

St. George Academy

St. George, UT

Required Information

I. Charter School Information			
1. Name of proposed charter school: St. George Academy			
2. Name of applicant: Stephen Wattles			
3. Authorized agent: Stephen Wattles			
4. Mailing address: Street, City, State, Zip 1995 Dove Circle, Santa Clara, UT 84765			
5. Phone number: 435.625.1799		6. Email address: swattles@gmail.com	
7. District(s) where proposed charter school is located: WCSD			
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: <u>Larry Bergeson</u> (person) who works at <u>WCSD</u> School District on <u>12/5/2014</u> (date).			
9. Form of organization (check) <input checked="" type="checkbox"/> Nonprofit Corporation <input type="checkbox"/> Tribal entity <input type="checkbox"/> 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. (<u>Add lines as necessary</u>)			
Name	Email	Type of Member (e.g., parent, business)	Position on Board (e.g., chair, secretary)
Stephen Wattles	swattles@gmail.com	Parent, Non-Profit, Business	President
Kevin Abraham	Ktabraham435@gmail.com	Non-Profit, Business	CFO
Owen Olsen	olsenowen@hotmail.com	Parent, Non-Profit, Business	Board Member
Eric Grob	eazbcma@gmail.com	Parent, Business, Financial	Board Member
David Jones	dwjones@dixie.edu	Parent, Education	Board Member
Curt Crofts	ccrofts@dxatc.edu	Parent, Education	Board Member
Kris Griffith	kgriffith@stgacademy.com	Parent, Business	Secretary
Tara Griffith	tgriffith@stgacademy.com	Parent, Business	Board Member
Ellen Arch	earch@stgacademy.com	Parent, Education	Board Member
11. Year school will start: 2016		12. Grades served: 9, 10, 11, 12	

13. Number of instructional days: 180	14. Number of instructional hours: 990
<p>15. Requested Enrollment: 550</p> <p>Operational year 1: Grade K: ___ Grades 1-6: ___ Grades 7-8: ___ Grades 9-12: <u>350</u> Total:350__</p> <p>Operational year 2: Grade K: ___ Grades 1-6: ___ Grades 7-8: ___ Grades 9-12: <u>450</u> Total:450__</p> <p>Operational year 3: Grade K: ___ Grades 1-6: ___ Grades 7-8: ___ Grades 9-12: <u>550</u> Total:550__</p> <p>Does proposed grade configuration match resident district grade configuration? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	
16. Target percentage of educationally disadvantaged students	
<p>17. Is this a application seeking special treatment under UCA 53A-1a-501.9?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>18. Is this application seeking priority consideration under UCA 53A-1a-502.5?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>19. 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 A). N/A</p>	
<p>20. List persons whom you have designated as founding members of the school. Children/grandchildren of a Founding Member (an individual who has had a significant role in the development of a charter school application), children/grandchildren 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.</p> <p>Stephen Wattles Kris Griffith Kevin Abraham Tara Griffith Owen Olsen Ellen Archer David Jones Eric Grob Curt Crofts Shannon Greer Anya Yeager</p> <p>Preferential Treatment due to status of Founder’s child or employee’s child: 100%</p>	

II. Assurances

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

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

- The charter school will maintain accurate student transcripts.
- The charter school is nonsectarian in its programs, admission policies, and employment practices and all other operations.
- The charter school Principal/Director shall attend a one-day special education training class sponsored by the Utah State Office of Education prior to the first day of instruction and annually thereafter.
- The governing board will name and provide email contact information for the following individuals prior to opening and at any time the school makes changes to these positions: Board Chair, Executive Director, Principal, Assistant Principal, Assessment Director, Special Education Director, Title IX Civil Rights Monitor Officer, Section 504 Coordinator, and Business Official.
- The charter school applicant acknowledges that neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities who operate the charter school.
- The charter school applicant certifies all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. The charter school applicant understands that incomplete applications will not be considered.
- The charter school applicant acknowledges that it has read all Utah statutes regarding charter schools and that, if approved, it is subject to and will ensure compliance with all relevant federal, state and local laws and requirements. The charter school applicant acknowledges that, if approved to operate a charter school, it must execute a charter contract with the Utah State Charter School Board within twelve months of the date of approval of the charter by the Utah State Board of Education and must begin providing educational services within the timeframe outlined in the charter. Failure to do so may result in revocation of the charter approval and, if applicable, termination of the contract and revocation of the charter.

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

III. Signatures

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

Name of Authorized Agent: Stephen Wattles

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)

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EXECUTIVE SUMMARY

St. George Academy will be the only high school in the Washington County whose primary mission will be to prepare its students for a university education. According to WCSD data, only 17% of the area's high school students meet the minimum academic preparedness standards for the four general content areas as defined by ACT scores⁵. These deficiencies are further reflected by the increasing number of students, locally and nationally, that require remedial or developmental supplementation upon entering post-secondary programs⁸. St. George Academy is committed to providing a secondary education that will adequately prepare its students for the intellectual rigor and heightened expectations that they will encounter at the university level.

The guiding philosophy of St. George Academy academic program of instruction will be based upon the premise that its students seek the requisite intellectual competency to achieve above average scores on college admission equivalency exams (e.g. SAT or ACT), compete nationally for admission into even the most selective undergraduate institutions, and receive a strong foundation in the general content areas that will ensure that they will remain active lifelong learners.

Washington County Utah is recognized as one of the leading growth areas in the State as well as in the Country. As growth continues in the county so will the number of families demanding a more rigorous academic experience. There are currently three charter schools, soon to be a fourth, serving grades K-8. These schools will have in excess of 2,500 children whose families have embraced choice in education. In addition, SUCCESS Academy, a concurrent high school and college enrollment alternative, has had in excess of 300 applicants vying for just 30 positions.

The need and the demand for an aggressive high school academic program has been identified. St. George Academy will be the educational alternative for these families expecting college preparedness and enrollment.

St. George Academy will look to replicate successful charter school models already in existence and already demonstrating measurable results. These schools, which have like purpose and mission, will be used, where appropriate, as foundational models.

The current Board of Directors of St. George Academy has experience in charter school governance, charter school finance, academic institution finance and academic & program development. The combined skills and experiences of the Board will lend themselves to the successful creation, program implementation, and goal achievement of St. George Academy.

SECTION 1: SCHOOL PURPOSE

Vision:

St. George Academy will comprehensively prepare students for a demanding college experience through an academically rigorous high school education. We will provide our students more, and advanced, educational challenges in pursuit of their academic and life goals.

Mission:

To provide our students with a strong academic foundation preparing them for a successful college experience and their future learning endeavors.

St. George Academy is a 9-12th grade high school that focuses on providing students an opportunity to take challenging and accelerated courses in an environment that supports high academic achievement and ambitious goals allowing students to advance at an accelerated pace. In accordance with UCA 53A-1a-503, St. George Academy will meet the following purpose of charter, at a minimum:

- Continue to improve student learning;
- Encourage the use of different and innovative teaching methods;
- Create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school;
- Increase choice of learning opportunities for students;
- Establish new models of public schools and a new form of accountability for schools that emphasizes the measurement of learning outcomes and the creation of innovative measurement tools

The curriculum at St. George Academy provides a competitive edge for students vying for acceptance to a college or university. Utilization of Advanced Placement courses in foundational subject areas and instruction in practical test taking skills throughout their high school experience will prepare students for the rigors of college and train them for national tests such as the ACT or SAT. The following table presents the four primary indicators of St. George Academy's success of fulfilling its mission:

Measure	Metric	Board Goal
College Acceptance Letters	100% College admissions, for those who apply, of graduating students to a	100% College and Career Readiness for all students.

	school of their choice.	
All students will enroll in ACT and SAT preparation courses and will test at least three times while at St. George Academy	At least 70% of Students will score at least 20% above the national average on the ACT test and/or SAT test.	Score at a college acceptable rate on the ACT, SAT (or similar national test scores)
Guidance counseling provided to each student which focuses on acceptance into a college or university including instruction and workshops on scholarship applications.	At least 90% of students, who apply, will receive a scholarship award	Scholastic recognition for advanced studies
Active advising provided to each student which will focus on higher education options, strategies for acceptance into a university, instruction and workshops on financial aid and scholarship applications.	At least 90% of students, who apply, will receive a scholarship award	Scholastic recognition for advanced studies

St. George Academy will further the educational choices for students in Southern Utah. There are currently six charter schools in Washington County who will be serving over 3,500 primary and secondary students. These are families who have identified their desire to exercise choice in education. Many of these families and students are asking for an additional high school alternative. There are currently 2 charter school options for high school in Washington County serving a total population of fewer than 500 students. Choice in education is a valuable option for parents and students wishing to tailor a school experience that aligns with family and student expectations and demands. The proposed St. George Academy will provide the Washington County community the option of enrolling high school students in an educational institution that will comprehensively prepare students for a demanding college experience through its academically rigorous programs.

St. George Academy will be the only high school in the county where students who are committed to an intense educational experience in preparation for their university

studies will be able to become fully immersed in a demanding educational environment. St. George Academy will seek to attract a student population of driven, forward looking college bound individuals by offering a unique program of instruction geared at college readiness.

The faculty of St. George Academy will be expertly trained and fully knowledgeable in their discipline. Moreover, they will employ the most effective and data-proven pedagogical methodologies in their efforts to educate their students. The St. George Academy classroom will be an active learning environment where constructivist interactions and group discourse will drive the learning process. Critical thinking and cogently written and verbal expression will be the foundational property of assignments.

The educational ethos of St. George Academy will model that of university classroom with its emphasis on comprehension and synthesis and not passive, short-term memorization. In time, St. George Academy's programs will generate graduates who will successfully compete for admission in to the most prestigious and selective undergraduate programs in the nation. Moreover, the education students will receive at St. George Academy will provide them with an intellectual advantage throughout their university experience.

Within the first five years of operation, we anticipate that St. George Academy will be a model of secondary education and recognized for its innovative pedagogy and its success at providing students with a world-class education. We anticipate a full enrollment of 550 students excited to be a part of a dynamic learning environment. By the five year mark, St. George Academy expects to operate on a campus that emulates that of a university. Classrooms will be furnished to permit dynamic interactions. Laboratories will be equipped with advanced scientific apparatus. The buildings will offer student spaces to allow for private study and group interactions while the campus will integrate functional infrastructure and common green space. St. George Academy will employ the latest designs and ideas of the modern learning environment. The campus will reflect the unmistakable atmosphere of an "academy".

The current Board of Directors of St. George Academy has experience in charter school governance, charter school finance, academic institution finance and academic & program development. The combined skills and experiences of the Board will lend themselves to the successful creation, program implementation, and goal achievement of St. George Academy. Moreover, the current Board of Directors recognizes their duties and responsibilities in serving their community as well as USOE. They will continue to seek out potential Board Members always looking to groom the next generation of leaders of St. George Academy. As many of the current Board Members have experience working on Non-Profit Board of Directors they are intimately aware of the necessity of having strong board candidates willing, and able, to fill in as terms expire. The Board

will host regular meetings and special meetings, as needed, to continually assess available data and determine the necessary actions to govern the operations of the school. Each regular meeting will include agenda items presenting the most current enrollment information and potential enrollment as reflected on the waitlist. On a trimester basis, a summary of student performance against the established course and program benchmarks will be presented by the administration and the necessary, responsive course of action will be determined. At the end of each year, the administration will present a review of the school performance from extensive data provided by internal assessment methods and the reflections of the faculty. By the beginning of the academic year in the fall, all relevant state testing data will have been compiled and analyzed permitting for an actionable response to be determined and implemented. Importantly, St. George Academy will instill the culture of a “learning organization” at every level. From the individual faculty member, through the academic and support staff, and ultimately to actions of the governing Board, St. George Academy will continuously assess its own proficiency in effort to ensure it is meeting its mission of successfully providing a strong academic experience in a responsible and appropriate manner.

SECTION 2: MARKET ANALYSIS

Washington County has been one of the fastest growing areas in the State of Utah and the nation. U.S. Census records show that the population has increased more than 45% in the past ten years. According to data from Washington County School District student enrollment has increased at 16.62% from 2008-2014. In addition over 1,500 permits have been taken out for new home construction for 2014. Upon further examination many of the new home permits and new home developments are occurring, and will occur, in the Washington Fields area which immediately surrounds the St. George Academy proposed location. This area is one of the few remaining “high-growth” areas due to availability of land, new bridge and infrastructure improvements, and access to the new airport. We believe this site area to be the ideal location for St. George Academy. As a consequence of the population growth in the region, the number of parents opting for choice in education is expanding every year. Most recently the State Charter School Board approved another charter school within the City of Washington in Washington County to address this demand. With the opening of Dixie Montessori Academy, Washington County will have four charter schools serving grades Kindergarten-8th grade and a single charter high school, Tuachan High School, which offers a specific curriculum focused exclusively on the arts.

The educational landscape of Washington County is comprised predominantly of the Washington County School District and the schools under its purview. As of May 2014 WCSD had, per their publications, 28,153 students enrolled in Kindergarten through the 12th grade including on-line and non-traditional schools. The second largest education provider in the county would be charter schools with enrollment of approximately 2,750 children with George Washington Academy being the largest charter school with 1,025 students enrolled. These numbers do not include newly opened Dixie Montessori Academy, which began its program this academic year. Private schools comprise a very small percentage of the educational offerings available in the county. The number of families that choose to home school their children are currently impossible to determine. Direct evidence of the local population’s demand for more educational choices can be observed with George Washington Academy, an academically focused K-8th grade school. GWA’s enrollment grew from around 250 children to over 1,000 in under 6 years. This growth reflects the demand that local families have for a more rigorous academic program. The proposed St. George Academy has the benefit of experience from leaders who served on the Board of Directors for George Washington Academy as well as the experience of the former Business Manager. Each year, more and more GWA parents publicly express their desire for a rigorous academically-focused option for high school as the prospect of their children matriculating through the standard WCSD high school system approaches.

Within a five-mile radius of the anticipated location for St. George Academy there are

currently seven K - 5 WCSD schools. These seven schools have over 4,100 students in total. In addition, there is a 6th-7th grade intermediate school within 5 miles; this school has over 820 students enrolled. There are two middle schools and two high schools also within this radius. Combined, the middle schools have a current enrollment of 1,636 students while the high schools enroll 2,201 students. In addition, there are three identified private schools within the 5-mile radius with an estimated, combined enrollment of 90-100 students.

Within the five-mile radius of the planned location there are currently over 9,800 school aged children. From this population, 88.77% attend Washington County School District schools, 10.29% attend a charter school while .93% attend private schools. Again, these numbers do not reflect the total homeschooled population and are based on publicly available information from WCSD and the local charter and private schools. The demographics of all schools are fairly homogeneous. Demographic data indicates that 10-15% of the student population receives special education, 10-15% qualifies as economically disadvantaged, and 10-20% is classified as ethnic minorities.

The Board of Directors of St. George Academy acknowledges the increase in alternatives for high school students offered by on-line and distance education by WCSD. However, at this time these programs are offered only as alternatives to traditional WCSD high school classes and are primarily focused on established content delivery and not on preparing the student for the rigor of a university experience. The Washington County School District does offer three distinct possibilities for college preparation and credit through their secondary education programs. However, each of these options represents isolated and supplemental educational opportunities within the context of the standard high school experience. St. George Academy differs from the current secondary school options as its espoused mission will be a singular focus on providing an academically rigorous learning environment committed to providing an advanced education in effort to prepare its students for success at the university-level.

The first option available to WCSD high school students is the Advanced Placement courses. A limited number of Advanced Placement (AP) courses are offered through the various high school curricula whereby students can receive college credit based on their performance on the national AP exams in the specific disciplines. Historically the passing rate, i.e. scores high enough to receive college credit, in Washington County on the various AP exams has been as low as 10-15%. Additionally, the high schools' Advanced Placement courses are only offered to 11th and 12th grade students, which limit the amount of college preparation courses a student may take. Past results have demonstrated, after a full year of AP classes, which are designed to teach and prepare a student at the college level, as few as 1 in 10 pass the AP test with a high enough score to receive college credit.

As a second avenue to college coursework, a Washington County School District high

school student can apply for acceptance into concurrent enrollment courses through Dixie State University. Concurrent enrollment courses are limited and only taught on the DSU campus or at high schools that are in relative close proximity to Dixie State University. According to data provided by the DSU Registrar's office, 623 area high school students were enrolled for concurrent enrollment credit during the Fall 2014 semester. Concurrent enrollment is a valuable option if students plan to continue their education at a USHE-system state college or university. However, as the state institutions continually modify their academic programs, the prospect of direct transferability has decreased. Moreover, this credit does not easily transfer to private, regional, or national universities, thus eliminating any financial benefit received from participation.

The WCSD "SUCCESS Academy" is the third college preparatory option. SUCCESS Academy is located on the Dixie State University campus and offers college courses to high school students but has a very limited enrollment. Physical constraints of space availability and access to university faculty limit the annual cohorts to approximately 60 students. Ever increasing demand for the program results in a larger proportion of applicants being denied. For example, the 2011-12 academic year, more than 300 applicants were turned away. The obvious demand for non-traditional, advanced secondary education programs such as AP courses, concurrent enrollment, and the Success Academy clearly indicate that there is a growing need for a primarily academically oriented, college preparatory high school serving the Washington County population.

Further limiting the potential for advanced educational opportunities available to academically promising high school students, Utah schools have begun to modify their coursework at each grade level to ensure their alignment with the standards established by programs such as the Common Core. While standardization programs such as the Common Core have proven to be a benefit for the educational goal of the average student, students who are accelerated in core subject areas and/or are generally high achieving, the standardized coursework is proving to be a hindrance by limiting their capacity to expand their potential.

As it is described throughout this charter application, the proposed St. George Academy will provide the Washington County community the option of enrolling high school students in an educational institution that will comprehensively prepare students for a demanding college experience through its academically rigorous programs. St. George Academy will be the only high school in the county where students who are committed to an intense educational experience in preparation for their university studies will be able to become fully immersed in a demanding educational environment. St. George Academy will seek to attract the best and the brightest of the student population by offering a unique program of instruction. The faculty of St. George Academy will be expertly trained and fully knowledgeable in their discipline. Moreover, they will employ

the most effective and data-proven pedagogical methodologies in their efforts to educate their students. The St. George Academy classroom will be an active learning environment where constructivist interactions and group discourse will drive the learning process. Critical thinking and cogently written and verbal expression will be the foundational property of assignments. The educational ethos of St. George Academy will model that of university classroom with its emphasis on comprehension and synthesis and not passive, short-term memorization. In time, St. George Academy's programs will generate graduates who will successfully compete for admission in to the most prestigious and selective undergraduate programs in the nation. Moreover, the education students will receive at St. George Academy will provide them with an intellectual advantage throughout their university experience. Beyond the coursework, St. George Academy expects to operate on a campus that emulates that of a university. Classrooms will be furnished to permit dynamic interactions. Laboratories will be equipped with advanced scientific apparatus. The buildings will offer student spaces to allow for private study and group interactions while the campus will integrate functional infrastructure and common green space. St. George Academy will employ the latest designs and ideas of the modern learning environment. The campus will reflect the unmistakable atmosphere of an "academy".

In addition to focusing on academics St. George Academy will also create a unique high school learning environment by creating a physical space replicating more of a college experience, this design is to benefit the students as well as differentiate St. George Academy from a traditional high school. The campus is planned to be laid out with a common outdoor area, independent buildings specific to subject areas (math building, science building, English building, etc.), more independent learning and study space, places for group work, wireless access throughout, and other characteristics unique to a college or university campus.

St. George Academy will offer after school clubs, enrichment activities and athletics. It is expected that these activities will be around areas of study like sciences, math, etc. as well as drama, arts, etc. The student body will be primarily responsible for ultimate direction. The Board's role will be to foster and ensure suitability for the school. In addition, we intend to offer athletics and again expect student demands to help foster direction.

We expect the focus on academics, the college preparedness goals, the physical design of the school, as well as the enrichment programs and athletics to resonate with a percentage of the high school aged students in Washington County. Peak to Peak, a highly successful and nationally recognized charter school in Lafayette, CO serves as an inspiration for St. George Academy. Lafayette, CO has a total population of 24,453 residents as of the 2010 census. Washington County has over 144,809 residents per the 2010 census. St. George, UT has a total population of 75,561 and Washington, UT has a population of 20,888.

Peak to Peak serves 600 students in grades 9 – 12. They continually have 150-200 students on the 9th and 10th grade enrollment waiting list serving a population almost 25% the size of St. George and Washington, UT.

SECTION 3: STUDENT POPULATION

As previously described, there is ample evidence supporting the need for an academic focused high school in Washington County. SUCCESS Academy's application of 300 students for 30 positions, Dixie University's enrollment of 623 students in concurrent enrollment and over 2,750 students enrolled in charter schools in Washington County demonstrates a significant demand for choice in education. These numbers represent over 10% of the school aged children in the county. We are expecting to grow to 550 students at year 3 starting with 350 in year 1. As previously mentioned, Peak to Peak, the model charter school we are looking to emulate serves a much smaller community population and continually has full enrollment at 600 students per year.

