

# MONNET CONSERVATORY OF THE ARTS

AN ONLINE TUITION-FREE CHARTER SCHOOL

**Table of Contents:**

|   |                                     |
|---|-------------------------------------|
| Executive Summary .....                               | 3                                   |
| 1- School Purpose and Goals .....                     | 4                                   |
| Mission, vision, and educational philosophy. ....     | 4                                   |
| Target Population .....                               | 4                                   |
| Purpose.....  | 5                                   |
| Governing board composition.....                      | <b>Error! Bookmark not defined.</b> |
| 2- Market Analysis .....                              | 8                                   |
| Market Context .....                                  | 8                                   |
| Market Trends .....                                   | 8                                   |
| Competitive Advantage .....                           | 8                                   |
| 3- Program of Instruction .....                       | 9                                   |
| Educational Plan .....                                | 9                                   |
| Methods of Instruction and Delivery.....              | 10                                  |
| School Design .....                                   | 10                                  |
| Career Education .....                                | 10                                  |
| Distance or Online Education .....                    | 11                                  |
| Gifted Education.....                                 | 11                                  |
| Four-Year College and/or University Affiliation ..... | 11                                  |
| Curriculum provider and School designer .....         | 12                                  |
| 4- Performance Measures .....                         | 12                                  |
| Mission Specific Goals .....                          | 12                                  |
| Assessment.....                                       | 13                                  |
| Educationally disadvantaged populations .....         | 13                                  |
| 5- Governance.....                                    | 14                                  |
| Scoring Criteria.....                                 | <b>Error! Bookmark not defined.</b> |
| Section 1: School Purpose .....                       | 20                                  |

## EXECUTIVE SUMMARY

The Monet Conservatory for the Arts (MCA) will be a tuition-free and fee-free school with an excellent academic climate and great support for participation in the arts. Our educational program features daily on-line lessons from teachers, opportunities for practice using assignments, quizzes, and games, collaboration with other students on class projects, and individual writing and testing. The school community offers excellent support for each student through personal contacts from each teacher. A parent organization will offer social development for students through club meetings, performances, outdoor skills, and other activities. **Mission Statement: Provide an excellent education to the students of Utah through compelling academic experiences and rewarding artistic training regardless of the socio-economic standing of the students or their families.** Many families desire the advantages of professional academic tutoring coupled with private training in the arts for their children, but can afford neither. Our purpose is to provide the means whereby these can be made available. Because we are an online school, the savings in building costs and custodial staff can be passed on to students. This allows us to loan musical instruments, provide private tutors, pay the lease on updated wi-fi devices for each student, and pay for other materials for academic and artistic pursuits. We believe that the best learning environment in the 21<sup>st</sup> century is a fusion of virtual online learning activities which utilize best pedagogical practices, caring teachers and tutors who communicate daily with students, and a parent organization which involves students in social activities such as rehearsals, art shows, performances, science and history fairs, fashion shows, and chess competitions. The Conservatory is also committed to rewarding student excellence through awards, public performances, and assisting students with college scholarship applications, auditions, and portfolios. The Foundation for Families in Need began the quest for a charter school as they noticed a need in our community for more opportunities for students to access technology in their daily lessons. Teachers observed that modern lesson plans call for internet access at home for the students to complete homework. Parents observed that in current schools, most computer usage is only for the “good” kids, i.e. those who finish worksheets fast. They found many instances where student computer use was limited to games as a reward for finishing other work. It was difficult to find computers being used to as tools to access information, learn keyboarding, write paragraphs, or compile data. They also were aware of many students who do not enroll in performing arts classes because they lack an instrument or feel inferior because they have not had private lessons like the other children in those disciplines. Although many traditional and charter schools offer tuition-free classes, they all charge fees for materials, robes, dresses, and extra-curricular activities, which creates a barrier to poor families wishing to enroll in fine arts classes. An on-line charter school with a unique approach to academics and the arts seemed to be the solution. As the founders began to research the data for education in the local community, a number of disturbing trends surfaced.

In the past 5 years, the unemployment rate has risen from 3.8% to 9.8%, well above the current state average of 7.6%. The number of families qualifying for free and reduced lunch rose from 7,979 (32%) to 11,221 (44%) during the same period of time. The data supports the suspicion that families in Utah are feeling the pressures of an uncertain economic climate, which translates into fewer students being able to enroll in fine arts programs that are increasingly cost-prohibitive in the new economy. What future statisticians might call “the lean years” translates into opportunities lost for a generation of students born at the wrong time. These students are not welcome in the current fee-based educational community. For example, a student who qualifies for AP Chemistry might be counseled by parents to enroll in a General Science class instead, because the fees for materials and AP testing are too high for the family to afford. Similarly, a student who wishes to audition for an advanced Choir class might be discouraged when she finds out that fee waivers do not cover “optional, elective, or extra-curricular” costs such as choir robe (or other uniform) rental, dry cleaning, bus fees, overnight accommodations, travel, and registration at events. The need for tuition-free and fee-free education is now more apparent than ever before. It addresses the needs of an increasing number of families, and it addresses the need of the community to close the gaps between those who can afford a quality education and those who cannot. Finally, the educational goals found in MCA’s vision support creativity and higher level thinking.

