer shall hold office until his or her successor shall have been duly elected and shall have qualified, or until his or her earlier death, resignation or removal.

Section 4.04 Removal. Any officer or agent may be removed by Action 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 to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not in itself create contract rights.

Section 4.05 Vacancies. Any officer may resign at any time, subject to any rights or obligations under any existing contracts between the officer and the Corporation, by giving written notice to the chair or to the Board of Trustees. An officer's resignation shall take effect at the time specified in such notice, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. A vacancy in any office, however occurring, may be filled by the Board of Trustees for the unexpired portion of the term.

Section 4.06 Authority and Duties of Officers. The officers of the Corporation shall have the authority and shall exercise the powers and perform the duties specified below and as may be additionally specified by the chair, the Board of Trustees or these bylaws, except that in any event such officer shall exercise such powers and perform such duties as may be required by law.

(a) Vice Chair. The vice chair shall assist the chair and shall perform such duties as may be assigned to him or her by the chair or by the Board of Trustees. The vice chair, at the request of the chair, or in the chair's absence or inability or refusal to act, shall 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.

(b) 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 or 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.

(c) 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 for moneys paid in on account of the Corporation, and pay out of the funds on hand all bills, payrolls and other just debts of the Corporation of whatever nature upon maturity; (3) unless there is a controller, be the principal 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 account showing the financial position of the Corporation 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 such other duties as from time to time may be assigned to him or her by the chair or the Board of Trustees. Assistant treasurers, if any, shall have the same powers and duties, subject to supervision by the treasurer.

4.07 Surety Bonds. The Board of Trustees may require any officer or agent of the Corporation to execute to the Corporation a bond in such sums and with such sureties as shall be satisfactory to the Board, conditioned upon the faithful performance of his or her duties and for the restoration to the Corporation of all books, papers, vouchers, money and other property of whatever kind in his or her possession or under his or her control belonging to the Corporation.

ARTICLE 5 INDEMNIFICATION

Section 5.01 Indemnification of Trustees. Officers and Others. The Corporation hereby declares that any person who serves at its request as a Trustee, officer, employee, chairman or member of any committee, or on behalf of the Corporation as a trustee, Trustee or officer of another Corporation, whether for profit or not for profit, shall be deemed the Corporation's agent for the purposes of this Article 5 and shall be indemnified by the Corporation against expenses (including attorneys' fees), judgments, fines, excise taxes, and amounts paid in settlement actually and reasonably incurred by such person who was or is a party or threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative by reason of such service, provided such person acted in good faith and in a manner he or she reasonably believed to be in the best interests of the Corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. Except as provided in Section 5.3, termination of any such action, suit or proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its equivalent, shall not of itself create either a presumption that such person did not act in good faith and in a manner which he or she reasonably believed to be in the best interests of the Corporation or, with respect to any criminal action or proceeding, a presumption that such person had reasonable cause to believe that his or her conduct was unlawful.

Section 5.02 Indemnification Against Liability to Corporation. No indemnification shall be made in respect of any claim, issue or matter as to which a person covered by Section 5.01 shall have been adjudged to be liable for negligence or misconduct in the performance of his or she duty to the Corporation unless and only to the extent that the court in which such action, suit or proceeding was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnification for such expenses which such court shall deem proper.

Section 5.03 Indemnification in Criminal Actions. No indemnification shall be made in respect of any criminal action or proceeding as to which a person covered by Section 5.01 shall have been adjudged to be guilty unless and only to the extent that the court in which such action or proceeding was brought shall determine upon application that, despite the adjudication of guilt but in view of all the circumstances of the case, such person is entitled to indemnification for such expenses or fines which such court shall deem proper.

Section 5.04 Other Indemnification. The indemnification provided by this Article shall not be deemed exclusive of any other rights to which any person may be entitled under the Articles of Incorporation, any agreement, any other provision of these bylaws, vote of

the disinterested Trustees or otherwise, and any procedure provided for by any of the foregoing, both as to action in his or her official capacity and as to action in another capacity while holding such office.

Section 5.05 Period of Indemnification. Any indemnification pursuant to this Article shall (a) be applicable to acts or omissions which occurred prior to the adoption of this Article, and (b) continue as to any indemnified party who has ceased to be a Trustee, officer, employee or agent of the Corporation and shall inure to the benefit of the heirs and personal representatives of such indemnified party. The repeal or amendment of all or any portion of these bylaws which would have the effect of limiting, qualifying or restricting any of the powers or rights of indemnification provided or permitted in this Article shall not, solely by reason of such repeal or amendment, eliminate, restrict or otherwise affect the right or power of the Corporation to indemnify any person, or affect any right of indemnification of such person, with respect to any acts or omissions which occurred prior to such repeal or amendment.

Section 5.06 Insurance. By action of the Board of Trustees, notwithstanding any interest of the Trustees in such action, the Corporation may, subject to Section 5.08, purchase and maintain insurance, in such amounts as the Board may deem appropriate, on behalf of any person indemnified hereunder against any liability asserted against him or her and incurred by him or her in his or her capacity of or arising out of his or her status as an agent of the Corporation, whether or not the Corporation would have the power to indemnify him or her against such liability under applicable provisions of law. The Corporation may also purchase and maintain insurance, in such amounts as the Board may deem appropriate, to insure the Corporation against any liability, including without limitation, any liability for the indemnifications provided in this Article.

Section 5.07 Right to Impose Conditions to Indemnification. The Corporation shall have the right to impose, as conditions to any indemnification provided or permitted in this Article, such reasonable requirements and conditions as the Board of Trustees may deem appropriate in each specific case, including but not limited to anyone or more of the following: (a) that any counsel representing the person to be indemnified in connection with the defense or settlement of any action shall be counsel that is mutually agreeable to the person to be indemnified and to the Corporation; (b) that the Corporation shall have the right, at its option, to assume and control the defense or settlement of any claim or proceeding made, initiated or threatened against the person to be indemnified; and (c) that the Corporation shall be subrogated, to the extent of any payments made by way of indemnification, to all of the indemnified person's right of recovery, and that the person to be indemnified shall execute all writings and do everything necessary to assure such rights of subrogation to the Corporation.

Section 5.08 Limitation on Indemnification. Notwithstanding any other provision of these bylaws, the Corporation shall neither indemnify any person nor purchase any insurance in any manner or to any extent that would jeopardize or be inconsistent with qualification of the Corporation as an Corporation described in Section 501(c)(3) of the Internal Revenue Code or would result in liability under Section 4941 of the Internal Revenue Code.

ARTICLE 6 MISCELLANEOUS

Section 6.01 Account Books, Minutes and Records. The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Trustees and committees. All books and records of the Corporation may be inspected by any Trustee or his or her accredited agent or attorney, for any proper purpose at any reasonable time.

Section 6.02 Fiscal Year. The fiscal year of the Corporation shall be from July 1 to June 30.

Section 6.03 Conveyances and Encumbrances. Property of the Corporation may be assigned, conveyed or encumbered by such officers of the Corporation as may be authorized to do so by the Board of Trustees, and such authorized persons shall have power to execute and deliver any and all instruments of assignment, conveyance and encumbrance; however, the sale, exchange, lease or other disposition of all or substantially all of the property and assets of the Corporation shall be authorized only in the manner prescribed by applicable statute.

Section 6.04 Designated Contributions. The Corporation may accept any designated contribution, grant, bequest or devise consistent with its general tax-exempt purposes, as set forth in the Articles of Incorporation. As so limited, donor-designated contributions will be accepted for special funds, purposes or uses, and such designations generally will be honored. However, the Corporation shall reserve all right, title and interest in and to and control of such contributions, as well as full discretion as to the ultimate expenditure or distribution thereof in connection with any special fund, purpose or use. Further, the Corporation shall retain sufficient control over all donated funds (including designated contributions) to assure that such funds will be used to carry out the Corporation's tax-exempt purposes.

Section 6.05 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 or herself, any member of his or her family, or any entity in which he or she 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 those charged with approving the

transaction on behalf of the Corporation of his or her interest or position, (b) aid the persons charged with making the decision by disclosing any material facts within his or her knowledge that bear on the advisability of such transaction from the standpoint of the Corporation, and (c) not be entitled to vote on the decision to enter into such transaction.

Section 6.06 Loans to Trustees and Officers Prohibited. No loans shall be made by the Corporation to any of its Trustees or officers.

Section 6.07 References to Internal Revenue Code. All references in these bylaws to provisions of the Internal Revenue Code are to the provisions of the Internal Revenue Code of 1986, as amended, and shall include the corresponding provisions of any subsequent federal tax laws.

Section 6.08 Amendments. The power to alter, amend or repeal these bylaws and adopt new bylaws shall be vested in the Board of Trustees as described herein.

Section 6.09 Severability. The invalidity of any provision of these bylaws shall not affect the other provisions hereof, and in such event these bylaws shall be construed in all respects as if such invalid provision were omitted.

Section 6.10 Headings. The descriptive headings herein have been inserted for convenience only and shall not be deemed to limit or otherwise affect the construction of any provision herein.

Articles of Incorporation

ARTICLES OF INCORPORATION OF Roots Charter High School

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 Roots Charter High School:

Article I

The name of the corporation is Roots Charter High School.

Article II DURATION

The period of duration of Roots Charter High School is perpetual.

Article III PURPOSE

(a) To provide educational services to students in the Salt Lake County area as a public charter school.

(b) To engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing, 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.

(c) To solicit and receive contributions, borrow money, purchase, own and sell real and personal property, to make contracts, and to engage in any activity "in furtherance of, incidental to, or connected with the furtherance of the corporation’s goals, namely the creation and operation of a public charter school."

(i) This organization is organized exclusively for charitable purpose within the meaning of section 501(c)(3) of the Internal Revenue Code.

(ii) Notwithstanding any other provision of these Articles, the organization shall not carry on any other activities not permitted to be carried on by an organization exempt from Federal income tax as an organization described in section 501(c)(3) of the Internal Revenue Code (or corresponding section of any future federal tax code).

(iii) Upon the dissolution and winding up of this organization, after paying or adequately providing for the debts and obligations of the organization, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation organized and operated

exclusively for the purposes specified in section 501(c)(3) of the Internal Revenue Code and which has established its tax-exempt status under that section.

Article IV MEMBERS

The corporation shall not have any 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 Roots Charter High School, their classifications, if any, their terms of office and the manner of their election or appointment shall be determined according to the By-Laws of Roots Charter High School. Each Director shall hold office until such time as the Director resigns, is replaced by the remaining Directors or by election, has reached such term limitations as may be imposed by the By-laws or is removed by the Utah State Charter Schools Board ("USCSB") with or without cause. Vacancies on the Board of Directors shall be filled by a vote of a majority of the remaining Directors, even if less than a quorum, subject to approval of USCSB as set forth below.

At the election or appointment of any new Director, the Corporation's Secretary shall send written notice to the Director of USCSB, by certified mail with return receipt requested. The notice shall include the identity of the nominated Director(s) and a request for approval of the appointment of the nominated Director. USCSB will have sixty (60) days to approve or reject the nomination of the Director. If USCSB fails to act within the sixty (60) days, the nomination will be deemed approved. The nominated Director may act as a Director, pending the approval or rejection of USCSB. A Director may be removed by the USCSB at any time with or without cause. Notwithstanding anything in these Articles to the contrary, the provisions of this Article VI that give USCSB rights to approve and/or remove Directors will not be amended or altered, nor will any conflicting provisions be adopted, without the prior written consent of USCSB.

Article VII INCORPORATORS

Tyler Bastian

Bion Wimmer

Article VIII REGISTERED OFFICE AND AGENT

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

11658 S Pale Moon Ln South Jordan, UT 84095-5054

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

The corporations initial registered agent at such address shall be:

Tyler Bastian

I hereby acknowledge and accept appointment as corporate registered agent.

Article IX PRINCIPAL PLACE OF BUSINESS

The principal place of business of Roots Charter High School shall be 11658 S Pale Moon Ln South Jordan, UT 84095-5054

ARTICLE X AMENDMENT

These Articles may be amended from time to time, in whole or in part, by the affirmative vote of two-thirds (2/3) of the Directors; provided that no amendment that diminishes the rights of USCSB shall be adopted without the approval of USCSB. Any such amendments shall be consistent with the corporation's status as a tax exempt organization under Internal Revenue Code Section 501(c)(3).

In Witness Whereof, We, have executed these Articles of Incorporation in duplicate this twenty-ninth of October, 2013, 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.

Roots Charter High School

Governing Board Meeting

Meeting Date: Tuesday, Oct 29, 2013

11577 South 3600 West South Jordan, Utah 84095

10/29/2013

Start Time: 3:35 pm

Attending: Tyler Bastian, Fernando Seminario, Travis Devere, Bion Wimmer

Not in Attendance: Lincoln Fillmore

Welcome/Public Comments

No Public comments

Proposed Agenda

School Business:

Bylaws

Bion Wimmer moved that we approve the charter Bylaws as they have been presented.

Travis- second

Unanimous vote

Articles of Corporation

Bion Wimmer moved that we approve the Articles of Corporation as they have been presented.

Travis- second

Unanimous vote

Purchasing Policy and Procurement

Bion Wimmer moved that we approve the Purchasing Bylaw as it has been presented.

Travis- second

Unanimous vote

Meeting adjourned at 3:50pm

Section 9: Comprehensive Program of Instruction

Educational Program

The instructional approach at Common Ground that will also be employed by Roots Charter High School is authentic learning taught by a multidisciplinary team. This requires that all learning is real, relevant, and meaningful. Courses at Common Ground are taught by a multidisciplinary team of teachers, so students are not working on skills in isolation. The multidisciplinary teaching approach revisits a concept or skill from different perspectives, which deepens understanding, and can also make the curriculum more coherent and meaningful from the learner's point of view (Building the Curriculum 3: A Framework for Learning and Teaching, Scottish Government, 2008). Effective interdisciplinary learning encompasses the following elements:

- Can take the form of individual projects or longer courses of study.
- Is planned around clear purposes.
- Is based upon experiences and outcomes drawn from different curriculum areas or subjects within them.
- Ensures progression in skills, knowledge and understanding.
- Provides opportunities for mixed-stage learning which is interest-based.

Benefits of authentic learning taught in a multidisciplinary approach include the following (Scottish Government, 2008):

- Learners are motivated and involved; they demonstrate an inquisitive attitude.
- Learners develop confidence in facing challenges, both intellectual and practical.
- Learning is connected and directly related to real-life experiences.
- Learners work individually and collaboratively.
- Allows for more in-depth exploration of topics, issues and problems within and across subject areas and disciplines.
- Enables the understanding of different perspectives across subject areas and disciplines.
- Makes learners want to understand the different curriculum areas in greater depth.
- Promotes critical thinking by supporting learners to:
- Grasp main ideas and consider different ways of working across subjects and disciplines
- Compare and contrast what is learned in different subjects and disciplines
- Identify the appropriate knowledge and skills needed to investigate a particular issue or problem

- Bring together information and ideas from different subjects and disciplines, consider alternative ways of doing things or alternative solutions, predict outcomes and explain their approach.
- Practice critical literacy skills in context.
- Develop skills for learning, life, and work.

The farm setting of the school provides an environment where students can connect what they are learning with what they are doing and fosters curiosity so students begin to ask questions that result in a desire to learn.

Supplemental Curriculum

Roots Charter High School has not selected any specific supplemental curriculum to be used at the school. However, all electives planned are built around the farm, allowing students to continually employ authentic learning through working on the farm. Any additional courses added in the future will need to support the mission of helping students prepare for college through learning that is relevant.

Methods of Instruction

The use of authentic learning instruction has been shown to be effective[4] for students of all subpopulations, but particularly for those who are at risk for academic failure. The farm provides the setting for authentic learning to occur. Teachers will work together to help students see how various skills and information tie together across the various subject areas.

---

[4] Grimmett and Neufield. *Teacher Development and the Struggle for Authenticity*. Teachers College Press: New York. 1994. Page 207.
Golomb, Jacob. *In Search of Authenticity: From Kierkegaard to Camus*. Routledge Press: London, 1995. Page 12.
Roth, Wolff-Michael. "Bridging the Gap Between School and Real Life". *Social Science and Mathematics*. Volume 92 (6), October 1992, 307-317.
Wolf, et. al. "What is this literachurch stuff anyway?" *Reading Research Quarterly*. Volume 31(2), 172-195.
Pea, Roy D. *Practices of Distributed Intelligence and Designs for Education.* Institute for the Learning Sciences: Northwestern University, March 1992.
Cronin, John F. "Four Misconceptions about Authentic Learning". *Educational Leadership*. April 1993. Pages 78-80.
http://www.ncsu.edu/meridian/win2003/authentic_learning/
http://www.ascd.org/publications/educational-leadership/apr93/vol50/num07/Five-Standards-of-Authentic-Instruction.aspx
Editorial: The Components of Authentic Learning" by Audrey Rule, Journal of Authentic Learning Volume 3, Number 1, August 2006, Pp. 1-10
http://www.ernweb.com/public/908.cfm#.UlQBkCSE7oc

Academic Skills

Through the unique educational setting and experiences, students at Roots Charter High School will acquire traditional academic competencies as well as ecological literacy and practical skills. We expect every graduate of Roots Charter High School acquire skills outlined below:

Reading

- Read various sources with understanding, including classic and contemporary literature, local newspapers, and references books;
- Determine an author's perspective, main argument, supporting evidence, conclusions, and relate readings to their own experience;
- Understand the value of life-long reading.

Writing

- Write logical and compelling pieces in a variety of forms (from poetry to research papers), using grammatically correct language;
- Improve their own writing by restructuring, correcting errors, and rewriting;
- Provide editing and revision suggestions in response to others' writing (speaking, listening, and viewing);
- Capsulate information from, and critically review, non-profit sources of information such as speech, video, film, computer-based material, music and theater;
- Engage critically and constructively in oral exchanges of ideas;
- Write a five minute speech and present it in front of an audience.

Quantitative Skills

- Make measurements and collect data in real settings;
- Use general mathematical methods (from the areas of pre-algebra, geometry, algebra, trigonometry and statistics) to organize and interpret data and solve problems;
- Analyze and design tables, charts, graphs, and basic construction drawings;

Reasoning and Problem Solving

- Draw conclusions from information, formulate and test predictions, use concepts and generalizations, identify and formulate problems;
- Gather and evaluate information relevant to problems, developing alternative solutions;
- Use critical and creative thinking to address problems.

Learning Skills

- Set goals for their learning, plan methods to approach their learning, monitor their progress, develop short and long-term schedules, read and listen critically, and use a broad set of sources ;
- Connect new information to what they already know;
- Describe connections between new learning and their previous understanding and information base;
- Take notes and, at the end of a lesson, list what they need to understand better;
- Formulate questions during the learning process and articulate new understanding;
- Enjoy inquiry and learning;
- Use a broad set of skills to investigate a subject, including intuition and imagination, fact-finding and problem evaluation, and pattern and context recognition.

Graduation Requirements

Roots Charter High School complies with R277-700-6 for graduation requirements, which are the same requirements followed by Granite School District, with two exceptions; students in Granite School District are required to take three credits of science coursework while Roots Charter High School students are require to take four. Roots Charter High School students are also required to take additional CTE or science credits as electives in order to work on the farm. Students are required to complete twenty-four credits in the following area in order to graduate:

Language Arts (4.0 Credits)
Math (3.0 Credits, unless student has passed calculus before completing all three credits)
Science (4.0 Credits)
Social Studies (3.0 Credits)
Fine Arts (1.5 Credits)
Physical and Health Education (2.0 Credits)
Career Technology Education (2.0 Credits)
Educational Technology (0.5 Credits)
Electives (4.0 Credits)

Course Catalog

Language Arts 9: This course is designed to emphasize reading comprehension, writing, and methods of inquiry as found in the core. The course will focus on the processes, skills, and strategies for effective communication in all its forms.

Language Arts 9 Honors: This course is designed for students who have been identified as requiring more advanced instruction in reading comprehension, writing, and

methods of inquiry as found in the core. This course will focus on the processes, skills, and strategies for effective communication in all its forms.

Language Arts 10: This course is designed to emphasize reading comprehension, writing, and methods of inquiry as found in the core. The course will focus on the processes, skills, and strategies for effective communication in all its forms.

Language Arts 10 Honors: This course is designed for students who have been identified as requiring more advanced instruction in reading comprehension, writing, and methods of inquiry as found in the core. This course will focus on the processes, skills, and strategies for effective communication in all its forms.

Language Arts 11: This course is designed to emphasize reading comprehension, writing, and methods of inquiry as found in the core. The course will focus on the processes, skills, and strategies for effective communication in all its forms, with an emphasis on American literary texts.

Language Arts 11 Honors: This course is designed for students who qualify for more advanced instruction in reading comprehension, writing, and methods of inquiry as found in the core. This course will focus on the processes, skills, and strategies for effective communication in all its forms, with an emphasis on American literary texts. The course also prepares students for college entrance exams (e.g. ACT, SAT).

Language Arts 12: This course is designed to emphasize reading comprehension, writing, and methods of inquiry as found in the core. The course will focus on the processes, skills, and strategies for effective communication in all its forms, with an emphasis on British literary texts.

Language Arts 12 Honors: This course is designed for students who plan to attend college. The course stresses reading, vocabulary, writing, and analytical skills necessary for college success. The course content includes an introduction to British literature and experience in research.

