



STUDENT-CENTERED EDUCATION & SERVICES, INC.

CHARTER SCHOOL APPLICATION

December 8, 2014

Required Information

I. Charter School Information			
1. Name of proposed charter school Student-Centered Education & Services			
2. Name of applicant Student-Centered Education & Services			
3. Authorized agent Eddie Hoyle (<i>previous, Rebecca Tierney</i>)			
4. Mailing address: Street, City, State, Zip 4120 College Drive, Ogden, UT 84403			
5. Phone number 801-941-6730		6. Email address aspire4education@gmail.com	
7. District(s) where proposed charter school is located Locations for primary & secondary locations: Alpine, Canyons, Davis, Granite, Provo, Salt Lake City, Weber			
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.)			
<p>Submitted to: Vernon Henshaw who works at Alpine School District James Briscoe who works at Canyons School District W. Bryan Bowles who works at Davis School District Martin Bates who works at Granite School District Keith Rittel who works at Provo District McKell Withers who works at Salt Lake City School District Jeff Stephens who works at Weber School District on December 8, 2014</p>			
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)
Eddie Hoyle	ehoyle@weber.edu	Business/Community	Chair
Tricia Leland	ctleland@yahoo.com	Business	Vice-chair
Alejandro Valquinto	aleazp@gmail.com	Business/Community	Treasurer
Rebecca Tierney	aspire4education@gmail.com	Business/Community	Secretary

R Robb Hall	robb.hall@youthimpact.org	Business/Community	
Martha Autrey	marthautrey@comcast.net	Business/Community	
F Foster Parent/Parent R Representative	TBD	TBD	
C Community/Agency R Representative DCFS	TBD	TBD	

11. Year school will start **August 3, 2016**

12. Grades served **9-12**

13. Number of instructional days **173**

14. Number of instructional hours **1,320 (990 minimum will be required per student)**

15. Requested Enrollment

Operational year 1: Grade K: ____ Grades 1-6: ____ Grades 7-8: ____ Grades 9-12: **250** Total: **250**

Operational year 2: Grade K: ____ Grades 1-6: ____ Grades 7-8: ____ Grades 9-12: **500** Total: **500**

Operational year 3: Grade K: ____ Grades 1-6: ____ Grades 7-8: ____ Grades 9-12: **500** Total: **500**

Does proposed grade configuration match resident district grade configuration? **N/A**

16. Target percentage of educationally disadvantaged students **50+%**

17. Is this a application seeking special treatment under UCA 53A-1a-501.9?

✓ Yes

18. Is this application seeking priority consideration under UCA 53A-1a-502.5?

✓ No

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**

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.

Founding Members: Rebecca Tierney, Eddie Hoyle, Alejandro Valquinto, Robb Hall, Tricia Leland

SCES designated "youth in custody" with DCFS as having first priority for enrollment. Second priority for enrollment would be founder's child or employee child; SCES estimates this to be at 1% or less.

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 **Eddie Hoyle**

Eddie Hoyle

Signature of Authorized Agent

(previous: Rebecca Tierney)

Name of Charter School Board Chair **Eddie Hoyle**

Signature of Charter School Board Chair

Eddie Hoyle

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EXECUTIVE SUMMARY

The educational outcomes for youth facing *transitional issues* in foster care, juvenile justice (probation), and mental health issues are far below those of their peers. Because of this, Student-Centered Education & Services (SCES) is being established by a group of people who seek to improve the outcomes of learning, graduation, and entry into post-secondary education programs for this targeted population and the identified sub-groups (foster care, juvenile justice, and mental health). The purpose of this charter school is to add to the choices of youth involved with state agencies, many of whom do not have the level of stability or advocacy of other students in Utah, in accordance with 53A-1a-501.9, 2(a)(ii) a charter school whose mission is to enhance learning opportunities for students at risk of academic failure.

Our vision is to facilitate education with strong supports in place, thus addressing the students' education and needs from a holistic perspective. This curricular emphasis (hybrid/blended, student-centered, holistic) will be accomplished by implementing four key priorities: 1) *incremental rigorous coursework* (gradual increases in academic expectations based on the individual), 2) developing *non-cognitive skills* of the students to improve self-efficacy outcomes, 3) provide *proactive/intentional advising* with high expectations of attending post-secondary education and/or training, and 4) facilitate meaningful opportunities for *service learning and attainment of work-readiness skills*. These four (4) priorities are meaningful, manageable and measureable, and focus on improving SCES student outcomes.

Counselors, teachers, and advisors (paraprofessionals) will be located in satellite locations for tracking overall progress, including but not limited to: class instruction, supplemental assignments, online curriculum, teaching of non-cognitive skills, and coordinating services with outside agencies to ensure communication exists between all parties involved in a student's education and plan(s). This charter school will have the ability to follow and continue services for individual youth who have multiple placements (high transfer rates with schools) in the state of Utah due to their involvement in or with state systems, or those with mental health issues. The long term goal is to improve the graduation rates for the target population(s).

On average, foster care students will change high school five times and JJS youth can have interruptions in their education that affect their outcomes. They need education and services that are structured literally "where they are" physically and educationally. Housing situations are unstable, and in the long run they have little guidance with enrolling in college. Only 3% of foster care alumni nationally are completing a bachelor's degree (Annie E. Casey Foundation, 2003), yet 70% of high school aged students in foster care express a desire to attend college (The California Foster Youth Education Task Force, 2007). SCES includes a vision where assistance to these students will go beyond their high school graduation, with added supports to help with the sometimes overwhelming process of navigating post-secondary education access.

SCES is founded on the belief that we can and should do more for this target population, particularly when it comes to youth in foster care. After speaking with DCFS (Division of Child and Family Services) regarding this charter proposal, SCES has received support from DCFS (i.e.

letter of support). We have also received information from agencies that this model is needed for youth involved in JJS/drug courts. This proposed model can and will make a difference for the students who are at most at risk, and who deserve an education that is better suited to their circumstances with the goal of each student reaching his/her potential.

1. SCHOOL PURPOSE AND GOALS

A. Purpose

The educational outcomes for youth facing *transitional issues* in foster care, juvenile justice (probation, court referrals), and mental health issues are far below those of their peers. Because of this, Student-Centered Education & Services (SCES) is being established by a group of people who seek to improve the outcomes of learning, graduation, and entry into post-secondary education programs for this targeted population and the identified sub-groups (foster care, juvenile justice, and mental health). The purpose of this charter school is to add to the choices of youth involved with state agencies, many of whom who do not have the level of stability or advocacy of other students in Utah, in accordance with 53A-1a-501.9, 2(a)(ii) a charter school whose mission is to enhance learning opportunities for students at risk of academic failure.

Continue to improve student learning:

SCES's vision and mission is a cornerstone in facilitating Student-Centered learning which shifts the focus from the teacher to the learner. This includes methods such as active learning, where students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class or with their instructor. Student-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction. This conclusion applies whether the assessed outcome is short-term mastery, long-term retention, or depth of understanding of course material, acquisition of critical thinking or creative problem solving skills, formation of positive attitudes toward the subject being taught, or level of confidence in knowledge or skills (ASQ Higher Education Brief, 2(4), August 2009).

Encourage the use of different and innovative teaching methods:

Because the focus is on individual students rather than whole class structures, teachers often offer choices and adaptations within lessons, which empower student growth. This is a role teachers must be comfortable with if they are to implement a student-centered learning environment. To be considered a student-centered learning environment it has to be open, dynamic, trusting, respectful, and promote children's subjective as well as objective learning styles. Students may collaborate in hands-on problems and draw their own conclusions, or develop their own learning based on self-direction. This experiential learning involves the whole child—their emotions, thoughts, social skills, and intuition. The result of student-centered learning is a person who arguably develops self-confidence and critical thinking.

Educator Participation:

SCES will allow for greater educator participation because of the two-fold effect of student-centered teaching and the vision/mission of SCES. First when implementing student-centered teaching, the exchange between instructor and student is more dynamic. The teacher gains a better understanding of each individual student's knowledge of the subject matter, and the teacher is encouraged to promote active and/or critical thinking skills on the part of the student. This allows for a more positive learning environment and improves the relationship between the teacher and student. Educators responsibilities will include personally following up with students (on a consistent basis) who are not progressing, and playing an active part in a student's participation with the school. Second, with SCES promoting and assisting youth with the transition into post-secondary opportunities, the educator (counselors, teachers, and advisors) will play a more active role in not just the planning, but *also the implementation* of the students' post-secondary plans.

Increased choice in learning opportunities:

Learning in traditional settings does not work for all students, particularly for those students who are experiencing major transitions including involvement with state systems, and those struggling with mental health issues. These students need an individualized education, but they equally need strong support services and intentional advising to progress in their education. This requires specialized knowledge of state systems, how this involvement in systems affects education, as well as how to access services and funds for post-secondary opportunities which focus on these populations.

Because of the tailored education (in class and online), students will have a completely individualized education. In class time will focus on: math, English, history, and science. Online class time will focus on other classes, including required and elective credit. We will be able to follow and work with students closely wherever they transition/move to in the State of Utah. This approach is unique and adds another element to the educational services Utah has to offer, in particular to those students who are considered the most at risk.

New forms of accountability and innovative measurement tools:

Despite the Utah goal of "66 by 2020" which calls for two-thirds of Utah's adult population to hold a degree or certificate by the year 2020, schools in Utah are not held accountable for FAFSA completion rates, entry into post-secondary programs, or verification of students into post-secondary education. SCES changes this by addressing the educational outcomes/progression of these students while in school and *actively* assists students with their transition into post-secondary education/training. In addition, SCES will be tracking outcomes outlined in the mission specific goals including progression with non-cognitive skill development and an increase of learning for those who participate in service learning. Lastly, SCES will be using accountable and reliable methods to track completion of student hours.

Parental involvement in management:

SCES will actively seek parental involvement by having a parent sub-committee to develop strategies on how to best serve parents with students who are in these target populations. SCES would like to include "parents" as DCFS Case Workers, foster parents, JJS Probation Officers, and mental health professionals based on the State involvement with this target population. The sub-

committee will actively seek representation from all partners, and the governing board will invite members to participate in all board meetings.

Increase choice in area where schools are not making Adequate Yearly Progress (AYP):

SCES addresses AYP with students who (statistically) fall within the target populations. Youth in foster care, those affiliated with the juvenile court system, and youth with mental health issues struggle statistically when compared to their peers. Because the location and demographics of these target populations, SCES will serve students located throughout Utah. Satellite offices with classrooms will be present in populated areas along the Wasatch Front. Students who move to rural areas can still be served if it is deemed in the best interest of the student. This will occur with online education, contractual work with licensed educators in rural areas, and relationships will continue with their counselor with the use of technology (such as Skype). SCES envisions these situations to be small in numbers; the majority of students will attend SCES locations. It is the belief of SCES that education should not be sacrificed for youth who face additional challenges outside of the classroom, including those in the state system who move to rural areas.

B. Mission Statement

The mission of Student-Centered Education & Services (SCES) is as follows:

The mission of Student-Centered Education & Services is to provide an individualized hybrid education, combined with a strong guidance support system and collaboration model. SCES believes all students are capable of performing at their full potential; we view the personal challenges our students face as strengths to be harnessed, not as weaknesses to overcome.

C. Coherent and Concise Vision

The overall vision of SCES is to bridge the gap of education and support services to its students by focusing on the student-centered learning theory, implementing online curriculum with in-class support and supplemental instruction, based solely on the needs of the individual student. This ensures that the student's education receives priority despite any transitional issues they are experiencing with state systems and local agencies.

The vision of SCES in 5-10 years will include four (4) separate locations along the Wasatch Front. Each individual location will run independently, however schedules, budgets, performance measures, culture based on the mission, etc. will be managed the same at each location based on a process of internal system development. In essence, students will have the same expectations and will experience the same culture should they need to transition to another location based on their individual circumstances and transition needs. SCES locations will be monitored by the Director/Administrator, and will report data to USOE as a whole (i.e. the four locations combined). Five to ten year goals will include (1) graduation rates and assessment results that will be in alignment with their peers; (2) students who attend and graduate from SCES will have an equal to or higher enrollment rate in post-secondary education than their peers,

and (3) students will demonstrate an increase of knowledge in non-cognitive skill development that will coincide with their academic progress.

Included in the long term vision of SCES will be to attract and retain qualified teachers, counselors, and staff who work well with these targeted populations. In order to achieve the mission and high goals of SCES, it will be important to retain personnel as their relationships with students will be pivotal in implementing the mission and achieving the goals outlined by SCES. In addition, SCES will be a pro-active partner with community agencies who serve the targeted populations. *In 5-10 years, SCES envisions active partnerships with agencies **including in house services where agency representatives can access students at their SCES location.*** This includes Workforce Investment Act Youth programs (with paid internships), mental health services, and easy access to students for agencies such as DCFS and JJS. In turn, SCES staff will ensure consistent communication regarding educational progress of students and services with agencies are being accessed based on each student's individual needs.

Teachers, counselors and advisors will be located in satellite locations for tracking students' overall progress, including but not limited to: class instruction, supplemental assignments, online curriculum, teaching of non-cognitive skills, and coordinating services with outside agencies to ensure communication exists between all parties involved in a student's education plan. This charter school will have the ability to follow and continue services for individual youth who have multiple placements (high transfer rates with schools) in the state of Utah due to their involvement in or with state systems, or those with mental health issues.

SCES aspires to be on the forefront in assisting youth with transitional issues by ensuring a positive, successful high school experience with the expectation of completing a certificate program by graduation and/or enrolling in a post-secondary program after graduating. On average, *foster care students will change high school five times and JJS youth can have interruptions in their education that affect their long term outcomes as well.* They need education and services that are structured literally "where they are" physically and educationally. Housing situations are unstable, and in the long run they have little guidance with enrolling in college. Only 3% of foster care alumni nationally are completing a bachelor's degree (Annie E. Casey Foundation, 2003), yet 70% of high school aged students in foster care express a desire to attend college (The California Foster Youth Education Task Force, 2007). SCES includes a vision where assistance to these students will go beyond their high school graduation, with added supports to help with the sometimes overwhelming process of navigating post-secondary education access.

D. Educational Foundation and the Culture or Ethos

Our primary goal is to facilitate education with strong supports in place, thus addressing the students' education and needs from a holistic perspective. The educational foundation of SCES (blended-flex model, student-centered, holistic) will be accomplished by implementing four key pillars:

- 1) *incremental rigorous coursework* (gradual increases in academic expectations based on the individual),
- 2) developing *non-cognitive skills* of the students to improve self-efficacy outcomes,
- 3) provide *proactive/intentional advising* with high expectations of attending post-secondary



education and/or training, and 4) facilitate meaningful opportunities for *service learning and attainment of work-readiness skills*. These four (4) priorities are meaningful, manageable and measurable, and focus on improving SCES student outcomes, (see Section E “Smart Mission Specific Goals”).

Incremental rigorous coursework: The educational foundation will be a blended-flex model. The foundation for the curriculum will be online (APEX Learning) but learning in the four core areas (English, math, science, history) *will be completed with supplemental instruction and assignments developed by the teachers of SCES*. A primary emphasis of SCES will be to increase a student’s development in these core areas, with incremental rigor being facilitated by each teacher by providing supplemental assignments depending on the student’s academic abilities and progress. This also allows for the student-centered approach to be implemented by having the teacher tailor curriculum to the student specific needs as well as to build upon their individual academic strengths. Other required and elective courses will be completed online. Because of the small class sizes (15-16 maximum per core class), the teacher will be very involved with following students’ progress and time online closely. Any issues or lack of progress will be immediately discussed with parents and/or agencies involved with the student.

Developing non-cognitive skills: The culture of SCES will be positive, supportive, and genuine. It is the belief of SCES that in order to have student growth (academically or personally), relationships of the students and the staff have to be built on trust, genuine respect for one another, and focusing on the strengths of individual students and staff. Students will learn and display these positive characteristics when adults in their environment role model the behavior they expect from their students. In addition, SCES acknowledges that when a positive relationship is established with a student, only then can we challenge disempowering beliefs and challenge students’ thinking for maximizing true potential.

SCES will use research based techniques when teaching non-cognitive skills to our students. Non-cognitive factors will be categorized into the five (5) following categories: academic behaviors, academic perseverance, academic mindsets, learning strategies, and social skills. Research indicates focusing on academic mindsets and learning strategies provides the best framework when incorporating non-cognitive skills into the academic environment:

Farrington et al., 2012 states “Academic mindsets strongly influence the degree to which students engage in academic behaviors, persevere at difficult tasks, and employ available learning strategies. In turn, the use of appropriate learning strategies strongly influences the quality and effectiveness of academic behaviors and helps students stick with a task and persevere despite obstacles.”

The ethos of SCES will also have a strong advocacy for the mind/body connection and there will be an emphasis on wellness. In order to improve one’s thoughts and increase self-efficacy, a holistic approach incorporates physical improvements to gain mental improvements. SCES will search out partnerships with local gyms, martial art and/or yoga studios to develop students’ knowledge and participation in creating a healthy lifestyle. This is necessary for addressing non-

cognitive skills as well as improving academic performance. The ethos and culture of the student-faculty relationship will be authoritative. Professional development and the culture of SCES will focus on high expectations from students and staff, with the staff providing support emotionally to the students and a reciprocal relationship based on respect and trust.

Proactive/Intentional advising with high expectations of attending post-secondary education: SCES ethos will be a continual emphasis on plans after graduation from high school. This will be done with the physical environment (college information visible) and during discussions with all SCES staff. SCES staff will be trained to use opportunities to compare what students are learning to what personal goals they have in post-secondary education. The Advisor position will help students one on one with enrollment including admissions, financial aid, accessing additional funds such as the ETV (educational training vouchers) and Chafee funding for youth in foster care, class selection, loan information, etc. This position will be instrumental in helping students with the cumbersome process of applying for college and financial aid.

Service learning and attainment of work readiness skills: The culture of SCES will include the philosophy that service learning, particularly volunteering to help others in need, will contribute to a student’s self-worth and learning as a whole. SCES will look to partnering with WIA (Workforce Investment Act) Youth program with as many students who will qualify, and services will include work readiness skills, paid internships, access to the ETV and Chafee funds, and assistance with the cost of supportive services that support education (i.e. tutoring, bus passes, school supplies, costs for credit recovery, etc.)

E. SMART Mission Specific Goals

<i>Indicator – Upholding mission and purpose</i>		
Measure	Metric	Board Goal
Prepare students to improve <i>academic readiness</i> for a successful transition to higher education.	Students will participate with <i>incremental rigorous coursework</i> .	For all those students who have a 3.0 or higher GPA one or more rigor classes (science, math or English) will be added to the student’s educational academic plan and schedule- this includes AP classes, concurrent classes, and/or supplemental curriculum added by the teacher(s) for students.
Prepare students to improve <i>academic behaviors</i> in their high school and post-secondary education	Professional staff (teachers, counselors) will actively participate with students in developing <i>non-cognitive skills</i> by developing and implementing a targeted intervention plan for SCES students with the ACT Engage instrument.	SCES has an overall goal of 90% (minimum) of students achieving improvements with their Engage scores based on students whose non-cognitive interventions were implemented for 6 or more months for each school year.



<p>Have systems in place for students to transition into post-secondary education or training.</p>	<p>Professional staff will implement <i>intentional/proactive advising</i> to assist students with financial aid applications, scholarship searches, financial aid literacy with post-secondary education, and accessing specific funding based on the student's situation.</p>	<p>Based on target population(s): 100% of students will apply for and complete a FAFSA application (Free Application for Federal Student Aid) completion. 90% (minimum) of foster care youth will be enrolled in the WIA (Workforce Investment Act) Youth program to access ETV (Educational Training Vouchers) funds that assist with the costs of attending post-secondary institutions.</p>
<p>Maintain communication and collaboration with teachers, counselors, advocates, and community agencies servicing the student.</p>	<p>School administration and staff will maintain open communications with parents, foster parents, Case Workers, Probation Officers, therapists, and any other agency involved with a student's educational progress.</p>	<p>Weekly emails with amount of school work completed will be sent for 100% of the students of SCES to any approved contact(s) for the student based on FERPA and appropriate signatures for release of information.</p>

F. Process for Fidelity (Governing Board)

SCES understand the need for model fidelity, particularly since we will have multiple locations. SCES will follow the "Charter Alignment Standards Rubric" as outlined by the Utah State Office of Education to ensure we follow our vision, mission, and educational philosophy. The Governing board will do this on a *quarterly basis at a minimum*, more if necessary should they receive reports/information from administration, external reviews (i.e. accreditation), stakeholder survey results, or other means should fidelity be questioned or an issue. Fidelity will be a primary responsibility of the governing board, administration, and site coordinators/supervisors.

SCES will follow fidelity for the following standards as outlined by USOE:

Standard 1: Governing board members perform their duties in a legal, ethical, and responsible manner that supports student learning and generates support for the school.

- 1.1 Governing board members demonstrate understanding of the expectations, obligations, and responsibilities the public entrusts in charter school governing boards by performing their duties in a legal and ethical manner.
- 1.2 Charter –identified goals, policies, and protocols enable implementation of the school's charter agreement in a manner that supports the school's mission and purpose and meets student learning goals.
- 1.3 Goals are appropriate for measuring the effectiveness of the learning program and organizational processes described in the charter agreement.
- 1.4 The governing board implements accountability structures and processes to evaluate school effectiveness.



- 1.5 Governing board generates school support by building collaborative relationships and communicating with stakeholders as defined by the school's charter agreement.

Standard 2: The school has acquired the resources for implementing the instructional and learning support programs described in the school's charter agreement.

- 2.1 Personnel identified in the school's charter agreement as integral to implementing the school's instructional and learning support programs have been hired and meet charter-identified criteria.
- 2.2 Instructional and learning support time has been organized as described in the school's charter agreement and in a manner that provides sufficient student support for the school to meet its student achievement and progress goals.
- 2.3 The school has acquired and maintained sufficient quantities of charter-identified materials and tools to implement the instructional and learning support programs as described in the charter agreement.
- 2.4 The school provides professional/staff development for charter-identified instructional and learning supports programs.

Standard 3: Teachers implement the instructional program as described in the school's charter agreement.

- 3.1 Instructional staff successfully completes charter-identified instructional program professional/staff development.
- 3.2 Teachers participate in charter-identified collaboration structures to ensure the instructional program is implemented with fidelity.

Standard 4: Leadership monitors the fidelity of learning program implementation through charter-identified collaboration structures and teacher supervision and evaluation processes and directs resources to individual teams and/or teachers as needed to improve student learning by improving instructional practice and program fidelity.

- 4.1 Leadership monitors teacher implementation of the school's instructional program using charter-identified teacher supervision and evaluation process and directs school resources to individual teachers as needed to improve student learning by improving instructional practice and program fidelity.
- 4.2 Leadership monitors the fidelity of learning program implementation through charter-identified collaboration structures and directs resources to individual teams as needed to improve student learning by improving instructional practice and program fidelity.

Standard 5: Leadership implements charter-identified learning support programs to meet student needs and achieve charter-identified student achievement and progress goals.

- 5.1 Leadership implements charter-identified learning support programs.

The goal of SCES will be to attain "Level 4" for the five standards as outlined. SCES plans to develop check lists in accordance with the standards based on the staff position and his/her duties. The expectation will be to have these completed monthly by the staff and given to administration by the 1st of the following month. This process will be instrumental in maintaining fidelity at the school sites, and will assist the governing board's ability to ensure fidelity is consistently monitored by administration and

staff as well. In addition, SCES will look to program reviews from independent sources on a tri-annual basis.

G. Anticipated Population of School

**Numbers per location were adjusted from proposal; 125 per location vs. 100 per location in proposal. This allows for a more fiscally effective model.*

GRADES AND SPECIFIC NUMBER OF STUDENTS SERVED BY GRADE														Total # of Students
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
2 locations *125 at each location										40	55	75	80	250
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
4 locations *125 at each location										80	110	150	160	500
Ultimate Enrollment										80	110	150	160	500

H. How the proposed mission, curriculum, teaching methods, and services are likely to meet the needs of the target population

SCES will be applying for consideration under 53A-1a-501.9, 2.a(ii) a charter school whose mission is to enhance learning opportunities for students at risk of academic failure. The proposed mission, curriculum, teaching methods, and services will meet the needs and unique learning styles of the targeted populations(s) for the following reasons: flexibility with schedule, emphasis on core subject mastery, non-cognitive development, advising assistance with enrolling in post-secondary education, and consistent collaboration and communication with outside agencies.

Needs of the targeted population (foster care, JJS affiliation, mental health issues) include the necessity to have an individualized education which includes a flexible schedule. Many of these youth have to work; this is particularly common for low income, first generation students, many of whom fit into the targeted populations defined by SCES. The challenge these students have in the typical school system is trying to keep up with 6-8 classes, then working after school and on weekends. Many youth affiliated with the JJS system have restitution/fines to pay and/or community service hours they need to complete. They have a great deal of pressure to pay these

finishes in a timely manner, complete their hours, keep up with school, and in addition there can be distracting and prevalent issues in their homes. Youth in foster care or youth with mental health issues often have multiple appointments for therapy, and when combined with work or a full school schedule, many become overwhelmed and get into a cycle where they are trying to keep up with current classes and complete credit recovery; all this while coping with issues that include grief, trauma, and the constant need to adapt to new situations.

The mission and curriculum will include an emphasis on core subjects. The school schedule for SCES will include fewer semester classes; students will take two (2) core subjects each semester with 1-2 "other" classes (other required courses or elective credit). Because many of the students in the targeted population(s) change schools often due to transitions in the state systems, they get behind with core subjects which in turn affects their testing scores and graduation rates. The majority of in class time at SCES locations will focus on core subjects (English, math, science, and history). Online work outside of class will focus more on "other" classes. This will allow SCES teachers to work closely with small groups of students (15-16 per class) on a more consistent basis over a semester. The students will be able to delve into specifics of core classes, and teachers will be there to help students with individual issues in attaining mastery of the concepts and content of the subjects. The goal will be for testing scores to increase so that they are more in line with their peers.

The mission also includes an emphasis on a strong guidance support system based on the needs of this targeted population(s). This will be accomplished with the implementation of non-cognitive skills classes and an advisor who will assist with enrollment for post-secondary education. Non-cognitive classes will primarily be coordinated by the counselor, with assistance being provided by advisors and teachers. Non-cognitive skills include but are not limited to: academic mindsets (thinking errors, beliefs vs. thoughts, developing grit, mind/body connection, coping with stress), and learning strategies (prioritizing tasks, goal setting, study skills, self-regulated learning). Research is supporting the necessity for non-cognitive development with academic instruction; students who are more skilled in non-cognitive areas are able to work through their academic and life challenges and most importantly, these skills can be taught and mastered. The advisor position will assist the counselor with implementing these non-cognitive strategies, and will also assist students on an individual basis with admissions, financial aid, and enrollment into post-secondary education.

The proposed mission, curriculum, and teaching methods will also coincide with consistent collaboration and communication with outside agencies. The online curriculum (APEX) allows for weekly progress reports to be sent to parents, caseworkers, or other adults who work with a SCES student. The reports give a detailed description on progress in classes, including how much time they worked on the class for the week. APEX curriculum also allows for supplemental instruction to be added on an individual basis; this will allow SCES teachers to structure their instruction to the specific needs of each student (including students with IEPs and students designated as ELL).

Educational services (i.e. coursework) will be offered via the hybrid model because of the needs of this target population, and in some rare instances online only for youth who transition to rural areas and still request services and tracking through SCES. Additional services will include paid



internships via the WIA (Workforce Investment Act) Youth Program, individual assistance with applying for financial aid and college, completion of certificates at technical colleges, and bringing representatives from agencies to the school locations to recruit, enroll, and assist students with services specific to each agency.