## 1- SCHOOL PURPOSE AND GOALS

### Mission, vision, and educational philosophy.

The Monet Conservatory for the Arts (MCA) is headed into a new age of educational technique and delivery resulting in superior academic preparation and excellent artistic development. The use of smart device delivery systems (provided through the Conservatory) will level the field for those who would not ordinarily have access to high quality training, practice, and application.

The mission of the Monet Conservatory of the Arts is to provide an excellent education to the students of Utah through compelling academic experiences and rewarding artistic training regardless of the socio-economic standing of the students or their families. Our **culture of excellence** will be built upon a foundation of learning alongside the arts and learning through the arts reinforced through patterns of learning, practicing, applying, and sharing.

### Target Population

Our target population includes those who wish to engage in training in the arts as well as a well rounded academic program, regardless of previous academic standing, race,

creed, gender, or learning disability. MCA's services are especially targeted to this population due to the desires of parents and students to become involved in the arts at an early age. Our requested enrollment of 420 students is small enough to keep personal attention at the forefront while being large enough to provide support for technology and delivery. The proposed mission, curriculum, teaching methods addresses the needs of the target population teaching creativity in all disciplines. Math and Science will invent, build and support one another. Writing will go beyond stories, to include sonnets and screenplays. Music will include training for composition, and dancers will be trained in choreography. If we want to see more Mozarts, more Einsteins, more Jeffersons, or more Shakespeares, we must provide the students of Utah with the educational background that these giants had.

## Purpose

**The Way MCA will meet the seven purposes of charter schools as outlined in 53A-1a-503:**

***Continue to improve student learning:***

The Conservatory will continue to improve student learning by utilizing virtual learning, teacher outreach, teacher follow-up, service opportunities, and social activities.

***Encourage the use of different and innovative teaching methods:***

The design of our lessons will incorporate teacher-produced materials along with open-source learning activities in an on-line format. All students will receive a wi-fi device for their use throughout the school year. Classes will be taught according to schedule, and students can review lessons at any time due to the on-line format. This will greatly increase comprehension and retention of concepts learned. In addition to the regular lessons, the students will have access to a compelling "virtual world" of practice, which will cement the concepts in place and prepare them upcoming examinations. This is all followed up by weekly teacher outreach contacts for each student in every class.

The format of the fine arts classes is just as effective. MCA is a pioneer in on-line fine arts instruction. Students get credit for guided individual practice sessions via the internet. In this way the student practices what was taught that week as well as honing skills in standard rudiments such as scales, etudes, sketching, posture, and position. Students receive on-line instructions during each daily session such as: "Let's tune each string." "Now let's practice the second position." "Now it's time to work on your recital piece." By clicking the mouse, students may also access on-screen tools such as timers to be sure they practice long enough, metronomes, accompaniments, harmony parts sung a cappella, a glossary of terms (what's a plie?), fingering charts and posture diagrams, and a review of concepts already covered. This is far superior to the old school way of practicing.

Whether studying for a math test or practicing for an upcoming concert, the rigor and intensity of the course prepares each student for mastery, and our Special Education program features inclusion and individual modification to ensure that those with special needs are not left out or left behind. But our learning methods don't stop with a test at the end of each unit. Students are encouraged to attend activities sponsored by the parent organization. These activities give students the chance to perform, share what they have learned, and associate with other children. Rehearsals, concerts, history fairs, science fairs, hikes, fashion shows, and student-produced film festivals are just a few of the activities we anticipate.

***Create new professional opportunities for educators that allow them to participate in designing and implementing the learning program:***

The Conservatory allows educators to participate in designing and implementing the learning program by providing cameras, software, microphones, and other technical support. These are used in conjunction with open source educational resources to provide a fertile environment for teachers to create and share on-line educational materials.

***Increase choice of learning opportunities for students:***

Many families struggle to find the best options for their children. Some attempt home schooling. Others work double shifts to pay for private lessons. The Monet Conservatory of the Arts offers families the choice of having private lessons AND a structured scope and sequence of professionally designed lessons and activities for their children. The Conservatory provides all this at no cost to the families. That's price that even the poorest of the poor can afford. By utilizing the savings of not having a building, we can pass the savings on to the families of these students. Students are issued a dedicated wi-fi device, a musical instrument, lesson materials, and a school uniform to wear to recitals, socials, and concerts. No one has to feel out of place at our gatherings.

