

Academy of Creativity
Charter School Application

Required Information

I. Charter School Information			
1. Name of proposed charter school: Academy of Creativity			
2. Name of applicant: William Saxton			
3. Authorized agent: William Saxton			
4. Mailing address: 662 East 1200 North Bountiful UT 84010			
5. Phone number: 801-397-5993		6. Email address gabandwill@gmail.com	
7. District(s) where proposed charter school is located Salt Lake City School District			
8. District contact(s) and date complete application submitted to district(s). (NOTE: repeat this statement for each district in which the school may be located.) Submitted to <u>Mikell Whithers</u> (person) who works at <u>Salt Lake City</u> School District on <u>September 30, 2014 and December 10, 2014</u> (date).			
9. Form of organization (check) Nonprofit Corporation <input checked="" type="checkbox"/> Tribal entity <input type="checkbox"/> Other <input type="checkbox"/>			
10. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add lines as necessary)			
Name	Email	Type of Member (e.g., parent, business)	Position on Board (e.g., chair, secretary)
William Saxton	willnotsaxton@gmail.com	Teacher/Theatre Specialist	Co-Chair
Gabrielle DesVaux-Saxton	gabandwill@gmail.com	Teacher/ Educational Leader	Co-Chair
Tina Montoya	tina@tinaclass.com	Teacher/ Educational Leader	Vice Chair
William Montoya	william@baselinecom.com	Business Specialist	Vice Chair
Claudia Butter	cloudyjo@gmail.com	Teacher/ Educational Leader	Vice Chair
Angie Millgate	angiekmillgate@gmail.com	Media Specialist/ Business Specialist	Vice Chair
Andi Denton	andidenton@gmail.com	Parent	Steering Chair

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.

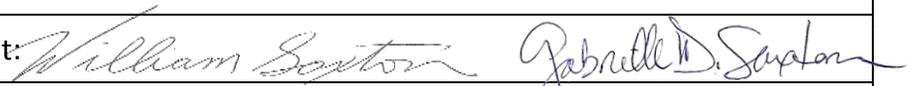
- The charter school Principal/Director shall attend a one-day special education training class sponsored by the Utah State Office of Education prior to the first day of instruction and annually thereafter.
- The governing board will name and provide email contact information for the following individuals 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: William Saxton, Gabrielle DesVaux-Saxton

Signature of Authorized Agent: 

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

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

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Executive Summary

This application requests the approval of a new charter school called Academy of Creativity. Our Governing board consists of several teachers and parents with specialties in technology and theatre arts as well as complimentary specialties in Science, Math, Communication, Literacy, Social Studies, and Reading. Our governing board also has two members with Master's degrees in education who see the traditional secondary model as unbefitting many basic research supported best practices such as: self-paced learning, parent involvement in the classroom, project and performance based learning, authentic assessments, and a whole-child approach to education. Moreover, our board sees a research based need for an open, noncompetitive secondary environment where students, parents, and teachers all work together to be part of a learning community.

The "[School Purpose](#)" section will introduce our mission statement, our vision, and our educational philosophy. It will also identify our target population of unique learners and explain how our specific vision will meet the needs of those learners. Additionally, this section will identify our governing board in more detail and explain their unique qualifications for running this school.

The "[Market Analysis](#)" section of our application will explain our proposed location in the boundaries of the Salt Lake City School District and analyze how our presence there will fit into the surrounding community while setting us apart from other schools. This analysis will include demographic data for the community as well as research we have conducted regarding the desire for a program like ours. This section will also describe how our target population will not necessarily come from the surrounding neighborhoods of our proposed location; in fact, we see ourselves as a commuter school, trying to reach out to students from all around the valley who fit into our target population.

Our "[Student Population](#)" section will delve further into the characteristics of our target population and how our program specifically meets the needs of both the parents and the students. It will also lay out a plan for how we are going to serve the needs of students in our population who require special services because of disability, ELL status, or Homelessness. Finally, this section will lay out our plan for publicity, recruitment, enrollment, lottery, and admission procedures.

The "[Program of Instruction](#)" section will give a clear picture of our educational plan, including our methods of delivery and assessment. This section will really show what makes us special. You will see how our combination of Technology, Theatre Arts, and a parent cooperative model will allow us to effectively deliver the curriculum required of all subjects to our students in a way that will make them successful both academically and professionally. In explaining this, we will provide research that supports our approach to instruction, delivery, and assessment. Furthermore, this section will explain our plan to offer distance/online learning and how that plan is intrinsically linked to our goal of being a school of Technology. Finally, this section will outline how we intend to ensure a safe environment for learning while implementing a lawful, respectful, and student centered discipline plan.

Our “[Performance Measures](#)” section will delve further into our assessment approaches, explaining our plan for using SAGE data as well as our four tiered school-wide assessment plan and how that plan works with advancement, graduation, and standardized testing. Finally, this section will clearly point out our commitment to comply with the Charter School Performance Standards, both in terms of Governing Board Stewardship and Academic Performance and Engagement.

Our “[Governance](#)” section clearly describes our unique governance structure, including our unorthodox school leadership plan and our parent run Steering Committee. In addition to complying with all of the laws required in governing a charter school, including non-profit articles of incorporation and bylaws, we will essentially be governed by our parents, students, teachers, and the governing board all in collaboration. Readers of this section will see that, even in our governance structure, we are a unique community of learners. This section also contains biographies of our founding board as well as signed affidavits committing to background checks.

Our “[Staffing](#)” section will outline our plan for staffing and describe how that plan matches up with our mission statement in terms of serving students. Again, we have a unique approach to staffing our school and readers of this section will see why. This section will describe the job requirements of each position for which we are hiring and explain our plan to recruit teachers for these positions. Furthermore, this section will describe (along with section 4) how we plan to use parents as part of our staff, specifically how parents will use their volunteering commitment to fulfill tasks that might normally be filled by classified positions.

Our “[Business Plan](#)” is a detailed, comprehensive look at how we will run the financial side of our school. The readers of this section will get a look at our budget, our facilities plan, our pre-operational expenses, our food service plan, and all other plans in terms of financial need and management. We present our potential property list in this section and describe why each of these choices would suit our students and our academic plan. We also present our budgeted expenses for contracting with online service providers. The budget presented in this section accounts for growth over our first few years and this section describes our plan to meet budgetary requirements while our school is still in the beginning stages.

Finally, our “[Education Service Provider](#)” section details our relationship with Charter Solutions in helping us run the business side of our school and helping us comply with everything described in our “Business Plan” section.

Section 1: School Purpose

The Academy of Creativity Mission Statement reads

We guide and cultivate dreamers to develop functional life skills through positive, non-competitive theatrical performances, diverse uses of technology, hands-on project based learning, a whole-child individualized education, and participation in a student centered, teacher directed, parent supported learning community. We also help them appreciate the gift of lifelong and independent learning, along with understanding the power of mistakes, which is necessary to achieve their life visions and see the endless possibilities of their life journey.

Historical Background

All of our Founders come from the Open Classroom Charter School within the Salt Lake City School District (for an extensive look at all of our Bios please see sec.6 [Governance](#)). Three of us were parents before becoming faculty. The remaining Board members have been, and some continue to be, parents in the School. The three Open Classroom faculty members on our board helped develop the Open Classroom's original Charter and have been the driving force in the creation and development of the OC Middle School.

For obvious reasons, many of the concepts in our Charter are derived from the Open Classroom Charter since we believe in the fundamentals of their philosophy as our own foundation. We know the educational plan, philosophy, instruction, and assessments of the Open Classroom because we have thirty eight years' experience enacting it.

The Open Classroom was originally a program in the Salt Lake City School District and then became a Charter School within the SLCSO in 2006. The Open Classroom has not only survived, it has flourished. The middle school has a large wait list for admission, the testing scores academically are strong (we rank a "B" in UCAS reporting and in this year's SAGE testing we matched or scored above most Salt Lake City School District and Utah State scores), and, so far, all 8th grade graduates from our program, who are now old enough, have graduated from high school. Our middle school numbers exceed our planned numbers and parents and students have been asking for the creation, or extension, of the OC into a high school for many years.

We believe in the Open Classroom philosophy strongly, but there are a few reasons we are seeking a new charter application as opposed to an extension or satellite school. The first reason is we, as our own founding Board (not speaking for the whole OC community) no longer want to be tied to the Salt Lake City School District. Our experience with them has been exceptional but, like all bureaucracies, the true philosophy, and true educational intent of the charter, has been watered down. There have been issues with school leadership, our school size, and conflict with our desired management style.

We want to streamline the administrative process and handle our own bureaucracy. There are times we want to do things as a school and we run into conflicts with District expectations. We are also very excited about the prospect of having more administrative autonomy and being in control of our own budget. We also embrace a slightly different lens and approach to teaching older students. Currently the Open Classroom is a K-8. This means we are primarily an elementary school and we can struggle with the limitations that come from such a young demographic and environment. For example, we want to strengthen the Arts in education by making it a large focus of our school culture and curriculum. And we want to bring our teaching into the 21st century by embracing technology as a key component of student learning. The long term culture established at the OC, and its younger age group, makes it difficult to infuse this new philosophical approach.

Lastly, we want to keep a small population. We embrace the importance of smaller learning communities. If we expanded and made the Open Classroom a K-12 they would need a new

building (and one is not available in the District), we would have over 600 students, and our philosophy would be unmanageable when it came to parent education.

The OC founders named the program the Open Classroom because they wanted the program to stand for a flexible approach to education, where the needs of each student are considered individually. We will continue this endeavor as we believe that foundation is what is best for children and their learning, and supports our mission statement. However, as we have created our school vision, more and more, we see that we are striving to create a culture of creativity.

Our main goal is to help develop students to become creative and critical thinkers. We feel creativity is a missing, and necessary, component for students to be hireable in today's demanding business market. This goal will be reached by personalized education plans, small learning communities, and the support of parent co-ops in the classroom. We will use theatre and technology as tools to cultivate creativity, not as the end result of who we are as a school.

Vision

Our 5-10 year vision is to have a school that adheres to, but is not limited to, the following principles which show how we meet the needs of unique learners: Every person in the learning community – every teacher, parent, and student – will play a role in creating and maintaining a meaningful, purposeful learning environment. We will use small-group collaborative learning that builds on students' interests. Parents will mentor in the classroom, which gives students more individualized attention from both parents and teachers. Multi-age classrooms will encourage students to learn from each other. Every student will be treated as an individual – they move at their own level and pace while still being held to high academic standards. We will also create unique and individualized learning plans specific to each student. Every student will be treated as a whole-child, with his or her social, emotional, creative, cognitive and physical growth and development being considered and nurtured at the same time as his or her academic needs are being addressed. We will use Technology and Theatre as a foundation for authentic, project based learning techniques. We will have a non-competitive environment so that students can learn while enjoying the learning process.

Academy of Creativity's philosophy is that students learn most effectively when they are immersed in authentic learning experiences where they can: practice self-reliance, assume responsibility for their own learning, develop positive self-esteem and confidence, experience decision-making opportunities, learn cooperatively in multi-aged settings, receive guidance and support from caring, licensed teachers, receive guidance and support from parents who actively participate in classroom activities, want to develop and mentor students, and are integral to our program's operation, learn to use imagination and creativity to problem solve, learn from mistakes, and celebrate successes and failures.

Charter School Purpose

Our purpose in becoming a charter school under state law 53A-1a-501.9 is to establish a charter school that employs new and creative methods to meet the unique learning styles and the

teaching needs of students, and families, within our target population (see below). This application identifies unique learning styles we intend to meet. We also believe we fulfill the need for a charter school whose focus can be seen as technical education and preparation through our development of creativity in students as an alternative educational goal.

Target Population

Our target population will be: Students whose parents wish to have a high degree of involvement in their student's education and school community, families who want their students to be a part of a small learning community, students who need a more individualized, whole-child educational approach, students who desire performance based opportunities in the arts in a non-competitive environment where they compete against their own personal best, not other's, students who have a high interest in exploring diverse technological advancements, students who have a desire to study theatre more than they would be able in their current school, students who want to develop the skill of creativity and students who want a secondary education that is not currently available. For more in depth information on our target population please see sec.3 [Student Population](#).

Enrollment expectations: **Year 1** 6th grade – 27, 7-8 – 60, 9-12 - 80 **Year 2** 6th grade – 30, 7-8 – 70, 9-12 – 107, **Year 3** 6th grade – 40, 7-8 – 70, 9-12 – 120, **Year 4** 6th grade - 50, 7-8 – 50, 9-12 – 135, **Year 5** 6th grade – 50, 7-8 – 50, 9-12 – 150

How our proposed mission, curriculum, teaching methods, and services are likely to meet the needs of our target population (Our Educational Foundation, Culture, and Ethos):

Our [Student Population](#) section clearly and specifically describes how we will meet the needs of our target population. Essentially, our curriculum, teaching methods, and services are specifically designed to meet those needs. In fact, our mission statement is perfectly aligned to the target population described above. Our founding board has a clear understanding of this target population from over 30 combined years working with these types of learners as parent volunteers and open classroom teachers. Moreover, we believe our education plan is a perfect fit for diverse learners because we will be offering an “individualized, whole-child education” plan for each of our students. This will allow us to meet the needs of *all* learners, including diverse learners from every walk of life.