Secondary Mathematics 1: Students in Secondary Mathematics 1 will deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomenon, and in part by applying linear models to data that exhibit a linear trend. Students will use properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge. Algebraic and geometric ideas are tied together. Students will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problems situations.

Secondary Mathematics 2: Students in Secondary Mathematics 2 will focus on quadratic expressions, equations, and functions, extend the set of rational numbers to the set of complex numbers, link probability and data through conditional probability and counting methods, study similarity and right triangle trigonometry, and study circles with their quadratic algebraic representations.

Secondary Mathematics 3: Students in Secondary Mathematics 3 will pull together and apply the accumulation of learning they have from previous courses. They will apply methods from probability and statistics to draw inferences and conclusions from data, expand their repertoire of functions to include polynomial, rational, and radical functions, expand their study of trigonometry to include general triangles, and use functions and geometry to create models and solve contextual problems.

Calculus: This is an introduction to differential and integral calculus topics which are equivalent to a college level Calculus 1 course. The course uses advanced skills in algebra, geometry, and trigonometry to analyze real world problems involving movement and variable rates of change. Graphing calculator investigations are an integral part of the course.

Geography: This course introduces students to cultural and physical geography. The framework of this course is the five themes of geography—location; place; human interaction with the physical environment; the impact of movements of people, ideas, and things; and similarities and differences within and between regions. In addition, the course emphasizes critical, causal, interpretive and reflective thinking skills through observing, reading, writing, listening, speaking, and problem solving.

World Civilizations: The study of world civilizations emphasizes the increasing interrelationships over time of the world's peoples. These interrelationships have developed in two major arenas. First, the relationships have developed among major regions of the world: East Asia, Middle East, Africa, Europe, North America and Latin America. Second, they have developed within all aspects of human activity: political, economic, social, philosophical and religious, scientific and technological, and artistic.

United States History: Understanding United States history is essential for the continuation of our republic. This course will help students make connections between their world and the rich heritage of United States history. The course is designed as a survey of American history with an emphasis on post-Reconstruction America (1876-present), but should include a review of the earlier period.

U.S. Government and Citizenship: The goal of this course is to foster informed, responsible participation in public life. Knowing how to be a good citizen is essential to

the preservation and improvement of United States democracy. Upon completion of this course, the student will understand the major ideas, protections, privileges, structures, and economic systems that affect the life of a citizen in the United States political system. This course is recommended for seniors due to their proximity to voting and draft age.

General Financial Literacy: This course will prepare students for the choices and challenges of today's financial markets. A better understanding of personal finance will help students move into adulthood making more informed monetary decisions, realizing a greater potential for personal wealth, and fostering a stronger state and national economy. The class will focus on income, money management, spending and credit, saving and investing, consumer protection, and risk management.

Biology-Agricultural Science: This course covers biology with an agricultural emphasis. Students learn about the structure of cells, how genetic information is passed on, biological diversity, the process of evolution, and how organisms interact with their environment. Students learn how to apply this information in plants and animals through laboratory activities. Students also explore recent advances in biotechnology (genetics, embryos, etc.) that are being used in agriculture and other biology related sciences.

Chemistry: This course is organized around major concepts of matter, structure, energy, and change. The concepts, principles and laws that describe the conservation of matter, changes in the structure of matter, and changes in energy will provide focus for this course. Chemistry students should design and perform experiments, and value inquiry as the fundamental scientific process.

Physics: The three major concepts included in the Physics Core are: (1) motion of objects, (2) forces acting on objects, and (3) energy. Physics students should design and perform experiments, and value inquiry as the fundamental scientific process.

Art Foundations 1: This class is designed to provide an overview of visual arts while studying a broad variety of art tools and materials. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skills, art criticism, art history, and aesthetics.

Art Foundations 2: This class is designed to provide an overview and introduction to visual arts through studying a variety of art tools and materials. This course builds on Art Foundations 1 providing a more in-depth experience with fewer art forms. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics.

Medium Specific Art: A variety of specific medium art classes may be offered based on teacher expertise and experience, and may change from year to year.

Choir 1: This vocal music course covers three and four-part music and singing fundamentals.

Advanced Choir: This vocal music group course is concerned with advanced choral literature and techniques of singing.

Health: This course emphasizes the physical, social, and mental dimensions of people and offers students an opportunity to evaluate health practices, products, and services.

Fitness for Life: This course is designed for continued improvement of physical fitness not includes an understanding of the components of fitness, i.e., heart-lung fitness, strength, flexibility, muscle endurance, weight control/nutrition, and stress management.

Individual Lifetime Activities: A variety of sport specific classes will be offered based on teacher experience and student interest. Examples offered may include basketball, aerobics, yoga, weight lifting

Participation Skills: Designed to develop competency in up to five different activities. Individual, dual, and team sports activities are included with an emphasis on activities offering lifelong participation opportunities. Competency involves the ability to apply the basic skills, strategies, and rules using standardized guidelines.

Computer Technology: This is an introduction to computer application software that encompasses document processing, spreadsheets, and presentations. An understanding of ethics and use of operating systems, information resources, and electronic mail is included. Skills gained will be demonstrated by creating a project for a different content area.

Life Mission Exploration 1: In this class first and or second Year students will work on formulating their life mission and goal setting. For example they will write and share their personal life mission. This is a formal document stating what their strengths are and how they will commit to use those strengths throughout their life. They will begin to write their life histories as well as look at the life histories of their parents/guardians They will also have an in depth study of *the first two pillars: Choice and Action This class is a half year class.*

Life Mission Exploration 2: 3-4 year students/Seniors. In this class students will be challenged to take their life missions and life histories and set long-term goals to accomplish these missions. Secondary education options will be explored and studied. Students will finish their life stories and present them to LM exploration 1 students orally. They will also be required to find a community mentor in their future field of study

or occupation and spend a minimum of 6 hours shadowing them. *This class analyzes and discusses the 3-4 pillars: Energy and Connection this class is a half year class.*

Agriculture Business and Management: This course is designed to prepare individuals to apply economic and business principles involved in the organization, operation, and management of farm and agricultural businesses. The course also includes instruction in agricultural leadership as well as field and laboratory application of course information.

Plant and Soil Science and Technology 1: An instructional course that emphasizes a pragmatic approach to scientific principles in plant and soil science and technology utilizing available classroom, greenhouse, land-laboratories, and commercial operations to enhance learning.

Plant and Soil Science and Technology 2: Students will develop knowledge and skills in advanced areas of plant and soil science, including range resource management. The instruction will also include the importance of biotechnology in crop production. Students will also learn to identify common weeds, diseases, and insect pests.

Greenhouse Management: Students will be exposed to greenhouse operations and management practices that will prepare the students to produce commercial plant species in a controlled environment and to manage commercial and experimental greenhouse operations.

Biology-Agricultural Focus Lab: Students spend time working on the farm applying principals learned in Biology.

Plant and Soil Science and Technology 1 Lab: Students spend time working on the farm applying principals learned in Plant and Soil Science and Technology 1.

Plant and Soil Science and Technology 2 Lab: Students spend time working on the farm applying principals learned in Plant and Soil Science and Technology 2.

Farm Basics: Students learn the basic elements necessary for running a farm.

Farm Basics Lab: Students spend time working on the farm applying principles learned in class.

Local Food Production: In this class we will study the food system with a focus on local options. We will study the activities, people and resources involved in getting food from field to plate. We will also look at health, equity and how food production affects the environment and natural systems.

Local Food Production Lab: Students spend time working on the farm applying principles learned in class.

Hydrology: This course is about learning both the concepts and physical principles of water flow as well as the techniques that can be used to solve hydrologic problems.

Edaphology: This course studies the basics of soil, including the influence of the soils on living things, mainly plants.

Edaphology Lab: Students spend time working on the farm applying principles learned in class.

Spanish for Native Speakers 1: This course is designed to teach elementary academic skills in reading and writing for the native speaker. The course content includes further development of reading and writing skills for students who already have a grasp of the spoken language. Opportunities to share cultural information from countries where Spanish is spoken will be available to students.

Spanish for Native Speakers 2: This course is designed to cover intermediate skills in listening, speaking, reading, and writing. The course focus includes further development of reading and writing skills for students who already have a strong grasp of the spoken Spanish language.

Spanish 1: This course is designed to teach elementary skills in listening, speaking, reading, and spelling. The course content includes vocabulary for classroom and school subjects, foods, clothing, telling time, reading the calendar, weather, seasons, modes of transportation, and common locations. Students will develop an appreciation for the culture of the countries where the language is spoken.

Spanish 2: This course is designed to teach intermediate skills in listening, speaking, reading, and writing. The course content includes further development of vocabulary of dining, traveling, shopping, and personal feelings. Students will develop an appreciation for the culture of the countries where the language is spoken.

Spanish 3: This course is designed to teach advanced skills in listening, speaking, reading, and writing. The course content includes the development of more abstract vocabulary, simple literature, extemporaneous speaking and conversation, and guided composition. Students will develop an appreciation for the arts and culture of countries where the language is spoken.

Spanish 4: This course is designed for the continuation of the speaking, reading, and writing skills covered in Spanish.

French 1: This course is designed to teach elementary skills in listening, speaking, reading, and spelling. The course content includes vocabulary for classroom and school subjects, foods, clothing, telling time, reading the calendar, weather, seasons, modes of transportation, and common locations. Students will develop an appreciation for the culture of the countries where the language is spoken.

French 2: This course is designed to teach intermediate skills in listening, speaking, reading, and writing. The course content includes further development of vocabulary of dining, traveling, shopping, and personal feelings. Students will develop an appreciation for the culture of the countries where the language is spoken.

Support for Standards and Use of Data

All courses at Roots Charter High School will align with the Common Core Standards. Because of the interdisciplinary nature of the school, teachers will collaborate over the summer to determine in which classes and how each standard is taught and assessed for mastery. Roots Charter High School anticipates one teacher will work as the assessment director on a part time basis, teaching the balance of the time. This person's job is to schedule ongoing assessments (at least monthly), monitor and disaggregate data and lead the teachers in a monthly meeting to discuss where the school needs to improve for all students and discuss individual students needing additional support, as well as how this support is to be provided. He or she will be responsible for monitoring support and helping instructors adjust as necessary.

Due to purchasing and procurement rules, Roots Charter High School will not determine a particular provider or software package at this time. However, school founders have done research, and are impressed with the Northwest Evaluation Association's product. It allows for data to be collected and disaggregated quickly and is aligned with the Common Core Standards. Roots Charter High School will select a program that includes the following components:

- Computer-Based Adaptive Assessment: The program will adjust questions (increasing or decreasing difficulty) as the student is taking an assessment to provide an accurate picture of which standards the student has mastered.
- Data Reporting: The program will allow the assessment director and teachers to disaggregate data by student and standard to identify global school needs as well as individual student needs. It will also allow a comparison of students.
- Tracking Growth: The program will allow teachers to track the growth of a student over the year, and compare this growth from year to year.
- Resources: The program will provide teachers with information about implementing and improving strategies to improve standards mastery.

Indicator - Student achievement level		
Measure	**Metric**	**Board Goal**
Growth points on UCAS	Growth points on UCAS, by school type	Year 1: 100 Year 2: 125 Year 3: 150
Achievement on UCAS	Achievement points on UCAS, by school type	Year 1: 150 Year 2: 175 Year 3: 225
Readiness on UCAS	Readiness score on UCAS (high schools only)	Year 1: 135 Year 2: 150 Year 3: 170
High school graduation rate	Percentage of students graduating high school calculated using Utah's graduation rate formula	Year 1: 85% Year 2: 90% Year 3: 95%
College entrance exam composite and subtest measures	Percentage of students reaching score predictive of college success on each subtest (English – 18; Math – 22; Reading – 21; Science – 24), disaggregated by subgroup	Year 1: 75% Year 2: 80% Year 3: 90% Roots is not disaggregating by subgroup, as we believe all students can and should achieve.

Section 10: School Closure Plan

The board will review its compliance with and progress toward state-defined minimum standards and board-determined targets in the school's charter. The school's executive director is responsible to review all metrics and report to the Board annually, as the measure for each target becomes available. The director will also propose an action plan to address any targets that the school has not met or has regressed in performance.

The school board will notify its authorizer of its action plans if progress under those plans is not adequate after each year of its implementation. In any case, the board will inform the authorizer of progress toward all metrics after three years of operation, or upon earlier request or according to authorizer policy. All action plans and the director's report on progress and compliance with targets will be available to all stakeholders as part of the public board meeting records for each meeting where such reports are given.

In the event of closure, whether by the revocation of the school's charter or a planned cessation of operations, Roots will ensure that adequate human, financial, and planning resources are in place for a smooth transition and legal compliance with Utah Code 53A-1a-510.5 and in a way that protects students, employees, debt holders, and taxpayers.

Over the first five years, the school will set aside in a separate account $10,000 per year to be used in the event of school closure to engage a charter school or business transition firm to perform closure operations over a period of 90 days. Services will include asset disposal, student transfers, family support, debt negotiation, employment termination, and working with state agencies on protecting taxpayer assets, including equipment and property.

Once the closure process is initiated, the school's interests will shift from providing education and protecting the school's interests to protecting the state's and chartering entity's interests, as well as the obvious interests of students and families.

The closure plan and procedures will include the following:

Student Transfer

- Appoint a registrar to complete all aspects of student records related to closure.
- Coordinate with surrounding school districts and charter schools, and private schools if necessary, to accept transfer students.
- Coordinate with students and families on finding the school that will best meet each student's needs for future education.
- Ensure that all student records, including special education records, are sent to all schools accepting transfer students.

- Counsel with students and families to reduce the anxiety that may be part of the closure and move to a new school.

Asset Disposal

- Work with the State Charter School Board on identifying a potential new or expanding applicant who can assume ownership of school assets and liabilities, including the school's facility and existing lease or bond payments.
- Sell school equipment or assets at market value, with proceeds either paying down existing debt, compensating for additional school closure services, or going back to the state as outlined in statute. All asset disposal or sales will be consistent with existing agreements and obligations.
- Ensure that building security is maintained throughout the closure process to protect assets and the facility.
- Transfer all other assets to the state, the owner under law of all school assets in the event of closure.

Liabilities

- Seek to find other schools or organizations that can assume the ownership of current and long-term agreements. Work with state charter school board on identifying a new or expanding charter school that can benefit from existing facility, equipment, and agreements.
- Pay down any liabilities first with proceeds from any asset sale or cash on hand.
- Initiate bankruptcy proceedings, if appropriate.
- Inform bondholders and State Treasurer's office, if applicable, of closure as required in bond covenants or in state law.

Employees

- Assist current employees with job placement services
- Ensure that benefits programs continue consistent with COBRA
- Assist employees with transfer of retirement assets into personal accounts or rollover into other retirement programs
- Provide letters of recommendation for employees, as appropriate

Section 11: Dismissal Procedures and Suspension/Expulsion

Roots Charter High School believes all students have a right to learn in a safe and respectful environment, and student discipline is essential to maintaining a healthy educational environment. To that end, school behavioral expectations are explained and enforced from the first day of school. It is expected that teachers maintain order in the classroom and in other areas of the school where they supervise students. Other faculty and staff support the culture of respect in the school. In the event of a student violating behavioral expectations, disciplinary action may be taken by school administration in compliance with school policy and applicable state and federal laws and regulations.

The Board authorizes the administration to take appropriate action to preserve order among students and staff and to protect school property. The Board of Trustees will not, as a general rule, review student suspensions.

Acts of violence, use or possession of a weapon or facsimile, criminal behaviour toward persons or school property or activities shall be dealt with in accordance with state law (Utah Code §53-A-11-901) as it explains suspension/expulsion of students from public schools and in accordance with Utah Special Education Rules and IDEA 2004.

Due Process Procedure and Disciplinary Action

Due process is the administrative procedure followed when a students' attendance at Roots Charter High School is in question due to violation of the disciplinary code. Fairness and reasonableness are to be used when deciding on disciplinary actions. Roots Charter High School administration investigates and handles disciplinary matters in compliance with the school's suspension/expulsion policy (Attachment D) and all applicable state and federal laws, including IDEA.

Section 12: Complaints

Roots Charter High School values the input of stakeholders and acknowledges the importance of good communication and mutual respect in working out differences. For students, conflict management and resolution abilities are necessary skills for future success, which are addressed in the complaint policy. Roots Charter High School encourages all members of the school community (students, parents, faculty, and staff) to try to work out issues in a cooperative manner with the involved parties in an informal way if possible, first working directly with the individual(s) directly involved in the situation, and working through the procedures of the official complaint policy, as outlined in Attachment E. All complaints, formal and informal, should be acknowledged and resolved in a timely manner, as described in the complaint policy.

Section 13: Parent Involvement

Roots Charter High School believes that working in partnership with parents and guardians is critical to providing an education that meets the needs of the whole student and it is a significant component of Root's vision. Roots Charter High School has one elected parent position on the Governing Board.

Opportunities for volunteers in and out of the classroom include, but are not limited to:

- Providing teacher support during class time, in class, on the farm or at home with special projects, enrichment activities, clerical duties and other opportunities that arise in individual classrooms
- Contribute as a special guest with information that enriches the curriculum being studied
- Volunteer in the library and computer lab
- Support fundraising projects
- Strategic planning teams
- Leadership in the Parent/Teacher/Student Organization to give input to the Governing Board and organize school events at Roots Charter High School

Opportunities for parental involvement will be advertised on the school website, through e-mail requests, and/or through direct notice from teachers. Roots Charter High School will also have opportunities for parents to learn more about volunteer activities and sign up to participate at back to school events, SEP conferences, and other school events.

Roots Charter High School encourages parents to contribute in whatever way they deem as personally meaningful, and does not require a specific amount of time be donated to the school.

Section 14: Employees

Roots Charter High School's board will ensure that properly licensed, endorsed, and highly qualified teachers and paraprofessionals will be hired and developed at the school. Priority will be given to employees who demonstrate an understanding of and dedication to the unique mission, with a priority on experience in agriculture or ecology.. This section will outline the school's hiring process, internal HR record keeping standards, essential responsibilities for each key position, and procedures for evaluating and terminating employees.

At-Will Employment

Roots is an at-will employer. The school will not sign contracts for any length of time for any employee, with the potential exception of the school's executive director. All HR policies, forms, manuals, and procedures will protect the school's at-will employment status. Nothing in this charter, including any description of possible procedures relating to any HR transaction shall be construed to limit the at-will nature of employment at Roots.

Hiring

Roots will use a process similar to this outline when hiring for all positions:

- Board will adopt policy, and administration will adopt procedure, to ensure that all state and federal employment and tax laws are followed, including R277-524 regarding criminal background checks for all employees and volunteers that have significant unsupervised access to students.
- Identify specific needs to be addressed.
- Identify the essential functions for the created positions, craft job descriptions, identify prevailing market wages for similar positions in similar schools and ensure that any new hire is acceptable given budget constraints.
- Post the position widely using any and all available resources, with a priority given to lower-cost resources that return quality applicants.
- Review submitted resumes for compatibility and experience with essential job functions. Contact selected candidates for interviews and verify their licensure and endorsement for the position, if applicable.
- Interview candidates with at least two school representatives who each score the applicant's suitability for the position independently.
- If necessary, bring the top candidates for a follow-up interview.
- Check references of candidates considered for eventual hire.
- Select and notify the best-suited candidate(s) and congratulate the new employee(s) on their new future with Roots.

HR Procedures and Records

Once an employee is selected for employment, the process for completing new-hire paperwork and documentation, including any required background checks, will be handled by the school's business office. The procedures will be similar to those outlined below:

- Employee will complete necessary tax and work-status forms, internal forms for employee records and emergency contact information, and provide copies of relevant licenses or other certifications.
- Employee will sign an Agreement or other document regarding compensation, if applicable for the position.
- School will provide to employee, and document the receipt of, employee handbook, relevant school policies, required disclosures regarding state liability coverage for teachers, and all paperwork necessary to enroll in school's benefit programs.
- Employee will receive means of access to the school's facility and all tools and technology required for the position.
- Business Office will set up the employee in school's payroll system, submit any benefits paperwork to the providers of such benefits, and ensure that all relevant taxes are paid.
- Each employee will have up to three files. (All work-status forms will be kept separately in a work-status folder for all employees.)
- An "Employee Records File" that contains tax forms, internal forms for emergency contact information, background check records, and written agreements regarding compensation.
- An "Employee Benefits File" that contains benefit and health information.
- An "Employee Performance File" that contains internal records of evaluations, licenses and certificates, and records of employee performance.

Evaluations

All employees will be evaluated regularly to ensure that performance is measured, results are shared, and incentives are in place for continued development and improvement for all employees. All employees will be evaluated using outcome-based measurements based on the essential job functions in each job description. An evaluation procedure of key employees is described below:

Teachers

- Director and other administrators will observe all teachers at least quarterly and provide written feedback after each observation.

- Teachers will have one annual development conference and one annual year-end evaluation with the school director.
- Evaluations will include consideration of student outcomes, parent surveys, and the results of direct observations.

Compensation will be based largely on the result of these evaluations and the outcomes of students.

Administrators

The director will evaluate all school administrators annually.
Evaluations of administrators will be based largely on the performance of the employees they supervise, the results of teacher and parent surveys, and the director's own observations.