***Establish new models of schools and new forms of accountability that emphasize measurement of learning outcomes and the creation of innovative measurement tools.***

Through our emphasis on project-oriented assessment, we seek to become a community of producers, not just consumers. For example, if a group of parents notices a lack of choices in clothing, our fashion design class can lead the way with new and intriguing designs. If an upcoming film festival needs original music, our composition class can provide our orchestra with new sheet music for the occasion. We seek to empower our students to fix whatever they may find broken in this world.

***Provide greater opportunities for parental involvement in management decisions at the school level.***

The parent organization will be a valuable part of our students' education. Their decisions will guide the Conservatory by forming a framework of activities for the students. These events will provide an outlet for student achievement and creativity.

***Expand public school choice in areas where schools have been identified for improvement, corrective action or restructuring under the No Child Left Behind (NCLB) Act.***

Because our program is on-line, it will be an available choice for all students in Utah. As one teacher from a small, rural Florida district has noted "Online learning 'evens the playing field' for rural students." (quoted in U.S. Department of Education, 2004, p. 36).

**The Way MCA employs new and creative methods to meet the unique learning styles and needs of students in certain types of charter schools as outlined in 53A-1a-501.9:**

The Conservatory employs new and creative methods to meet the unique learning styles of musical students. The musical learning style is one of eight types of intelligence defined in Howard Gardner's theory of Multiple Intelligences. Musical learning style refers to a person's ability to understand and process sound, rhythm, patterns in sound, relationships between sounds, and ability to process rhymes and other auditory information. MCA provides song and rhyme as a normal part of instruction for all academic courses. Samples of this technique are available upon request.

[http://dreamlattice.com/brainfood/brain\\_food\\_samples.htm](http://dreamlattice.com/brainfood/brain_food_samples.htm)

<http://dreamlattice.com/brainfood/lyrics.htm>

The founding members include Rich DuFour, a parent with experience in business, Jaimie Nay, a businesswoman with legal and accounting experience, J'Neil Robinson, a parent with experience in curriculum development for young children, Joseph Robinson, a businessman with connections in many areas of the community, and Jane Alarcon, a parent with home education experience. Future positions on the board may include additional parents of children living in the community, professional educators familiar

with Gardner's multiple intelligence theory, and professional musicians, artists, and choreographers.

## 2- MARKET ANALYSIS

### Market Context

Because MCA is an on-line virtual school, the location of our campus is in the students' homes or anywhere an internet connection can be established. According to recent statistics, internet usage in the United States is 78.24%. Internet usage by those in the lowest income group proves to be the largest number of internet users at home (U.S. Census Bureau, 2010). These trends support the governing board's assertion that online schools are in great demand and that locally, the need for a tuition-free and fee-free program in academics and the arts is needed now more than ever. Schools within 5 miles include: Horizon Elementary School, 1970 South Arabian Way, Washington, UT 84780, and Washington Elementary School, 300 North 300 East, Washington, UT 84780.

### Market Trends

Virtual schools are growing steadily and there is a growing interest in online learning. According to the Center for Educational Reform, 173 virtual charter schools are serving nearly 100,000 students in 18 states. Since e-learning provides teachers the opportunity to create an instructional environment that adapts to students wherever and however they need to learn, they are in demand by students and teachers as well. Moreover, it gives parents a significant choice of providers and educators an alternative means of meeting their student's academic goals and needs (U.S. Department of Education). In *Keeping Pace with K12 Online Learning: A Review of State Level Policy and Practice*, a report published by the state departments of education in Texas, Wyoming and Colorado, the distance learning movement was reviewed in all fifty states. According to the report, most online programs across the nation have seen a large percentage increase in the number of enrollment. All evidence/indicators suggest that growth of online programs will continue both in the nation and Utah.

### Competitive Advantage

MCA will operate in partnership with various business entities and open source programs such as Global Classroom and Moodle Rooms. These are low-cost technologies, which enable teachers to easily create, deliver, and manage web-based content for courses, course segments, and staff development. Teachers can also facilitate materials asynchronously, providing students with 24/7 access to the virtual classroom. This partnership will give MCA access to levels of technical expertise,

curriculum design, and research capacity normally unavailable to public schools. MCA will also work together with other appropriate partners on grants related to its open education.

Because of MCA's desire to be responsive to the needs of 21<sup>st</sup> century students, MCA will establish a Student Advisory Board that will provide continuous feedback to the Director and the Governing Board of the school. The structure and makeup of the Student Advisory Board will be determined by the students during the first month of the school year.