St. George Academy is for students who value a demanding high school educational experience in an effort to further prepare them for the demands of college and their continuing education knowing that academic pursuits will assist in their life goals. It is expected that St. George Academy students will wish to enter the college or university of their choice and will be aware of the academic demands of their chosen path.

By creating a high school built on college preparedness we will be serving the needs of those students who expect to enter challenging post-high school programs and will need the requisite level of college readiness in order to excel in their academic pursuits of choice. St. George Academy will use proven courses and curriculum, mimic already successful charter schools, and utilize research from ACT to provide the students with the knowledge and experiences necessary to enter a college or university and to further excel in those academic programs. Specifically St. George Academy students will not have the expectation or need to take remedial courses at their college or university to bring them to expected readiness levels. Further, in review of our proposed curriculum we have full confidence that our students will not only meet, but exceed, USOE graduation requirements.

St. George Academy anticipates, and is seeking enrollment, for 550 students in grades 9 - 12. This number, at full enrollment, represents less than 2% of all students in the Washington County School District. We believe this number to be a reasonable 3 year growth number when taken into context the demonstrated growth of charter schools in the county, the actual growth of George Washington Academy in Washington County, the number of applicants for SUCCESS Academy, the number of students enrolled in concurrent enrollment, the growth of the area and continual influx of families to the area. It is further believed that our estimated first year enrollment of 350 students and our year 2 number of 450 students are also within reason.

We further anticipate our student population to consist of 10-15% special education, 10-15% economically disadvantaged and 10-20% minority demographic. We will not seek to target any specific populations other than those already identified above. The school

does not discriminate against students in any way i.e. gender, ethnicity, socioeconomic status, learning ability, medical problems, etc.

St. George Academy will work to recruit a diverse cross section of students valuing diversity in opinion, experiences, culture, etc. Diversity of thought benefits all stakeholders. Our recruitment process includes proactively communicating with counselors with the local school district, proactively working with the school district, collaborating with all local charter schools, creating public meetings, community press releases, advertising, speaking directly with our elected officials, local civic organizations (Lions, Rotary, etc.) , speaking with our Chamber of Commerce and the business community as a whole in an effort to educate what charter schools are as well as what value St. George Academy brings to the community and the students who reside in it. We will also take advantage of community events which present us an opportunity to educate and recruit. We do not anticipate proactively recruiting specific minority populations and do not anticipate any accommodations, excluding Federal and State Law, being provided to any minority class.

With the expectation of positive recruitment efforts we fully expect to enroll a percentage of students not fully prepared for enrollment at an academically accelerated high school. Upon enrollment to St. George Academy students will take assessments in an effort to place them with the correct level of instruction. Students significantly below benchmarks will be counseled that graduation from St. George Academy may require more time and credits than anticipated. As previously stated, the school will in no way discriminate or ask students to leave. However, realistic expectations and transparency in all matters are in the students', and the schools, best interests. Any student enrolled will have the expectation of graduating from St. George Academy.

While we will continue to uphold the vision and mission of the school we are intimately aware of the requirements, both State and Federal, of working with IEPs and identifying, through early intervention and assessment, those students who may require additional assistance. At every level we will work to use all resources at our disposal to create a learning environment tailored to those students requiring more while at no time diminishing the expectations of St. George Academy. Per Federal and State law we will develop programs specifically tailored to ELL as well as addressing McKinney Vento knowing there are State and Federal guidelines we must adhere to as well as State resources from which we will create the appropriate contacts, internal resources, policies and procedures. Additionally, students with disabilities will be granted every opportunity to excel with, or above, their peer group. While we will uphold the provisions of Section 504 of the Rehabilitation Act of 1973 we will not discriminate a minority population as previously stated.

By constantly using data generated by the teachers and students we will be able to identify areas of opportunity as a school and at the individual level increase, or impact,

the learning of our students. We will be a data driven organization and in so being will identify as early as possible areas for intervention and improvement. Students not achieving at expected level will be identified early at which point a plan for improvement, and potentially identification of learning challenges, can be identified and addressed.

St. George Academy will be staffed with credentialed teachers as well as layers of administration, support staff, and guidance personnel. It is expected that the collaborative efforts of these professionals will be able to identify students with difficulties and work to create an intervention plan. All students will need to complete the expected and required coursework to successfully graduate from St. George Academy. We will make every reasonable effort to help student with learning differences do so. Continual college readiness counseling will allow the students to assess their performance against their own expectations.

Enrollment procedures will follow Utah Code 53A Chapter 1a Section 506. Specifically, St. George Academy will comply with all federal and state laws relative to admission policies, which include an open admission. Children of faculty, staff and founding families, as well as students returning for their second or any subsequent year and siblings of currently enrolled students shall be given first preferential enrollment status.

After preferential enrollment, St. George Academy will accept additional applications for enrollment. The administration shall establish a time frame as to how long applications will be accepted, recognizing the law requires a minimum of 30 days. After this application period is closed, the administration shall hold a lottery to determine the student population. Siblings of children selected from the lottery process are given second preferential enrollment status to ensure that family groups are enrolled together. Lottery results for admitted students are available within 30 days of the lottery. Lottery results for students not admitted are available within a reasonable time there-after. Students not accepted at St. George Academy are automatically wait-listed in numerical order in accordance with lottery outcome.

In addition, St. George Academy will apply for approval of an articulation agreement between St. George Academy and George Washington Academy by the State Charter Board pursuant to State law allowing for preferential enrollment if the number of applications exceeds the capacity of a program, class, grade level, or the school.

SECTION 4: PROGRAM OF INSTRUCTION

The mission of St. George Academy is to provide our students with a strong academic foundation preparing them for a successful college experience and their future learning endeavors. St. George Academy will be the only high school in Washington County whose primary mission will be to prepare its students for a university education. According to 2013 WCSO data, only 17% of the area's high school students meet the minimum academic preparedness standards for the four general content areas as defined by ACT scores. These deficiencies are further reflected by the increasing number of students, locally and nationally, that require remedial or developmental supplementation upon entering post-secondary programs. St. George Academy is committed to providing a secondary education that will adequately prepare its students for the intellectual rigor and heightened expectations that they will encounter at the university level.

The guiding philosophy of St. George Academy's academic program of instruction will be based upon the premise that its students seek the requisite intellectual competence to achieve above average scores on college admission equivalency exams (e.g. ACT or SAT), compete nationally for admission into even the most selective undergraduate institutions, and receive a strong foundation in the general content areas that will ensure that they will remain active, lifelong learners. Success will be defined by both formative and summative assessment metrics at the level of the individual student, the classroom, and the program-level.

The mission of St. George Academy is to provide its students with a strong academic foundation that prepares them for a successful college experience and their future learning endeavors. The board, administration, faculty, and community stakeholders of St. George Academy will be committed to effectively preparing its students for their success at the post-secondary level. Its academic program is built upon the recommendations put forth by American College Testing, the organization which offers the standard college readiness examination and is an active researcher in effective pedagogical programs. In their annual policy report "Courses Count", ACT presents curricular recommendations that have been shown to significantly improve academic performance at the secondary and post-secondary level. Included in their recommendations is that students engage in a formally structured series of courses in English, mathematics, and the sciences. Moreover, the rigor of the courses, as it relates to content and assessment methods, be more similar to that encountered at the university level. Both ACT and The National High School Center also promote the alignment of curricular content of secondary programs to post-secondary programs as an effective means to prepare students in their eventual transition into higher education. It has been well established that students who are exposed to more academically intense programs enroll in and persist in post-secondary education at higher rates than their peers who pursue less challenging courses of study.

The design of the St. George Academy’s academic curriculum will incorporate these findings into its implementation. A successful model that the St. George Academy Board seeks to emulate is found at *Peak to Peak*, a charter school in Lafayette, Colorado. Opening in 2000, *Peak to Peak* quickly became noted locally and nationally as one the top college preparatory programs in the nation. Notable accomplishments of *Peak to Peak* is their student’s significantly higher average ACT test scores and the 100% university admissions for their 2012 graduating class. St. George Academy’s curricular offerings and course designs will be based upon this proven model of success.

The following list of recent accomplishments provided by *Peak to Peak* demonstrates the success they have experienced and supports the rationale for St. George Academy’s intention to model their success.

Competitive ACT Scores (National average – 20.9)	College Acceptance Rate (Graduating Seniors)	Graduate Scholarships (Dollars offered as scholarships)
<ul style="list-style-type: none"> • 25.2 Average in 2012 • 25 Average in 2011 • 24.5 Average in 2009 • 25.4 Average in 2008 • 24.9 Average in 2007 	<ul style="list-style-type: none"> • 2013- 100% • 2012- 100% • 2011- 100% • 2010- 100% (Average 4 acceptances per student) 	<ul style="list-style-type: none"> • 2013- \$21M • 2012- \$16M • 2011- \$15M • 2010- \$9.8M • 2009 - \$7.8M • 2008 - \$6.5M

Peak to Peak’s success has garnered national attention from highly regarded media agencies. Taken collectively, *Peak to Peak* is annually ranked among the top high schools in the entire nation. Notable rankings include:

1. Gold Medal High School by US News & World Report

The U.S. News rankings include data on more than 19,400 public high schools in 50 states and the District of Columbia. Schools were awarded gold, silver or bronze medals based on their performance on state assessments and how well they prepare students for college.

- 2012 - 2013 Gold Medal High School #58 out of 22,000 schools
- 2011 - 2012 Gold Medal High School #102 out of 22,000 schools
- 2009 – 2010 Gold Medal High School #76 out of 18,743 schools
- 2008 – 2009 Gold Medal High School #69 out of 27,000 schools
- 2007 – 2008 Gold Medal High School #47

2. Newsweek Top 100 High School

Ranking highlights the best 2,000 public high schools in the nation—those that have proven to be the most effective in turning out college-ready grads. The list is based on six components: graduation rate (25 percent), college acceptance rate (25 percent), AP/IB/AICE tests taken per student (25 percent), average SAT/ACT scores (10 percent), average AP/IB/AICE scores (10 percent), and percent of students enrolled in at least one AP/IB/AICE course (5 percent).

- 2012 – 2013 #49 out of 2,500 schools
- 2011 – 2012 #43 out of 2,300 schools
- 2010 – 2011 #29 out of 16,00 schools
- 2009 - 2010 #35 out of 16,000 schools
- 2007 – 2008 #40 out of 27,000 schools

3. Washington Post High School Challenge Index

America's Most Challenging High Schools ranks schools through an index formula that's a simple ratio: the number of Advanced Placement, International Baccalaureate and Advanced International Certificate of Education tests given at a school each year, divided by the number of seniors who graduated that year. A ratio of 1.000 means the school had as many tests as graduates.

- 2014- Ranked #107
- 2013- Ranked #70
- 2012- Ranked #53
- 2011- Ranked #51

The St. George Academy Board is committed to following the *Peak to Peak* model and will adhere to their program design as it seeks to provide residents of Washington County an equivalent level of educational opportunity. The Board has remained in continuous dialogue with representatives from *Peak to Peak* throughout the initial design of the St. George Academy's vision and the application process. *Peak to Peak* administrators have been generous with their ongoing support of St. George Academy and have agreed to host Board members and future administrators during its development.

While every high school in the WCSD does its best to prepare its students for college and/or the work force, the reality is that less than 20% of its graduates are quantifiably prepared for a university education. St. George Academy will serve that demographic of the student population who seeks to gain the most from a rigorous educational

experience and to compete for admission in to the universities of their choice.

The academic program will be structured around a required sequence of courses with an emphasis in literature, composition, social sciences/history, science, and mathematics. While a specific course sequence in each area will exist, students that are qualified may advance to the appropriate course as is determined by the faculty and administration. St. George Academy intends to offer a full complement of Advanced Placement (AP) courses in an effort to further promote the student's transition from the secondary and into the post-secondary experience. In addition, formal courses for standardized ACT or SAT test preparation will be a required and vital component of the curriculum.

St. George Academy intends to offer a curriculum that will continually reinforce and enhance the fundamental academic skills that are applicable to every higher educational program. Based on the classical adage of 'reading, writing, and arithmetic', St. George Academy will employ a consistently rigorous curriculum and assessment methodologies more representative of what is encountered in university classrooms. Beyond simply increasing the amount of information presented within any discipline, the program of instruction will promote the students' intrinsic capacity to become an advanced learners and educated citizens, regardless of the specific content. Moreover, the planned curriculum will incorporate in-depth integration amongst the individual courses to further promote the learning process and to reinforce the requisite skills of reading comprehension, writing composition, and mathematical ability.

St. George Academy will comply with State requirements for the collection and application of relevant assessment data. St. George Academy will use a variety of formal and informal measures to gauge performance and evaluate instructional and program effectiveness. The daily, weekly, and monthly schoolwork that students bring home provides some of the best informal assessment of pupil performance for students and parents. The regular homework assignments that begin daily in 9th grade and continue throughout high school provide many opportunities for students to demonstrate good work habits, mastery and improvement over time. Teachers will define and administer periodic tests to evaluate pupil performance in specific subjects on a regular basis. Projects and reports provide additional opportunities for students to demonstrate performance. St. George Academy students will take the mandated Student Assessment of Growth and Excellence (SAGE) test and State Standards (CSAP) tests on a schedule established by the District or the State. The Board will utilize three primary data sources for program and school assessment from which to improve academic outcomes; course/curriculum data, ACT scores, and all state testing data. Additionally, the Board may establish other testing measures as it deems helpful or necessary for assessment of student achievement and instructional effectiveness. Based on its implementation in other WUSD schools, PowerSchool is the software that St. George Academy intends to use for tracking and reporting student progress. The district secretary for the school will

be responsible for overseeing and training staff on web-based performance tracking programs, such as PowerSchool, and reporting to the state.

St. George Academy does **not** intend to offer career education.

- St. George Academy does **not** intend to offer distance and/or online education.
- St. George Academy does **not** intend to offer gifted education.
- St. George Academy does **not** intend to partner with a four-year college or university or offer early college options.

Anticipated Academic Program and Course Offerings

The following is an extensive list of the anticipated curriculum to be offered by St. George Academy. This list is intended to reflect the school catalog contingent upon a time when all four grade levels (i.e. 9-12) are fully enrolled and a complete faculty is hired. Modifications will likely need to be made until such time.

St. George Academy will provide a rigorous, college preparatory, academic program for high school students who value challenge and the opportunity to work closely with a small group of teachers in a collegial environment. The academic program will be structured around a required sequence of courses with an emphasis in mathematics, science, English, history, and foreign language. While there is a specific course sequence in each subject area, students who successfully complete a placement test may move ahead to the next highest course. The St. George Academy Board will establish prerequisites for advanced courses. Advanced Placement (AP) and honors courses are open to any St. George Academy student who has completed the prerequisite courses.

As a college preparatory high school, St. George Academy will cover a wide breadth of material in great depth through challenging material in greater depth through challenging or advanced classes. Key aspects of learning at St. George Academy are analytical reasoning and critical or advanced thinking. Each classroom uses the College Board's Three Levels of Questioning, as well as Bloom's Taxonomy, to shape lesson planning and instruction. St. George Academy students who demonstrate a mastery of knowledge and skills are challenged to enroll in one or more Advanced Placement (AP) courses, which are offered in all core subject areas.

St. George Academy's staff and faculty will take very seriously the mission to teach students to become advanced thinkers – the kind of thinkers that colleges and universities want to admit. The curriculum will support this. The choice of educational materials will reinforce it. The type of advanced thinking to be fostered, combined with the knowledge that fuels that thinking and the character to put it to good use, will define what “college prep” means at St. George Academy. By focusing on a liberal arts college preparatory program, St. George Academy will achieve three important objectives: it will help students identify their passions, it will prepare them to

successfully meet the educational challenges of higher education, and it will prepare them to be well-educated citizens in an increasingly complex world. A liberal arts education has been recognized throughout history for its broad benefits and its value as a foundation for future learning. St. George Academy is designed from the top down for graduates to meet or exceed the entrance requirements of selective colleges and universities.

Advanced Placement Program

The College Board's Advanced Placement (AP) Program is a challenging academic program designed to provide motivated high school students with college level academic courses. The courses provide an excellent opportunity to build study skills for a successful college experience. Attending a high school that offers numerous AP courses, such as St. George Academy, provides the following benefits for students:

- More than 90% of U.S. colleges and universities give college credit to students who achieve a qualifying grade on the exam.
- More than 300 additional universities in 20 countries recognize AP courses and exams.
- Approximately 50% of U.S. colleges grant a full year of credit (sophomore standing) to qualifying students.
- The AP organization has three levels of AP diploma recognition.
- Students choose subject areas of strength to qualify for the AP diploma.
- Students may take AP courses in all high school years if prepared for the coursework.

St. George Academy expects that all students who take an AP course also take the exam. Students who cannot afford fees associated with the AP exam should consult appropriate St. George Academy personnel to arrange for scholarships. The Advanced Placement Program recognizes high school students who have demonstrated outstanding college level achievement through AP courses and exam grades.

AP exams and have an average exam grade of 3.5. As St. George Academy's students advance to higher-level courses, additional AP classes will be added incrementally. While college requirements and student interest will determine final course offerings, it is expected that St. George Academy will offer the following AP classes within the next 5 years.

- AP Literature & Composition
- AP Language & Composition
- AP Spanish Language
- AP French Language
- AP Mandarin Language
- AP Human Geography

- AP U.S. Government & Politics
- AP U.S. History
- AP European History
- AP World History (AP World History alternates w/ AP European History)
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- AP Biology
- AP Chemistry
- AP Physics
- AP Computer Science AB
- AP Music Theory
- AP Studio Art 2D Design
- AP Studio Art Drawing

Working closely with the faculty and the administration, the St. George Academy Board will adopt curriculum for each course offered and will establish procedures for parents, students, and subscribers to review and comment on curriculum, textbooks, and instructional effectiveness. For their part, the faculty will determine the appropriate curriculum based on their knowledge of the discipline content, as well as the recommendations of experts from the discipline that will be asked to periodically review the St. George Academy curriculum in terms of quality and relevancy. St. George Academy's curriculum will focus on standards-based learning and demonstrated mastery of essential learning.

Proposed Course Offerings

English	History, Geography, Government, and Economics	Foreign Language
English: World Literature	Geography: Human Geography	Spanish 1 / French 1
English: British Literature	Geography: Advanced Placement Human Geography	Spanish 2 / French 2
English: American Literature	Civics: United States Government	Spanish 3 / French 3
English: Senior Literature and Composition	Civics: Advanced Placement United States Government and Politics	Spanish 4
English: Advanced Placement Language and Composition	History: United States History	Spanish / French: Advanced Placement Spanish/French Language
English: Advanced Placement Literature and Composition	History: Advanced Placement United States History	Mandarin 1
	History: World Religions	Mandarin 2
	History: Roots of Contemporary Conflict	Mandarin 3
	History: Advanced Placement World History	Mandarin 4
	History: Advanced Placement European History	Mandarin: Advanced Placement Mandarin Language and Culture
	Financial Literacy	

Mathematics	Science	Fine Arts
Math: Algebra 1	Science: Biology 1	Visual Arts
Math: Geometry	Science: Chemistry 1	Art 1: Foundations in Art
Math: Algebra II / Trigonometry	Science: Physics 1	Art 2: Studio Practices
Math: Pre-Calculus	Science: Anatomy and Physiology	Art 3: Media & Voice in Art
Math: Discrete Math and Math	Science: Environmental Science	Art: Digital Art & Photography
Math: Advanced Placement Calculus	Science: Advanced Placement Biology	Art: Digital Art & Photography II
Math: Advanced Placement Calculus	Science: Advanced Placement Chemistry	Art: Introduction to Film Study
Math: Advanced Placement Statistics	Science: Advanced Placement Physics C, Mechanics	Art: Advanced Placement Studio Art; 2D
	Science: Advanced Placement Physics C, Electricity and Magnetism	Art: Advanced Placement Studio Art / Drawing
	Science: Science Research Seminar	

Music
Music: Advanced Placement Music Theory

Technology/ Computers (CTE) Technology: Research and Information Technology Technology: Introduction to Web Programming Technology: Advanced Web Programming Technology: Advanced Placement Computer Science	Health & Wellness Health & Wellness 1 Physical Education PE: Physical Education PE: Athletic Weights & Conditioning	General Electives Forensics (Speech & Debate) Journalism (Newspaper) Yearbook Student Aide
Career Technical Education ACT/SAT Prep		

Proposed Curriculum Alignment with Utah Core Standards

As a publicly funded charter school, St. George Academy’s curriculum will align with the graduation requirements outlined by the Utah Core Standards. Below is a representative schedule of courses as outlined by the Utah State Office of Education presenting the minimum graduation requirements for students in a USOE public high school and their direct equivalents in the St. George Academy academic course catalog. St. George Academy intends to have greater requirements for graduation (e.g. three years of a foreign language, one year of physics, etc.). The courses for St. George Academy are not necessarily arranged in the same chronological schedule as the USOE list as the faculty and administration will determine the appropriate schedule of courses based on content presentation and other details of the academic schedule. These courses represent the minimal foundation of the St. George Academy academic program. Individual programs can be modified through course substitutions and equivalencies approved by the St. George Academy’s administration using the Utah State Office of Education’s guidelines of Applied and Advanced Courses.