As stated in a 2010 report (Class Connections, High School Reform and the Role of Online Learning):

"It is our conclusion that online learning and blended learning are making inroads into K-12 academic programs and most significantly at the secondary level. The American high school is widely viewed as an institution in crisis and the call for reform has been loud and strong. The results of this study indicate that online and blended learning are becoming integral to a number of high school reform efforts, especially with regard to improving graduation rates, credit recovery, building connections for students to their future college careers, differentiating instruction, and supporting cost-efficiency for instruction." (Picciano, A.G., Seaman, J., August 2010)

2. MARKET ANALYSIS

Describe the education landscape in this community, including specifying clearly what educational goals or programs are not being met currently in the area.

A. **Education Landscape**

SCES will be serving students in various school districts along the Wasatch Front. Because of this, we will be speaking to demographics as a whole for Utah and will include specific information and data on the targeted population(s) as they relate to the overall numbers and data. SCES would like it noted that after speaking with agencies (DCFS, JJS, county mental health agencies), it was determined that educational data for the targeted population(s) is not easily tracked by any specific agency. Graduation rates for DCFS are a verbal estimate, and graduation rates for JJS youth are difficult to track because of the many levels of services they provide and the fact that youth in these agencies can transition in and out of each agency at any given time. SCES hopes to be a valuable partner in tracking some of these students, reporting specific data for testing and graduation, and in addition tracking data for post-secondary entry.

According to 2010 census data, Utah has experienced an increase of 5% for the total population compared to a 2.4% increase in overall population for the U.S. (from April 1, 2010 to July 1, 2013). Included in these statistics is the increase of 31.1% for persons under 18 years of age, compared to 23.5% for the U.S. as a whole. This means the Utah State school system needs to expand to accommodate such a large increase.

Included in this census data is that just over 75% of Utah's population is concentrated along four Wasatch Front counties of Salt Lake, Utah, Davis, and Weber. Salt Lake County was the largest county in the state with a population of 1,029,655, followed by Utah County with 516,564, Davis County with 306,479 and Weber County with 231,236. **Since Utah's population is concentrated along the Wasatch Front, this also equates to the numbers of youth affiliated with DCFS, JJS, and mental health issues as being higher in these areas. Although these youth are being served by agencies, there is no educational institution outside of the agencies that focuses on their specific educational needs.*

"As the student enrollment in Utah continues to grow and diversify, innovative efforts need to be taken to ensure that all Utah students receive a good education." Enrollment for 2016-2020 for all public schools is estimated to increase by 40,000 students (Governor's Office of Planning and Budget, 2011).

National statistics on education for foster care, JJS affiliation and mental health issues that relate to the USOE low graduation rates listed above include:

- Less than half of the children who age out of foster care in the nation earn a high school diploma (Utah Foster Care Foundation, 2012)
- Foster youth graduate high school at a 30-50 percent rate (depending on various states) (Legislative Analyst's Office, 2009), whereas the overall US graduation rate for high school students is approximately 70 percent (US Department of Education, 2000)

- Foster care youth place 15-20 percentile points behind their peers on state standardized testing (Legislative Analyst's Office, 2009)
- Of all the difficulties, poor academic achievement is known to have the most serious consequences for the futures of foster youth (Finkelstein et al., 2002)
- Results imply that institutional responses and disruptions in students' educational trajectories, rather than social-psychological factors, are responsible for the arrest–education link (Kirk and Sampson, *Sociology of Education*, 2013)
- On average, youth with arrest records are not only much more likely to drop out, at over 70 percent, but they have only a 0.18 probability of enrolling in a four-year college. In comparison, non-arrestees have a probability of college enrollment equal to 0.34 (Kirk and Sampson, *Sociology of Education*, 2013)

Clearly there is a burden on the Utah educational system with students facing major issues and challenges outside of the school, which in turn affects their progress in the academic classroom. SCES will address these issues in addition to academics by actively partnering with local agencies, services, and as previously mentioned: incremental rigor, non-cognitive skills, proactive/intentional advising, and service learning. Our philosophy and vision means working with the student from a holistic perspective, embracing the challenges these students face, and maintaining relationships and educational progress despite any transitions/moves they experience in their adolescence.

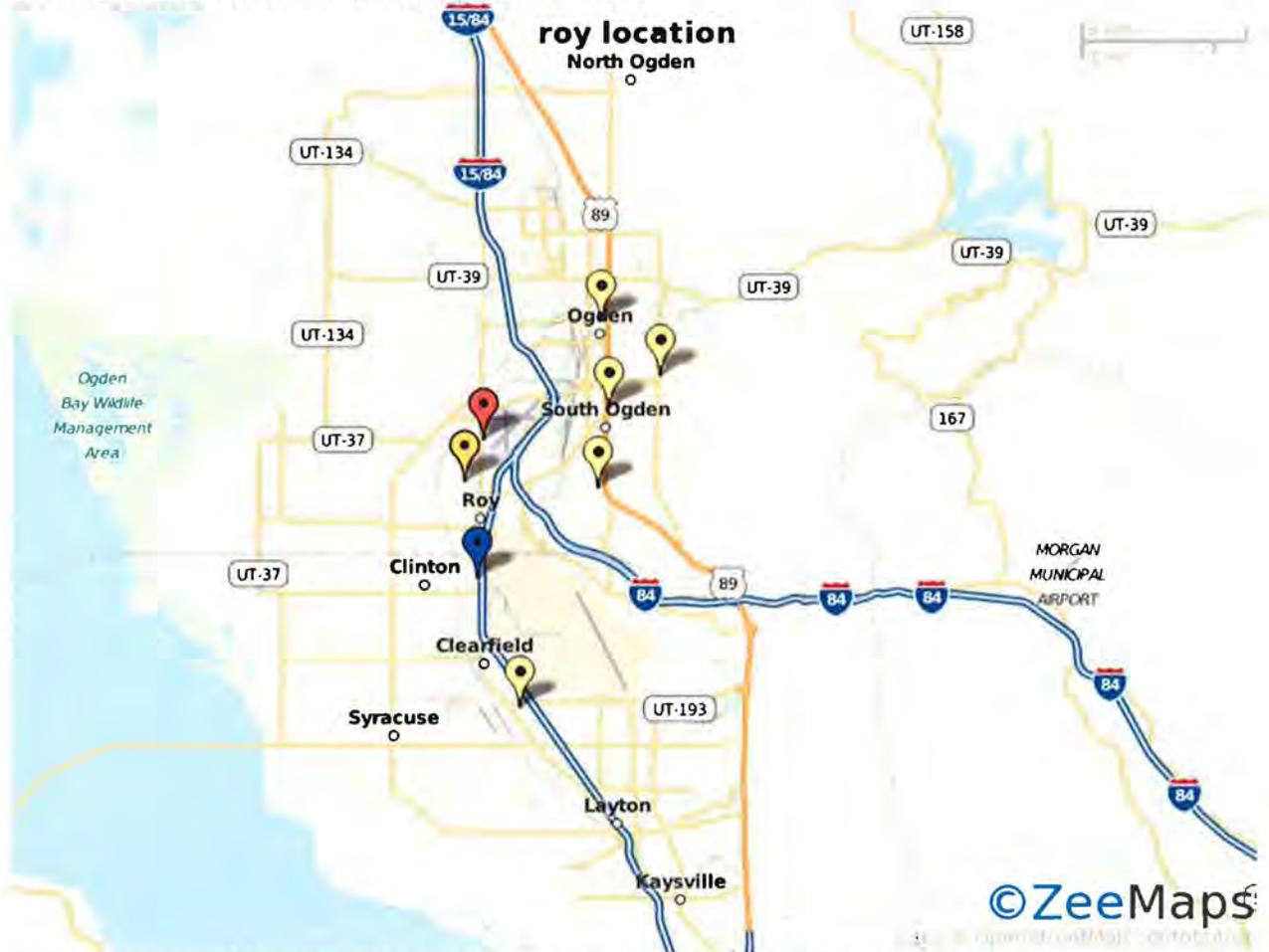
B. Public and Private Schools Within 5 Mile Radius of Proposed Locations

Four satellite offices/schools with academic instruction and support services (supplemental instruction, tutoring, advising) will be operating in strategically placed locations based on access to public transportation. (*This is an adjustment from five locations in the SCES proposal due to fiscal reasoning). Because the Wasatch Front is the most heavily populated and transitional needs occur across all demographics, the satellite offices for the first year will be in (1) Roy and in (2) Salt Lake City (Millcreek Station). The second year will include locations in (3) Midvale (Midvale Center Station) and (4) Provo. Factors being taken into account include total population, access to public transportation, local agencies, and services. *A goal will be to have all four locations will be within two miles of walking distance from a Fronrunner or Trax station.* The following includes board ratings for each proposed location for satellite offices. Cost estimates/major changes will be rated based on the goal of SCES being a hybrid school (with academic assistance and support services) existing at every satellite office.

Locations 1st & 2nd Satellite Office/School (Year 1)

1. Roy: 4000 South 1900 West (approximate): Location is near public transportation (bus and Fronrunner), near local agencies that serve youth in target populations (DWS), community needs more alternative education options, and there are no charter schools (high school) or alternative high schools in the area, and graduation rate of local high school is below 80%. Nearest high schools include Roy High School (.82 miles), and Bonneville High School (3.67 miles). This is also an ideal location as it is between Sunset and Ogden, where diversion programs are located through JJS and Weber County Mental Health.

*Alternate: Approximate 2400 N Main, Sunset: Location is near diversion program and is in an area where the nearest high schools are Clearfield High (4 miles) and Roy High (2.5 miles), and there are no alternative high schools in the area.



*Red is proposed location, blue is alternate, yellow are high schools within 5 miles.

2. Midvale: 95 W Center Street (approximate): Location is near public transportation (bus and Trax), near local agencies that serve youth in target populations (Workforce Services and South Valley Mental Health), community needs more alternative education options, and there are no alternative high schools in the area and target population of nearest charter school differs from this proposal. Nearest high schools include Hillcrest High School (1.94 miles), Jordan High School (2.9 miles), and Beehive Science & Technology Academy (3.47 miles).

*Alternate: W Winchester St & Cottonwood St (approximate), Fashion Place (West Station)/Murray: Location is close to public transportation, but is in an area with little to no education alternative options including charter schools (high schools).



*Red is proposed location, blue is alternate, yellow are high schools within 5 miles.

Location 3rd & 4th Satellite Office/School (Year 2)

3. Salt Lake City: S West Temple & 3300 South (approximate): Location is near public transportation (bus and Frontrunner), near local agencies that serve youth in target populations (Salt Lake County Youth Services, Salt Lake County Mental Health, and the Christmas Box House), community needs more alternative education options, and there are no charter schools (high school) or alternative high schools in the area. Nearest high schools include Hilda B. Jones (transition/special education, 1.62 miles), Granite Peaks High School (community and adult education, 2.29 miles), and Murray High School (4.33 miles).

**Alternate:* 200 W 900 South (approximate), Downtown Salt Lake City area: Location is near public transportation (Trax), near agencies that serve youth in target populations, and there are limited charter schools in the area (online charter school).

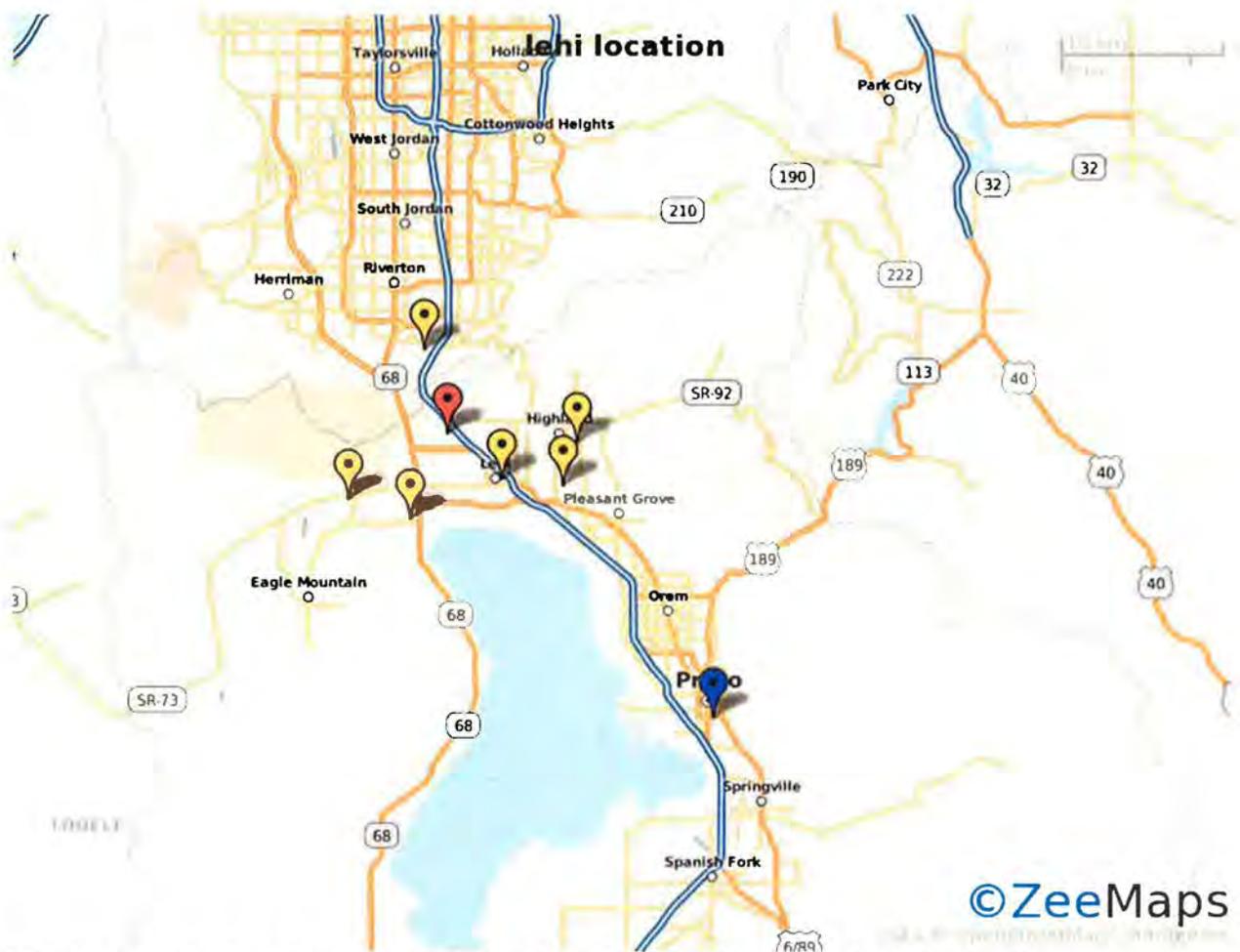


*Red is proposed location, blue is alternate, yellow are high schools within 5 miles.

4. Lehi:

Ashton Blvd & Executive Pkwy: Location is near public transportation (Frontrunner), there are no charter schools or high schools close to this area, and community needs more alternative education options. Mountainland Applied Technology College is by this location. Nearest high schools include Lehi High School (3.67 miles), and Westlake High School (3.83 miles).

*Alternate: N University Ave & E 300 S St, Downtown Provo area: Location is near public transportation (bus and Frontrunner), near local agencies that serve youth in target populations, and graduation rate of local alternative high school is low.



*Red is proposed location, blue is alternate, yellow are high schools within 5 miles.

**Based on property evaluations, SCES has determined that should these options not be available, historically there is enough commercial property available that structural changes would be minimal based on this project's needs.*

Market Trends

*Projected percent increases in public elementary and secondary school enrollment, by state: 2001 to 2013, Utah: 12.7% (8th highest out of U.S. States)

SOURCE: U.S. Dept. of Education, NCES: Common Core of Data surveys and State Public Elementary and Secondary Enrollment Model.

*Projected percent change in the number of public high school graduates, by state: 2000-01 to 2012-13, Utah: +2.4% (24 out of 25, second to last with increased %'s, 25 other states have an expected negative %) U.S. Dept. of Education, Source: ES: Common Core of Data surveys and State Public High School Graduates Model.

Based on the two (2) previous statistics as well as the growth statistics listed in Section 1 (B) for the SCES target population(s), there is a gap in increase of enrollment and graduation

percentages. Because of this, Utah needs to provide a variety of schooling options to address such growth and comprehensive, accountable schools can help meet this gap.

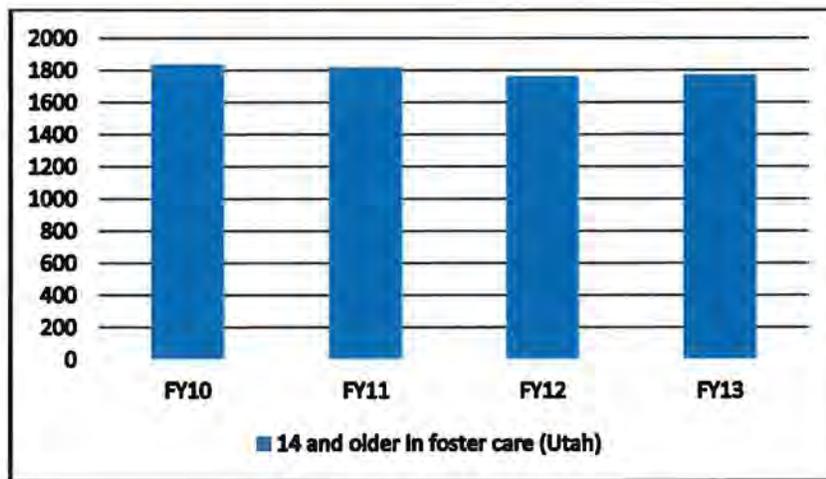
C. Number of school-age students and demographics of those students

Information provided by Annual Report from Division of Child and Family Services (2013):

<http://dcfs.utah.gov/pdf/reports/annual%20report%202013.pdf>

The Transition to Adult Living (TAL) program offers a continuum of services and supports to youth ages 14 years and older in the care of Child and Family Services. ***The average percentage of youth 14 years and older in foster care has averaged 39% of the total number of youth in foster care over the last four (4) years, (DCFS Annual Report, 2013).***

Number of Children Age 14 and Older in Foster Care:



Information provided by Annual Report from Division of Juvenile Justice Services (2013):

<http://jjs.utah.gov/pdf/JJS%20FY%202013%20JJS%20Annual%20Report.pdf>

Based on analysis of individuals who turned 18 during the 2012 calendar year, nearly 29% of Utah's youth will have some contact with the juvenile justice system by age 18. About 3.0% will be found by the Juvenile Court to be victims of dependency, neglect, or abuse and over 22% will be charged with at least one felony-or misdemeanor-type offense and referred to the Juvenile Court, (p. 8 of JJS report).

Based on 2010 census data, the total number of youth ages 15-17 living along the Wasatch Front (Weber, Davis, Salt Lake, and Utah counties) is 281,519-- 29% of this number is 81,641. The number of youth affiliated with state agencies (particularly the high numbers with JJS) often shocks many people who are unaware of the statistics, nationally and locally. *SCES would be targeting low to medium risk students affiliated with JJS; this designation is more in line with our mission and targeted populations versus high risk referrals.*

SCES believes that this data (DCFS and JJS) show numbers that exceed 83,000 as possible students who could be referred to SCES from agencies to assist them with their high school education and post-secondary plans. SCES would be scratching the surface of this need, but we believe approving this type of charter is the first step in developing education and programs that can serve as models for others. The need for this type of school with tailored services is desperately needed in our state, as well as across the country.

D. Describe data that points to trends/shifts within the community specific to school selection.

Graduation rates for Utah remain at or above the national average, however for youth in schools for “at risk” purposes, the graduation rate is much lower. 2013 Graduation Rates from the Utah State Office of Education list graduation rates for alternative high schools from 22%-48%.

- Dale Young Community High: (36%), Box Elder District
- George Washington High: (22%), Ogden City District
- Granite Connection High: (30%), Granite District
- Horizonte Instr & Trn Ctr: (48%), Salt Lake District
- Innovations High School: (31%), Salt Lake District
- Two Rivers High: (46%), Weber District
- Independence High: (22%), Provo District

Because many of these alternative high schools serve youth who are not online to graduate through a public high school, it is assumed that some of these youth are involved with foster care system, juvenile justice system, and mental health agencies due to the lower graduation rates of these targeted populations.

SCES believes a unique approach needs to be developed for youth affiliated with state systems and agencies. Many of these students have appointments with Case Workers, Probation Officers, Therapists, court mandated classes, full time work due to paying fines or contributing to their household (i.e. low income families), and other appointments depending on the services they receive. A hybrid school model allows for students to have more flexibility with their schedules. In class time will focus on core classes and development, while the student has more flexibility to work on other classes based on their schedules and other obligations. SCES will still monitor progress closely, and will have timeframes for work to be completed to ensure students complete the necessary credits for graduation.

Online learning is rapidly growing at all levels, but particularly among high school students: 55 percent of public school districts have some students enrolled in distance education courses; of these, the vast majority (96 %) are high school students. Total K-12 course enrollments were approximately 1.8 million in 2009-10; special needs students and students from low-income families were the least likely to participate in virtual courses (Watson et al., 2011).

There is no question that online participation with education (K-12 and post-secondary) is growing, in Utah and in the U.S. as a whole. By offering the SCES targeted population(s) more

choices in their education and the agencies that help and advocate for these students, Utah will provide a necessary addition to its school system. Agencies SCES has spoken with including DCFS, JJS, and county mental health agencies all say there is a large need for a school that can focus on these students' specific issues.

E. Use data provided to justify your choice of school size and grades served.

Research indicates that effective schools implementing this learning model are fewer than 500 students. Data from a variety of sources show that, especially for students from low socioeconomic backgrounds, small school size is conducive to effective student-centered practice, (Howley, Strange, and Bickel, 2000). Other research is supportive as well: Teachers in small schools are more likely to know their students well, focus on their individual strengths and needs, focus on the student work over time, and collaborate on instructional strategies that help students engage with rigorous coursework, (Steinberg and Allen, 2000). Because SCES is only targeting 500 students state-wide, we believe SCES can facilitate this learning model in a very effective, meaningful manner with the target population(s).

SCES is choosing to focus on high school (grades 9-12), with an increase of enrollment per grade year (see Section 1, G). The reasoning for this is due to the low graduation rates and lower proficiency rates of the targeted population(s), (see Section 3). Our goal is to have graduation and testing rates in line with their peers, as well as a higher enrollment rate in post-secondary education as compared to their peers. SCES will focus on progression and proficiency, with an emphasis on high school core classes.

F. Characteristics of the proposed charter school that sets it apart from others in the community

Characteristics of SCES that sets it apart from others in the community includes the following:

- 1. The targeted population(s):** There are no separate educational programs for youth in foster care, and no separate schools for youth affiliated with JJS who are considered low risk. (We are aware of programs serving high risk youth affiliated with JJS, but we will not be targeting this population due to risk and safety issues for other students).
- 2. Hybrid and individualized education:** SCES is not aware of a high school that focuses on using a hybrid/blended learning model to focus on core class development and proficiency. Although there are models that address an individualized education, there is no model to specifically address the needs of SCES targeted population(s). Also, the SCES school schedule will focus on fewer core classes per semester, but with more face to face time spent in the students' core classes. There will be flexibility for other required classes, electives, as well as credit recovery options for every student. The student's credits will be followed by the counselor (whose ratio will be 125:1 versus 350:1 as in most public schools), as well as an assigned teacher. The counselor will work with the student's assigned teacher to track progress/credits; they will work together to determine best strategies for student learning and credits earned for graduation.

- 3. Smaller class sizes (max 15-16 for face to face core classes):** The model SCES proposes to implement means smaller class sizes for core classes where instruction will be face to face. This will be economically feasible due to the use of smaller locations for SCES proposed sites. Smaller schools and smaller class sizes will be pivotal and instrumental in assisting the targeted population(s). Progress with student learning will be closely tracked (class progression and assessment results) by SCES staff and this will be possible because of the smaller number of students per location. This will also assist SCES in communicating with parents and/or community agencies on a consistent, thorough basis regarding any challenges the student is experiencing as well as celebrating any successes that should be acknowledged. Smaller class sizes will allow SCES to focus on the strengths of the students and to implement positive reinforcement as the main strategy on a consistent, daily basis.
- 4. Hands on connections to resources:** Because of the knowledge of SCES has in regards to serving the targeted population(s), SCES will be on the forefront of connecting students to resources including but not limited to: workforce programs WIA (Workforce Investment Act) Youth programs, health and human services (Chafee funding for youth transitioning out of foster care), mental health services (prevention programs, individual counseling), housing assistance, assistance with completing the financial aid process (FAFSA/Pell Grants), continuing education, participation in outreach programs at colleges and universities, and any other resources deemed beneficial to the student for educational and personal development. SCES believes the WIA Youth program will be particularly important because enrollment in this program allows for access to Chafee funding, as well as WIA funding that can assist a student with tutoring costs, other educational expenses, and supportive service funding when needed. SCES will ensure there is an extra office at each location for agency Case Workers (DCFS, JJS, WIA Youth) to meet with students individually SCES locations. A more streamlined approach to resources, combined with better access (for students and Case Workers) will allow for SCES to address student needs holistically at each location.
- 5. Professional development and training that focuses on needs/issues of targeted population(s):**
Because of the unique needs of the targeted population(s) of SCES, professional development and training will be specific to the needs of our students. This will include supporting staff when possible to attend conferences or trainings in the area that relate to the student needs of SCES. Cross collaboration with agencies for professional development will also be facilitated because of 1) the knowledge of people who have experience working with the targeted population(s), and 2) because this will assist SCES to keep costs of professional development low but still provide ample training for SCES staff.
- 6. Non-cognitive skill development:** SCES will weave non-cognitive development (academic mindsets and learning strategies) into daily classes by incorporating how to do this with SCES professional staff development. There will also be scheduled non-cognitive skill class time (end of class, once a week) where a personal development skill will be highlighted. The counselor will be responsible for implementing activities and lessons that focus on specific, personal development skills whereas the Administrator will focus on training staff on weaving non-cognitive skills into the classroom. The chosen skills will be based on research (i.e. not general “social skills” where there is weakest evidence of direct relationship to grades) to determine which non-cognitive skills will be the most effective to teach.

G. Explain why students will come to this school over another school, especially students in the target population

Students will want to come to this school for a variety of reasons including but not limited to:

- more individual attention and tracking (smaller class sizes and lower ratio of counselor to student)
- a positive, supportive environment where their needs are understood and considered with their education
- focusing and improving performance in core classes
- flexibility with time due to outside commitments and services
- learning material outside of academics that supports personal development
- hands on assistance with connection to agencies that provide additional resources and support
- a focus on wellness and connections to local gyms/martial arts/yoga to develop the mind/body connection

H. Distinguish between the characteristics of the school versus those of other local public schools

SCES will be an attractive choice for DCFS Caseworkers, JJS probation officers, therapists, foster parents/parents and students in the community based on:

1. A completely individualized education with a focus on core classes: SCES will provide a completely individualized education for every student by assessing where each student currently places with reading and math, and a specific plan to increase their competency and testing levels to grade level or higher, with the expectation that all students need to complete their high school diploma. The hybrid model will allow for in class time to focus on core classes; additional classes will be tracked by the assigned teacher to ensure work is completed. The hybrid model also allows for flexibility for students who fit into the targeted populations, and allows the students to have more opportunities to complete opportunities outside the classroom such as paid internships and attainment of certificates.

2. Non-cognitive skill development and wrap around SEOPs: Because of the small school model (i.e. 125 students at each location), School Counselors will be able to coordinate SEOP's with outside agencies. The goal is to have parents/foster parents and representatives from agencies who work with the students to be at every SEOP. Counselors will also have time to implement a non-cognitive skill development program at their respective location. This will not be implanted as a general "life skills" component. Counselors will work with Administration on what non-cognitive skills will be taught; the goal is to be purposeful and meaningful when implementing this component and to target which skills will be most effective to assist students with their academics and goals for the future.