School Director

The school director will be evaluated annually by the school board.
Evaluation will be based exclusively on the outcomes of the school according to the goals in this charter, other goals adopted and communicated to the director in advance. The evaluation will be completed by the entire board based on data, and submitted to the director in writing, along with an update of goals for the coming year.

Employment of relatives

Roots will be consistent in all policies regarding employees, to include state and federal law. The school recognizes that nepotism or the perception of it can undermine a successful workplace. In all cases, Roots will judge and evaluate employees on objective standards of performance targeted to improve student achievement.

To avoid nepotism or the appearance of it, no family relationships (sibling, child, parent, or half- or step- sibling, child, or parent, and sibling- or parent-in-law) shall exist between lines of authority within the school. Relatives of employees or board members may exist consistent with applicable law and rule, but employees may not be hired, promoted, or otherwise placed in positions where any supervision of relatives will occur.

Terms of Employment

Roots Charter High School is an at-will employer. Employers may choose to terminate employment at any time for any reason or for no reason, and so may Roots as an employer. Roots Charter High School recognizes that the best way to impact children's learning is to attract and retain quality teachers.

Roots Charter High School intends to have a workplace culture that is enjoyable and empowering for the school's faculty and staff. High turnover will not be conducive to such a culture. While the school reserves the right to make all employment terminations

at its discretion, the school has no intent to be inconsistent or reactionary in making employment decisions. Employment actions, including discipline, probation, or termination of employment will be made when the school has evidence that such an action is in the best interests of the school and its students.

The school will ensure that all employee rights are protected in all employment matters and procedures.

Job Descriptions

School Director

Educational and Program Management

- Evaluate instructional program effectiveness
- Develop and enforce policies and procedures
- Ensure that administration and instructional staff coordinate student /teacher placement for new school years
- Devise, implement and evaluate instructional development programs
- Supervise teachers and aides, regularly observe classes and groups, and coordinate the development of training programs in methods, content, and structure
- Work with other administration (including members of the Board of Trustees) on the purchase, distribution, and evaluation of curriculum materials and financial reporting
- Work with other administration (including members of the Board of Trustees) to develop required plans for state and federally funded programs
- Work with other administration and the Business Manager to coordinate state and federal reports of fiscal data
- Manage the instructional professional development program
- Collaborate with staff for united school improvement plan.
- Document operations of charter programs to develop accurate budgets, procurement and spending
- Work with Business Manager to maintain fiscal control; Report accurate fiscal information
- Ensure school facilities are managed effectively. Oversee facilities to ensure maintenance provides a clean and safe school
- Collaborate with staff to implement a student discipline plan that encourages a positive learning environment and enhances student's behavior
- Provide for uniform enforcement of school standards and oversee appropriate and reasonable student discipline as issued in accordance with school policy
- Hold and attend parent/teacher/student conferences in regards to student and school issues

Staff Management, Training and Motivation

- Interview, select, and orient all new employees
- Provide training, tools, and all necessary information for each staff member to successfully perform their job functions
- Instruct staff about performance requirements in relation to instructional strategies, classroom management, and communication with the public
- Observe all classes regularly, both formally and informally
- Hold employee evaluation conferences based on records of performance observations
- Ensure collaboration, partnerships and team building among staff, including decision-making and problem solving
- Oversee and assess the performance of all school employees
- Promote a positive, nurturing school environment
- Evaluate the effectiveness of outside service providers
- Hold employee evaluation conferences based on records of performance observations
- Instruct staff of performance requirements in relation to instructional strategies, classroom management, and communication with the public
- Ensure effective, research-based professional development is provided and implemented

Fiscal and Legal Compliance

- Abide by all state and federal laws that apply to charter schools and charter policy
- Ensure compliance of budget guidelines. Work with Business Manager to maintain fiscal control.
- Ensure school-wide compliance with all policies and procedures. Abide by all state and federal law that apply to charter schools, charter policy and Board policy
- Gather, manage and file all hardcopy and computerized fiscal reports, records and other documents required including accurate and timely Board, state and federal reports
- Attend all required Board and state meetings, including the monthly Charter Directors' meeting
- Attend other meetings and training that provide legal guidance
- Participate in the school's annual fiscal audit and oversee the preparation of the school's Annual Budget, Annual Financial and Annual Program Reports

Special Education

- Coordinate with the Special Education Director on student Individual Education Plans to ensure all modifications are met
- Ensure that Special Education Director attends regular LEA meetings provided by the State and follow up on content of trainings
- Keep abreast of changing laws and regulation that apply to Special Education
- Ensure General Education teachers are trained on Special Education needs of students and the school's vision of inclusion
- Ensure annual and periodic special education data uploads and reporting meets appropriate state and federal requirements

Evaluation and Reporting

- Provide/receive student performance measurements to/from classroom teachers who will keep an accurate, up-to-date record of student performance and progress throughout the year
- Meet with parents as requested to discuss needs and progress of students.
- Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws

Public Relations and Communications

- Create and maintain a professional relationship with colleagues, students, parents, and community
- Coordinate with the school's parent organization to increase parental involvement and activity within the school
- Communicate and assist in teacher communication with parents regarding student progress
- Convey the charter's mission to students, parents, staff, and the overall community and encourage support in accomplishing the mission
- Illustrate understanding of charter and community needs and begin activities to meet those needs
- Build positive relations with state education departments and other charter school operators

Academic Director

Educational and Program Management

- Supervise instructional and curriculum services to address student achievement

- Devise, implement and evaluate instructional development programs
- Supervise teachers and aides, regularly observe classes and groups, and coordinate the development of training programs in methods, content, and structure
- Oversee initial assessments for new students
- Implement effective educational process through the collection and interpretation of student data
- Work with the School Director, Business Manager and other administration (including members of the Board of Trustees) on the purchase, distribution, and evaluation of curriculum materials and financial reporting
- Work with the School Director and other administration (including members of the Board of Trustees) to develop required plans for state and federally funded programs
- Manage the instructional professional development program

Classroom Management and Organization

- Train teachers in methods of classroom preparation to enhance instruction as prescribed by charter's curriculum and methods
- Train teachers and instructors on how to manage student behavior in agreement with the school's code of conduct and related policies and programs
- Share responsibility during the school day for the supervision of students in all areas of the school, including pick-up and drop-off, recess, lunch, assemblies, field trips, and other responsibilities as assigned.
- Assist students with disabilities to encourage their access to full participation in the school's regular programs

Supervisory Responsibilities

- Assist the Director to oversee and assess teachers, instructors, aides, support personnel, special education and other staff
- Evaluate the effectiveness of outside service providers

Evaluation and Reporting

- Provide/receive student performance measurements to/from classroom teachers who will keep an accurate, up-to-date record of student performance and progress throughout the year.
- Meet with parents as requested to discuss needs and progress of students.

- Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Special Education Teacher/Director

Program Management and Compliance

- Assist in the creation and outfitting of facilities for students with disabilities
- Continually supervise curriculum program to ensure it is pertinent to student's needs
- Administer guidance in composing and implementing outside service contracts for special education students
- Direct the fiscal aspects of the special education department with the Business Manager and confirm that programs are cost effective and funds are managed within budgets
- Perform all state and federal special education reporting at year end and periodically and as required during the school year
- Coordinate and lead the school's state and federal audits of special education reporting and data
- Enter special education data accurately into the school's Student Information System to ensure accuracy in reporting and appropriate and adequate funding is received
- Ensure that adequate supplies and equipment are available
- Evaluate special education program quality through assessment findings, including student achievement data
- Stay abreast of and abide by state and charter regulations and policies for charter schools
- Advise on policy and program improvements
- Confirm that policies established by federal and state law, and the charter policy in area of Special education are being met
- Gather, manage and file all hardcopy and computerized reports, records, and other documents required by charter, state and federal regulations

Evaluation and Reporting

- Provide student performance measurements to classroom teacher who will keep an accurate, up-to-date record of student performance and progress throughout the year.
- Meet with parents as requested to discuss needs and progress of students.
- Use effective oral and written communication.

- Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

School Secretary

Registration, Records, Data and Correspondence

- Prepare data for school, state, and federal enrollment reports
- Organize and manage hardcopy and electronic school and student files
- Act as school registrar for student information and records
- Receive, sort and deliver mail and other documents to staff
- Record and track parent volunteer hours
- Draft correspondence, forms, reports, etc. as requested by the School Director and other administrative staff
- Oversee school calendar, scheduling, and appointments for administrative staff and the school facility
- Attend meetings with school director and take meeting minutes
- Training all users on the school's chosen Student Information System (SIS)
- Disperse and manage paperwork for newly enrolled students
- Assist, manage and access information for various school and government required reports
- Complete regular updates of the SIS system
- Assist Administration and teachers in accessing information and running necessary reports
- Run Year-end and/or rollover processes and School Finance & Statistics Data Uploads and set-up up new year programming
- Record and track attendance as required for school and state reports
- Maintain and ensure the confidentiality of records and information regarding students, parents, and staff in accordance with accepted professional ethics, state and federal laws

Customer Service

- Answer incoming calls, take accurate messages, and transfer to appropriate staff
- Coordinate substitutes with School Administration
- Assist with the daily arrival and departure of students
- Greet and assist students, parents and the general public
- Assist with school events, including parent/teacher conferences as requested
- Work with the Parent Organization

- Coordinate information with school newsletter

Teacher

Classroom Management

- Develop, in accordance with Charter guidelines and policy, reasonable rules of classroom behavior and appropriate techniques that are consistently applied.
- Take necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Share responsibility during the school day for the supervision of students in all areas of the school, including pick-up and drop-off, assemblies, field trips, and other responsibilities as assigned.
- Provide for the supervision of assigned students when circumstances require a brief absence from the assignment.

Classroom Instruction

- Plan and implements a program of instruction that adheres to Charter philosophy, goals and objectives as outlined in academic program and the Common Core.
- Make purposeful and appropriate lesson plans that provide for effective teaching strategies and that engage all students.
- Plan and implement a differentiated program of study designed to meet needs of each individual student.
- Create a classroom environment conducive to learning by employing a variety of appropriate teaching techniques and methods, including direct instruction, guided practice, cooperative learning, and hands-on activities.
- Use reflection, innovation, and creativity when designing instruction. Ensure that activities and instruction are tied to relevant and meaningful outcomes. Promote the ability of students to articulate what they are learning and why at any point in the learning process.
- Make use of all available resources, using the provided texts as only one among many sources.
- Prepare substitute folder containing appropriate information as required by the director.
- Plan and oversee purposeful assignments for aides and volunteers as needed.
- Accommodate students with IEPs as required.
- Recognize learning problems and make referrals as appropriate.

Evaluation and Reporting

- Evaluate accomplishments of students on a regular basis using multiple assessment methods such as teacher-made tests, samples of students' work, criterion-referenced tests, norm-referenced tests, and other methods.
- Keep an accurate, up-to-date record of student performance and progress throughout the year.
- Meet with parents formally periodically during the year, and on an ongoing basis as needed, requested, or assigned.
- Provide progress and interim reports as required or as requested by parents or school administration.
- Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Professional Development

- Attend workshops, seminars, conferences, and/or advanced course work at institutions of higher learning as assigned.
- Attend and participate in all Charter professional development days and activities.
- Keep current in subject matter knowledge and learning theory and be willing to share this knowledge for continual improvement of the school's curriculum.
- Become acquainted with supplemental services beneficial to students as an extension of regular classroom activities.
- Keep educators' license and endorsements up-to-date and applicable to assignments.
- **Supervisory Responsibilities**
- Oversee and assess instructors, aides, support personnel and other staff working under the direction of the teacher
- Provide feedback to the school director and special education director (or equivalent) for special education aides assigned to a teacher's classroom
- Evaluate the effectiveness of outside service providers providing services within a teacher's classroom

Farm Director

- Develop, in accordance with Charter guidelines and policy, reasonable rules of farm behavior and appropriate techniques that are consistently applied.
- Take necessary and reasonable precautions to protect students, equipment, materials and facilities.

- Share responsibility during the school day for the supervision of students in all areas of the farm and exterior of the campus.
- Provide for the supervision of assigned students when circumstances require a brief absence from the assignment.
- Create and implement a farm plan and proposal with student input and participation.
- Set farm goals and evaluate the goals regularly with the students.
- Foster relationships with parent volunteers, community leaders and local businesses in the support and growth of all Roots farm endeavors.
- Plan and implements a program of farm production that adheres to Charter philosophy, goals and objectives as outlined in academic program.
- Make purposeful and appropriate task plans that provide for effective work strategies and that engage all students.
- Use reflection, innovation, and creativity when working with students. Ensure that activities and instruction are tied to relevant and meaningful outcomes. Promote the ability of students to articulate what they are learning and why at any point in the learning process.
- Make use of all available resources.
- Accommodate students with IEPs as required.
- Recognize learning problems and make referrals as appropriate.

Teacher's Aide or Special Education Aide

Classroom Management

- Assist with the management of student behavior and discipline, primarily for students with disabilities.
- Use classroom management plan consistent with teacher's techniques, school-wide standards and Least Restrictive Behavioral Environment
- Share responsibility during the school day for the supervision of students in all areas of the school, including pick-up and drop-off, recess, lunch, assemblies, field trips, and other responsibilities as assigned.
- Assist students with disabilities to encourage their access to full participation in the school's regular programs

Classroom Instruction

- Act as a classroom substitute when necessary or when the classroom teacher is unavailable

- Assist teachers with classroom instruction as assigned, including providing individualized instruction, working with small groups, teaching sections of lessons, and all other assignments consistent with school standards and teacher plans.
- Work with teacher to accommodate students with IEPs as required
- Recognize learning and behavior problems and communicate student needs to general and special education teachers as appropriate.

Evaluation and Reporting

- Provide student performance measurements to classroom teacher.
- Meet with parents as requested to discuss needs and progress of students.
- Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Custodial, Janitorial, and Maintenance Staff

Facilities and equipment

- Keep all aspects of the school building in good repair
- Keep all equipment in good condition, performing routine maintenance and repairing as needed
- Fix any problems or disrepair in the school building
- Change light bulbs as needed
- Assist school staff and outside vendors with deliveries, including unloading, uncrating and assembling goods and materials
- Assist school staff with transportation errands to retrieve goods and materials procured or donated to the school
- Transport, assemble, clean, repair or perform other tasks related to the procurement and use of both new and used goods, materials and equipment.
- Open, close, and secure the building and respond to alarm calls after hours
- Arrange with outside vendors for non-routine projects and the repair and maintenance of non-routine equipment

Grounds

- Remove snow from sidewalks and apply ice melt as needed
- Keep the grounds in good condition
- Repair sprinklers as needed; ensure sprinkler coverage of the landscaping
- Mow lawns and keep them free of weeds and debris

- Arrange with outside vendors for non-routine projects and the repair and maintenance of non-routine equipment

Custodial/Janitorial

- Clean carpets throughout the school
- Perform general janitorial tasks that can be completed during school hours, including maintaining restrooms
- Clean the lunchroom each day
- Complete periodic cleaning checklists and submit to administration weekly or as requested
- Complete and oversee all aspects of school cleanliness, including periodic cleaning duties and oversight and execution of cleaning and maintenance checklists over holiday breaks and summer break
- Respond to janitorial problems (clogged toilets, bathroom accidents, student illnesses, missing supplies) as they occur during the school day or evening hours
- Coordinate with janitorial staff and/or contracted services to complete daily janitorial tasks

Section 15: Services

Roots Charter High School will ensure that the school has robust supporting services for its students, teachers, administration, and facility. The school anticipates that most of its support services will be provided by employees. However, in each case and for each service, the school's management will determine whether it may be more cost effective if provided by employees or by contracted providers who specialize in a specific service.

Several factors will factor in the decision of whether or not to hire directly or contract for services. Factors the school will consider will include:

- Cost comparison for comparable services
- Risk of liability
- Availability of local resources, in both individuals and companies
- Training expense compared to available expertise
- References from other schools and track records of potential service providers
- Other factors that may vary by position or service required

While the draft budget included with this application assumes some services (business management, speech therapy) will be provided by contracted providers and others (library, school administration) will be handled by employees, the school will always analyze the best value before making a final decision or executing any contract or hiring any employee. In all cases, the school will consider state guidance regarding Education Service Providers and will follow its Education Service Provider policy, which is included in this section.

The school will consider whether or not the best value for the below services (the list may not be exhaustive, and Roots Charter High School reserves the right to contract for services not included on this list if it determines that such contracts represent the best value) will be provided by employees or contracted providers:

- School Management
- Business Management
- Counseling
- Facilities Maintenance
- Snow Removal and landscape maintenance
- Speech Therapy and other special education services
- Special Education instruction and oversight
- Information Technology support
- Curriculum development
- Professional Development
- Courses that may be taught remotely

- Data reporting

With respect to the contracting with Educational Service Providers, the Board of Trustees may not cause or allow conditions that are unfair or undignified or in violation of the charter.

Accordingly, they shall not:

1. Rely on legal counsel for review of any ESP Agreement that also represents the ESP or its principals. The ESP agreement shall be an arms-length, negotiated agreement between and informed Board of Trustees and the ESP.

2. Sign any contract with an ESP, which would purport to amend or change Roots Charter High School charter or contain any provisions inconsistent with the Charter.

3. Fail to budget adequate resources to fulfill its charter requirements which may include, but are not limited to: oversight of the ESO, payment of staff costs, leases or mortgage requirements, required insurance, annual financial audit accreditation, the Board's legal counsel, and any other such cost necessary for Roots Charter High School operations.

4. Fail to follow procurement code.

5. Sign a contract that charges the school for marketing and development of the ESP.

6. Sign a contract that fails to contain insurance provisions outlining the coverage's the ESP will obtain. The ESP's insurance is separate from and in addition to the insurances the Board of Trustees is required to obtain.

7. Sign a contract with provisions that interfere with the Board's duty to exercise its statutory, contractual, and fiduciary responsibilities governing the operations of Roots Charter High School. No provisions of the ESP agreement should prohibit the Board of Trustees from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with Utah's Open & Public Meeting Act.

8. Sign a contract that fails to contain a provision that all finance and other records of the ESP related to Roots Charter High School will be made available to Roots Charter High School independent auditor and State Charter School Board. ESP agreements shall not permit the ESP to select and retain an independent auditor for Roots Charter High School.

9. Sign a contract that does not stipulate that if an ESP purchases equipment, materials, and supplies on behalf of or as the agent of Roots Charter High School using school

funds, that such equipment, materials, and supplies are and remain the property of Roots Charter High School.

10. Sign a contract that does not provide that Roots Charter High School owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by Roots Charter High School; or (ii) were developed by the ESP at the direction of the Board of Trustees with school funds dedicated for the specific purpose of developing such curriculum or materials.

11. Sign ESP contracts involving employees that are unclear about which person or positions are employees of the ESP, and which persons or positions are employees of Roots Charter High School. If the ESP leases employees to Roots Charter High School, the ESO agreement shall provide that the leasing company accepts full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for its employees lease to Roots Charter High School or working on Roots Charter High School operations. If Roots Charter High School is staffed through an employee leasing agreement, legal confirmation should be provided to the Board of Trustees that the employment structure qualifies as employee leasing.

12. Sign a contract with an ESP where a lease, executes promissory note, or other negotiable instruments, or enters into a lease-purchase agreement or other financing relations is contained in the ESP contract.

13. Sign a contract that does not allow for Roots Charter High School to use one of the following methods for paying fees or expenses:

a. Reimburse the ESO for approved fees or expenses upon properly presented documentation approved by the Board of Trustees.

b. Advance funds to the ESO for the fees or expenses associated with Roots Charter High School operation providing that documentation for the fees and expenses are provided for by Board of Trustees ratification.

Charter School	Roots Charter High School
Principal	Pending
Technology Coordinator	Pending

Description of Technology Plan:

Roots Charter High School will provide students with the technology literacy skills necessary for success in the highly technological world they live in. While technology is not the focus of the school, Roots Charter High School acknowledges the importance of it in everyday life and will provide students with access to it. Technology will be used to support learning in the classroom and for assessment purposes. All teachers will participate in professional development on an ongoing basis in order to make sure technology is being used at its full potential.

Roots Charter High School's campus will have fiber-optic connectivity. Bandwidth will not be a limiting factor. Rather than devote significant resources to computers, Roots Charter High School will devote a significant share of its technology budget to building and maintaining a powerful infrastructure to support teaching and learning. This will include servers, systems, and software that will support teachers and students through a robust wireless network.

The school's program will operate on Windows, Apple, and Android devices—most any device that students want to use. Roots Charter High School may allow students to provide their own laptop computer, iPad/tablet or other device.

Budget Allocations: Roots has budgeted $10,000 for technology in its first operational year, and increases it as enrollment ramps up over the next two years. Some items such as routers, servers, projectors, etc. will be included in the FF&E budget.

Roots Charter High School is confident it can provide the technological infrastructure that it needs to effectively deliver its educational program.