Small student population

Most public secondary students in the United States attend large middle and high schools. The original goal of the middle school/high school model in this country was to consolidate resources so that students in grades 6 through 12 would have opportunities to participate in activities that smaller schools could not offer. Middle schools, however, have been plagued with problems that many blame on their size, such as decreases in students' intrinsic motivation to learn (Anderman, Maehr, & Middley, 1999; Gottfried, 1985; Harter, Whitesell, & Kowalski, 1992), decreased academic achievement (Simmons & Blyth, 1987), and increased behavior

problems (Juvonen, Le, Kaganoff, Augustine, & Constant, 2004). Ernest Boyer in *High School: A Report on Secondary Education in America*, John Goodlad in *A Place Called School*, and TheodoreSizer in *Horace's Compromise* all described the too-large size of many high schools as creating an impersonal and uncaring atmosphere which was detrimental to a positive learning environment. As a result, students and parents are looking for a better way to become educated.

Developmentally appropriate middle schools and high schools are those that design the educational program to fit the unique needs of adolescent learners (Hough, 2005; Manning, 1993). Adolescents are in a unique period of development. Adolescents move from concrete thinking to more abstract, hypothetical, reflective, and critical thinking (Piaget, 1952).

It should also be noted that students in small schools perform better academically, graduate at higher levels, are more likely to attend college, and earn higher salaries later on in life. They participate more in extracurricular activities, have better rates of attendance, report greater positive attitudes towards learning, and are less likely to face school-related crime and violence. Their administrators and teachers are often more able to identify problems, respond innovatively and effectively, and adapt to change. Their parents and relatives are more likely to become involved in the school. Small schools are often characterized by personalized attention, curriculum integration and specialization, relational trust and respect, a student sense of belonging, a strong positive ethos, greater accountability, and a sense of communal mission (Berry p. 56-58). This is a main reason Academy of Creativity is committed to a small student population of 250.

Different and Innovative Teaching

Sir Ken Robinson makes the case for creativity as *the* crucial 21st century skill we'll need to solve today's pressing problems in *The Element* (Viking Adult, 2009), where he looks at human creativity and education. Many people feel creativity and critical thinking skills are impossible to create together. Many see them as opposites. We see them as tied with each other and critical to student's learning.

Robinson states: "people associate creativity with being totally free and unstructured. But what we really have to get hold of is the idea that you can't be creative if you don't *do* something. You can be creative in math, science, music, dance, cuisine, teaching, running a family, or engineering. If you're working on a mathematical problem, you're constantly evaluating it, thinking, "Is that right?" If you're composing a piece on the piano, part of you is listening to what you're doing and thinking, "Does that work? Is that going in a good direction? [The biggest misconception people have about creativity is] that it's about special people—that only a few people are really creative. Everybody has tremendous creative capacities. A policy for creativity in education needs to be about everybody, not just a few. The second misconception is that creativity is about special activities. People associate creativity with the arts only. I'm a great advocate of the arts, but creativity is really a function of everything we do. So education for creativity is about the whole curriculum, not just part of it. The third misconception is that creativity is just about letting yourself go, kind of running around the room and going a bit

crazy. Really, creativity is a disciplined process that requires skill, knowledge, and control. It's a disciplined path of daily education”.

We believe all children can be creative and critical thinkers. We have already run into situations where people misperceive our school as a performing arts school. This is not an accurate description of what we are all about. We see ourselves as a school that offers a small, cooperative learning environment, where we use technology and theatre to develop creativity in today's students. We use technology and theatre as a lens through which we use project based learning activities to help students become more active, and creative, learners.

An article written by Dr. Rosa Aurora Chavez-Eakle, M.D. PhD. For John Hopkins School of education says: “Understanding, identifying, and nurturing the creative potential is relevant in education if we want students to be able to solve academic and personal problems and challenges, to find innovative solutions and alternatives, and to have better tools and resources for success in a fast-changing world. Creative thinking not only enhances our ability to adapt to our environment and circumstances but also allows us to transform those environments and circumstances.”

Studies have shown that students engaged in a well-rounded K-12 educational system, one that includes consistent exposure to the arts (music, fine art, drama, and dance) and some level of daily physical activity throughout the process, end up being more creative and innovative, they perform better in school, and they are more adept at problem-solving and critical thinking (Duncan, A. (2011). Foreword in PCAH Reinvesting in Arts Education: Winning America's Future Through Creative Schools. p. 1). Yet, these are the areas in which most school districts trim their budgets the earliest and the deepest, making for a long, uninspiring school day.

Technology offers many benefits to learners in secondary school. By using technology, students can break away from the universal idea of mass production learning. Learning can become customized. Technology also increases the knowledge sources and diversifies learning available to students. There are new literacies that are becoming important, such as creating videos, animations, and websites. Technology offers a learning opportunity making brick and mortar schools, themselves, less needed as a venue for education (www.publiceducation.org).

As this country works to strengthen our foothold in the 21st Century global economy, the arts equip students with a creative, competitive edge. The arts provide the skills and knowledge students need to develop the creativity and determination necessary for success. Indeed, the Partnership for 21st Century Skills argues that “the arts are among society's most compelling and effective paths for developing 21st Century Skills in our students” (Partnership for 21st Century Skills (2010). A comprehensive arts education – fully implemented as a core subject of learning – fosters the creativity and innovation needed for a more competitive workforce. Secretary of Education Duncan has said, “To succeed today and in the future, America's children will need to be inventive, resourceful, and imaginative. The best way to foster that creativity is through arts education.”

Schools best suited to meeting the unique needs of adolescents provide the following (Manning, 1993; Lipsitz, Jackson, & Austin, 1997; Williams-Boyd, 2005): Individualized

instruction that can adapt to the changing physical, social/emotional, and cognitive needs of young adolescents. Non-competitive educational environments. Hands-on activities and experiences that allow students to move around the classroom to avoid long periods of passive work. Opportunities to interact with peers in formal and informal situations. Opportunities for students to be autonomous and accept responsibility. Emphasis on problem-solving skills and reflective thinking processes. Opportunities to explore interests and talents. Strong family/school connections. Technology based learning opportunities. And an Arts Education that is core based. Academy of Creativity will be specifically suited to meet all of these needs.

Parent Involvement

Another one of the main goals of the Academy of Creativity is to meet the need of families who still want to be active participants in their children's academic lives by being in the classroom. Center for Public Education said statistically 52% of all parents volunteer in their child's classroom when their child were in grades K-8. However, that number declines to only 34% for High School. We want to change this statistic.

Parental involvement in the classroom is better for students and their education. Students with involved parents are more likely to earn high grades and test scores, enroll in higher-level programs, pass their classes and earn credits while attending school regularly. They have better social skills, show improved behavior and adapt well to school, graduate and go on to postsecondary education. Parental involvement directly affects academics positively. Children of parents who engage in interactive homework score better in writing and language arts. For research please see our [Market Analysis](#) section. Parents want to be involved in their student's education. But parents feel unwelcome. They feel like they are not needed, information is difficult to get from the school and teachers, they are not invited or welcomed, and/or the students do not want them there.

The Salt Lake City School District has made family and school collaboration a fundamental goal in its 2013-2014 Executive Summary. They wanted to: Increase school focus, develop plans, and monitor school efforts to improve family. The Academy of Creativity knows how to do this. The founders have been working in a charter school that accomplishes all of these goals, daily, for over 35 years. Our staff will be well trained and our philosophy makes parent co-oping imperative to our school life. They are the most integral component of our school culture and we will implement this way of schooling from day one.

Families and Students want to feel welcome at school, to receive more information on how to help their children succeed, positive feedback and personalized contact about their children whenever possible. They want to be partners in the process of educating children, smaller learning community for a school, and to feel a sense of community. The Academy of Creativity can give this opportunity for those families seeking it out for themselves and their children.

Integrations with USOE Assessment Model

Academy of Creativity is dedicated to high standards of learning. The Utah State Office of Education (USOE) has provided us with valuable tools to help us with this dedication. The SAGE assessment will be a key part of how we measure our students' learning and how we adjust our teaching. As such, we have made it one of our mission specific SMART goals to be at or above standard on SAGE our first year. As you can see, we find immense value in the USOE/SAGE assessment model and look forward to integrating it into our school.

Mission specific SMART goals

As a founding board, our specialties and experiences are perfectly suited to fulfilling our school mission and delivering a creative education to our students. One way to help ourselves do this is to break our mission down into five SMART goals (Specific, Measurable, Ambitious/Attainable, Relevant, and Time-bound) which will allow us to be accountable to ourselves, each other, and our students. Reaching these goals will also be evidence of our school's success.

<i>Indicator – Upholding mission and purpose</i>		
Measure	Metric	Board Goal
Completed full scale theatrical productions (Rehearsed, advertised, performed).	3 the first year	We will establish with our students at least 3 theatrical productions during our first year of operation. These will be integrated into the instruction.
Completed Major Technology projects	1 the first year	Our students will complete at least one major innovative technology project our first year that may incorporate digital media (e.g. apps, audio video production, web computer coding, etc.).
Completed PEPs on file	100% of students will have a PEP by the end of January of our first school year.	We will establish personalized education plans (PEP) for every student within the first five months of operation, which will allow us to meet each individual student's needs and tailor his/her class load to a personalized pace.
Completed e-portfolios	100% of students with e-portfolio at the end of the first year.	Each student will create and begin building an electronic portfolio by the end of our first year.
Integration with USOE assessment model	100% compliance with all USOE assessments.	We will administer and score at or above the state average on SAGE and all other state assessments our first year of operation.

School and Board of Directors Self-Evaluation Plan: All Academy of Creativity stakeholders (parents, committees, staff, boards, and students) will participate in an independent satisfaction survey administered each spring, with the goal of a 65 percent response rate.

Academy of Creativity strives to be accountable to its Boards, co-ops, teachers, students, and authorizer and receive at least 90 percent exemplary and substantial ratings. As a part of Academy of Creativity's annual survey, respondents will be asked to give feedback to the effectiveness of the Academy of Creativity Steering Board and the Board of Directors in terms of adherence to the school's vision, mission, and educational philosophy. We will also report all SAGE testing outcomes for the school yearly. Following the completion of the annual survey, the Board of Directors will hear the report in a Steering Board meeting regarding the survey.

We will be true to our Charter fidelity and if any Stakeholders feel this is not happening, an immediate ad-hoc group will be assembled to see where we are having issues and suggest steps to fix any inconsistencies. Additionally, Academy of Creativity intends to seek accreditation as required by Board Rule R277-470. As soon as Academy of Creativity is approved by the Utah State Charter Board, the school will submit the application for Accreditation. For more information on our Self-Evaluation plan please see sec.6 [Governance](#).

Section 2: Market Analysis

Market Context

One of the main goals of the Academy of Creativity is to reach an underserved population that has been neglected for a long time due to traditional school ideologies. It is the need from families who still want to be active participants in the children's academic lives, through being in the classroom, to be able to find such a place. Center for Public Education said statistically 52% of all parents volunteered in their child's classroom when their child was in grades K-8. However, that number declines to only 34% for High School. This is hard data from the Center for Public Education and it is not anecdotal. This shows statistically that we will be providing a service in our area that is not currently being offered at other schools.

As shown in our [School Purpose](#) section there is much research showing parental involvement in the classroom is better for students and their education. In *A New Wave of Evidence*, a review of 51 studies published between 1995 and 2002, Anne T. Henderson and Karen L. Mapp found that students with involved parents are more likely to earn high grades and test scores, and enroll in higher-level programs. Be promoted, pass their classes and earn credits while attending school regularly. Have better social skills, show improved behavior and adapt well to school, graduate and go on to postsecondary education. Again, this is non-anecdotal evidence of the value of our program.

There's also plenty of non-anecdotal data that school-wide parent involvement efforts translate into academic gains. For example:

The children of parents who participated in an interactive homework program developed by Johns Hopkins University in 1997 had higher writing scores and better grades in language arts. Approximately 700 sixth and eighth graders and their families took part in the study. And, in 1998, Ann Shaver and Richard Walls studied 335 low-income students in nine schools in a West

Virginia district and found that students with highly involved parents were more likely to show gains in both reading and math scores than children with less involved parents. These increases held across all income and education levels. Again, quantitative data to support the value of our school.

So why are levels in volunteering declining in middle and high schools? Parents want to be involved in their student's education. Many would love to be in the classroom even through high schools. But many parents feel unwelcome in the classrooms especially into the high school years. Research and hard data derived from a Harris Interactive Survey show parents have reported feeling: like criminals because the schools want them fingerprinted just to volunteer, that principals do not want the parents to see what is happening within their schools and teachers want autonomy. They can feel awkward or they feel inadequate or like they will do a lousy job or teachers believe they do not have the competency to be in the class. They also feel like they are not needed, information is difficult to get from the school and teachers, they are not invited or welcomed, or the students do not want them.

We see the last remark as the main issue. It has almost become a truism that kids do not want their parents in the class with them after a certain age. This is a fallacy. In the *School, Family Partnership*, Epstein presents that 74% of High School students want their parents involved in their academics. And when we took an informal survey of our current OC students who are getting ready to graduate in the spring 2015, more than 67% said they would want to have their parents continue in the classroom with them as they continue through school. While our in-house survey may seem anecdotal there are hard statistics showing the same claim has been made by others as well as our future OC graduates.

In the same research our students also pointed out personal benefits they had received by having their parents in the classrooms with them as partners in our collaborative learning community. These benefits ranged from students feeling like they had less emotional stress than most kids their age, they had more positive relationships in general, and they were less likely to be bullied. They also said many times how having their parents in the classrooms made them want to learn more. This is an advantage secondary students could be receiving if they had access to such a school. Currently none do. We would be the only parent co-operative 6-12 school on the Northwest side or in the Salt Lake Valley.