3. Strong connections to outside services and assistance with post-secondary education enrollment: Outside services such as counseling/therapy, health services, workforce programs, and assistance with post-secondary enrollment is minimal at best with mainstream schools. When there is knowledge of such services, only a referral can be made. SCES will go beyond the referral process by providing tangible connections to contacts in those agencies, and track whether students accessed services they need. An Advisor position at each location will be

instrumental in helping students apply for admissions, financial aid, and enrolling in classes for post-secondary institutions and programs.

4. Cost considerations: Most virtual high schools use commercially produced instructional materials that can be costly, including most in Utah. SCES plans on using APEX online curriculum that is supplemented by SCES teachers. This curriculum meets Utah state core standards and is accredited by Advanc-ed/Northwest Accreditation. At full capacity of 500 students, the average yearly cost would be approximately \$46,818. Based on yearly allocations of per pupil funding for Utah, this cost is very minimal and helps to ensure the number of staff per student remains at a number that is consistent with providing excellent customer service and a quality education for any student who attends SCES.

5. Accountability: Student data will be based on sound practices, which will include methods for measuring progress individually and as a school. SCES will hire qualified educators and we will tailor the student's education to match individual gaps in learning and following the state core standards for all students. SCES will also follow the guidelines mentioned for tracking hours and accurately report for student's time with reliable means.

3. STUDENT POPULATION

A. Evidence to indicate that the enrollment projections by grade and school-wide for each year of the charter are realistic (i.e. supported by evidence of actual or potential demand)

(See Section 2. C, p. 17)

The only other evidence SCES can provide other than the data previously provided in Section 2, is the many discussions with personnel who work in the various agencies that serve the targeted populations of youth in foster care, affiliated with juvenile courts, and county mental health agencies. All of these agencies clearly state that many of their clients (i.e. students) struggle with school. Graduation rates for high school and enrollment rates for post-secondary education support this. Although there are small pockets of schools who specialize in working with these populations (i.e. such as in detention centers, O & A facilities, foster care residential programs who have their own small schools), there are no schools to address students who are in transition and out of these programs and facilities. Many of them are still struggling with the same issues that brought them into state custody or services, but the general public school system is not equipped to give these students the individual education and support they need.

SCES will note that agencies did say they would give referrals for students should this charter school come to fruition; this includes DCFS, JJS, and county mental health agencies.

B. Demonstrate a clear understanding of the students the school intends and is likely to serve

Target Population(s) of SCES is youth facing *transitional issues*. Sub-groups of this targeted population include: Youth in state's custody or affiliated with DCFS services, youth affiliated with JJS services (probation, not state's custody), and youth affiliated with mental health services (private and public sectors). *It should be noted that as one reads the following statistics, there can be an overlap with youth involved in DCFS, JJS, and/or mental health issues. However, for clarification, SCES is aware and approaches the issues of state custody with DCFS and JJS separately, but views mental health issues as all encompassing.*

The charter school services of SCES is especially targeted to these sub-groups because many of the students in these target populations need additional support not available in the public school system. This includes specialized knowledge of professional staff regarding the specific issues these target populations face, and how to connect services in a manner that addresses the students on a holistic perspective, not just an academic one.

Further statistics that support the need for this charter school include:

Consolidated Appropriations Act of 2014: Disconnected Youth—Low income young people, ages 14-24, who are homeless, in foster care, involved in the justice system, or are not working or not enrolled in (or at risk of dropping out of) an educational institution. Belfield, Levin, and Rosen state that there are approximately 5-6 million disconnected youth in the U.S.; this equates to roughly 1 in every 6 youth in this age range, (The Economic Value of Opportunity Youth, 2012).

Foster Care:

The following statistics are from the Utah Foster Care Foundation (2012):

- Less than half of the children who age out of foster care in the nation earn a high school diploma.
- There are about 2,700 children currently in Utah's foster care system and nearly half of the children in the Utah foster care system are age 12 or older.
- Children in foster care often have special needs due to abuse, neglect or separation.
- More than half of the children in foster care have moderate to severe *mental health* problems.
- Nearly 40% of transitioning youth will be homeless within 18 months of discharge.
- Children who age out have been in foster care an average of three and half years.
- Children who age out of foster care are more likely to experience unemployment, teen pregnancy, homelessness and incarceration than their peers.
- Foster youth graduate high school at a 30-50 percent rate (depending on various states), whereas the overall Utah graduation rate for high school students is approximately 80 percent (US Department of Education, 2012).
- Foster care youth place 15-20 percentile points behind their peers on state standardized testing (Emerson and Lovitt, 2009).
- Of all the difficulties, poor academic achievement is known to have the most serious consequences for the futures of foster youth (Finkelstein et al., 2002).

Juvenile Justice:

- The following statistics are from the Utah Division of Juvenile Justice Services (2008):
- The majority of these youths (75%) live in four urban counties along the Wasatch Front (Weber, Davis, Salt Lake and Utah).
- 38% of Utah's youths will have some contact with the juvenile justice system by age 18
- Results imply that institutional responses and disruptions in students' educational trajectories, rather than social-psychological factors, are responsible for the arrest-education link (Kirk and Sampson, *Sociology of Education*, 2013).
- If, as research has found, educational failure leads to unemployment (or underemployment), and if educational failure and unemployment are related to law-violating behavior, then patterns of educational failure over time and within specific groups may help to explain patterns of delinquent behavior (*Juvenile Offenders and Victims: 2006 National Report*, p. 14).
- The Utah Youth Suicide Study (2007) study showed that a majority of youth who committed suicide, a majority (63%) of all subjects had a juvenile record, and suicide rates in general increase among youth with juvenile court records.
- The Utah Youth Suicide Study (2007) indicates that at least one in five juveniles under the age of 18 who has been arrested has serious *mental health* problems.

Mental Health:

- Depression: Self-reported rates of depressive symptoms on the 2013 Utah SHARP survey show that close to 1 in 3 youth are depressed (2013 Utah SHARP Survey, p. 32).
- Importantly, the number of depressed youth reporting ever having used alcohol or other drugs is three to six times higher than that of youth who are not depressed.
- Suicide is the 2nd leading cause of death for youth ages 10-17 (Utah Department of Health Indicator-based Information System for Public Health, 2011).
- In 2011, enough Utah students seriously considered attempting suicide to fill 740 classrooms (based on an average classroom size of 30 students), (Youth Risk Behavior Survey, 2011 and USOE public high school enrollment, school year 2011-2012).

The following statistics are from the UCJC Risk and Protective Tool, Utah Criminal Justice Center, University of Utah:

<http://www.bach-harrison.com/ucjcprofiles/>

	State (UT) 2009	State (UT) 2011	State (UT) 2013
Youth Bullied At School	14.37%	13.53%	21.22%
Youth Considered Suicide	n/a	9.39%	12.31%
Youth Missed School-Felt Unsafe	6.59%	5.25%	8.26%
Youth Need for Mental Health Treatment	13.07%	11.18%	12.99%

Based on all of these statistics, SCES believes that an innovative approach for youth who are at such a high risk will only benefit the individual and the state's long term outcomes for education. These students need a school that understands their issues around transition, mental health, grief/loss, abuse, unstable family situations, substance abuse, etc. SCES also contends that although School Counselors in the public school system help address these issues, the ratio of student to counselor is not adequate for students with these needs.

SCES plans on integrating the services of mental health specialists in the community on a more proactive basis around their education. This will be accomplished with their School Counselor(s) being versed in their specific issues, how community agencies serve them (including private foster care agencies) and how to access funding for the targeted populations. This requires specialized training not available to Counselors in the public school system, and a working knowledge of how to assist in connecting these services with the purpose of improving their educational outcomes in high school and beyond.

C. Present a persuasive explanation of how the proposed mission, curriculum, teaching methods, and services are likely to meet the needs of the target population

The proposed mission, curriculum, teaching methods, and services are likely to meet the needs of the target population for the following reasons: the small school size, individual instruction and focus on the development of core classes, more individualized attention for supportive services (counselor 1:125 ratio), proactive advisor helping with attendance issues and post-

secondary financial aid and enrollment, more time for other obligations of target populations such as therapy and work, a positive environment that focuses on the mind/body connection, learning of non-cognitive skills to help with academic improvement, focusing on incremental rigor for improved academic performance, proactive connections to agencies who serve the target populations including space at the SCES locations, and utilizing additional financial support from other programs for post-secondary education costs. SCES is not aware of another educational program or school that serves the target populations with this model, or the ability to provide the level of support and understanding needed for the issues these students have to manage in and outside of the classroom.

D. Demonstrate understanding of and capacity to meet state and federal requirements regarding the identification and education of students with disabilities

Because SCES is based on a highly individualized education, SCES will also be able to provide Special Education services and as outlined per law with all IDEA-eligible students. Special education teacher(s) will review records from previous schools including Individual Education Plans (IEP) that were developed prior to students attending SCES. If it is determined that a student is initially eligible for resource services through SCES based on documented interventions and assessments, an IEP team will develop an IEP for that student. The IEP team consists of a special education teacher, one or more mainstream teachers, a representative of the LEA (Local Educational Authority, usually Director/Administration), the parents, and the student. IEP goals are developed based on individual needs and in alignment with the Utah core curriculum.

SCES will communicate with all teachers and other service providers if a student has an IEP, and what if any accommodations need to be made for the student, as well as their responsibilities for implementing the IEP. SCES will encourage all teachers involved with a student to attend IEP meetings. IEPs will be current; SCES will follow guidelines regarding IEPs be developed and signed by the IEP team on a yearly basis. For students with an IEP from a previous school, that IEP will be implemented until the annual due date for developing a new IEP for the student.

SCES will approach special education services with a holistic approach based on its four (4) key components. Goals developed on an IEP will coincide with incremental rigor, and students will be provided with inclusive services that all SCES students will receive including access to non-cognitive skill classes, advising with a proactive approach, and meaningful service learning opportunities in the community.

Policies

SCES will follow the Utah Special Education Rule regarding new referrals. When a referral to special education is deemed necessary, a record of documented interventions (and results) will be attached to the referral and reviewed along with the students' school performance prior to the referral. SCES will not deny the rights of a parent to refer a student for evaluation, nor will it delay the procedures listed in the Regular Education Interventions section of the Utah Special Education Rule.

Special education staff, administrative staff, and related service providers will receive ongoing training to ensure that they are adequately prepared to carry out IDEA requirements (IDEA 2004,

USBE-SER). Administrators and business managers will also attend and receive training regarding allowable uses of restricted IDEA and State special education funds (EDGAR, OMB A-133, and USBE-SER IX and X) to ensure adequate documentation is maintained to support the use of those restricted funds.

SCES will submit a Special Education Policies and Procedures Manual which are aligned with IX.A.-IX.B prior to November 1st of its first operational year.

Child Find

Child Find. (USBE SER II)

SCES Charter School will include the following in its Special Education Policies and Procedures Manual for USOE approval: ensure that all students with disabilities enrolled in the grades the school serves, including students who are highly mobile, students who have been suspended or expelled from school, students who have not graduated from high school with a regular high school diploma, and those who are suspected of being a student with a disability and who are in need of special education or special education and related services even though they are advancing from grade to grade, and regardless of the severity of the disability, are identified, located, and evaluated. This includes a practical method for determining which students are currently receiving needed special education or special education and related services.

SCES will conduct the following procedures to ensure that students suspected of having a disability are identified and located:

1. Finding students who have been receiving needed special education or special education and related services.
 - a. The enrollment application will include questions about whether a student has received special education or special education and related services in the previous school or educational program.
 - b. Parents are asked during registration if the students received any services beyond the regular program in the previous school.
 - c. If parents respond in the affirmative, a phone contact is made with the previous school to locate the special education records.
 - d. SCES will follow all the procedures detailed on the In-State and Out-of-State Transfer Student Checklist of the USOE.

2. In identifying and locating students who are suspected of having a disability but have not been previously identified or determined eligible for special education or special education and related services SCES will also implement the following procedures:
 - a. Annual training of all staff on the Child Find obligation and how to be alert for observed behaviors that suggest a suspected disability.
 - b. Notice in a student or parent handbook of the referral procedures and of the availability of services for eligible students with disabilities.
 - c. If a parent or staff member is concerned about a student outside the grade levels of the charter school, the parent or staff member is referred to the district of the student's parent's residence.

3. SCES will collaborate and coordinate with the local Department of Health, the Part C Early Intervention Provider, through an interagency agreement aligned with the Part C to Part B statewide interagency agreement of the USOE to ensure that students with disabilities are identified, located, and evaluated.

4. Referral for Special Education services. When a parent or school staff member suspects a student may have a disability, the following referral procedure will be implemented:

a. Teachers implement pre-referral interventions and provide documentation of the results to a Child Management Team (CMT), which includes a general education teacher.

b. Note: Pre-referral interventions may not be used to substantially delay an evaluation for eligibility.

c. The referring person completes and signs a referral form.

If school personnel are making the referral, attach documentation of contacts with the parents about the concerns regarding the student's educational performance.

d. The referral form is given to the principal, who reviews existing data (including pre-referral intervention results and Child Management Team recommendations) on the student and determines if the referral should go forward for a full evaluation. If it is decided that the evaluation should take place, the principal assigns a staff member to oversee/conduct the evaluation. If the referral is not going to result in a full evaluation, the director sends the parent a Written Prior Notice of Refusal to take the action of conducting an evaluation.

5. Evaluation.

a. Parental Consent. Prior to initiating a full and complete individual evaluation, parental consent is required. The consent informs the parent that the evaluation is being proposed because the student is suspected of having a disability that affects his educational performance and that he/she may be eligible for special education or special education and related services. The consent indicates the areas in which the evaluation team will conduct tests or administer other assessment tools to the student. Consent for evaluation must not be construed as consent for provisions of special education services. Reasonable efforts to obtain parental consent are made and documented by SCES. SCES follows the requirements of USBE II.C.4 with respect to parents who cannot be located. Parental consent is not required before administering a test or other evaluation that is given to all students, or before conducting a review of existing data.

b. Written Prior Notice. The parent is given Written Prior Notice that the evaluation will take place. (See Section IV.C of this Policy and Procedures Manual for required components of Written Prior Notice.) Written Prior Notice is embedded in the SCES Consent for Evaluation form.

c. Evaluation Timeline. When the signed parental consent or refusal of consent for evaluation is received at the school, the school secretary or special education teacher writes the date it was received on the form to document the beginning of the timeline for the evaluation. SCES will complete all evaluations within 45 school days of receiving the consent. The 45 school day timeline does not apply if the parent fails to produce the student for the evaluation. If the student enrolls in SCES after the timeframe has started in a previous LEA, SCES must make sufficient progress to ensure prompt compliance in accordance with a written agreement with the parent as to when the evaluation will be completed.

Special Education Records

Confidentiality of Information. (USBE SER IV.X)

SCES will take appropriate steps to ensure the protection of the confidentiality of any personally identifiable data, information, and records it collects or maintains related to Part B of the IDEA.

1. Definitions. As used in these safeguards:

a. Destruction

Definition is the physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

b. Education records

Definition is the type of records covered under the "education records" in 34 CFR 99, implementing regulations for the Family Educational Rights and Privacy Act of 1974, 20 USC 1232g (FERPA).

c. Participating agency

Definition is any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEAs rights.

2. Access Rights

a. SCES permits parents to inspect and review any education records relating to their student that are collected, maintained, or used by SCES. SCES complies with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing, or resolution session, and in no case more than 45 calendar days after the request has been made.

b. The right to inspect and review education records includes the right to:

(1) A response from SCES to reasonable requests for explanations and interpretations of the records;

(2) Request that the Charter School provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and

(3) Have a representative of the parent inspect and review the records.

c. SCES may presume that the parent has authority to inspect and review records relating to his or her student unless the school has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

3. Record of access.

SCES will keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of SCES) in each student's special education file, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. If any education record includes information on more than one student, SCES ensures that the parents of a student has the right to inspect and review only the information relating to their student or to be informed of that specific information.

4. List of types and locations of information.

On request, SCES provides parents with a list of the types and locations of education records collected, maintained, or used by SCES.

This list is maintained in the office at SCES where the student is assigned (north or south location).

5. Fees.

SCES will not charge a fee for copies of records that are made for parents under Part B of the IDEA; SCES will also not charge a fee to search for or to retrieve information under Part B of the IDEA.

6. Amendment of records at parent's request.

a. A parent who believes that information in the education records collected, maintained, or used under Part B of the IDEA is inaccurate or misleading or violates the privacy or other rights of the student may request SCES, who maintains the information to amend the information. SCES must decide whether to amend the information within a reasonable period of time of receipt of the request. If SCES decides to refuse to amend the information, it must inform the parent of the refusal and advise the parent of the right to a hearing on the matter.

b. SCES, on request, provides an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. If, as a result of the hearing, SCES decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it must amend the information accordingly and inform the parent in writing. If, as a result of the hearing, SCES decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it must inform the parent of the right to place in the records it maintains on the student a statement commenting on the information or setting forth any reasons for disagreeing with the decision of SCES. Any explanation placed in the records of the student under this section must be maintained by SCES as part of the records of the student as long as the record or contested portion is maintained; and if the records of the student or the contested portion is disclosed by SCES to any party, the explanation must also be disclosed to the party. SCES follows the hearing procedures described in USBE SER IV.12 as written.

c. If the parent revokes consent in writing for the student's receipt of special education and related services, SCES is not required to amend the student's education record to remove any references to the student's receipt of special education and related services because of the revocation of consent.

7. Release and disclosure of records.

Parental consent is not required for disclosure of records to officials of agencies collecting or using information under the requirements of Part B of the IDEA, to other school officials, including teachers within the school who have been determined by the SCES to have legitimate educational interests, to officials of another school or school site in which the student seeks or intends to enroll, or for disclosures addressed in referral to and action by law enforcement and judicial authorities, for which parental consent is not required by 34 CFR 99. (All Utah Local Education Agencies (LEAs) include in the annual Procedural Safeguards notice that it is their policy to forward educational records of a student with disabilities without parental consent or notice to officials of another school or school district in which a student seeks or intends to enroll.) Written parental consent is obtained prior to releasing any records to any other person or agency not listed above.

8. Safeguards.

a. SCES protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

- b. The principal/director of SCES assumes responsibility for ensuring the confidentiality of any personally identifiable information.
- c. Staff members at SCES who collect or use personally identifiable information receive training or instruction regarding the State's policies and procedures in USBE SER IV.X and 34 CFR 99 on an annual basis.
- d. SCES maintains, for public inspection, a current listing of the names and positions of those employees within the school who may have access to personally identifiable information on students with disabilities. This list is posted on the locked cabinet in which students' special education files are maintained and updated annually.

9. Destruction of information.

SCES informs parents or the student age 18 or older when personally identifiable information collected, maintained, or used under Part B of the IDEA is no longer needed to provide educational services to the student. Information no longer needed must be destroyed at the request of the parents or student age 18 or older. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. Each student's records may be considered "no longer needed to provide educational services" and may be destroyed three (3) years after the student graduates or three (3) years after the student turns 22.

10. Students' rights.

The rights of privacy afforded to parents are transferred to the student who reaches the age of 18, providing the student has not been declared incompetent by a court order, including the rights with regard to education records.

FERPA (20 U.S.C. § 1232g; 34 CFR Part 99)

SCES will follow The Family Educational Rights and Privacy Act (FERPA), which prohibits a school from disclosing personally identifiable information from students' education records without the consent of a parent or eligible student, unless an exception to FERPA's general consent rule applies. In some emergency situations, schools may only need to disclose properly designated "directory information" on students that provide general contact information. In other scenarios, school officials may believe that a health or safety emergency exists and more specific information on students should be disclosed to appropriate parties. Understanding the options available under FERPA empowers school officials to act quickly and decisively when concerns arise. FERPA is not intended to be an obstacle in addressing emergencies and protecting the safety of student.

FERPA (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records, as this law applies to all educational agencies and institutions that receive funds under any program administered by the Department of Education ("Department"). These rights transfer to the student when he or she reaches the age of 18 or attends a postsecondary institution at any age ("eligible student"). Under FERPA, a parent or eligible student must provide a signed and dated written consent before a school discloses personally identifiable information from the student's education records (34 CFR § 99.30). SCES will follow 34 CFR § 99.3 for the definition of "personally identifiable information." Exceptions to the general consent

requirement are set forth in § 99.31 of the FERPA regulations. The term “education records” is defined as those records that are: (1) directly related to a student; and (2) maintained by an educational agency or institution, or by a party acting for the agency or institution. SCES will also follow 34 CFR § 99.3 for the definition of “education records” and a list of records that are not included in the definition. Accordingly, all student records, including immunization and other health records, as well as records on services provided to students under the Individuals with Disabilities Education Act (IDEA) and records on services and accommodations provided to students under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, that are directly related to a student and maintained by a school are “education records” under FERPA.

E. Indicate a commitment to serving the full range of needs of students with disabilities

SCES is committed to providing all students with disabilities a quality instructional program to meet each child's unique needs. A federal law, the Individuals with Disabilities Education Act, states that all eligible school-aged children and youth with disabilities are entitled to receive a free appropriate public education.

F. Demonstrate understanding of and capacity to meet state and federal requirements regarding identification and education of the likely ELL population

SCES will follow Rule R277-716 of the Utah Administrative Code, Alternative Language Services for Utah Students. SCES will follow R277-716-4 (Local Board of Education Responsibilities) to include as outlined:

- A. A local board of education that receives funds under Title III of NCLB shall assure as part of the Consolidated Utah Student Achievement Plan that the local board has a written plan that:
- (1) Includes an ELL/LEP student find process, including a home language survey and a language proficiency for program placement that is implemented with student registration;
 - (2) Uses a valid and reliable assessment of proficiency in listening, speaking, reading, writing, and comprehension of English of identified ELL/LEP students;
 - (3) Provides language acquisition instructional services based on the Utah English Language Proficiency Standards approved by the Board on September 1, 2005;
 - (4) Establishes student exit criteria from ALS programs or services;
 - (5) Includes the ELL/LEP student count, by classification, prior to July 1 of each year.
- B. Following funding, a school district/charter school shall:
- (1) Determine what type of Title III ALS services are available and appropriate for each student identified in need of ALS services. Examples include dual immersion, ESL content-based, or sheltered instruction;
 - (2) Implement an approved language acquisition instructional program designed to achieve English proficiency and academic progress of identified students;
 - (3) Ensure that all identified ELL/LEP students receive English language development services, consistent with R277-716-4A(3);
 - (4) Provide adequate staff development to assist ELL/LEP teachers and staff in meeting AMAOs;

(5) Provide necessary staff, curricular materials approved by the Instructional Materials Commission consistent with R277-469, and facilities for adequate and effective training;

C. If school districts/charter schools do not meet AMAOs (Annual Measurable Achievement Objectives) they shall develop and implement improvement plans to satisfy AMAOs.

D. Following evaluation of student achievement and services, a school district/charter school shall:

- (1) Analyze results and determine the programs' success or failure; and
- (2) Modify a program or services that are not effective in meeting the state AMAOs.

E. A school district/charter school shall have a policy to identify and serve students who qualify for services under IDEA, including:

- (1) Implementing procedures and training consistent with federal regulations and state special education rules that ensure ELL/LEP students are not misidentified as students with disabilities due to their inability to speak and understand English;
- (2) Reviewing the assessment results of students' language proficiency in English and other language prior to initiating evaluation activities, including selecting additional assessment tools;
- (3) Conducting assessments for IDEA eligibility determination and educational programming in students' native language when appropriate;
- (4) Using nonverbal assessment tools when appropriate;
- (5) Ensuring that accurate information regarding students' language proficiency in English and other language(s) is considered in evaluating assessment results;
- (6) Considering results from assessments administered both in English and in the students' home language; and
- (7) Ensuring that all required written notices and communications with parents who are not proficient in English are provided in the parents' preferred language to the extent practicable, including utilizing interpretation services when appropriate; and
- (8) Coordinating the language acquisition services and special education and related services to ensure that the IEP is implemented as written.

F. A school district/charter school shall also provide information and training to staff that limited English proficiency is not a disability; if there is evidence that students with limited English proficiency have disabilities, they shall be referred for possible evaluation for eligibility under IDEA.

G. Parent involvement and notification:

- (1) Each school district/charter school shall notify parents who are not proficient in English of school district/charter school required activities. Schools shall provide information about optional school activities in the parents' preferred language to the extent practicable.
- (2) School districts/charter schools shall provide interpretation and translation services for parents at registration, IEP meetings, SEOP meetings, parent-teacher conferences and student disciplinary meetings.



(3) School districts/charter schools shall provide annual notice to parents of students placed in language acquisition programs at the beginning of the school year or no later than 30 days after identification. If a child has been identified as requiring ALS services after the school year has started, parent notification shall take place within 14 days of the student's identification and placement. The required notice shall include:

- (a) The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;
- (b) The methods of instruction proposed to increase language acquisition, including using both the student's native language and English if necessary;
- (c) Specifically, how the methods of instruction will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- (d) The specific exit requirements for the program including:
 - (i) The expected rate of transition from the program into classrooms that are not tailored for LEP students and
 - (ii) The expected graduation from secondary school(s) if funds appropriated consistent with this rule are used for secondary school students.

(4) School districts/charter schools shall provide notice to parent(s) of ELL/LEP students in addition to other required parent notification if the school district/school fails to meet AMAOs. Notice shall be provided within 30 days of the school district's/charter school's receipt of the annual State Title III Accountability Report from the USOE.

G. Indicate a commitment to serving the homeless as required by McKinney Vento

As outlined in the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, SCES shall follow these guidelines:

- (1) Each State educational agency shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.
- (2) In any State that has a compulsory residency requirement as a component of the State's compulsory school attendance laws or other laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youths, the State will review and undertake steps to revise such laws, regulations, practices, or policies to ensure that homeless children and youths are afforded the same free, appropriate public education as provided to other children and youths.
- (3) Homelessness alone is not sufficient reason to separate students from the mainstream school environment.
- (4) Homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging State student academic achievement standards to which all students are held.

SCES will designate a liaison, provide immediate enrollment of students designated as homeless, and provide transportation for students experiencing homelessness in the following situations:

- A) means individuals who lack a fixed, regular, and adequate nighttime residence

B) includes:

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings... SCES will identify any homeless youth and will be instrumental in using this designation for FAFSA applications (which is often underutilized in large public schools).
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children who qualify as homeless because the children are living in circumstances described in clauses (i) through (iii).

**SCES will be instrumental in providing documentation for homeless students for their FAFSA application, a process which can be underutilized in large public schools.*

H. Indicate a commitment to ensure section 504 of the Rehabilitation Act of 1973

Each SCES location will have a Section 504 Coordinator to answer questions regarding Section 504 procedures for students and parents. SCES will not discriminate based on any existing or perceived disability. SCES will provide physical access as well as special accommodations (i.e. modified assignments) in order to benefit any student's education. SCES will ensure any student with a 504 will have the same or equal access to the curriculum and activities for all SCES students.

The determination of what accommodations are needed will be made by the site supervisor, classroom teacher(s), and any other educators or staff working with the student. Accommodations and programs will be designed to meet the specific and unique needs of any students who qualify for a 504 and the accommodations this entails.

I. Include an outreach and recruitment plan that demonstrates understanding of the community to be served and is likely to be effective, including families traditionally less informed about education opportunities

The outreach and recruitment plan of SCES will be instrumental for our success. SCES will differ by primarily focusing on a referral based system with agencies. It will be the primary responsibility of the Director/Administrator of SCES to ensure outreach occurs with the specific agencies we will be targeting, with a primary focus on: Division of Child and Family Services, diversion programs with the Juvenile Justice System, and prevention programs with county mental health agencies. A secondary level of outreach will occur with Workforce Services, private mental health providers and programs (such as residential treatment centers), non-profits who serve at-risk secondary youth, and outreach programs at colleges/universities.