St. George Academy Equivalents	Credit Hours	Utah Core Standards	Credit Hours
World Literature	1	English 9	1
Algebra I	1	Secondary I (Math)	1
Environmental Science	1	Earth Science	
Human Geography	1	Geography	0.5
British Literature	1	English 10	1
Geometry	1	Secondary II	1
Biology I	1	Biology	1
World Civilization	1	Civilization	0.5

American Literature	1	English 11	1
Pre-Calculus	1	Secondary III	1
Chemistry	1	Chemistry	1
US History	1	US History	1
Senior Literature Comp.	1	Literature/Comm/Humanities	1
Research Seminar*	1	Applied or Advanced Science	1
US Government/Citizenship	1	Government	0.5
Economics	1	Financial Literacy	0.5
Visual Arts and Music	1.5	Fine Arts	1.5
ACT Prep*	1.5	CTE	1
Technology*	2	Computer technology	0.5
Health and Wellness	0.5	Health	0.5
Physical Education*	1.5	Fitness for Life	0.5
Various Upper Level	1.0	Participation Skills	0.5
		Ind. Life. Activities	0.5
*Excess credit hours count toward elective equivalency		Electives	6
Total			24

Criteria for Promotion and Graduation

As with university-level academic programs, students will be placed in specific courses according to their abilities rather than strictly grade levels, with ability-grouping, clustering and differentiation to ensure that each individual is appropriately challenged. Competency testing upon entrance will provide the administration and faculty the information necessary to determine appropriate course placement for each student, individually. Progression through grade classification will be dependent upon credit hours with the potential of students entering into St. George Academy with transfer and/or equivalency credit through competency exam scores allowing students to graduate earlier than the full four years. However, St. George Academy will be able to offer enough advanced coursework and elective courses that most students will elect to further their education in a direction of their choosing. St. George

Academy’s graduation requirements have been developed based on the entrance requirements of top colleges and universities as well as through analysis of the components of a strong, academic high school curriculum. Students must successfully complete a minimum of 27.5 credits in order to graduate from St. George Academy. With the potential of earning equivalency credits through transfer or high performance on competency exams, there is considerable flexibility in a student’s high school coursework to allow pursuit of a variety of elective courses and a wide range of interests. A sample schedule of progression is provided below. This example presumes that the student enters into St. George Academy with no advanced placement or transferred credits.

First Year	World Literature	1	Second Year	British Literature	1
	Algebra I	1		Geometry	1
	Environmental Science	1		Biology I	1
	World Geography	1		World Civilization	1
	Language I	1		Language II	1
	Art	1		Art	0.5
	Health	0.5		PE	0.5
	ACT Prep	0.5		ACT Prep	0.5
	TOTAL	7		Technology	1
				TOTAL	7.5
Third Year	American Literature	1	Fourth Year	Senior Lit/Comp	1
	Algebra II	1		Pre-calculus	1
	Chemistry/Lab	1		Physics I	1
	US History	1		US	
	Language III	1		Gov't/Citizenship	1
	Art	0.5		Economics/Fin.	
	PE	0.5		Lit.	1
	ACT Prep	0.5		PE	0.5
	Technology	1		TOTAL	5.5
	TOTAL	7.5			
Minimum Credits for Graduation					27.5

St. George Academy Graduation requirements include (minimums below, we recommend four years in all core areas):

English	4 credits
Math	4 credits
Science	4 credits
Social Studies/Financial Literacy	5 credits
World Language	3 credits of selected language
Visual and Performing Arts	2 credits
Technology	2 credits
Health	.5 credits
P.E.	1.5 credits
ACT Prep	1.5 credits

Professional Development for Faculty and Staff

St. George Academy, like most other charter schools, can waive the certification requirement for teachers in its contract with the district. Although a teaching license is not a direct requirement for employment at St. George Academy will prefer candidates who are accredited through certification by the Utah State Office of Education or an Alternative Teacher Licensing program. Teachers who are hired without a teaching license will be strongly encouraged to work toward certification.

Additionally, St. George Academy will seek teachers who are proficient not only in their subject area but also in the field of education. Such proficiency may be demonstrated in a variety of ways, including classroom experience, training and coursework in pedagogy, methodology, research, foundations and educational practice. Regardless of their certification status, St. George Academy teachers must meet the “highly qualified” criteria set forth by the federal No Child Left Behind (NCLB) legislation in order to be considered for employment. To meet these requirements teachers must demonstrate a subject matter competency in all core academic areas to which they are assigned. At the secondary level teachers must have a bachelor’s or master’s degree specific to the subject area being taught; or have at least 24 semester hours in the subject area (30 hours in social studies or science); or they must pass a content assessment, such as the PLACE or Praxis exam, in the subject area.

Core academic areas include the following:

- English, reading or language arts
- Math
- Science
- World language
- Social studies (civics, government, history, geography, and economics)
- Arts (visual arts, theater, music)

Faculty members will be given every opportunity to engage in professional development to ensure that their knowledge is current and that their pedagogical practices are meeting the level of expected excellence. The field of education continues to be flooded with research affirming that the single most important factor in student achievement is the quality of the teacher in the classroom. Consequently, one of St. George Academy's paramount priorities will be to hire and retain the highest-caliber teachers possible. The school intends to develop a Hiring and Organizational Development Team (HOD) of parent volunteers and staff members who will work tirelessly to attract qualified candidates to every open position, relying on exacting standards and an exhaustive hiring process. But hiring excellent teachers isn't enough. Teaching is a craft that is mastered over time, and all teachers, regardless of their expertise or years of experience, require ongoing professional development in order to stay effective and engaged, and to ensure the best possible results in the classroom.

St. George Academy will implement a tiered professional development program designed to differentiate for teachers individually as well as in tiered cohorts, and to provide meaningful professional development with direct ties to student achievement and school-wide goals. Depending on how long a teacher will have been at St. George Academy and the results of his or her performance evaluation, professional development is customized with different expectations and responsibilities. Through the tiered professional development program and the performance evaluation process, St. George Academy will seek to empower teachers to be active agents in their own growth and development, and to promote high staff morale and job satisfaction while ensuring that all students are in the care of educational experts at the cutting edge of their field.

Tiered Professional Development will be introduced as a new paradigm in the Southern Utah, intending to differentiate and make professional development meaningful for teachers with varied years of experience in education and at St. George Academy.

Professional Development at St. George Academy will adhere to the following values:

- A professional development model for educators that supports life-long learning across the spectrum of instructional mastery; i.e. a school where every faculty member – regardless of how experienced or novice – is dedicated to his or her professional growth, and seeks opportunities to expand and develop the 'teaching toolkit'
- Faculty members who regularly reflect on their practices and seek to improve them
- Professional development tailored to individual needs and school-wide goals
- Shared expertise and collaboration between colleagues through the use of

coaching, workshops, leadership, and targeted professional growth plans

The faculty will be divided into four tiers, each with specific expectations depending upon faculty members' tenure at the school. Included in this will be St. George Academy's induction program for all teachers in their first year at the school. For specific trainings in a variety of areas and as a reflection of the value St. George Academy places on the notion of 'teacher as expert', St. George Academy will hold an on-going series of regular workshops presented for teachers by teachers in order to:

- model best practices for 9-12 instruction
- share content and skills between faculty
- create choice and differentiate for faculty with varied needs
- acknowledge and benefit from faculty as experts in their fields
- promote collegial collaboration within the faculty
- provide free professional development opportunities as a community service to university teachers-in-training and other education professionals raise awareness of St. George Academy among regional educators in order to expand the potential candidate pool when hiring for open positions.

As an educational institution intent on being a 'teaching school', St. George Academy will be committed to the on-going growth and development of its faculty, and to continuing to set the standard for excellence in Utah's charter community and beyond.

Records

St. George Academy will follow Utah Code with regards to the appointment of a custodian for the protection of student files, school business records, and other pertinent files and records. Additionally, individuals with knowledge of educational support, finances, and law will be included to facilitate compliance with all statutes. These items will be maintained at a base of operations or office throughout and made available during hours of operation. Appropriate insurance and State Risk management coverage will be maintained as directed by the State Charter School Board.

The St. George Academy Campus Life

A fundamental property of the educational success for individual students and educational institutions is the active involvement of parents. St. George Academy will promote a culture of engagement with the parents and guardians of the student population, as well as, reciprocal outreach beyond the campus. Every effort will be made to ensure that parents are aware of their student's performance, as well as, the activities, decisions, and policies, of the academy. Parents will have complete access to the academic and behavioral performance of their

students through an online database such as PowerSchool. Regular communication from the faculty and administration encourages the engagement of the parents and a culture of transparency for the school. St. George Academy will encourage parent-volunteerism on campus in areas such as service to the school as well as providing specific expertise or experiences to students. In addition, every parent with a student attending St. George Academy is, by default, a member of the Parent-Teacher Organization (PTO) and a representative body will meet and serve as a stakeholder in the school's operation. Active parent involvement with the PTO will provide a huge benefit to the educational experience of the student population. The primary goal of the PTO to provide even greater opportunities for the students of St. George Academy through:

- Fundraising for equipment and supplies.
- Creation of incentive programs for students.
- Coordinating the efforts of volunteers for classroom help, class activities, field trips, assemblies, and other volunteer-based activities.

In order to maintain a safe learning environment, free from unnecessary disruption, employees and students at St. George Academy are expected to follow accepted rules of conduct while demonstrating respect for faculty, staff, and other students. Refusal to act in an appropriate manner will lead to disciplinary action, up to and including suspension or expulsion.

A partial list of actions that could lead to possible suspension or expulsion is provided below. In addition, the St. George Academy Administration and Board of Directors reserve the right to consider and implement suspension or expulsion of a student for any actions considered detrimental to the safety of students, faculty or staff, or school property.

- Frequent or flagrant disobedience to, or defiance of, school authority.
- Disruptive behavior, including the use of profane, vulgar, or abusive language.
- Willful destruction or defacing of school property.
- Actions, real or threatened, posing a threat to the health or safety of others.
- Bullying; emotional, physical or sexual harassment.
- Possession or use of pornographic material on school property.
- Possession or use of alcohol, tobacco or illegal drugs on school property.
- Identification or association with gangs.
- Possession or threatened use of a weapon, explosive, or noxious or flammable material.

Suspension and expulsion are last resorts. Except in the case of serious infractions, effort will be made to implement a discipline plan allowing the student to remain in school. This may include in-school suspension, attendance by a parent or guardian in class with the student, or other

options as determined by the principal. Students suspended from school are given the opportunity to make-up missed work. It is the responsibility of the student's parent(s), to contact their child's teacher(s) to obtain missed assignments, tests, and other classroom work.

It is the belief of St. George Academy that all students have the right to learn in a safe and caring environment. Importantly, we believe that students enrolling at St. George Academy will recognize the privilege of attending, their responsibilities as students, and will behave in manner fitting the decorum of the environment. Operating within full compliance with Utah Code UCA 53A-11 Section 9, St. George Academy will ensure a safe environment while consistently enforcing a campus-wide discipline policy. Students are expected to respect the rights and property of others and to act on the belief that each individual has value. We believe that self-esteem is enhanced and fostered as students learn to accept responsibility for their own actions and decisions. Each teacher will review the discipline policy of St. George Academy with his or her students and discuss their plan to deal with disruptive behavior. If infractions cannot be resolved within the classroom, the student will be referred to the administration along with a completed discipline form. The Board of St. George Academy is aware of and will strictly abide by all State and Federal policies related to extraordinary disciplinary circumstances related to property and seizure, as well as, physical restraint. It is important that the faculty works with parents in these matters, and that communication remains open and honest. We expect all St. George Academy students to act and behave appropriately while at school. Students are expected to maintain high standards of behavior. Student misbehavior will be logged in a progress-monitoring program such as PowerSchool with an email sent to parents.

Student Conduct

Some of the most important lessons for any student to learn are to:

- Respect authority.
- Respect the rights of others.
- Respect the property of others.
- Take care of his or her own property.

Students will not be allowed to disrupt the education of others. St. George Academy focuses on guiding students to a proper response for any given situation. Discipline standards are set and enforced fairly and consistently. All students entering St. George Academy will conduct themselves properly by following four basic School Principles:

I. Representation Every student of St. George Academy is expected to represent him or herself honestly and respectfully in all situations, whether orally or in written statements. Honest and

respectful representation includes, but is not limited to, providing only truthful material information on all St. George Academy documents. Students are also expected to behave respectfully to all administrators, faculty, staff, students, and visitors in the St. George Academy environment and to behave respectfully when representing St. George Academy at off-campus events. Students will not consciously misrepresent him or herself to any member of the St. George Academy community or to any other person while representing St. George Academy

II. Academic Honesty. Students are expected to maintain the highest standards of academic integrity. Work that is not of the student's own creation will receive no credit. If a student is uncertain of what these standards are, he or she may consult his or her instructor for appropriate counsel, but a student's ignorance is no legitimate defense for academic dishonesty. Academic dishonesty includes lying, cheating, stealing, and using unauthorized materials on any assignment, quiz or exam. The act of lying is to intentionally provide false information or a false statement with the purpose of misleading or with irresponsible regard of the truth. Lying, in both academic and non-academic activities, is impermissible. Cheating is acting dishonestly in order to gain an unfair advantage. Cheating includes giving or receiving unauthorized aid on any assignment, quiz, or exam. Instructors must be consulted regarding which materials are acceptable for students to use on any assignment, quiz, or exam. Not complying with the restrictions of the instructor will result in appropriate discipline, as decided by the instructor or department. Cheating also includes using the same material of work previously used for another course unless the student has permission from the instructor to do so. Cheating furthermore includes plagiarism, which is when a student uses the ideas of another and declares it as his or her own. Students are required to properly cite the original source of the ideas and information used in his or her work. Stealing is the act of taking without permission and without intention to return. The prohibition of stealing includes property of any nature as well as academic work.

III. Respect for St. George Academy Rules and Regulations Students St. George Academy are expected to adhere to the rules and regulations set by the Board of Directors and Administration. School Property: Graffiti and defacement of school property is unacceptable and a violation of St. George Academy Rules and Regulation. Students shall be responsible for the costs of the damages resultant from their behavior. In order to ensure that St. George Academy and campus facilities remain in pristine condition, students are also expected to report instances of graffiti or defacement of school property immediately as well as consciously account for or dispose properly of their belongings. Illegal Substances: The use of illegal drugs, tobacco, and alcohol is not permitted on St. George Academy property as well as the abuse or misuse of prescription drugs. Sexual Assault and Harassment: Students shall refrain from using language or acting in a manner that is disrespectful or inappropriate towards other students and members of the St. George Academy community. Sexual assault and harassment is inexcusable and shall result in disciplinary action in accordance with District and St. George

Academy policy.

IV. Respect for the Open Exchange of Ideas. Students shall be guaranteed that their First Amendment right of Freedom of Speech will be observed by all St. George Academy members, including other students. Students are encouraged to engage others in thoughtful and meaningful dialogue while refraining from acting or using language with malicious intent. Classroom Conduct: Students must behave respectfully toward their peers and instructors. In the classroom setting, students may not interrupt their classmates or instructor, make fun of them or their expressed views, or disrupt the learning environment. It is important to maintain the best learning environment for all students and professors.

St. George Academy Discipline of Philosophy

The goal of the St. George Academy Discipline Philosophy is to create a safe, respectful, and nurturing environment where learning can take place. The St. George Academy faculty will use its discretion in its choice of disciplinary measures depending upon the student's age, his or her specific infraction, and general pattern of behavior. St. George Academy's philosophy is that students feel more secure and act more responsibly when expectations are clear and understood. Therefore, the school community will support this philosophy through the integration of character education in the curriculum and the daily life of the school. St. George Academy also believes that good discipline requires the concerted effort of students, parents and teachers, the result of which will be a more positive and productive learning environment. Regular review of expectations in the classroom and at faculty meetings will encourage the ongoing implementation of the philosophy throughout the school. Key principles that allow teachers to teach, students to learn, and students to become self disciplined include:

- St. George Academy will provide messages of personal worth, dignity, and strength through choices and the development of problem-solving skills.
- St. George Academy will set enforceable limits through enforceable statements.
- St. George Academy will provide consequences with empathy rather than antipathy.
- St. George Academy will foster responsibility toward self and others.

St. George Academy will develop a discipline policy in accordance within the guidelines established by the State of Utah Office of Education. Students may be removed from class and sent to the Administrator or Vice-Principal as a result of poor behavior in the classroom. In these cases, students will not return to the class for the day and may be given further discipline as a result of their behavior. Discipline may include community service, detention, suspension, or expulsion. Students are responsible for all class work missed due to removal from class and in-school and out of school suspensions.

SECTION 5: PERFORMANCE MEASURES

The mission of St. George Academy will be to provide our students with a strong academic foundation preparing them for a successful college experience and their future learning endeavors. Using the nationally recognized charter school *Peak to Peak* as its philosophical and operational model, the proposed academic program is based upon the fundamental disciplines common to most secondary education programs but delivered through a more rigorous and expansive pedagogy to prepare students for the challenges of the post-secondary experience. Teaching methodologies and performance expectations will be analogous to those encountered in a top-tier university classroom. Additionally, the minimum graduation requirements and course offerings will exceed those currently required for USOE public secondary programs. The Administration and Board of St. George Academy will establish high benchmarks for acceptable performance and will be constantly and consistently vigilant of program, faculty, and student performance to ensure that St. George Academy is adhering to its mission and achieving its vision of providing its students more advanced educational challenges in pursuit of their academic and life goals.

Criteria for Promotion and Graduation

As with university-level academic programs, students will be placed in specific courses according to their abilities rather than strictly grade levels, with ability-grouping, clustering and differentiation to ensure that each individual is appropriately challenged. Competency testing upon entrance will provide the administration and faculty the information necessary to determine appropriate course placement for each student, individually. Progression through grade classification will be dependent upon credit hours with the potential of students entering into St. George Academy with transfer and/or equivalency credit through competency exam scores allowing students to graduate earlier than the full four years. However, St. George Academy will be able to offer enough advanced coursework and elective courses that most students will elect to further their education in a direction of their choosing. St. George Academy's graduation requirements have been developed based on the entrance requirements of top colleges and universities as well as through analysis of the components of a strong, academic high school curriculum. Students must successfully complete a minimum of 27.5 credits in order to graduate from St. George Academy. With the potential of earning equivalency credits through transfer or high performance on competency exams, there is considerable flexibility in a student's high school coursework to allow pursuit of a variety of elective courses and a wide range of interests. A sample schedule of progression is provided below. This example presumes that the student enters into St. George Academy with no advanced placement or transferred credits.

First Year	World Literature	1	Second Year	British Literature	1
	Algebra I	1		Geometry	1
	Environmental Science	1		Biology I	1
	World Geography	1		World Civilization	1
	Language I	1		Language II	1
	Art	1		Art	0.5
	Health	0.5		PE	0.5
	ACT Prep	0.5		ACT Prep	0.5
	TOTAL	7		Technology	1
				TOTAL	7.5
Third Year	American Literature	1	Fourth Year	Senior Lit/Comp	1
	Algebra II	1		Precalculus	1
	Chemistry/Lab	1		Physics I	1
	US History	1		US	
	Language III	1		Gov't/Citizenship	1
	Art	0.5		Economics/Fin.	
	PE	0.5		Lit.	1
	ACT Prep	0.5		PE	0.5
	Technology	1		TOTAL	5.5
	TOTAL	7.5			
Minimum Credits for Graduation					27.5

St. George Academy Graduation requirements include (minimums below, we recommend four years in all core areas):

English	4 credits
Math	4 credits
Science	4 credits
Social Studies/Financial Literacy	5 credits
World Language	3 credits of selected language
Visual and Performing Arts	2 credits
Technology	2 credits
Health	.5 credits
P.E.	1.5 credits
ACT Prep	1.5 credits

Student Performance and Engagement

St. George Academy will comply with State requirements for the collection and application of relevant assessment data. St. George Academy will use a variety of formal and informal measures to gauge performance and evaluate instructional and program effectiveness. The daily, weekly, and monthly schoolwork that students bring home provides some of the best informal assessment of pupil performance for students and parents. The regular homework assignments that begin daily in 9th grade and continue throughout high school provide many opportunities for students to demonstrate good work habits, mastery and improvement over time. Teachers will define and administer periodic tests to evaluate pupil performance in specific subjects on a regular basis. Projects and reports provide additional opportunities for students to demonstrate performance. St. George Academy students will take the mandated Student Assessment of Growth and Excellence (SAGE) test and State Standards (CSAP) tests on a schedule established by the District or the State. Additionally, the Board will establish other testing measures as it deems helpful or necessary for assessment of student achievement and instructional effectiveness. For example, information garnered from student performance on practice ACT exams will be used to determine content deficiencies if they exist. Based on its implementation in other WCSD schools, PowerSchool is the software that St. George Academy intends to use for tracking and reporting student progress. The district secretary for the school will be responsible for overseeing and training staff on web-based performance tracking programs, such as PowerSchool, and reporting to the state. A budget item for software purchasing and training is part of the financial plan. The following table presents the primary indicators of student achievement to be regularly assessed by the faculty, administration, and Board.