Assessment of telecommunication services, hardware, software, and other services (Yr 1)

	Computer Lab	Classroom	Library	Admin. Office	Other Locations	Planned Future Acquisitions

						Yr 2	Yr 3	Yr 4
Computers - List by type (e.g., laptop, desktop)	**50 (2mobile laptop labs of 25 computers)**			**2 Desktop**	**10 Laptops (For Teacher Use)**	**2**	**28**	
A. < 4 yrs old	**50**			**2**	**10**			
B. > 4 yrs old								
C.								
# of above computers that are Internet capable	**50**			**2**	**10**			
Peripheral Devices								
A. Printers	**1**			**1**	**1**			
B. Scanners				**1**				
C. Assistive / adaptive devices								
D. TVs (digital signal)								
E. DVD Players								
F. LCD Projectors		**8**						
G.								
Network Equipment								
A. Hubs				**1**				
B. Routers				**1**				
C. Servers				**1**				
D.								
Total Classrooms								

Number of classrooms wired for internal connections		**8**				**2**	**2**	
Telecommunication Links								
A. Gigabit Ethernet								
B. Multiple T1s or T3								
C. Microwave								
D.								

Section 16: Special Education

Services and Placement

All special education services at Roots Charter High School will be in compliance with the Individuals with Disabilities Education Act (IDEA) as it was reauthorized in 2004 and State of Utah Special Education Rules. Section 504, accommodations for regular education students are also followed as directed by law. The Director will oversee the special education department, staffed by properly licensed teachers and paraprofessionals. In addition to special education teachers and aids, Roots Charter High School will hire or contract with ancillary service providers, including but not limited to, psychologists, speech-language pathologists, occupational therapists, and physical therapists as needs are identified in individual education maps (IEP). Roots Charter High School administration will closely monitor special education caseloads, and follow special education caseload guidelines from the USOE. Funding will come from special education monies, and if necessary, the general school budget, in compliance with Roots Charter High School Fiscal Policy.

All students are entitled to a free and appropriate public education (FAPE). Roots Charter High School provides services along a continuum, making sure students receive their educations in the least restrictive environment. Some general education students may require one or more accommodations to receive FAPE, and will then be placed on a 504 plan. Students requiring academic instruction or related services in addition to those provided in the regular classroom setting will have an IEP in place. The IEP will determine type(s), frequency and location(s) of service; services may happen in or outside of the regular classroom, for varying amounts of time, based on individual student needs. Some students may receive services through a regular education teacher who is receiving consultation and support from the special education staff. Direct services to students may include receipt of supplemental instruction individually or in a small group setting within the classroom by a special education or regular classroom teacher, an instructional aide being assigned to help within or outside of the classroom, instruction outside of the classroom setting (pull-out), placement in a self-contained classroom, or home and hospital instruction. Roots Charter High School has classrooms dedicated to special education, and the entire school building, including restrooms, classrooms, playgrounds, playground equipment, and building accesses will meet the Americans with Disabilities Act (ADA) accessibility requirements.

Roots Charter High School will utilize the response to intervention RtI approach for all students who may be struggling with academic skills. With this approach, a teacher identifies the area(s) in which a student is struggling. Strategies are then determined by the teacher and parent, with or without special education consultation, which may be beneficial to the student. If these are not successful, special education consultation and

testing will begin in accordance with procedural safeguards. It is the intent of Roots Charter High School to provide all students with skills and supports necessary for academic success. One of these tools may be extended school year (ESY) services, which will be addressed in the IEP meeting. Any student qualifying for ESY will receive academic services during the summer at no cost to the family. ESY services may also address social, behavioral, and communication needs.

Qualified Staff

All special education staff at Roots Charter High School will be properly licensed and endorsed to work within the special education program. Roots Charter High School assures that necessary educational staff and related service providers will be available to ensure all requirements of FAPE are met, in compliance with USBE-SER IX.F. The special education teacher(s) will hold a valid educator's license with the appropriate special education endorsement, and all related services providers (i.e. speech language pathologist, occupational therapist, physical therapist, social worker, adaptive physical education specialist, and psychologist) will have valid licenses specific to their disciplines, in compliance with USBE-SER IX.D and IX. H. The Director of Roots Charter High School is responsible for making sure all providers are properly licensed and certified.

The Director of Roots Charter High School will be familiar with special education policy and procedure, and will receive ongoing training in Special Education Rules and Regulation through interaction with the Utah State Office of Education Special Education Department. He or she works closely with the special education staff of the school, and all receive annual training regarding policy, procedure, and best practices. An annual report to the Board of Trustees will indicate the type and amount of training received, as well as a schedule for trainings in the coming year.

The Director and Business Manager will receive training regarding allowable uses of restricted IDEA and Utah State special education funds in compliance with EDGAR, OMB A-133, and USBE-SER IX and X. They will be responsible for ensuring adequate documentation is maintained and available to support the use of all restricted funds.

Policies

Roots Charter High School will provide the Utah State Office of Education a Special Education Policies and Procedures Manual for approval prior to November 1 of the first operational year. This manual will be in compliance with Utah State Board of Education Special Education Rules and IDEA, as it was reauthorized in 2004. Staff will be provided with ongoing professional development in key areas identified by the Director and special education department.

Child Find

In order to locate students needing special education services, Roots Charter High School will actively participate in child find activities. Upon entrance to the school, initial paperwork will ask if the student has a current IEP. If an IEP is in place, records from the previous school will be requested and special education services will begin immediately in accordance with the existing IEP. The IEP team will then determine whether to adopt the existing IEP or convene a meeting for the purpose of constructing a new IEP. Teachers will receive training on identifying students who may have special education needs at the beginning of each year, with ongoing training through staff meetings or written communication from the Director and/or special education department. In addition, teachers will be provided additional training in all other relevant topics in regards to special education as needed throughout the year.

Procedural safeguards are in place and compliant with IDEA laws. When a child is identified as potentially needing special education services, a request for an initial evaluation is made to the special education department. This request can be generated by a parent or teacher. Before testing can begin, the parents must sign a "consent to test" form. Upon receipt of the consent to test, the initial evaluation to determine eligibility for IDEA Part B services must be completed within 45 days. If the referral is generated by Roots Charter High School and parents do not return or refuse to sign the consent to test, the initial evaluation may occur under the due process procedures established by the Utah State Office of Education Special Education Rules. Evaluations will utilize a variety of appropriate assessments, both formal and informal, and will be comprehensive enough to adequately address all areas of need. All assessments will be valid and reliable, and administered by trained and qualified personnel. Observations may also be included as part of the assessment. Parents will receive a copy of the evaluation results, and if the student is determined to be eligible for Special Education, an IEP meeting is scheduled.

Parents will receive a prior written notice about the meeting, which will indicate the mutually agreed upon time, location, purpose of the meeting, as well as who will be in attendance. Parents must also receive a copy of procedural safeguards prior to the beginning of services, and annually thereafter. The IEP meeting is held within 30 calendar days of eligibility determination with the IEP team, which will include all of the following:

- Parent(s)
- At least one of the student's regular education teachers
- Special education teacher
- Local Education Agency (LEA) representative (Director or Special Education Director at Roots Charter High School)

- Someone who can interpret assessment results to the team, and may be one of the team members listed above

The team may also include any of the following:

- Related service providers
- The student, whenever possible and appropriate
- Someone with special knowledge or expertise if invited by the parent, or Roots Charter High School with parental consent

Should a parent not be able to attend the IEP meeting, alternative participation methods such as conference calls or video conferences may be utilized. A meeting may be conducted without a parent present if Roots Charter High School has made and kept record of attempts to arrange a mutually agreed upon time and place. Records will include actual and attempted communication made and results thereof. Copies of correspondence and any responses, as well as detailed records of visits made to the parent's home or place of employment and results of those visits.

During the IEP the type(s) of service the student needs, along with where they will occur and the frequency and duration (defined as placement) will be determined. The IEP must include a statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general education curriculum. It must also include measurable goals designed to meet the student's needs resulting from the disability that allow the student access, involvement, and progress in the general education curriculum. They must meet any other educational needs resulting from the disability, assistive technology the student may need, how progress will be measured and reported, and alternative assessment means and methods with justification if it is determined the student is unable to use the regular State-wide assessments. Other elements may be included as determined by State and Federal law. The IEP is valid for one year, and must be reviewed and have a new IEP in place prior to the expiration of the current IEP. A meeting to review and/or revise a current IEP may be held at any time, and must follow the procedural safeguards of a regular IEP meeting.

Special Education Records

If parents have complaints, all grievance policy, as laid out in the most current Utah Special Education Rules will be followed (last updated 12/09, pages 109-116). This includes requests for amendment of student records as well.

The special education department, under the direction of the Director, will maintain proper forms and paperwork that are available and used, including, but not limited to:

- Procedural Safeguards Notice

- Prior Written Notice
- Notice of Meeting
- At Risk Documentation
- Referral
- Consent to Evaluate/Re-evaluate
- Review of Existing Data
- Evaluation Summary Report
- Determination of Eligibility
- Individual Education Program
- Transition Plan
- Services Plan
- Consent for Initial Placement
- Change of Placement
- Notice Regarding Age of Majority Rights
- Summary of Academic Achievement and Performance
- Record of Access
- Access Authorization

When a student on an IEP or 504 plan transfers to Roots Charter High School from another school, the special education department will conduct a review of the records within thirty days, then do one of the following:

If the student has transferred from within the state, the team will adopt the previously held IEP, or develop, adopt, and implement a new IEP that is consistent with Federal regulations and USBE SER rules.
If the student has transferred from out of state, the IEP team will conduct an evaluation, if determined to be necessary by the LEA; and develops a new IEP, if appropriate, that is consistent with Federal and State law.

All transferring students will receive services similar to those required in the existing IEP until the review has been completed and the previous IEP adopted or a new one is adopted and implemented.

All Federal Education Right to Privacy Act (FERPA) laws will be followed at Roots Charter High School. The confidentiality of personally identifiable information at collection, storage, disclosure, transfer, and destruction stages will be protected and

handled in a timely manner. The Director has responsibility for ensuring this confidentiality, in conjunction with the special education director. All persons collecting or accessing student information are required to receive instruction regarding policies and proper procedures for safeguarding information. A current list of staff with access to records is posted for public inspection, and records are kept in a locked filing cabinet in the Special Education Director's office. A record is kept in each file documenting persons who have reviewed the file, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. Additionally, parents must be given access to records when requested unless Roots Charter High School has been advised the parent does not have legal access to due guardianship, separation, or divorce situations.

Parents must receive notice prior to records being transferred, and when collected personally identifiable information is no longer needed, the parents (or student if age 18 or older) must be notified, and information must be destroyed at their request. A permanent record of student's name, address and phone number, grades, attendance record, classes attended, grade level completed, and year completed shall be maintained without limitation. Records may be considered "no longer needed" and may be destroyed three years after the student graduates or three years after the student turns 22. In accordance with FERPA, the rights of privacy afforded to parents are transferred to the student at age 18, unless declared incompetent by a court order. Prior written notice will be provided to the student and the parent.

Appendix A: Lottery Policy

Selection:

Federal and State laws prohibit the selection process from discriminating against anyone regarding religion, gender, race, national origin, color, disability or age.

Roots Charter High School's initial open application period extends from formal charter approval and lasts 30 days. Thereafter, each year, the application window will be open as determined by the board and last at least 30 days. Lottery will be open to all applicants, with 5% space available after enrollment that will be reserved for the founders' children and siblings of current students. If there are open spots available after the lottery, we will open up enrollment to out of district applicants. Applications expire in 12 months after the date of application.

Roots will follow all applicable laws regarding enrollment and lottery, including 53A-1a-506.5, including applicable dates, except as already granted by the waiver request to open early under 53a-1a-501.9. The school will follow district and public notification procedures, allow enrollment exceptions to protect the health and safety of a student, and list all lottery and enrollment procedures on its website.

Notification:

Upon its approval, Roots Charter High School will provide community notification as follows:

Within ten days of approval: fliers announcing the school's approval, public meeting, and acceptance of student applications will be posted throughout the school's service area. These will be posted in diverse businesses, including grocery stores, dance studios, auto parts stores, gas stations, and so forth. They will also be posted in the public library, the recreation center, city, state and county buildings. A press release detailing the school's approval, public meeting, and acceptance of student applications will be sent to every newspaper, radio, and television station in Uintah County.

Within fifteen days of approval: Roots Charter High School will hold several public meetings to explain details about the school to interested people and explain the application process.

The school will continue its efforts at community notification through the close of its open enrollment period by generating weekly press releases. The school will continue its efforts at community notification through holding an open, informational meeting at the community centers in the service area.

The school will continue to communicate with interested community members through regular emails to its mailing list. The school will continue to accept all applications received until spots are full to capacity. Applications received after the initial lottery, will be kept on file.

Standards:

A parent/student handbook will be given to each child upon enrollment and will outline the expected school standards.

Appendix B: Budget Form

Charter School Name: Roots Charter High School	**Fiscal Year: 2014**

Revenue	**Planning Year**
Total Revenue From Local Sources (1000)	**$0**
Charter School Startup Grant	
Charter School Revolving Loan	
Total Revenue from State Sources (3000)	**$0**
Restricted Federal Through State	$0
Total Revenue from Federal Sources (4000)	**$0**
Private Grants & Donations :	$0
Source(s) *(specify)*	$0
Loans:	
Commercial	$150,000
Contributions and Donations from Private Sources	$0
Other *(specify)*	$0
Total Revenue from Other Sources (5000)	**$150,000**
Total Revenue	**$150**

Expenditures		**Number**	**Salary or Cost**	**Total**
	--- SALARIES ---			
10.131	Salaries - Teachers			$0
10.132	Salaries - Substitute Teachers			$0
10.161	Salaries - Teacher Aides and Paraprofessionals			$0
10.100	Salaries - Other 1000-INSTRUCTION			$0
	Total **10 (1000)-INSTRUCTION** Salaries (100)			**$0**
21.141	Salaries - Attendance and Social Work Personnel			$0
21.142	Salaries - Guidance Personnel			$0
21.143	Salaries - Health Services Personnel			$0
21.144	Salaries - Psychological Personnel			$0
21.152	Salaries - Secretarial and Clerical			$0
21.100	Salaries - Other 2100-STUDENT SUPPORT			$0
	Total **21 (2100)-STUDENT SUPPORT** Salaries (100)			**$0**
22.145	Salaries - Media Personnel - Certified			$0

22.162	Salaries - Media Personnel - Noncertified			$0
22.100	Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT			$0
	Total **22 (2200)-INSTRUCTIONAL STAFF SUPPORT** Salaries (100)			**$0**
24.121	Salaries - Principals and Assistants			$40,000
24.152	Salaries - Secretarial and Clerical			$12,000
24.100	Salaries - Other 2400-SCHOOL ADMINISTRATION			$0
	Total **24 (2400)-SCHOOL ADMINISTRATION** Salaries (100)			**$52,000**
26.100	Salaries - Operation & Maintenance of Facilities			$0
	Total **26 (2600)-OPERATION & MAINT OF FACILITIES** Salaries (100)			**$0**
31.100	Salaries - FOOD SERVICES			$0
	Total **31 (3100)-FOOD SERVICES** Salaries (100)			**$0**
45.100	Salaries - Building Acquisition			$0
	Total **45 (4500)-BUILDING ACQUISITION** Salaries (100)			**$0**
	TOTAL - ALL SALARIES (100)			**$52,000**
	--- BENEFITS ---			
10.210	Retirement - INSTRUCTION	0.00%		$0
21.210	Retirement - STUDENT SUPPORT	0.00%		$0
22.210	Retirement - INSTRUCTIONAL STAFF SUPPORT	0.00%		$0
24.210	Retirement - SCHOOL ADMINISTRATION	0.00%		$0
26.210	Retirement - OPERATION & MAINT OF FACILITIES	0.00%		$0
31.210	Retirement - FOOD SERVICES	0.00%		$0
45.210	Retirement - BUILDING ACQUISITION	0.00%		$0
	TOTAL - ALL RETIREMENT			**$0**
10.220	Social Security/FICA/UNEMP/WCF - INSTRUCTION	7.65%		$0
21.220	Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT	7.65%		$0
22.220	Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SUPPOR	7.65%		$0
24.220	Social Security/FICA/UNEMP/WCF -SCHOOL ADMINISTRATION	7.65%		$3,978
26.220	Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF FACIL	7.65%		$0
31.220	Social Security - FOOD SERVICES	7.65%		$0
45.220	Social Security/FICA/UNEMP/WCF - BUILDING ACQUISITION	7.65%		$0
	TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF			**$3,978**
10.240	Insurance (Health/Dental/Life) - INSTRUCTION	0.00%		$0
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT	0.00%		$0

22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPORT	0.00%		$0
24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	0.00%		$0
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF FACILITIES	0.00%		$0
31.240	Insurance (Health/Dental/Life) - FOOD SERVICES	0.00%		$0
45.240	Insurance (Health/Dental/Life) - BUILDING ACQUISITION	0.00%		$0
	TOTAL - ALL INSURANCE (Health/Dental/Life)			**$0**
10.200	Other Benefits *(specify)* - INSTRUCTION	2.35%		$0
21.200	Other Benefits *(specify)* - STUDENT SUPPORT	2.35%		$0
22.200	Other Benefits *(specify)* - INSTRUCTIONAL STAFF SUPPORT	2.35%		$0
24.200	Other Benefits *(specify)* - SCHOOL ADMINISTRATION	2.35%		$1,222
26.200	Other Benefits *(specify)* - OPERATION & MAINT OF FACILITIES	2.35%		$0
31.200	Other Benefits *(specify)* - FOOD SERVICES	2.35%		$0
45.200	Other Benefits *(specify)* - BUILDING ACQUISITION	2.35%		$0
	TOTAL - ALL OTHER BENEFITS (*specify*)			**$1,222**
	TOTAL ALL BENEFITS (200)			**$5,200**
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---				
10.300	Purchased Prof & Tech Services - INSTRUCTION			
21.300	Purchased Prof & Tech Services - STUDENT SUPPORT			
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF SUPPORT			
24.300	Purchased Prof & Tech Services - SCHOOL ADMINISTRATION			**$10,000**
26.300	Purchased Prof & Tech Services - OPERATION & MAINT OF FACILITIES			
31.300	Purchased Prof & Tech Services - FOOD SERVICES			
45.300	Purchased Prof & Tech Services - BUILDING ACQUISITION			**$10,000**
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			**$20,000**
--- PURCHASED PROPERTY SERVICES ---				
26.400	Purchased Property Services			
26.460	Construction and Remodeling			
45.400	Purchased Property Services			
45.460	Construction and Remodeling			
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			**$0**
--- OTHER PURCHASED SERVICES ---				
26.500	Other Purchased Services - MARKETING			$10,000
24.500	Other Purchased Services - INSURANCE			$1,000

26.500	Other Purchased Services - COMMUNICATION			$2,000
	TOTAL - ALL OTHER PURCHASED SERVICES (500)			**$13,000**
	--- SUPPLIES ---			
10.600	Instructional Supplies - INSTRUCTION			
10.641	Textbooks - INSTRUCTION			
21.600	Supplies - STUDENT SUPPORT SERVICES			
22.600	Supplies - INSTRUCTIONAL STAFF SUPPORT			
22.644	Library Books - INSTRUCTIONAL STAFF SUPPORT			
22.650	Periodicals - INSTRUCTIONAL STAFF SUPPORT			
22.660	Audio Visual Materials - INSTRUCTIONAL STAFF SUPPORT			
24.600	Supplies - SCHOOL ADMINISTRATION			$2,000
26.600	Supplies - OPERATION & MAINT OF FACILITIES			
31.600	Supplies - FOOD SERVICES			
31.630	Food - FOOD SERVICES			
45.600	Supplies - New Buildings - BUILDING ACQUISITION & INSTR			
45.641	Textbooks - New Buildings - BUILDING ACQUISITION & INSTR			
45.644	Library Books-New Libraries - BUILDING ACQUISITION & INSTR			

	TOTAL - ALL SUPPLIES (600)			**$2,000**
	--- PROPERTY ---			
10.700	Property (Instructional Equipment) - INSTRUCTION			
21.700	Property - STUDENT SUPPORT SERVICES			
22.700	Property - INSTRUCTIONAL STAFF SUPPORT			
24.700	Property - SCHOOL ADMINISTRATION			$5,000
26.700	Property - OPERATION & MAINT OF FACILITIES			
31.700	Property - FOOD SERVICES			
31.780	Depreciation - Kitchen Equipment Depreciation - FOOD SERVICES			
45.710	Land and Improvements			
45.720	Buildings			
45.731	Machinery			
45.732	School Buses			
45.733	Furniture and Fixtures			
45.734	Technology Equipment			
45.735	Non-Bus Vehicles			
45.739	Other Equipment			
	TOTAL - ALL PROPERTY (700)			**$5,000**
	--- OTHER OBJECTS ---			
10.800	Other Objects- INSTRUCTION			
21.800	Other Objects- STUDENT SUPPORT SERVICES			
22.800	Other Objects- INSTRUCTIONAL STAFF SUPPORT			
24.800	Other Objects- SCHOOL ADMINISTRATION			