J. Include lottery, enrollment, and admissions policies and plans that comply with state law

As required by Federal Charter School Program, Student-Centered Education & Services will conduct a lottery *if applications exceed the enrollment cap of 500*. Parents/legal guardians who submit their student's (s) name, mailing address, requested grade level, date of birth, the names of siblings applying, the parent/guardian name, email address and telephone number will thereby qualify their student(s) as an applicant for the lottery. As provided for in the Federal lottery requirements, students of founding board members, students of teachers, and siblings of students selected in the lottery will be given enrollment preference.

The community will be notified of the charter school's opening with general marketing including mailings to the general public, specific outreach (in person and mailings) to DCFS (Division of Child and Family Services) personnel, JJS (Juvenile Justice System) personnel, and mental health agencies and professionals.

SCES will implement its lottery policies and educational services to ensure accordance with IDEA 2004:

Public charter schools that are LEAs. If the public charter school is an LEA, consistent with 34 CFR 300.28, that receives funding under 34 CFR 300.705, that charter school is responsible for ensuring that the requirements of Part 300 are met, unless State law assigns that responsibility to some other entity.

It is also the policy of Student-Centered Education & Services not to discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990.

If necessary, subsequent lotteries will be conducted on the 15th of every month (due to SCES being a year round school) at the main offices of SCES, time to be determined and will be open to the public. The date, time, and location of the lottery will be publicized on the SCES website. The lottery will be conducted by a school administrator and will be attended by a founding board member and one outside observer, as is required by the lottery regulations. If a lottery is to be held, parents/guardians of applicants will be notified of the lottery date, time, and place by email no later than five (5) business days in advance of the lottery.

Student Selection Process

All students who applied for the lottery during the application period, and who are eligible to enroll, will be included in the lottery drawing. The lottery will be conducted by the following grade levels, in the following order:

Grades	9	10	11	12
Students per grade	40 (year 1)	55 (year 1)	75 (year 1)	80 (year 1)

	80 (year 2)	110 (year 2)	150 (year 2)	160 (year 2)
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125 max per location; the total enrollment will not exceed 500 students.

The focus is for SCES to incrementally target higher level grades to address graduation rates for these targeted populations, to assist students who are behind with credits, and to provide effective transitional services for them into post-secondary education and/or training.

Anticipated Initial Lottery Schedule:

March 1, 2015–Open application period

July 1, 2015 – Close application period

July 8, 2015– Within five (5) business days of the lottery, the school will communicate the time, date and location of the lottery with parent or guardian of applicants

July 15, 2015– Conduct lottery

July 16, 2015– Parent or guardian of accepted students notified with offer of enrollment

July 17, 2015– Parent or guardian deadline to accept offer of enrollment

July 27, 2015– Parent or Guardian deadline to complete enrollment tasks of accepted students

August 3, 2015--First day school is open

Notification of Acceptance

Parents or guardians of students accepted in the initial lottery will be notified by email and telephone with an offer of enrollment no later than two (2) business days after the lottery is conducted. These caretakers will then have ten (10) business days to respond affirmatively in writing (email is acceptable) to the offer of enrollment or the student will forfeit his/her space in the school. After the acceptance of the offer of enrollment, parents or guardians will have 30 days to complete all enrollment registration tasks, or the student will forfeit his/her space in the school. Students who forfeit the enrollment slot will remain eligible for any future lotteries, if necessary, if they are still actively seeking enrollment.

Preference Lists

Any children in State’s custody who were not accepted in the lottery, will be placed on a **Children In State’s Custody** list. These students will be given the first opportunity to enroll if space becomes available in their grade. As with the regular lottery process, students on this list with the lowest lottery number will be placed first.

The children of founding board members and/or the children of teachers who were not exempt from the lottery process, and who were also not accepted in the lottery, will be placed on a **Founder/Teacher Preference List**. These students will be given the second opportunity to enroll if space becomes available in their grade. As with the regular lottery process, students on this list with the lowest lottery number will be placed first.

Siblings of students accepted in the lottery for whom space was not available during the initial lottery will be placed on a **Sibling Preference List**. These students will be made an offer of

enrollment if/when space becomes available in their grade, after students on the State's Custody and Founder/Teacher Preference List. As with the regular lottery process, students on this list with the lowest lottery number will be placed first.

Other students who were in the lottery, but who were not accepted, will be placed on a **Priority List**. If a space becomes available, and there are no students from the State's Custody, Founder/Teacher Preference List or the Sibling Preference List who accept an offer of enrollment the space will be offered to the student on the Priority List in that grade with the lowest lottery number.

Subsequent Lotteries

Parents or guardians may continue to register for the school and if space is still available after forfeited spaces have been offered to students on the State's Custody, Founder/Teacher Preference List, the Sibling Preference List, and the Priority List, subsequent monthly lotteries will be held based on space available in the grades used in the first lottery. Students who were in the initial lottery who forfeited their enrollment space and applicants who submitted an application during will receive a lottery number in a random drawing for the subsequent lotteries. Every lottery will be conducted at the school by a school administrator on a date and time to be determined and attended by a board member and an outside observer and will be open to the public. Parents or guardians of students eligible for the lottery will be notified of the lottery date, time, and place by email no later than five (5) business days in advance. The date, time, and place will also be publicized on the school's website.

Subsequent Monthly Lottery Schedule:

Continuous – Open application period

8th of every month – Close application period

9th of every month– Within five (5) business days of the lottery, the school will communicate the Time, date and location of the lottery with parent or guardian of applicants

15th of every month – Conduct lottery

16th of every month– Parent or guardian of accepted students notified with offer of enrollment

21st of every month – Parent or guardian deadline to accept offer of enrollment

Last day of every month – Parent or Guardian deadline to complete enrollment tasks of accepted students



4. PROGRAM OF INSTRUCTION

Career Education:

- Career education is a purpose of the charter school.
- ✓ We do not intend to offer career education.

Distance or Online Education:

- ✓ We intend to offer distance and/or online education.
- We do not intend to offer distance and/or online education.

Gifted Education

- Gifted education is a purpose of the school.
- ✓ We do not intend to offer gifted education.

Four-Year College and/or University Affiliation

- We intend to partner with a four-year college or university and offer early college options.
- ✓ We do not intend to partner with a four-year college or university or offer early college options.

A. Alignment with mission and priorities

SCES believes in providing an individualized education combined with a strong guidance support system for all our students. We also believe students have unique needs and learning styles, and all students are capable of performing at their full potential. Based on these beliefs and mission, SCES determined the best learning model to match the targeted population would be a Student-Centered Learning Model. We will use this model in conjunction with online curriculum by APEX and supplemental instruction and/or assignments provided by the teachers. ***The APEX curriculum serves as a foundation, but not a sole source of curriculum for the students.*** Teachers will individualize the educational experience for each student; this includes working with a Resource Education Coordinator for those students with an IEP. APEX curriculum also has features where the online curriculum can be adapted for those students who need additional reading assistance (IEP or ELL). Because of the smaller class and school sizes, SCES will be able to address additional academic needs for some students, while tailoring assignments for students who are on a more accelerated educational level.

Student-centered education emphasizes the implementation of lasting learning based on experiences that are active, not passive. This allows for teachers to utilize educational technology to make it more feasible for them to implement student-centered practices based on students with a wide range of learning differences. SCES plans on using technology and combining it with effective student-centered teaching methods to achieve results. Common Core State Standards raise the bar for education excellence, and address college and career readiness for all students. The issue for SCES target population(s) is the ability to keep up and actively participate in these standards, while coping with major life transitions along the way. SCES plans on addressing this

with the vital interconnection of the teacher, student, and curriculum (with the added support and tracking of an Advisor as well).

Student-centered teaching practices share eight common core elements: strong relationships with students; personalization and choice in curricular and instructional tasks; appropriate challenge levels for each learner; support for students' social and emotional growth and identity development; anytime, anywhere and real-world learning; technology that is integral to teaching and learning; clear, timely assessment and support; and practices that foster autonomy and lifelong learning, (Wolfe, Steinberg, Hoffman, 2013)

Research indicates that effective schools implementing this learning model are fewer than 500 students. Data from a variety of sources show that, especially for students from low socioeconomic backgrounds, small school size is conducive to effective student-centered practice, (Howley, Strange, and Bickel, 2000). Other research is supportive as well: Teachers in small schools are more likely to know their students well, focus on their individual strengths and needs, focus on the student work over time, and collaborate on instructional strategies that help students engage with rigorous coursework, (Steinberg and Allen, 2000). Because SCES is only targeting 500 students state-wide, we believe SCES can facilitate this learning model in a very effective, meaningful manner with the target population(s).

The following chart lists core elements of teaching student-centered learning (Wolfe, Steinberg, Hoffman, 2013). ***The strategies listed correlate to the (4) core pillars of SCES (as outlined in Section 1, D., p. 4). These strategies will be a primary focus for SCES and will be instrumental to the success of the school(s) and their students.***

<p>Strong relationships with students:</p> <ul style="list-style-type: none"> • Teacher-student advisement • Norms of trust, respect, and inclusiveness • Easy contact between students and teachers • Reaching out to families • Connecting students with community mentors (and agencies) 	<p>Anytime, anywhere, and real-world learning:</p> <ul style="list-style-type: none"> • Flexible schedules • Community service and internships • Curricular projects that engage the world outside school 	<p>Core Pillar of SCES: Proactive/Intrusive Advising and Meaningful Service Learning</p>
<p>Personalization and choice in curricular tasks:</p> <ul style="list-style-type: none"> • Personal learning plans • Substantial choice in curricular tasks • Opportunities to demonstrate mastery in varied ways 	<p>Technology that is integral to teaching and learning:</p> <ul style="list-style-type: none"> • Online learning adapted to individual student needs • Online tools that promote student collaboration • E-mail 	<p>Core Pillar of SCES: Incremental Rigorous Coursework based on individual student needs</p>

<ul style="list-style-type: none"> Independent projects that build on special interests 		
Appropriate challenge levels for each learner: <ul style="list-style-type: none"> Scaffolding Differentiated instruction Supporting students with special needs Focusing on practice and revision habits so that students push themselves 	Clear, timely assessment and support: <ul style="list-style-type: none"> “Just in time” feedback Gateways and exhibitions Customized assessments Student feedback on curriculum and instruction 	Core Pillar of SCES: Incremental Rigorous Coursework based on individual student needs
Supporting social and emotional growth: <ul style="list-style-type: none"> Knowing students well and educating the “whole child” Student reflection Engaging peers Coaching students on how to present themselves publicly 	Fostering autonomy and lifelong learning: <ul style="list-style-type: none"> Building capacity to self-regulate Learning about learning 	Core Pillar of SCES: Non-Cognitive Skill Development

SCES will be implementing a hybrid model where students attend either a morning or afternoon session for face to face time. Face to face time will focus primarily on the student’s core classes and development in these areas (English, history, science, and math). Information for hybrid models is limited, however a 2010 report from the U.S. Department of Education, “Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies”, found the following:

“This meta-analysis and review of empirical online learning research are part of a broader study of practices in online learning being conducted by SRI International for the Policy and Program Studies Service of the U.S. Department of Education. The goal of the study as a whole is to provide policy-makers, administrators and educators with research-based guidance about how to implement online learning for K–12 education and teacher preparation. An unexpected finding of the literature search, however, was the small number of published studies contrasting online and face-to-face learning conditions for K–12 students. Because the search encompassed the research literature not only on K–12 education but also on career technology, medical and higher education, as well as corporate and military training, it yielded enough studies with older learners to justify a quantitative meta-analysis. Thus, analytic findings with implications for K–12 learning are reported here, but caution is required in generalizing to the K–12 population because the results are derived for the most part from studies in other settings (e.g., medical training, higher education).

Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction. The mean effect size in studies comparing blended with face-to-face instruction was +0.35, $p < .001$. This effect size is larger than that for studies comparing purely online and purely face-to-face conditions, which had an average

effect size of +0.05, $p = .46$. In fact, the learning outcomes for students in purely online conditions and those for students in purely face-to-face conditions were statistically equivalent. An important issue to keep in mind in reviewing these findings is that many studies did not attempt to equate (a) all the curriculum materials, (b) aspects of pedagogy and (c) learning time in the treatment and control conditions. Indeed, some authors asserted that it would be impossible to have done so. Hence, the observed advantage for blended learning conditions is not necessarily rooted in the media used per se and may reflect differences in content, pedagogy and learning time."

The primary reason SCES choose a hybrid model is due to the outside obligations and circumstances of our target population(s). Youth affiliated with DCFS often have to move due to changing living circumstances; they also often have therapy appointments weekly or appointments for other services they are receiving. Youth affiliated with JJS often have fines to pay, which means they have to be looking for or retaining work. They also often have therapy appointments as well. When you combine these obligations with the fact that they are often behind in school with their peers based on interruptions in school, you can see why so many JJS youth struggle to keep up and graduate. The premise of the hybrid model is that it allows more time for these youth to attend their other needed services or fulfill requirements of the court. Our model allows for more flexibility, but we also recognize the importance of closely tracking student participation in class and online in a very proactive manner. Any challenges or issues with progress will be approached from a holistic standpoint. Teachers, counselors and SCES staff will use intrusive and proactive methods at the school, communicate consistently (i.e. weekly) with parents and agencies, and develop positive relationships that will recognize the successes of these students to help build confidence to encourage the development of mastery in their respective classes.

For most students, the amount of online time (at a minimum) will be 445 hours with a minimum of 445 hours of in class (face to face) time for core classes. Students will take 4 classes a semester (2 of which will be core classes/in class). This allows for more quality time with each subject and allows the teachers to focus more on ensuring material mastery and concepts. SCES will operate on an 11 month school calendar which will include breaks for holidays and Christmas.

SCES will operate for 1,320 hours (+25% more than the required 990). This allows for some flexibility for the students with their class completion, something that is needed for youth facing transitional issues. The documentation for the 990 hours required for students will occur with the following methods:

1. Card swipe system at SCES locations for in class and drop in assistance,
2. Online curriculum tracking system,
3. Time cards at service learning, signed off by supervisor at that locations and/or with that project,
4. Parent signatures will only be used when necessary based on the individual's needs, education plan, and documented progress with curriculum.

**For those utilizing more online or online only (as approved by SCES administration based on individual circumstances) a student may use one of the above, or a combination there of to verify hours. A minimum of 90 hours will be documented monthly for full time students (11 month calendar=90 hrs/month)*

The ratio of teachers to students for in class/face to face core classes will not be larger than 1:16. For other online classes of students, SCES estimates approximately 1:32. Therefore teachers will be responsible for tracking progress of 48 students minimum overall.

Teachers will communicate with students and provide assistance 1) in person, 2) by phone, 3) by email. This will include technical support. Cooperative learning opportunities will occur to a great degree in the classrooms. The model SCES will promote for cooperative learning includes teachers working with one another on a consistent basis, and involving youth in any of the grades in class discussion to promote higher level learning. The extent to which a teacher uses this method will also be included in his/her evaluation process. Any field trips which a teacher wishes to implement will be supported by administration (if it is within reason cost wise) and parents will be invited to attend.

SCES will not need to provide hardware to students; the curriculum is accessed with a log in online. SCES will work to provide laptops and internet if one or both is not available at a student's house. We will also look for corporate support and sponsorship for these items/services.

Midterm and/or final tests will be conducted for any class at the SCES locations by an approved proctor. Quizzes will be allowed to be taken at home. Chapter tests for core classes will be up to the discretion of the teacher based on individual circumstances, other class chapter tests (not core, elective, etc.) will be allowed to be taken at home.

Accommodations for online work for those students with disabilities will be determined and written into a student's IEP. All teachers will be provided a copy of the IEP. SCES foresees the ability to track IEPs closer than large schools, where students often have to advocate for themselves. Many of these students do not know how to approach a teacher regarding their IEP, and they are often uncomfortable focusing on their "differences". SCES will ensure teachers have the information and correctly implement the accommodations listed for students with IEPs.

B. Valid and Reliable Measures of Student Outcomes

Assessment Goals for SCES

See Section 5. A., p. 52 for outlined outcomes/board goals

SCES will comply with Utah code R277-700-7 [Student Mastery and Assessment of Core Standards]. Data will be tracked for performance and progress for the school as a whole, each cohort grade, and per individual. SCES has a strong belief in using data to adjust strategies aimed to improve outcomes at every level. This will include growth points on UCAS, achievement on UCAS, and readiness on UCAS (as listed above). SCES will also track and monitor attendance closely as we view attendance as the foundation for the ability to increase scores and progress for these targeted population(s). SCES will also track GPA and ACT scores to utilize a holistic

approach to data; more and more evidence also links GPA to post-secondary enrollment and retention (Tough, P. 2012).

Individual data will be tracked by an assigned teacher. The teachers will be responsible for reporting strengths and weaknesses in the data for individual and per classroom student learning. These results will be reported to the site supervisor (i.e. Head Teacher) to discuss individual or classroom strategies to address gaps.

The Advisor and Counselor will be utilized when data shows issues with attendance. They will be responsible for improving individual and site attendance. They will work closely with agencies and/or parents to develop strategies based on each individual student. School wide data and strategies for improvement will be the responsibility of the Director/Administrator and the site supervisors.

SCES will also follow the following recommendation to ensure students' success:

"Multiple strategies should also be used to help assure program impact. Reviews of evidence-based substance use and violence prevention, dropout prevention, and youth development programs all found that effective programs used more than one strategy, often using some combination of personal assets and skill building, academic support, family outreach, and environmental/organizational change" (Catalano et al., 1999; Gottfredson, 1998; Lehr et al., 2004).

C. Plans for Professional Development

The initial focus of professional development for SCES will be the use of the online curriculum (APEX). A comprehensive training will ensure that every teacher, counselor and staff is aware of how to look at student progress per course at any time. The use of this particular online curriculum is also excellent for providing weekly reports to parents and/or agencies. The weekly reports provide a breakdown of actual facilitation of the online lessons, as well as test time.

The second focus will be on how to implement the use of non-cognitive development in the classroom. Strategies for attaining this will be laid out by the Director/Administrator and the effective implementation of these strategies will be observed for each teacher.

The school calendar for SCES provides ample time for professional development to occur for SCES staff. SCES believes professional development for our targeted population(s) is essential. When working with youth from foster care, affiliated with juvenile courts, and mental health issues, faculty and staff need to be trained in a variety of areas including, but not limited to: effects of trauma on behavior and academics, substance abuse issues, grief, anger, mental/emotional challenges, instability and lack of attachments.

D. Type of Curriculum (Developed)

A blended model with APEX as the foundational curriculum aligns with the school mission for the following reasons: 1) ability of the teacher to individualize student coursework (can increase or

decrease workload and add supplemental assignments), 2) the online program is able to communicate weekly regarding student progress and actual time worked online with each class for parents and/or agencies, and 3) the material is very organized and sequential for student use which assists the student in ascertaining how much work has been completed, and how much work remains until the completion of a course.

Certified teachers (Utah) will determine what students learn based on the Utah Common Core; they will provide the primary instruction to students and will assess individual and classroom growth and understanding. The effectiveness of the curriculum and delivery will be evaluated based on evaluations that include student feedback, formative and summative evaluation, self-evaluation and peer evaluation.

SCES will emphasize the mastery of core subjects and preparation for college and/or vocational school with its comprehensive program of instruction. SCES will follow the Common Core State Standards, which is in line with the SCES mission goals. The Common Core State Standards focus instruction on critical skills to better prepare students for real-world challenges. They specify what students need to know and do at each grade level. All these courses are available with the online APEX program/courses and are in line with the Common Core State Standards. This online curriculum can be completely tailored to individual needs such as lower level reading, students who are designated as ELL, and daily individual progress is always accessible to the teacher. Assignments can be tailored by every instructor for every class; this curriculum strongly correlates to the SCES mission and goal of providing a very individualized education for every student we serve.

**Note: We did receive information from APEX listing how each course aligns with the Utah Common Core. For the purposes of this application, the information was too long to list as it was broken down for each lesson and each course but SCES can provide this information at any time via email.*

*Preparation for college and/or vocational school will be accomplished by the following academic strategies: All students will take the ACT test in grade 11, and all students will take the ACT test in the fall of their 12th grade year. **Math will be required for 12th grade, even if graduation requirements have been met; level of math taken will be based on their last completed math class-including grade received, testing scores for the ACT, and their post-secondary plans after high school.** For those students wanting to attend college as part of their post-secondary education/transition plan, SCES will have seniors take developmental college math classes and/or work with adjunct instructors providing guidance to the SCES math teachers. Less than 5% of students who graduated from college placed in developmental math, so SCES believes this is an important and vital part of its educational services for those students wanting to attend college.*

Methods of instruction at SCES will be varied based on students' needs and will include interactive sessions (individual and/or small group) with their teachers, time committed to the online curriculum, field experiences for those utilizing meaningful service learning and/or internships, and onsite non-cognitive skills classes.

Online curriculum: Will be facilitated at SCES locations for core classes (English, history, science, and math) and at home (for other required classes and electives). SCES will work personally with every new student to ensure he/she is comfortable with using the online curriculum. SCES will help them with the initial learning curve of using the APEX curriculum with individual and/or small group in-person guidance. All tests for online curriculum will be proctored in person at the SCES locations. For those students not able to come to a SCES location (if he/she has transitioned to a foster/proctor home outside the area), SCES will work on finding a designated proctor in their area (similar to the online public high school proctor process). SCES will look for teachers and/or counselors to fill this role if possible, and if it that person is being utilized multiple times then SCES may look at providing a small stipend to professionals helping with this service.

Please refer to the APEX website for list of classes:

http://www.apexlearning.com/info/Digital_Curriculum_Catalog_2014-15.pdf

SCES will be using these classes based on prescriptive measures, and will focus on completion of Common Core Standards and Common Core Curriculum.

SCES will follow R277-700-6 High School Requirements of the Utah Administrative Code and the required overall graduation credits for SCES will be 24. This is lower than some district requirements however this is seen as beneficial for SCES because of the target population(s) we will be serving. The focus will be on incremental gains, particularly with Math and English/Reading. Our focus is on developing the knowledge and test scores for these core areas. In turn, less elective credit required is seen as beneficial to the overall goals of SCES with regards to successfully transitioning students into post-secondary education avenues.

Interactive sessions (individual and/or small group) with teachers: This will be facilitated at SCES locations, and/or other web based methods of communication for those students who cannot attend in person (i.e. in rural locations outside of Wasatch Front area). These interactive sessions are an essential part of the educational services we will provide because of the imperative need for quality relationships between SCES students and staff. All interactions with students will be seen as the cornerstone of the school. The emphasis of these relationships will be a focus of professional development opportunities, and will be based on the authoritative model where adults monitor and impart clear standards for a student's conduct. In this model adults are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. Students are encouraged to be assertive as well as socially responsible, and self-regulated as well as cooperative. Advisors will be used to help teachers with locating and maintaining communication with students to ensure engagement with the school.

Field experiences: This will include the opportunity for some students (based on individual need and educational standing) to participate in meaningful service learning opportunities. Service learning will be based on project based (one time opportunities) or internship based (over a period of time, to be determined by the needs of the student and the employer of where the

internship will be located). Students in foster care will be enrolled in the WIA (Workforce Investment Act) Youth Program, which will allow for paid internships in some circumstances. An increase of learning will be demonstrated in these situations by pre and post surveys and possible other related assignments such as essays (self-reflection) and employer feedback. Field trips will also be developed based on teacher supplemental instruction; if a teacher is using supplemental curriculum that spurs on student engagement, field trips will be encouraged (teacher facilitated) for activities and/or locations that support the teaching of this curriculum.

Non-cognitive skill classes: Non-cognitive skills classes will also be facilitated at the facility (and simultaneously online for those students not able to attend) at designated times by the SCES Counselor(s). Non-cognitive skills include but are not limited to: thinking errors, beliefs vs. thoughts, developing grit, mind/body connection, win/win communication, coping with stress, prioritizing tasks, positive psychology strategies, and self-advocating. Research is supporting the necessity for non-cognitive development with academic instruction; our jobs as educators are changing. It is up to us to teach students how to manage failures and not prevent them. Failures should be viewed as learning opportunities, and not as punitive as the education system has historically taught students.

Supplemental curriculum will be determined based on the individual student's academic needs (assessment results, interests, transition plan); it will be developed and assigned by the teacher of each subject. Teachers in each subject area will be licensed and the goal of supplemental curriculum will be a part of professional development opportunities. Examples of supplemental curriculum may include: various ethnic histories as they relate to US history, various eras of literature such as Harlem Renaissance, environmental science, positive psychology, just to name a few.

The goal of supplemental curriculum will be to supplement the Common Core State Standards and APEX curriculum. The purpose will be to spark further interest in school, and allow for students to access deeper instruction to lead to higher-level thinking and analysis. SCES believes supplemental instruction will be an integral part of its success for the target population and will also galvanize the teachers to provide instruction that kindles their passion with teaching.

E. Strategies to Sustain a Safe and Orderly Climate

Strategies to sustain a safe and orderly climate include: 1) Clear expectations with standards of behavior outlined in the 'Code of Conduct' 2) establishing and maintaining authoritative relationships between staff and students, 3) proactive parent and/or agency involvement when issues arise, 4) a reward system that will be developed by SCES staff and administration.

F. Behavior Philosophy and Code of Conduct

SCES will comply with all laws and regulations relating to student discipline under UCA 53A-11 Section 9.

SCES will use a guided discipline approach for its schools/locations. Guided discipline aligns with the SCES mission and goals; our focus is the student and how to best build and keep positive

relationships between students and staff. Guided discipline is a combination of guided instruction and support, interventions and meaningful consequences that will help students learn and regularly practice more skillful behaviors and responsible decision-making. In contrast to punishment and doing nothing, meaningful consequences are done with and by a student—the intention is to help students take responsibility for their behavior or academic problems, understand the effects of their behavior on themselves and others, and learn and practice behaviors that are more skillful, responsible, and productive.

Guided discipline is “present and future oriented”; it focuses on the student’s need to regain control, self-correct, redirect focus, or get back on track. Positive and negative consequences are viewed as natural outcomes of the choices students make. Guided discipline involves a wide range of graduated and differentiated consequences and interventions. The idea is to match appropriate consequences to the frequency and severity of a problem behavior and provide the kind of instruction and support that best matches the needs of individual students. Rather than butting heads as adversaries, teachers’ instruction, coaching, and support help student develop greater personal self-discipline and foster classroom habits and routines that create a more disciplined learning environment. The effects on the student are likely to encourage feeling trusted, cared for, and respected with motivation to change (Lieber, C.M. 2002).

Code of Conduct:

Each student shall be expected to:

1. Abide by national, State, and local laws as well as the rules of the school;
2. Respect the civil rights of others;
3. Act courteously to adults and fellow students;
4. Be prompt to school and attentive in class;
5. Work cooperatively with others when involved in accomplishing a common goal, regardless of the other's ability, gender, race, religion, height, weight, disability, or ethnic background;
6. Complete assigned tasks on time and as directed;
7. Help maintain a school environment that is safe, friendly, and productive;
8. Act at all times in a manner that reflects pride in self, family, and in the school.

Dismissal:

Any of the following student behaviors are grounds for disciplinary action, which may lead to dismissal of the student by the governing board.

1. The illegal use, possession, or sale of controlled substances by any student while the student is on school property or in attendance at a school function.
2. Possession of a firearm, a knife, a weapon, or an item that may be used as a weapon by any student while the student is on school property or in attendance at a school function.
3. Violence against any school personnel or another student.
4. Sexual harassment.
5. Vandalism (theft, defacing, misuse of school property)

Suspension/expulsion:



SCES suspension/expulsion policies will be consistent with Utah Code 53A-11-904, and in compliance with IDEA 2004 and Utah special education rules.