<i>Indicator – Student Academic Performance</i>		
Measure	Metric	Board Goal
College Acceptance Letters	100% College admissions, for those who apply, of graduating students to a school of their choice.	100% College and Career Readiness for all students.
All students will enroll in ACT and SAT preparation courses and will test at least three times while at	At least 70% of Students will score at least 20% above the national average on the ACT test and/or SAT	Score at a college acceptable rate on the ACT, SAT (or similar national test

St. George Academy	test.	scores)
Guidance counseling provided to each student which focuses on acceptance into a college or university including instruction and workshops on scholarship applications.	At least 90% of students, who apply, will receive a scholarship award	Scholastic recognition for advanced studies

St. George Academy will maintain an accurate record of student enrollment for whatever time is specified by the State Charter School Board. This information will be kept electronically, as well as in hard copy format in a secured location.

Indicator - Student attendance and reenrollment

Measure	Metric	Board Goal
100% of students will have at least 93% attendance. 90% of students will have less than three tardies per quarter.	Students will come to school on time and avoid excessive absences.	Students will be punctual and attend regularly.
Maintain at least 90% of those enrolled for the full year	Enroll at least 350 students in year one, 400 by year two and 500 by year three	Provide enrollment for up to 550 9-12 grade students
Maintain a reenrollment	Students will reenroll in each	Maintain a high percentage of year-to-year

rate of 85% year to year.	progressive year from 9-12 grade	reenrollment rate
By year three have At least 485 students enrolled by October 1 of each academic year.	At least 97% of continuously enrolled students for all available years	Maintain full enrollment and a waitlist of eligible students

Financial Performance and Engagement

Fiscal procedures

St. George Academy 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. St. George Academy Board of Directors will approve the annual budget submitted by the Chief Financial Officer. The budget will be approved no later than June 30th prior to the commencement of the next fiscal year. The budget based on student enrollment will serve as the basis for expected revenue and expenditures as well as personnel staffing and capital expenditures. The budget will provide a guide for expenditure limits for various categories and may be revised during the year upon approval by the Board. St. George Academy will use accounting software and the business manager will prepare a summary financial report to present to the Board for review at each regularly scheduled Board meeting. The financial report will include a budget to actual comparison report for the Board's review.

Internal Control Policies. St. George Academy 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, record keeping, and maintaining custody of assets.

Authorizing transactions. The Board of Directors is required to approve all expenditures in excess of \$1,000 (including contracts that require disbursements in excess of \$1,000). The Board member that serves as Chief Financial Officer and the President and Vice President (or another Board member approved by the President) must approve all transactions. The Principal should review and approve any transaction from the school staff and administration. Checks require two authorized signatures from the business administrator and an approved Board member.

Record keeping. A business administrator will be employed and will be responsible for the accounting (using Generally Accepted Accounting Principals), preparing reconciliations, preparing disbursements and preparing financial and other reports. Procedures will be adopted to ensure cash receipts are processed by two people with a check and balance system.

Custody of assets. St. George Academy will maintain an account at a financial institution. Only designated Board Members and the business administrator will be signors on the account. The business administrator will receive the bank statement and prepare the bank reconciliation, which will be reviewed and initialed by the Treasurer. The Principal is responsible for monitoring and tracking purchased assets.

***Indicator – Financial
performance and sustainability***

Measure	Metric	Board Goal
Current ratio	Current Assets ÷ Current Liabilities	The school board plans a minimum ratio of 1.25 by year three and beyond
Debt ratio	Total Liabilities ÷ Total Assets	The school board plans a Debt ratio of .9 or less by year three and beyond
Occupancy costs	Facility Costs ÷ Total Operating Revenues	<25%
Maintain applicable bond covenants	No Default Certification, Audited Financial Statements	The school board and administration will uphold contractual bond obligations
Adherence to Budget	(Budgeted expenditure - Expenditure) / Budgeted expenditure	Budgets will be planned to expend no more than 95% of revenues. The school board and administration will keep expenditures within budgeted amounts and will modify budgets as

		necessary
Current ratio	$\frac{\text{Current Assets}}{\text{Current Liabilities}}$	The school board plans a minimum ratio of 1.25 by year three and beyond

Governing Board Performance and Stewardship

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	100%
Regulatory and reporting compliance	Percentage of all required reports that are submitted to state agency complete, accurate, and on time	100%
Regulatory and reporting compliance	Articles of Incorporation, Board Bylaws, and Charter are all in agreement and the school’s Charter is not changed without proper amendment from chartering entity	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

Upholding the school mission and vision

Indicator - Upholding the school mission and vision

Measure	Metric	Board Goal
Progress score on UPASS	Attainment of minimum status composite score (school wide) on UPASS	90% or greater of the student body will score is 95% or greater on all core subjects.
High school graduation rate	Percentage of students graduating high school calculated using Utah's graduation rate formula	100% of student body graduating
College entrance exam composite and subtest measures	Percentage of students reaching score predictive of college success by disaggregated groups	100% of graduating students meeting college success score on the ACT and 70% of students scoring at least 20% higher than the national average on the ACT.
College entrance exam composite and subtest measures	Median score by disaggregated groups	NA
Proficiency levels on state assessments by subject	Percentage of students scoring at proficiency on CRT, by subject, by disaggregated groups	90% of students scoring a (4) on Math, Science, and Language Arts CRT's
Proficiency levels on reading	Proficiency score on DIEBELS or equivalent test	NA
Proficiency levels on math	Percentage of students scoring minimum math proficiency	NA

St. George academy **does not intend** to serve a large proportion of educationally disadvantaged students.

SECTION 6: GOVERNANCE

St. George Academy is registered as a Utah Non-Profit Corporation. The organization will be led by a Board of Directors responsible for; the operation, adherence to the charter, keeping the vision, educational accomplishments of its students, fiduciary standards, and accountability of its Administration. The organization has been created specifically to build and run St. George Academy. The entity has no additional business, non-profit, or other interests.

The Board will meet at regular monthly meetings to conduct school business. Should construction or development issues, school issues, etc. necessitate more immediate or “emergency” meetings the Board will comply with Utah’s Open & Public Meetings Act in the posting and holding of these meetings as well as regularly scheduled Board meetings.

Non-Profit Corporation Articles
ARTICLES OF INCORPORATION
OF
St George Academy

We, the undersigned natural persons all being of the age of eighteen years or more, acting as incorporators under the Utah Revised Nonprofit Corporation Act, adopt the following Articles of Incorporation for such Corporation:

Article I
Name

The name of the corporation is St George Academy

Article II
Purpose

Grade 9-12 Public Charter High School

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

Article III
Name and Address of Registered Agent

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

846 East 970 South
St George, UT 84790

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

Kevin Troy Abraham



Article IV
Names and Addresses of Incorporators

The name(s) and address(es) of the incorporators are:

Incorporator #1
Kevin Troy Abraham
846 East 970 South
St George, UT 84790
Kevin T Abraham (POA or AIF)
Signature

In Witness Whereof I / We have executed these Articles of Incorporation on 24 September, 2014 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.

Article V
Members

The nonprofit corporation will have voting members

Article VI
Shares

The nonprofit corporation will not issue shares evidencing membership or interests in water or other property rights.

Article VII

Directors/Trustees

The name(s), address(es) and signature(s) of the director(s)/trustee(s) are:

Director #1
Kevin Troy Abraham
846 East 970 South
St George, UT 84790
Kevin T Abraham (POA or AIF)
Signature

Director #2
Stephen Wattles
1995 Dove Circle,
Santa Clara, UT 84765

Kevin T Abraham (POA or AIF)
Signature

Director #3
James Owen Olsen
3427 S Munich Dr.
St George, UT 84790
Kevin T Abraham (POA or AIF)
Signature

Article VIII

The period of duration of this corporation is Perpetual

Article IX

Principal Place of Business

The street address of the principal place of the business is:

1995 Dove Circle
Santa Clara, UT, 84765

Under GRAMA (63-2-201), all registration information maintained by the Division is classified as public record. For confidentiality purposes, the business entity physical address may be provided rather than the residential or private address of any individual affiliated with the entity.

Credit Card Payment Receipt

Your payment was successfully processed.

Please print this page as a receipt for your records.

Item	Quantity	Item Amount	Total
KeAbraham Business registration fee for user: KeAbraham Business Name: St George Academy Entity Number: 916..	1	\$8.00	\$8.00
Total Amount:			\$8.00

Payment Processing Details

Order Number: 798257
Date of Transaction: 09/24/2014
Amount Charged: \$8.00
Name on Card: Kevin Abraham
Credit Card Number: *****1348
Credit Card Type: Visa

Bylaws:

The Directors/Board Members

Duties. The activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Directors. The Directors may delegate the management of the activities of the corporation to any person or persons, management company or committee however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Directors.

Number. The number of Directors shall not be less than five (5) nor more than nine (9). The exact number of voting Directors shall be fixed at five (5). The indefinite or fixed number of voting Directors may be changed, or a definite number may be fixed without provision for an indefinite number, by a duly adopted amendment to this Bylaw. No amendment may change the stated maximum number of authorized voting Directors to a number less than five (5).

Composition. Directors shall serve staggered terms. The President of the Board and the Director serving as Chief Financial Officer shall serve an initial term of three (3) years. Other Directors of the start-up board shall serve an initial term of two (2) years. As the Board transitions from the Start-up Board to a governing board all new and subsequent appointments will be for a term of three (3) years. Any Director that also receives a salary from the corporation as an employee shall not vote on any issue relating to that person's own salary or compensation package.

Majority vote. Directors shall review candidates for open Director position(s). A person may be appointed to a Director position by majority vote of the then current Directors.

Administrative Representative. The Administrative Representative shall be the Principal or Assistant Principal of one school sponsored by this corporation, at the option of the Directors. The Administrative Representative is a non-voting Director. The Administrative Representative's term of office shall correspond with his or her contract as Principal.

Limit on Consecutive Terms. A Director may renew his or her term in three year increments. No Director shall serve more than nine (9) consecutive years, except for the Administrative Representative as described in section 4.4.2.

Resignations and Removals. Vacancy of a Director shall exist (1) on the death, resignation or removal of any Director or (2) whenever the number of authorized Directors is increased.

Removal by majority vote. The Director may be removed upon majority vote at a Director meeting.

Resignation. Any Director may resign effective upon giving written notice to the President of the Board, unless the notice specifies a later time for the effectiveness of such resignation. No Director may resign if the corporation would then be left without a duly elected Director or Directors in charge of its affairs, except upon termination of the corporation.

Filling Vacancies. Vacancies of the Director positions may be temporarily filled by appointment by the majority of the then current Directors.

Temporary Appointment. A vacancy may be filled by approval of the Directors, or, if the number of Directors then in office is less than a quorum, by any of the following:

- the unanimous written consent of the Directors then in office
- the affirmative vote of a majority of the Directors then in office at a meeting held pursuant to notice or waivers of notice complying with this Article of these Bylaws
- a sole remaining Director

Compensation. Directors shall serve without any compensation for their service as Directors. Directors may receive a reasonable advance or reimbursement of expenses incurred in the performance of their duties as may be fixed or determined by resolution of the Directors and in accordance with applicable federal and state tax codes. Directors may not be compensated for rendering services to the corporation in any capacity other than Director or Officer unless such other compensation is reasonable and is allowable under the provisions of Section 5.5, "Conflict of Interests."

Liability-

Non-Liability of Directors. No Director shall be held personally liable (individually or collectively) for the debts, liabilities, or other obligations of the corporation, except, and only to the extent to which, such liability is proven to be the direct result of specific criminal misconduct by said Director.

Indemnification by Corporation of Directors, Officers, Employees, and Other Agents. To the extent that a person who is, or was, a Director, Officer, employee or other agent of this corporation has been successful on the merits in defense of any civil, criminal, administrative or

investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is, or was, an agent of the corporation, or has been successful in defense of any claim, issue or matter therein, such person shall be indemnified against expenses actually and reasonably incurred by the person in connection with such proceeding. If such person either settles any such claim or sustains a judgment against him or her, then indemnification against expenses, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this Bylaws but only to the extent allowed by, and in accordance with the requirements of, applicable state and federal income tax codes.

Insurance for Corporate Agents. The Directors may adopt a resolution authorizing the purchase and maintenance of directors and officers liability insurance.

Meetings-

Place of meetings. Regular and special meetings of the Directors shall be held at any place that may be designated by the Directors.

Regular Meetings. Regular meetings of the Directors shall be held monthly, at 5 p.m. on the first Wednesday of the month. The Directors may modify the time, date and frequency of such Regular Meetings from time to time, as it sees fit.

Special Meetings. Special meetings of the Directors may be called by any one or more Officers or Directors.

Notice of Meetings.

- *Regular Meetings.* Regular meetings of the Directors may be held at the times specified in Section 4.10.2, without the requirement of additional notice.
- *Special Meetings.* Special meetings of the Directors may be held upon three (3) business days' notice, delivered to each director by electronic mail, personally, or by telephone, provided that three (1) days' (24 hours) public notice is also provided.
- *Public Notice.* Public notice for regular and special meetings shall be deemed to have been delivered at the time of posting in at least two public places including one generally accessible physical bulletin board and/or e-mail forum.
- *Adjourned Meetings.* Notice of the time and place of holding an adjourned meeting need not be given to absent Directors if the time and place of the

adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than four (4) hours from the time of the original meeting. Notice shall be given of any adjourned regular or special meeting to Directors absent from the original meeting if the adjourned meeting is held more than four (4) hours from the time of the original meeting.

Contents of Notice. Notice of meetings not herein dispensed with shall specify the place, day and hour of the meeting. The purpose of any Director meeting need not be specified in the notice, except that specific topics requiring Director action shall be listed in an enclosed agenda. The Director may set time limits for discussion of each or any agenda item contained in the notice.

Conduct of Meetings. Meetings of the Directors shall be presided over by the President of the Board, or, another Director as designated by the President of the Board. The President may designate a person to act as secretary of all meetings of the Directors, provided that, in his or her absence, the presiding Director shall appoint another person to act as secretary of the meeting.

Time Limits. Each person present at a meeting of the Directors may speak briefly regarding the agenda items. The Chairperson of the meeting may set a time limit for each speaker, as well as a cumulative time limit for all speakers. The Chairperson may waive or extend the time limit for any speaker(s) or any agenda items without prejudice to enforcing the time limits for any other speaker(s) or agenda items.

Director Action. Robert's Rules of Order will be used as the basis to conduct Director Meetings.

Quorum. A majority of the authorized number of Directors constitutes a quorum.

Majority and Director Action. Every act or decision executed or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Directors, except unanimous vote is required to amend the Articles of Incorporation or Bylaws of this corporation.

OFFICERS

Number of Officers. The Officers of this corporation shall include a Chief Administrative Officer (Board President) and a Chief Financial Officer/Treasurer. The Chief Administrative Officer shall also serve as the President of the Board and must be an elected member of the Directors. The Chief Financial Officer/Treasurer must be a Director. The corporation may also designate, upon approval by the Directors from time to time, other Officers. Any number of offices may be held by the same person, except that the Chief Financial Officer/Treasurer may not simultaneously

serve as either the Chief Administrative Officer or the President of the Board. The Administrative Representative shall not serve as President of the Board.

Qualifications, Appointment and Term. Any natural person of legal majority may serve as an Officer of this corporation. Officers shall be appointed by the Directors, from time to time, and each Officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be appointed and qualified, whichever occurs first.

Sub Officers. The Directors may appoint such other Officers or agents as it may deem desirable, and such Officers shall serve such terms, have such authority, and perform such duties as may be prescribed from time to time by the Directors.

Removal and Resignation. Any Officer may be removed, either with or without cause, by the Directors, at any time. Any Officer may resign at any time by giving written notice to the Directors. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Directors relating to the employment of any Officer of the corporation.

Vacancies. Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any Officer shall be filled by the Directors. Vacancies occurring in offices of Officers appointed at the discretion of the Directors may or may not be filled, as the Directors shall determine.

Duties of Officers-

Chief Administrative Officer (Board President). The Chief Administrative Officer of the corporation shall, subject to the control of the Directors, supervise and control the affairs of the corporation and the activities of the Officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, by these Bylaws, or which may be prescribed from time to time by the Directors. Unless another person is specifically appointed as President of the Board, he or she shall preside at all meetings of Directors. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Directors. The President may designate an individual to serve as the corporate secretary. The corporate secretary shall maintain records of the corporation, maintain minutes of Director meetings, and in general, perform all duties incident of the corporate secretary.

Chief Financial Officer/Treasurer. Subject to the provisions of Article VIII, the Chief Financial Officer shall:

- Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Directors
- Receive, and give receipt for, monies due and payable to the corporation from any source whatsoever
- Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Directors, taking proper vouchers for such disbursements
- Be available, or through an authorized designee be available, on a daily basis to make disbursements
- Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses
- Exhibit at all reasonable times the books of account and financial records to any director of the corporation on request therefore
- Render to the Chief Administrative Officer and Directors, whenever requested, an account of any or all of his or her transactions as Chief Financial Officer and of the financial condition of the corporation
- Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports
- In general, perform all duties incident to the office of Chief Financial Officer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Directors

Compensation. Officers shall serve without any compensation for their service as Officers. Officers may receive a reasonable advance or reimbursement of expenses incurred in the performance of their duties as may be fixed or determined by resolution of the Directors. Officers may not be compensated for rendering services to the corporation in any capacity other than Director or Officer unless such other compensation is reasonable and is allowable under the provisions of Section 5.5, "Conflict of Interest."

Conflict of Interest. Officers are subject to the conflict of interest rules under applicable federal and state income tax codes.

COMMITTEES

Committees. The Directors may establish committees, other than an executive committee, each consisting of two or more Chairpersons.

No Executive Committee. The Directors shall not establish or delegate its powers to any "Executive Committee" in the sense usually described in the Bylaws of non-profit corporations.

Advisory Committees. The corporation may create such other committees as may from time to time be designated by resolution of the Directors. Such other committees may consist of persons who are not also Directors. These additional committees shall act in an advisory capacity only to the Directors and shall be clearly titled as "advisory" committees.

Other Committees. The corporation may create additional committees appropriate to operation of the corporation or of its school.

EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

Execution of Instruments. The Directors, except as otherwise provided in these Bylaws, may by resolution authorize any Officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of, and on behalf of, the corporation, and to issue checks in a nominal amount for the day to day operations of the school, and such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Checks and Notes. Except as otherwise specifically determined by resolution of the Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, warrants issued by the County Treasurer and other evidence of indebtedness of the corporation shall be signed by the Business Administrator, Chief Financial Officer or by the Chief Administrative Officer of the corporation.

Deposits. All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as agreed to by the Directors.

Gifts. The Directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purposes of this corporation.

CORPORATE RECORDS AND REPORTS

Maintenance of Corporate Records. The corporation shall keep at its principal office in the State of Utah:

- Minutes of all meetings of Directors and committees of the Directors, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof, such

information to be used only for the intended purposes of conducting the proper business of the corporation

- Adequate and correct books and records of account, including accounts of its employees, properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses
- A copy of the corporation's Articles of Incorporation and Bylaws as amended to date

Directors' Inspection Rights. Every Director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation, provided that such inspection and copying is subject to applicable laws.

Annual Report. The Directors shall cause an annual report to be furnished not later than one hundred and eighty (180) days after the close of the corporation's fiscal year to all Directors, which report shall contain the following information in appropriate data: the assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year, the statement of operations including revenue and expenses during the fiscal year.

Business Administrator

St. George Academy will employ or contract with a Business Administrator who may be asked to carry out example duties as listed below. The Board may modify this list at any time. The Business Administrator will report to the Board of Directors.

- Establish, in conjunction with the Director and the Board, accounting policies and procedures
- Implementation of accounting policies under Board approval
- Creation, in conjunction with the Director and the Board, of the annual budget.
- Financial reporting to the Board
- Maintain appropriate liability insurance
- Building/grounds construction management, operation and maintenance
- Maintain school Financial Records and coordinate annual audits
- Implementation of auditor recommendations where found warranted
- Special programs consulting
- Financial reporting to State
- Maintaining Board minutes/audio recordings and submitting reports to State
- Act as payroll manager for all employees.
- Legal issue research and resolution, with Board approval
- Janitorial service contracting (if needed)
- Other duties as assigned

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 CURT CROFTS

Role with school _____

Expertise EDUCATION

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. I WOULD LOVE TO SEE A HIGH SCHOOL ALTERNATIVE TO PUBLIC SYSTEMS WE HAVE IN ST. GEORGE, WE HAVE MANY CHARTER SCHOOL MEMBERS BUT NOT A HIGH SCHOOL ALTERNATIVE FOR THE STUDENTS AFTER THEY LEAVE COLLEGE'S END

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. I AM AS VICE COMMANDER FOR CAPS WITHIN THE STATE AGRI FARM I ALSO ACT AS (PWS) PUBLIC SAFETY OFFICER FOR THE COAST GUARD BOATCLUB I HAVE WORKED WITH BUSINESSES IN THE STATE OF FLORIDA PRIVATE SECURITY DEPT. I CURRENTLY MANAGE MY DEPARTMENT NUMBER AT QXATC.

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 BEEN A DIRECTOR FOR MY DEPARTMENT AT STATE ADVISED THROUGH COLLEGE FOR THE LAST YEAR. IN THAT TIME I HAVE PROVIDED BUSINESS AND SOME SERVICES TO THE CURRICULUM FOR 4 SEPARATE PROGRAMS WITHIN MY DEPARTMENT.