While our survey is in house, and can be seen as anecdotal, there is outside data and research that has been done by others studying the benefits of families in the classrooms. Family Facts.org almost mirrors the thoughts of OC students and has said that students whose parents have been a part of their secondary education through volunteering, "have more positive attitudes, enjoy school and their parents more, give them added self-confidence, increase in motivation, and they were less likely to be bullied by others".

The Salt Lake City School District has made family and school collaboration a fundamental goal in its 2013-2014 Executive Summary. As mentioned above in [School Purpose](#) they wanted to: Increase school focus, develop plans, and monitor school efforts to improve family.

They see collaboration prioritizing the following five areas:

- Regular two-way communication with parents;
- Parents as decision makers and participants in school governance;
- Parents active at school sites including providing feedback and information,
- Volunteering in the school, and attending informational or promotional activities;
- Parents assisting students at home; and
- Education for parents including academic subject matter, student support, life and work skills, and effective parenting strategies.

The Academy of Creativity knows how to do this. The founders have been working in a charter school that accomplishes all of these goals, daily, for over 35 years. Our staff will be well trained and our philosophy makes parent co-oping imperative to our school life. They are the most integral component of our school culture and we will implement this way of schooling at our proposed Charter.

Our target population will also be part of a smaller than normal middle school and high school. *Breaking Ranks*, a publication of the National Association of Secondary School Principals, called for the creation of “small units in which anonymity is banished” in 1996 (p. 45). *Breaking Ranks* identifies seven cornerstone strategies for improving student performance, one of which is to: “Increase the quantity and improve the quality of interactions between students, teachers, and other school personnel by reducing the number of students for which any adult or group of adults is responsible” (NASSP, 2004, p. 6). The other cornerstone strategies complement this reduction in the scale of schooling by establishing “the essential learnings a student is required to master” and by implementing “schedules flexible enough to accommodate teaching strategies consistent with the ways student learn most effectively” (p. 6). Taken together, the strategies describe a form of school organization that diverges sharply from the traditional, comprehensive high school. This is a great definition of what we already do and our goals for our new school.

Horace’s Compromise describes the too-large size of many high schools as creating an impersonal and uncaring atmosphere, which was detrimental to a positive learning environment. As a result, students and parents are looking for a better way to become educated. Developmentally appropriate middle schools and high schools are those that design the educational program to fit the unique needs of adolescent learners (Hough, 2005; Manning, 1993).

It should also be noted students in small schools perform better academically, graduate at higher levels, are more likely to attend college, and earn higher salaries later on in life. They participate more in extracurricular activities, have better rates of attendance, report greater positive attitudes towards learning, and are less likely to face school-related crime and violence. Their parents and relatives are more likely to become involved in the school. Small schools are often characterized by personalized attention, curriculum integration and specialization,

relational trust and respect, a student sense of belonging, a strong positive ethos, greater accountability, and a sense of communal mission (Berry p. 56-58). This is external data proving that our educational model is best for students. This is Academy of Creativity's educational blueprint.

Families and Students want to feel welcome at school, to receive more information on how to help their children succeed, positive feedback and personalized contact about their children whenever possible. They want to be partners in the process of educating children, smaller learning community for a school, and to feel a sense of community (Wilson, Bev; Abbott, Martin L.; Joireman, Jeff; Stroh, Heather R, "The Relations among School Environment Variables and Student Achievement: A Structural Equation Modeling Approach to Effective Schools Research," Technical Report, 2002).

The Academy of Creativity can give this opportunity for those families seeking it out for themselves and their children. Academy of Creativity will be the only 6-12 school in the Salt Lake Valley to have a parent co-operative. No other secondary school has parents as academic partners creating a joint educational learning community where kids are the focus, parents support and develop the learning, and teachers direct them all to achieve high academic mastery. We will also be, by design, a small learning community. Our maximum number is 250 students. This will give our students an additional advantage in their education. Parents and lower student population means we will have a ratio of one adult for every six kids. It will be a very personalized education.

Survey:

To prove, even further, these studies are accurate, and that there is a population of students and families seeking out this type of school, we did two additional formal surveys of our own. First, we reached out to current, and former OC students and families.

When we asked alumni, "If there had been a high school option for the Open Classroom, would you have attended?" 54% responded with a, "Yes." When we asked alumni and OC Families, "Do you think the OC model would work in a High School?" 78% said, "Yes." We also asked, "If your child graduates from middle school in the next three years, and an OC modeled charter high school started by current OC teachers is available to you and your family, would you consider having your child attend?" 68% said they would.

When the same population was asked, "If the OC stayed exactly the same (K-8) would an OC modeled 6-12 state charter be of interest to you?" 57% responded, "Yes." And those that answered yes we asked, "What grade level would you, or your student, would be when they entered?" 26% said in sixth, only one person said they would come during seventh, only three said eighth, 50% said ninth grade, two students said tenth and none answered for 11th and 12th.

These answers are what helped us to determine that our focus on new students should be 6th, 7th, and 9th grades. It is also part of the reason we feel that we may not open to 12th graders until our second school year.

After gathering this information from what we see as our obvious feeder school we reached out to a varied demographic covering parents from other co-operatives, students and parents within the theatre community, students and their parents with an interest in technology, the arts, independent, and self-directed learning, and most importantly, future (hopefully) students and/or students and families who will be at the appropriate age to attend the Academy of Creativity in the fall of 2016.

We knew our first formal survey was internal and we needed to see if there was external data to support our educational purpose and goals. First we started with non-OC students. When we asked, "Would you be interested in working with adults (teachers and/or parental mentors) to create an individual Personalized Education Plan for your high school experience?" 100% of those asked answered, "Yes." Then we asked, "Would you be interested in attending a 6-12 school that is focused on teaching creativity through theatre and the use of all modern technology?" Again, 100% said, "Yes."

We asked, "Do you think a curriculum model where students learn through theatrical productions and hands-on, small group projects would work well in a high school?" 72% said, "Yes." Then, we asked, "Do you think a curriculum model where parents of the student body are on hand to teach elective courses in their specialties and fields of expertise would work in a high school?" 73% said, "Yes."

However, when we asked the same population, "Academy of Creativity will have all of the above traits and is proposed to open for the 2016-2017 school year. Would you be interested in attending that year?" only 50% said they would.

Of course, we know students are not always the ones to make their educational choices. We were pleased to learn that parents felt similarly toward our educational philosophies. We asked outside OC parents, "Do you think a curriculum model where students learn through theatrical productions and hands-on, small group projects would work well in a high school?" 61% said, "Yes."

Then when we asked, "Do you think a curriculum model where parents of the student body are on hand to teach elective courses in their specialties and fields of expertise would work in a high school?" only 53% said, "Yes." More than 69% said, "Yes" when asked, "Do you think a curriculum model where parents of the student body spend a few hours each week mentoring small groups of students would be a positive experience in high school?" And even though all of those stats were positive toward our philosophy when we asked the ultimate question, "Academy of Creativity will have all of the above traits and is proposed to open for the 2016-2017 school year. Would you be interested in sending your student(s) to this school that year?" 70% said, "No." (Public Gathering Information Survey-Google Forms).

When we did further research to see why so many Non-Open Classroom people liked our philosophy, and our education plan, but were not willing to attend or send their students to our school we learned that most were worried about 6th graders being, and learning, together with 12th graders. This will be our major hurdle in getting people to come to our school. We will need to show that by having a creative curriculum, hands-on projects, smaller learning communities, reduced adult to student ratios, and having parents in the classroom so they know their child's friends and families makes children stay young longer.

We also know the model is working for the Salt Lake Center for Science because as you will see later in this section, they have a wait list that is heavy at the 6th and 7th grades and they are the only other 6-12 school in the Valley.

Location:

We are committed to staying toward the Northern part of Salt Lake City and we want to be west of I-15. While we know we will be a commuter school with students coming from all over the Valley this location is important to us for several reasons: First, we want to give students who live close to this area another choice for their middle and high school years. Currently, In our two mile radius there are 10 elementary schools feeding into 2 public middle schools (both 7/8), the Salt Lake Center for Science with a 6-12, and one High School – West High serving 7th-12th grades. It should also be noted that School Digger rated West High a one star out of five ranking. In fact, the only high school within five miles of our desired location that received five out of five stars was City Academy servicing 7-12th grades and the only middle school was Salt Lake Arts Academy servicing 5th-8th. These facts show both of these schools are on the East side of the city. We want to bring a five star ranking school to the Northwest side. We have met with Board members of the Rose Park Community Council and they are excited to have an additional school move into their neighborhood.

Secondly, we want to offer a “performance” based school on the Northwest side since none are there currently. And while we are not an “arts” or “performing arts” school- we believe in the importance of creative thinking and creative pursuits- we will have many opportunities in the arts, especially theatre, if a student wants to have access to that choice while living on the Northwest side of the city.

Lastly, the largest demographic of students currently attending the Open Classroom, our current District Charter, live in Rose Park, followed by the Avenues, and Sugar House. We will have a flow of students, and families, who already understand our educational philosophy. Even if they do not leave the current k-8 until the 9th grade our population has been asking for an “OC High school” for many years. That is what we plan to give them.

We found two locations in Rose Park near the Fairgrounds. First, is the Historical 29th Ward building (AKA the New Hope building and the old Riverside Stake). It is on 1104 West 400 North, Salt Lake City, Utah 84116.

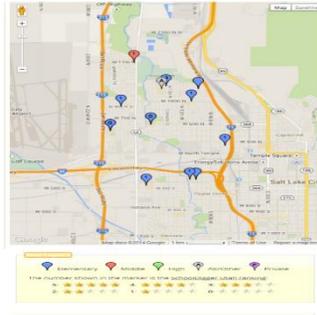


Our second choice is 1035 West North Temple, Salt Lake City, Utah 84116.



There are 50 schools within a 5 mile radius

- 3 Pre-k, 2 Hospital, 1 Utah Electronic High School, 3 Private, 13 Charter, 28 Public

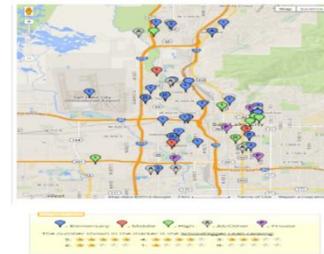


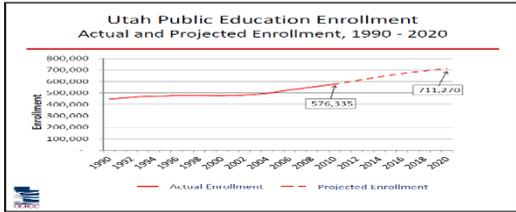
Of those 50 schools five were in Davis County, four were in West Valley, and one was in Granite school District.

When we get closer to our desired zip code only 14 schools are within two miles.

- 1 Pre-K, 0 Private, 3 Charter, 10 Public

Of the 14 schools two are in Davis County. The rest of the schools were located within the Salt Lake City School District's boundaries. Out of all of those schools only one serves the same grade specific population as ours, The Salt Lake Center for

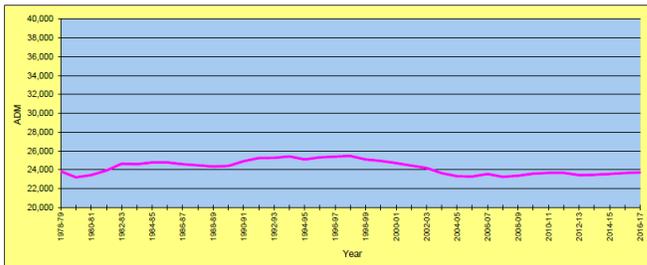




If the Academy of Creativity can even capture only 1.1% of SLCS D’s projected population of 23,723 in the 2016-2017 school year we will hit our maximum number. Our first year goal of 167 will be met if we pull just 7/10ths of a percentage away from the SLCS D’s student population alone.

Fiscal Year	ADM								
1978-79	23,830	1986-87	24,581	1994-95	25,083	2002-03	24,190	2010-11	23,660
1979-80	23,201	1987-88	24,474	1995-96	25,309	2003-04	23,623	2011-12	23,665
1980-81	23,426	1988-89	24,338	1996-97	25,400	2004-05	23,310	2012-13	23,434
1981-82	23,909	1989-90	24,401	1997-98	25,454	2005-06	23,283	2013-14	23,464
1982-83	24,641	1990-91	24,897	1998-99	25,083	2006-07	23,548	2014-15	23,545
1983-84	24,579	1991-92	25,249	1999-00	24,944	2007-08	23,251	2015-16	23,646
1984-85	24,764	1992-93	25,261	2000-01	24,696	2008-09	23,356	2016-17	23,723
1985-86	24,769	1993-94	25,410	2001-02	24,443	2009-10	23,587	Projected	

The number of students in our preferred area is also increasing. Salt Lake City School District’s 2013 Budget report to the Board of Education showed the Average Daily membership (ADM) increasing over the (then) next four years.



Market Trends

The need for choices is increasing too. Again in the Salt Lake City School

District’s Budget report it shows that all but one out of the eight Choice Initiatives, Charters, and Special Programs had seen year to year growth from 2011 to 2012 they also anticipated growth from 2012 to 2013. ALL of SLCS D’s Charter schools numbers grew from 964 students in

Choice Initiatives; Charter, and Special Programs	Jan-11	Jan-12	Jan-13
Curriculum and Assessment Lab	157	248	280
Extended Learning Program	475	723	881
International Pathways	154	205	215
International Baccaluarate Highland	32	79	77
International Baccaluarate West	474	402	491
Open Classroom	409	407	409
Salt Lake Center for Science Education	290	335	351
Salt Lake School for the Performing Arts	180	205	226

2012 to 1055 students in 2013. This is an annual growth of 9.4%. This number is above the state average.