Suspension of Students

An administrator may suspend a student for up to three days for the following reasons:

1. The student's behavior disrupts normal school proceedings sufficiently that it hampers the right of other students to learn.
2. The student willfully and knowingly destroys school property or threatens to do so.
3. The student physically injures or threatens to injure himself/herself or others.

Due Process

Public schools are bound by both procedural and substantive due process when a suspension becomes necessary. Any suspension should also be reasonably expected to help correct the problem for which it was necessary. Suspended students must remain on the school's membership rolls, and they must be counted as absent during the period of their suspension.

1. Procedural Due Process:

a. Notice: The student must have had reasonable opportunity to know the expectations for acceptable conduct in the school.

b. Hearing: Parents/guardians must be notified immediately of the suspension. The student and parent/guardian have a right to explain what occurred, as they perceived it.

2. Substantive Due Process:

Disciplinary actions imposed by school officials will not be arbitrary, capricious, or unfair.

Expulsion from the school may result when a student has engaged in very serious or extreme behaviors. An expulsion for a minimum period of one calendar year may be imposed for any student who brings a firearm to school or is in possession of a firearm at the school or any school activity.

SCES will also develop and adopt a code of conduct that addresses: dress and grooming, gangs, care of property, use and/or possession of drugs, use of tobacco, student disorder, possession of a weapon(s), use of an object as a weapon, knowledge of dangerous weapons or threats of violence, purposely setting a fire, physical assault of staff/student/person associated with SCES, verbally threatening staff/student/person associated with SCES, extortion, gambling, falsification of school work/identification/forgery, false alarms, false reports, bomb threats, explosives, trespassing, theft, disobedience, damaging property, persistent absence or tardiness, unauthorized use of school or private property, refusing to accept discipline, aiding or abetting violation of school rules, displays of affection, possession of wireless communication devices, violation of school/classroom rules, violation of transportation rules, disruption of the educational process, and harassment.

This code of conduct will be distributed to all SCES students, parents, or agency who has custody of a student.

G. Family and Agency Involvement and Communication

Family and agency involvement is seen as a cornerstone for SCES. It will be one of the main reasons parents and agencies will send their students to SCES. We will maintain consistent communication with reports from the online curriculum; teachers and SCES staff will also be easily accessible for parents or agencies based on this model. SCES will have dedicated space for agency representatives to work with our students (i.e. a general office space that can be used by any agency affiliated with a student). Long term (5-10 years) SCES envisions our locations to be a one stop of sorts, where students can receive a high quality education and receive access to services at their school versus having to go to several agencies and/or providers.

SCES will also establish a Parent/Agency Advisory Committee where parents can serve as a parent or community representative; we will also include representatives from DCFS, JJS, county mental health agencies to ensure communication, referrals, and services are being implemented in a high quality manner and as intended.

H. Gauging Satisfaction with School Climate

Satisfaction with school climate will be gauged with a mid and end of year survey using likert scales. Staff and the advisory committee will discuss pertinent questions to have on the surveys and results will be used to determine strengths and weaknesses. These surveys will also be used in the evaluation process with teachers, counselors, administration and other SCES staff.



5. PERFORMANCE MEASURES

- ✓ *We intend to serve a large proportion of educationally disadvantaged students, and choose to employ one of the acceptable Comprehensive Performance Additional Measures:*

Option 4: Alternative Measure. Due to the target population(s) SCES will be targeting, we will use a five year graduation cohort rate. This is particularly important for students who are in foster care and have been affected by transitions in their living situations.

*The identification and reporting of educationally disadvantaged students by SCES will abide by all Federal and State privacy laws and rules.

- *SCES approach to assessment: See Section 4 B., p. 45-46*

The SCES approach to assessment will be to adhere to all assessment requirements for Utah public schools.

- *Evaluation of progress of individual students, cohorts, and school as a whole: See Section 4 B., p. 45-46.*

SCES will use data to implement strategies at an individual, cohort, and school wide level based for addressing needed improvements and to acknowledge success.

- *Determining Proficiency for mathematics, language arts, and science on an interim basis:*

SCES will follow all state requirements for determining proficiency such as CRTs, ACTs, UALPAs, and the SAGE assessment. These assessments will be given to students based on completion of courses, end of school year, and testing times for ACT.

- *Policies and criteria for promotion to next grade level and graduation:*

SCES will follow the Utah Administrative Code, Rule 277-700 based on the outlined requirements of the state legislature for high school graduation. SCES will follow the minimum 24 credits required as well as the core and additional outlined courses required for graduation. We are requesting the implementation of Option 4 (Comprehensive Performance Additional Measures), Alternative Measure, five year graduation cohort rate.

- *How SCES will use assessment information to modify the educational program to improve instruction, student learning, and staff development:*

SCES will use individual and classroom results to determine methods for improving instruction, discuss results with the student and parents/agency to discuss strategies the student can employ to assist in this process (regarding improvements if needed), and will address needed areas of improvement in staff development and evaluation.

- *Demonstrate understanding and commitment to compliance with assessment requirements applicable to all Utah public schools:*

SCES will follow the Utah Administrative Code, Rule 277-404 Requirements for Assessments for Student Achievement. SCES understands the necessity of assessment, interpreting and utilizing assessment data to implement improvements, and the ethical procedures for implementing assessments.

A. Academic Performance and Engagement

<i>Indicator - Student achievement level</i>			
Measure	Metric	Best Practice	Board Goal
School Grade	Grade earned	≥ B	≥B
UCAS Overall (Secondary Report)	Total points earned	State median > 419	>400
Growth on state assessments by subject	MGP on CRTs	ELA: > 50 Math: > 50 Science: > 50	ELA: >50 Math: >50 Science: >50
Proficiency levels on state assessments by subject	Percent proficient on FRTs	ELA: > 83.6% Math: > 72.9% Science: > 72.6%	ELA: >83.6% Math: >72.9% Science: >72.6%
High school graduation rate	Percentage of students graduating high school calculated using Federal 4-year graduation rate formula	> 81.4%	>82%
College entrance exam composite and subtest measures	Percentage of students reaching score predictive of college success (English – 18; Math – 22; Reading – 21; Science – 24)	English: > 61.9% Reading: > 52.4% Math: > 37.8% Science: > 29.0%	English: >61.9% Reading: >52.4% Math: >37.8% Science: >29.0%

<i>Indicator - Student attendance and enrollment</i>			
Measure	Metric	Best Practice	Board Goal
Enrollment capacity	$\frac{\text{Fall enrollment}}{\text{maximum authorized enrollment}}$	100.0%	100%
Transfer Rate	Percentage of students continuously enrolled throughout the year (Fall Enrollment → YEWS)	Charter school median < 6.7%	<9%
Student retention	Percentage of students re-enrolled from one year to the next (Fall Enrollment year 1 → Fall Enrollment year 2)	Charter school median > 82.6%	>80%

B. Fiscal Performance and Sustainability

<i>Indicator – Financial performance and sustainability</i>		
Measure	Metric	Board Goal
Current ratio	$\frac{\text{Current Assets}}{\text{Current Liabilities}}$	>1.15
Debt ratio	$\frac{\text{Total Liabilities}}{\text{Total Assets}}$	<0.9
Occupancy costs	$\frac{\text{Facility Costs}}{\text{Total Operating Revenues}}$	<22%
Maintain applicable bond covenants	No Default Certification, Audited Financial Statements	100% uphold and maintain obligations

Unrestricted cash on hand	$\frac{\text{Unrestricted cash and investments}}{\text{(Total Annual Operating Expenses} \div 360)}$	>30-60 days cash on hand or cash reserve
Adherence to Budget	$\frac{\text{(Budgeted expenditure - Expenditure)}}{\text{Budgeted expenditure}}$	Within 5%

C. Governing Board Performance and Stewardship

<i>Indicator – Board performance & stewardship</i>		
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 agencies 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	100% agreement

D. Upholding the School Mission and Vision

<i>Indicator – Upholding mission and purpose</i>		
Measure	Metric	Board Goal
Prepare students to improve <i>academic readiness</i> for a successful transition to higher education.	Students will participate with <i>incremental rigorous coursework</i> .	For all those students who have a 3.0 or higher GPA one or more rigor classes (science, math or English) will be added to the student's educational academic plan and schedule- this includes AP classes, concurrent classes, and/or supplemental curriculum

		added by the teacher(s) for students.
Prepare students to improve <i>academic behaviors</i> in their high school and post-secondary education	Professional staff (teachers, counselors) will actively participate with students in developing <i>non-cognitive skills</i> by developing and implementing a targeted intervention plan for SCES students with the ACT Engage instrument.	SCES has an overall goal of 90% (minimum) of students achieving improvements with their Engage scores based on students whose non-cognitive interventions were implemented for 6 or more months for each school year.
Have systems in place for students to transition into post-secondary education or training.	Professional staff will implement <i>intentional/proactive advising</i> to assist students with financial aid applications, scholarship searches, financial aid literacy with post-secondary education, and accessing specific funding based on the student's situation.	Based on target population(s): 100% of students will apply for and complete a FAFSA application (Free Application for Federal Student Aid) completion. 90% (minimum) of foster care youth will be enrolled in the WIA (Workforce Investment Act) Youth program to access ETV (Educational Training Vouchers) funds that assist with the costs of attending post-secondary institutions.
Maintain communication and collaboration with teachers, counselors, advocates, and community agencies servicing the student.	School administration and staff will maintain open communications with parents, foster parents, Case Workers, Probation Officers, therapists, and any other agency involved with a student's educational progress.	Weekly emails with amount of school work completed will be sent for 100% of the students of SCES to any approved contact(s) for the student based on FERPA and appropriate signatures for release of information.

6. GOVERNANCE

A. Articles of Incorporation

Articles of Incorporation Of Student-Centered Education & Services

The undersigned natural persons over the age of eighteen (18) years, acting as incorporators of a nonprofit corporation under the Utah Revised Nonprofit Corporation Act, adopt the following Articles of Incorporation for said corporation:

Article I-Name

The name of the corporation shall be Student-Centered Education & Services.

Article II-Duration

The term of existence shall be perpetual unless dissolved pursuant to law.

Article III-Purposes

- (1) To operate exclusively as a nonprofit corporation under the laws of the state of Utah, and to act and operate as a charitable organization focused on providing a quality educational environment, services and alternative to the public school system
- (2) To engage in any and all activities and pursuits, and to support or assist such organizations, as may be reasonably related to the foregoing and following purposes.
- (3) 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 of 1986 or corresponding provisions of any subsequent Federal tax laws (the "Code") and are consistent with those powers described in the Utah Revised Nonprofit Corporation Act, as amended.
- (4) To solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest in corporate funds, to spend corporate funds for corporate purposes, apply for, and receive donations, grants, loans, and other funding from individuals, organizations, corporations, government agencies, and others to support and conduct, in any manner, any lawful activities in furtherance of these charitable, scientific, and educational purposes, and to engage in any activity "in furtherance of, incidental to, or connected with any of the other purposes."

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

Article IV-Voting Members

This corporation shall not issue shares of stock evidencing membership and shall have no voting members.

Article V-Powers

- A. Powers in General.** Subject to the pursuits and objectives declared in Article III and any other limitations expressed herein, this corporation shall have the power to do any and all things which a nonprofit corporation may do under the laws of the State of Utah, including but not limited to the following:
- (1) To receive, acquire, hold, manage, administer, and expend property and funds for purposes authorized by Section 501(c)(3) of the Code;
 - (2) To take property and funds by will, gift, or otherwise. The corporation shall not have the
 - (3) power to take or hold property or funds for any purpose other than purposes authorized by Section 501(c)(3) of the Code;
 - (4) To hold, in its own name and rights, real and personal property of every nature and description without limitation as to extent, character or amount, and with all the powers of control, management, investment, change, and disposal incident to the absolute ownership of property or funds by a private person, subject only to the terms of particular trusts and to the general trust that all its properties and funds shall be held for purposes authorized by Section 501(c)(3) of the Code;
 - (5) To borrow money wither upon or without security, giving such promissory notes or other evidences of indebtedness and such pledges, mortgages, or other instruments of hypothecation as it may be advised;
 - (6) To appoint and pay officers and agents to conduct and administer the affairs of the corporation;
 - (7) To adopt Bylaws prescribing the duties of the officers and agents of the corporation, the detail of the organization, the time and manner of its meetings, and any and all detail incident to its organization and the efficient conduct and management of its affairs;
 - (8) To do any and all things which a natural person might do, necessary and desirable for the general purposes for which the corporation is organized;
 - (9) To receive and use funds obtained from private donations, devises and bequests, and from all lawful sources to be applied for purposes authorized by Section 501(c)(3) of the Code;
 - (10) No recital, expression or declaration of specific or special powers or purposes hereinabove enumerated shall be deemed exclusive, it being intended that this corporation shall have any and all other powers necessary or incidental to the accomplishment of its objects and purposes and each and all of the powers now conferred or that may hereafter be conferred by the laws of the State of Utah on nonprofit corporations.
- B. Powers Relating to Specific Objects and Purposes.** This corporation shall have the powers necessary or incidental to the carrying on of its objects and purpose.

C. Restrictions. Notwithstanding any statement to the contrary in these Articles of Incorporation, no part of the net earnings of the corporation shall inure to the benefit of any director or officer of the corporation or any private individual, except that reasonable compensation may be paid for services rendered to or for the corporation affecting one or more of its purposes; and no director or officer of the corporation or any private individual shall be entitled to share in the distribution of any of the corporate assets on dissolution of the corporation. No substantial part of the activities of this corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except as permitted by Section 501 of the Internal Revenue Code of 1986 or corresponding provisions or any subsequent Federal tax laws), and the corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office. This corporation shall not carry on, otherwise than as an insubstantial part of its activities, activities which are not furtherance of one or more of the aforementioned purposes for which the corporation is organized.

Article VI-Registered Office and Agent

The street address of the corporation's initial registered office is 6883 S. 2510 E., Cottonwood Heights, UT 84121. The name of the corporation's initial registered agent at said initial registered office is Rebecca Tierney.

Article VII-Incorporators

The names and addresses of the incorporators are:

Rebecca Tierney
6883 S 2510 E
Cottonwood Heights, UT 84121

Elwin R. Hoyle
4120 College Dr
Ogden, UT 84403

Robb M. Hall
1134 W 2500 N
Clinton, UT 84015

Alejandro Valquinto
141 Boughton St
Ogden, UT 84403

Tricia Leland
12843 Sierra Vista Dr.
Lake Oswego, OR 97035

Article VIII-Directors

The number of directors of the corporation shall be a minimum of three (3) and no more than seven (7), as fixed from time to time pursuant to the provisions of the corporation’s Bylaws. The number of directors constituting the present Board of Directors is five (5), and the names and addresses of the persons who are to serve as directors until their successors are selected and qualified are:

Rebecca Tierney
6883 S 2510 E
Cottonwood Heights, UT 84121

Elwin R. Hoyle
4120 College Dr
Ogden, UT 84403

Robb M. Hall
1134 W 2500 N
Clinton, UT 84015

Alejandro Valquinto
141 Boughton St
Ogden, UT 84403

Tricia Leland
12843 Sierra Vista Dr.
Lake Oswego, OR 97035

Article IX-Limitations on Liability

The directors, officers and employees of the corporation shall not be personally liable in those capacities for the acts, debts, liabilities or obligations of the corporation.

Article X-Bylaws

Provisions for the regulation and management of the internal affairs of the corporation shall be set forth in the Bylaws.

Article XI-Amendment of Articles of Incorporation

These Articles of Incorporation may be amended at any time in any manner which is permissible under the laws of the State of Utah; provided, however, that these Articles of Incorporation shall in no event be amended in any manner so as to change this corporation from a nonprofit corporation to a corporation organized or operated for pecuniary profit; nor shall the Articles of Incorporation be amended so as to make the purposes of the corporation inconsistent with the purposes as specified in Article III herein.

Article XII-Dissolution

This corporation is one which does not contemplate pecuniary gain or profit to the directors thereof, and it is organized solely for nonprofit purposes. Upon the winding up and dissolution

of this corporation, after paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation, which is organized and operated exclusively for charitable, educational, religious and/or scientific purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986 or shall be distributed to the Federal government or to a state or local government, for a public purpose. Any funds not so disposed of shall be disposed of by the district court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations as said court shall determine that are organized and operated exclusively for such purposes.

In Witness Whereof, the undersigned have executed these Articles of Incorporation in duplicate this 30 day of January 2014, and say: That they are all incorporators herein; that they have read the above and foregoing Articles of Incorporation; that they all agree to be incorporators and Board members; that they 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.

Rebecca Tierney

Elwin R. Hoyle

Robb M. Hall

Alejandro Valquinto

Tricia Leland

ACKNOWLEDGMENT BY REGISTERED AGENT

The undersigned, **Rebecca Tierney**, being first duly sworn on oath deposes and says that she is the person appointed as the Registered Agent of Student-Centered Education & Services, and that she does hereby acknowledge and accept such appointment.

REBECCA TIERNEY

*Singed 'Articles of Incorporation' were filed on 1/31/2013 with Utah Division of Corporation & Commerce Code

*Eddie Hoyle changed to Registered Agent, form mailed 12/1/2014

B. Bylaws

Student-Focused Education & Services By-Laws

Article 1 Nonprofit Purposes

Section 1.1 Nonprofit Purposes

Student-Focused Education & Services (hereinafter the Corporation) is incorporated as a Public Benefit Corporation according to its Nonprofit Articles of Incorporation as filed and registered with the State of Utah on 01/31/2014. The Corporation is organized exclusively for education and educational services with the purposes that are described under section 501©(3) of the Internal Revenue Code.

The Corporation is organized and shall be operated at all times to comply with Section 501(c)(3) of the Internal Revenue Code, the Utah Revised Nonprofit Corporation Act (Title 16, Chapter 6a), the Public Charter School laws, and any other federal, state, and local laws to qualify it for nonprofit, tax-exempt status as a public charter school.

Section 1.2 The Corporation's Purpose

The founder's vision for Student-Focused Education & Services is to provide holistic, comprehensive education, programs, and services to youth in a manner that improves their ability to be successful as they transition into adulthood.

The mission of Student-Centered Education & Services is to provide an individualized education, combined with a strong guidance support system. We are dedicated to the value that every student has unique needs and learning styles, and we believe all students are capable of performing at their full potential. SCES views the personal challenges our students face as strengths to be harnessed; not as weaknesses to overcome.

Section 1.3 Nondiscrimination Policy

The Corporation will be non-sectarian in its schools and programs, admissions policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate on the basis of race, ethnicity, national origin, gender, disability, or sexual orientation.

Article 2 Directors

Section 2.1 Powers

The Board of Directors (the "Governing Board") shall, or it may direct others to, conduct the activities and affairs of the Corporation. The Board shall exercise all corporate power unless delegated according to Section 3.2.

Section 2.2 Delegation of Powers

The Board by a majority vote of the directors in office at the time the vote is taken may delegate some or all of its powers to a person, persons or committee as set for in the Articles of Incorporation and Bylaws, (see Article 3 with respect to delegation to committees). To the extent so authorized, any such person, persons or committee shall have the duties and responsibilities of the directors, and the directors shall be relieved to that extent from such duties and responsibilities.

Section 2.3 Number

The Board shall consist of not less than (3) nor more than (7) Directors, the specific number to be set by resolution of the Board. Collectively they shall be known as the Governing Board of Directors ("Board"). This corporation is committed to a policy of fair representation on the Board of Directors, which does not discriminate on the basis of race, physical disability, gender, ancestry, religion, or sexual orientation.

Section 2.4 Election & Term of Office

Directors shall be elected by the Board by majority vote at the annual meeting. Directors shall serve a one (1) year term and may be reelected without limit.

Section 2.5 Compensation

Directors shall serve without compensation in their position as director. Directors may receive reasonable advancement or reimbursement of expenses incurred in the performance of their duties provided that the Board approves such expenses.

Notwithstanding the above, upon approval of the Board and subject to the conflict of interest provisions of Article 9, a director may receive: reasonable compensation from the Corporation for other services actually performed, reasonable payment for property received by the Corporation, and reasonable payment of benefits that are in furtherance of the Corporation's purpose.

Section 2.6 Resignation

Any Director may resign at any time by delivering written notice to the Board at the registered office of the Corporation, or by giving written or oral notice at any meeting. Such resignation shall take effect at the time specified therein, or if the time is not specified, upon delivery thereof.

Section 2.7 Removal

The Board may remove any Director if they have knowingly violated the rules and policies of the Corporation or carried out activities without Board authorization that have legal or financial consequences for the Corporation. Such termination may take place at any Board meeting. If removal of a Director is proposed, all Directors shall be notified of the meeting and the cause for the proposed termination. Directors may be removed from office without cause by the vote of two-thirds (2/3) of the Directors in office at the time the vote is taken.

Section 2.8 Vacancies

A vacancy on the Board may be filled by approval of the Board for the duration of the unexpired term. If the number of Directors in office is less than the minimum required by these By-laws (Section 2.3), a vacancy may be filled by approval of a majority of the Directors then in office or by a sole remaining Director. A person elected to fill a vacancy on the Board shall hold office until the next annual meeting at which time regular elections of the Board occur.

Section 3-Officers

Section 3.1 Election & Term of Office

The Corporation shall have a President, Vice-President, Secretary and Treasurer as elected by the Board. The same person can hold more than one office. The Board at the annual meeting shall

elect Officers each year, and terms shall occur for one (1) year. 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 elected and qualified, whichever occurs first. There are no term limitations.

Section 3.2 Resignation & Removal of Officers

An Officer may resign at any time by delivering notice to the Board in the manner and procedure as described for Directors in Section 2.6.

An Officer may be removed without cause by a majority vote of the Board. Any vacancy in an Officer position shall be filled by an election by the Board. Such person shall hold such office until the next annual meeting at which time regular elections of Officers shall occur.

Section 3.3 President

The President shall be the principal executive of the Corporation responsible for carrying out the directions and resolutions of the Board. He or she shall preside at all meetings of the Board and Executive Committee. Upon resolution of the Board, and not otherwise, he or she may sign with the Secretary, Treasurer, or any other proper Officer authorized by the Board any deeds, mortgages, bonds, contracts, or other instruments (including acceptances of donations, conveyances, or contributions) except in cases where the signing and executing thereof is expressly required by law to be otherwise signed and executed. The President shall in general perform all duties incident to the office of President and such other duties as may be assigned by the Board from time to time.

Section 3.4 Vice-President

The Vice-President shall perform the duties of the President in the President's absence, shall be responsible for overseeing compliance with these Bylaws and shall have other duties and responsibilities as determined by the Board.

Section 3.5 Secretary

The Secretary shall record and/or supervise the recording of the minutes of all meetings of the Board and present the transcribed minutes at or before the next Board meeting. The Secretary will also see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. Minutes shall include:

- (a) Names of all Board members present;
- (b) All motions, proposals and resolutions proposed and their disposition;
- (c) The results of all consensus decisions and if voting the results of the votes and the vote of each director by name;
- (d) The substance of any discussion, and
- (e) Reference to any document discussed.

Other duties may be assigned by the President or the Board from time to time.

Section 3.6 Treasurer

The Treasurer shall work with the chief executive and the accounting staff to ensure that appropriate financial reports are made available to the board on a timely basis, as well as in general perform all duties incident to the office of Treasurer and such other duties as may be assigned by the President or the Board from time to time.

Section 3.7 Other Officers

The Board may appoint or elect any other officer and assistant officers as it deems necessary to carry out the functions of the Corporation.

Article 4-Committees

Section 4.1 Other Committees

The Board may establish one or more committees as it deems necessary and desirable, and may solicit and approve participation by members of the general public. Each committee shall consist of two (2) Directors at a minimum. Committee chairs shall perform all duties incident to their office as determined by the Board. Committee decisions must be approved by the Board prior to enactment.

Section 4.2 Quorum

Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum. Any act of a majority of the members present at any meeting at which a quorum is present shall be the act of the committee.

Section 4.3 Limitations on Powers of Committees

No committee may:

authorize distributions; approve dissolution, merger or the sale, pledge, or transfer of all or substantially all of the Corporation's assets; elect, appoint or remove directors or fill vacancies on the Board or on any of its committees; or adopt, amend, or repeal the Articles, Bylaws, or any resolution of the Board.

Article 5-Procedure

Section 5.1 Meetings

The annual meeting of the Board shall be held each year as determined by the Board for the purpose of electing Directors and transacting such business as may properly come before the meeting. Regular meetings of the Board shall be at least quarterly, on a date and time established by the Board. Special meetings of the Board may be called by or at the request of the President or any two Directors. No business shall be transacted at a special meeting except that mentioned in the notice. All meetings shall be held at the principal office of the Corporation or at such other place within the State of Utah designated by the Board or persons entitled to call a meeting.

Section 5.2 Quorum for Meetings & Telecommunications

A quorum consists of a majority of directors holding office immediately prior to any meeting. A director is considered present if by use of any means of communication, all directors participating may simultaneously hear each other during the meeting.

No decisions requiring Board action shall be made by the Board at any meeting at which the required quorum is not present. In the event fewer directors than a quorum are present, the remaining directors may upon a simple majority adjourn the meeting to another day and/or time.

Notice of the reconvened meeting shall be given to each director not less than ten (10) days prior to the date of the meeting.

Section 5.3 Emergency Meetings

Emergency meetings may be called by the President or a director with less than 24 hour notice only if an actual emergency exists which would not permit the meeting to be a Special Meeting. The minutes of the meeting must describe the emergency justifying less than 24 hour notice.

Section 5.4 Procedure

The Board will model ethics and promote a cooperative, consensus-driven decision making process; however, all decisions will be made by majority vote according to a standard parliamentary procedure. If consensus cannot be reached in a reasonable period of time, the President may table the decision until the next meeting or ask that a decision be made by the affirmative vote of not less than 2/3 of those present and eligible to vote. Each Board or committee member shall be entitled to one vote. Members not present may vote by written proxy submitted before or at the meeting. Unless otherwise provided for in these Bylaws, the act of those present in person or by proxy at a meeting at which a quorum has been attained shall be the act of the body so meeting.

A director who is present at a meeting when corporate action is taken is deemed to have assented to the action unless the director's objection or abstention to the vote is entered into the minutes of the meeting or the director delivers written notice of such objection or abstention to the Secretary immediately after adjournment of the meeting.

Section 5.5 Executive Session

Executive sessions can be held with a 2/3 vote by the board. Except upon motion properly passed to conduct an executive session, all meetings of the Board shall be open to the public. Executive sessions may exclude anyone not designated in the motion for executive session, but shall be only for:

- (a) In the case of considering the suspension or expulsion of a student or matters related to a student's confidential medical records,
- (b) Personnel matters (employment, dismissal, discipline or complaints/charges against an officer, employee, staff member or agent, labor negotiations),
- (c) Negotiation of real property transactions,
- (d) Communication with legal counsel,
- (e) To consider records that are exempt from disclosure under the Public Records Law, including written advice from the Corporation's attorney which is protected by attorney-client privilege,
- (f) To consider preliminary negotiations regarding trade or commerce in which the Corporation is in competition with other states or nations,
- (g) To carry on negotiations with private persons or businesses regarding proposed acquisition, exchange or liquidation of public investments,
- (h) Other reasons as defined by the Utah Open and Public Meetings Act (Utah Code 52-4-204, 52-4-205, 52-4-206).

Section 5.6 Public Meeting Law-Notice and Other Requirements

Meetings of the Board shall comply with the Utah Open and Public Meetings Act as set forth in Utah Code 52-4-204, 52-4-205, 52-4-206 and referenced by these Bylaws. The Board shall provide for and give public notice reasonably calculated to give actual notice to interested persons, including the news media, which have requested notice of the time, place and principal subjects to be considered at the meeting. Notice may be mailed, faxed, e-mailed or telephoned and may be given through press releases, mailing lists, and websites or bulletin boards to interested persons. All meetings shall be open to the public (except in the case of executive sessions as described in Section 5.5), accessible to the disabled and held within the geographic boundaries of the Corporation.