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school. I HAVE TWO BACHELORS AT STAN VALLI UNIVERSITY AND SOLIDIFIED MY INTEREST IN ENTREPRENEURSHIP PROGRAMS. I HAVE NATE CERTIFICATION (NATE CERTIFICATION GRADUATE MEMBER, EDUATION MANAGEMENT IN COMPUTER SERVICE-BASIC PRINCIPLES OF BUSINESS AND GREET. GRADUATED FROM UNIVERSITY WITH 3.0 GPA.

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

BACKGROUND INFORMATION SHEET

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Name David Wayne Jones

Role with school Board Member

Expertise Higher Education, Academic Program Development

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.

As a member of the governing board of St. George Academy my role is to assist the board in the design and implementation of the proposed academic curriculum. As the mission of St. George Academy is to prepare its students for their university experience, my perspective as a university professor and administrator assists the board in developing the appropriate and effective pedagogical foundation necessary to fulfill that mission. I am fully committed to continue to support the advancement of St. George Academy and the implementation of the academic program as it is presented in this accompanying application.

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.

The entirety of my professional experience is within higher education. Within that context I serve as a Department Chair and co-director of a University-level program. As an administrator I am charged with the stewarding the philosophical vision and functional operations of the programs. I serve on multiple committees within my programs and across the campus. I am personally responsible for the design and implementation of curriculum, the management of the faculty and staff, as well as, the financial state of the programs with an increasing emphasis on revenue generation.

I currently have only limited experience with the governance of non-profit organizations. Currently and in addition to my work with St. George Academy, I am a member of the founding board of an organization (Boiling Springs Ecosuem and Desert Preserve/ Washington, UT) lobbying to develop a conservatory/ botanical gardens in the region. On that board I am also charged with developing the educational component of the institution's vision.

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.

1. Department Chair

Dixie State University, Summer 2011-Present

Department of Biology

Directly responsible for the operational activities of the Department, e.g. semester scheduling, budgetary expenditures, course/program development, assessment, etc.

Serve as the primary representative of the Department within the university community. Steward of the Department's vision and evolution.

2. Program Director

Dixie State University, Summer 2014 –Present

Honors Program

Director of newly developed DSU Honors Program. Charged with developing Honors curriculum from multiple academic departments, chairing University Honors Committee, advisor to student-lead Honors Club.

3. Assistant Professor

Dixie State University, Autumn 2005 – Present

Department of Biology

Tenured professor in Department of Biology. Courses taught include general and advanced molecular biology. Served as biology instructor for Utah Success Academy.

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.

University of Liverpool

Doctorate of Education, ongoing

Higher Education Administration

Vanderbilt University

Nashville, TN

Master of Science, Summer 2003

Biological Sciences

The Ohio State University

Columbus, OH

Bachelor of Arts, December 1999

Molecular Genetics

Ohio University

Chillicothe, OH

Senate Bill 140 Program 1993-1995

The information provided will be subject to verification by the board

BACKGROUND INFORMATION SHEET

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Name Eric Raymond Grob

Role with school Board Member

Expertise Finance/Accounting

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.

I am a board member of the St. George Academy. Expertise that I bring to the board is more than 13 years of higher education finance/accounting experience. I am committed to the success of this charter school because I believe that St. George Academy will be a school that will allow students to excel and prepare them well for a successful college/university experience.

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.

My not-for-profit experience is in Colleges and Universities. For over 13 years I have held several key positions in finance/accounting at Dixie State University. As well as I am currently the Vice President for Finance at the Dixie Applied Technology College. The experience I have gained while working at these two State entities, I feel, makes me sufficiently qualified for my current position on the board. With both the College and the University I have been involved in the board meetings at both institutions and have been involved with crucial decisions.

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.

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Education History:

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

Master of Business Administration, Southern Utah University, Cedar City, Utah
December 2005

Bachelor of Science, Accounting Southern Utah University, Cedar City, Utah
May 2000

Associate of Science, Accounting/General Snow College, Ephraim, Utah
March 1997

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Name Kevin Abraham

Role with school Board of directors: CFO _____

Expertise: Degree in Economics, Business owner of Accounting and Bookkeeping services, former Business Administrator at George Washington Academy and Valley Academy, former General Contractor, Construction manager (state trained) for George Washington Academy expansion. _____

Statement of Intent:

I intend to serve on the Board of Directors for St George Academy as a voting member and CFO.

Not-for-Profit History:

I have worked as the Business Administrator for both George Washington Academy in St George, and Valley Academy in Hurricane Utah, and helped develop the charter, policies and procedures, handbook, purchasing policies and financial procedures for the schools. In addition I was instrumental in obtaining additional bond funds for the expansion of George Washington Academy as well as working as the on-site building official during construction of the schools 38,000 sq. ft. expansion.

Employment History:

I have served as an officer in the United States Air Force, am currently a pilot for United Airlines and have owned and managed businesses in accounting, bookkeeping, commercial and residential construction

Education History:

Bachelor's Degree in Economics from the University of Utah, Worked as the Business Administrator for George Washington Academy and Valley Academy. Attended numerous state training sessions for the many aspects of running Utah charter schools as well as training from CPA firms specific to Utah Charter Schools. I have also completed state training on building and contracting of Utah schools and procurement training.

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Name James "Owen" Olsen

Role with school Member of the Board of Directors

Expertise Served 3 years as a Board Member with George Washington Academy

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.

I am passionate about the education opportunity available in Washington County Utah. As a board member of St. George College Prep, I am helping create a sustainable academic focused high school opportunity for those students who want to rise to the challenge of College and Universities. I served 3 years on the George Washington Academy Board of Directors and continue to serve on GWA's outreach committee. I am committed to seeing St. George College Prep's come to fruition and be a sustainable high school in Washington County.

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.

For the past 8 years I have worked in the not-for-profit sector and have strong ties with the Southern Utah business community. I have served 3 years on the George Washington Academy Board of Directors. While a GWA board member, I served on the finance and outreach committees. I am also completing a board term with the St. George Chamber of Commerce. While serving on the Chamber board, I served as chairman of the Community Action and Manufacturing and Logistic Committee.

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.

For the last 8 years I have been working in the small business, not-for-profit industry. Currently I'm with the Dixie Applied Technology College and have been here since 2012. Before joining the DXATC's team, I worked a short time with Mountain America Credit Union's Business Service team. I also worked in the not-for-profit trade association industry for six years. Association work included working for the Utah Manufacturers Association and Associated General Contractors of Utah, managing Southern Utah operations. I served six years in the Utah Air National Guard, reaching the rank of Staff Sergeant, as a crew chief on the KC-135.

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.

In 2004 I earned a bachelor degree in Aviation Science from Utah Valley State College. In 2011 I completed my Master degree in Business Administration from University of Phoenix.

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Name Stephen Wattles

Role with school Board President

Expertise Board President, George Washington Academy; Board Member, George Washington Academy; Board Member, The Salvation Army of Southern Utah; Chairman, SCORE; Business Owner; Business Consultant; Financial Advisor

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.

My goal is to create a sustainable haven for academic pursuits and excellence in Southern Utah designed, maintained, and improved for those students who fully expect to pursue advanced college/university programs and crave a foundation that prepares them for these pursuits. My current role is to assist in the design, creation and ultimate implementation of this academic program. The current position has me leading meetings, making contacts, spurring discussion, assigning tasks, getting consensus, offering insight, and generally acting as the point person. I need to ensure work is done, commitments are honored, financial decisions are made in the best long-term interest of the school and that we can accomplish consistently, and with repetition, to what we are committing this school to. My ultimate goal is to leave the organization in the capable hands of following generations of Board Members who will uphold the vision and improve the institution.

I bring to the Board of Directors 20 years of business experience across a variety of roles including consulting, advising and financial management. I have worked with literally thousands of business in my 2 decade career and have learned from all of them- both good and bad.

The creation of this charter and application has taken a huge commitment from a number of people in research, man-hours, discussion, philosophical debate, editing, etc. It has been done in an effort to create a document that will serve as our guide as we go forward in building a significant educational institution in Southern Utah. This document has been thoroughly vetted by the current Board members as well as a number of outside interested, and non-interested, parties. The commitment the Board of St. George Academy is to this document, to follow this vision and mission of what this school will be.

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.

I have served in a variety of non-profit organizations and capacities. Most appropriate is my service to George Washington Academy where I served as a Board Member and Board President. As Board President I attended trainings put on by the State Charter Board including topics on Financial Management, Leadership (Governance vs Management), Utah's Open & Public Meeting Act and a variety of other relevant topics. Additionally I participated actively with the Utah Association of Public Charter Schools on education of the significance of choice in education and presented at the annual UAPCS conference.

While Board President of George Washington Academy I led endeavors to create our data driven accountability calendar, bring current the charter, create policies to keep us in accordance with State law and prudent fiduciary standards, as well as create a Board Development and Recruitment program.

In addition to serving charter schools I also serve as a board member for The Salvation Army of Southern Utah where I contribute to policy and controls issues as well as fundraising. I also serve as Chairman for the Southern Utah Chapter of SCORE. SCORE is a non-profit volunteer organization consisting of seasoned business professionals volunteering their time pro-bono to help local businesses either start or improve.

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.

Since 2005 through today I have been a licensed Financial Advisor providing council to clients on a variety of financial topics including: debt management, cash flow management, investing, company sponsored retirement plans, tax strategies, estate matters, exit strategies, etc. A large portion of my clients are businesses, business owners and executives. In addition to my securities licenses I obtained my Chartered Retirement Plan Counselor® designation in 2011. This designation is a devoted area of study to income planning, executive compensation and retention packages, etc.

Prior to 2005 I was a consultative sales executive consulting on Enterprise Resource Planning and technology for business and process improvement. My clients were businesses ranging in size from Global Fortune 86 to Mom & Pop manufacturers and distributors. I worked with business owners and executives on strategies for growth and strategic planning.

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.

University of Wisconsin – Whitewater. Major- Bachelors of Arts, Organizational Communication
Minor- Business

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Name Ellen Michele Arch

Role with school Member of the Board of Directors

Expertise Developmental: Developmental Pediatrician and Clinical Geneticist. Concerned and involved parent

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.

Like other board members, I have a child for whom this school would be a dream come true. At 13, he can't wait to attend! In addition to a strong desire to see this project happen and make it successful, I bring to the table direct experiences as a Developmental Pediatrician with the needs of a successful special education program and the dangers of providing inadequate services for those children who learn differently or are challenged socially.

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.

I have been a member of the board of directors of The Learning Center for Families (TLC) here in St George Utah for the past 18 months. TLC serves low income and special needs children ages 0-3 years as well as high risk pregnant women. I have been elected Vice President this year and am actively involved in hiring a new director and increasing member involvement of a board that has traditionally been very hands off with regard to fundraising, committee participation and all but major governing decisions. It is not our wish to micromanage, but instead to support the new director and agency in ways that were lacking in the past.

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.

Please see attached CV for details of my employment history.

I am currently employed as a Clinical Geneticist and a Developmental Pediatrician here in Saint George. When I came to this town, there were special needs programs in place but few children, particularly those on the autism spectrum, had been formally diagnosed so that they could take advantage of these programs. In my practice, I regularly advise parents on how to navigate the system to obtain these services. In doing so, I have tried to maintain an interactive and mutually respectful relationship with the teachers and administrators here in Washington County. As a physician I feel that I need the input and cooperation of our experienced teachers and administrators who work with these children every day, in order to best understand how these children function and what programs, if any, would serve them best. I believe I have done this successfully.

I maintain similar relationships with therapists and other specialists. In conjunction with a wonderful speech therapist and some motivated parents, I started a support group for families of autistic children. Our goal is to help educate parents so that they can best work with the schools to serve the needs of their children. I have continued to advise cooperation rather than antagonism. These parents have taken the educational piece to new levels. I have been asked to act as a professional advisor to this group which now has a board of directors and is in the process of obtaining non-profit status. I've been very pleased to see key members of the special needs programs in Washington County School District acting as professional advisors as well.

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.

Please see attached CV.

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

CURRICULUM VITAE

ELLEN MICHELE ARCH, M.D.

Home Address: Dixie Regional Medical Center
Intermountain Healthcare
544 South, 400 East
St. George, UT 84770
Phone: (435) 688-4941
FAX: 435-688-4835
Cell: (435) 773-1853
Email: ellen.arch@imail.org

U. S. Citizen: Yes

Education:

1986	Dickinson College, Carlisle, PA	B. S. – Biology
1990	Jefferson Medical College, Philadelphia, PA	M.D. – Medicine
1990 - 1993	Children's Hospital of Pittsburgh, PA	Internship & Residency – Pediatrics
1994 - 1996	Kennedy Krieger Institute, Baltimore, MD	Post-doctoral Fellow – Developmental Pediatrics
1997	Johns Hopkins University, Baltimore, MD	Post-doctoral Fellow – Human Genetics
1997 - 1999	Massachusetts General Hospital and Harvard Medical, Boston, MA	Post-doctoral Fellow

Licensure and Certification:

1991	Diplomate, National Board of Medical Examiners
1992	Unrestricted Medical License: Pennsylvania
1993	Unrestricted Medical License: California
1994	Diplomate, American Board of Pediatrics
1999	Unrestricted Medical License: Massachusetts
1999	Diplomate, American Board of Medical Genetics, Clinical Genetics
1999	Diplomate, American Board of Medical Genetics, Clinical Biochemical Genetics
2010	Diplomate, American Board of Medical Genetics, Clinical Genetics
2010	Diplomate, American Board of Medical Genetics, Clinical Biochemical Genetics
2008	Unrestricted Medical License, Utah

Academic Appointments:

- 1999 – 2000 Assistant Professor of Pediatrics
University of Massachusetts Medical Center, Worcester, MA
- 2000 – 2002 Instructor in Pediatrics
Harvard Medical School, Boston, MA
- 2000 – 2002 Assistant in Pediatrics
Massachusetts General Hospital, Boston, MA
- 2010 Adjunct Assistant Professor of Pediatrics
University of Utah, Salt lake City, UT

Hospital or Affiliated Institution Appointments:

- 1993 – 1994 Staff Pediatrician
Prairie Medical Group, Santa Monica, CA
- 1993 – 1994 Staff Pediatrician
Santa Monica Hospital, Santa Monica, CA
- 1999 – 2000 Clinical/Biochemical Geneticist, Department of Pediatrics
U of Mass/Memorial Medical Center, Worcester, MA
- 2000 – 2002 Clinical/Biochemical Geneticist, Department of Pediatrics
Massachusetts General Hospital, Boston, MA
- 2003 – 2007 Clinical/Biochemical Geneticist, Department of Pediatrics
Alfred I. duPont Hospital for Children, Wilmington, DE
- 2006 – 2007 Clinical/Biochemical Geneticist, Department of Pediatrics
Christiana Hospital, Wilmington, DE
- 2008- Clinical/Biochemical Geneticist, Dept of Perinatology
Dixie Regional Medical Center, St. George, UT
- 2013- Governing Board Member, The Learning Center for Families, Saint George, UT
- Sept. 2014 Vice President, Governing Board, The Learning Center for Families, Saint George, UT

Professional Societies:

- | | | |
|--|--------|--------|
| Kennedy Fellows Association | member | 1994 - |
| Society for Inborn Metabolic Disorders | member | 1998 - |
| American College of Medical Genetics | member | 1999 - |

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2. Belcher HM, Shapiro BK, Leppert M, Butz AM, Sellers S, Arch E, Kolodner K, Pulsifer M, Lears K, Kaufmann WE. Sequential neuromotor examination of children with intrauterine drug exposure. *Annals New York Academy of Sciences* 846:362, 1998.
3. Belcher HM, Shapiro BK, Leppert M, Butz AM, Sellers S, Arch E, Kolodner K, Pulsifer M, Lears K, Kaufmann WE. Sequential neurometer examination of children with intrauterine cocaine / polydrug exposure. *Developmental Medicine & Child Neurology* 41:240-246, 1999.
4. Cognetti D, Keller M, Arch E, Schmidt R, Deutsch E, O'Reilly R. Sensorineural hearing loss and pyruvate dehydrogenase deficiency syndrome: Implications for cochlear implantation. Poster Presentation: Am Society of Pediatric Otolaryngology Annual Meeting, Las Vegas, May 27-30, 2005.
5. Hofstra RMW, Valneaire O, Arch E, Osinga J, Kroes H, Loffler BM, Hamosh A, Meijers C, Buys HCM. A loss of function mutation in the endothelin-converting enzyme 1 (ECE-1) associated with Hirschsprung disease, cardiac defects, and autonomic dysfunction. *Letter: Am J Hum Genet* 64:304-308, 1999.
6. Arch EM: Metabolic Disorders (Part 3: Cerebral Palsy Encyclopedia). In *Cerebral Palsy; A Complete Guide for Caregiving*, 2nd Ed. Miller F, Bachrach SJ, et al., The Johns Hopkins University Press, 2006.
7. Arch EM: Metabolic Disease (Chapter 66). In *Pediatrics On Call*. Pohl CA, Gartner JC, Bradford K (eds.), Lange, New York, 2006.

Abstracts:

1. Arch EM: Acute Metabolic Disease (Chapter 66). *Pediatric On Call*, a Lange Medical Book. Pohl CA, Callahan CA, Gartner JC, Bradford K, Gomella L (eds.), Lange, New York, (2006)
2. Arch EM, Goodman BK, Liaw D, Parsons R, Van Wesep RA, Clarke K, McKusick VA, Geraghty MT. Deletion of 10q23-q24.1 including PTEN in a patient with Cowden disease. [Abstract]. *Am J Hum Genet*. 1997; 61:A118.
3. Wright MJ, Arch EM, Millington D, Rutberg J, Geraghty MT. Comparison of diagnostic methods in a patient with MCAD deficiency. [Abstract]. *Am J Hum Genet*. 1997; 61:A264.
4. Arch E, Shih V. Skin rash associate with valine deficiency in a patient with maple syrup urine disease. [Abstract and Poster]. *Society for Inherited Metabolic Disorders Abstract Book 1998*; Pacific Grove.
5. Mowery P, Bason L, Arch E, Gadi I, Wisniewski L, Tepperberg J, Singh-Kahlon P, Papenhausen P. Tandem duplication of Xq13.q22 in a newborn female with hydrocephalus. [Abstract and Poster]. *American Society of Human Genetics 2003*.

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 Tara Griffith

Role with school Board Member

Expertise Sociology

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.

I intend to serve on the Board of Directors for St George Academy as a voting member. Growing up in New Jersey my High School focused on guiding students towards College. I also had the opportunity to attend the Princeton Review to help me prepare for the SAT exam. I want the same opportunities for my two children in Utah. I represent the growing number of working mothers in the United States.

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.

My main Not-for-Profit experience was when I was in college. I graduated college with a Sociology Major and a Psychology Minor. I worked as an intern at a non-profit agency called The Lund Family center in Burlington, Vermont. I worked with pregnant teens for over a year. Currently I assist with another Not-For-Profit organization in St. George, Utah called St. George Musical Theater. This will help both children and adults get experience in the Arts.

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.

Team One Repair, Sales Executive, 2001 – Present

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.

University of Vermont, BA Sociology, Minor: Psychology, 1997

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

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 Kristen Griffith

Role with school Board of Directors, Secretary

Expertise Higher Education

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.

One specific role I have on this board is to serve as the board secretary by maintaining all records, capturing and communicating the content of all meetings and performing any additional duties as assigned. I'm committed to the success of this endeavor of opening a charter school designed to prepare students for a university education. After earning two degrees during 9 years of higher education, I understand the need and benefits of having a strong secondary education to be successful at the university level. I'm passionate about helping these very bright and amazing children of Southern Utah have the resources necessary to realize their full potential. My child is one of them.

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.

I served 2 years as the Graduate Student Forum President in the Department of Chemistry and Biochemistry at Georgia Tech. I also served as the department Senator for the Graduate Student Government Association.

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.

Director, Analytical Laboratory and Product Development

American Pacific, 2006 – Present

I'm responsible for all quality control related testing and product development activities. I'm also responsible for managing the governing quality management systems (ISO & TNI) in the laboratory as well as all financial related activities.

Senior Scientist

American Pacific, 2001 – 2006

Responsible for managing all internal & external research projects for new products.

Graduate Research Assistant

Georgia Tech, 1997 – 2001

Teach undergraduate chemistry labs, perform lectures, prepare and grade exams and quizzes.

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.