The number of students that attend Charter schools in the SLCS D has increased from

3.9% to 4.2%. According to the Utah Charter School Annual Report, the trend for charter school enrollment has continually increased and is now 9% statewide. There were 12 charters approved for 2014 (the highest since 2007). It is obvious this trend speaks to the ideology that there will continue to be an increase in Charter school enrollments. Parents and students are looking for alternatives to traditional schools. There has also been an education trend toward a STEAM vs. STEM academic environment. More families are searching for a balanced educational approach to curriculum for their students.

We are not a performing arts school but we will offer a strong foundation in theatre and technology to generate and encourage creativity in our students so it should also be noted that there is only two Performing Arts High School (SPA and Pioneer High), one Arts focused Middle School (Arts Academy) one Technology High School (Innovations. Beehive Science and Technology school is 15 miles away and WIT is located in Herriman), and currently, only one 6-12 High School (SLCSE) in the Salt Lake Valley (www.Centerforpubliceducation.org).

These schools offer Open Enrollment and all implement a lottery system. Several have wait lists. According to the registrar at the Salt Lake Arts Academy they have an enrollment of 390 and a wait list of over 100 students. According to The Salt Lake Center for Science they have an enrollment of 380 and have, “quite a few” potential students on their wait list. Both registrars stated that the younger grades had more kids waiting to get into their schools. This external data speaks volumes that as early as the 6th grade families are seeking alternative choices.

There seems to be enough of a demand for Arts and Technology within our population that there are wait lists for students to get in to most of these schools. All have student populations over 250. This indicates that we will be able to meet our projected enrollment, especially since we will offer all of these options within a smaller learning community.

Although Academy of Creativity is not in a “high growth area” (information from the Salt Lake City School District and their growing trends), we have found the numbers above support a school with our curriculum offerings, parental involvement, a specialized academic environment, and small school size.

Proposed Enrollment and Competitive Advantage

Our target population will not necessarily be located within the Salt Lake City School District boundaries. But for the sake of these purposes, that is the external data we will use to compare ourselves since SLCS D does cover most of the Salt Lake Valley. We also know that a majority of the population at the current Open Classroom comes from three main areas all within SLCS D boundaries: the Avenues, Sugarhouse, and (the largest population) Rose Park.

Truthfully, our unique program will bring in students from all around the area. The current OC (which will be our first, and most likely, feeder school) has students from Farmington, Bountiful, Tooele, Sandy, and West Jordan. We envision ourselves as a commuter school supporting the whole valley. We are aware, however, that to recruit from anywhere you must get your school’s name and philosophy out into the public.

We will run three campaigns that will each emphasize a unique trait of our school. These campaigns will be geared toward specific portions of our target population as follows:

First, will be Technology Education – This campaign will emphasize a hands on, authentic approach to technology for students who want to focus on this as a field of study.

Secondly, will be Theatre Education – This campaign will emphasize a hands on, authentic approach to theatre for students who want to focus heavily on theatre as a field of study.

Thirdly, we will have Parent Involvement – This campaign will emphasize the parental involvement component of our school for parents and students who want to be involved and have a great deal of choice in their education.

These three campaigns will be delivered to the public using a wide variety of delivery methods to ensure maximum reach. We will begin running these campaigns early in year zero and be very aggressive during open enrollment timeframe in December, January, and February. For

additional information on our strong, and well developed, marketing plan please refer to sec.3-[Student Population](#).

We believe our focused campaigns, combined with our broad distribution plan, will reach and appeal to the various areas of our target population and generate enough interest to help us reach our goal of 167 students enrolled in year one. In the ensuing years, we will scale back our advertising and focus more on our social media, word of mouth, and PR campaigns. Our focus will also be on retention and maintenance in grades 7-12, with recruitment being focused mostly on the sixth, seventh, and ninth grades. Once students are a part of our school, we plan to keep them by providing them with real world experiences that meet their interests. Their word of mouth and their parents' word of mouth will be the biggest part of our outreach and recruitment.

The Academy of Creativity offers a unique parent supported option to students, an adult to student ratio lower than traditional schools, and a personalized education plan where the student is integral to their own self-directed learning and the development of choices offered at our school all in a school on the Northwest side of Salt Lake City.

Section 3: Student Population

Evidence of a demand for our Program of Instruction

In order to fulfill our mission, we plan on keeping our student population relatively small for the number of grade levels that attend our school. Our current plan is to enroll 167 students our first year and grow to 250 by our fifth year. This enrollment size will allow us to comply with several aspects of our mission; primarily, it will allow us to maintain an individualized education for each of our students because our enrollment size will be more manageable. The research we have done, combined with our experience at the Open Classroom of Salt Lake, indicates that these numbers are realistic and attainable.

Our Target Population

Our school will attract students and parents from all over Salt Lake valley with the following needs and interests: 1 - Students who struggle in traditional school settings and want something different. 2 - Students who learn better in a hands-on environment. 3 - Students who want an individualized secondary education. 4 - Students who need and want their parents to be more heavily involved in their education. 5 - Parents who want to be more heavily involved in their child's education than they are able to in traditional schools. 6 - Parents who want to collaborate with their kid's teachers in creating a place of learning. 7 - Students who want to learn more about technology than they could at a regular school. 8 - Students who want to learn more about theatre than they could at a regular school. 9 - Students who want to escape from the traditional competitive grading system in regular schools. 10 - Students who want to be more independent in their learning than they are allowed in regular schools. 11 - Students and parents who want to be part of a learning community where they have a voice and feel valued.

Our mission, curriculum, and teaching methods and how they serve our population

Our mission statement is specifically designed to meet the needs of this particular target audience. In fact, our mission statement can be broken down to show alignment with this target population. “We guide and cultivate dreamers to develop functional life skills through: 1 - Positive, non-competitive theatrical performances (meeting the needs of students who want to learn more about theatre than they would in a regular school). 2 - Diverse uses of technology (meeting the needs of students who want to learn more about technology than they would in a regular school). 3 - Hands-on, project based learning (meeting the needs of students who learn better in a hands on environment). 4 - A whole-child individualized education (meeting the needs of students who want an individualized secondary education). 5 - Participation in a student centered learning community (meeting the needs of students who want to be more independent in their learning). 6 - Participation in a teacher directed, parent supported learning community (meeting the needs of students and teachers who want parent involvement and collaboration in their education). 7 - We also help them appreciate the gift of lifelong and independent learning, along with understanding the power of mistakes, which is necessary to achieve their life visions and see the endless possibilities of their life journey (meeting the needs of students who struggle in traditional school settings and want something different).

Our approach to teaching and learning will also meet the needs of our target population. First of all, our assessment system, including SAGE, will be completely non-competitive. In fact, students will not be graded in the traditional manner at all (see our sec.5 on [Performance Measures](#)). Students will participate in their own evaluations and judge their own placement on a learning continuum. We believe this meets the needs of Students who want to escape from the traditional competitive grading system in regular schools. Also, the ability to assess your own learning creates the autonomy desired by students who want to be more independent in their learning than they are allowed at other schools. Some other ways in which our teaching and learning methods serve our target population are: Our students will receive multiple opportunities to show proficiency in all tasks, projects, and courses (meeting the needs of students who struggle in traditional school settings where they often get only one opportunity to succeed) and, our students will be creators of real world projects developing skills they can use their whole lives (meeting the needs of students who learn better in a hands on environment).

Our curriculum will also serve the needs of our target population. We believe the unique combination of theatre and technology in our program will attract many students who find interest in these specialties. We will specialize in only that one area of performing arts, meeting the needs of students who want to do theatre but not necessarily the other performing arts. Technology students will be attracted to our school because of our focus in that area. We also believe that other students, who aren't necessarily interested in either of those specialties, will have their needs met as well. This is because both of these areas of study have an enormous wealth of emphases that will appeal to a wide array of interests. Furthermore, the two areas of study are not mutually exclusive, as many people may think they are. Rather, they are complimentary disciplines that will teach students skills they will use their entire lives and spark

interests in students they didn't know they had. We will also use this curriculum to meet the needs of students who struggle in traditional schools and want something different.

Other school services that meet the needs of our target population

The Academy of Creativity will be following a proven Parent Cooperative model, which has been successfully implemented in the Open Classroom of Salt Lake since 1976 where they have employed this model as both a K-6 program and as a K-8 district charter school. The expansion to a K-8 came from a parent desire to have that model available for their children beyond elementary school. This expansion has been so successful that the 6-8 grade classes are at maximum capacity with a waitlist of over 20 students. The successful expansion to K-8, along with the heavy growth in the 6-8 grades, indicates a strong desire for a parent cooperative program in the secondary grades. That desire will be a factor in driving the structure of our student population. By following the middle school model we implemented at the Open Classroom, and expanding into high school, we are meeting the needs of students who need and want their parents to be more heavily involved in their education. We are also meeting the needs of middle and high school parents who want to be more heavily involved in their child's education than they are able to in traditional schools and parents who want to collaborate with their kid's teachers in creating a place of learning. We believe this is the single most significant thing we will do that will set us apart from other charter schools and traditional schools. We also believe this will be the greatest benefit students will receive from attending our school.

Another service that will meet the needs of our target population is our Personalized Education Plan (PEP). Before the end of January of our first year, we will have a PEP on file for each of our students. We have given ourselves until January to complete this task so we can do a thorough job compiling our information on each student and making it easy to access and use in instruction. These won't be simple record files on each student; these will be extensive, in-depth plans that detail each student's interests, special needs, accommodations, post-secondary ambitions, academic records and, most importantly, their learning goals at Academy of Creativity. Each teacher will have easy digital access to each student's PEP for reference when needed. We will be committed to helping each student follow this plan as they progress through Academy of Creativity toward graduation. The purpose of this service is to fulfill our mission to provide an individualized secondary education to our students who want that.

Finally, we offer an intangible service that further sets us apart from other schools - we are a community of learners. We are all teachers, we are all learners, and we all play a part in the way the school is run. Everyone's voice is heard in our community. As it points out in our [Governance](#) section, even the students will have representation on our Steering Committee. Our school will be actively run by the parents of our students. Every individual involved will have a vested interest in the operation and outcomes of the school. This also is a model started by the Open Classroom that we wish to emulate at the high school level. The desire to be part of a community doesn't go away as we pass into adolescence and adulthood. Our experience tells us that high school age students and their parents still desire to be a part of an inclusive community. While this is not a tangible service, it is an effect of the way we run our program and it will meet the needs of students and parents who want to be part of a learning community where they have a voice and feel valued.

Our commitment to serve students with disabilities, ELL, homeless students and students with other special needs

As you can see, our school will be perfectly suited to serving the needs of our target population. In fact, it is *custom made* for our target population. At the same time, our program will also equip us with the tools to help all subgroups of students, including students with disabilities, ELL students, homeless students, and students with other special needs. There will be eight main programs in place at Academy of Creativity to help us identify and serve these subgroups. This section will outline these steps, which include our registration process, our incoming student reading and writing assessment, our staffing plan, our Student Services Committee, our professional development plan through USOE, our PEP program, our parent meetings, and our commitment to follow the guidelines of all applicable laws when serving these subgroups.

First of all, we will use our registration process to help us identify students with disabilities, ELL students, homeless students, and students with other special needs, including academic intervention. As per federal and state law, we will not discriminate against any students regardless of disability, nationality, socio-economic status, ethnicity, or any other classification that is protected by the Office for Civil Rights (OCR). We will be a collection of individuals who make up a community that is greater than the sum of its parts. Under this philosophy, we see diversity as a strength, so our registration process will be designed to recognize diversity so we can understand our strengths when we open our doors. The data we collect on our students through our registration process will help us identify students in all of these subgroups so we can go into our first year knowing which services we need to provide legally. Our registration forms will provide students and their parents with the option of providing any needed accommodation, including any issues affected by state and federal laws through the OCR. The students who require academic intervention, 504 accommodations, title III accommodations, support under the McKinney-Vento Homeless Assistance Act and IEP's will receive those services starting day one. Those students will also have priority as we complete our PEP process in year one.

In the event that students and/or parents choose not to share their accommodation needs, we will utilize the next step in our registration process; we will acquire the school records of all of our incoming students from their previous schools. In our first year, *all* of our students will be incoming students, so we will have an immense inflow of data to process. Our goal is to process this incoming data into our system by September 1st (our academic year begins the first week of August) of our first year so that we will be able to identify any students from the aforementioned subgroups who were not pointed out to us through the initial registration process.

Second, in the event that our registration process does not reveal all students who are in need of academic intervention, Title III accommodations, or special education, we will also instigate an Incoming Student Reading and Writing Assessment. This will be an online assessment designed to help identify students who are new to our program who are not reading at grade level and need academic intervention. Obviously, in our first year, all students will be "incoming students" so this assessment will be school-wide. In subsequent years, however, this assessment will only be targeted to the students new to our program.