Article 6-Administration

Section 6.1 Fiscal Year

The Corporation's fiscal year is July 1-June 30.

Section 6.2 Funds

All funds of the Corporation shall be made under the supervision of the Board and shall be handled and disposed of in such manner and by such officers or agents of the Corporation as in accordance with the financial policies adopted by the Board. Funding received by the State of Utah for charter school purposes will follow Rule R277-470 of the UT Administrative Code.

All checks, drafts, or other orders for the payment of money or other evidences of indebtedness issued on behalf of the Corporation shall be signed by such Officer or agent of the Corporation in such a manner as determined by the Board. All funds of the Corporation not otherwise employed shall be deposited to the credit of the Corporation in such banks, trust companies, or other depositories as determined by the Board.

Section 6.3 Contracts

All contracts for the Corporation shall be under the supervision of the Board and shall be handled in such manner and by such officers or agents of the Corporation as in accordance with policies adopted by the Board.

The Board may authorize any Officer or agent of the Corporation to enter into any contract or to execute and deliver any instruments on behalf of the Corporation.

Section 6.4 Authority to Bind Corporation

Unless the Board authorizes the execution of instruments as described in its policies, no director, officer, committee, employee or agent shall have the authority to bind the Corporation by any contract or instrument or pledge its credit or render it liable monetarily for any purpose or in any amount.

Section 6.5 Bonding

The Treasurer and persons handling funds for the Corporation may be bonded at Corporation expense, in such amounts and with such surety as shall be determined or approved by the Board, or the Board may authorize insurance coverage to cover losses that may occur.

Section 6.6 Audits

The Corporation shall comply with any audit of account including following of Rule R277-481 of the UT Administrative Code, Charter School Oversight, Monitoring and Appeals, and other audits as instructed by any federal, state, or local agency pertaining to monies received by the Corporation.

Article 7-Corporate Records and Reports

Section 7.1 Maintenance of Corporate Records

The Corporation shall keep at its principal office, or such other location as designated by the Board:

- Articles of Incorporation and Bylaws as amended to date,
- Minutes of all meetings of the Board and Executive Committee in the manner described in Section 3.5 and 4.1,
- Books and records of all financial accounts as described under Article 6,
- A list of the names and business or home addresses of its current Board,
- Copies of the annual financial statements and annual audits (State and Federal) for the three most recent years,
- Copies of the federal, state, and local tax records and reports for the three most recent years,
- Copies of federal and state tax exemption materials and any other document or information necessary to the maintenance and operation of the Corporation,
- Copies of all public records in accordance with federal, state, and local laws.

Section 7.2 Inspection Rights

Each Director shall have the right during regular business hours to inspect, copy and make extracts of all books, records and documents of every kind and to inspect the physical properties of the Corporation. The public has the right to inspect any public record of the Corporation in accordance with federal, state, and local laws during the usual business hours of the Corporation.

Article 8-Amendment of Governing Documents

Section 8.1 Amendment of Articles of Incorporation

The Board by a majority vote of the directors in office may amend and/or restate the Articles of Incorporation provided that notice is given as described in Section 5.2 and such amendments and/or reinstatement is filed with the Utah Department of Commerce in accordance with Utah State law.

Section 8.2 Amendment of Bylaws

The Board by a majority vote of the directors in office may amend, restate and/or repeal these Bylaws, in whole or in part, provided that notice is given of this purpose in accordance with Section 5.2 provided these bylaws carry on only those activities permitted by a Corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future federal tax code, or by a corporation incorporated under Utah State law.

Section 8.3 Notice

Notice shall be provided to the Board that states that a purpose of the meeting is to consider a proposed amendment and contain or be accompanied by a copy or summary of the amendment.

Article 9-Conflict of Interest

Section 9.1 Director's Conflict of Interest Defined

A conflict of interest is a transaction with the Corporation in which a director has a direct or indirect interest. A director has an indirect interest in a transaction if: (a) another entity in which the director has material interest and/or (b) benefits such as to family members. This policy is focused upon material financial interest of, or benefit to, such persons.

Section 9.2 Board Action When Conflict

In the event of a conflict of interest between a director or directors and the Corporation, the Board shall follow the conflict of interest policy adopted by the Board. Specifically, the board member who has the conflict shall rescue him- or herself from voting on any issue when a conflict of interest exists.

Article 10-Executive Director

Section 10.1 Executive Director

The Board shall hire an Executive Director to be the administrative head of the Corporation, and the Board shall be responsible for overseeing the duties of such Executive Director. The Board shall delegate the duties to the Executive Director. The Executive Director shall conduct general overall supervision of the day-to-day business, operations, and affairs of the Corporation. The Executive Director shall attend meetings of the Board and shall report to the Board of the business, operations and affairs of the Corporation.

Section 10.2 Delegation of Authority

The Board shall have the power, in accordance with Section 3.2, to delegate to the Executive Director such executive power and authority as the Board may deem necessary to facilitate the handling and management of the Corporation's property and interests.

Article 11-Miscellaneous

Section 11.1 Offices/Locations

The Corporation may have offices at places within the state of Utah as its business and activities may require and as the Board may, from time to time, designate.

Section 11.2 Dissolution

The Corporation may voluntarily dissolve and cease to operate upon the affirmative vote of not less than seventy-five (75%) of the Directors at any meeting of the Board, provided all Directors have been notified of this purpose as described in Section 5.2. Upon dissolution, any net assets of the Corporation shall be distributed in accordance with the provisions of the Articles of Incorporation.

Adoption of Bylaws

SCES Nonprofit Board of Directors on 2/27/14 adopted the forgoing Bylaws.

Minutes for approval of bylaws:

Board Meeting: Student-Centered Education & Services

2/27/14

Present: Eddie Hoyle, Alejandro Valquinto, Rebecca Tierney

I. Update with Articles of Incorporation

- Articles were filed with the Corporation and Commercial Code office on 1/31/14
- Certificate of Registration as a Corporation/Non-profit received in mail.
- Applied for EIN number on 2/3/14. EIN number is 46-4705562

II. Vote on Bylaws

-Rebecca motioned to approve bylaws; seconded by Alejandro. The three (3) members present voted in favor of the current version of the bylaws, none opposed, no abstentions.

III. Vote on Offices as designated in Bylaws

-Eddie motioned to table discussion on offices until meeting since not all Board members were present; seconded by Rebecca. The three (3) members present voted in favor to table this discussion until the next meeting, none opposed, no abstentions.

IV. Next Steps—Background Information Sheet & Background Check for Board for Charter application

-“Background information Sheet” and “Affidavit, Disclosure, and Consent for Background Check” were

dispersed to Board members.

-Rebecca will send electronic version of “Background Information Sheet” to all Board members. The completed sheet includes: Statement of Intent, Not-for-Profit History, Employment History, and Education History and need to be completed for each Board member

-“Affidavit, Disclosure, and Consent for Background Check” needs to be completed and notarized for each Board member

V. Progress on charter application & letters of recommend

-Rebecca reported on application progress

-Rebecca requested assistance with completion of application; Eddie will be working with Rebecca to get the application completed by the April 1 deadline

-Call was put into TAL (Transition to Adult Living) coordinator to meet and discuss letter of recommend

-Other possible agencies were discussed for letter purposes

VI. Assignments/Schedule next meeting (looking for location with phone conference ability)

-Board members complete “Background Information Sheet” and notarized “Background Check” by next Board meeting—scheduled March 17 (Monday) to go over application progress and collect “Background Check” forms

-Please email completed electronic version of “Background Information Sheet” to Rebecca by 3:00 on March 17

-No phone service in meeting room, but Skype works and will use that for next meeting

<i>Indicator – Board performance & stewardship</i>		
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 agencies 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	100% agreement
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C. Minutes of Approved Bylaws

Board Meeting: Student-Centered Education & Services

2/27/14

Present: Eddie Hoyle, Alejandro Valquinto, Rebecca Tierney

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 - "Background information Sheet"* and *"Affidavit, Disclosure, and Consent for Background Check"* were dispersed to Board members.
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 - Rebecca reported on application progress
 - Rebecca requested assistance with completion of application; Eddie will be working with Rebecca to get the application completed by the April 1 deadline

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- Board members complete “*Background Information Sheet*” and notarized “*Background Check*” by next Board meeting—scheduled March 17 (Monday) to go over application progress and collect “*Background Check*” forms
 - Please email completed electronic version of “*Background Information Sheet*” to Rebecca by 3:00 on March 17

D. Board Members

In addition to the following Board members, *SCES will also recruit for a parent representative (foster parent or parent) and a professional educator. SCES will also establish an Advisory Council in accordance with R277-709-12 which includes representatives from DCFS, JJS, directors of agencies, a representative of community-based alternative programs, and a representative of SCES.*

Rebecca Tierney

Role with School: Founding & Governing Board Member

Expertise: Grant Development, Management & System Development

Not-for-Profit History:

I have extensive experience in the non-profit sector including technical reporting skills, meeting budget guidelines, adhering to policy (federal and state), and I have excellent skills in the development of systems, implementation of grants, and a strong ability to meet outlined objectives for various grants. I have worked in the non-profit field for 23 years. I understand the knowledge needed to succeed in this field including program development, budget adherence, complying with audits, and fund development. I am a strong advocate for underrepresented populations, where I believe in emphasizing outreach and building community relationships. I have experience working with agencies such as DCFS, JJS, and mental health agencies, and the youth they serve.

Employment History:

Current Employer: Weber State University, *TRiO Talent Search Director*

Education:

University of Phoenix, *M.Ed. Masters of Education (Level 2 Counseling License) 1999*

University of Utah, *Bachelor of Science: Sociology & Certificate of Criminology 1991*

Eddie Hoyle, M. Ed

Role with school: Founding & Governing Board Member

Expertise: Educational Administration, Program Development, Grant Writing/Administration

Not-for-Profit History:

I have spent my career managing or working for not-for-profit educational programs/institutions in both secondary and post-secondary settings. As the director for two different academic support programs at two types of institutions, I have gained broad experience in program development and management and staff supervision and development.

Employment History:

Current Employer: Weber State University, Student Support Services Director

Education:

Bachelor of Science, *Mathematics, University of Utah, 1993*

Master of Education, *Instructional Technology, Utah State University, 2004*

Robb Hall

Role with school: Founding & Governing Board Member

Expertise: Long term management/Executive Director of Non-profit (Youth Impact, Inc.)

I have served at the Executive Director for the Youth Impact Program for 22 years. I am very familiar with youth and at-risk youth in general. I have the fundamental knowledge of non-profit organizations and the day to day operations and the dynamics of keeping in line with a 501c3 status.

Not-for-Profit History:

Please see above comments regarding expertise.

Employment History:

Director, Youth Impact, Inc.

Education History:

I have no degrees from a certified educational institution.

Tricia Leland

Role with School: Founding & Governing Board Member

Expertise: Non-profit fund raising, grant review, budget creation and outreach

I have for years worked in not-for-profit environments and am familiar with grant applications, outreach and promotion, budget adherence and guidelines and protocols

Not-for-Profit History:

I have served as a Vice President for the American Cancer Society for several years traveling the southwest and pacific northwest to meet the goals and mission of this large institution. I also served as a Vice President of Communications for the Las Vegas Rotary Club for 5 years. Much of our work included at risk youth in the Las Vegas community.

I served as a director of education and outreach for the Nevada Cancer Institute in Las Vegas Nevada for 3 years as well as Chair for the State of Nevada Cancer Plan and the Governor's Task Force on Prostate Cancer.

Employment History:

Current Employer: Knight Cancer Institute/Oregon Health & Science University

Director, Radiation Medicine

Education History:

Bachelor's of Science in *Sociology and Health Administration from the University of Utah*

Associates in Applied Science, *Nursing, College of Eastern Utah*



Angel Alejandro Valquinto

Role with school: Founding & Governing Board Member

Expertise:

Budget Adherence, Grant Management, & Latino American issues/education

Not-for-Profit History:

In 2012-2013, I was in charge of a \$500k budget for a federal grant in the Ogden School District (SCOPE Grant for Community Schools). After many budget meetings, and financial reports, I learned a great understanding of the duties necessary to run and effectively operate a budget. Receipts, reports, and statements were kept organized. A balanced budget was reached at the end of the school year.

Employment History:

Current Employer: Weber State University, Advisor

Education History:

-University of Phoenix (October 2012-May 2013) Three courses taken in Masters in School Counseling

-Weber State University (September 2009-July 2012) *Bachelor degree in Commercial Spanish with a minor in Latino American Studies.*

Martha Autrey

Role with school: Governing Board Member

Expertise:

Financial Management/Operations, Lending, Services with Aging, Foster Care

Not-for-Profit History:

I am currently on the Utah State Board of Aging, the Council on Aging for Weber & Morgan Counties, Americorp position at Terrace Senior Center

Employment History:

30+ years experience in financial management (banking), 20 years experience with operations including daily receiving, deposits, budget management, processes and systems. 10 years with lending including cash flow analysis, tax analysis, debt to income ratio, and human resource development.

Education History:

Bachelor of Science in *Human Performance from San Jose State University 1980*

Bachelor of Science in *Gerontology from Weber State University 2012*

Paralegal Certificate 1987

E. Self-Evaluation for Governing Board

Board performance and self-evaluation will be measured by:

- Percent of Board with a GBOT pass rate >85%
- Percent of Report Compliance
- All employees and board members have criminal background checks on file
- Percent of teachers identified as being state (USOE) qualified
- Have no board violations
- Percentage of board members who attend more than 80% of board meetings

- Absence of violations of authorizer-approved board policy governing ethical matters including conflicts of interest
- Clear lines of authority, responsibility, and reporting
- Board monitoring of school leadership performance against established performance expectations
- Fulfillment of terms of charter contract
- Effective management and oversight of all service contracts (should any exist)
- Clear, accurate, and regular communication by the Board to key constituencies and the public
- Annual board review of performance and improvement against annual targets and long term academic and operating goals
- Measurable improvement for academic and operating performance over time (in alignment with performance contract goals)

F. Evaluation of School Management

The Governing Board of SCES will evaluate school administration with the following:

- Student Achievement Level
- Student Enrollment
- Student Progress Over Time
- Student Engagement
- Post-Secondary Readiness
- Parent and Community Engagement

**See Section 5 A., p. 53 for academic achievement level goals.*

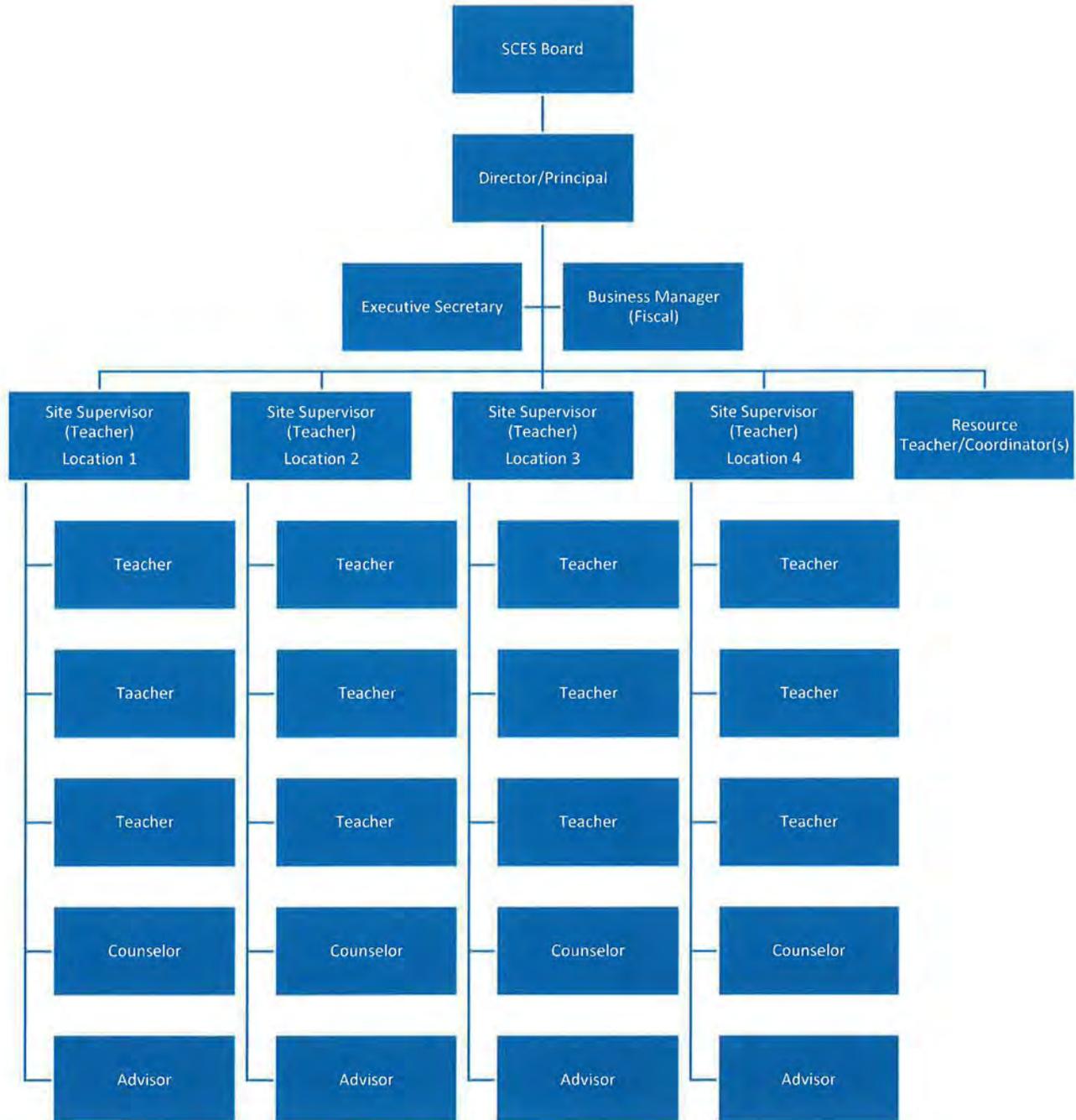
The Governing Board of SCES will evaluate administration and the business Manager with the following:

- Financial Performance and Sustainability

**See Section 5 B., p. 54 for financial performance and sustainability goals.*

- ✓ The Governing Board of SCES is aware of and will follow Utah's Open & Public Meetings Act when conducting board and committee business.
- ✓ The Board is has a thorough understanding of their governing role and ultimate responsibility of the school.
- ✓ The Board has the capacity to oversee the successful development and implementation of the education program presented in this application.
- ✓ The Board has the capacity to oversee and be responsible for the school's compliance with its legal obligations (and will consult with legal representation when and if necessary).
- ✓ The Board will represent the community well; all members are committed and passionate about this proposal/application.
- ✓ The Board is aware of their duties and responsibilities as public servants.
- ✓ The Board will have the general capacity to found and sustain a quality school.
- ✓ All board members will participate in professional development.

G. Organizational Chart



7. STAFFING

A. Staffing at SCES

Director/Administrator

The instructional and professional leader of SCES will be the Director/Administrator. The Director will be responsible for outreach, enrollment, overseeing Site Managers, developing policies and procedures with Site Supervisors, attaining performance outcomes, overseeing Business Manager and ensure school meets performance measures (as listed in Section 5, Performance Measures), reporting to SCES board, ensuring compliance with audits and reports to USOE, fund development, compliance, retains and consults legal support when necessary, facility development and management.

Minimum Qualifications:

- Master's degree in Education or related field
- 4+ years of administration experience within a school or experience related to the administration of grants and meeting outlined objectives on a consistent basis.
- Master's degree in education, administration, and/or business.
- Strong management and leadership skills.
- Shared understanding of the SCES philosophy, vision, and mission.
- Excellent communication skills.
- 4+ years of experience developing reports for audits, boards, and other members of the community.
- 4+ years of experience collaborating with outside agencies, and knowledge of how students can access those services.
- 3+ years of demonstrated experience implementing budgets of 1,000,000+

Teacher, Resource Coordinator, Counselor

Minimum Qualifications:

- Be licensed and certified by the State of Utah, or be qualified to teach under Utah State Education's alternative certification or authorization program.
- Have expertise in content-area instruction as it relates to student-centered learning (i.e. English, mathematics, science, and history); one each per location.
- Have technology skills to use online curriculum and other software for managing data and student contact via online methods.
- Participate in professional development activities and implementation of non-cognitive skills in the classroom.
- Support the mission of SCES and instructional model.
- Complete job duties with minimal supervision.
- Have demonstrated experience working successfully with target population(s).
- Excellent communication skills.

- Resource Teacher/Coordinator(s) will ensure IEPs and testing are completed according to federal and state guidelines, and will provide a best practice of including agencies who serve the student in the IEP meetings (parental consent will be obtained in cases where the student is not in State's custody).
- Counselors will have their Utah state license, Masters in Educational Counseling, and knowledge of guidance services provided to at-risk youth.

Hiring core academic teacher will be based on the Utah Administrative Rule R277-510, No Child Left Behind Act, Highly Qualified Assignments-Secondary Teachers 6-12.

**Site Supervisors will have demonstrated experience as an educator for 5+ years; they will have knowledge on instructional strategies, how to implement strategies for the most effective results, knowledge of tracking performance measures as it pertains to student achievement and assessment.*

**Resource Teachers will be certified in Special Education; they will have knowledge of the IEP process, legal processes to be followed, implementing IEPs strategies and goals with mainstream subjects/teachers, knowledge of tracking performance measures as it pertains to student achievement and assessment.*

Advisors

Minimum qualifications:

- Bachelor's degree in education, sociology, psychology, criminal justice, or other social services related field.

SCES will follow Rule R277-524, Paraprofessional/Para-educator Programs, Assignments, and Qualifications. Paraprofessionals will be hired according to the Utah Administrative Rule R227-524-4. SCES may hire paraprofessionals based on the variance of R227-524-5 where the provisions of this rule do not apply to: A. paraprofessionals who are proficient in English and a language other than English who provide translator services; or B. paraprofessionals who have only parental involvement or similar responsibilities.

They will demonstrate the ability to assist SCES with attendance of students, communication with parents and/or agencies, coordination of services with agencies, and will assist students with financial aid applications and enrollment for post-secondary education. They will work closely with the Counselor to monitor student progress for graduation and will assist the Counselor as necessary with student needs and responsive services.

Strategies for recruiting effective teachers

SCES will recruit for teachers by paying competitive salaries and participating in the URS retirement system. SCES will pay higher than average for site supervisors (approximately \$10,000 more due to extra responsibilities with monitoring assessment, budget per location, and supervising other teachers. We also believe SCES will be attractive to teachers and educators

who are interested in participating in a small school setting, where individual attention and guidance will be more accessible and supportive for the targeted population(s).

Background Check

Any employee or volunteer for SCES will submit to a criminal background check consistent with UCA 53A-3-410. SCES will implement background checks regardless of amount of unsupervised time with students. SCES believes this is necessary for the staff and students based on the mission and target population(s) of SCES.

Assurance

SCES makes assurance that we do not employ teachers or certified educators (counselors, administrators) whose license to teach has been suspended or revoked by the Utah State Board of Education.

Job Description

Director/Administrator: Demonstrated ability and knowledge for working with targeted population(s); planning, budgeting, facilities management, scheduling staff development, supervision and evaluation of staff; representing the school in a proactive, professional manner with outside agencies who serve the targeted population(s); develop in office systems for data collection and the ability to analyze data for implementing improvements; hiring and firing of SCES staff; maintain communication with parents and outside agencies; develop and maintain a streamlined referral system for students with outside agencies; prepare and monitor all budgets and provide these reports to the Governing Board; attend Governing Board meetings; develop and maintain a positive work environment for all SCES staff and for the students of SCES; attend in-service training workshops and conferences applicable to the mission of SCES to remain abreast of research and practice in education; other duties as assigned by the Governing Board.

Teachers: Demonstrated ability and knowledge for working with targeted population(s); shared understanding of the SCES philosophy, vision, and mission; knowledge and ability to implement student-centered learning model with assigned subjects and students; assist in the implementation and tracking of testing data for individual students; contribute to students' educational and transition plans; create supplemental curriculum based on engaging student learning and is in line with the Utah Common Core State Standards; assist students with knowledge gains of non-cognitive skills; work as part of team (other staff members and outside agencies) to track individual progress; be very proactive with student, parent and agency communication; other duties as assigned by Director and/or Governing Board. Teachers will proctor tests for all students; when proctoring duties cannot be completed by teachers, he/she will find a substitute such as a paraprofessional, administration, or staff from partnering agencies (i.e. Youth Impact, Division of Child and Family Services, Juvenile Justice System staff, etc.).

Counselor(s): Duties include academic guidance to students, developing parent and student relationships with the school; evaluate transcripts to ensure an educational and transition plan is developed for every student; work with Site Supervisor on systems for tracking student

progress; coordinate professional development on issues with target population(s) and non-cognitive skills; assist with the development and maintaining of communication with community agencies; assist students with finding internship opportunities and locations; experience in implementing a comprehensive school counseling guidance program; oversee Advisor and assist them with strategies for improving attendance for students who struggle with this issue.

Advisor(s): 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; assist Counselor with activities that encourage parent/agency participation.

Secretary/Administrative Support: SCES will hire a full time secretary during the planning year as outlined in the Budget. Duties will include assisting with enrollment activities, receptionist duties, and assisting the Director with any and all administrative tasks as assigned.

Evaluations

SCES will use the following guidelines (i.e. time of year) with evaluation: Formative evaluations are on-going, summative evaluations are at the end of every trimester, and formal reviews will occur on a yearly basis beginning after the first year of operation. Formal reviews will include a review of the employee's self-assessment, the job description, areas of responsibility, and progress towards individual and school goals/outcomes. Good/exceptional work will be noted and recognized, as well as areas for improvement. For work that is considered to be sub-standard, a clear, supportive plan will be developed for emphasizing improvement. Results of these reviews will be put in writing and placed within the employee's Personnel Portfolio and in the school's personnel file.

Formative components (ongoing): Since formative assessments should be used more frequently and are designed to provide information and feedback to an instructor about his or her teaching for the purpose of learning, developing, and improving, SCES will use the following guidelines with formative assessment and evaluation of employees. Employees will receive student and Director feedback periodically throughout the trimester and classroom visitation will occur that can provide feedback and advice on classroom teaching (methods will include periodic student surveys, peer observation and visitation, small group instructional diagnosis, and review and consultation).

Summative components (end of trimester): Summative Assessments will be conducted at the end of every trimester are used primarily for personnel decisions when some conclusion is being made about the quality of a person's teaching (methods will include a survey of students using forms with some open-ended questions, and have Administration conduct a class visitation/observation). For summative assessment of teaching there will be a pre-visitation

conference and the use of objective rating/scaling forms that reduce subjectivity and allow for comparability.

Pre-, during-, and post-evaluation procedures (for formative and summative evaluation): Pre-evaluation procedures include going over clear guidelines of how and what standards will be used for evaluation. These will be provided to employees and discussed with the initial hiring process. During-evaluation procedures will focus on formative and summative assessments. Post-evaluation will focus on the employee rating themselves, and combining this with supervisor evaluation.

Employee input: Employees will have input with all components of the evaluation process. Pre-evaluation standards will be discussed with all employees so they are aware of the instruments being used to determine student, parent, and Administration satisfaction. If the employee wishes to discuss any components during- the evaluation process, they are encouraged to have open communication so that the process is supportive and not punitive, and they will also have input with the post-evaluation where an open dialogue will be encouraged. SCES believes that high quality schools provide high quality standards with regards to expectations, communications of expectations, and that like the mission of SCES, being open to looking at weaknesses or room for improvement as a strength in of itself.