26.800	Other Objects - OPERATION & MAINT OF FACILITIES			
31.800	Other Objects - FOOD SERVICES			
45.800	Other Objects - BUILDING ACQUISITION & INSTR			
	TOTAL - ALL OTHER OBJECTS			
10.810	Dues and Fees - INSTRUCTION			
21.810	Dues and Fees - STUDENT SUPPORT SERVICES			
22.810	Dues and Fees - INSTRUCTIONAL STAFF SUPPORT			
24.810	Dues and Fees -SCHOOL ADMINISTRATION			
26.810	Dues and Fees - OPERATION & MAINT OF FACILITIES			
	TOTAL - ALL DUES AND FEES			
	TOTAL - OTHER OBJECTS (800)			**$0**
1000	Total Local			$0
3000	Total State			$0
4000	Total Federal			$0
TOTAL REVENUES				**$0**
100	Salaries			$52,000
200	Employee Benefits			$5,200
300	Purchased Professional and Technical Services			$20,000
400	Purchased Property Services			$0
500	Other Purchased Services			$13,000
600	Supplies			$2,000
700	Property			$5,000
800	Other Objects			$0
TOTAL EXPENDITURES				**$97,200**
Excess or Deficiency of Revenues over Expenditures				**-$97,200**
Other Sources of Funding (5000)				**$150,000**
Net Asset Balance (Fund Balance)				**$52,800**
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)				**#DIV/0!**
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)				**#DIV/0!**
Necessary Closure Fund (2 months Purch Prop Serv + Other)				**$0**

Charter School Name: Roots Charter High School	Fiscal Year: 2015	
First Operational Year	**100% Enrollment**	**75% Enrollment**
Number of Students:	0	0
Grade Configuration:		
Revenue		
Child Nutrition Program (CNP) and Lunchroom Sales	$10,800	$8,100
Student Activities	$9,000	$6,750
Other	$20,000	$15,000
Total Revenue From Local Sources (1000)	**$39,800**	**$29,850**
State Educational Funding	$1,227,023	$942,773
Implementation Grant	$110,000	$110,000
Total Revenue from State Sources (3000)	**$1,337,023**	**$1,052,773**
Lunch and Breakfast Reimbursement	$69,624	$52,218
Donated Commodities (CNP)	$0	$0
Restricted Federal Through State	$0	$0
Programs for the Disabled (IDEA)	$20,000	$15,000
No Child Left Behind (NCLB)	$42,000	$31,500
Total Revenue from Federal Sources (4000)	**$131,624**	**$98,718**
Private Grants & Donations:	$0	$0
Source(s) *(specify)*	$0	$0
Loans:	$0	$0
Commercial	$0	$0
Contributions and Donations from Private Sources	$0	$0
Charter Revolving Loan	$200,000	$200,000
Prior Year Carryforward	$52,800	$52,800
Total Revenue from Other Sources (5000)	**$252,800**	**$252,800**
Total Revenue	**$1,761,247**	

	Expenditures	**Number**	**Salary or Cost**	**Total**	**Number**	**Salary or Cost**	**Total**
	--- SALARIES ---						
10.131	Salaries - Teachers	10.00	$38,000	$380,000	9.00	$38,000	$342,000
10.132	Salaries - Substitute Teachers	50.00	$100	$5,000	45.00	$100	$4,500
10.161	Salaries - Teacher Aides and Paraprofessionals	5.00	$10,890	$54,450	2.00	$9,801	$19,602
10.100	Salaries - Other 1000-INSTRUCTION			$0			$0
	Total **10 (1000)-INSTRUCTION** Salaries (100)			**$439,450**			**$366,102**
21.141	Salaries - Attendance and Social Work Personnel			$0			$0
21.142	Salaries - Guidance Personnel	0.50	$45,000	$22,500	0.30	$45,000	$13,500
21.143	Salaries - Health Services Personnel			$0			$0
21.144	Salaries - Psychological Personnel			$0			$0
21.152	Salaries - Secretarial and Clerical			$0			$0
21.100	Salaries - Other 2100-STUDENT SUPPORT			$0			$0
	Total **21 (2100)-STUDENT SUPPORT** Salaries (100)			**$22,500**			**$13,500**
22.145	Salaries - Media Personnel - Certified	0.50	$38,000	$19,000			$0
22.162	Salaries - Media Personnel - Noncertified			$0	0.50	$12,960	$6,480
22.100	Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT	1.00	$50,000	$50,000	0.50	$50,000	$25,000
	Total **22 (2200)-INSTRUCTIONAL STAFF SUPPORT** Salaries (100)			**$69,000**			**$31,480**
24.121	Salaries - Principals and Assistants	1.00	$75,000	$75,000	1.00	$70,000	$70,000
24.152	Salaries - Secretarial and Clerical	1.50	$30,000	$45,000	1.00	$30,000	$30,000
24.100	Salaries - Other 2400-SCHOOL ADMINISTRATION			$0			$0
	Total **24 (2400)-SCHOOL ADMINISTRATION** Salaries (100)			**$120,000**			**$100,000**
26.100	Salaries - Operation & Maintenance of Facilities	2.00	$25,000	$50,000	1.50	$25,000	$37,500
	Total **26 (2600)-OPERATION & MAINT OF FACILITIES** Salaries (100)			**$50,000**			**$37,500**
31.100	Salaries - FOOD SERVICES			$0			$0
	Total **31 (3100)-FOOD SERVICES** Salaries (100)			**$0**			**$0**
45.100	Salaries - Building Acquisition			$0			$0
	Total **45 (4500)-BUILDING ACQUISITION** Salaries (100)			**$0**			**$0**
	TOTAL - ALL SALARIES (100)			**$700,950**			**$548,582**
	--- BENEFITS ---						
10.210	Retirement - INSTRUCTION	4%		$17,578	2%		$7,322

21.210	Retirement - STUDENT SUPPORT	4%		$900	2%		$270
22.210	Retirement - INSTRUCTIONAL STAFF SUPPORT	4%		$2,760	2%		$630
24.210	Retirement - SCHOOL ADMINISTRATION	4%		$4,800	2%		$2,000
26.210	Retirement - OPERATION & MAINT OF FACILITIES	4%		$2,000	2%		$750
31.210	Retirement - FOOD SERVICES	4%		$0	2%		$0
45.210	Retirement - BUILDING ACQUISITION	4%		$0	2%		$0
	TOTAL - ALL RETIREMENT			**$28,038**			**$10,972**
10.220	Social Security/FICA/UNEMP/WCF - INSTRUCTION	10%		$43,945	10%		$36,610
21.220	Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT	10%		$2,250	10%		$1,350
22.220	Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF	10%		$6,900	10%		$3,148
24.220	Social Security/FICA/UNEMP/WCF -SCHOOL ADMINISTRATION	10%		$12,000	10%		$10,000
26.220	Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF	10%		$5,000	10%		$3,750
31.220	Social Security - FOOD SERVICES	10%		$0	10%		$0
45.220	Social Security/FICA/UNEMP/WCF - BUILDING ACQUISITION	10%		$0	10%		$0
	TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF			**$70,095**			**$54,858**
10.240	Insurance (Health/Dental/Life) - INSTRUCTION	10%		$43,945	9%		$32,949
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT	10%		$2,250	9%		$1,215
22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF	10%		$6,900	9%		$2,833
24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	10%		$12,000	9%		$9,000
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF	10%		$5,000	9%		$3,375
31.240	Insurance (Health/Dental/Life) - FOOD SERVICES	10%		$0	9%		$0
45.240	Insurance (Health/Dental/Life) - BUILDING ACQUISITION	10%		$0	9%		$0
	TOTAL - ALL INSURANCE (Health/Dental/Life)			**$70,095**			**$49,372**
10.200	Other Benefits *(specify)* - INSTRUCTION	0%		$0	0%		$0
21.200	Other Benefits *(specify)* - STUDENT SUPPORT	0%		$0	0%		$0
22.200	Other Benefits *(specify)* - INSTRUCTIONAL STAFF SUPPORT	0%		$0	0%		$0
24.200	Other Benefits *(specify)* - SCHOOL ADMINISTRATION	0%		$0	0%		$0
26.200	Other Benefits *(specify)* - OPERATION & MAINT OF FACILITIES	0%		$0	0%		$0
31.200	Other Benefits *(specify)* - FOOD SERVICES	0%		$0	0%		$0
45.200	Other Benefits *(specify)* - BUILDING ACQUISITION	0%		$0	0%		$0
	TOTAL - ALL OTHER BENEFITS (*specify*)			**$0**			**$0**
	TOTAL ALL BENEFITS (200)			**$168,228**			**$115,202**
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - INSTRUCTION						
21.300	Purchased Prof & Tech Services - STUDENT SUPPORT			**$20,000**			$15,000
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF			**$15,000**			$15,000
24.300	Purchased Prof & Tech Services - SCHOOL ADMINISTRATION			**$65,000**			$55,250
26.300	Purchased Prof & Tech Services - OPERATION & MAINT OF FACILITIES						
31.300	Purchased Prof & Tech Services - FOOD SERVICES			**$80,424**			$60,318
45.300	Purchased Prof & Tech Services - BUILDING ACQUISITION						
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			**$180,424**			**$145,568**
--- PURCHASED PROPERTY SERVICES ---							
26.400	Purchased Property Services			$267,405			$267,405
26.460	Construction and Remodeling						
45.400	Purchased Property Services						
45.460	Construction and Remodeling						
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			**$267,405**			**$267,405**
--- OTHER PURCHASED SERVICES ---							
24.500	Other Purchased Services - MARKETING AND PUBLIC			$5,000			$5,000
26.500	Other Purchased Services - INTERNET AND TELEPHONE			$5,000			$5,000
26.500	Other Purchased Services - INSURANCE			$6,674			$6,674
	TOTAL - ALL OTHER PURCHASED SERVICES (500)			**$16,674**			**$16,674**
--- SUPPLIES ---							
10.600	Instructional Supplies - INSTRUCTION			$8,000			$6,000
10.641	Textbooks - INSTRUCTION			$50,000			$37,500
21.600	Supplies - STUDENT SUPPORT SERVICES						
22.600	Supplies - INSTRUCTIONAL STAFF SUPPORT			$1,000			$1,000
22.644	Library Books - INSTRUCTIONAL STAFF SUPPORT			$3,000			$3,000

22.650	Periodicals - INSTRUCTIONAL STAFF SUPPORT						
22.660	Audio Visual Materials - INSTRUCTIONAL STAFF SUPPORT						
24.600	Supplies - SCHOOL ADMINISTRATION			$4,000			$3,000
26.600	Supplies - OPERATION & MAINT OF FACILITIES			$19,000			$17,000
31.600	Supplies - FOOD SERVICES						
31.630	Food - FOOD SERVICES						
45.600	Supplies - New Buildings - BUILDING ACQUISITION & INSTR						
45.641	Textbooks - New Buildings - BUILDING ACQUISITION & INSTR						
45.644	Library Books-New Libraries - BUILDING ACQUISITION & INSTR						
	TOTAL - ALL SUPPLIES (600)			**$85,000**			**$67,500**
	--- PROPERTY ---						
10.700	Property (Instructional Equipment) - INSTRUCTION			$60,000			$30,000
21.700	Property - STUDENT SUPPORT SERVICES						
22.700	Property - INSTRUCTIONAL STAFF SUPPORT			$2,000			$1,500
24.700	Property - SCHOOL ADMINISTRATION			$5,000			$3,750
26.700	Property - OPERATION & MAINT OF FACILITIES			$7,000			$5,250
31.700	Property - FOOD SERVICES						
31.780	Depreciation - Kitchen Equipment Depreciation - FOOD SERVICES						
45.710	Land and Improvements						
45.720	Buildings						
45.731	Machinery						
45.732	School Buses						
45.733	Furniture and Fixtures						
45.734	Technology Equipment			$10,000			$7,500
45.735	Non-Bus Vehicles						
45.739	Other Equipment						
	TOTAL - ALL PROPERTY (700)			**$84,000**			**$48,000**
	--- OTHER OBJECTS ---						
10.800	Other Objects- INSTRUCTION			$2,000			$1,500
21.800	Other Objects- STUDENT SUPPORT SERVICES						
22.800	Other Objects- INSTRUCTIONAL STAFF SUPPORT						
24.800	Other Objects- SCHOOL ADMINISTRATION			$2,000			$1,500
26.800	Other Objects - OPERATION & MAINT OF FACILITIES						
31.800	Other Objects - FOOD SERVICES						
45.800	Other Objects - BUILDING ACQUISITION & INSTR						
	TOTAL - ALL OTHER OBJECTS						

10.810	Dues and Fees - INSTRUCTION						
21.810	Dues and Fees - STUDENT SUPPORT SERVICES						
22.810	Dues and Fees - INSTRUCTIONAL STAFF SUPPORT						
24.810	Dues and Fees -SCHOOL ADMINISTRATION			$2,000			$2,000
26.810	Dues and Fees - OPERATION & MAINT OF FACILITIES						
	TOTAL - ALL DUES AND FEES						
	TOTAL - OTHER OBJECTS (800)			**$6,000**			**$5,000**
Total Building Acquisition & Instruction (4500)					**$18,000**		
830	Interest			$3,750			$3,750
840	Redemption of Principal			$150,000			$150,000
Total other financing sources (uses) and other items					**$153,750**		

1000	Total Local			$39,800			$29,850
3000	Total State			$1,337,023			$1,052,773
4000	Total Federal			$131,624			$98,718
TOTAL REVENUES					**$1,508,447**		
100	Salaries			$700,950			$548,582
200	Employee Benefits			$168,228			$115,202

300	Purchased Professional and Technical Services			$180,424			$145,568
400	Purchased Property Services			$267,405			$267,405
500	Other Purchased Services			$16,674			$16,674
600	Supplies			$85,000			$67,500
700	Property			$84,000			$48,000
800	Other Objects			$6,000			$5,000
TOTAL EXPENDITURES				**$1,662,431**			
Excess or Deficiency of Revenues over Expenditures				**-$153,984**			**-$186,340**
Other Sources of Funding (5000)				**$252,800**			**$252,800**
Net Asset Balance (Fund Balance)				**$98,816**			**$66,460**
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)				**7%**			**6%**
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)				**-0.102081193**			**-16%**
Necessary Closure Fund (2 months Purch Prop Serv + Other)				**$45,567**			**$45,401**

Charter School Name: Roots Charter High School	Fiscal Year: 2016					
First Operational Year	**100% Enrollment**			**75% Enrollment**		
Number of Students:			0			0
Grade Configuration:						
Revenue						
Child Nutrition Program (CNP) and Lunchroom Sales			$13,500			$10,125
Student Activities			$11,250			$8,438
Other			$25,000			$18,750
Total Revenue From Local Sources (1000)			**$49,750**			**$37,313**
State Educational Funding			$1,525,073			$1,158,322
Implementation Grant			$100,000			$100,000
Total Revenue from State Sources (3000)			**$1,625,073**			**$1,258,322**
Lunch and Breakfast Reimbursement			$87,030			$65,273
Donated Commodities (CNP)			$0			$0
Restricted Federal Through State			$0			$0
Programs for the Disabled (IDEA)			$25,000			$18,750
No Child Left Behind (NCLB)			$52,500			$39,375
Total Revenue from Federal Sources (4000)			**$164,530**			**$123,398**
Private Grants & Donations:			$0			$0
Source(s) *(specify)*			$0			$0
Loans:			$0			$0
Commercial			$0			$0
Contributions and Donations from Private Sources			$0			$0
Other *(specify)*			$0			$0
Prior Year Carryforward			$98,816			$66,460
Total Revenue from Other Sources (5000)			**$98,816**			**$66,460**
Total Revenue			**$1,938,169**			
Expenditures	**Number**	**Salary or Cost**	**Total**	**Number**	**Salary or Cost**	**Total**
--- SALARIES ---						
10.131 Salaries - Teachers	13.00	$39,000	$507,000	10.00	$38,000	$380,000
10.132 Salaries - Substitute Teachers	65.00	$100	$6,500	50.00	$100	$5,000
10.161 Salaries - Teacher Aides and Paraprofessionals	6.50	$11,880	$77,220	3.00	$9,900	$29,700
10.100 Salaries - Other 1000-INSTRUCTION			$0			$0
Total **10 (1000)-INSTRUCTION** Salaries (100)			**$590,720**			**$414,700**
21.141 Salaries - Attendance and Social Work Personnel			$0			$0
21.142 Salaries - Guidance Personnel	0.60	$48,000	$28,800	0.40	$48,000	$19,200
21.143 Salaries - Health Services Personnel			$0			$0
21.144 Salaries - Psychological Personnel			$0			$0
21.152 Salaries - Secretarial and Clerical			$0			$0
21.100 Salaries - Other 2100-STUDENT SUPPORT			$0			$0
Total **21 (2100)-STUDENT SUPPORT** Salaries (100)			**$28,800**			**$19,200**
22.145 Salaries - Media Personnel - Certified	0.50	$40,000	$20,000			$0
22.162 Salaries - Media Personnel - Noncertified			$0	0.50	$12,960	$6,480
22.100 Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT	1.00	$50,000	$50,000	0.75	$50,000	$37,500
Total **22 (2200)-INSTRUCTIONAL STAFF SUPPORT** Salaries (100)			**$70,000**			**$43,980**
24.121 Salaries - Principals and Assistants	1.00	$78,000	$78,000	1.00	$72,000	$72,000
24.152 Salaries - Secretarial and Clerical	2.00	$32,000	$64,000	1.50	$30,000	$45,000
24.100 Salaries - Other 2400-SCHOOL ADMINISTRATION			$0			$0
Total **24 (2400)-SCHOOL ADMINISTRATION** Salaries (100)			**$142,000**			**$117,000**
26.100 Salaries - Operation & Maintenance of Facilities	2.00	$25,000	$50,000	2.00	$25,000	$50,000
Total **26 (2600)-OPERATION & MAINT OF FACILITIES** Salaries (100)			**$50,000**			**$50,000**
31.100 Salaries - FOOD SERVICES			$0			$0
Total **31 (3100)-FOOD SERVICES** Salaries (100)			**$0**			**$0**
45.100 Salaries - Building Acquisition			$0			$0

	Total **45 (4500)-BUILDING ACQUISITION** Salaries (100)			**$0**			**$0**
	TOTAL - ALL SALARIES (100)			**$881,520**			**$644,880**
	--- BENEFITS ---						
10.210	Retirement - INSTRUCTION	4%		$23,629	4%		$16,588
21.210	Retirement - STUDENT SUPPORT	4%		$1,152	4%		$768
22.210	Retirement - INSTRUCTIONAL STAFF SUPPORT	4%		$2,800	4%		$1,759
24.210	Retirement - SCHOOL ADMINISTRATION	4%		$5,680	4%		$4,680
26.210	Retirement - OPERATION & MAINT OF FACILITIES	4%		$2,000	4%		$2,000
31.210	Retirement - FOOD SERVICES	4%		$0	4%		$0
45.210	Retirement - BUILDING ACQUISITION	4%		$0	4%		$0
	TOTAL - ALL RETIREMENT			**$35,261**			**$25,795**
10.220	Social Security/FICA/UNEMP/WCF - INSTRUCTION	10%		$59,072	10%		$41,470
21.220	Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT	10%		$2,880	10%		$1,920
22.220	Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF	10%		$7,000	10%		$4,398
24.220	Social Security/FICA/UNEMP/WCF -SCHOOL ADMINISTRATION	10%		$14,200	10%		$11,700
26.220	Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF	10%		$5,000	10%		$5,000
31.220	Social Security - FOOD SERVICES	10%		$0	10%		$0
45.220	Social Security/FICA/UNEMP/WCF - BUILDING ACQUISITION	10%		$0	10%		$0
	TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF			**$88,152**			**$64,488**
10.240	Insurance (Health/Dental/Life) - INSTRUCTION	12%		$70,886	10%		$41,470
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT	12%		$3,456	10%		$1,920
22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF	12%		$8,400	10%		$4,398
24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	12%		$17,040	10%		$11,700
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF	12%		$6,000	10%		$5,000
31.240	Insurance (Health/Dental/Life) - FOOD SERVICES	12%		$0	10%		$0
45.240	Insurance (Health/Dental/Life) - BUILDING ACQUISITION	12%		$0	10%		$0
	TOTAL - ALL INSURANCE (Health/Dental/Life)			**$105,782**			**$64,488**
10.200	Other Benefits *(specify)* - INSTRUCTION	0%		$0	0%		$0
21.200	Other Benefits *(specify)* - STUDENT SUPPORT	0%		$0	0%		$0
22.200	Other Benefits *(specify)* - INSTRUCTIONAL STAFF SUPPORT	0%		$0	0%		$0
24.200	Other Benefits *(specify)* - SCHOOL ADMINISTRATION	0%		$0	0%		$0
26.200	Other Benefits *(specify)* - OPERATION & MAINT OF FACILITIES	0%		$0	0%		$0
31.200	Other Benefits *(specify)* - FOOD SERVICES	0%		$0	0%		$0
45.200	Other Benefits *(specify)* - BUILDING ACQUISITION	0%		$0	0%		$0
	TOTAL - ALL OTHER BENEFITS (*specify*)			**$0**			**$0**
	TOTAL ALL BENEFITS (200)			**$229,195**			**$154,771**
	--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---						
10.300	Purchased Prof & Tech Services - INSTRUCTION			**$0**			
21.300	Purchased Prof & Tech Services - STUDENT SUPPORT			$25,000			$18,750
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF			**$15,000**			**$15,000**
24.300	Purchased Prof & Tech Services - SCHOOL ADMINISTRATION			$81,250			$60,938
26.300	Purchased Prof & Tech Services - OPERATION & MAINT OF FACILITIES			**$0**			
31.300	Purchased Prof & Tech Services - FOOD SERVICES			$100,530			$75,398
45.300	Purchased Prof & Tech Services - BUILDING ACQUISITION			**$0**			
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			**$221,780**			**$170,085**
	--- PURCHASED PROPERTY SERVICES ---						
26.400	Purchased Property Services			**$291,714**			$291,714
26.460	Construction and Remodeling						
45.400	Purchased Property Services						
45.460	Construction and Remodeling						
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			**$291,714**			**$291,714**
	--- OTHER PURCHASED SERVICES ---						
24.500	Other Purchased Services - MARKETING AND PUBLIC			$5,000			$5,000
26.500	Other Purchased Services - INTERNET AND TELEPHONE			$5,000			$5,000
26.500	Other Purchased Services - INSURANCE			$6,917			$6,500
	TOTAL - ALL OTHER PURCHASED SERVICES (500)			**$16,917**			**$16,500**
	--- SUPPLIES ---						
10.600	Instructional Supplies - INSTRUCTION			**$8,000**			$6,000
10.641	Textbooks - INSTRUCTION			$25,000			$20,000
21.600	Supplies - STUDENT SUPPORT SERVICES						
22.600	Supplies - INSTRUCTIONAL STAFF SUPPORT			**$1,000**			$750
22.644	Library Books - INSTRUCTIONAL STAFF SUPPORT			**$3,000**			$2,250
22.650	Periodicals - INSTRUCTIONAL STAFF SUPPORT						
22.660	Audio Visual Materials - INSTRUCTIONAL STAFF SUPPORT						