Third, our staff will be structured to ensure we support the students who need additional services based on the McKinney-Vento Homeless Assistance Act, the Title III laws, 504 accommodations or other special needs. The following roles will be filled by members of our teaching staff, our educational directors, our school counselor, or by hiring a specialist:

- A special education specialist (Student Achievement Specialist – see our sec. 7 [Staffing](#)) to ensure we comply with all specifications of the Individuals with Disabilities Education Act (IDEA) including IEPs (this position will either be full-time or part-time depending on need and may be combined with, contracted by, or assisted by our administrative assistant from our business ESP Charter Solutions – see our sec. 9 [ESP](#)). This individual will oversee all aspects of serving our students with disabilities using all resources available to us through the USOE, including but not limited to: The Charter School Special Education Checklist, The Charter School Special Education Primer, The Charter School Startup Document, and any professional development offered by the USOE to assist with special education compliance. IEPs will be monitored closely and updated yearly, along with our PEPs.
- A 504 specialist to work directly with the special education specialist to ensure compliance with the 504 disabilities requirements according to all state and federal laws. (The responsibilities inherent in this position will be taken on by our Educational Director team when we open; as our enrollment grows, we may hire for this position). 504 accommodations will be monitored closely and updated yearly, along with our PEPs.
- A Title III specialist to serve our ELL students (the responsibilities inherent in this position will be taken on by our school counselor when we open; as our enrollment grows, we may hire for this position)
- A Local Liaison for Homeless Children and Youth as required by the McKinney-Vento Homeless Assistance Act (this responsibility will also be taken on by the school counselor).
- The regular education teachers will be responsible for attending IEP meetings, 504 meetings, and all other meetings relevant to serving students' special needs. Regular education teachers are also responsible for complying with IEPs and 504s for all of their students and working in partnership with the Special Education specialist to meet the needs of these students.
- Our administrative assistant, employed by our ESP Charter Solutions will be responsible for making sure we are in compliance with all required reports, paperwork, documentation, and record-keeping required in the service of special education students, Title III students, Homeless students, and 504 students.

Three of the staff members listed above (Special Education Specialist, 504 specialist, Title III Specialist/Local Liaison for Homeless Children and Youth) will make up our Student Services Committee (SSC). The purpose of our SSC is to collaborate in establishing, coordinating, and carrying out the services to this subgroup of students. This committee will meet monthly to discuss their caseloads and resolve issues with the services to these students. Finally, our SSC will serve as a watchdog in ensuring we are compliant with all federal and state laws regarding service to our IEP students, our 504 students, our Title III students and our homeless students.

Another resource at our disposal is the vast array of professionals around the state (including those at USOE) who are willing to come to our school and provide us with professional development in the area of servicing students with IEPs, 504s, ELL accommodations, and homelessness. We plan to avail ourselves of these resources. We will be committed to providing professional development to our staff in all of the areas listed above.

Another service at our school we are extremely excited about is the use of our PEPs to help identify and serve our students with disabilities, our ELL students, our homeless students and our students with other special needs. The whole idea behind our PEP is to provide *all* of our students with a personalized education, as outlined in our charter. It is a central component of our school and it is one of the reasons we want to keep our student population relatively small. Our plan is to have home-room teachers in our 6-8 grades and advisory teachers in our 9-12 grades complete the PEP process for each of their students. The PEP process is not finalized yet, but it will include a wide array of assessments, interviews, questionnaires, and planning sessions that will guide each student's learning while they are at our school. Through this process, our teachers will come to know more about our students than would be possible in a traditional middle school/high school setting. One of the many benefits we see coming from our PEP program is that the process will reveal things about each student that will help us serve their individual needs better than they would be served in a traditional educational setting. This is a service we will provide for *all* of our students, not just our students with special needs; but it will provide us with additional data points to further serve the needs of those subgroups.

The philosophy behind our PEP program is our belief that the better a teacher can know a student, the better that teacher can meet the learning needs of that student. This notion is backed up by research and expert opinion (<http://www.cirtl.net/node/2543>; <http://www.nea.org/tools/15751.htm>; <http://www.apa.org/education/k12/relationships.aspx>; <https://www.responsiveclassroom.org/article/knowning-all-our-students>; http://greatergood.berkeley.edu/article/item/caring_teacher_student_relationship Note: this is a very limited list of sources – the source material available on this topic is voluminous enough to be virtually incontrovertible). Our PEP program puts this notion into action school-wide and at the classroom level. We envision an environment in which every adult knows every student's name and understands who they are as learners and as people. The need for this type of environment is so broadly understood that even the effective teaching standards published by UEN (<http://www.uen.org/k12educator/uets/>) stress this in the first two standards as basics for creating an effective learning environment. Our PEP program will align perfectly with the UEN standards:

“Standard 1: Learner Development

The teacher understands cognitive, linguistic, social, emotional and physical areas of student development. The teacher: A - Creates developmentally appropriate and challenging learning experiences based on each student's strengths, interests and needs. B - Collaborates with families, colleagues and other professionals to promote student growth and development.

Standard 2: Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity. The

teacher: A - Understands individual learner differences and holds high expectations of students. B - Designs, adapts and delivers instruction to address each student's diverse learning strengths and needs. C - Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity. D - Creates a learning culture that encourages individual learners to persevere and advance. E - Incorporates tools of language development into planning and instruction for English language learners, and supports development of English proficiency.”

These standards are the driving force behind our PEP program and they highlight our philosophy regarding the delivery of an individualized education to our students as laid out in our mission statement. However, the difference between us and other schools is that we have institutionalized these standards school-wide, as opposed to entrusting or hoping that each individual teacher will adhere to them. The establishment of the PEP process and the use of the PEP data in “creating a learning culture that encourages individual learners to persevere and advance” will be a standard professional practice in our school. It will also provide us with a safeguard in identifying and serving students with special needs who may not have been identified through the other programs and services we provide.

Another standard practice in our school culture that will assist us in meeting the needs of *all* of our students, including the ones who need special education services, 504 accommodations, Title III accommodations, or homeless services, is our monthly parent meeting. As explained in our [Governance](#) section, our teachers will hold monthly parent meetings with parents from their “Homerooms” or “Advisory” classes. The purpose of these meetings is to communicate face-to-face with parents about what is going on in the classroom, discuss school issues, and enlist help for upcoming activities, projects, or assignments. One part of the parent meetings is to occasionally have what is called “Kid Talk.” In this activity, parents take turns explaining to the other parents in the class how they can help support the learning of that parent’s child. Since parents are heavily involved in the classroom, it is important for them to know as much as they can about each child as well, without violating any child’s FERPA rights. The parents have the option not to share, but in our experience at the Open Classroom, the culture of our community of learners is such that parents want to share and they are very open about their children’s needs. This is another data point in learning about individual kids and being able to meet all of their academic and personal requirements.

Finally, and most importantly, we are committed to following all federal and state laws, USOE regulations, and educational best practices in meeting the needs of Special Education students, 504 students, ELL students, and Homeless students. We will not approach these requirements as burdensome rules we have to follow, but rather as helpful guidelines – resources that will help us ensure we are serving the needs of all of these students. The members of our SSC, led by our Special Education Specialist, will help keep us in compliance with the following laws regarding the aforementioned subgroups: **Section 504 of the Rehabilitation Act of 1973** – ensuring we make reasonable accommodations for students with disabilities; **Title II of the Americans with Disabilities Act of 1990** – ensuring we don’t discriminate against students with disabilities; **The Individuals with Disabilities Education Act – IDEA** – ensuring we meet the needs of all students regardless of disability, including providing IEPs when needed; **Title III of the Americans with Disabilities act of 1990** – ensuring we meet the needs of all students who

are English Language Learners – ELL; **The McKinney-Vento Homeless Assistance Act** – ensuring we have a liaison in place to work with the state to meet the needs of our homeless students; **The Family Educational Rights and Privacy Act – FERPA** – ensuring privacy in identifying, reporting, and serving the needs of students in the aforementioned subgroups.

We will follow these laws, in all of their intricacies, not just because we have to, but because we want to ensure that every student, regardless of disability, special need, economic status, or language abilities receives an equitable education when they come to our school.

Outreach and Recruitment

Our target population is based on specific student and parent traits that can't be localized to one geographic point or a single socioeconomic status. We see our target population as one that comes from all over the valley, representing many different cultures and backgrounds, who will commute to our school by having their parents drive them, driving themselves, or taking public transportation (we will provide UTA passes, the cost of which will be included in our student fees – see our sec. 9: [Business Plan](#)). Therefore, our outreach and recruitment must be broad yet specifically targeted. Our projection for year one is to enroll 167 students and we plan to target them using a wide array of media pointing out what we see as our three most prominent characteristics.

First of all, we will run three campaigns, as first suggested in our [Market Analysis](#) section that will each emphasize a unique trait of our school. These campaigns will be geared toward specific portions of our target population as follows:

- Technology Education – This campaign will emphasize a hands on, authentic approach to technology for students who want to focus on this as a field of study. In this campaign, we will point out the various areas of technology students will be able to focus on at our school, including computer technology, robotics, audio/visual technology, engineering, information technology, and communication technology.
- Theatre Education – This campaign will emphasize a hands on, authentic approach to theatre for students who want to focus heavily on theatre as a field of study. This campaign will emphasize the diverse areas of theatre arts available to study, including acting, directing, stage management, scenery design and construction, costume design and construction, lighting and sound (in coordination with our technology program), stage combat, improvisation, and musical theatre.
- Parent Involvement – This campaign will emphasize the parental involvement component of our school for parents and students who want to be involved and have a great deal of choice in their education. This campaign will focus on our education philosophy and how we are community of learners, emphasizing such things as parent cooperative, committee work, whole-child education, individualized education, our non-traditional grading plan (see our section on Performance Standards), and our parent run governance.

These three campaigns will be delivered to the public using a wide variety of delivery methods to ensure maximum reach. We will begin running these campaigns early in year zero and be

very aggressive during open enrollment timeframe in December, January, and February. Our plan may include the following delivery methods:

- Public radio stations - We believe a large portion of our target population will receive our message through this outlet. We will utilize their free community calendar announcements and any other services they provide in exposing our program to their listeners.
- Commercial radio ad buys - KSL is where we will probably focus this part of our campaigns. Again, we see their listeners as containing a large portion of our target audience, in terms of parental involvement. Our desire is to run radio ads focusing on all three of our campaigns during drive times in the middle of the open enrollment period during year zero.
- Newspaper ads - City Weekly and the Salt Lake Tribune. Ad money may be budgeted to run print and online ads in both of these publications – particularly during open enrollment period in year zero.
- Billboard and Banners - If possible, we will allocate money to purchase a single billboard ad to be displayed near the I-15 600 North exit for maximum exposure to the Avenues, Downtown, and Rose Park areas. Our current plan is to acquire a building near these three areas. We would like to specifically target students on the waiting list for the Open Classroom and the Salt Lake Center for Science Education. Beyond that, we want to make people in the area know who we are and where we are. The Billboard Banner would focus on all three aspects of our campaigns. We want to print large banners that we will hang in public areas on the east and west side of the 600 North overpass and the east and west side of the North Temple overpass. This also will be an effort to expose our school to the people who live or work near our proposed location.
- Fairs and Conventions - We want to be active participants at local conventions and fairs. Our plan is to purchase booth space and use that opportunity to hand out materials and publicize our school. The State Fair, Salt Lake Comic Con, and the Utah Arts Festivals are potential places we intend to use this strategy.
- Our membership in the Utah Association of Public Charter Schools (UAPCS) - We have budgeted money in our planning year to join this association and will benefit from this online resource in many ways, not the least of which will be the information provided to prospective families about their member schools.
- Word of mouth - We have already begun spreading the word to people in our personal networks. A big part of the Open Classroom's success has come through word of mouth and we see this as a powerful tool for enrollment at our school. A specific part of our personal network that we will utilize in spreading word of mouth about our school is our former students. They will serve as personal references for us and our approaches to teaching and learning.
- Social networking - This approach will focus on our personal online networks (including former students) to further generate word of mouth and direct our contacts to our website. We will also take advantage of targeted advertising on some social networking sites. These sites will include, but not be limited to, Facebook, Twitter, Instagram, Pinterest, Google +

- Neighborhood canvassing - We plan on doing a door-to-door drive in the neighborhood where our school is located. This will involve a group of volunteers who are assigned a specific radius within which they will visit every house delivering literature, answering questions, and letting them know about our school.
- Advertisements in theatre playbills - This strategy will help us further target potential students and parents who may be interested in a focused theatre education. We do not plan on marketing ourselves strictly as a performing arts school, but we will provide a quality, non-competitive theatrical education to students interested in that area and those people can be found at live theatre performances. Some companies we may advertise with are, Pioneer Theatre Company, Hale Center Theatre, Centrepointe Theatre, Desert Star Playhouse.
- PR campaigns - We will utilize all local media outlets by providing news releases for publication which provide information about our unique blend of services for students. One of our facilities options is a historical building in Salt Lake City. If we acquire this building, we will promote the revitalization of this building through local media outlets.
- Community council meetings - We will attend the local community council meetings in whichever neighborhood we end up to act as a partner for the community and share with them our philosophies, goals, and intentions. We will offer our school as a partner in serving the community.
- Fliers - We will initiate a very broad flier campaign to get our word out in -areas where people might not have access to information about new schools and education programs. Some places we will target our fliers will be community centers, recreation centers, churches, schools who end at 6th grade, libraries, schools that are currently at capacity and need a place to where they can refer their waitlisted population, grocery stores, fast food restaurants, and other local businesses.
- Monthly Meet & Greet sessions - Each month during our planning year we will promote and hold an open meet and greet to introduce the public to our school and answer questions for prospective students and parents. At first, this will take place at a library or community center. Once we have acquired a building, it will take place at the school. At these meeting, parents will have the option to fill out our registration packet for our first year.