Measures for achievement and growth: Evaluations will have two (2) types, individual and school. Individual evaluations will target individual goals the employee identified prior to the evaluation; individual data will then be compared with school data as a whole. The employee will use this information to discern if what he/she is doing is facilitating the achievement of the school goals as a whole, and what or if needs to be adjusted with individual goals to ensure the contribution to student learning and accomplishing the outlined school goals.

SCES will comply with Utah Administrative Code R277-502 and R227-522 and meet the requirements for Entry Years Enhancement (EYE) by providing professional and emotional support for Level 1 teachers.

Annual evaluations of secretarial staff and paraprofessionals will be conducted by a supervisor or the Director. The Director will be evaluated (informally) every six (6) months, and formally once a year. The evaluation of the Director will be based on the supervision of all employees, progress with enrollment, progress with Board goals, budget maintenance, professionalism, quality of professional development opportunities for staff, and from student, parent, and agency satisfaction via surveys.

All evaluations will be kept in the employee's file and will remain confidential. All employees will have the right to make written objections to the observations or review findings within one week (stating areas of disagreement). These objections will be attached to the evaluation(s) and kept in the employee's personnel file.

Relatives

Members of an employee's immediate family will be considered for employment on the basis of their qualifications. Immediate family may not be hired, however, if employment would:

- (a) Create a supervisor/subordinate relationship with a family member;
- (b) Have the potential for creating an adverse impact on work performance; or
- (c) Create either an actual conflict of interest or the appearance of a conflict of interest.

This policy must also be considered when assigning, transferring, or promoting an employee. For the purpose of this policy, immediate family includes: spouse, parent, child, sibling, in-law, aunt, uncle, niece, grandparent, grandchild, members of household. This policy also applies to romantic relationships.

Employees who become immediate family members or establish a romantic relationship may continue employment as long as it does not involve any of the above. If one of the conditions outlined should occur, attempts will be made to find a suitable position within the school to which one of the employees will transfer. If employees become immediate family members or establish a romantic relationship, SCES will make reasonable efforts to assign job duties so as to minimize problems of supervision, safety, security or morale. If accommodations of this nature are not feasible, the employees will be permitted to determine which of them will resign. If the employees cannot make a decision, SCES will decide in its sole discretion who will remain employed.

Terms and Conditions of Employment

- SCES is an at-will employer. The Governing Board has the right to terminate a contract when an employee is not complying with the standards set forth by the school or the State of Utah and in the contract.
- SCES will maintain a confidential personnel file for each employee. This file will contain any employment-related documents.
- Verbal and written warnings may be issued by the Governing Board, Director, or any other supervisory personnel.
- Suspensions with and without pay, final warnings, probation, and dismissal may be administered only by the Governing Board or the Director.
- Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined in the section regarding Evaluation (Section F)
- SCES does not discriminate in any personnel matters or in the provision of programs and services on any basis prohibited by law. Any employee who has been the subject of discrimination or harassment may bring questions, concerns, and/or complaints to either the Director or the Governing Board.
- Employees are expected to adhere to the requirements for employment and are expected to conduct themselves in a professional manner with students, parents, co-workers, supervisors, and community agencies and members of the community.
- When policies or regulations are violated and a verbal or written warning is implemented, SCES will focus on the correction of these behaviors and not a punitive based process.

- Employees are required to work according to the schedule and dates outlined in their employment agreements. SCES staff are required to participate in programs related to their professional duties at and outside of school hours. Additional time may include professional development sessions, staff meetings, conferences (with students, parents, other SCES staff and representatives from agencies), and outreach activities/open house activities.
- The Governing Board may, upon the input from the Director, may terminate or suspend the employment of any employee if he/she has not fulfilled the job duties and expectations of outlined goals of the Board, duties in their job description, or if other good cause exists.
- In the event SCES finds it necessary or desirable to terminate an employee's employment before the end of the school year, the school will attempt to give the employee written notice at least 10 calendar days before termination, unless determined that the employee poses a threat to the health, safety, or welfare of the school or students.
- In the event of termination of employment, the employee shall be entitled only to the prorated salary and benefits earned through the last day of employment.
- In the event a SCES employee finds it necessary to resign during the school year, the employee shall give written notice to the Director as soon as possible and at least 10 calendar days before the effective date of resignation.
- Sick leave will be available to employees as determined by their employment agreement and as outlined in SCES personnel policies.

8. BUSINESS PLAN

A. Planning Year

See Attachment B for budget forms.

Planning Year: July 1-2015-June 30, 2016

Hire Director: New Director will begin the first week of January 2016. Executive Secretary will be hired by February 2016.

Key Tasks of Director for Planning Year:

Marketing and Outreach Activities: Outreach will begin six (6) months prior to the 1st day of school. This will occur with meetings (including individual and staff meetings) with DCFS, JJS, DWS (WIA Youth), county mental health facilities, residential treatment facilities, and other referral sources that can be identified. Promotional materials will be given to these agencies. Open houses will begin two (2) months prior to opening.

Securing space based on needs of the locations for the SCES model: Director will work with a commercial real estate agent to secure two (2) spaces and negotiate terms of lease, as well as any changes or upgrades the owner is willing to make in exchange of said lease. Director will ensure any leased space is ADA accessible.

Recruitment and hiring of employees: Director and Clerical Assistant of SCES charter school will start 6 months prior to 1st day of school (on 2/3/16) to begin the process of marketing and outreach activities. This will include recruiting teachers and a counselor for SCES that meet the qualifications of licensure, and who demonstrate the ability to work with the targeted population. A rubric will be developed and approved by the Board based on the qualities SCES is looking for in these positions. Salaries in the budget are somewhat higher than standard pay; this is because SCES is recruiting candidates who have demonstrated abilities to work with the targeted populations and to ensure supplemental curriculum is of a high standard and corresponds well with the Utah Core Curriculum. The Director will also develop a SCES policy and procedure handbook to be dispersed to new SCES staff.

Establishment of business and information services: Business services will primarily be the responsibility of the Director until the budget can support a part time Business Manager (Operational Year 2). The Director will work closely with the governing and non-profit board to ensure fiscal transparency and conservative guidelines with expenditures are met.

Website: A website will be developed to ensure all information including new student applications, mission of SCES, targeted population served, school calendar, staff bios, and other information deemed relevant will be posted and updated on a consistent basis.

Student services: A counselor will be hired to begin the process of working with students on transcripts, what classes they need to ensure progress with graduation, comparing test scores to those students who will have a rigor classes added to their schedule, and to begin implementing the ENGAGE instrument to develop Student Educational Occupational Plans that correspond with the interventions identified as beneficial based on the students' results.

Administrative Services: For the planning year, administrative services will mainly focus on outreach activities, development of layout for Operational Year 1, purchasing needed equipment as outlined in the budget for the planning year, recruitment for new teachers and counselor, coordinating implementation of insurance (general and health), and ensuring professional development is done prior to the 1st day of school for online curriculum and effectively working with the targeted populations.

Insurance: Director will work to obtain the necessary insurance to operate a charter school based on the USOE guidelines and requirements.

B. Operational Years 1-2

Operational Year 1: July 1, 2016-June 30, 2017

Operational Year 2: July 1, 2017-June 30, 2018

Enrollment and registration activities: Enrollment will open two (2) months prior to the 1st day of school. The Advisor will be responsible for receiving applications, answering questions/phone calls regarding the school and registration, following up with students and parents whose applications are not complete, and developing and maintaining files for each student. Registration will also be available on open house dates (dates to be determined). Software costs for registration, student information, transcripts, etc. include an initial training fee that is minimal, and a per student cost of \$10-\$15.

Professional Development for Employees: Professional development will occur on a monthly basis. This is due to the needs of the targeted populations, as well as establishing communication channels with parents and agencies involved with each student. Professional development in the first operational year will focus on grief issues (due to transition), statistics covered in this application, implementing the development of non-cognitive skills while in the classroom, information on the agencies that serve the targeted population and maintaining effective relationships with these agencies, and proactive/intrusive advising as it relates to the targeted populations and how to use these strategies to increase performance outcomes with Mission Specific Goals.

Purchasing Furniture and School Supplies: Furniture will be purchased based on layout and plans that are approved by the board. This will include tables, chairs, computers, and other items to ensure a welcoming classroom/drop in environment. The school supplies needed by SCES for students will be minimal; any books needed by the students will be purchased by SCES. One passenger or minivan will be leased per location to assist with student pick up when necessary.

Student Services: The counselor will be providing services for students based on their ENGAGE results which include a \$6 per test taken cost, developing plans with the students and their parents and/or agency, ensuring classes taken will promote student engagement as well as their graduation, and will take an active role with professional development with the Director.

Administrative Services: Administrative Services will be coordinating all activities of SCES during its operational years. This includes outreach, coordinating enrollment activities and professional development, monitoring budget activities on a consistent basis, reporting to the governing board (and non-profit board) at regular intervals, implementing purchasing of online curriculum and utilization of training to ensure teachers are comfortable with this and supplemental materials/instruction they will provide based on student needs, and ensuring website and other promotional materials are current and disseminated. Included in this will be website development which SCES estimates at \$2,000.

C. Contingency Budget

Contingency plans have been developed based on 75% enrollment and reserves are at or greater than 5%.

The SCES budget can be considered administratively prudent based on having little to no building costs its first two (2) operational years. Because of this, the start-up costs for the State of Utah is very minimal. Also, SCES will be able to secure commercial funding if it is not awarded a 'Charter School Startup Grant'. Acquisition of a building(s) will be considered as a long term goal only if it is fiscally prudent, SCES will look at lower cost options including leasing a space until this becomes a viable option.

Other Budget and Monitoring Items:

(a) Provisions which will be made for auditing

All auditing, oversight, monitoring, and appeals will be followed in line with R227-481 [Charter School Oversight, Monitoring, and Appeals] as outlined by the Utah Administrative Code. SCES understands and believes that following guidelines for audits and reports is an essential part of ensuring our duty to the public for managing SCES appropriately and in a fiscally responsible manner. *This includes providing an Audited Financial Report (AFR).*

(b) How the school will provide adequate liability and other appropriate insurance for the school

SCES will obtain the required insurance through State of Utah Risk Management Division. OHSU will acquire, maintain, and provide a certificate of insurance each year before the opening date. Per U.C.A. 53A-1a-507 (8) and Charter Agreements additionally requires charter schools' Governing Boards to *obtain and maintain* insurance at a minimum in the following amounts:

- 1) General liability: two million dollars (\$2,000,000) per occurrence.
- 2) Employee dishonesty bond.
- 3) Workers' compensation: as specified by federal law.

- 4) Comprehensive/collision consistent with cash values of vehicles.
- 5) Liability insurance specific to the Governing Board's financial officer, treasurer, business administrator or manager consistent with coverage designated in R628-4-4.

SCES will also follow: Governing Boards also must comply with Insurance Disclosure to Employees as per U.C.A. 63A-4-204(5) and 53A-1a-512(10).

(c) Description of costs and benefits of employee health plans

SCES will look to 'Standard Policy Options' which includes managed care and preferred provider plans that usually cover a broad array of health services.

For 2009 the average cost of an individual policy is \$502.43; with the state paying an average of \$447.79 (89%) and the employee is responsible for the remainder, which is an average of \$56.52. *(Based on 48 states)*

The average premium rate for the lowest cost family insurance option was \$1,132.66, with the state paying an average of \$958.05 and the employee paying an average of \$174.34. *(Based on 45 states)*

The average premium for a standard family policy was \$1,412.52, with the state paying an average of \$1,111.74 and the employee paying an average of \$300.50. *(Based on 45 states)*

SCES has budgeted 20% of salary for health benefits. Based on these figures, SCES will be able to contribute (on average) \$779.41 per month; this is a figure between individual policy cost and the lowest cost family insurance option.

SCES believes this is a viable option, as starting salaries for SCES are higher than the average charter school and SCES anticipates employees to have a higher (but not too significant) contribution rate to their insurance costs. Starting salary amounts are to coincide with the amount of knowledge and experience that is needed to work with the target population(s).

(d) Description of costs anticipated for obtainment of a Treasurers Bond and any liability policies held by the school

SCES will provide adequate liability and other insurance pursuant to U.C.A. 53A-1a-507: Charter Agreements additionally requires charter schools' Governing Boards to obtain and maintain insurance at a minimum in the following amounts: 1) General liability: two million dollars (\$2,000,000) per occurrence, 2) Employee dishonesty bond, 3) Workers' compensation: as specified by federal law, 4) Comprehensive/collision consistent with cash values of vehicles, 5) Liability insurance specific to the Governing Board's financial officer, treasurer, business administrator or manager consistent with coverage designated in R628-4-4. SCES will obtain these policies in an amount that is considered fair and appropriate for charter schools within the State of Utah.

(e) Agreements entered into or plans developed with school districts regarding participation of charter school students in extracurricular activities within the school districts

Not applicable based on model and services SCES is proposing; this may be something SCES looks at in the future depending on the needs of the students.

(f) A schedule of anticipated fees if local funds will be included in budgets

SCES does not anticipate fees in budgets at this time due to the targeted population(s). If it is determined that SCES needs to implement fees, an amendment to its application will be developed prior to the first day of school (2016), or as determined based on the progression of student services at SCES in conjunction with local school districts.

(g) Grants

Any state or federal grants SCES receives will be administered according to their respective guidelines and within state and federal policy.

D. Fiscal performance and sustainability

<i>Indicator – Financial performance and sustainability</i>		
Measure	Metric	Board Goal
Current ratio	$\frac{\text{Current Assets}}{\text{Current Liabilities}}$	>1.15
Debt ratio	$\frac{\text{Total Liabilities}}{\text{Total Assets}}$	<0.9
Occupancy costs	$\frac{\text{Facility Costs}}{\text{Total Operating Revenues}}$	<20%
Maintain applicable bond covenants	No Default Certification, Audited Financial Statements	100% uphold and maintain obligations
Unrestricted cash on hand	$\frac{\text{Unrestricted cash and investments}}{(\text{Total Annual Operating Expenses} \div 360)}$	>30-60 days cash on hand or cash reserve
Adherence to Budget	$\frac{(\text{Budgeted expenditure} - \text{Expenditure})}{\text{Budgeted expenditure}}$	8%

E. Fiscal Procedures

The Student-Centered Education & Services (SCES) Governing Board is ultimately responsible for the financial management and health of the school. The Board approves and provides oversight for the school's annual budget and establishes fiscal policy and procedure. The Board hires and charges the school's Executive Director to execute the annual budget and financial operation. The Director hires additional personnel to assist in this arena, including an experienced business management assistant or a contracted business service provider with a proven track record.

The following financial policies and procedures have been approved by the Governing Board. The Executive Director and business management staff will be charged with developing detailed SCES Fiscal Policy and Procedures Guidelines to be reviewed and approved by the Board.

Standards – SCES's financial operation will comply with Generally Accepted Accounting Principles, which include Generally Accepted Governmental Auditing Standards financial reports. SCES will utilize the chart of accounts and fiscal practices of the USOE Finance and Statistics Section.

School Finance and Statistics Trainings – Appropriate SCES personnel, including the Executive Director and business management staff, will attend USOE School Finance & Statistics trainings regarding the Minimum School Program, financial reporting requirements, and Legislative changes of import to charter schools and districts. The Executive Director and business management staff where necessary will attend all USOE Charter School Section monthly meetings. SCES, in its efforts to ensure that all fiscal matters are handled responsibly and ethically, understands the need for ongoing training to stay abreast of the requirements of the State when handling public funds.

Budget – SCES prepares an annual operating budget of revenues and expenses and a cash flow projection. These budgets and projections are reviewed and approved by the Governing Board at an open and public meeting. They are reviewed regularly and modified as necessary. SCES will comply with the budgeting rules for local school boards as outlined in 53A-19-102.

Budget Reports – On a regular basis, at least monthly through the end of the first operational year, the Executive Director and business management personnel will prepare financial status reports for the Board Treasurer and the full Governing Board, including profit and loss, budget versus actual, cash flow, balance sheet and accounts payable. A monthly (quarterly after the first operational year) financial statement will also be provided to the staff of the Utah State Charter School Board. Business management staff will maintain complete and open records for any person who requests the information in compliance with Utah State Laws and federal regulations governing the request of public records.

Segregation of Duties & Signature Authority - SCES finance personnel will be conscious of the separation of duties to prevent fraud or the appearance of fraud, especially in areas concerning cash, revenue receipts and check signing. The Board President, the Treasurer of the Board and the Executive Director shall have signatory authority and are responsible for authorizing cash transactions. Signature authority may be granted to others as directed by the Board. All checks must have two signatures. A check may not be signed by the person who has prepared the check.

School Fees – SCES will follow all State Rules related to charging school fees. Based on the target population, there is no plan to assess student fees currently. If, in the future, fees are to be assessed, fees will be set, approved, and published each school year by the Governing Board. The

fee schedule will be posted and distributed to all parents or guardians annually. Students are assisted in applying for a waiver of any school fees as per Board policy and State Rules.

Independent Auditor – As per its policies and state law, SCES will engage a qualified independent auditing firm to conduct an annual review of its financial operation and prepare Financial Statement and the annual financial reports required by the Utah State Office of Education and the Utah State Auditor. SCES will also engage an audit firm to confirm its ADM student census count and its year-end student data upload.

Expendable Revenue and Undistributed Reserves – SCES management and Governing Board will work to set standards on its annual operating safety margins. During the annual budget review, any plans to use expendable revenue and/or undistributed reserves must be in fulfillment of the school's mission, values and spending priorities and receive Board approval in an open meeting. SCES will comply with the rules around school budget undistributed reserves in 53A-19-103.

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

Fundraising and Donations – All revenue producing activities at SCES, including fundraising projects, must support the school vision and educational philosophy. Proposals for fundraising projects should answer the following questions:

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

SCES welcomes donations from private sources. Accepted funds must be consistent with the mission and philosophy of the school and promote the education, health or safety of students.

F. Purchasing Policies & Procedures

A. The Business Administrator will be responsible to ensure that adequate record of all funds received by SCES are maintained, identifying the payer and the purpose for which the funds were received.

B. Funds received from federal sources will be separately accounted for and may be deposited in a bank account with other SCES funds except where the terms of the contractual agreement require that a separate depository account be maintained.

The following procedures must be followed by all SCES personnel unless prior written approval is obtained from the Governing Board. This approval must be kept on file by SCES.

Receipt of Funds Collected

- If a cash register or other electronic cashiering system is not used to record the transaction and receipt of funds, a hand written pre-numbered receipt or other method must be used to document each transaction.
- Checks received must be restrictively endorsed with "For Deposit Only to Student-Centered Education & Services" immediately upon receipt. Restrictive endorsement stamps can be obtained by request through the Business Administrator.
- Checks received in the mail must be logged on a check receipt log and reconciled to cash reports and deposits made unless checks are entered in an electronic receipting system immediately upon receipt.
- Voided transactions and hand written corrections receipts must be approved by the Business Administrator and/or the Director/Principal. This approval should be evidenced in writing.
- SCES may not cash personal checks for employees, students or other individuals.

Safeguarding Funds and Information Collected

- Funds kept at SCES prior to deposit must be secured in a locked safe, locked file cabinet or locked drawer.
- Safe combinations and keys to cash boxes or files must be restricted to a minimum number of employees (generally 2-3 people).
- Safe combinations should be changed periodically and when personnel with knowledge of the safe combination terminate from SCES or when their duties change and they no longer need to know the combination.
- Funds received and an individual's personally identifiable information should not be left on desktops or other non-secure areas. Federal laws and Payment Card Industry (PCI) standards require SCES to maintain proper procedures and controls to prevent an individual's identity and credit card information from being stolen. Personally identifiable information should not be stored on a computer hard drive or external storage device unless it is encrypted and password protected and this information should never be thrown in the trash or recycle bin.

Deposits and Reconciliations of Funds Collected

- All funds received by SCES must be deposited by the end of the week (e.g. funds received over the weekend would be deposited on Monday) to the SCES account(s) in order for SCES to comply with State law [Utah Code Annotated 51-

4-2(2)(a)]. Deposits must be delivered in either a locked deposit bag or a SCES approved deposit bag.

- A cash report must be prepared and used to deposit funds received unless deposits are processed electronically. Cash reports should identify the date prepared and a unique sequential report number to facilitate reconciliations. In addition, supporting documentation for the deposit must be attached and/or kept on file.
- A reconciliation of funds deposited must be performed to ensure all funds received by SCES were deposited in the appropriate account. For example, reconciliations must be completed that verify deposit amounts recorded in the SCES match associated cash deposit reports or other electronic cashiering system reports and also match hand written receipts or other supporting documentation. This reconciliation must be performed by someone who did not prepare the cash report, and if possible, by someone who was not responsible for receiving funds.
- When applicable and feasible, the reconciliation process should also include comparing funds received to the number of inventory items purchased, sold and inventory still on hand.
- State record retention requirements generally require documentation for cash receipts be kept on file for three years. To meet this requirement, departments must keep current year documents plus the previous three years in SCES Budget books where this documentation is stored.

Establishment of Accounts and Receipt of Funds

I. PURPOSE

To outline the responsibilities for the establishment of new accounts and acceptance of funds deposited to existing accounts.

II. DEFINITIONS

Restricted Award

A grant, contract, gift, gift-in-kind, etc., which requires separate accounting for the purpose of future financial or progress reporting or end product results. An award designating what the awarder wants the award to be used for (activities, education, etc.) but not requiring an accounting or report of proper usage is considered to be "unrestricted."

III. PROCEDURE

A. Accounts will be established or deposits honored only when revenue monies are accompanied by the following documents:

1. A copy of the document requesting the funds (if written request was not made to the awarder, then a letter from the recipient)
2. A copy of the awarding document and covering letter
3. An appropriate receipt
4. Instructions and budgets necessary for the Business Office to account for the future expenditure of funds

B. The above documents for funds to be deposited must be forwarded to the appropriate staff as listed below. Deposits will not be credited to an account until authorization has been given by the Business Administrator, Director/Principal, or principal investigator:

1. Federal Grants, State Grants, Restricted Gifts-In-Kind

- a. All funds where financial or progress reports or other items are required by the agency or organization providing the funds (restricted accounts). Normally, these are educational service, training and instructional grants and contracts based on the SCES mission.
- b. All restricted gifts, restricted gifts-in-kind (which require financial or progress reports or other end items)

2. Donations/Gifts

All gifts and donations which are unrestricted so far as follow-up reports and other follow-up restrictions are concerned (the I.R.S. definition of a gift)

3. Business Office

- a. Funds received from state appropriations
- b. Income from auxiliary enterprises
- c. Other funding for deposit to general fund and do not require separate activity or accounting
- d. Routine payments on account
- e. Revolving accounts

Reserve Fund

I. POLICY

A. A SCES reserve fund shall be established and maintained each year as dictated by sound fiscal management. No transfer of the central SCES reserve fund may be made without the approval and signatures of the following officers:

1. Treasurer of Governing Board
2. Business Administrator and/or Director/Principal

B. Requests for use of reserve funds shall be considered by the Governing Board according to the following priorities:

1. Emergencies
2. Revenue reductions
3. Unanticipated costs



Authorized Signatures on Financial Documents

I. DEFINITIONS

A. Authorized Signature

The actual signature of the responsible individual authorized to sign SCES financial documents as outlined in this policy. A rubber- stamped signature is not acceptable on financial documents.

B. Authorized Alternate Signature

The actual signature of the individual designated by the principal investigator (grants), business administrator, treasurer, or Director/Principal to act on the individual's behalf in matters requiring signatures on SCES financial documents as outlined in this policy. The individual designated as an authorized alternate will sign his or her own name and not the name of the higher supervisory officer who made the designation or of any other person.

C. Financial Documents

Documents used by SCES to facilitate the orderly administration of its financial affairs, including documents of authorization and requests relating to SCES bank accounts, payrolls, requisitions and purchase orders, travel authorizations and expense reimbursements, petty cash, journal entries, fund transfers and other documents described in this policy.

II. POLICY

A. Financial documents by which an individual requests payment to self for reimbursement of out-of-pocket expenses will require the approval of the next higher supervisory staff, which may be a principal investigator (grant), business administrator, Director/Principal. Requests by the Director/Principal shall be signed by the Treasurer of the Governing Board.

B. The financial documents employed by SCES, other than bank accounts, are listed below by expense classification, together with the position titles of the persons generally authorized to sign under each classification and any required approval signatures.

1. Personal Services

Payroll Forms: Business Administrator, Director/Principal, principal investigator (grants)

Note: Two signatures are required on all payroll forms and approval may not be delegated to authorized alternates.

2. Non-Personal Services

Purchase Orders and Requisitions: Business Administrator, Director/Principal, principal investigator (grants) Note: One (1) authorized alternate may sign with documented approval (form, email) from Business Administrator, Director/Principal, principal investigator (grants)

3. Travel and Professional Development (conference) Requests

Prior approval with expense by two authorized signatures: Business Administrator, Director/Principal, or principal investigator (grants)

Receipts and actual expenses upon return will be verified by Business Administrator, Director/Principal, or principal investigator (grants)

III. CONTRACTS

SCES's purchasing guidelines exist to ensure that goods and services are acquired at fair and reasonable prices and the highest personal standards of conduct are maintained in all relationships with vendors, suppliers, and subcontractors. SCES utilizes the following procurement guidelines per State guidelines:

- Contracts under \$1,000 - The school uses sound business practices when procuring goods and services for amounts less than \$1,000.
- Contracts from \$1,000 to \$50,000 - The school seeks price quotes from at least two vendors (three quotes are preferred) and awards the contract to the responsible vendor offering the supply or service needed for the best price, appropriate quality and in the necessary timeframe.
- Contracts greater than \$50,000 - The school conducts a formal advertised competition using sealed bids or proposals. An award is offered to the qualified bidder who meets the School's specifications and offers the best price.
- Construction contracts – The school follows all state and federal guidelines inclusive of state public bidding laws.

G. USOE School Finance Training

SCES assures that Business Administrator, Director, and Executive Director will attend USOE School Finance & Statistics trainings regarding Minimum School Program and financial reporting requirements prior to beginning work for the charter school. SCES believes this is necessary for a multitude of reasons. First, SCES believes that receiving public funds entails organizations bear the utmost responsibility and fidelity when it comes to managing and reporting on the use of these funds. Charter schools are not just given the responsibility of educating; they also have an obligation to use public funds in an effective manner when it comes to educating, employing, and managing the school. Second, SCES believes that this cannot be accomplished without its administration team receiving ample training on an ongoing basis. The training is not viewed as an option, but a necessity. Third, we want all of our administration team to attend these trainings because it ensures those personnel who work with the budgets have knowledge as a whole, and this also adds to our ability to report and provide transparency to our Governing Board and the State of Utah.

H. Business Administrator

Qualifications and job duties of the Business Administrator include the following:

- Bachelors in Accounting or Business, CPA preferred
- Six (6) years or more of working with budgets that exceed \$100,000 may translate to education requirement,

- A minimum of three (3) years of experience working with budgets of \$100,000 or more,
- Knowledge of non-profit laws and guidelines,
- Attend board meetings,
- Be the custodian of all school funds after deposit in the school's account by action of the Board Treasurer,
- Keep a record of all money received and dispersed (receipts) in Annual Budget Book,
- Keep accurate record of all revenues received, their sources, and dates,
- Knowledge of federal and state allowable expenditures to ensure funds follow rules of state and federal programs,
- Prepare and submit to the board each month a written report of the charter school's receipts and expenditures,
- Use uniform budgeting, accounting, and auditing procedures and forms approved by the Utah State Board of Education, which shall be in accordance with generally accepted accounting principles or auditing standards and Title 63J, Chapter 1, Utah Budgetary Procedures Act, and consistent with generally accepted standards of fiscal management to be used by the school,
- Prepare and submit to the Board a detailed annual statement for the period ending June 30, of the revenue and expenditures, including beginning and ending fund balances,
- Assist the Director/Principal in the preparation and submission of budget documents and statistical and fiscal reports required by law or the State Board of Education,
- Ensure that adequate internal controls are in place to safeguard the charter school's funds,
- And perform other duties as the Board or Director/Principal may require

I. Building

A general summary of ideal facility needs includes leasing/renting at each location: 3,000 square feet or larger, 4-6 large offices and/or rooms, an open layout with commons area, restrooms, and ADA accessible. This includes building size but large office space (depending on size and layout) would work as well.