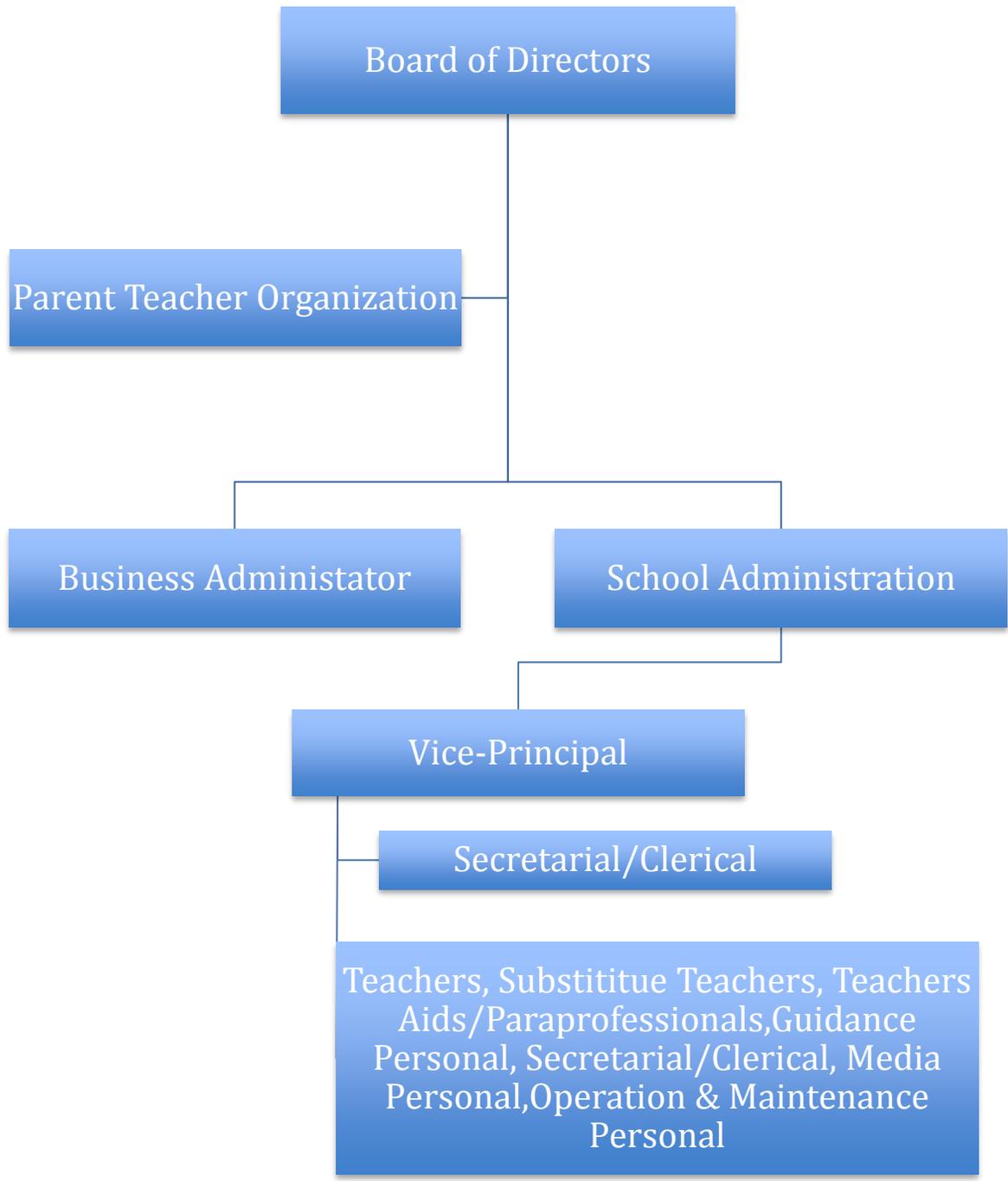
Georgia Institute of Technology, PhD, Organic Chemistry, 2001

State University of New York at Fredonia, BS Chemistry, Minors: Business & Math, 1996

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

The founding Board plays a critical role in the vision and initial development of the school. It is not uncommon for these initial Boards to reevaluate their scope and responsibilities as the school grows, develops and matures. It is the intent of St. George Academy's board of directors to continually improve by means of Board training on a regular basis and continually revisit their responsibilities and roles. St. George Academy benefits from having its founding board have experience in serving as board members of existing charter schools. It is further expected that the founding board will turn over within the first 5 years with this being made possible by continual board recruitment and development.

Again, due to the experience of some of St. George Academy's board members they are familiar with State law regarding charter school financial management and being prudent custodians of the schools funds. Board members also have experience publicly representing a charter school, have a robust knowledge of their legal obligations to the school and the state as well as knowing their ultimate governance role. Initially the lines of responsibility will be fairly thin with the Administrator, Business Manager and Parent Teacher Organization reporting directly to the Board of Directors. Vice-Principals, Dean and other staff positions will report up through the Vice-Principal/Deans through the Administration. Much of this responsibility assignment will be developed by the Administration.



SECTION 7: STAFFING

Our first year of operation we are expecting 350 students. Based on this number we expect to hire 1 Administrator, an Administrative Secretary, 15 teachers, 2 substitute teachers, 2 aides/Paraprofessionals, 1 Guidance Counselor, 1 support secretaries, 1 Media specialist and 1 Maintenance staff. Our second year we are expecting 450 students. Based on this expectation we expect to increase our total staffing by 3 teachers bringing our total to 18 and adding 2 additional secretarial positions to handle supporting administrative duties. Per the enclosed financials these salaries and total labor expenses are reasonable and can be supported based on student enrollment.

Special emphasis will be placed on recruiting; an Administrator, Vice-Principal, teachers, etc. Ideally we would like to hire, train and retain those professionals who feel a strong belief and conviction in an institution like St. George Academy. Due to the demands of the academics, college preparatory focus, high achievement, etc. it is hoped that our Administrative team and teachers will have a desire to teach at our school out of an alignment and not simply because it's a "teaching job". We want to provide a work environment that challenges and rewards the staff and allows them to grow professionally as well as have them want to stay. Teachers will be expected to have a depth of knowledge in their respective areas and a passion for their areas of expertise. Efforts will be made via job boards, Teachers Teacher, work of mouth, etc. to recruit those professionals looking for an environment like St. George Academy. The Administration will be responsible for interviewing, hiring, training, supporting, creating improvement plans if necessary and dismissal of staff with Board approval.

The Administrator of the school is one of the most integral positions and has direct impact and is the lead on culture, atmosphere, achievement of stated goals, school adherence to Charter and the adherence to policy, procedures, law, etc. While the term "Principal" is used in some instances synonymously with "Director" or "Administrator" St. George Academy is adamant in its belief that a charter school's day to day leader must be more than a "Principal". As each Charter School is its own District responsible for all State and Federal reports, State testing, State and Federal law, labor data, budgeting, operations, facilities, human resources, etc. and the education of its students the school leader must be able to wear multiple hats, understand the ultimate responsibilities of each role, be able to delegate, and get a large variety of issues accomplished above and beyond the education of the students. It is critical that the school's Administrator be able to understand the business side of the organization from a day to day and sustainability perspective in addition to ensuring learning is taking place.

It is expected that the Administrator will delegate appropriate responsibilities and balance the work life roles of that position. While the Board of directors will hold the Administrator accountable to all Board goals and the effective management of the institution the Board will expect the Administrator to take on some responsibilities and task other staff members with key responsibilities.

Administrator Responsibilities:

Position Summary

The Administrator manages and coordinates all educational, administrative, maintenance and counseling activities of the school and its programs and assures compliance with all State and Federal reporting requirements by performing the following duties personally or through subordinate administrators, faculty, or support staff. In addition, he/she works with the District Business

Administrator(s) to assure the prudent use of school funds in accordance with the established financial system and policies.

Essential Duties and Responsibilities: (other duties may be assigned)

- Pursues the Vision and executes the Mission of the school.
- Administrative member of SGA School Board (non-voting)
- Works with the Board to review, update or create policies that best support the Mission of the school and align with State and Federal rules and laws.
- Adheres to and enforces board policy, school guidelines, and administrative directives.
- Regularly reviews and works with the Board to update school policies
- Attends SGA Board Meetings and Reports to the Board (monthly enrollment updates and other items on the Administrator's report as assigned).
- Oversees compilation and reporting of formal assessment scores.
- Completes and submits required State and internal reports and paperwork
- Serves on school committees as assigned.
- Serves as the school's Outreach Representative for publicity and provides positive and informative communication regularly with parents.
- Reviews and updates job descriptions so they reflect the scope of the job for which they were created.
- Identifies vacancies, interviews, and hires the best employees to support the school's Mission.
- Develops and evaluates the educational program to ensure conformance to State and School Board standards and policies.
- Coordinates and directs educational programs through meetings with faculty and staff, review of teachers' activities, and issuance of directives.
- Confers with teachers, students, and parents concerning educational and behavioral problems in the school.
- Articulates goals and policies as appropriate to staff, students, parents and the community.
- Approves programs and services offered by the school.
- Meets regularly with the Administrative Team (to potentially include Director, Assistant Director(s), District Secretary, and Office Manager) to coordinate priorities and assignments.
- Holds, and participates, at regular faculty meetings for the purpose of discussing educational and administrative matters.
- Creates and shares faculty meeting agendas with faculty and Board President.

- Serves as “Operations Manager” during school emergencies and drills.
- Works with the Staff Development Team (Director, Staff Developer, Other Specialists) to identify those teachers and instructional areas needing additional support and training and then identify strategies to deliver that support and training.
- Oversees Teacher Evaluation Criteria annually (reviews evaluation rubric/assessment forms/teacher self-evaluation and parent evaluation).
- Supports the overall school improvement process including teacher observations and analyzing student data.
- Performs official teacher classroom evaluations and post debriefs.
- Develops Teacher Improvement Plans as needed.
- Assigns responsibility for the administration, implementation, supervision, coordination and evaluation of programs for students with disabilities and serves as the administrative LEA representative at IEP meetings when necessary.
- Assists with DCFS investigations as required by law.
- Directs preparation of class schedules, cumulative records, enrollment and attendance reports, and other reports and schedules.
- Creates and Maintains Faculty and General Calendar.
- Maintains and Updates Class lists for coming year while considering parent requests and teacher input.
- Works with the Board and Business Manager to plan and monitor the school budget. Reviews and signs all PO's, Time Sheets, and Requests for Leave.
- Keeps the Board advised as to the conditions and needs of the school and submits reports as requested.
- Delegates the proper registration of pupils in the school
- Provides for the maintenance of up-to-date cumulative records and Power School records
- Assures that pupil records are forwarded when a pupil transfers to another school and that records are properly requested.
- Administers and provides oversight for activities conducted by any student organization of the school, provided that such activities are supported by the school and the Administrator.
- Provides for the requisition, allocation and distribution of supplies, equipment, and instructional materials as needed.
- Implements reasonable precautions and plans to safeguard the health and general well-being of the faculty, staff and students.
- Insures and oversees student discipline, making provisions for supervision according to approved practices and policies.
- Works with the Maintenance Supervisor to assure a high level of building and grounds maintenance.
- Inspects or causes to be inspected, the school building and grounds regularly to see that they are free from hazards that might cause accidents and works with the Maintenance Supervisor to remedy identified hazards.
- Reports damage to the school grounds or facilities to the Maintenance Supervisor for repair. Where damage is of a serious nature and/or appears to have been done deliberately, it shall also be reported to the Board President and the police.

- Implements procedures to provide for the safety of all building occupants in the event of fire, earthquakes, shelter in place, or lockdown and conducts required drills.
- Other duties as assigned by the Board.
- Demonstrates safe work practices and is alert to safety sensitive situations; demonstrates a positive safety attitude

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed above and below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COMMITMENT: Understands and agrees with and supports the basic founding principles of the Charter.

EDUCATION and/or EXPERIENCE may include: Master's degree (M.A., M.S., MEd), Administrative/Supervisory Endorsement and/or 3 years related experience and at least three years as a classroom teacher preferred and/or relevant business or professional experience.

CERTIFICATES, LICENSES, REGISTRATIONS: A Utah State Level 2 or 3 License, with an Administrative/Supervisory Endorsement is preferred for this position.

LANGUAGE SKILLS: Ability to read, analyze, and interpret educational journals, financial reports, and legal documents. Ability to communicate positively and effectively to common inquiries or complaints from patrons, community members, students, faculty, staff, Utah State Office of Education representatives and the GWA Board. Ability to effectively present information to the faculty and staff, Board, public groups, and/or educators.

MATHEMATICAL SKILLS: Ability to add, subtract, multiply, and divide in all standard units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

REASONING ABILITY: Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret a variety of technical instructions and deal with several abstract and concrete variables.

TECHNICAL SKILLS: Posses general computer skills including the ability to process emails, create spreadsheets, word documents, and computer generated presentations.

The Administrator oversees the overall administration and management of the school including, academic programs, school vision, staffing, and culture development, with particular emphasis on: planning and evaluation, policy development and administration, personnel and fiscal management, and parent and community relations. Additionally, the Administrator will ensure the school design, curriculum, health and environmental programs, and philosophy is implemented throughout the school community. The Administrator is responsible to create an

effective learning environment where students are challenged and motivated to grow and develop as lifelong learners.

The school's Administrator will be supported by a diverse and equally critical staff including a Vice-Principal, Office Staff (Secretaries), teachers, Para-Professionals, and aides.

The Vice-Principal plays a key role in supporting the Administrator in completion, and adherence, to their responsibilities. While the Vice-Principal will be expected to have a complete list of accomplishments, skills, and successes the ultimate responsibilities will be delegated by the Administrator. It is expected that the Administrator and Vice-Principal will act as a cohesive team complimenting each other's strengths and weaknesses.

St. George Academy will strive to create a learning environment and positive work place for all staff by working with employees to correct issues as they arise and maintain standards of acceptable conduct. St. George Academy will be an at-will employer and will follow all Utah State and Federal Equal Employment Opportunity Laws regarding both Americans with Disabilities Act, Civil Rights, ADEA and ADA protections. St. George Academy will not discriminate against any applicant or employee on the basis of race, color, religion, sex, national origin, age, or disability. Before beginning employment, employees at St. George Academy will sign a Letter of Understanding defining their employment. This agreement may be terminated at will by either party, with or without cause, and with or without notice. The existence of the Letter of Understanding does not create any expectation of continued employment at St. George Academy. Employees will be given a policy and procedure handbook at the time of hire. Employees will also have access to this same policy and procedure handbook at any time while they are at work and online. Employees will be expected to read and acknowledge that they have read this handbook.

St. George Academy's goal is to retain employees, and therefore, the school will work with employees to help improve performance. Continuous review of employee performance is important for developing and furthering the mission of St. George Academy. Employees need feedback, both positive and constructive, to enable them to improve their skills and to recognize the progress and work they have accomplished. Employee evaluations, both formal and informal, will be regular, standardized, and as frequent as possible. Feedback will be both written and verbal. St. George Academy shall maintain a confidential personnel file for each employee. The personnel file will contain the evaluation documents discussed in this section, as well as any other employment related documents or correspondence.

All instructional and professional staff will create and maintain a Personal Development Portfolio containing goals and the employee's plans for meeting those goals. Prior to the beginning of the school year, the Administrator and employee will meet and discuss goals and develop a professional growth program. The Administrator will meet and discuss goals and develop a professional growth program with the Board. The portfolio will include samples of classroom or schoolwork, personal reflections, and any other material deemed appropriate as evidence of continuous improvement. The portfolio will be used in the formal review process.

In an effort to provide feedback, assessment, and professional development all employees will receive at least one formal evaluation per calendar year and several informal evaluations. A formal evaluation is a pre-determined evaluation, wherein the teacher will be informed of the time, methodology, and expectations of the evaluator. This information will be introduced to all teachers at the beginning of the school year so they understand the purpose and methods they will be evaluated against. In a formal evaluation, each employee will meet in a preconference with the evaluator prior to the evaluation to review lesson plans and evaluation criteria.

After observing the teacher, the evaluator will provide a description of the lesson, its objective, the lesson format, methods and materials used, employee's strengths, areas for improvement, follow-up items from previous evaluations, instructional goals, interpersonal goals, goals for professional development/coursework, and any other relevant comments. (These criteria can be adapted as necessary to conduct self-assessments, peer reviews, informal reviews, etc., and for non-teaching staff.) Comments should be positive and the evaluator should limit recommendations to two or three significant items. Recommendations will be revisited in future evaluations to assess progress.

As previously stated, St. George Academy can waive the certification requirement for teachers in its contract with the district. Although a teaching license is not a direct requirement for employment at St. George Academy we will prefer candidates who are accredited through certification by the Utah State Office of Education or an Alternative Teacher Licensing program. Teachers who are hired without a teaching license will work toward certification.

In addition, St. George Academy will hire teachers that the Administrator or Governing Board determine have sufficient breadth of knowledge or training in subject areas, experience in instruction, or other demonstrated abilities deemed necessary for him or her to effectively perform the duties of a teacher. We also seek to ensure that our teachers are in alignment with the school's educational philosophy, methods of teaching, established curricula, goals and policies as set forth in this charter by the Founders.

We expect all of our teachers to have a work history that shows reliability, honesty, enthusiasm for teaching, and a strong work ethic. Our teachers will also demonstrate problem solving abilities and the ability to work well with others. We further seek for teachers who have varied educational backgrounds and an appreciation for health and environmental wellness.

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

- The St. George Academy Administrator will recruit, interview, and hire the teaching faculty under the direction of the Governing Board. Board members may be allowed to sit in on the interview process if asked by the director, or if the board sees fit. The Administrator has the responsibility to hire teacher(s) who are able to produce the learning goals established by the Board.
- All teachers participate in ongoing training and in-service; peer reviews; parent and student evaluations; and administrative mentoring. The Administrator conducts periodic teacher evaluations. Teachers who do not meet the school's high expectations will be given appropriate mentoring and professional development opportunities. Teachers who continue to fall below the school's high expectations will not receive continued employment.
- Additionally, St. George Academy will seek teachers who are proficient not only in their subject area but also in the field of education. Such proficiency may be demonstrated in a variety of ways, including classroom experience, training and coursework in pedagogy, methodology, research, foundations and educational practice. Regardless of their certification status, St. George Academy teachers must meet the "highly qualified" criteria set forth by the federal No Child Left Behind (NCLB) legislation in order to be considered for employment. To meet these requirements teachers must demonstrate a subject matter competency in all core academic areas to which they are assigned. At the secondary level teachers must have a bachelor's or master's degree specific to the subject area being taught; or have at least 24 semester hours in the subject area (30 hours in social studies or science); or they must pass a content assessment, such as the PLACE or Praxis exam, in the subject area.

Core academic areas include the following:

- English, reading or language arts
- Math
- Science
- World language
- Social studies (civics, government, history, geography, and economics)
- Arts (visual arts, theater, music)

Faculty members will be given every opportunity to engage in professional development to ensure that their knowledge is current and that their pedagogical practices are meeting the level of expected excellence. The field of education continues to be flooded with research affirming that the single most important factor in student achievement is the quality of the teacher in the classroom. Consequently, one of St. George Academy's paramount priorities will be to hire and retain the highest-caliber teachers possible. The school intends to develop a Hiring and Organizational Development Team (HOD) of parent volunteers and staff members who will work tirelessly to attract qualified candidates to every open position, relying on exacting standards and an exhaustive hiring process. But hiring excellent teachers isn't enough. Teaching is a craft that is mastered over time, and all teachers, regardless of their expertise or years of experience, require ongoing professional development in order to stay

effective and engaged, and to ensure the best possible results in the classroom.

St. George Academy will implement a tiered professional development program designed to differentiate for teachers individually as well as in tiered cohorts, and to provide meaningful professional development with direct ties to student achievement and school-wide goals. Depending on how long a teacher will have been at St. George Academy and the results of his or her performance evaluation, professional development is customized with different expectations and responsibilities. Through the tiered professional development program and the performance evaluation process, St. George Academy will seek to empower teachers to be active agents in their own growth and development, and to promote high staff morale and job satisfaction while ensuring that all students are in the care of educational experts at the cutting edge of their field.

Tiered Professional Development will be introduced as a new paradigm in the WCSD, intending to differentiate and make professional development meaningful for teachers with varied years of experience in education and at St. George Academy.

Professional Development at St. George Academy will adhere to the following values:

- A professional development model for educators that supports life-long learning across the spectrum of instructional mastery; i.e. a school where every faculty member – regardless of how experienced or novice – is dedicated to his or her professional growth, and seeks opportunities to expand and develop the ‘teaching toolkit’
- Faculty members who regularly reflect on their practices and seek to improve them
- Professional development tailored to individual needs and school-wide goals
- Shared expertise and collaboration between colleagues through the use of coaching, workshops, leadership, and targeted professional growth plans

The faculty will be divided into four tiers, each with specific expectations depending upon faculty members’ tenure at the school. Included in this will be St. George Academy’s induction program for all teachers in their first year at the school. For specific trainings in a variety of areas and as a reflection of the value St. George Academy places on the notion of ‘teacher as expert’, St. George Academy will hold an on-going series of regular workshops presented for teachers by teachers in order to:

- model best practices for 9-12 instruction
- share content and skills between faculty
- create choice and differentiate for faculty with varied needs
- acknowledge and benefit from faculty as experts in their fields
- promote collegial collaboration within the faculty
- provide free professional development opportunities as a community service to university teachers-in-training and other education professionals raise

awareness of St. George Academy among regional educators in order to expand the potential candidate pool when hiring for open positions.

As an educational institution intent on being a 'teaching school', St. George Academy will be committed to the on-going growth and development of its faculty, and to continuing to set the standard for excellence in Utah's charter community and beyond.

Substitute Teacher

Job Description:

Substitute teachers work in the classroom with students when the classroom teacher is unable to be present. Substitute teachers may be asked to teach after-school enrichment courses. Applicant must successfully complete a criminal background check.