24.600	Supplies - SCHOOL ADMINISTRATION			**$4,000**			$4,000
26.600	Supplies - OPERATION & MAINT OF FACILITIES						
31.600	Supplies - FOOD SERVICES						
31.630	Food - FOOD SERVICES						
45.600	Supplies - New Buildings - BUILDING ACQUISITION & INSTR						
45.641	Textbooks - New Buildings - BUILDING ACQUISITION & INSTR						
45.644	Library Books-New Libraries - BUILDING ACQUISITION & INSTR						
	TOTAL - ALL SUPPLIES (600)			**$41,000**			**$33,000**
	--- PROPERTY ---						
10.700	Property (Instructional Equipment) - INSTRUCTION			**$60,000**			$30,000
21.700	Property - STUDENT SUPPORT SERVICES						
22.700	Property - INSTRUCTIONAL STAFF SUPPORT			**$2,000**			$1,000
24.700	Property - SCHOOL ADMINISTRATION			**$5,000**			$2,500
26.700	Property - OPERATION & MAINT OF FACILITIES			**$7,000**			$3,500
31.700	Property - FOOD SERVICES						
31.780	Depreciation - Kitchen Equipment Depreciation - FOOD SERVICES						
45.710	Land and Improvements						
45.720	Buildings						
45.731	Machinery						
45.732	School Buses						
45.733	Furniture and Fixtures						
45.734	Technology Equipment			**$2,000**			$2,000
45.735	Non-Bus Vehicles						
45.739	Other Equipment						
	TOTAL - ALL PROPERTY (700)			**$76,000**			**$39,000**
	--- OTHER OBJECTS ---						
10.800	Other Objects- INSTRUCTION			$2,500			$1,875
21.800	Other Objects- STUDENT SUPPORT SERVICES						
22.800	Other Objects- INSTRUCTIONAL STAFF SUPPORT						
24.800	Other Objects- SCHOOL ADMINISTRATION			$2,500			$1,875
26.800	Other Objects - OPERATION & MAINT OF FACILITIES						
31.800	Other Objects - FOOD SERVICES						
45.800	Other Objects - BUILDING ACQUISITION & INSTR						
	TOTAL - ALL OTHER OBJECTS						

10.810	Dues and Fees – INSTRUCTION						
21.810	Dues and Fees - STUDENT SUPPORT SERVICES						
22.810	Dues and Fees - INSTRUCTIONAL STAFF SUPPORT						
24.810	Dues and Fees -SCHOOL ADMINISTRATION			$2,500			$1,875
26.810	Dues and Fees - OPERATION & MAINT OF FACILITIES						
	TOTAL - ALL DUES AND FEES						
	TOTAL - OTHER OBJECTS (800)			**$7,500**			**$5,625**
Total Building Acquisition & Instruction (4500)					**$12,000**		
830	Interest			$8,000			$8,000
840	Redemption of Principal			$50,000			$50,000
Total other financing sources (uses) and other items					**$58,000**		

1000	Total Local			$49,750			$37,313
3000	Total State			$1,625,073			$1,258,322
4000	Total Federal			$164,530			$123,398
TOTAL REVENUES					**$1,839,353**		
100	Salaries			$881,520			$644,880
200	Employee Benefits			$229,195			$154,771
300	Purchased Professional and Technical Services			$221,780			$170,085
400	Purchased Property Services			$291,714			$291,714
500	Other Purchased Services			$16,917			$16,500
600	Supplies			$41,000			$33,000
700	Property			$76,000			$39,000
800	Other Objects			$7,500			$5,625

TOTAL EXPENDITURES			**$1,823,626**			
Excess or Deficiency of Revenues over Expenditures			**$15,727**			**$5,457**
Other Sources of Funding (5000)			**$98,816**			**$66,460**
Net Asset Balance (Fund Balance)			**$114,543**			**$71,917**
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			**6%**			**5%**
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			**0.008550323**			**0%**
Necessary Closure Fund (2 months Purch Prop Serv + Other)			**$49,869**			**$49,557**

CHARTER SCHOOL WORKSHEET

FY 2014-2015

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

School Name TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	200	1.2	240
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	20		
Special Ed (Self-Contained)	0		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	10		
WPU Value	$2,899	*(Except for CTE Add-on and Special Ed.)*	
No. of Teachers (FTE) (CACTUS)	10		
School Administrators (CACTUS)	1		
Prior Year WPUs	240		
Low Income Students-prior year	140		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	240.0000	$ 695,760
Professional Staff	0.05700	13.6800	39,658
Restricted Basic School:			
Special Ed--Add-on	1.0000	20.0000	53,180
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	$250.68 per K-8 ADM		-
Total WPU Programs		273.6800	$ 788,598
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	$37.63 per WPU		$ 10,299
Special Populations			
Enhancement for At-Risk Students	$35.36 per student		7,072
Enhancement for Accelerated Studen	$6.65 per student		1,330
Other			
School Land Trust Program	$37.68 per student		
Reading Achievement Program	$15.33 per student-Guarantee Program		-
	$1.49 per K-3 student		358
	$30.82 per low income student		4,315
Charter Administrative Costs	$100 per student		20,000
	$5,215 per qualified educator plus benefits		52,150

Educator Salary Adjustment (ESA) ESA-School Administrators	$3,104 per qualified administrator $0.98616 per student	 200	3,104 197
Local Replacement Dollars	Average $1,689 per student		337,800
Total Non-WPU			$ 436,624
One Time Teacher Materials/Supplies[1, 2]	$180 per eligible F.T.E.	0 10	- 1,800
Total One Time			$ 1,800
ESTIMATED Total All State Funding			**$ 1,227,023**

[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 04-09-13***

CHARTER SCHOOL WORKSHEET

FY 2014-2015

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

School Name TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	150	1.2	180
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	20		
Special Ed (Self-Contained)	0		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	9		
WPU Value	$2,899	*(Except for CTE Add-on and Special Ed.)*	
No. of Teachers (FTE) (CACTUS)	9		
School Administrators (CACTUS)	1		
Prior Year WPUs	180		
Low Income Students-prior year	110		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	180.0000	$ 521,820
Professional Staff	0.05700	10.2600	29,744
Restricted Basic School:			
Special Ed--Add-on	1.0000	20.0000	53,180
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	$250.68 per K-8 ADM		-
Total WPU Programs		210.2600	$ 604,744
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	$37.63 per WPU		$ 7,912
Special Populations			
Enhancement for At-Risk Students	$35.36 per student		5,304
Enhancement for Accelerated Studen	$6.65 per student		998
Other			
School Land Trust Program	$37.68 per student		
Reading Achievement Program	$15.33 per student-Guarantee Program		-
	$1.49 per K-3 student		268
	$30.82 per low income student		3,390
Charter Administrative Costs	$100 per student		15,000
	$5,215 per qualified educator plus benefits		46,935

Educator Salary Adjustment (ESA) ESA-School Administrators	$3,104 per qualified administrator $0.98616 per student	 150	3,104 148
Local Replacement Dollars	Average $1,689 per student		253,350
Total Non-WPU			$ 336,409
One Time Teacher Materials/Supplies[1, 2]	$180 per eligible F.T.E.	 0 9	 - 1,620
Total One Time			$ 1,620
ESTIMATED Total All State Funding			**$ 942,773**

[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 04-09-13***

CHARTER SCHOOL WORKSHEET

FY 2015-2016

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

School Name TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	250	1.2	300
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	20		
Special Ed (Self-Contained)	0		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	12		
WPU Value	$2,899	*(Except for CTE Add-on and Special Ed.)*	
No. of Teachers (FTE) (CACTUS)	12		
School Administrators (CACTUS)	1		
Prior Year WPUs	240		
Low Income Students-prior year	140		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	300.0000	$ 869,700
Professional Staff	0.05700	17.1000	49,573
Restricted Basic School:			
Special Ed--Add-on	1.0000	20.0000	53,180
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	$250.68 per K-8 ADM		-
Total WPU Programs		337.1000	$ 972,453
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	$37.63 per WPU		$ 12,685
Special Populations			
Enhancement for At-Risk Students	$35.36 per student		8,840
Enhancement for Accelerated Studen	$6.65 per student		1,663
Other			
School Land Trust Program	$37.68 per student		9,420
Reading Achievement Program	$15.33 per student-Guarantee Program		-
	$1.49 per K-3 student		358
	$30.82 per low income student		4,315
Charter Administrative Costs	$100 per student		25,000
	$5,215 per qualified educator plus benefits		62,580

Educator Salary Adjustment (ESA) ESA-School Administrators	$3,104 per qualified administrator $0.98616 per student	 250	3,104 247
Local Replacement Dollars	Average $1,689 per student		422,250
Total Non-WPU			$ 550,461
One Time Teacher Materials/Supplies[1, 2]	$180 per eligible F.T.E.	0 12	- 2,160
Total One Time			$ 2,160
ESTIMATED Total All State Funding			**$ 1,525,073**

[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 04-09-13***

CHARTER SCHOOL WORKSHEET

FY 2015-2016

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

School Name TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	188	1.2	225.6
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	15		
Special Ed (Self-Contained)	0		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	11		
WPU Value	$2,899	*(Except for CTE Add-on and Special Ed.)*	
No. of Teachers (FTE) (CACTUS)	11		
School Administrators (CACTUS)	1		
Prior Year WPUs	180		
Low Income Students-prior year	110		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	225.6000	$ 654,014
Professional Staff	0.05700	12.8592	37,279
Restricted Basic School:			
Special Ed--Add-on	1.0000	15.0000	39,885
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	$250.68 per K-8 ADM		-
Total WPU Programs		253.4592	$ 731,178
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	$37.63 per WPU		$ 9,538
Special Populations			
Enhancement for At-Risk Students	$35.36 per student		6,648
Enhancement for Accelerated Studen	$6.65 per student		1,250
Other			
School Land Trust Program	$37.68 per student		7,084
Reading Achievement Program	$15.33 per student-Guarantee Program		-
	$1.49 per K-3 student		268
	$30.82 per low income student		3,390
Charter Administrative Costs	$100 per student		18,800
	$5,215 per qualified educator plus benefits		57,365

Educator Salary Adjustment (ESA) ESA-School Administrators	$3,104 per qualified administrator $0.98616 per student	 188	3,104 185
Local Replacement Dollars	Average $1,689 per student		317,532
Total Non-WPU			$ 425,164
One Time Teacher Materials/Supplies[1, 2]	$180 per eligible F.T.E.	0 11	- 1,980
Total One Time			$ 1,980
ESTIMATED Total All State Funding			**$ 1,158,322**

[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 04-09-13***

Appendix C: Purchasing Policies and Procedures

Internal Controls

Internal Controls are an integral part of a charter school (school) "control environment" to ensure the school's assets are safeguarded and to minimize risk. Internal controls consist of well-crafted policies, procedures, guides (guidelines) and forms indicating *how we're supposed to do it*. They also include implementation and practices (modeling) by leadership and school staff *how we actually do it*. *How we're supposed to do it* and *how we actually do it* should be the same in almost all circumstances. Internal controls are developed for the purpose of:

- Protecting against waste of resources through inefficiencies;
- Protecting resources against embezzlement, bribes, theft or other types of fraud;
- Protecting against poor management, carelessness and unintentional errors;
- Securing compliance with both law and rules of the state, policies of the school and the audit requirements of the State of Utah pertaining to "public funds";
- Protecting against loss or destruction of records;
- Ensuring data reliability and accuracy;
- Evaluating the level of performance of the school's operations.

Under the direction of the Governing Board, schools are required to establish and maintain adequate accounting records and implement internal control policies & procedures. Internal control consists of six components: control environment, risk assessment, control activities, information and communication, segregation of duties and monitoring. The objectives of internal control relate to financial reporting, operations, and compliance. The Board and all levels of administration and instructional staff are responsible for preventing and detecting instances of fraud and related misconduct and for establishing and maintaining proper internal controls that provide security and accountability. The Board and administration are also responsible for recognizing risks and exposures inherent to these areas of responsibility and for being aware of indications of fraud or related misconduct. Any employee with reasonable basis for believing fraudulent or related misconduct has occurred should report such incidents to the designated authorities within the school or to the State Office of Education.

Internal controls provide schools with the foundation to properly safeguard assets, implement policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information. Board members and directors should review the Charter Solutions' Internal Controls Guide to further understand the need for

internal controls and their role in their implementation and oversight.

The policies outlined herein will be reviewed at least annually. Employees involved in the processes and procedures associated with these policies will be trained at least annually in their duties.

Governing Board Authority

The Board of Trustees, Governing Board, etc. (Board) is responsible for the operation of school in accordance with state and federal laws. The Board is also responsible for operating the school in accordance with the representations made in its charter. Specifically, the Board shall have the sole authority to approve and will incorporate into its own minutes such matters as:

- Change of the school's name, with the authorizer and other entities;
- Adoption and amendment of the annual budget;
- Selection or termination of key employees;
- Key employees' salary and benefits changes;
- Incur debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter;
- Investment policies, depository and investment banks;
- Purchase or sale of real property;
- Review and acceptance of interim monthly financial statements;
- Selection of the school's auditor (CPA firm);
- Service on the school's audit committee;
- Review of any transaction or account of the school at its discretion.

Administrative Authority

The school Director and under their direction, business office staff, are authorized by the Board to execute all legal transactions for the school (with exceptions for certain capital purchases and indebtedness, etc. noted herein) and to make all purchases and disbursements necessary according to policy for the operation of the school. The Director and business office staff independently report all financial transactions directly to the Board periodically in a public board meeting. Both the Director and the employee(s) within the business office may report to the Board independently if requested, or if they deem appropriate on certain matters, or in any case where mismanagement or fraud is suspected.

Compliance with Laws

The school will follow all applicable laws and regulations that govern charter schools within the State of Utah. The school shall comply with Title IX and shall not discriminate on the basis of sex in education programs. Applicable federal laws and regulations will be adopted as federal program funds and grant funding is received.

The school will provide access to school records if requested by a person or entity under the Government Records Access Management Act (GRAMA). Additionally, records will be available to the Utah State Office of Education (USOE), State Charter School Board or other governmental entity as needed.

General Policies

Political Contributions

No funds or assets of the school may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. Following are examples of prohibited activities:

- Contributions by an employee that are reimbursed through expense accounts or in other ways;
- Purchase of tickets for political fundraising events;
- Contributions in-kind, such as lending employees to political parties or using the school's assets in political campaigns.

Record Keeping

To provide an accurate record of all financial transactions (a good audit trail), the school's books, records, and accounts are maintained in conformity with generally accepted accounting principles as required by state law applicable to charter schools. This includes recordkeeping in both the modified and full-accrual bases of accounting. Audited financial statements certified by an independent auditor will be prepared annually using the accrual basis of accounting. Further, the school specifically requires that:

- No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the school;
- Receipts and disbursements must be fully and accurately described in the books and records;
- No false or fictitious vendors, invoices or entries may be made on the books or records nor any false or misleading reports issued.

Record Retention and Disposal

Records are maintained for the minimum period according to state law and the guidelines of the Utah State Archives. The following records supporting federal contracts, as required by

U.S. Office of Management and Budget, are retained for the indicated minimum periods or consistent with state law:

1. For three years after submission of the final report of expenditures: general ledger, trial balance, accounts payable and accounts receivable ledger, payroll register, and petty cash book, check register and checks, invoices. Except for:

a) If any litigation, claim, or audit is started before the expiration of the 3-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.

b) Records for real property and equipment acquired with Federal funds shall be retained for 3 years after final disposition.

2. Permanently: Audit reports, annual corporate reports, charter, board minutes, tax and legal correspondence, labor contracts, insurance claims and policies, and retirement and pension records.

The disposal date determined under this policy is the end of the fiscal year, or the date of final payment of government grants. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained according to state law.

Asset Protection Policies

Signature Authority

To properly segregate duties, the Board Chair (President), the Treasurer, the Director/Principal or others as expressly authorized are the only individuals with signatory authority and are responsible for authorizing all cash transactions. Each disbursement shall require two signatures to be authorized.

Security of Financial Data

The school's accounting software will be maintained to ensure that adequate internal controls and security measures are established to minimize unauthorized access to school data (i.e., proper password protection). The system's accounting data shall be backed up periodically to ensure the recoverability of financial information in case of failure. The backup file(s)must be stored separately in a fire safe area and properly secured. All other financial data, petty cash box(es), check stock, etc. will be secured from unauthorized access.

Security of School Documents

Originals of the following corporate documents are maintained and their presence shall be verified on a periodic basis:

- Charter and all related amendments;
- Articles of Incorporation and By-laws;
- Minutes of the Board of Trustees and subcommittees;
- Corporate and payroll tax registrations;

- Banking & financial agreements;
- Leases;
- Insurance policies;
- Grant and contract agreements;
- Fixed asset inventory list.

Use of School Assets

School employees should not use any of the school's assets for personal use without prior approval of the school administration and with proper justification.

Facilities Use by Outside Persons or Entities

In accordance with state law, the Board authorizes, on condition, the use of school facilities for other than school purposes. It is understood that the school shall by law assume no expense as a result of the leasing of school properties, facilities, including grounds, furnishings and equipment. It is further understood that restraint must be exercised in leasing facilities for purposes other than school functions, to the extent that such leasing shall not interfere with the school curriculum, program and standards. The Board may refuse the use of school facilities by outside entities if it determines the use in inadvisable.

The Board authorizes the Administration to establish rules, guidelines, procedures and fees for the rental and use of school facilities for other than school purposes. The Board will review and approve the procedures as needed. The School Director and Business Manager shall administer the rules and guidelines and see that all entities follow established procedures.

Audit

The Board contracts annually with a qualified independent certified public accounting firm to conduct a fiscal audit of the school's financial records and statements. The audit is performed in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the United States, 2003 Revision (GAS) and, if applicable, the U.S Office of Management and Budget's Circular A-87 and A-122. The selected firm must be familiar with these standards and related state regulations in order to properly conduct the fiscal audit.

Audit Committee

The Board shall establish an audit committee per Administrative Rule R277-113, comprised exclusively of Board members, which shall:

- Seek to understand its role and duties as outlined in the GFOA Audit Committees guide;

- Review, audit and initial original bank statements and account reconciliations from the accounting system for each period reconciled;
- Review, in a public meeting, audit reports provided to the Committee directly by outside firms;
- Review the school's risk assessment processes and procedures to ensure adequate internal controls are maintained;
- Ensure timely resolution of matters reported by internal audits or by outside firms;
- Ensure that outside firms are selected through a competitive-bid process;
- Be responsible for the appointment, compensation, retention, and oversight of the work of any independent accountants engaged for the purpose of preparing or issuing an independent audit report or performing other independent audit, review, or attest services;
- Periodically review this policy, no less than once every five years, to assess its continued adequacy;
- Possess knowledge of and experience in finance, auditing, or accounting if possible;
- Review the annual audit, and any other work performed by a contracted auditor, prior to its submission to any outside party or authority, and report to the Board that it has discussed the financial statements with management, with the independent auditors in private, and privately among committee members, and believes that they are fairly presented, to the extent such a determination can be made solely on the basis of such conversations.

Insurance and Bonding

The school maintains minimum levels of coverage, as deemed appropriate by the Board, for the following policies:

- General liability (earthquake coverage not included without express inclusion)
- Business & personal property
- Automobile insurance (as necessary)
- Workers' compensation
- Unemployment (tax)
- Directors and Officers
- Errors & Omissions/Professional Liability
- Employment Practices Liability Insurance
- Treasurers' (fidelity) Bond
- ERISA bond (as applicable for retirement plan)

- Other insurance as requested

A Treasurer's Bond (fidelity bond or Public Official Bond) is required on the person who has investment control over the school's public funds, typically the business manager, per UCA 51-7-15. This insurance coverage is not included in the school's other insurance policies and must be purchased separately. The school requires proof of adequate insurance coverage from all prospective sub-contractors, as deemed applicable by the Board.