SCES has identified office space/buildings for 3 of the 4 locations (with the exception of Lehi). Terms and contract (lease) will be negotiated with a commercial real estate agent including the possible modifications of space that can be made by owners.

J. Contingency

Contingency plans have been included in this application based on the different locations proposed and some flexibility based on the school model itself. SCES will be able to look at office space from 3,000-4,000 square feet (4,000 preferred) and adjust growth plans based on the costs of each location. SCES is only looking at existing space for its first five (5) years, with long term goals of purchasing building(s) if it is financially beneficial for the operation of the charter school.

K. Financing

Alternative funding in the future that SCES will apply for includes QZAB bonds (if they are still available), Title I funds based on location and targeted population, federal grants through the Department of Education that assists schools with transition into post-secondary education (both key founders have experience in this area), and the possibility of grant funds through the Department of Health and Human Services.

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Appendix A:

List of Administrative Rules and their titles from which the charter school requests to be waived. Include justification of need and desired outcome

SCES is not aware of any Administrative Rules which it requests to be waived based on 53A-1a-511. Waivers from state board rules -- Application of statutes and rules to charter schools. If in the future it is determined in the best interest to do so for its students, SCES will follow 53A-1a508, Content of a charter -- Modification of charter.

Appendix B:

**Memorandums of Understanding or contracts with virtual provider, ESP, and school designer,
as applicable**

SCES is not contracting for any outside services at the time of this application. If SCES wishes to contract with outside entities in the future, we will request do so via an amendment through USOE.



Appendix C: Budget Forms

Revenue	Planning Year
Total Revenue From Local Sources (1000)	\$0
Charter School Startup Grant	\$107,640
Charter School Revolving Loan	\$200,000
Total Revenue from State Sources (3000)	\$307,640
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	\$307,640

Expenditures	Number	Salary or Cost	Total
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SALARIES --

10.131	Salaries - Teachers	8.00	\$1,730	\$13,840
10.132	Salaries - Substitute Teachers			\$0
10.161	Salaries - Teacher Aides and Paraprofessionals	2.00	\$35,000	\$11,668
10.100	Salaries - Other 1000-INSTRUCTION			\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$25,514
21.141	Salaries - Attendance and Social Work Personnel			\$0
21.142	Salaries - Guidance Personnel			\$0
21.143	Salaries - Health Services Personnel			\$0
21.144	Salaries - Psychological Personnel			\$0
21.152	Salaries - Secretarial and Clerical			\$0
21.100	Salaries - Other 2100-STUDENT SUPPORT			\$0
	Total 21 (2100)-STUDENT SUPPORT Salaries (100)			\$0
22.145	Salaries - Media Personnel - Certified			\$0
22.162	Salaries - Media Personnel - Noncertified			\$0
22.100	Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT			\$0
	Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$0
24.121	Salaries - Principals and Assistants	1.00	\$80,000	\$40,000
24.152	Salaries - Secretarial and Clerical	1.00	\$29,120	\$14,560
24.100	Salaries - Other 2400-SCHOOL ADMINISTRATION			\$0
	Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)			\$54,560
26.100	Salaries - Operation & Maintenance of Facilities			\$0
	Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)			\$0
31.100	Salaries - FOOD SERVICES			\$0
	Total 31 (3100)-FOOD SERVICES Salaries (100)			\$0
45.100	Salaries - Building Acquisition			\$0
	Total 45 (4500)-BUILDING ACQUISITION Salaries (100)			\$0
	TOTAL - ALL SALARIES (100)			\$80,074

BENEFITS --

10.210	Retirement - INSTRUCTION	30%		\$7,654
21.210	Retirement - STUDENT SUPPORT	0%		\$0
22.210	Retirement - INSTRUCTIONAL STAFF SUPPORT	0%		\$0
24.210	Retirement - SCHOOL ADMINISTRATION	30%		\$16,368
26.210	Retirement - OPERATION & MAINT OF FACILITIES	0%		\$0
31.210	Retirement - FOOD SERVICES	0%		\$0
45.210	Retirement - BUILDING ACQUISITION	0%		\$0
	TOTAL - ALL RETIREMENT			\$24,022
10.220	Social Security/FICA/UNEMP/WCF - INSTRUCTION	10%		\$2,551
21.220	Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT	10%		\$0
22.220	Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SU	10%		\$0
24.220	Social Security/FICA/UNEMP/WCF - SCHOOL ADMINISTRATION	10%		\$5,456
26.220	Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF F	10%		\$0
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			\$8,007
10.240	Insurance (Health/Dental/Life) - INSTRUCTION	20%		\$5,103
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT	0%		\$0
22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPO	0%		\$0
24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	20%		\$10,912
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF FACIL	0%		\$0
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)			\$16,015
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)			\$48,044

ONAL & TECHNICAL SERVICES --

10.300	Purchased Prof & Tech Services - INSTRUCTION	1.00	\$2,800	\$2,800
21.300	Purchased Prof & Tech Services - STUDENT SUPPORT			\$0
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF SUPPORT			\$0
24.300	Purchased Prof & Tech Services - SCHOOL ADMINISTRATION	1.00	\$1,000	\$1,000
26.300	Purchased Prof & Tech Services - OPERATION & MAINT OF FAC	6.00	\$400	\$2,400
31.300	Purchased Prof & Tech Services - FOOD SERVICES			\$0
45.300	Purchased Prof & Tech Services - BUILDING ACQUISITION			\$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$6,200

PROPERTY SERVICES --

26.400	Purchased Property Services	6.00	\$1,000	\$6,000
26.460	Construction and Remodeling			\$0
45.400	Purchased Property Services	2.00	\$3,000	\$6,000
45.460	Construction and Remodeling	2.00	\$30,000	\$60,000

VENUES				\$307,640
100	Salaries			\$80,074
200	Employee Benefits			\$48,044
300	Purchased Professional and Technical Services			\$6,200
400	Purchased Property Services			\$72,000
500	Other Purchased Services			\$0
600	Supplies			\$16,300
700	Property			\$18,200
800	Other Objects			\$46,800
MITURES				\$287,618
Excess or Deficiency of Revenues over Expenditures				\$20,022
Other Sources of Funding (5000)				\$0
Net Asset Balance (Fund Balance)				\$20,022
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)				7%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)				7%
Necessary Closure Fund (2 months Purch Prop Serv + Other)				\$19,800

Charter School Name: Student-Centered Education & Services		Fiscal Year: July 1, 2016-June 30, 2017					
First Operational Year		100% Enrollment		75% Enrollment			
Number of Students		250		188			
Grade Configuration							
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		\$0		\$0			
Student Activities		\$0		\$0			
Other		\$0		\$0			
Total Revenue From Local Sources (1000)		\$0		\$0			
State Educational Funding		\$1,389,204		\$1,044,682			
Implementation Grant		\$107,640		\$107,640			
Total Revenue from State Sources (3000)		\$1,496,844		\$1,152,322			
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							
Source(s) (specify)		\$0		\$0			
Loans		\$0		\$0			
Commercial		\$0		\$0			
Contributions and Donations from Private Sources		\$0		\$0			
Other (specify)		\$0		\$0			
Prior Year Carryforward		\$20,022		\$20,022			
Total Revenue from Other Sources (5000)		\$20,022		\$20,022			
Total Revenue		\$1,516,866		\$1,066,981			
Expenditures		Number	Salary or Cost	Total	Number	Salary or Cost	Total
— SALARIES —							
10.131	Salaries - Teachers	6.00	\$40,000	\$240,000	6.00	\$40,000	\$240,000
10.132	Salaries - Substitute Teachers			\$0			\$0
10.161	Salaries - Teacher Aides and Paraprofessionals	2.00	\$35,000	\$70,000	2.00	\$35,000	\$70,000
10.100	Salaries - Other 1000-INSTRUCTION	2.00	\$50,000	\$100,000	2.00	\$50,000	\$100,000
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$410,000			\$410,000
21.141	Salaries - Attendance and Social Work Personnel			\$0			\$0
21.142	Salaries - Guidance Personnel	2.00	\$25,000	\$50,000	2.00	\$25,000	\$50,000
21.143	Salaries - Health Services Personnel			\$0			\$0
21.144	Salaries - Psychological Personnel			\$0			\$0
21.152	Salaries - Secretarial and Clerical	2.00	\$16,900	\$33,800			\$0
21.100	Salaries - Other 2100-STUDENT SUPPORT			\$0			\$0
	Total 21 (2100)-STUDENT SUPPORT Salaries (100)			\$83,800			\$50,000
22.145	Salaries - Media Personnel - Certified			\$0			\$0
22.162	Salaries - Media Personnel - Noncertified			\$0			\$0
22.100	Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT	1.00	\$45,000	\$45,000			\$0
	Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$45,000			\$0
24.121	Salaries - Principals and Assistants	1.00	\$80,000	\$80,000	1.00	\$80,000	\$80,000
24.152	Salaries - Secretarial and Clerical	1.00	\$29,120	\$29,120	1.00	\$29,120	\$29,120
24.100	Salaries - Other 2400-SCHOOL ADMINISTRATION			\$0			\$0
	Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)			\$109,120			\$109,120
26.100	Salaries - Operation & Maintenance of Facilities			\$0			\$0
	Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)			\$0			\$0
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)			\$647,920			\$569,120
— BENEFITS —							
10.210	Retirement - INSTRUCTION	30%		\$123,000	30%		\$123,000
21.210	Retirement - STUDENT SUPPORT	0%		\$0	0%		\$0
22.210	Retirement - INSTRUCTIONAL STAFF SUPPORT	30%		\$13,500	0%		\$0
24.210	Retirement - SCHOOL ADMINISTRATION	30%		\$32,763	30%		\$32,763
26.210	Retirement - OPERATION & MAINT OF FACILITIES	0%		\$0	0%		\$0
31.210	Retirement - FOOD SERVICES	0%		\$0	0%		\$0
45.210	Retirement - BUILDING ACQUISITION	0%		\$0	0%		\$0
	TOTAL - ALL RETIREMENT			\$169,263			\$155,763
10.220	Social Security/FICA/UNEMP/WCF - INSTRUCTION	10%		\$41,000	10%		\$41,000
21.220	Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT	0%		\$0	0%		\$0
22.220	Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SUPPORT	10%		\$4,500	10%		\$0
24.220	Social Security/FICA/UNEMP/WCF - SCHOOL ADMINISTRATION	10%		\$10,912	10%		\$10,912
26.220	Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF FACILITIES	10%		\$0	10%		\$0
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			\$56,412			\$51,912
10.240	Insurance (Health/Dental/Life) - INSTRUCTION	20%		\$82,000	20%		\$82,000
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT	0%		\$0	0%		\$0
22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPORT	20%		\$9,000	0%		\$0
24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	20%		\$21,824	20%		\$21,824
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF FACILITIES	0%		\$0	0%		\$0
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)			\$112,824			\$103,824
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)			\$338,499			\$311,499
— PURCHASED PROFESSIONAL & TECHNICAL SERVICES —							
10.300	Purchased Prof & Tech Services - INSTRUCTION	250.00	\$113	\$28,250	200.00	\$113	\$21,244
21.300	Purchased Prof & Tech Services - STUDENT SUPPORT	250.00	\$6	\$1,500	188.00	\$6	\$1,128
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF SUPPORT						

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						
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$33,500			\$25,192
--- PURCHASED PROPERTY SERVICES ---							
26.400	Purchased Property Services	24.00	\$3,500	\$84,000	24.00	\$3,500	\$84,000
26.460	Construction and Remodeling						
45.400	Purchased Property Services						
45.460	Construction and Remodeling	2.00	\$15,000	\$30,000	2.00	\$10,000	\$20,000
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$114,000			\$104,000
--- OTHER PURCHASED SERVICES ---							
26.500	Other Purchased Services - OPERATION & MAINT OF FACILITIES	24.00	\$200	\$4,800	24.00	\$200	\$4,800
26.500	Other Purchased Services - BUILDING ACQUISITION			\$0			\$0
	TOTAL - ALL OTHER PURCHASED SERVICES (500)			\$4,800			\$4,800
--- SUPPLIES ---							
10.600	Instructional Supplies - INSTRUCTION	24.00	\$500	\$12,000	24.00	\$400	\$9,600
10.641	Textbooks - INSTRUCTION						
21.600	Supplies - STUDENT SUPPORT SERVICES	24.00	\$200	\$4,800	24.00	\$150	\$3,600
22.600	Supplies - INSTRUCTIONAL STAFF SUPPORT						
22.644	Library Books - INSTRUCTIONAL STAFF SUPPORT						
22.650	Periodicals - INSTRUCTIONAL STAFF SUPPORT						
22.660	Audio Visual Materials - INSTRUCTIONAL STAFF SUPPORT						
24.600	Supplies - SCHOOL ADMINISTRATION	12	\$300	\$3,600	12	\$300	\$3,600
26.600	Supplies - OPERATION & MAINT OF FACILITIES						
31.600	Supplies - FOOD SERVICES						
31.630	Food - FOOD SERVICES						
45.600	Supplies - New Buildings - BUILDING ACQUISITION & INSTR						
45.641	Textbooks - New Buildings - BUILDING ACQUISITION & INSTR						
45.644	Library Books - New Libraries - BUILDING ACQUISITION & INSTR						
	TOTAL - ALL SUPPLIES (600)			\$20,400			\$16,800
--- PROPERTY ---							
10.700	Property (Instructional Equipment) - INSTRUCTION						
21.700	Property - STUDENT SUPPORT SERVICES						
22.700	Property - INSTRUCTIONAL STAFF SUPPORT						
24.700	Property - SCHOOL ADMINISTRATION						
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	24.00	\$1,000	\$24,000	24.00	\$1,000	\$24,000
45.739	Other Equipment						
	TOTAL - ALL PROPERTY (700)			\$24,000			\$24,000
--- OTHER OBJECTS ---							
10.800	Other Objects- INSTRUCTION						
21.800	Other Objects- STUDENT SUPPORT SERVICES						
22.800	Other Objects- INSTRUCTIONAL STAFF SUPPORT						
24.800	Other Objects- SCHOOL ADMINISTRATION						
26.800	Other Objects - OPERATION & MAINT OF FACILITIES						
31.800	Other Objects - FOOD SERVICES						
45.800	Other Objects - BUILDING ACQUISITION & INSTR						
	TOTAL - ALL OTHER OBJECTS						
10.810	Dues and Fees - INSTRUCTION						
21.810	Dues and Fees - STUDENT SUPPORT SERVICES						
22.810	Dues and Fees - INSTRUCTIONAL STAFF SUPPORT						
24.810	Dues and Fees -SCHOOL ADMINISTRATION						
26.810	Dues and Fees - OPERATION & MAINT OF FACILITIES						
	TOTAL - ALL DUES AND FEES						
	TOTAL - OTHER OBJECTS (800)			\$0			\$0
Total Building Acquisition & Instruction (4500)				\$24,000			\$24,000
830	Interest			\$0			\$0
840	Redemption of Principal						\$0
Total other financing sources (uses) and other items				\$0			\$0

1000	Total Local			\$0			\$0
3000	Total State			\$1,496,844			\$1,152,142
4000	Total Federal			\$0			\$0
TOTAL REVENUES				\$1,496,844			\$1,152,142
100	Salaries			\$647,920			\$669,120
200	Employee Benefits			\$338,499			\$311,499
300	Purchased Professional and Technical Services			\$33,500			\$25,192
400	Purchased Property Services			\$114,000			\$104,000
500	Other Purchased Services			\$4,800			\$4,800

700	Property			\$24,000		\$24,000
800	Other Objects			50		50
TOTAL EXPENDITURES				\$1,183,119		\$1,055,411
Excess or Deficiency of Revenues over Expenditures				\$313,725		\$96,731
Other Sources of Funding (5000)				\$20,022		\$20,022
Net Asset Balance (Fund Balance)				\$333,747		\$116,753
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)				22%		10%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)				21%		8%
Necessary Closure Fund (2 months Purch Prop Serv + Other)				\$19,000		\$17,333

Charter School Name: Student-Centered Education & Services		Fiscal Year: July 1, 2017-June 30, 2018					
Second Operational Year		100% Enrollment		75% Enrollment			
Number of Students:		500		375			
Grade Configuration:							
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		\$0		\$0			
Student Activities		\$0		\$0			
Other		\$0		\$0			
Total Revenue From Local Sources (1000)		\$0		\$0			
State Educational Funding		\$2,797,249		\$2,097,937			
Implementation Grant		\$107,460		\$107,460			
Total Revenue from State Sources (3000)		\$2,904,709		\$2,205,397			
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		\$15,000		\$15,000			
Source(s) (specify)		\$0		\$0			
Loans:		\$0		\$0			
Commercial		\$0		\$0			
Contributions and Donations from Private Sources		\$0		\$0			
Other (specify)		\$0		\$0			
Prior Year Carryforward		\$333,747		\$116,753			
Total Revenue from Other Sources (5000)		\$348,747		\$131,753			
Total Revenue		\$3,253,456		\$2,337,150			
Expenditures							
		Number	Salary or Cost	Total	Number	Salary or Cost	Total
		--- SALARIES ---					
10.131	Salaries - Teachers	12.00	\$40,000	\$480,000	10.00	\$40,000	\$400,000
10.132	Salaries - Substitute Teachers			\$0			\$0
10.161	Salaries - Teacher Aides and Paraprofessionals	4.00	\$35,000	\$140,000	4.00	\$35,000	\$140,000
10.100	Salaries - Other 1000-INSTRUCTION	4.00	\$50,000	\$200,000	4.00	\$50,000	\$200,000
Total 10 (1000)-INSTRUCTION Salaries (100)				\$820,000			\$740,000
21.141	Salaries - Attendance and Social Work Personnel			\$0			\$0
21.142	Salaries - Guidance Personnel	4.00	\$45,000	\$180,000	4.00	\$25,000	\$100,000
21.143	Salaries - Health Services Personnel			\$0			\$0
21.144	Salaries - Psychological Personnel			\$0			\$0
21.152	Salaries - Secretarial and Clerical	4.00	\$16,900	\$67,600	2.00	\$16,900	\$33,800
21.100	Salaries - Other 2100-STUDENT SUPPORT			\$0			\$0
Total 21 (2100)-STUDENT SUPPORT Salaries (100)				\$247,600			\$133,800
22.145	Salaries - Media Personnel - Certified			\$0			\$0
22.162	Salaries - Media Personnel - Noncertified			\$0			\$0
22.100	Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT	1.00	\$45,000	\$45,000	1.00	\$45,000	\$45,000
Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)				\$45,000			\$45,000
24.121	Salaries - Principals and Assistants	1.00	\$80,000	\$80,000	1.00	\$80,000	\$80,000
24.152	Salaries - Secretarial and Clerical	1.00	\$29,120	\$29,120	1.00	\$29,120	\$29,120
24.100	Salaries - Other 2400-SCHOOL ADMINISTRATION	0.50	\$60,000	\$30,000	0.50	\$60,000	\$30,000
Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)				\$139,120			\$139,120
26.100	Salaries - Operation & Maintenance of Facilities			\$0			\$0
Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)				\$0			\$0
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)				\$1,251,720			\$1,057,920
		--- BENEFITS ---					
10.210	Retirement - INSTRUCTION			\$246,000	30%		\$222,000
21.210	Retirement - STUDENT SUPPORT			\$54,000	0%		\$0
22.210	Retirement - INSTRUCTIONAL STAFF SUPPORT			\$13,500	30%		\$13,500
24.210	Retirement - SCHOOL ADMINISTRATION			\$41,736	30%		\$41,736
26.210	Retirement - OPERATION & MAINT OF FACILITIES			\$0	0%		\$0
31.210	Retirement - FOOD SERVICES			\$0	0%		\$0
45.210	Retirement - BUILDING ACQUISITION			\$0	0%		\$0
TOTAL - ALL RETIREMENT				\$355,236			\$277,236
10.220	Social Security/FICA/UNEMP/WCF - INSTRUCTION			\$82,000	10%		\$74,000
21.220	Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT			\$24,760	10%		\$13,380
22.220	Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SUPPORT			\$4,500	10%		\$4,500
24.220	Social Security/FICA/UNEMP/WCF - SCHOOL ADMINISTRATION			\$13,912	10%		\$13,912
26.220	Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF FACILITIES			\$0	10%		\$0
31.220	Social Security - FOOD SERVICES			\$0	10%		\$0
45.220	Social Security/FICA/UNEMP/WCF - BUILDING ACQUISITION			\$0	10%		\$0
TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF				\$125,172			\$105,792
10.240	Insurance (Health/Dental/Life) - INSTRUCTION			\$164,000	20%		\$148,000
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT			\$36,000	0%		\$0
22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPORT			\$9,000	0%		\$9,000
24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION			\$27,824	20%		\$27,824
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF FACILITIES			\$0	0%		\$0
31.240	Insurance (Health/Dental/Life) - FOOD SERVICES			\$0	0%		\$0
45.240	Insurance (Health/Dental/Life) - BUILDING ACQUISITION			\$0	0%		\$0
TOTAL - ALL INSURANCE (Health/Dental/Life)				\$236,824			\$184,824
10.200	Other Benefits (specify) - INSTRUCTION			\$0	0%		\$0
21.200	Other Benefits (specify) - STUDENT SUPPORT			\$0	0%		\$0
22.200	Other Benefits (specify) - INSTRUCTIONAL STAFF SUPPORT			\$0	0%		\$0
24.200	Other Benefits (specify) - SCHOOL ADMINISTRATION			\$0	0%		\$0
26.200	Other Benefits (specify) - OPERATION & MAINT OF FACILITIES			\$0	0%		\$0
31.200	Other Benefits (specify) - FOOD SERVICES			\$0	0%		\$0
45.200	Other Benefits (specify) - BUILDING ACQUISITION			\$0	0%		\$0
TOTAL - ALL OTHER BENEFITS (specify)				\$0			\$0
TOTAL ALL BENEFITS (200)				\$717,232			\$567,852
		--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---					
10.300	Purchased Prof & Tech Services - INSTRUCTION	500.00	\$90	\$45,000	400.00	\$90	\$36,000
21.300	Purchased Prof & Tech Services - STUDENT SUPPORT	500.00	\$6	\$3,000	375.00	\$6	\$2,250
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF SUPPORT						

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						
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$55,500			\$43,875
--- PURCHASED PROPERTY SERVICES ---							
26.400	Purchased Property Services	48.00	\$3,500	\$168,000	48.00	\$3,500	\$168,000
26.460	Construction and Remodeling	2.00	\$10,000	\$20,000	2.00	\$10,000	\$20,000
45.400	Purchased Property Services						
45.460	Construction and Remodeling	2.00	\$15,000	\$30,000			
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$218,000			\$188,000
--- OTHER PURCHASED SERVICES ---							
26.500	Other Purchased Services - OPERATION & MAINT OF FACILITIES	48.00	\$200	\$9,600	48.00	\$200	\$9,600
26.500	Other Purchased Services - BUILDING ACQUISITION						
	TOTAL - ALL OTHER PURCHASED SERVICES (500)			\$9,600			\$9,600
--- SUPPLIES ---							
10.600	Instructional Supplies - INSTRUCTION	56.00	\$500	\$28,000	56.00	\$300	\$16,800
10.641	Textbooks - INSTRUCTION	2.00	\$650	\$1,300	2.00	\$650	\$1,300
21.600	Supplies - STUDENT SUPPORT SERVICES	48.00	\$200	\$9,600	48.00	\$100	\$4,800
22.600	Supplies - INSTRUCTIONAL STAFF SUPPORT						
22.644	Library Books - INSTRUCTIONAL STAFF SUPPORT						
22.650	Periodicals - INSTRUCTIONAL STAFF SUPPORT						
22.660	Audio Visual Materials - INSTRUCTIONAL STAFF SUPPORT						
24.600	Supplies - SCHOOL ADMINISTRATION	12	\$500	\$6,000	12	\$300	\$3,600
26.600	Supplies - OPERATION & MAINT OF FACILITIES						
31.600	Supplies - FOOD SERVICES						
31.630	Food - FOOD SERVICES						
45.600	Supplies - New Buildings - BUILDING ACQUISITION & INSTR						
45.641	Textbooks - New Buildings - BUILDING ACQUISITION & INSTR						
45.644	Library Books - New Libraries - BUILDING ACQUISITION & INSTR						
	TOTAL - ALL SUPPLIES (600)			\$44,900			\$26,500
--- PROPERTY ---							
10.700	Property (Instructional Equipment) - INSTRUCTION						
21.700	Property - STUDENT SUPPORT SERVICES						
22.700	Property - INSTRUCTIONAL STAFF SUPPORT						
24.700	Property - SCHOOL ADMINISTRATION						
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	48.00	\$1,000	\$48,000	48.00	\$1,000	\$48,000
45.739	Other Equipment			\$16,700			\$12,700
	TOTAL - ALL PROPERTY (700)			\$64,700			\$60,700
--- OTHER OBJECTS ---							
10.800	Other Objects- INSTRUCTION	128.00	\$350	\$44,800	96.00	\$350	\$33,600
21.800	Other Objects- STUDENT SUPPORT SERVICES						
22.800	Other Objects- INSTRUCTIONAL STAFF SUPPORT						
24.800	Other Objects- SCHOOL ADMINISTRATION						
26.800	Other Objects - OPERATION & MAINT OF FACILITIES						
31.800	Other Objects - FOOD SERVICES						
45.800	Other Objects - BUILDING ACQUISITION & INSTR						
	TOTAL - ALL OTHER OBJECTS						
10.810	Dues and Fees - INSTRUCTION						
21.810	Dues and Fees - STUDENT SUPPORT SERVICES						
22.810	Dues and Fees - INSTRUCTIONAL STAFF SUPPORT						
24.810	Dues and Fees -SCHOOL ADMINISTRATION						
26.810	Dues and Fees - OPERATION & MAINT OF FACILITIES						
	TOTAL - ALL DUES AND FEES						
	TOTAL - OTHER OBJECTS (800)			\$44,800			\$33,600
Total Building Acquisition & Instruction (4500)				\$137,600			\$115,200
830	Interest			\$0			\$0
840	Redemption of Principal			\$0			\$0
Total other financing sources (uses) and other items				\$0			\$0

1000	Total Local			\$0			\$0
3000	Total State			\$2,904,709			\$2,205,397
4000	Total Federal			\$0			\$0
TOTAL REVENUES				\$2,904,709			\$2,205,397
100	Salaries			\$1,251,720			\$1,037,920
200	Employee Benefits			\$717,232			\$567,852
300	Purchased Professional and Technical Services			\$55,500			\$43,875
400	Purchased Property Services			\$218,000			\$188,000
500	Other Purchased Services			\$9,600			\$9,600

700	Property			\$64,700		\$60,700
800	Other Objects			\$44,800		\$33,600
TOTAL EXPENDITURES				\$2,406,452		\$1,988,047
Excess or Deficiency of Revenues over Expenditures				\$498,257		\$217,350
Other Sources of Funding (5000)				\$348,747		\$131,753
Net Asset Balance (Fund Balance)				\$847,004		\$349,103
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)				29%		16%
Percentage of Funding Contributed to Reserve Balance (Til Rev - Til Exp / Til Rev =>5%)				17%		10%
Necessary Closure Fund (2 months Purch Prop Serv + Other)				\$43,800		\$36,933