Job Requirements:

- Candidate must have a high school diploma or equivalent.
- Preference will be given to candidates who hold a Level 1, Level 2, or Level 3 Utah Professional Educator License.
- Preference will be given to applicants who have previous teaching experience in any subject area or who have completed professional development courses.
- The individual shall satisfactorily complete a criminal background check if he or she will have significant unsupervised access to students consistent with Section 53A-3-410.
- The individual will report directly to the Administrator or Vice-Principal.
- The individual will possess the skills and/or experience needed for his/her position.
- The individual will have a high school diploma.
- The individual will complete their job duties with minimal supervision.
- The individual will demonstrate a willingness to support St. George Academy's mission, belief statements, purpose, philosophy, goals and vision.

Classroom Aide/Teacher's Aide

Classroom Aides work under the direction of the classroom teacher. They assist teachers in the classroom, work one-on-one with students, and direct small group activities. Upon acceptance of employment, each classroom aide is expected to continue in his or her professional development during the term of employment. Applicant must successfully complete a criminal background check.

Minimum Qualifications:

- Candidate must have a high school diploma or equivalent.

- Successful previous experience working in a public school.
- Completed at least two years (minimum of 48 semester hours) at an accredited higher education institution; or
- Have an associates (or higher) degree; or
- Have satisfied the Utah State assessment requirement for Para-professionals
- The individual shall satisfactorily complete a criminal background check if he or she will have significant unsupervised access to students consistent with Section 53A-3-410.
- The individual will report directly to the Administrator or Vice-Principal.
- The individual will possess the skills and/or experience needed for his/her position.
- The individual will have a high school diploma.
- The individual will complete their job duties with minimal supervision.
- The individual will demonstrate a willingness to support St. George Academy's mission, belief statements, purpose, philosophy, goals and vision.

Paraprofessionals

St. George Academy will follow state and federal guidelines in order to hire qualified paraprofessionals, including both instructional and classroom aides, for a program supported by Title I funds as outlined in R277-524. Paraprofessionals may:

- provide individual or small group assistance or tutoring to students under the direct supervision of a licensed teacher during times when students would not otherwise be receiving instruction from a teacher.
- assist with classroom organization and management, such as organizing instructional or other materials;
- provide assistance in computer laboratories;
- conduct parental involvement activities;
- provide support in library or media centers;
- Act as translators;
- provide supervision for students in non-instructional settings.

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

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

If working for a program not supported by Title 1 Funds:

- The individual will report directly to the Administrator or Vice-Principal.
- The individual will possess the skills and/or experience needed for his/her position.
- The individual will have a high school diploma.
- The individual will complete their job duties with minimal supervision.
- The individual will demonstrate a willingness to support St. George Academy's mission, belief statements, purpose, philosophy, goals and vision.

Business Manager-

A Business Manager will be employed and will be responsible for the accounting (using Generally Accepted Accounting Principles), preparing reconciliations, preparing disbursements and preparing financial and other reports. Procedures will be adopted to ensure cash receipts are processed by two people with a check and balance system. The Board of Directors will proceed through a formal evaluation in the selection and hiring of the Business Manager position. This position will be evaluated on a consistent basis, both formally, and informally, for quality, service, and performance of expectations and agreed upon services as well as cost effectiveness.

SECTION 8: BUSINESS PLAN

St. George Academy is registered as a Non-Profit Utah Corporation. The Board of Directors is responsible for the proper financial oversight, prudent use of school funds, and successful operation of the institution. Care will be taken to ensure all funds are disbursed with prudent man standards at that dollars spent will be necessary and in the best interests of the school. St. George Academy has 2 former Board members of an existing charter school on its Board of Directors. In addition, St. George Academy has the former business manager of 2 existing Utah charter schools on its Board of Directors. These 3 Board members all served George Washington Academy in their respective capacities. During their tenure GWA was, and is, rated as one of the top academic institutions in the State not only for educational achievement but also for financial strength and stability. These Board members bring with them knowledge and experience based on State expectations, prudent charter school finance, and laws governing the actions of charter schools.

In addition, the Board of St. George Academy is rounded out with additional layers of State education financial experience with a Board member currently serving as a Financial Officer for Dixie Applied Technical College as well as previously serving in a financial capacity with Dixie State University.

The Board of Directors also benefits from our Board members currently serving in educational capacities at both Dixie Applied Technical College and Dixie State University.

We feel that our Board is uniquely qualified to deliver on the Charter as presented due to the number of practical areas and areas of expertise from financial, business, operations and education our Board members bring to the organization.

The Board as a whole is responsible for schools funds. Specifically the Board's Chief Financial Officer will work with the Business Manager and Administrator on day to day financial issues and will be the primary Board member ensuring monthly financial reports are prepared and available for monthly Board meetings and will bring to the Board's attention immediate financial concerns or requests brought forward by the Administrator or Business Manager. The CFO will also ensure the Business Manager compiles and submits on a timely basis all State and Federal required reports. In addition, the CFO will ensure an annual successful audit is performed. Each monthly meeting will have time committed to financial review including adherence to budget, impending expenses, labor costs, etc. to keep the Board continually informed as to the financial health of the school. While the Administrator will be responsible for the running of the school disbursement of funds, above a certain limit, will require Board approval, this will ensure open communication in the expenses of the school and ensure the Board knows where public funds are being spent. While the CFO will be the primary financial resource it is the duty of all Board members to understand the budget, familiarize themselves with purchasing law and policies, and be cognizant of their financial responsibilities to St. George Academy and the State of Utah.

The Board will maintain proper insurance coverage and will contract with State Risk

Management, or other suitable insurance coverage provider, in covering the school, and its Board of Directors to provide indemnity and additional protections.

St. George Academy is currently investigating a number of locations for the physical placement of the school. All locations will be located in the Washington, Washington Fields area in Washington County, Utah. Student demographics indicate a high number of potential students, those currently enrolled in George Washington Academy, living within a 5 mile radius of GWA. It is our intent, as previously stated, to seek preferential enrollment for these students and plan to locate as close to GWA as possible. There is current land availability and we are in conversations with multiple land owners, developers and a commercial broker in the acquisition and construction of St. George Academy. Per the attached pro forma we are very aware of the total expense of land and facilities many of the Board members being involved with the necessary expansion of George Washington Academy. Every effort is being made, and will be made, to keep the cost of land, construction, and expansion well within reason working to keep as much of the school's funds available for school use and not to pay for excessive construction and development costs. Due to the chartering process it is difficult to contract for reasonable development expenses as land acquisition and building development is a risky endeavor for developers as they are financing an operation with no capital or guarantees. Total debt coverage for land and facilities is to be kept around 20%, sub 20% being preferred. We are working to acquire land now and are optimistic at our prospects. A portion of our ability to contract for land will be contingent on a successful chartering process.

Building construction will follow all State and Federal code relating to school construction. St. George Academy will work with Architects and the Utah State Office of Education in adhering to appropriate school construction and concerns. We anticipate construction to begin mid 2015 with completion in 2016 allowing us ample time to inhabit the school. St. George Academy has the advantage of experienced building construction management on its Board of Directors. We will create reasonable construction timelines and work to create a cost effective structure while not sacrificing quality or long-term durability. Land acquisition is currently underway, it is anticipated that land selection and agreements will come to conclusion soon. Ultimate land acquisition may not be able to happen to final application approval.

As discussed, St. George Academy will be designed to replicate a college campus. In Year 1, depending on funding, we will attempt to construct a facility containing 18 classrooms in addition to administrative offices, front office staff work space, support rooms, common areas and independent work space. As the school grows we will add additional free standing facilities to contain subject area; math building, science building, etc. as well as athletic fields and facilities. We are anticipating a circle of buildings providing a central common area with outlying athletic facilities. The goal to be able to bring together a place where students can congregate, interact, have access to each other and feel a sense of independence while being contained within a learning environment.

Providing SGA is able to acquire its primary land choice long-term plans provide for shared athletic facilities with its neighbor George Washington Academy. This will allow both schools to

share facilities and expenses for common use.

Prior to opening doors St. George Academy needs to; finalize land acquisition, hire architects (if necessary), hire developer, hire project manager, hire Administrator, develop list of necessary school items (chairs, desk, computers, curriculum, etc.), fund raise, market to population the opening of the school, start waiting list, ensure all day 1 policies & procedures are in place, ensure all staff are hired and trained, monitor facility construction, contract business manager, constantly review for progress for opening. All of these items will be dependent on charter approval. Once St. George Academy has been granted its charter and allowed to move forward the above list, as well as all other aspects not covered, will begin in earnest. All items will ultimately be Board responsibilities to be delegated as progress warrants. Specific Board members will take responsibility, or co-responsibility, for each item and additional volunteers will be solicited and tasked where appropriate. St. George Academy's Administrator will take a lead role as well on progressing the school toward opening. It is further expected that all additional steps in the opening of the school will provide the Board of Directors potential candidates to fill future Board positions.

SECTION 9: EDUCATION SERVICE PROVIDERS

We do not intend to contract with any education service providers.

APPENDIX A- ADMINISTRATIVE RULES

Not Applicable

APPENDIX B- MEMORANDUMS OF UNDERSTANDING

Not Applicable

APPENDIX C: BUDGET FORM

Charter School Name: St. George Academy		Fiscal Year: Year 1, 2016-2017		
Revenue		Planning Year		
Total Revenue From Local Sources (1000)		\$0		
Charter School Startup Grant		\$200,000		
Charter School Revolving Loan		\$300,000		
Total Revenue from State Sources (3000)		\$500,000		
Restricted Federal Through State		\$0		
Total Revenue from Federal Sources (4000)		\$0		
Private Grants & Donations :		\$0		
Source(s) (specify)		\$0		
Loans:				
Commercial		\$0		
Contributions and Donations from Private Sources		\$0		
Other (specify)		\$0		
Total Revenue from Other Sources (5000)		\$0		
Total Revenue		\$500,000		
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	0.25	\$26,000	\$6,500
21.100	Salaries - Other 2100-STUDENT SUPPORT			\$0
	Total 21 (2100)-STUDENT SUPPORT Salaries (100)			\$6,500
22.145	Salaries - Media Personnel - Certified			\$0
22.162	Salaries - Media Personnel - Noncertified	0.25	\$24,000	\$6,000
22.100	Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT			\$0
	Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$6,000
24.121	Salaries - Principals and Assistants	0.50	\$80,000	\$40,000
24.152	Salaries - Secretarial and Clerical	0.50	\$30,000	\$15,000
24.100	Salaries - Other 2400-SCHOOL ADMINISTRATION			\$0
	Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)			\$55,000
26.100	Salaries - Operation & Maintenance of Facilities	0.25	\$26,000	\$6,500
	Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)			\$6,500
31.100	Salaries - FOOD SERVICES			\$0
	Total 31 (3100)-FOOD SERVICES Salaries (100)			\$0
45.100	Salaries - Building Acquisition	1.00		\$0
	Total 45 (4500)-BUILDING ACQUISITION Salaries (100)			\$0
	TOTAL - ALL SALARIES (100)			\$74,000
--- BENEFITS ---				
10.210	Retirement - INSTRUCTION	5%		\$0
21.210	Retirement - STUDENT SUPPORT	5%		\$325
22.210	Retirement - INSTRUCTIONAL STAFF SUPPORT	5%		\$300
24.210	Retirement - SCHOOL ADMINISTRATION	5%		\$2,750
26.210	Retirement - OPERATION & MAINT OF FACILITIES	5%		\$325
31.210	Retirement - FOOD SERVICES	0%		\$0
45.210	Retirement - BUILDING ACQUISITION	0%		\$0
	TOTAL - ALL RETIREMENT			\$3,700
10.220	Social Security/FICA/UNEMP/WCF - INSTRUCTION	10%		\$0
21.220	Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT	10%		\$650

22.220	Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SUPP	10%		\$600
24.220	Social Security/FICA/UNEMP/WCF -SCHOOL ADMINISTRATION	10%		\$5,500
26.220	Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF FACI	10%		\$650
31.220	Social Security - FOOD SERVICES	10%		\$0
45.220	Social Security/FICA/UNEMP/WCF - BUILDING ACQUISITION	10%		\$0
	TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF			\$7,400
10.240	Insurance (Health/Dental/Life) - INSTRUCTION	14%		\$0
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT	14%		\$910
22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPORT	14%		\$840
24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	14%		\$7,700
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF FACILITIE	14%		\$910
31.240	Insurance (Health/Dental/Life) - FOOD SERVICES	0%		\$0
45.240	Insurance (Health/Dental/Life) - BUILDING ACQUISITION	0%		\$0
	TOTAL - ALL INSURANCE (Health/Dental/Life)			\$10,360
10.200	Other Benefits (specify) - INSTRUCTION	0%		\$0
21.200	Other Benefits (specify) - STUDENT SUPPORT	0%		\$0
22.200	Other Benefits (specify) - INSTRUCTIONAL STAFF SUPPORT	0%		\$0
24.200	Other Benefits (specify) - SCHOOL ADMINISTRATION	0%		\$0
26.200	Other Benefits (specify) - OPERATION & MAINT OF FACILITIES	0%		\$0
31.200	Other Benefits (specify) - FOOD SERVICES	0%		\$0
45.200	Other Benefits (specify) - BUILDING ACQUISITION	0%		\$0
	TOTAL - ALL OTHER BENEFITS (specify)			\$0
	TOTAL ALL BENEFITS (200)			\$21,460
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---				
10.300	Purchased Prof & Tech Services - INSTRUCTION			
21.300	Purchased Prof & Tech Services - STUDENT SUPPORT			\$15,000
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF SUPPORT			\$4,000
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			\$90,000
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$119,000
--- PURCHASED PROPERTY SERVICES ---				
26.400	Purchased Property Services			
26.460	Construction and Remodeling			
45.400	Purchased Property Services			
45.460	Construction and Remodclng			
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$0
--- OTHER PURCHASED SERVICES ---				
26.500	Other Purchased Services - OPERATION & MAINT OF FACILITIES			
26.500	Other Purchased Services - BUILDING ACQUISITION			
	TOTAL - ALL OTHER PURCHASED SERVICES (500)			\$0
--- SUPPLIES ---				
10.600	Instructional Supplies - INSTRUCTION			\$3,000
10.641	Textbooks - INSTRUCTION			\$15,000
21.600	Supplies - STUDENT SUPPORT SERVICES			
22.600	Supplies - INSTRUCTIONAL STAFF SUPPORT			\$23,000
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			\$4,000
26.600	Supplies - OPERATION & MAINT OF FACILITIES			\$1,000
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			\$45,000

45.644	Library Books-New Libraries - BUILDING ACQUISITION & INSTR			
	TOTAL - ALL SUPPLIES (600)			\$91,000
-- PROPERTY --				
10.700	Property (Instructional Equipment) - INSTRUCTION			
21.700	Property - STUDENT SUPPORT SERVICES			
22.700	Property - INSTRUCTIONAL STAFF SUPPORT			
24.700	Property - SCHOOL ADMINISTRATION			\$7,000
26.700	Property - OPERATION & MAINT OF FACILITIES			\$12,000
31.700	Property - FOOD SERVICES			
31.780	Depreciation - Kitchen Equipment Depreciation - FOOD SERVICES			
45.710	Land and Improvements			\$100,000
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)			\$119,000
-- 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			\$5,000
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)			\$5,000
1000	Total Local			\$0
3000	Total State			\$500,000
4000	Total Federal			\$0
TOTAL REVENUES				\$500,000
100	Salaries			\$74,000
200	Employee Benefits			\$21,460
300	Purchased Professional and Technical Services			\$119,000
400	Purchased Property Services			\$0
500	Other Purchased Services			\$0
600	Supplies			\$91,000
700	Property			\$119,000
800	Other Objects			\$5,000
TOTAL EXPENDITURES				\$429,460
Excess or Deficiency of Revenues over Expenditures				\$70,540
Other Sources of Funding (5000)				\$0
Net Asset Balance (Fund Balance)				\$70,540
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)				14%
Percentage of Funding Contributed to Reserve Balance (Total Rev - Total Exp / Total Rev = >5%)				14%
Necessary Closure Fund (2 months Purchased Prop Serv + Other)				\$833

Charter School Name: St. George Academy		Fiscal Year: 2016-2017				
First Operational Year	100% Enrollment	75% Enrollment				
Number of Students:	350	262				
Grade Configuration: 9-12						
Revenue						
Child Nutrition Program (CNP) and Lunchroom Sales	\$0	\$0				
Student Activities	\$17,500	\$13,100				
Other	\$0	\$0				
Total Revenue From Local Sources (1000)	\$17,500	\$13,100				
State Educational Funding	\$2,109,085	\$1,620,085				
Implementation Grant	\$0	\$0				
Total Revenue from State Sources (3000)	\$2,109,085	\$1,620,085				
Lunch and Breakfast Reimbursement	\$0	\$0				
Donated Commodities (CNP)	\$0	\$0				
Restricted Federal Through State	\$0	\$0				
Programs for the Disabled (IDEA)	\$0	\$0				
No Child Left Behind (NCLB)	\$0	\$0				
Total Revenue from Federal Sources (4000)	\$0	\$0				
Private Grants & Donations:	\$0	\$0				
Source(s) (specify) Parent donations fundraising	\$0	\$0				
Loans:	\$0	\$0				
Commercial	\$0	\$0				
Contributions and Donations from Private Sources	\$25,000	\$20,000				
Other (specify)	\$0	\$0				
Prior Year Carryforward	\$70,540	\$70,540				
Total Revenue from Other Sources (5000)	\$95,540	\$90,540				
Total Revenue	\$2,222,125	\$1,723,725				
Expenditures						
	Number	Salary or Cost	Total	Number	Salary or Cost	Total
--- SALARIES ---						
10.131 Salaries - Teachers	15.00	\$40,000	\$600,000	11.00	\$40,000	\$440,000
10.132 Salaries - Substitute Teachers	2.00	\$4,800	\$9,600	2.00	\$4,800	\$9,600
10.161 Salaries - Teacher Aides and Paraprofessionals	2.00	\$18,000	\$36,000	2.00	\$18,000	\$36,000
10.100 Salaries - Other 1000-INSTRUCTION			\$0			\$0
Total 10 (1000)-INSTRUCTION Salaries (100)			\$645,600			\$485,600
21.141 Salaries - Attendance and Social Work Personnel			\$0			\$0
21.142 Salaries - Guidance Personnel	1.00	\$36,000	\$36,000	1.00	\$36,000	\$36,000
21.143 Salaries - Health Services Personnel			\$0			\$0
21.144 Salaries - Psychological Personnel			\$0			\$0
21.152 Salaries - Secretarial and Clerical	1.00	\$26,000	\$26,000	1.00	\$26,000	\$26,000
21.100 Salaries - Other 2100-STUDENT SUPPORT			\$0			\$0
Total 21 (2100)-STUDENT SUPPORT Salaries (100)			\$62,000			\$62,000
22.145 Salaries - Media Personnel - Certified			\$0			\$0
22.162 Salaries - Media Personnel - Noncertified	1.00	\$36,000	\$36,000	1.00	\$36,000	\$36,000
22.100 Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT			\$0			\$0
Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$36,000			\$36,000
24.121 Salaries - Principals and Assistants	1.00	\$84,000	\$84,000	1.00	\$84,000	\$84,000
24.152 Salaries - Secretarial and Clerical	1.00	\$26,000	\$26,000	1.00	\$26,000	\$26,000
24.100 Salaries - Other 2400-SCHOOL ADMINISTRATION			\$0			\$0
Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)			\$110,000			\$110,000
26.100 Salaries - Operation & Maintenance of Facilities	1.00	\$30,000	\$30,000	1.00	\$30,000	\$30,000
Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)			\$30,000			\$30,000
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)			\$883,600			\$723,600
--- BENEFITS ---						
10.210 Retirement - INSTRUCTION	5%		\$32,280	5%		\$24,280
21.210 Retirement - STUDENT SUPPORT	5%		\$3,100	5%		\$3,100
22.210 Retirement - INSTRUCTIONAL STAFF SUPPORT	5%		\$1,800	5%		\$1,800
24.210 Retirement - SCHOOL ADMINISTRATION	5%		\$5,500	5%		\$5,500
26.210 Retirement - OPERATION & MAINT OF FACILITIES	5%		\$1,500	5%		\$1,500
31.210 Retirement - FOOD SERVICES	0%		\$0	0%		\$0
45.210 Retirement - BUILDING ACQUISITION	0%		\$0	0%		\$0
TOTAL - ALL RETIREMENT			\$44,180			\$36,180
10.220 Social Security/FICA/UNEMP/WCF - INSTRUCTION	10%		\$64,560	10%		\$48,560
21.220 Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT	10%		\$6,200	10%		\$6,200
22.220 Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SUPP	10%		\$3,600	10%		\$3,600
24.220 Social Security/FICA/UNEMP/WCF -SCHOOL ADMINISTRATION	10%		\$11,000	10%		\$11,000
26.220 Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF FA	10%		\$3,000	10%		\$3,000
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			\$88,360			\$72,360
10.240 Insurance (Health/Dental/Life) - INSTRUCTION	14%		\$90,384	14%		\$67,984
21.240 Insurance (Health/Dental/Life) - STUDENT SUPPORT	14%		\$8,680	14%		\$8,680
22.240 Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPORT	14%		\$5,040	14%		\$5,040