We believe our focused campaigns, combined with our broad distribution plan, will reach and appeal to the various areas of our target population and generate enough interest to help us reach our goal of 167 students enrolled in year one. In the ensuing years, we will scale back our advertising and focus more on our social media, word of mouth, and PR campaigns. Our focus will also be on retention and maintenance in grades 7-12, with recruitment being focused mostly on incoming sixth grade and ninth grade students. Once students are a part of our school, we plan to keep them by providing them with real world experiences that meet their interests. Their word of mouth and their parents' word of mouth will be the biggest part of our outreach and recruitment.

Enrollment, Lottery, and Admission Policies

This section will focus on two different phases of enrollment, lottery, and admissions – our year one plan and our subsequent years plan.

Year One

Our plan for year one is to enroll 167 students in the following configuration (as laid out in our Required Information): 27 students in 6th grade, 60 students in 7-8th grade, and 80 students in 9-12th grades.

We will begin accepting enrollment applications at the beginning of year zero. As per Utah law, all students will be admitted to our school until we are at capacity. As we prepare for our first year of operation, we will accept enrollment applications through the open enrollment period ending in February. If we are not at capacity by that time, all students who filled out an application will be admitted. After the open enrollment period, students will be admitted on a first come first serve basis. If we receive more applicants than we have space in a particular grade level during the open enrollment period, we will initiate our lottery procedure. Our lottery procedure works as follows: 1 - Sort applications by grade level. 2 - Randomize applications. 3 - Draw the number of application in order that you have space to admit. (For example, if you have 25 openings in that grade level, you draw 25 applications.). 4 - File those application as “admitted”. 5 - Take the remaining applications and create a wait list in order of the pile. 6 - Notify those who have been accepted and those on the wait list.

The only exception to our admission process will be based on the following weighting system as allowed by law. The two subgroups who will receive priority in year one are children and grandchildren of our “Founding” members (see [Governance](#) section) and children and grandchildren of our teachers.

Admission applications will be available online through our website or by attending one of our open monthly meet and greets. We understand there is a possibility that our anticipated configuration may not meet our actual numbers, so we need to be flexible (perhaps having higher numbers in 9th grade than in 7th or 8th), but our intention is to cap our first year enrollment at 167.

Subsequent Years

Beginning in year two, our plan is to grow enrollment each year until year five, when we achieve our target population of 250 students. This is our desired maximum enrollment that will allow us to maintain our individualized educational structure. As we grow, we will continue to accept all students who apply during the open enrollment period with the exception of the following weighting system applied as allowed by law. Children and grandchildren of our Founding members will receive priority. Children and grandchildren of our teachers will receive priority. Finally, siblings of students already enrolled will receive priority.

If we receive more applications during open enrollment than we have room for in a grade level, we will then initiate our lottery procedure in the same way as described above.

We believe that by keeping our enrollment numbers relatively small, we will be able to provide the kind of education described in this section and fulfill the promise of our mission statement.

Section 4: Program of Instruction

Our educational mission is to “cultivate dreamers to develop functional life skills through positive, non-competitive theatrical performances, diverse uses of technology, hands-on project based learning, a whole-child individualized education, and participation in a student centered, teacher directed, parent supported learning community. We also help them appreciate the gift of lifelong and independent learning, along with understanding the power of mistakes, which is necessary to achieve their life visions and see the endless possibilities of their life journey”.

The Utah State office of education states, “The Utah core standards are intended to help students become innovative, to excel and to compete with their peers. Students need effective communication, literacy, and numeracy skills if they want to be ready to compete in the emerging global marketplace, at a college or university, or in occupational certificate programs after high school”. This philosophy is in complete alignment with the Academy of Creativity.

There is, however, a difference between Utah Core Standards and curriculum. USOE states, “The curriculum includes content, instructional elements, methods, pedagogy, materials and resources that are used to teach the high standards Utah has adopted”. With this in mind the Academy of Creativity has designed a curriculum to support our, and Utah’s, academic learning goals. We will continue to develop our curriculum throughout our planning year and throughout all of our school years.

Academy of Creativity will do this by following Utah Core Standards, Developing Student Learning Outcomes that are in alignment with the Utah Core Standards and Benchmarks through SMART review guidance (see sect.5: [Performance Measures](#) for more assessment information and sec.1: [School Purpose](#) for whole program SMART Goals), and utilizing all USOE recommended links and educator resources in our curriculum development including the Utah Education Network. We will find and offer full professional development to all of our staff. We will adhere to all Utah and federal testing requirements, and hire only professional, and certified, teachers to be educational leaders in our community. But our curriculum will be unique to Academy of Creativity and designed by our educational staff and faculty with the guidance of our Educational Directors.

As part of our commitment to follow Utah Core Standards, we are excited to participate in SAGE testing. Our goal (as pointed out in our [School Purpose](#) section under our “SMART” goals) is to be at or above the state average in SAGE testing our first year. We look forward to the opportunity to use SAGE data to tell us where we need to go next – to inform our teaching practices. We are fully committed to using this assessment data to bring our students beyond average proficiency in core academic areas.

Academy of Creativity Curriculum (Meeting the needs of our target population):

1. Common Core Curriculum. The core curriculum will consist of a blend of teacher-directed activities for exploring key concepts, and project-based activities that integrate and apply those key concepts. For example, teachers might plan specific, daily math mini-lessons using a math program. Later in the day, students might participate in a project where the math concepts that were covered earlier are applied to a specific problem like building a platform or painting scenery. Other subject areas would be covered in similar ways, with teacher-directed mini-lessons and student application of those mini-lessons to an ongoing project. All educational activities will embrace Utah state educational standards as set forth in the Common Core Curriculum and use those standards as the guiding principles in bringing our students beyond average proficiency in core areas.

2. Proficiency project (Grade Level Projects): A student-directed “Proficiency Project” will be completed in 8th and 11th grade school years. Students will decide on a topic, the type of project, outline a plan, and seek approval for their plan. All proficiency projects will have to include specific elements (such as a rationale, description of steps needed to complete the project, and a timeline) and meet certain proficient expectations for students in their grade level. We will use this as a form of UPass to determine if our students have the skills necessary to graduate from middle and then high school.

3. Elective program. Time will be set aside in the schedule for students to participate in an Elective Program—a set of elective mini-courses facilitated by teachers and parents. The goal of the Elective Program is to give students opportunities to "try out" different skills and ways of thinking. Teachers, outside community members, students, and parents will design and teach these courses, according to their own interests, talents, and strengths. Courses will cover diverse subject areas, including physical, cognitive, creative, and social learning and will be student directed. Students will have some choice in which courses they take, but they will have to follow a general plan that ensures they take courses from different disciplines. Some courses will be rigorous enough to meet Common Core Standards. All classes will be monitored closely by teachers. Demonstration and Mastery will be proved by testing or projects.

Possible courses in the Elective Program include: Logic/critical thinking, a variety of technology classes, home and industrial arts (e.g. cooking, basic wiring), traditional arts (knitting, woodworking), foreign languages and cultures, study skills, participation in the arts (dance, visual arts, music, drama), aesthetic appreciation, sports, physical activities, astronomy, consumer/media education, public speaking/debate, and service projects.

4. Service projects (Grade Level Projects): Seventh and Tenth grade students will participate in service projects. Possible service projects include peer court, peer government, projects benefiting the larger community, projects benefiting the Academy of Creativity community, and peer tutoring. Service projects will be designed to accommodate students’ interests and abilities.

5. On-line learning (including Canvas and a flipped classroom model), Distance, and Concurrent Enrollment: All of these offerings are alternatives to a traditional Brick and Mortar classroom. If we are going to make Personalized Education Plans (PEP), we must be prepared to have diverse choices for all of our students. Through On-line, Distance, and Concurrent enrollment we can achieve an unlimited amount of course offerings.

On-line learning – Academy of Creativity is pursuing the Virtual High School Collaborative High School (which also covers middle school age core classes). If we contract with VHS, students will take VHS Online School courses. From Credit Recovery to Enrichment programs, their online courses allow for student flexibility.

For over 15 years, The Virtual High School (VHS) has brought award-winning, personalized learning programs to communities worldwide. Their student-centered nonprofit on-line school offers full-time and supplemental online courses in STEM, AP, Honors, Gifted & Talented, and they offer electives to help prepare students for college and careers. Accelerated students that seek out new and challenging learning opportunities online can turn to VHS. They offer stimulating lessons and higher levels of learning for high school students and high school level coursework for middle school students.

Technology in schools is more than new hardware and software. *How* you implement blended learning resources is integral to the success of the program. VHS offers consulting for school leaders, professional development for educators, resources for students, and technical expertise (VHScollaborative.org). We also feel their Mission Statement reflects our philosophy and embraces the idea of collaboration. It reads, in part: “VHS believes that student-centered online courses can be designed and delivered to promote a high quality, collaborative learning environment where student exchange and interaction is a valued component of the instructional process. ... Our vision is to be the global leader in online education by working collaboratively with middle and high schools to offer the highest quality courses for students and teachers.” VHS is accredited by AdvancED, the Middle States Commission on Secondary Schools, and is NCAA approved. We are also working with them to get their teacher’s Utah certified if necessary.

We look forward to learning from VHS’s Professional Development training and creating our own VHS Site Coordinator. This will allow us the advantage of learning from VHS in a cooperative way, and being able to work with our students on evaluating their online learning in alignment with our educational philosophy

VHS is not the only online provider we are currently considering. Other options may include Utah Electronic High School and UEN distance learning. As with all of our curriculum, our on-line classes will: Align to the Common Core Curriculum and state standards, foster breadth and depth of understanding in each subject area, support quality, reputable, recently published textbooks and/or proven instructional resources and materials, use assessments which are accurate and unbiased, provide current, relevant and real-world applications, match the needs of the learner (e.g., age, ability, background, reading level, learning style), adapt to meet individual needs of teachers and students, provide students with opportunities to improve learning skills using technological tools (e.g., virtual labs and instruments, tutorials, business software, online calculator, etc.), navigate intuitively and be age-appropriate, appropriately scope the amount of content, length of course and lessons, and course requirements, introduce effective lesson objectives, access prior knowledge, sets expectations and motivate, prepare students to access new content, skills and strategies using background information, include opportunities for developing problem-solving and critical thinking skills, include opportunities for collaboration and independent study, include opportunities to develop oral and written communication skills , incorporate timely and appropriate feedback to students, follow our

developed School schedule, utilize a Learning Management System to track progress, and most importantly, we will not have more than 25 students in any on-line class along with 2 instructors giving a 1 : 12.5 student/teacher ratio - and that number will be even lower when parents are put into the equation.

Our on-line classes will be competency based per Utah education code: R277-700. Mastery of subjects or course completion will replace seat time. Competency based curriculum incorporates continuous evaluation of mastery allowing assessment to drive instruction. The teacher and student together can evaluate progress, differentiate curriculum and instruction, and give the student the opportunity to advance at their own pace on an individually designed pathway to learning. Because we will have a Brick and Mortar/on-line hybrid, our students will have to prove competency to not only their on-line instructors but also that of the in house instructor.

Our in house instructors will be active participants in the learning community. We want to use on-line schooling as an enhancement, not a replacement, of in classroom teachers. VHS has also offered to be certified in Utah to work with us due to the excitement they have for our new school. We are also a parent co-operative. Therefore, parents will also be a part of the on-line hybrid learning community. This will give students ample opportunities to get additional help and one on one meeting times in class. Communication for on-line hybrids will be the same as our more "traditional" curriculum classes. The expectation that a weekly parent letter from each class will be in place. Parents will also have access to our Learning Management System, along with their students, to know where their student stands in assignment completion.

It is also important to know that our blended on-line and face to face learning will be balanced with students spending between 40-80% of their time online with the other amount being face to face or another form of learning that is not web based. Lastly, having an in house instructor, and parent co-ops, will also allow for methods to ensure authenticity of student work and adequate proctoring of assessments. Upon charter approval, finalizing our online schooling options will be a priority. See our [Business Plan](#) for more information.

Distance learning- Academy of Creativity will work in partnership with the UEN, and the UEN Network for distance education choices. We will also partner with them to create our Broadband technology. We will make Videoconferencing learning available to those students who want it from any and all available schools in Utah. "Synchronous (real-time) distance learning classes have advantages over traditional online courses. In synchronous distance learning classes, videoconferencing equipment links classrooms at multiple remote locations, allowing real-time visual and audio interaction between a teacher and students at remote locations" (DeseretNews.com). One of the largest is Utah State University but Utah Valley University, University of Utah, and Snow College distance learning will also be made available to students who seek videoconferencing classes from these schools on an "as need" basis. It should be noted these classes will offer the minimum hourly and weekly requirements for the USOE.

Concurrent Enrollment-Academy of Creativity is proud that one of its Board members is currently a Concurrent Enrollment teacher and we are excited to bring this learning option to our students. The students will be taught a College curriculum and earn college credit while also

earning high school credit. Although the course work is the same course work students would be doing on a campus at a college, the class will follow the high school schedule and the high school semester. An advantage to this type of learning environment is students actually have more instruction time than if they took the class on campus.

Academy of Creativity's intention for Concurrent Enrollment is to partner with Salt Lake Community College as the need arises in our school. Salt Lake Community College is the largest Concurrent Enrollment provider in the state of Utah. It is our intention to create a partnership with SLCC's Center for Arts and Media.