### 3- PROGRAM OF INSTRUCTION

#### Educational Plan

As defined in our mission statement, The Monet Conservatory of the Arts (MCA) will provide a culture of excellence built upon a foundation of learning alongside the arts and learning through the arts reinforced through patterns of learning, practicing, applying, and sharing. This is a research-based program which is highly neglected, or to say the least, misunderstood in most educational settings. "Focusing on pedagogy, an MI approach entails multiple entry points to important concepts so that learning opportunities are maximized for every child." Songs and rhymes are to be used in lessons and presentations. "People with musical learning styles learn best when taught using spoken instruction and auditory media. Musically learning styled students have good auditory memory and may respond well to jingles and rhymes to help memorize information they may otherwise struggle with." (Logsdon, 2014) Research also suggests that students who become actively engaged in composition and performances are more likely to remember what they have been taught. In his model for online teaching, Antonio Cantu suggests "simulations, song analysis, creative song writing, [and] performances". Our program of Musical/Rhythmic learning is tailor-made for our target population. These techniques are suggested for students from diverse populations including Second Language Students and the Learning Disabled (Logsdon, 2014). "Across a sample of 123 countries, we examined the association between the fulfillment of needs and subjective well-being (SWB), including life evaluation, positive feelings, and negative feelings. Need fulfillment was consistently associated with SWB across world regions. Life evaluation was most associated with fulfilling basic needs; positive feelings were most associated with social and respect needs; and negative feelings were most associated with basic, respect, and autonomy needs." (Tay & Diener, 2011) Samples of our compelling song and rhyme teaching materials are available upon request.

[http://dreamlattice.com/brainfood/brain\\_food\\_samples.htm](http://dreamlattice.com/brainfood/brain_food_samples.htm)

<http://dreamlattice.com/brainfood/lyrics.htm>

Another unique strategy is the teaching of Latin in the early grades. This supplemental curriculum has many advantages. The comprehensive research-based education that will be implemented by the Monet Conservatory for the Arts (MCA) is a perfect match

for our target population. Our mix of Music Instruction, Arts Instruction, and General Academics is based on third-party scientific research. A recent study published in the Journal of Educational Psychology supports the proposition that music instruction has a consistent, positive, and long lasting effect on students of all ages (Kindergarten through College), but the most remarkable effects are in raised academic ability in children ages 6 – 11, even when potentially confounding variables (variables in family income, parents education, etc.) were present. “There is dose-response association,” says Schellenberg, explaining that in general, the longer a child takes lessons, the higher the IQ and the better the performance in school.” (Schellenberg, 2006).

Our program involves On-line, On-demand lessons supplemented by home visits by educational professionals. This nexus of new-age technology coupled with time tested one-on-one attention through e-mail, phone, and classroom blogs is at the heart of the Conservatory’s quest for excellence. Our program also aligns perfectly to the Conservatory’s mission and the Utah Common Core. All teachers will be required to use these resources as they select materials and develop lessons for push broadcasting and electronic communications with each student.

### Methods of Instruction and Delivery

The methods of instruction will include teacher-produced video and teacher-produced powerpoints, all of which will contain elements of song and rhyme to assist the students in accessing and retaining material. As previously stated, these practices are research-based and highly recommended for the school’s target population as well as for the learning disabled and second language students. The methods of delivery will include video-on-demand and wi-fi applications. One of the advantages to this approach is the availability of so many resources for the teachers and students.

### School Design

The design of an online school is fairly well established in the 21<sup>st</sup> century, however MCA plans to take students further through the use of music, drawing, creative writing, and dance as a method of learning (and remembering) the basic academic curriculum. The Conservatory intends to seek out educators who have been trained in Write to Dance, Suzuki, Drawing on the Left Side, and Classical Music Composition, all of which will support our efforts to provide music and rhyme with each lesson in accordance with Gardner’s research on Multiple Intelligences.

### Career Education

- Career education is a purpose of the charter school. *Complete this section.*
- We do not intend to offer career education. *Skip to the next section.*

## Distance or Online Education

We intend to offer distance and/or online education. *Complete this section.*

We do not intend to offer distance and/or online education. *Skip to the next section.*

The Distance Education component of the Conservatory consists of teleconferencing between students, parents, and teachers using VoIP, Skype, Moodle, and other low-cost technologies. These communications give MCA an edge due to the ability for each teacher to tailor curriculum to the needs of the students.

MCA's online component is produced by teachers in accordance with state law, Common Core objectives, the teachers' professional training, and the needs of the student. These presentations will take the form of teacher-produced powerpoints, teacher-produced video presentations, required reading for the students, student projects, writing in a classroom blog, e-mailed communications, formal writing, assessments, and student video presentations.

## Gifted Education

Gifted education is a purpose of the school. *Complete this section.*

We do not intend to offer gifted education. *Skip to the next section.*

MCA will provide programs of instruction suitable for the full range of student ability, from educationally disadvantaged learners to those who are academically advanced. Screening will be provided for placement in all academic programs such as the Woodcock-Johnson IV, to identify gifted students and the Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V) for gifted students who may be from a culturally diverse background.

For students with Learning Disabilities, measures such as the Stanford-Binet Intelligence will be used. In order to be as inclusive as possible, and limit the effects of any possible biases for ELs, culturally diverse background, socio-economic status, and other factors unique to each individual, the Peabody Developmental Motor Skill and the Peabody Picture Vocabulary test will also be used.