24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	14%		\$15,400	14%		\$15,400
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF FACILITIES	14%		\$4,200	14%		\$4,200
31.240	Insurance (Health/Dental/Life) - FOOD SERVICES	0%		\$0	0%		\$0
45.240	Insurance (Health/Dental/Life) - BUILDING ACQUISITION	0%		\$0	0%		\$0
	TOTAL - ALL INSURANCE (Health/Dental/Life)			\$123,794			\$101,304
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)			\$256,244			\$209,844
	--- 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			\$12,000			\$12,000
24.300	Purchased Prof & Tech Services - SCHOOL ADMINISTRATION			\$6,000			\$6,000
26.300	Purchased Prof & Tech Services - OPERATION & MAINT OF FACILITIES			\$9,600			\$9,600
31.300	Purchased Prof & Tech Services - FOOD SERVICES						
45.300	Purchased Prof & Tech Services - BUILDING ACQUISITION						
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$27,600			\$27,600
	--- 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			\$0
	--- OTHER PURCHASED SERVICES ---						
26.500	Other Purchased Services - OPERATION & MAINT OF FACILITIES			\$36,500			\$36,500
26.500	Other Purchased Services - BUILDING ACQUISITION						
	TOTAL - ALL OTHER PURCHASED SERVICES (500)			\$36,500			\$36,500
	--- SUPPLIES ---						
10.600	Instructional Supplies - INSTRUCTION			\$9,000			\$9,000
10.641	Textbooks - INSTRUCTION			\$35,000			\$27,000
21.600	Supplies - STUDENT SUPPORT SERVICES			\$5,000			\$5,000
22.600	Supplies - INSTRUCTIONAL STAFF SUPPORT			\$23,000			\$23,000
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			\$6,000			\$6,000
26.600	Supplies - OPERATION & MAINT OF FACILITIES			\$12,000			\$12,000
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			\$15,000			\$15,000
45.644	Library Books - New Libraries - BUILDING ACQUISITION & INSTR						
	TOTAL - ALL SUPPLIES (600)			\$105,000			\$97,000
	--- PROPERTY ---						
10.700	Property (Instructional Equipment) - INSTRUCTION						
21.700	Property - STUDENT SUPPORT SERVICES			\$70,000			\$53,000
22.700	Property - INSTRUCTIONAL STAFF SUPPORT			\$27,000			\$27,000
24.700	Property - SCHOOL ADMINISTRATION			\$5,500			\$5,500
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)			\$102,500			\$85,500
	--- 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			\$390,000			\$390,000
	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)		\$390,000		\$390,000
Total Building Acquisition & Instruction (4500)			\$390,000		\$390,000
830	Interest		\$0		\$0
840	Redemption of Principal		\$0		\$0
Total other financing sources (uses) and other items			\$0		\$0
1000	Total Local		\$17,500		\$13,100
3000	Total State		\$2,109,085		\$1,620,085
4000	Total Federal		\$0		\$0
TOTAL REVENUES			\$2,126,585		\$1,633,185
100	Salaries		\$883,600		\$723,600
200	Employee Benefits		\$256,244		\$209,844
300	Purchased Professional and Technical Services		\$27,600		\$27,600
400	Purchased Property Services		\$0		\$0
500	Other Purchased Services		\$36,500		\$36,500
600	Supplies		\$105,000		\$97,000
700	Property		\$102,500		\$85,500
800	Other Objects		\$390,000		\$390,000
TOTAL EXPENDITURES			\$1,801,444		\$1,570,044
Excess or Deficiency of Revenues over Expenditures			\$325,141		\$63,141
Other Sources of Funding (5000)			\$95,540		\$90,540
Net Asset Balance (Fund Balance)			\$420,681		\$153,681
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			20%		9%
Percentage of Funding Contributed to Reserve Balance (Td Rev - Ttl Exp / Ttl Rev = >5%)			0.152893433		4%
Necessary Closure Fund (2 months Purch Prop Serv + Other)			\$65,000		\$65,000

Charter School Name: St. George Academy		Fiscal Year: 2017-2018					
Second Operational Year		100% Enrollment		75% Enrollment			
Number of Students:		450		337			
Grade Configuration:							
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		\$0		\$0			
Student Activities		\$22,500		\$16,850			
Other		\$0		\$0			
Total Revenue From Local Sources (1000)		\$22,500		\$16,850			
State Educational Funding		\$2,697,908		\$2,065,729			
Implementation Grant		\$0		\$0			
Total Revenue from State Sources (3000)		\$2,697,908		\$2,065,729			
Lunch and Breakfast Reimbursement		\$0		\$0			
Donated Commodities (CNP)		\$0		\$0			
Restricted Federal Through State		\$0		\$0			
Programs for the Disabled (IDEA)		\$0		\$0			
No Child Left Behind (NCLB)		\$0		\$0			
Total Revenue from Federal Sources (4000)		\$0		\$0			
Private Grants & Donations:		\$0		\$0			
Source(s) (specify)		\$0		\$0			
Loans:		\$0		\$0			
Commercial		\$0		\$0			
Contributions and Donations from Private Sources		\$25,000		\$20,000			
Other (specify)		\$0		\$0			
Prior Year Carryforward		\$420,681		\$153,681			
Total Revenue from Other Sources (5000)		\$445,681		\$173,681			
Total Revenue		\$3,166,088		\$2,356,260			
Expenditures		Number	Salary or Cost	Total	Number	Salary or Cost	Total
-- SALARIES --							
10.131	Salaries - Teachers	18.00	\$40,000	\$720,000	14.00	\$40,000	\$560,000
10.132	Salaries - Substitute Teachers	2.00	\$4,800	\$9,600	2.00	\$4,800	\$9,600
10.161	Salaries - Teacher Aides and Paraprofessionals	2.00	\$18,000	\$36,000	2.00	\$18,000	\$36,000
10.100	Salaries - Other 1000-INSTRUCTION			\$0			\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$765,600			\$605,600
21.141	Salaries - Attendance and Social Work Personnel			\$0			\$0
21.142	Salaries - Guidance Personnel	1.00	\$36,000	\$36,000	1.00	\$36,000	\$36,000
21.143	Salaries - Health Services Personnel			\$0			\$0
21.144	Salaries - Psychological Personnel			\$0			\$0
21.152	Salaries - Secretarial and Clerical	2.00	\$26,000	\$52,000	2.00	\$26,000	\$52,000
21.100	Salaries - Other 2100-STUDENT SUPPORT			\$0			\$0
	Total 21 (2100)-STUDENT SUPPORT Salaries (100)			\$88,000			\$88,000
22.145	Salaries - Media Personnel - Certified			\$0			\$0
22.162	Salaries - Media Personnel - Noncertified	1.00	\$36,000	\$36,000	1.00	\$36,000	\$36,000
22.100	Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT			\$0			\$0
	Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$36,000			\$36,000
24.121	Salaries - Principals and Assistants	1.00	\$84,000	\$84,000	1.00	\$84,000	\$84,000
24.152	Salaries - Secretarial and Clerical	2.00	\$26,000	\$52,000	2.00	\$26,000	\$52,000
24.100	Salaries - Other 2400-SCHOOL ADMINISTRATION			\$0			\$0
	Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)			\$136,000			\$136,000
26.100	Salaries - Operation & Maintenance of Facilities	1.00	\$30,000	\$30,000	1.00	\$30,000	\$30,000
	Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)			\$30,000			\$30,000
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)			\$1,055,600			\$895,600
-- BENEFITS --							
10.210	Retirement - INSTRUCTION	5%		\$38,280	5%		\$30,280
21.210	Retirement - STUDENT SUPPORT	5%		\$4,400	5%		\$4,400
22.210	Retirement - INSTRUCTIONAL STAFF SUPPORT	5%		\$1,800	5%		\$1,800
24.210	Retirement - SCHOOL ADMINISTRATION	5%		\$6,800	5%		\$6,800
26.210	Retirement - OPERATION & MAINT OF FACILITIES	5%		\$1,500	5%		\$1,500
31.210	Retirement - FOOD SERVICES	0%		\$0	0%		\$0
45.210	Retirement - BUILDING ACQUISITION	0%		\$0	0%		\$0
	TOTAL - ALL RETIREMENT			\$52,780			\$44,780
10.220	Social Security/FICA/UNEMP/WCF - INSTRUCTION	10%		\$76,560	10%		\$60,560
21.220	Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT	10%		\$8,800	10%		\$8,800
22.220	Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SUPP	10%		\$3,600	10%		\$3,600
24.220	Social Security/FICA/UNEMP/WCF - SCHOOL ADMINISTRATION	10%		\$13,600	10%		\$13,600
26.220	Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF FAC	10%		\$3,000	10%		\$3,000
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			\$105,560			\$89,560
10.240	Insurance (Health/Dental/Life) - INSTRUCTION	14%		\$107,184	14%		\$84,784
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT	14%		\$12,320	14%		\$12,320
22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPORT	14%		\$5,040	14%		\$5,040
24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	14%		\$19,040	14%		\$19,040
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF FACILIT	14%		\$4,200	14%		\$4,200

31.240	Insurance (Health/Dental/Life) - FOOD SERVICES	0%		\$0	0%	\$0
45.240	Insurance (Health/Dental/Life) - BUILDING ACQUISITION	0%		\$0	0%	\$0
	TOTAL - ALL INSURANCE (Health/Dental/Life)			\$147,784		\$125,384
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)			\$306,124		\$259,724
--- 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			\$12,000		\$12,000
24.300	Purchased Prof & Tech Services - SCHOOL ADMINISTRATION			\$6,000		\$6,000
26.300	Purchased Prof & Tech Services - OPERATION & MAINT OF FACILITIES			\$9,600		\$9,600
31.300	Purchased Prof & Tech Services - FOOD SERVICES					
45.300	Purchased Prof & Tech Services - BUILDING ACQUISITION					
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$27,600		\$27,600
--- PURCHASED PROPERTY SERVICES ---						
26.400	Purchased Property Services					\$0
26.460	Construction and Remodeling					
45.400	Purchased Property Services					
45.460	Construction and Remodeling					
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$0		\$0
--- OTHER PURCHASED SERVICES ---						
26.500	Other Purchased Services - OPERATION & MAINT OF FACILITIES			\$36,500		\$36,500
26.500	Other Purchased Services - BUILDING ACQUISITION					
	TOTAL - ALL OTHER PURCHASED SERVICES (500)			\$36,500		\$36,500
--- SUPPLIES ---						
10.600	Instructional Supplies - INSTRUCTION					
10.641	Textbooks - INSTRUCTION			\$45,000		\$35,000
21.600	Supplies - STUDENT SUPPORT SERVICES					
22.600	Supplies - INSTRUCTIONAL STAFF SUPPORT			\$18,000		\$14,000
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			\$4,800		\$4,800
26.600	Supplies - OPERATION & MAINT OF FACILITIES			\$12,000		\$12,000
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			\$15,000		\$10,000
45.644	Library Books - New Libraries - BUILDING ACQUISITION & INSTR					
	TOTAL - ALL SUPPLIES (600)			\$94,800		\$75,800
--- PROPERTY ---						
10.700	Property (Instructional Equipment) - INSTRUCTION					
21.700	Property - STUDENT SUPPORT SERVICES					
22.700	Property - INSTRUCTIONAL STAFF SUPPORT					
24.700	Property - SCHOOL ADMINISTRATION			\$5,500		\$5,500
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)			\$5,500		\$5,500
--- 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			\$390,000		\$390,000
	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)			\$390,000		\$390,000
Total Building Acquisition & Instruction (4500)			\$390,000		\$390,000
830	Interest		\$0		\$0
840	Redemption of Principal		\$0		\$0
Total other financing sources (uses) and other items			\$0		\$0
1000	Total Local		\$22,500		\$16,850
3000	Total State		\$2,697,908		\$2,065,729
4000	Total Federal		\$0		\$0
TOTAL REVENUES			\$2,720,408		\$2,082,579
100	Salaries		\$1,055,600		\$895,600
200	Employee Benefits		\$306,124		\$259,724
300	Purchased Professional and Technical Services		\$27,600		\$27,600
400	Purchased Property Services		\$0		\$0
500	Other Purchased Services		\$36,500		\$36,500
600	Supplies		\$94,800		\$75,800
700	Property		\$5,500		\$5,500
800	Other Objects		\$390,000		\$390,000
TOTAL EXPENDITURES			\$1,916,124		\$1,690,724
Excess or Deficiency of Revenues over Expenditures			\$804,284		\$391,855
Other Sources of Funding (5000)			\$445,681		\$173,681
Net Asset Balance (Fund Balance)			\$1,249,964		\$565,536
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			46%		27%
Percentage of Funding Contributed to Reserve Balance (TD Rev - TD Exp / TD Rev - >5%)			0.295648203		19%
Necessary Closure Fund (2 months Purch Prop Serv + Other)			\$65,000		\$65,000

CHARTER SCHOOL WORKSHEET

FY 2013-2014

*****PROJECTION ONLY***** 1st Op Yr 100%

TEMPLATE

School Name: St. George Academy

	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)	350	1.2	420
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	15		
Special Ed (Self-Contained)	5		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	15		
WPU Value	\$2,899	(Except for CTE Add-on and Special Ed.)	
No. of Teachers (FTE) (CACTUS)	15		
School Administrators (CACTUS)	2		
Prior Year WPUs	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	420.0000	\$ 1,217,560
Professional Staff	0.05700	23.9400	69,402
Restricted Basic School:			
Special Ed-Add-on	1.0000	20.0000	53,180
Spec. Ed. Self-Contained	1.0000	5.0000	14,495
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		468.9400	\$ 1,354,657
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distributor	\$37.63 per WPU		\$ 17,646
Special Populations			
Enhancement for At-Risk Students	\$35.96 per student		12,376
Enhancement for Accelerated Stud	\$6.65 per student		2,328
Other			
School Land Trust Program	\$37.68 per student		-
Reading Achievement Program	\$15.33 per student-Guarantee Program		-
	\$1.49 per K-3 student		-
	\$30.82 per low income student		-
Charter Administrative Costs	\$100 per student		35,000
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		78,225
ESA-School Administrators	\$3,104 per qualified administrator		6,208
Library Books and Resources	\$0.98616 per student	355	350
Local Replacement Dollars	Average \$1,689 per student		599,995
Total Non-WPU			\$ 751,728
One Time			
Teacher Materials/Supplies ^{1,2}	\$180 per eligible F.T.E.	0	-
		15	2,700
Total One Time			\$ 2,700
ESTIMATED Total All State Funding			\$ 2,109,085
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 @ 535-7667			Updated 04-09-13

Special Ed Self-Contained is not included in K-12. However, Add-on (resource students) are included in K-12 and Add-on. Special Ed Self-Contained is also included in Add-on

Total \$'s divided by Total WPUs

Charter schools do not get this money the first year in operation. Get this money only for K-3 students

CHARTER SCHOOL WORKSHEET

FY 2013-2014

*****PROJECTION ONLY***** 1st Op Yr 75%

School Name: St. George Academy	TEMPLATE		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.95	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)	262	1.2	314.4
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	15		
Special Ed (Self-Contained)	5		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	15		
WPU Value	\$2,669		
No. of Teachers (FTE) (CACTUS)	15		
School Administrators (CACTUS)	2		
Prior Year WPUs	0		
Low Income Students-prior year	0		

(Except for CTE Add-on and Special Ed.)

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	314.4000	\$ 911,446
Professional Staff	0.05700	17.9208	51,962
Restricted Basic School:			
Special Ed-Add-on	1.0000	20.0000	53,180
Spec. Ed. Self-Contained	1.0000	5.0000	14,496
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-6)	\$250.66 per K-8 ADM		
Total WPU Programs		357.3208	\$ 1,031,073
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distributor	\$37.63 per WPU		\$ 13,446
Special Populations			
Enhancement for At-Risk Students	\$35.36 per student		9,264
Enhancement for Accelerated State	\$6.65 per student		1,742
Other			
School Land Trust Program	\$37.68 per student		-
Reading Achievement Program	\$15.33 per student-Guarantee Program \$1.49 per K-3 student \$30.82 per low income student		-
Charter Administrative Costs	\$100 per student		26,200
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		78,225
ESA-School Administrators	\$3,104 per qualified administrator		6,208
Library Books and Resources	\$0.96616 per student	267	263
Local Replacement Dollars	Average \$1,669 per student		450,963
Total Non-WPU			\$ 585,312
One Time			
Teacher Materials/Supplies ^{1,2}	\$180 per eligible F.T.E.	0	-
		15	2,700
Total One Time			\$ 2,700
ESTIMATED Total All State Funding			\$ 1,620,085
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			

Special Ed Self-Contained is not included in K-12. However, Add-on (resource students) are included in K-12 and Add-on. Special Ed Self-Contained is also included in Add-on.

Total \$'s divided by Total WPUs

* Charter schools do not get this money the first year in operation. Get this money only for K-3 students

CHARTER SCHOOL WORKSHEET

FY 2013-2014

*****PROJECTION ONLY***** 2nd Op Yr 100%

School Name: St. George Academy **TEMPLATE**

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	450	1.2	540
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	15		
Special Ed (Self-Contained)	5		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	18		
WPU Value	\$2,999	(Except for CTE Add-on and Special Ed.)	
No. of Teachers (FTE) (CACTUS)	18		
School Administrators (CACTUS)	2		
Prior Year WPUs	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	540.0000	\$ 1,565,460
Professional Staff	0.05700	30.7900	89,231
Restricted Basic School:			
Special Ed-Add-on	1.0000	20.0000	53,180
Spec. Ed. Self-Contained	1.0000	5.0000	14,495
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		595.79000	\$ 1,722,366
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$37.63 per WPU		\$ 22,419
Special Populations			
Enhancement for At-Risk Students	\$35.36 per student		15,912
Enhancement for Accelerated Students	\$6.65 per student		2,963
Other			
School Land Trust Program	\$37.68 per student		16,956
Reading Achievement Program	\$15.33 per student-Guarantee Program		-
	\$1.49 per K-3 student		-
	\$30.82 per low income student		-
Charter Administrative Costs	\$100 per student		45,000
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		93,870
ESA-School Administrators	\$3,104 per qualified administrator		6,208
Library Books and Resources	\$0.99616 per student	455	449
Local Replacement Dollars	Average \$1,699 per student		768,495
Total Non-WPU			\$ 972,301
One Time			
Teacher Materials/Supplies ^{1,2}	-\$180 per eligible F.T.E.	0	-
		18	3,240
Total One Time			\$ 3,240
ESTIMATED Total All State Funding			\$ 2,697,908
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 Dusley @ 338-7667 Updated 04-09-13			

Special Ed Self-Contained is not included in K-12. However, Add-on (resource students) are included in K-12 and Add-on Special Ed Self-Contained is also included in Add-on

Total \$'s divided by Total WPUs

* Charter schools do not get this money the first year in operation. Get this money only for K-3 students.

CHARTER SCHOOL WORKSHEET

FY 2013-2014

*****PROJECTION ONLY***** 2nd Op Yr 75%

School Name: St. George Academy **TEMPLATE**

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	337	1.2	404.4
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	15		
Special Ed (Self-Contained)	5		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	18		
WPU Value	\$2,869	(Except for CTE Add-on and Special Ed.)	
No. of Teachers (FTE) (CACTUS)	18		
School Administrators (CACTUS)	2		
Prior Year WPUs	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	404.4000	\$ 1,172,356
Professional Staff	0.06700	23.0508	66,824
Restricted Basic School:			
Special Ed-Add-on	1.0000	20.0000	53,180
Spec. Ed. Self-Contained	1.0000	5.0000	14,495
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		452.4508	\$ 1,306,855
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distributor	\$37.63 per WPU		\$ 17,026
Special Populations			
Enhancement for At-Risk Students	\$35.35 per student		11,916
Enhancement for Accelerated Students	\$6.65 per student		2,241
Other			
School Land Trust Program	\$37.68 per student		12,698
Reading Achievement Program	\$15.33 per student-Guarantee Program		-
	\$1.49 per K-3 student		-
	\$30.82 per low income student		-
	\$100 per student		33,700
Charter Administrative Costs			93,870
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		6,208
ESA-School Administrators	\$3,104 per qualified administrator		337
Library Books and Resources	\$0.98616 per student	342	
Local Replacement Dollars	Average \$1,689 per student		577,638
Total Non-WPU			\$ 755,635
One Time			
Teacher Materials/Supplies ^{1,2}	\$180 per eligible F.T.E.	0	-
		18	3,240
Total One Time			\$ 3,240
ESTIMATED Total All State Funding			\$ 2,065,729
<small>¹Steps one through three get \$250. steps four or higher get \$175</small>			
<small>²Steps one through three get \$200. steps four or higher get \$150</small>			
<small>Questions: Call Cathy Dudley @ 538-7867</small>			
<small>Updated 04-09-13</small>			

Special Ed Self-Contained is not included in K-12. However, Add-on (resource students) are included in K-12 and Add-on Special Ed Self-Contained is also included in Add-on

Total \$'s divided by Total WPUs

Charter schools do not get this money the first year in operation. Get this money only for K-3 students