We will evaluate the effectiveness of the curriculum and delivery of our On-line, Distance, and Concurrent Enrollment services by creating a Parent, Student, Teacher Committee who develop an evaluation Rubric and Bi-annually meet, discuss, and review the Rubric, goals, and education standards to see if they are met and what changes need to happen.

6. Productions. Our theatre experts on our founding board have a lifetime of theatrical performance experience which will be used to create authentic theatrical productions. All students must be involved in theatre and our performances in some way. The expectation is all students of Academy of Creativity will be a part of our productions. Students will learn about basic theatre technique as well as all of the elements in theatre. Students will learn fundamentals in scenery, costume, make-up design along with staging, and public relations. Students will also learn about other curricular areas through a theatrical lens. Each production will also include a technology piece. It is our goal to make the quality of our productions as close to a professional theatrical experience as possible.

7. E-portfolio. At minimum, all students will create web pages that include personal information, academic goals, academic progress, samples of work, and resumes. One of our mission specific goals is to make our E-portfolios innovative and dynamic.

8. Technology projects (Not Grade Level). Each student will utilize technology tools including integrated development environments, digital media applications, and storytelling concepts, along with team and mentor collaboration, to create a technology product. The project could include but would not be limited to music production, film/video production, photography, graphical design, game creation, computer programming, web development, mobile, and desk top application development.

9. Leadership project (Grade Level Project). Sixth, Ninth, and Twelfth grade students will participate in Leadership classes and activities. They will learn the skills to influence classmates in positive ways, through creating public service campaigns which encourage classmates to make positive life choices. They will also develop team-building skills, learn ingenuity, decision-making concepts, problem solving techniques, communication abilities, and learn to be adaptable while being leaders in the community. Twelfth graders must fulfill this assignment in their senior year as a requirement to graduate.

Even though Career education is not a main purpose of our charter, we do believe we offer a truly diverse education to all of our students, and to make all of our educational plans individualized and personalized, Career education and outreach may become a part of our learning culture. Internships, if they become available to our students, would be embraced. If

the opportunity for implementation of business partnerships became available to our students, we would develop program goals and objectives in measurable terms, identify and develop the methods of instructional delivery, instructional contact hours, grade levels, and course sequence. We would also develop a plan for evaluating the effectiveness of the program, ways we could enhance it, and incorporate it into our Charter for the future.

Gifted education is not one of our purposes, but again, because of our personalized education plans, we expect to design all of our educational courses to fulfill the educational needs of all of our students, covering the full range of student ability. All of our students will have the advantage of advanced mental and academic opportunities because our curriculum will be taught through a creative, reasoning, and problem-solving lens with hands on, project based activities. All of our students will be expected to do their best, no matter their academic ability, cultural diversity, languages spoken, or socio-economic placement. Each student's learning will be personalized, as well as their education plan.

The curriculum and instruction at Academy of Creativity is set apart not by its content – which will go beyond state core curriculum – but by the way that content is implemented. We view our academic pursuits fitting the STEAM model (Science, Technology, Engineering, Arts, and Mathematics) versus STEM.

Teachers will begin professional development one week prior to the first day of school and will be involved with new student orientation. Teachers in virtual classes, or virtual/brick mortar combined classrooms, will also undergo an intensive online orientation in addition to face-to-face training provided locally by the VHS on-site coordinator along with additional professional development offered by VHS. Additional teacher professional development is then ongoing throughout the school year based on teacher and student need.

School Technology: Academy of Creativity will integrate technology to support and extend student learning in all areas of the curriculum. We have budgeted money in our planning year to implement a strong technology driven infrastructure. See our [Business Plan](#) for more information. Writing, research, and portfolio product creation are just some of the areas that can be enhanced by technology.

Our school will be wired for technology with the help of UEN and consultants. Each classroom will be equipped with infrastructure (e.g. wireless modems) to operate a set of Chromebooks or similar hardware so that each student will have access to the internet. In addition, each classroom should have a wireless mic system, LCD projector, roving teacher cart (wireless to allow teacher cart to move anywhere in room), wireless and wired audio amplifier for podcast production and automatic VGA switcher (Apple TV is an example of current hardware).

Mobile learning (onsite and offsite) will be part of our learning community. A classroom set of iPods or other hand-held devices will be used to gather data (data probes [temperature, pH, color...] GPS, photos, voice recording, etc) and deliver information during instruction (podcasts). Two mobile Chromebook carts will allow flexibility for computing in our shared spaces as well as a source for replacing classroom Chromebooks. We are planning 2 hardwired computer labs; a MAC lab with graphics tablets and a PC lab. Both labs would include video editing/production

software (ADOBE), and video switching software. To support the classroom environment, each hallway will have a networked document printer and the office will have a color printer.

Our video production lab will include cameras for video production (HD DSLR), tripods, external mics, tripod clamps, boom poles, lenses, lights, mixing board (hardware and software) and a green screen backdrop.

Creativity is an integral part of our educational model and robotics will play a key role. To start, we will have LegoMindstorm kits and Arduino kits.

To support students with technical issues, before and after school availability of school recourse will allow completion of homework projects that require internet access. Online help screens and technical issue reporting will be part of the LMS system. Alternative input methods (voice, touch screen, screen reader...) will be made available to students with 504 or IEP accommodations. In addition, voice amplification will be available in every classroom.

We are aware that all of this technology will not be available to us in our first year but by year 5 we plan to have all of these technological hardware goals in place.

Library Services: We will not have an on-site library. Our location will be less than 1 mile to two Salt Lake City Public libraries. We chose our location based on the closeness and access to libraries to our building. We will also use Alternative co-ops to go to the library and secure the books we will need as we delve into studies within our curriculum. Libraries have a cost we do not need to take on since we have such a huge on-line component and free library services available to us within a reasonable distance. We will also reduce cost load to the school because we will not need an on-site librarian.

Learning Management System: Academy of Creativity plans to be on the cutting edge of technology. Currently, we will use whatever Learning Management System offered free by the Utah State Office of Education. We also like Canvas, Schoology, and we are waiting for Google School to complete their trial period on their Learning Management System. Closer to the time of our school opening we will choose the Learning Management System that fits our community best. Then, it will be our goal for some of students to create our own learning management system designed specifically for our community.

Measurement and Recording of Education Performance: This is a reduced reference of our Assessment Plan. For more in depth information please see sec.5: [Performance Measures](#). Our approach toward assessments will be based on the following principles: Assessments should drive and measure real-world results. Formative assessments are just as important as summative assessments. Assessments should be diverse, individualized, authentic, and a part of our regular planning. Assessments should be non-competitive. Assessments should reflect proficiency rather than “points earned” or “concepts remembered”. Assessments should facilitate learning, as well as measure it. Assessments should be their own reward. Assessments should be adaptive (SAGE). These principles will guide our assessment plan to ensure that we

set high standards for student learning that are in keeping with our mission of providing a whole-child, non-competitive education.

Our school-wide assessment plan has a four tiered approach:

Tier #1: Students will show proficiency in all coursework, including ELA, Math, and Science.

Tier #2: Students will chart their learning on the ACTS continuum in all coursework, including ELA, Math, and Science. These descriptors make up the acronym ACTS and are described as follows (again, additional information is available in sec.5): A – Advanced - Describing students who have gone beyond the rubric and can create their own learning; C – Consistent – Describing students who have achieved independence in their learning and consistently meet proficiency on a daily basis; T – Transitioning – Describing students who are transitioning into independence as learners but their growth is frequently interrupted by plateaus; S – Support is necessary – Describing students who need a great deal of one-on-one individual support to become independent. Students at this level will automatically be accommodated with additional support and supervision to help them progress on the continuum, including parental support; I – Incomplete – This describes students who have not yet completed the course by the end of the term and need additional opportunities to complete the course (used at the high school level only).

Tier #3: Students will complete an e-portfolio to be updated twice a year. Tier #4: Students will complete a grade level project each year. The following will describe each of these tiers and how we will use them to ensure high levels of learning for our students as well as promotion from one level to the next and graduation from Academy of Creativity.

ACTS Data: Our quantitative ACTS data will only be one data point in looking at our overall progress. Just as our students will be required to create and display electronic portfolios, we, as a whole school, will take a portfolio approach to our progress. Our School-wide electronic portfolio will include, but not be limited to, the following items: Samples of our work (project outcomes). Reports on our progress toward our mission specific goals. A quantitative analysis of our Proficiency data. A quantitative analysis of our ACTS continuum data. Our state mandated test scores. Faculty and administrative reflections on our learning outcomes for the year. Analyses of where we need to go next with our school. Our UCAS School Grade. Our Charter School Performance Standard evaluations. Our accreditation document (when completed) and Graduation Rate (after our first graduating class).

Reflection: We believe in the power of reflection and using that reflective process to drive instruction. Each of the assessments outlined above, including our whole-school assessment plan, our students' whole-child assessment plan, our formative assessment guidelines, and our ACTS evaluation scale, are recursive and serve to immediately address any necessary accommodations for students who struggle. The wide variety of assessment data will be used to make adjustments in instruction to improve academic outcomes. However, it is important to remember that traditional academic outcomes are not the sole purpose of our school. Our outcomes are based on the personal needs of each individual whole-child. We will not make

decisions solely directed at pushing students to increase grades unless those decisions also serve their personal needs. Otherwise we would not be fulfilling our mission.

We believe this is a clear, credible, and sound plan for measuring and reporting the educational performance and progress of individual students, cohorts, and the charter school as a whole including valid and reliable measures of student outcomes. We also believe this shows how the school will use assessment data to drive key decisions aimed at improving academic outcomes. This plan is an abbreviated excerpt from section five of this application on [Performance Measures](#), which asks the same questions couched in the context of the Charter School Performance Standards. Again, for more detail on this plan, including a visual representation of the plan, please see section 5.

Assessment Requirements: In addition to our own assessment measures, we are excited for the opportunity to incorporate SAGE data and other USOE assessments into our regular and ongoing assessment protocol. We appreciate the rigor of the common core and the high standards assessed in the SAGE tests. This rigor and high academic standard is right in line with our philosophy. Our Education Director over Governance will serve as our Assessment Specialist and will acquire all necessary training for ethical and correct assessment administration through the Utah State Office of Education. He/she will then be responsible for making sure our entire faculty receives the appropriate testing and data reporting professional development required for each of these assessments. Furthermore, our Assessment Specialist will ensure our staff is trained on the ethical guidelines of assessments according to the Utah State Office of Education Ethics Policy, including all appropriate “Before Testing: Teaching Practices” procedures, “During Testing: Assessment Practices” procedures, and “After Testing Is Complete” procedures.

1. We will administer all of the state required assessments to our students at the required time according to Board Rule R277-404-3 These assessments include:
 - a. The Student Assessment of Growth and Excellence (SAGE) to be administered as a summative end of year tests in ELA, Math, and Science as required by the Utah State Office of Education
 - b. The Direct Writing Assessment (DWA) for our 8th graders
 - c. The ACT for our 11th grade students
 - i. In complying with this rule, we will take advantage of the SCHMOOP ACT prep tool available through the USOE website
 - ii. In complying with this rule, we will also offer an ACT prep course with a goal of achieving an ACT average composite score of 22
 - d. The UAA assessment for our students who have “a significant cognitive disability on an IEP who are not able to participate in the SAGE Summative or other state assessments, even with test accommodations”
 - e. The World-Class Instructional Design and Assessment (WIDA) Assessing Comprehension and Communication in English State-to-State (ACCESS). This will be administered to our English Language Learner students in order to assure they are developing the ability to read, write, listen to, and comprehend academic English

- f. The National Assessment of Education Progress (NAEP) as mandated by the United States Department of education.

Use of SAGE data and other State Assessments

Academy of Creativity has an exciting plan for how we will use SAGE data to inform our teaching and learning. Our plan will be to use the SAGE data as a window into how *teachers* are doing in helping our students learn. For a detailed explanation of how we will use SAGE data to enhance our students' learning, please refer to section 5 [Performance Measures](#).

School evaluation: All Academy of Creativity stakeholders will participate in an independent satisfaction survey administered each spring, with the goal of a 65 percent response rate. Academy of Creativity strives to be accountable to its Boards, co-ops, teachers, students, and authorizer and receive at least 90 percent exemplary and substantial ratings. We will also use SAGE scores and have periodic reviews by independent evaluators. Additionally, Academy of Creativity intends to seek accreditation as required by Board Rule R277-470. Academy of Creativity will evaluate its program every year.

Every year, information collected by these means is used to develop a plan for school improvement (also called a "strategic plan"). The final document is approved by all members of the Academy of Creativity and serves as a guide for on-going program improvement. All survey information will also be reported in Academy of Creativity's Steering meetings. Finally, this information will be part of our school-wide e-portfolio. For more information on this topic please see sec.6 [Governance](#).

Compatibility with Common Core Curriculum and Graduation Requirements: ***The Common Core Standards provided to us by the state are the basis for all instruction at Academy of Creativity and we are committed to the value of these standards.*** Because Academy of Creativity will use multi-grade classrooms, some elements of the Core Curriculum will be addressed in two- or three-year cycles. This may mean, for example, that a student may be taught some subjects from the sixth grade curriculum in his or her seventh grade year and taught from the eighth grade curriculum in his or her sixth grade. Of course, the curricula that are part of SAGE testing, will be learned in the appropriate grade level so we can accurately use this valuable data in a timely manner.

Placement process: As part of the student registration process, Academy of Creativity will work with students to determine appropriate grade level placement.