## Four-Year College and/or University Affiliation

We intend to partner with a four-year college or university and offer early college options.

We do not intend to partner with a four-year college or university or offer early college options. *Skip to the next section.*

## Curriculum provider and School designer

Because of the need for local input and oversight, the governing board does not intend to contract with any outside curriculum provider.

## 4- PERFORMANCE MEASURES

### Mission Specific Goals

| <i>Indicator – Upholding mission and purpose</i>                                 |                                      |  |
|--|--------------------------------------|--|
| <b>Measure</b>   | <b>Metric</b>                        | <b>Board Goal</b>  |
| Student academic performance and engagement in the area of Reading/Language Arts | Utah Criterion-Referenced Test (CRT) | Students at the Monet Conservatory of the Arts will achieve an average score of 90% in the area of Reading/Language Arts within the first 2 years of the Conservatory's operation. |
| Student academic performance and engagement in the area of Math                  | Utah Criterion-Referenced Test (CRT) | Students at the Monet Conservatory of the Arts will achieve an average score of 85% in the area of Math within the first 2 years of the Conservatory's operation.                  |
| Financial performance and sustainability   | School Budget Template               | MCA will operate with zero deficite spending within the first two years of operation.  |

|   |                                    |   |
|---|------------------------------------|---|
| <p>Governing board performance and stewardship,</p> | <p>Survey of Stakeholders</p>      | <p>Members of the governing board will seek stakeholder input through a semi-annual survey of stakeholders.</p>   |
| <p>Upholding the school mission and vision.</p>     | <p>Student Creativity Projects</p> | <p>With teacher assistance, each student will produce at least one project (such as a science project, math demonstration, term paper, short story, painting, or musical composition) for each year of enrolment.</p> |

### Assessment

Students will take the DIBBLES assessment as a formative measure. Teachers will use this data to plan lessons and to individualize instruction during communications with the students.

Students will also take the CRT and the 6<sup>th</sup> grade math assessment as summative measures. The combination of summative and formative assessments will inform and drive instruction, which will be aligned to the Utah Common Core objectives and standards to ensure growth and success for all student populations (i.e., gifted and talented, ELL, etc.).

### Educationally disadvantaged populations

Select the statement that is applicable and proceed as directed:

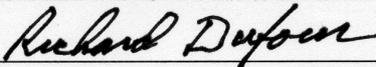
- We intend to serve a large proportion of educationally disadvantaged students. *Continue with completion of this section.*
- We do not intend to serve a large proportion of educationally disadvantaged students. *Skip to the next section.*

## 5- GOVERNANCE

| <b>Required Information</b>  |  |  |  |
|--|--|--|--|
| 1. Name of proposed charter school    Monet Conservatory of the Arts (MCA)   |  |  |  |
| 2. Name of applicant    Foundation for Families in Need  |  |  |  |
| 3. Authorized agent    Richard DuFour  |  |  |  |
| 4. Mailing address:    416 E Rocco Rd, Washington, Utah 84780-1754   |  |  |  |
| 5. Phone number    (435) 272-2317  |  | 6. Email address    monnettg47@gmail.com |  |
| 7. District(s) where proposed charter school is located    Washington County School District   |  |  |  |
| 8. Form of organization (check)  |  |  |  |
| <input checked="" type="checkbox"/> Nonprofit Corporation<br><input type="checkbox"/> Tribal entity<br><input type="checkbox"/> Other                                    |  |  |  |
| 9. 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) |
| Richard DuFour   | <a href="mailto:monnettg47@gmail.com">monnettg47@gmail.com</a>   | Business                                 | President                                  |
| Jaimie Nay   | (435) 668-2304   | Business                                 | Member                                     |
| J'Neal Robinson  | <a href="mailto:joeandjneal@gmail.com">joeandjneal@gmail.com</a> | Curriculum Advisor                       | Treasurer                                  |
| Lacy Alarcon   | <a href="mailto:laceysaxton@yahoo.com">laceysaxton@yahoo.com</a> | Parent                                   | Secretary                                  |