Banking & Financial Management Policies

General

Accounting policies and financial reporting adopted by the school should be consistent with a special purpose governmental entity that engages in business-type activities. The Board has oversight of the management of the school inclusive of establishing the governance structure and the financial management policies as set forth in the school's charter

Budgeting

School administration prepares an annual operating budget of revenues and expenses (forecast or budget) for approval. The Board approves a final budget for the operation of the school for the prior twelve months. Both of these budgets are approved no later than June 30th of each school year. Budgets are reviewed and modified as necessary. These forward-looking budgets and projections are reviewed and approved by the Board at an open and public meeting.

- The fiscal year (budget year) of the school is July 1st through June 30th. The appropriate accounting period is used for all adjusting entries and accruals;
- Financial statements displaying budget vs. actual results are prepared by the business office and reviewed by the director and Treasurer and are presented to the Board at each board meeting (with limited exceptions);
- Administration shall follow the Board approved budget with exceptions approved by the Board.

Bank Accounts

The Board may authorize bank accounts for general or specific purposes. School assets shall be kept at any bank or financial institution that is approved by the Utah Money Management Council. All bank accounts shall be reconciled as often as statements are available, typically monthly.

Investments

The school shall follow state law and rule as outlined by statute, Administrative Rule and the rules of the Utah Money Management Council in investing school cash assets.

Petty Cash

Petty cash funds may be established for incidental, non-recurring cash advances, local expense reimbursement, and small-dollar vendor purchases, provided proper documentation is furnished with each request. No fund shall exceed $500 or individual payment shall be greater than $100. Petty cash funds are recorded on the balance sheet as a cash account. The petty cash account is balanced periodically by the business office.

Cash Handling and Cash Receipts

Wherever possible, duties such as collecting funds, maintaining documentation, preparing deposits and reconciling records should be segregated among different individuals. When segregation of duties is not possible due to the small size and limited staffing of the school, compensating controls such as management supervision and review of cash receipting records by independent parties should be implemented. School staff shall follow established procedures (internal controls) for the handling of cash receipts as outlined in the *Cash Handling & Receipts Procedures*. The school will comply with all applicable state and federal laws.

All funds shall be kept in a central, secure location until they are deposited in a school-approved fiduciary institution. Funds should be deposited daily or within three days after receipt, in compliance with Utah Code 51-4-2(2)(a). Unauthorized school employees should never hold funds in any unapproved location for any reason. Periodic and unscheduled audits or reviews should be performed for all cash activity. All payments of school fees shall correspond with the approved fee schedule, as required by State Board Administrative Rule 277-407.

Fundraising

Fundraising is generally permitted within the school to allow the school to raise additional funds to supplement school-sponsored academic and co-curricular programs. Fundraising at the school level is only authorized and administered by the Director. The Board shall annually review the fundraising activities of the school and of all activities that support or subsidize the school. The Board shall ensure that revenues raised during fundraising activities or through activities that support the school (local funds) are raised within established cash handling policies. All expenditures shall be made in accordance with established school policies and procedures. The Board shall ensure that all activities of fundraising and parent organizations are adequately reviewed and considered with the school's insurer to evaluate and manage risks associated with such activities. Fundraising guidelines are:

- All monies raised through fundraisers for school-sponsored activities are considered public funds. This includes all donations to the school,

regardless of whether or not such donations are part of any fundraising activity or event;

- Cash Handling and Cash Receipt procedures of the school apply to all school-sponsored fundraising activities;
- Relationships with non-school employees in relation to fundraising activities are managed by the Director;
- Conflict of Interest forms must be completed when persons employed by or affiliated with the school are also involved in fundraising organizations or hold funds that that will benefit the school;
- Fundraising activities may be subject to fee waiver laws and the Director oversees the administration of fee waivers;
- "School-sponsored" means activities, fundraising events, clubs, camps, clinics, programs, sports, etc., or events, or activities that are authorized by the school, school board, administration, or board committees, including the authorized parent organization or authorized curricular school clubs, activities, sports, classes or programs that also satisfy one or more of the following criteria. The activity:
    - Is managed or supervised by school administration, staff, or authorized volunteers;
    - Uses the school's facilities, equipment, or other school resources;
    - Is supported or subsidized, more than inconsequently, by public funds, including the public school's activity funds or minimum school program dollars.

Properly approved school-sponsored activities:

- May use the school's name, facilities, and equipment;
- May utilize school employees and other resources to supervise, promote, and otherwise staff the activity or fundraiser;
- May be eligible to be insured under the school's liability insurance policy (subject to insurer);
- May provide additional compensation or stipends for school employees with the approval of the Director and under school payroll policies and consistent with the school's budget;
- Must comply with all fee approval and fee waiver provisions established in Utah law, administrative rules and school policies.
- Fundraising activities, or activities of outside organizations of any kind that are not school sponsored activities must be conducted at arm's length so that revenues and expenditures are not commingled with the public funds of the school.

Donation & Gifts

Donations may be accepted, upon approval by the Director, providing the item(s) to be donated (cash, goods, services) are legal to possess by a public school, safe, unencumbered, usable by the school and are generally not restricted in their use, or are not restricted for use by an individual employee. Donations for the purpose of compensating specific employees or positions may not be accepted (donors can donate for other purposes instead). Donations received by the school become public funds and may not be returned or expended except within the law as applicable to the appropriate use of public funds. All policies and procedures of the school are applicable to donations, including Cash Receipt and Disbursement policies and procedures, and all other internal controls.

Gifts to the school must be general in nature and may not be restricted such that they cannot be used for various purposes, except when those purposes are to a specific program, such as the PE program, science department or art program. Donations or gifts intended to benefit a specific student, teacher or classroom may not be accepted and could be considered a bribe.

The value of a gift or donation to the school may not be assessed or assigned by the school. The value and tax deductibility of a donation or gift made by an individual or company is to be determined by the donor and their accountant, not the school. No dollar value may be assigned to a donation verbally or in writing. If a product or service is given in return for a donation or gift that is clearly defined, such as a $250 advertising slot in the yearbook, that value can be disclosed by providing the school's advertising rates to the donor for them to assign a value.

Vending Machines

Vending machines are to be administered by the Director with the assistance of the business office and other school administrators. Two persons shall be present when removing cash from vending machines and delivering it to the school office for recording using the Cash Handling & Receipts Procedures. Accurate inventories of goods stocked and sold from vending machines are to be kept. Vending machine stock shall be stored adequately to minimize shrinkage and the program should be reviewed at least annually.

Financial Statement Reporting

The business office is required to maintain supporting records in sufficient detail to prepare the school's financial statements, including:

Monthly:

- Internally generated Income Statement, including budget vs. actual comparison and adequate notes & explanations
- Balance Sheet
- Cash Flow Statement

- Transaction Register

Annually:
- Financial statements for audit, with supporting statements as needed
- Annual budget

Capitalization of Property

All tangible personal property, land, capital improvements or buildings with a useful life of more than one year and a unit acquisition cost that exceeds the board-authorized capitalization threshold are recorded and capitalized on the property schedule. The Board shall establish the capitalization threshold. The asset capitalized cost includes actual tax, shipping/handling, and other expenses incurred to bring the asset ready for its intended use. Additionally, these policies apply to capital assets:

- All capitalized assets will be depreciated using the straight-line method of depreciation in accordance with such asset's useful life and governmental & financial accounting standards;
- The depreciation expense will be recorded in the statement of revenues, expenses, and changes in net assets;
- The school maintains records of all government-furnished property and equipment, with an identification and segregation of property and equipment acquired through government contracts;
- Upon receipt, all property that qualifies as necessary to include on the property schedule, or has reasonable possibility of theft, or is required by law, must be properly labeled with asset ID tags;
- Assets purchased or received that cost less than the depreciation threshold will be expensed in the period purchased;
- No item on the property schedule shall be removed from the premises without prior approval from the Board. Procedures for asset disposal must comply with state or federal law or regulation where appropriate. All Assets shall be disposed consistent with applicable regulations of any restricted funds with which they were purchased, according to state or US Dept. of Education General Administrative Regulations;
- Gains and losses from the sale or other disposition of property are recorded as revenue in the year in which they occur, and are reflected as such on applicable financial statements;
- A physical inventory of property included on the school's property schedule is performed on an annual or every two-year basis and is reconciled to the property schedule and general ledger of the school.

Liabilities

Encumbrances, debt or other obligations are recognized and measured in conformity with generally accepted accounting principles in both the modified and full accrual bases of accounting. Liabilities also include certain other deferred amounts that are not obligated, but are recognized and measured in conformity with generally accepted accounting principles. The Board and administration, in consultation with accounting firms, will determine liabilities as needed for financial statements.

Accounts Payable

Only valid accounts payable transactions based on documented vendor invoices, receiving reports, or other approved documentation are recorded as accounts payable. Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis, considering critical disbursements, including payroll and tax obligations, etc.

Use of School Credit & Debit Cards

Debit cards are only authorized with Board approval. Charter School credit cards and purchase cards shall only be issued with the formal approval of the Board and with proper justification. The cost/benefit to the school should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued they should be assigned to specific school employees and should be used only for school-related expenditures.

All charges must be supported by transaction-level invoices (point-of-sale receipts) or travel reports to be eligible for payment by Charter School. Monthly credit card statements are reconciled by cardholders to point-of-sale receipts and travel reports. They are reviewed and approved monthly by appropriate supervisors.

Accrued Liabilities

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs. The portion of any teacher, or other employee whose salaries are paid over a period different than during which work was performed, are accrued at the end of the fiscal year for which services were rendered.

Debt

Short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year. All short-term and long-term debt must be approved by the Board. Loan agreements approved by the Board shall be in writing and specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment

schedule. School administration may not enter into loan agreements without Board approval.

Net Assets

Net assets are recorded in accordance with generally accepted accounting principles applicable to special purpose governmental units. Net assets include the following:

- Unrestricted
- Restricted
- Investment in Capital Assets, net of related debt

Consistency in Cost Accounting

Practices used by the school in estimating costs in grant/contract proposals are consistent with its accounting practices used in accumulating and reporting costs. Accounting practices used by the school in accumulating and reporting actual costs are consistent with its practices used in estimating costs in its grant and contract proposals.

Procurement (Purchasing) Policies

Procurement of Goods and Services

The school shall follow outlined procurement (purchasing) procedures of the school and provisions of the state procurement code (UCA 63G-6a) and procure only those items and services that are required to perform the mission and/or fill a bona fide need. Procurements are made using best value contracting which includes assessing the best value considering quality, performance, timing, and price. Additionally:

- Administration shall not intentionally divide a procurement purchase into one or more smaller purchases to divide an invoice or purchase order into two or more invoices or purchase orders, or to make smaller purchases over a period of time in order to circumvent any aspect of this policy or of state law;
- Exclusive contracts (requiring the purchase of needed goods or services from a single, specified seller) are not authorized except as outlined in the state procurement code (UCA 63G-6a);
- Multi-year contracts shall comply with UCA 63G-6a-1204;
- Construction and improvements shall comply with the law and administrative rules of the State of Utah and its departments or agencies and differing rules, forms or reports, not in accordance with state law and administrative rules, may not be produced by school staff or outside service providers without Board authorization;

- Written records will be kept for all purchases, including completive bids when applicable by law. Competitive bids will be filed in the winning bidder's vendor file;
- All lease agreements will be evidenced by a lease or sublease agreement approved by the Board and signed by the Board Chair (or designee). The agreement will identify all the terms and conditions of the lease;
- Administration or any agent of the school may not accept hospitality gifts, gratuities, kickbacks, or any other unlawful consideration under 63G-6a-2304.5;
- Satisfactory receipt of goods and services will be confirmed, as invoices are approved by buyers, before payment is made to a vendor.

Emergency Purchases

An "emergency purchase" is the purchase of goods or services that are so badly needed that the school will suffer financial or operational damage if they are not secured immediately. A decision to purchase may be declared in an emergency at the school's discretion and "best value" procurement guidelines must be followed. In addition, the purchase must be authorized by the Director, business manager, the Board Chair or Treasurer when available. Sound business practices shall be used and documented in all cases.

Sales Tax

Charter School is exempt from sales tax as both as governmental entity and as a charitable organization.

- The school Board and administration shall maintain the school's IRS (501c3) and public school tax exempt status by complying with government regulations at all times;
- The school administration shall follow vendor policies regarding sales tax exemption;
- As authorized, school employees or volunteers may use the school's non-profit tax exemption registration number (and Tax Commission form) only for legitimate school purchases. Authorization may be revoked when necessary;
- Employees or volunteers may not be reimbursed for sales tax. If sales tax is paid by school employees or volunteers at the point of sale, the school may seek reimbursement of sales tax consistent with applicable rules at its discretion.

Payroll Policies

Payroll Related Expenditures

The Board, with authority delegated to the Director, shall ensure that payroll-related expenditures are earned, accurate and approved (authorized) before payment is made. Additionally, the following applies to payroll-related expenditures:

- Employees are paid on a 12-month schedule, as wages are earned, and in accordance with pay periods and pay dates as authorized by the Board;
- The school shall communicate pay rate information clearly and effectively to individual employees whenever a pay change occurs;
- Pay advances are not authorized. All payments to employees are to be made only after wages are earned;
- Employee's time is properly approved when submitted by an employee to a supervisor, authorized for payment, and reported to the business office for processing;
- All employee payroll amounts are calculated based upon approved rates included in the individual's personnel file. Any changes to pay rates or benefits must be properly authorized in writing by appropriate individuals or the Board where applicable;
- The school Director or immediate supervisor (Supervisor) will accurately record and track all employees' accrued paid time off (PTO). PTO includes a variety of paid time off, including but not limited to Sick, Personal, Vacation time, etc.;
- The Supervisor shall consider available PTO balance(s) and the needs of the school prior to approving PTO;
- The business office will add or deduct PTO for all employees as authorized by policy or the Supervisor when processing each payroll and will provide balance information to the Supervisor periodically;
- Overtime wages, while not formally against policy, are not authorized under normal circumstances and are only to be used in rare instances of emergency;
- Pay rates or employee benefit package changes may not be authorized exclusively by persons for whom the pay rate or benefits will affect;
- All payroll taxes and benefits are properly calculated and any deposits made in a timely manner. All payroll tax reports are prepared in a timely manner and reviewed for accuracy prior to filing;
- Employees paid with restricted program funds are required to complete required documentation, with a supervisor's certification according to the administrative rules of applicable programs.

Employee Retirement Program

The school shall participate in a retirement program as determined by the Board of Trustees and administered by the Trustee and the business office.

Employee Travel within the State

Employees who travel within the state typically travel using their own personal motor vehicle or a school-rented vehicle. Employees may be reimbursed at the current (at time of travel) federal standard mileage rate (per mile), as authorized by the Board, for use of their own vehicle for business related travel. In addition, parking fees and tolls paid are reimbursable if properly supported. Employees who rent vehicles for school use (and reimbursement) must purchase adequate insurance to cover the vehicle in case of theft or damage. Employees must refill the rental vehicle with fuel prior to return. The school shall not reimburse for moving violations or parking tickets.

Employee Travel Out of State

Employees who travel out of state travel with itineraries booked through school administration, except as otherwise approved. Under certain circumstances, employees may be required to use a personal credit card for hotel and/or vehicle rental. Employees may not use public funds to pay for (or submit for reimbursement) personal expenses while traveling for the school.

Contracted Services Policies

Outside Service Providers

The utilization of outside service providers (i.e. independent contractors) and contracted personnel are sufficiently evidenced by:

- Service Agreements outlining the terms of the agreement (e.g., responsibilities work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing services and details of actual services performed;
- Required IRS W-9 form, proof of authorization or licensure and liability insurance certification (among other things) are required before service is rendered or payment is made;
- Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed;
- The use of a management contract for educational administrative services will clearly identify the contractor's performance requirements, including students' academic achievement (if applicable), contractor's compensation and define the school's rights to educational curricula and intellectual property developed.

The use of independent contractors is closely monitored so as not to vary from the rules of the Fair Labor Standards Act and Utah law. The contractor will:

- Be free from the school's control and direction in scheduling and performing the service, both under a contract and in fact;

- Provide a service that is outside the school's usual course of business or provide a service on a temporary basis;
- Not receive any fringe benefits as such, although their fee may include provision for fringe benefits;
- Use his or her own letterhead, supplies and materials when billing for services.

The policies contained in this document are subject to change at any time. The Board reserves the right to amend or change them at their sole discretion.

Appendix D: Suspension/Expulsion Policy

I. Purpose

The purpose of the policy is to foster a safe, positive environment for learning by teaching the practice of self-discipline, citizenship skills, and social skills.

II. Teaching self-discipline, citizenship and social skills

In every area of education if students lack skills we teach them. We believe the same should be true for student behavior, including self-discipline, citizenship skills, and social skills. At Roots Charter High School we will provide supports to students and the community at large by expressly teaching students these skills.

A. Plans and policies shall be developed for classroom and student management which will include:

1. Written standards for student behavior expectations, including school and classroom management
2. Effective instructional practices for teaching student expectations, including self-discipline, citizenship, civic skills, and social skills
3. Systematic methods for reinforcement of expected behaviors
4. Uniform methods for correction of student behaviors
5. Uniform methods for at least annual school-level data-base evaluations of efficiency and effectiveness

B. On-going staff development shall be provided for all staff regarding:

1. Effective instructional practices for teaching and reinforcing behavior expectations
2. Effective intervention strategies
3. Effective strategies for evaluation of the efficiency and effectiveness of interventions

C. Roots Charter High School personnel shall determine the range of student behaviors and establish a continuum of administrative procedures that may be used by school personnel to address student behavior, including:

1. Classroom level strategies
2. Building level strategies

III. Range of Behaviors and Continuum of Procedures

Roots Charter High School personnel shall determine by consensus student behavior infractions that should be dealt with at the classroom level and building level.

A. Minor infractions are defined as infraction of school rules that are usually handled by teachers in the classroom. Chronic or excessive minor infractions can become major infractions and result in office discipline referral to school administration. Minor infractions can result in a loss of privileges, phone calls home, and in-school suspension. The following are minor infractions:

1. Dress code violations
2. Disrespect, including put downs, talking back, and defiance
3. Public displays of affection
4. Inappropriate language and actions
5. Tardies
6. Disruptive behavior including talk-outs, chronic talking, and out of seat
7. Horseplay
8. Chewing gum
9. Bus misconduct
10. Noncompliance

B. Major infractions are defined as severe infractions of school rules that result in immediate office discipline referrals to school administration and usually lead to out of school suspension. Major infractions include:

1. Safe school violations, including assault, threats to kill/harm, discrimination
2. Drug, alcohol, and tobacco violations
3. Physical aggression including fighting and throwing objects at a person
4. Any criminal action occurring at school such as vandalism, fire setting, possession or use of combustibles, forgery, and theft
5. Chronic or excessive abusive language, truancy, tardies, or non-compliance
6. Bullying and harassment

C. The following school personnel shall be authorized to issue notices of disruptive behavior. These personnel shall provide documentation of habitually disruptive student behavior prior to court referral.

1. Building administrators

IV. Training

Roots Charter High School will provide training and strategies for students and staff in the following:

1. Overt aggression
2. Relational aggression
3. Cyber bullying

4. Intervention skills
5. Social skills
6. Adult supervision of students
7. Provide for student assessment of the prevalence of bullying in school

V. Prohibited Conduct and Related Discipline

Prohibited conduct is forbidden at school, on school property, including school vehicles, and at any school activity. A serious violation that threatens or harms a school, school property, a person connected with school, or property associated with a person connected with school is forbidden regardless of where it occurs.

A. A student WILL be removed from school for at least 1 year for a serious violation involving the following:

1. A real weapon or
2. Explosive or flammable material or
3. Actual or threatened use of a look-alike weapon with intent to intimidate or cause disruption.

Exceptions may be made on a case by case basis through the Board of Trustees.

B. A student WILL be removed from school for the following:

1. Possession, control, actual or threatened use of a real weapon, explosive, noxious, or flammable material;
2. Actual or threatened use of a look-alike weapon with intent to intimidate or cause disruption;
3. The sale, control or distribution of a drug, controlled substance, imitation controlled substance, or drug paraphernalia;
4. Using or threatening to use serious force;
5. The commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor; or
6. A serious violation of Section II.C affecting a student or staff member.

C. A student MAY be removed from school for the following:

1. Willful disobedience or violating a school or district rule;
2. Defying authority;
3. Disruptive behavior;
4. Foul, profane, vulgar, or abusive language;
5. Defacing or destroying school property;

6. Truancy;
7. Theft;
8. Posing a significant threat to the welfare, safety or morals of a student, school personnel, or the operation of the school;
9. Fighting;
10. Bullying (including, but not limited to, behavior intended to cause harm or distress in a relationship with an imbalance of power, especially if repeated over time);
11. Possessing, using, controlling, or being under the influence of alcohol, a drug, an imitation drug, drug paraphernalia, or misusing any substance;
12. Possessing or using tobacco;
13. Hazing, demeaning, or assaulting someone, or forcing someone to ingest a substance;
14. Inappropriate exposure of body parts;
15. Sexual or other harassment; or
16. Gang-related attire or activity.

The decision to remove or to discipline in some other way is made by the Director based on all the circumstances.

D. The type and length of discipline is based on factors such as previous violations, severity of conduct, and other relevant educational concerns.

E. When appropriate, students will be placed on remedial discipline plans.

F. School personnel may use reasonable physical restraint, if necessary, to protect a person or property from physical injury or to remove a violent or disruptive student.