|   |  |   |        |
|---|--|---|--------|
| Joseph<br>Robinson  | <a href="mailto:joeandjNeal@gmail.com">joeandjNeal@gmail.com</a> | Business  | Member |
| 10. Proposed opening date August 29, 2017   |  |   |        |
| 11. Grades served: <u>K-12</u>  |  |   |        |
| 12. Requested Enrollment<br><br>Year 1: Grade K: <u>18</u> , Grades 1-6: <u>50</u> , Grades 7-8: <u>47</u> , Grades 9-12: <u>25</u> , Total: <b><u>140</u></b><br>Year 2: Grade K: <u>36</u> , Grades 1-6: <u>70</u> , Grades 7-8: <u>59</u> , Grades 9-12: <u>25</u> , Total: <b><u>190</u></b><br>Year 3: Grade K: <u>45</u> , Grades 1-6: <u>180</u> , Grades 7-8: <u>120</u> , Grades 9-12: <u>75</u> , Total: <b><u>420</u></b>  |  |   |        |
| 13. Does proposed grade configuration match resident district grade configuration?<br><input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No  |  |   |        |
| 14. Is this proposal seeking special treatment under UCA <a href="#">53A-1a-501.9</a> ?<br><input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No   |  | 15. Is this proposal seeking priority consideration under UCA <a href="#">53A-1a-502.5</a> ?<br><input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No                                  |        |
| 16. Will the school have a distance or online education component?<br><input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No  |  | 17. Will the school serve a large proportion of educationally disadvantaged students?<br><input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No   |        |
| 18. Will the school contract with an ESP(s)?<br><input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  |  | 19. Does the entire governing board commit to attending mandatory trainings as required by the SCSB during its planning year?<br><input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No |        |
| 20. 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.<br><br><p style="text-align: center;">As MCA is a virtual charter school, we are requesting a waiver from the following Utah State Board of Education Rules:</p> <p style="text-align: center;"><i>1- Utah Administrative Rule R392-200. Design, Construction, Operation, Sanitation, and Safety of Schools.</i></p> |  |   |        |

2- Any rule related to physical facility of the brick and mortar traditional schools that does not apply to a virtual school.

| Signatures   |  |
|--|--|
| Name of Authorized Agent:  | Richard Dufour   |
| 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) |  |

Select the statement that is applicable and proceed as directed:

- We intend to contract with an education service provider.  
*Continue with completion of this section.*
- We do not intend to contract with an education service provider.  
*Skip to the next section.*

# APPENDIX A – BACKGROUND INFORMATION SHEET

## Background Information Sheet

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

Name GORDON RICHARD DUFOUR

Role with school founder

Expertise BUSINESS

### Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role on the governing board, expertise you bring to the board, and commitment to this application as it has been written. HAVE HAD OWN BUSINESS, HOW TO FIND BEST WAYS OF DOING THINGS

### Not-for-Profit History:

Using as much space as necessary below, please provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization. HAD TO RUN OWN BUSINESS, HOW TO DEAL WITH PEOPLE AND HOW TO WORK WITH PEOPLE. IN CALIF WAS FORMAN FOR 3 CREWS/VIEW ALL PHASES OF WORK WAS SCOTMASTER

**Employment History:**

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

I HAVE OPERATION OF MY BUSINESS, FINANCE, KNOW TO ORDER PARTS SETUP ORGANIZE.

**Education History:**

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

GENERAL HIGH SCHOOL  
SNVTC-TRADE-AUTO BODY

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

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 Monet Conservatory of the Arts CHARTER SCHOOL.

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

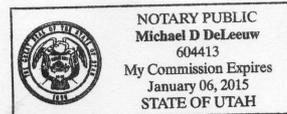
Gordon R Dufour  
Applicant's Signature

Subscribed and sworn before me this 29 day of MARCH Year 2013.

County of WASHINGTON State of UTAH.

Notary Public [Signature]

My Commission Expires 01/06/15



## APPENDIX B – SCORING CRITERIA

Note: these pages do not count towards the limit of 20 pages. Instructions clearly state that appendices are EXCLUDED from the 20 page limit.

| STANDARD  | <i>Applicant self-evaluation</i>  |                        |                      | <i>Evaluators</i> |                        |                      |
|---|---|------------------------|----------------------|-------------------|------------------------|----------------------|
|   | <i>Meets</i>  | <i>Partially meets</i> | <i>Does not meet</i> | <i>Meets</i>      | <i>Partially meets</i> | <i>Does not meet</i> |
| A response that meets standard will: <b>SECTION 1: SCHOOL PURPOSE</b>   |   |                        |                      |                   |                        |                      |
| Identify the purpose(s) of the charter school as outlined in 53A-1a-503.  |    |                        |                      |                   |                        |                      |
| Present a compelling 1 - 2 sentence mission statement that defines the purpose(s) of the school   |    |                        |                      |                   |                        |                      |
| Present a coherent and concise vision of what the school will look like in 5 - 10 years if it is achieving its mission                                      |    |                        |                      |                   |                        |                      |
| Describe the school's educational foundation and the culture or ethos   |   |                        |                      |                   |                        |                      |
| Describe the anticipated population of the school, including grades served and requested enrollments  |  |                        |                      |                   |                        |                      |
| Explain how the proposed mission, curriculum, teaching methods, and services are likely to meet the needs of the target population                          |  |                        |                      |                   |                        |                      |
| Identify the new and creative methods employed by the school to meet the unique learning styles and needs of students, if applying under 53A-1a-501.9       |  |                        |                      |                   |                        |                      |
| A response that meets standard will: <b>SECTION 2: MARKET ANALYSIS</b>  |   |                        |                      |                   |                        |                      |
| Describe the education landscape in this community, including specifying clearly what educational goals or programs are not being met currently in the area |  |                        |                      |                   |                        |                      |
| Identify all public and private schools within a 5-mile radius of the proposed location (create a map). This will be referred to as the target location     |  |                        |                      |                   |                        |                      |
| Describe data that points to trends/shifts within target location specific to school selection  |  |                        |                      |                   |                        |                      |

| STANDARD   | Applicant self-evaluation |                 |               | Evaluators |                 |               |
|--|---------------------------|-----------------|---------------|------------|-----------------|---------------|
|  | Meets                     | Partially meets | Does not meet | Meets      | Partially meets | Does not meet |
| Provide the characteristics of the proposed charter school that sets it apart from others in target location   | ☺                         |                 |               |            |                 |               |
| demonstrate how its proposed locations meet the definition of "high growth area," if applying under 53a-1A-502.5   | ☺                         |                 |               |            |                 |               |
| <b>SECTION 3: PROGRAM OF INSTRUCTION</b>   |                           |                 |               |            |                 |               |
| A response that meets standard will:   |                           |                 |               |            |                 |               |
| Align with the school's mission, vision, and overall educational priorities  | ☺                         |                 |               |            |                 |               |
| If replicating an existing school design:  |                           |                 |               |            |                 |               |
| Provide sufficient evidence the replicated design has been effective and successful in raising student achievement   | ☺                         |                 |               |            |                 |               |
| Identify specific successful practices   | ☺                         |                 |               |            |                 |               |
| Commit to a high level of fidelity to the successful model and minimize "tinkering" with the model until achieving acceptable results                      | ☺                         |                 |               |            |                 |               |
| Describe the applicant's capacity to replicate an existing school design   | ☺                         |                 |               |            |                 |               |
| If using developed curricula:  |                           |                 |               |            |                 |               |
| Identify the school's philosophical approach to educating students   | ☺                         |                 |               |            |                 |               |
| Ensure that educational priorities are meaningful, manageable, and measurable, and focus on improving student outcomes                                     | ☺                         |                 |               |            |                 |               |
| Show the selected curricula is consistent with the school's mission, vision, and educational program design  | ☺                         |                 |               |            |                 |               |
| If creating own curricula:   |                           |                 |               |            |                 |               |
| Present a viable plan for development of the curricula for core academic areas and for ensuring alignment with the Utah Core Curriculum and Core Standards | ☺                         |                 |               |            |                 |               |

| STANDARD   | Applicant self-evaluation |                 |               | Evaluators |                 |               |
|--|---------------------------|-----------------|---------------|------------|-----------------|---------------|
|  | Meets                     | Partially meets | Does not meet | Meets      | Partially meets | Does not meet |
| Provide the characteristics of the proposed charter school that sets it apart from others in target location   | 😊                         |                 |               |            |                 |               |
| demonstrate how its proposed locations meet the definition of "high growth area," if applying under 53a-1A-S02.5   | 😊                         |                 |               |            |                 |               |
| A response that meets standard will: <b>SECTION 3: PROGRAM OF INSTRUCTION</b>  |                           |                 |               |            |                 |               |
| Align with the school's mission, vision, and overall educational priorities  | 😊                         |                 |               |            |                 |               |
| If replicating an existing school design:  |                           |                 |               |            |                 |               |
| Provide sufficient evidence the replicated design has been effective and successful in raising student achievement   | 😊                         |                 |               |            |                 |               |
| Identify specific successful practices   | 😊                         |                 |               |            |                 |               |
| Commit to a high level of fidelity to the successful model and minimize "tinkering" with the model until achieving acceptable results                      | 😊                         |                 |               |            |                 |               |
| Describe the applicant's capacity to replicate an existing school design   | 😊                         |                 |               |            |                 |               |
| If using developed curricula:  |                           |                 |               |            |                 |               |
| Identify the school's philosophical approach to educating students   | 😊                         |                 |               |            |                 |               |
| Ensure that educational priorities are meaningful, manageable, and measureable, and focus on improving student outcomes                                    | 😊                         |                 |               |            |                 |               |
| Show the selected curricula is consistent with the school's mission, vision, and educational program design  | 😊                         |                 |               |            |                 |               |
| If creating own curricula:   |                           |                 |               |            |                 |               |
| Present a viable plan for development of the curricula for core academic areas and for ensuring alignment with the Utah Core Curriculum and Core Standards | 😊                         |                 |               |            |                 |               |