G. If damage or loss of school property occurs, official report cards, diploma, and transcripts may be withheld until payment for the damage is received or the lost property is recovered.

VI. Habitual Disruptive Behavior

A. Definitions

Qualifying minor means a school-age minor who is at least 9 years old or turns 9 years old at any time during the school year.

Disruptive behavior means behavior outlined in Sections IV. .A, B and C above.

B. Notice of Disruptive Student Behavior

1. A Notice of Disruptive Student Behavior may only be issued to a qualifying minor.

2. A Notice of Disruptive Student Behavior may only be issued by a school administrator or a designee.
3. A Notice of Disruptive Student Behavior shall be issued when the student has:
    a. engaged in disruptive behavior (that does not result in suspension or expulsion) 3 times during the school year; or
    b. engaged in disruptive behavior that results in suspension or expulsion once during the school year.
4. A Notice of Disruptive Behavior requires that the student and parent meet with school authorities to discuss the disruptive behavior.
5. The student and/or parent may contest a Notice of Disruptive Student Behavior in the following manner:
    a. If the notice is written by an assistant administrator or other designee, the appeal is made to the Director;
    b. If the notice is written by the principal, the appeal is made to the Board of Trustees.
6. A school representative shall provide to the student's parent a list of resources available to assist the parent in resolving the student's behavior.
7. The school shall establish procedures for the school counselor or other designated school representative to work with a student in order to attempt to resolve the student's behavior problem before the student becomes subject to the jurisdiction of the Juvenile Court.

C. Habitual Disruptive Student Behavior Citation

1. The Habitual Disruptive Student Behavior Citation may only be issued to a student who has received a Notice of Disruptive Student Behavior and:
    a. Engages in disruptive behavior (that does not result in suspension or expulsion) at least 6 times during the school year;
    b. Engages in disruptive behavior that does not result in suspension or expulsion at least 3 times during the school year and engages in disruptive behavior that results in suspension or expulsion, at least once during the school year; or
    c. Engages in disruptive behavior that results in suspension or expulsion, at least twice during the school year.
2. A Habitual Disruptive Student Behavior Citation may only be issued by the school Director.
3. The citation shall be mailed by certified mail to, or served on, the parent of the student.
4. A student to whom a Habitual Disruptive Student Behavior Citation is issued shall be referred to the Juvenile Court.

5. Within five days after the citation is issued, a representative of Roots Charter High School shall provide documentation to the parent and the court of the efforts made by a school counselor or representative.
6. The Director will cooperate with the Juvenile Court in providing other information as needed, including but not limited to attendance, grades, and behavioral reports.

VI. Searches

1. School personnel may search students, lockers, personal property, and vehicles parked on school property based on reasonable suspicion.
2. School personnel may also conduct random searches that might include all lockers and other school property.

VII. Suspension and Expulsion Defined

1. Suspension is disciplinary removal from school with an offer of educational services.
2. Expulsion is a disciplinary removal from school by the Board of Trustees for more than 10 school days without an offer of alternative educational service.

VIII. Readmission and Admission

1. If a student is removed from school under II.A, readmission depends upon satisfactory evidence that the student will not be a danger to self, others, or school property.
2. If a student is removed from school under II.B or C, the student may be readmitted after the parent/guardian meets with school officials to make a plan to correct the behavior(s) and after the student completes both the days of suspension and any conditions imposed.
3. Roots Charter High School may deny admission to a student who has been expelled from any school in the last twelve months.

IX. Due Process

1. If a student is removed from school or otherwise disciplined under this policy, the student has the right to meet with the site administrator to tell his/her side of the story.
2. If the Director recommends removal for more than 10 school days, a committee composed of the Board of Trustees will hear the case at the school with the student, the parent or guardian, the Director, and others as necessary. This hearing will be held within 10 school days of removal from school.
3. If a student is removed from school for more than 10 school days, an appeal of the decision may be made in writing to the Board of Trustees within 10 school days of the decision. The parent or guardian is responsible to plan and to pay for any educational services not provided by the district during the suspension.

X. Students with Disabilities

If a student has a qualified disability, the Director will explain the separate procedures that may apply based on the procedural safeguards under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.

Appendix E: Complaint Policy

Definitions

Complaint: A complaint from any individual within the Roots Charter High School community (i.e. student, parent, employee, including students with IEPs or Section 504 accommodations) who:

1. Sets forth the allegation that there has been a violation of any policy, accepted practices, or state or federal law; and
2. Specifically identifies the policy, practice, or statute violated.

Complainant: Any individual or group of individuals aggrieved by a decision or condition falling under policy, accepted practices, or state or federal law.

Organizational Structure: The hierarchy of the Roots Charter High School School for addressing all Complaints is outlined in the table below. The organizational structure varies depending on the area of alleged violation. Below is the hierarchy used for Complaint procedures in this policy:

Classroom Instruction (including 504 accommodations)	**Special Education**	**Other Operations**
1st Classroom Teacher	1st Special Education Teacher	1st Directly involved party
2nd Assistant Administrator	2nd Special Education Director	2nd Business Manager
3rd School Director	3rd School Director	3rd School Director
4th Board of Trustees	4th Board of Trustees	4th Board of Trustees

Procedure

Step I:

Any individual making a Complaint is encouraged to resolve the problem, if possible, through a discussion with the person or persons suspected of a violation, beginning at the lowest level of organizational structure.

1. Students and parents should discuss classroom concerns first with classroom teachers.

2. Employees should discuss concerns first with directly involved parties.

When individuals hear complaints or receive formal Complaints, they should make sure that Complainants or potential Complainants have first attempted in good faith to resolve problems with persons directly involved.

Step II:

In the event that the informal discussion with directly involved parties does not resolve the issue, the Complainant shall file a formal written Complaint form with the next responsible individual in the organizational structure. Complaint Forms are available from the office manager or from the school's website.

1. The Complaint must be filed within twenty (20) working days of the date the Complainant knew, or should have known, of the circumstances that precipitated the Complaint.
2. The responsible individual shall respond in writing, within five (5) working days following receipt of the Complaint.
3. If the next responsible party is the School Director, Step II does not apply, and the Complainant moves to Step III.

Step III:

If the response (decision) at Step II does not resolve the problem, the Complainant shall forward the Complaint to the School Director to initiate Step III.

1. The School Director shall investigate the complaint with the parties concerned in the Complaint within fifteen (15) working days of the Complaint having been filed at Step II.
   NOTE: The School Director may choose to convene a Complaint committee of two to three additional administrators or members of the faculty as part of the investigation of a complaint and in order to recommend a decision on the issue of Complaint.
2. At the conclusion of the investigation, the School Director shall render a decision and issue a written report setting forth his/her findings and recommendations for the resolution of the Complaint within five (5) working days.
3. The Complaint shall be considered resolved if the Complainant and the Board of Trustees accept the recommendations of the School Director.
4. If no written report has been issued within the time limits set forth in "3" above, or if the Complainant shall reject the recommendations of the School Director, the Complainant shall have the right to appeal to the Board of Trustees for review of the Complaint at Step IV.

Step IV:

Complainants may appeal to the Board of Trustees for a hearing of Due Process.

1. A written request for Board of Trustees' review of the Complaint must be submitted to the Board Secretary within 10 days of the date of the School Director's report or the expiration of the time limits set forth in Step III.
2. The Board of Trustees shall review the Complaint and the School Director's report, and may hold a hearing.
3. The Board of Trustees may affirm the Director's recommendations, amend the recommendations, or affirm the recommendations in part and amend in part.
4. The Board of Trustees written decision shall be issued within 21 working days of receipt of the Complainant's written appeal by the board secretary.
5. If no written decision has been issued within the time limit set forth in "4" above or if the Complainant shall reject the decision of the Board of Trustees, the Complainant shall be free to pursue such litigation or statutory remedy as the law may provide.

Miscellaneous Provisions

1. Complainant will be informed that the time limits set forth in this policy may be modified or extended if mutually agreed by the complainant, or his/her designated representative and the School Administration. If either party wishes to change the timeline set forth in this policy, the party will request the modification(s) from the other party and both parties will be required to agree to the modification(s). The Complaint officer will issue a letter of understanding to the parties outlining the modified timeline.
2. No person shall suffer recrimination or discrimination because of participation in this Complaint procedure.
3. Employees shall be free to testify regarding any Complaint filed hereunder.
4. Confidentiality will be observed pending resolution of the Complaint.
5. A representative of his/her choice may accompany the Complainant in all stages of these proceedings.
6. The business manager will maintain records of all Complaints. The records will be kept in a separate and confidential file. Information regarding Complaints will be classified as private.
7. Gossip among school employees will not be tolerated. When employees have concerns they should follow the procedure in this policy to resolve such concerns. Gossip undermines the efforts of all employees to operate a successful school and may be grounds for disciplinary action, up to and including

termination of employment.

Complaints Involving IDEA or Section 504 Accommodations

Roots Charter High School encourages parents to use the informal complaint procedure listed above when concerns involving special education arise, including allegations of due process violations. If these concerns are not adequately addressed, a formal complaint can be made using the following process, as contained in the most recent Utah State Office of Education Special Education Rules (currently December 2009).

The complaint must include the following:

a. A statement that Roots Charter High School has violated a requirement of Part B of the IDEA or the current Utah State Office of Education Special Education Rules.

b. The facts on which the statement is based.

c. The signature and contact information for the complainant.

d. If alleging violations with respect to a specific student:

(1) The name and address of the residence of the student;

(2) In the case of a homeless student, available contact information for the student and the name of the school the student is attending;

(3) A description of the nature of the problem of the student, including facts relating to the problem; and

(4) A proposed resolution of the problem to the extent known and available to the party at the time the complaint is received.

3. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received by Roots Charter High School, unless a longer period is reasonable because the violation is continuing or the complainant is requesting compensatory services for a violation that occurred not more than two (2) years prior to the date the complaint is received by Roots Charter High School.

4. Roots Charter High School shall resolve the complaint within thirty (30) calendar days unless exceptional circumstances exist (e.g., delay by a complainant to provide necessary information). An extension of time shall

not exceed ten (10) calendar days. Within this time limit, Roots Charter High School shall:

a. Carry out an independent on-site investigation, if Roots Charter High School determines that such an investigation is necessary.

b. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint.

c. Review all relevant information and make a determination as to whether Roots Charter High School is violating a requirement of Part B of the IDEA or of these Rules.

d. Issue a written decision to the complainant, with a copy sent to the State Director of Special Education that addresses each allegation in the complaint and contains:

(1) Findings of fact and conclusions, and

(2) The reasons for Roots Charter High School's final decisions.

e. Permit an extension of the time limit if:

(1) Exceptional circumstances exist with respect to a particular complaint; or

(2) The parent, individual, or organization and Roots Charter High School agree to extend the time to engage in mediation, or to engage in other alternative means of dispute resolution available in the State; and

f. Determine procedures for the effective implementation of Roots Charter High School's final decision, if needed, including technical assistance activities, negotiations, and corrective actions to achieve compliance.

g. Inform the complainant in writing of the right to appeal the decision for review to the USOE, and the procedures for doing so. The appeal request must be received by the State Director of Special Education within ten (10) calendar days of the receipt of Roots Charter High School's final decision.

Appendix F: Employment of Relatives

Roots Charter High school will be consistent in all policies regarding employees, to include state and federal law. The school recognizes that nepotism or the perception of it can undermine a successful workplace. In all cases, Roots will judge and evaluate employees on objective standards of performance targeted to improve student achievement.

To avoid nepotism or the appearance of it, no family relationships (sibling, child, parent, or half- or step- sibling, child, or parent, and sibling- or parent-in-law) shall exist between lines of authority within the school. Relatives of employees or board members may exist consistent with applicable law and rule, but employees may not be hired, promoted, or otherwise placed in positions where any supervision of relatives will occur.

Appendix G: Acceptable Use Policy

The Board recognizes the need for a policy governing the use of the electronic information resources by students as outlined in Utah State Code §53A-3-422.

Students will use the Internet and other electronic information resources in an appropriate manner, abiding by the rules and regulations described in this policy.

Students who formally publish school-related information on the Internet must have proper approvals.

Students are expected to abide by generally accepted rules of network etiquette. These rules include, but are not limited to, being polite, never sending or encouraging others to send abusive messages, and never using inappropriate language.

Students may not intentionally transmit or receive material in violation of law. This includes, but is not limited to, pornographic, indecent or sexually suggestive materials, weapons, controlled substances or alcohol, or incendiary devices. A student may not be in possession of or use pornographic material on school property. Users are prohibited from posting or sending content that contains threats or is hatefully or racially, ethically or otherwise objectionable.

Students may not participate in or promote any illegal or inappropriate activities, disruptive use of the network, or activities of any kind that do not conform to the rules, regulations and policies of Jordan School District.

Students may not use the network for product advertisement or political lobbying.

Students may not reveal personal information such as names, addresses, telephone numbers, passwords, credit card numbers or social security numbers. Releasing personal information of others or that of organizations associated with the district is prohibited.

Students may not intentionally harm or destroy district data, the network, or network performance. This includes, but is not limited to, creation and introduction of computer viruses, unauthorized access to restricted systems or programs, or using the district network to illegally access other systems.

Student files, disks, documents, etc., which have been used or created with district electronic information resources are not considered private. Electronic mail transmissions are not private.

Students who violate the terms and conditions of this policy will be subject to disciplinary action, including the possibility of suspension or expulsion from school and

appropriate legal action. Access to electronic information may be limited, suspended or revoked.

Roots Charter High School makes no warranties of any kind, either expressed or implied, for the electronic information resources it is providing. Roots Charter High School will not be responsible for any damages a student suffers while using these resources. These damages may include, but are not limited to, loss of data as a result of delays, employee errors or omissions, or non-deliveries or service interruptions caused by a network system. Use of information obtained by the network system is at the employee's own risk. Roots Charter High School specifically denies any responsibility for the accuracy of information obtained through the electronic information resources.

Appendix H: Extracurricular Activities Policy

The Board of Trustees recognizes the importance of offering a comprehensive, balanced school program to all Roots Charter High School students. Extracurricular activities which are designed to enhance the total development of the student - mental, physical, social, and emotional - shall be available. Reasonable rules and regulations which govern the eligibility of students are established to ensure that participation in extracurricular activities does not interfere with the academic achievement of participating Roots Charter High School students.

A. Generally

Student activities are extracurricular and supplement the regular school curriculum. Student activities are voluntary and do not carry credit toward graduation. They take the form of special interest groups, honor societies, athletic teams and other extensions of classroom work. All student organizations and activities shall be under the direct supervision of the school director or a designee, and shall supplement the regular program of the school. They should be evaluated periodically to ensure that interruption of the instructional programs is avoided.

B Categories

Extracurricular activities are divided into four general categories:

1. Interscholastic and intramural athletics.

2. Activities stemming directly from classroom studies. E.g., student government, musical productions, band, dramatics, debate, the school newspaper and literary publications.

3. Activities designed to promote interest in academic achievement and/or specific subject areas.

4. Activities that promote general educational goals and are school-oriented.

C. Access to Extracurricular Activities

Access to and participation in extracurricular activities shall be open to all Roots Charter High School students as provided in state and federal regulations, and school board policy.

D. Supervision

The administration shall appoint qualified members of the faculty, or in the absence of qualified faculty members, may appoint qualified community members as a sponsor for each activity. The sponsor shall be responsible for the guidance and general supervision of the activity and shall ensure that all actions conform to school policies

and regulations and state law. The supervisor will ensure that all students have been properly picked up before leaving the school grounds. School policy and fees regarding late pick up will apply for all extracurricular activities.

E. Financial Support

The school sponsored extracurricular activities named in Section B-1 and B-2 may receive partial financial support. Transportation may be provided, or the cost of transportation may be paid from appropriated funds.

The school sponsored extracurricular activities covered in Sections B-3 and B-4 should be financially self-supporting. School transportation for these activities, however, may be requested. If it cannot be provided, then vehicle transportation may be by commercial means, or by private car under regulations established for such use.

F. Parental Permission

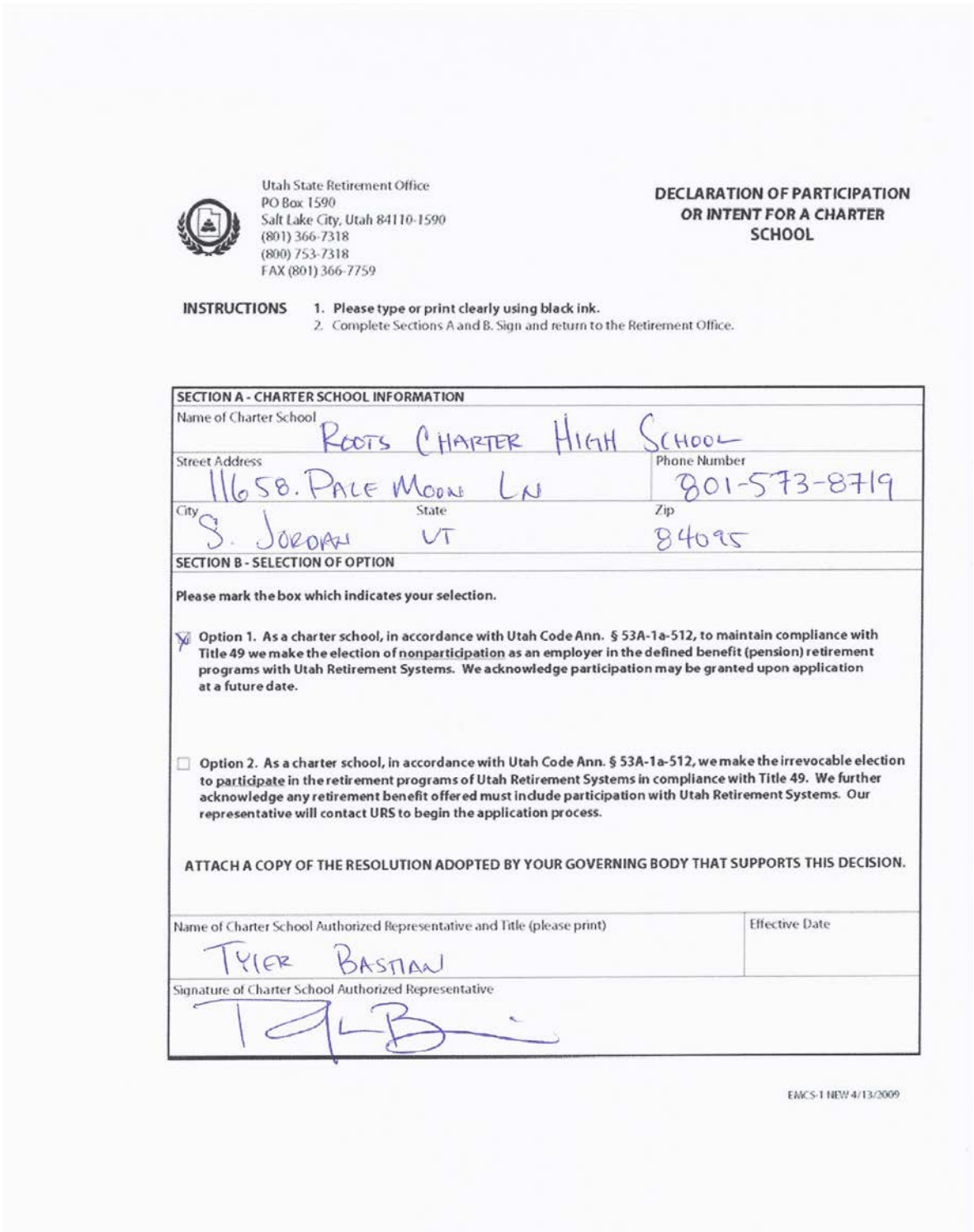
In each instance when an organization schedules an activity after school or away from school parents will be notified and written permission obtained.

Appendix I: Request for Waivers

Roots Charter High School is seeking a waiver to open in 2014.

Appendix J: Participation in the Utah Retirement System

Roots Charter High School will not participate in the Utah Retirement System.



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

DECLARATION OF PARTICIPATION OR INTENT FOR A CHARTER SCHOOL

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

SECTION A - CHARTER SCHOOL INFORMATION

Name of Charter School: ROOTS CHARTER HIGH SCHOOL

Street Address: 11658. PALE MOON LN

Phone Number: 801-573-8719

City: S. JORDAN

State: UT

Zip: 84095

SECTION B - SELECTION OF OPTION

Please mark the box which indicates your selection.

☒ **Option 1. As a charter school, in accordance with Utah Code Ann. § 53A-1a-512, to maintain compliance with Title 49 we make the election of nonparticipation as an employer in the defined benefit (pension) retirement programs with Utah Retirement Systems. We acknowledge participation may be granted upon application at a future date.**

☐ **Option 2. As a charter school, in accordance with Utah Code Ann. § 53A-1a-512, we make the irrevocable election to participate in the retirement programs of Utah Retirement Systems in compliance with Title 49. We further acknowledge any retirement benefit offered must include participation with Utah Retirement Systems. Our representative will contact URS to begin the application process.**

ATTACH A COPY OF THE RESOLUTION ADOPTED BY YOUR GOVERNING BODY THAT SUPPORTS THIS DECISION.

Name of Charter School Authorized Representative and Title (please print): TYLER BASTIAN

Effective Date:

Signature of Charter School Authorized Representative: T L B

EMCS-1 NEW 4/13/2009