| STANDARD  | Applicant self-evaluation |                 |               | Evaluators |                 |               |
|---|---------------------------|-----------------|---------------|------------|-----------------|---------------|
|   | Meets                     | Partially meets | Does not meet | Meets      | Partially meets | Does not meet |
| Describe the framework for development of the curricula for core subjects and identify sound research, experience or theoretical base, and foundational materials that will guide curriculum development. | 😊                         |                 |               |            |                 |               |
| If focusing on career education:  |                           |                 |               |            |                 |               |
| Present a compelling rationale consistent with business and industry needs, student interests, and advisory committee recommendations.  | 😊                         |                 |               |            |                 |               |
| If focusing on career education:  |                           |                 |               |            |                 |               |
| Present a compelling rationale consistent with business and industry needs, student interests, and advisory committee recommendations.  | 😊                         |                 |               |            |                 |               |
| Identify major methods of instructional delivery and post-secondary and business partners.  | 😊                         |                 |               |            |                 |               |
| Include a convincing plan for transitioning students to work, further training, or higher education.  | 😊                         |                 |               |            |                 |               |
| If offering a distance and/or online education program will include:  |                           |                 |               |            |                 |               |
| A description of how the school will use technology to provide its curriculum and deliver instruction using the internet or other electronic means.   | 😊                         |                 |               |            |                 |               |
| The manner in which properly licensed and endorsed teachers will deliver instruction, assess academic progress, and communicate with students to provide assistance.                                      | 😊                         |                 |               |            |                 |               |
| The methods to be used to ensure authenticity of student work and adequate proctoring of assessments.   | 😊                         |                 |               |            |                 |               |
| The types and frequency of communication between the school and the students and the manner in which the school will communicate with parents.  | 😊                         |                 |               |            |                 |               |

| STANDARD   | Applicant self-evaluation              |                 |               | Evaluators |                 |               |
|--|--|-----------------|---------------|------------|-----------------|---------------|
|  | Meets                                  | Partially meets | Does not meet | Meets      | Partially meets | Does not meet |
| If focusing on gifted education:   |  |                 |               |            |                 |               |
| Contain written procedures to systematically identify and serve students identified as academically advanced in all grades   | 😊                                      |                 |               |            |                 |               |
| Provide a curriculum for the gifted education program that is intellectually and affectively engaging and is taught in a meaningful context  | 😊                                      |                 |               |            |                 |               |
| If offering early college:   |  |                 |               |            |                 |               |
| Present a plan for college or university affiliation that is likely to further the school's mission, vision, and educational program   | 😊                                      |                 |               |            |                 |               |
| Demonstrate a substantial likelihood that the school will be successful in establishing the proposed affiliation and the college or university has the capacity and commitment to fulfill its anticipated role     | 😊                                      |                 |               |            |                 |               |
| A response that meets standard will:   | <b>SECTION 4: PERFORMANCE MEASURES</b> |                 |               |            |                 |               |
| Align with the school's mission and educational program  | 😊                                      |                 |               |            |                 |               |
| Define measures, metrics, and targets that are SMART   | 😊                                      |                 |               |            |                 |               |
| Set high standards for student learning  | 😊                                      |                 |               |            |                 |               |
| Present a clear, credible, and sound plan for measuring and reporting the educational performance and progress of individual students, subgroups, and the school as a whole, including valid and reliable measures | 😊                                      |                 |               |            |                 |               |
| Explain how the school will use assessment data to drive key decisions aimed at improving academic outcomes  | 😊                                      |                 |               |            |                 |               |

| STANDARD  | Applicant self-evaluation |                 |                              | Evaluators |                 |               |
|---|---------------------------|-----------------|------------------------------|------------|-----------------|---------------|
|   | Meets                     | Partially meets | Does not meet                | Meets      | Partially meets | Does not meet |
| If serving educationally disadvantaged students:  |                           |                 |                              |            |                 |               |
| Present performance measures that are a valid and reliable means for determining whether students are meeting performance standards                   | 😊                         |                 |                              |            |                 |               |
| Ensure that the school will be held to the same performance standards as other public schools   | 😊                         |                 |                              |            |                 |               |
| Specify the time frame in which students will be expected to meet the performance standards   | 😊                         |                 |                              |            |                 |               |
| Show compliance with all federal accountability standards   | 😊                         |                 |                              |            |                 |               |
| A response that meets standard will:  |                           |                 | <b>SECTION 5: GOVERNANCE</b> |            |                 |               |
| Demonstrate the board has the capacity to found and sustain a quality school  | 😊                         |                 |                              |            |                 |               |
| Include background information sheet for each named board member  | 😊                         |                 |                              |            |                 |               |
| Establish the governing board's capacity to oversee the successful development and implementation of the education program presented in this proposal | 😊                         |                 |                              |            |                 |               |
| Ensure the governing board is aware and follows Utah's Open & Public Meetings Act in conducting board and committee business                          | 😊                         |                 |                              |            |                 |               |
| Illustrate the governing board's capacity to oversee the effective and responsible management of public funds   | 😊                         |                 |                              |            |                 |               |
| Illustrate the governing board's capacity to be responsible for the school's compliance with its legal obligations                                    | 😊                         |                 |                              |            |                 |               |
| Illustrate the governing board's capacity to represent the community well   | 😊                         |                 |                              |            |                 |               |