State Middle and High School graduation requirements: Per [R277-700-6](#) the Utah Board of Education Rule;

Academy of Creativity Middle School General Core will be (10.5 units of credit):

Language Arts (2.0 units of credit); b. Mathematics (2.0 units of credit); c. Science (1.5 units of credit); d. Social Studies (1.5 units of credit); e. The Arts (1.0 units of credit); f.

Physical Education (1.0 units of credit); g. Health Education (0.5 units of credit); h. Career and Technical Education, Life, and Careers (1.0 units of credit); Educational Technology (credit optional); j. Library Media (integrated into subject areas).

Academy of Creativity High School Graduation Requirements (24 units of credit):

A. Academy of Creativity will follow the Utah State Board and shall establish Core Standards and a Core Curriculum for students in grades 9-12.

B. Students in grades 9-12 shall earn a minimum of 24 units of credit through course completion or through competency assessment consistent with R277-705 to graduate.

C. Grades 9-12 Core Curriculum credits from courses approved by the Board, and the Utah State Office of Education, as specified: 1. English/Language Arts (4 Credits); 2. Mathematics (3 Credits); Successful completion of Secondary Mathematics I, II, and III or higher-Parents may request that students replace Secondary III with a course from the Applied or Advanced approved course list from the Utah State Office of Education. Students who successfully complete Calculus have met graduation requirements regardless of the number of credits they have taken; 3. Science (3 Credits) - 2 Credits (from the four science foundation areas; Earth Systems, Biological Science, Chemistry, or Physics)-1 Credit (from the foundation courses or the applied or advanced science core list from the Utah State Office of Education); 4. Social Studies (3 Credits) - 1 Credit (U.S. History), 0.5 Credit (Geography), 0.5 Credit (Civilization), 0.5 Credit (U.S. Government and Citizenship), 0.5 Credit (General Financial Literacy); 5. Directed Coursework (3 Credits) - 1.5 Credit (Fine Arts), 1 Credit (CTE), 0.5 Credit (Computer Technology); 6. Physical Education Health (2 Credits) - 0.5 Credit (Health), 0.5 Credit (Participation Skills), 0.5 Credit (Fitness for Life), 0.5 Credit (Individualized Lifetime Activities) Optional: 0.5 Credit Maximum (Team Sport/Athletic Participation (Can be used in place of Participation Skills or Individualized Lifetime Activities only)); 7. Required Electives (6 Credits) =Total Credit Hours (24).

D. Academy of Creativity students will reach their graduation goal (24 credits) and then be expected to have additional electives in Technology, Theatre, and College Courses.

Student support

The curriculum plan outlined above is ambitious, yet we believe we can implement it successfully by enlisting parents as an integral part of our learning environment. There will be plenty of opportunities for parents to serve in the role of mentor or project managers, who will be responsible for helping students organize and complete their various learning projects. Mentors will meet with students in order to help them: stay organized (such as through the use of a planner), solve problems related to the student's learning activities, solve problems related to the student's social life, locate resources in the school and in the community, provide emotional support, provide detailed feedback on work that has been completed.

Mentors and project managers will keep a log of their meetings with each student in which they will record the main items discussed with the student, progress made, and goals for the next week. In addition, advisors might help to build community among their advisees, through group meetings and other group activities. In addition to their mentors, students will receive support from teachers, other parent volunteers, and individual support as provided by the school (special needs services, etc.).

Explanation of unique teaching/learning strategies and methods:

Academy of Creativity, simply stated, will be a community of learners. Students, parents, and teachers will share the roles of teacher and learner. The diversity of backgrounds and experience that students, parents and teachers bring to the classroom will enrich the entire community. Classrooms will not be isolated from the learning of the overall community. Multi-age classrooms will collaborate with each other. Collaboration between students, parents, teachers and other community partners is an essential element.

A cornerstone of our approach to education is inquiry based learning. Observing and asking questions are key elements of how students, parents and teachers approach teaching and learning. Open-ended questions allow learners the opportunity to actively reflect on their learning or behavior, rather than passively receiving information. As partners in teaching and learning at Academy of Creativity, teachers, students, and parents will be encouraged and taught to ask questions, make requests, and propose ideas for learning activities that interest them or that they wish for the whole class (Gottfried, A. (1985). Academic intrinsic motivation in elementary and junior high school students. *Journal of Educational Psychology*, 77(6), 631-45). In the following sections we will discuss how each of these partners contributes to the learning of our community.

Parents as teachers: Parent mentoring will help make the Academy of Creativity program unique. Parents generally will commit to spend a specific block of time each week in their student's classroom, school tasks, or on school wide projects.

Parents in Academy of Creativity will not be given the responsibilities of professional teachers. They will however, be integral to the learning environment. They will supplement and enrich the curriculum under the direction of the classroom teacher. Many parents have vocational or professional knowledge and talents. Bringing this into the classroom contributes to student learning significantly beyond what the teacher alone would be able to accomplish. Below are some of the activities that may be performed by parents in the classroom:

Parents will plan and teach elective fields of study involving small groups of students based on the interest of the students, the talents of the parents and the curriculum requirements envisioned by the teacher. Parents will facilitate small group learning Activities. Parents will collaborate with teachers to plan, organize and teach curriculum in a variety of ways to meet individual student styles and needs. Parents will share expertise and professional experience through their roles as mentors, bringing "real life" experience to the classroom. Parents will provide homework support and feedback.

Parents will also support curricular enrichment and projects. Parents will be trained on the importance of maintaining confidentiality of private information they learn about students as they work in the classroom.

Parent Roles, responsibilities, accountability, and training:

Parents of students will be involved in the program in three ways: attendance at monthly parent meetings, co-opping/and or mentoring in the classroom, and participation on an Academy of Creativity committee (see [Governance](#) sec.6).

Parent training: While most Academy of Creativity parents are not trained as professional teachers, they are integrally involved in the curriculum and they do interact regularly with students. Therefore, it is necessary that parents have training opportunities available to them. Academy of Creativity parents and faculty advisors will provide more concentrated training for Academy of Creativity parents in their first year at the Academy. After that, on-going training is organized by the Academy of Creativity Parent Education committee. We will arrange for parents to receive training on the needs of adolescents, the unique curriculum provided in our school, and how to best carry out the different mentoring.

Students as teachers: Students are also integral to the creation of a unique, student-centered learning environment and often help select the manner in which curriculum is implemented. Under the direction of the teacher and parents, they supplement and enrich the curriculum. Here are some of the activities in which students may be engaged: As "Student Mentors" where students will plan, prepare and facilitate small group activities with their peers. They will learn what it's like to be a "teacher" and "mentor." Multi-age mentoring where students will have the opportunity to be leaders as the "older" in a multi-aged classroom and model what they know for the "younger" students. Younger students will have the opportunity to be coached and learn from their peers through the multi-age experience. Through directing curriculum. Students will have a voice in guiding the direction of the curriculum through conversation with the teacher. Teachers will learn from the students what their interests and strengths are, and use this to create student-centered curriculum. Students will help to transform the classroom learning so it makes sense to them, and interests them. Independent learning centers where students, with/without their parents, will design independent learning centers to bring into the school. These will be student-made, student-friendly activities that students in the classroom can choose to do. And students will choose performance based projects to rehearse and perform.

Teachers as teachers: The primary role of Academy of Creativity teachers (Academic Leaders) will be to collaborate with students and parents to create a rich learning environment that supports and enhances students' interest in learning. Teachers and parents will collaborate with each other to make school decisions, solve problems and develop policies that are consistent with the Academy of Creativity vision for education. Teachers will be responsible for teaching all requirements in the Common Core.

Teachers will encourage students to practice making responsible choices, with the understanding that they will make mistakes as part of the learning process. This involves

reframing mistakes as learning opportunities. Teachers will encourage and support students to take responsibility for their learning. Teachers will give students the opportunity to help plan and organize parts of their day through the use of daily, weekly, monthly, and semester planners, individual to each student. Teachers will help students work at their own pace and level, through the use of the students' individual planners, to meet their requirements. Teachers will promote engagement in authentic, purposeful learning.

Teachers will plan their curriculum and approach to teaching/learning from a whole-child perspective - seeking to address the academic emotional, social, physical, cognitive, and creative needs of each student. Time that teachers spend addressing the emotional and social needs of students will be as important as time spent on cognitive needs. The whole-child approach requires flexibility in our daily plans and an understanding that students will bring more than their cognitive needs with them to school (Abbott, Martin, and Fouts, Jeffrey, "Constructivist Teaching and Student Achievement: The Results of a School-Level Classroom Observation Study in Washington," 2003). Because parent mentors take responsibility for teaching small groups, teachers will have more opportunities to meet with small groups of students and with individual students in order to assess individual needs, and address specific lessons and curriculum components. The increased opportunities for individual teaching and the multi-age aspects of Academy of Creativity classrooms will allow teachers to consider the developmental needs of students, rather than focusing on strict grade level expectations.

Teachers will play a major role in fostering a sense of community and continuity within the school, e.g., planning annual activities, and supporting new family education. Teachers, with the assistance of parents, will prepare students for the transition process from Academy of Creativity environment to that of a traditional post-secondary school so students are prepared to succeed throughout their academic career. Teachers will lead students to come together, form a community, share decision-making, and ask questions. Teachers will encourage dialogue for the purpose of understanding and constructing meaning. Teachers will engage learners in evaluating aspects of classroom life. Teachers will celebrate individual and classroom successes. Teachers will choose to think, act, and speak positively.

Teachers will follow through and keep commitments. Teachers will act as a guide for other learners through discussion of learning and structure in the classroom, by modeling effective strategies and by providing learning experiences in which all learners of the community participate. Teachers will recognize and use teachable moments. Teachers will focus on learner self-evaluation. Teachers will value and encourage risk-taking. Teachers will be learners themselves who foster learning with and from peers. Teachers will support and guide parent co-operators.

Description of educational environment and classroom structure

One reason Academy of Creativity will meet the broad needs of its students consistently is the active role Academy of Creativity parents will take in the education process. The presence of so many caring adults in the classroom, and around the school, will allow for the planning and implementation of learning activities that might not be feasible in traditional classrooms with higher adult-to-student ratios. Students will receive individualized attention, experience more

one-to-one or small group activities, participate more actively in classroom pursuits, and have more opportunities for extended educational experiences. In addition, parents and teachers will govern the school together, with the result that the school environment is more likely to be consistent with the values and expectations of the families who participate in it.

Educating the "whole-child" is the tenet that will drive the environment within each classroom and allow for the academic, social, emotional, creative, aesthetic and physical growth and development of each student. The classrooms will all be similar in a variety of ways, which will be part of the "common thread" that aligns our classrooms with the philosophy of Academy of Creativity.

Classrooms will be, at all times, "student friendly" and developmentally appropriate. Classrooms will be warm and welcoming. They will have a large, open space for gathering, where the entire learning community (students, parents, and teacher) will gather several times each day. Everyone will be seated together forming a circle, for a wide variety of activities: planning and organizing, business and announcements, sharing, problem solving, curriculum discussions, whole class lessons, read aloud, guest speakers, and presentations by students, parents or guests. Most importantly, classrooms will encourage creativity.

Some rooms will have sofas, comfortable over-stuffed chairs, rocking chairs, old fashioned claw foot bathtubs, and unusual furniture to create a unique space. Rooms will have a variety of tables that support small group learning. In addition, each classroom will have independent work spaces for either individual or partner work to occur. Because collaboration is a vital and key element of the Academy of Creativity philosophy, students will move throughout the classroom, working with others and seeking help and support as needed.

In tune with the Academy of Creativity philosophy of being a "community of learners", all classrooms will have items that support this sense of community. There will be few individual desks. All students will work around shared tables. Supplies (paper, sharpies, rulers, scissors, compasses, staplers, etc.) will be all located in a shared, community space, to be used as needed by anyone. Because technology is such a big component of Academy of Creativity goals, each student will have frequent and easy access to computers, laptops, or tablets. Students will each have a locker for personal books or learning materials. Many times during a school day small groups of students will work outside their own classroom in the hallway, sometimes needing more space to spread out, sometimes needing privacy. The hall space will be considered part of Academy of Creativity learning environment.

Learning will also take place outside of the classrooms. Students and co-ops may meet in small groups in the hallway or other public spaces in the school, or outside. Also, many Academy of Creativity learning opportunities will take place off campus. This will be facilitated by the presence of parents and other community partners who can assist in planning off-campus activities and in transporting and managing groups of students at a variety of learning venues.

Academy of Creativity will provide exactly the kind of educational environment adolescents need. Academy of Creativity emphasizes individualized, project-based instruction that attends to the needs of the whole-child and invites learners to make connections, think critically, apply new knowledge, and solve problems. Learning experiences at Academy of Creativity will be

Hours of Instruction School District: Academy of Creativity Building: _____
 Jan 2014 Grade(s): 6-12 School Year: 2016-2017

Directions: Identify Activity and Start/End Time. For all other columns, please enter values ONLY in fields with dashed border. Entering data in other columns will overwrite formulas.

Regular Daily Schedule						
Activity	Start Time	End Time	Minutes	Feeling Time into Recess/Class	Total Minutes	Number of Regular Days Scheduled:
Café	8:30 AM	9:00 AM	0	0	0	161 (from calendar)
Morning Meet	9:00 AM	9:15 AM	15	0	15	
Block 1	9:15 AM	10:45 AM	90	5	95	
Block 2	10:50 AM	12:20 PM	90	0	90	
Break	12:20 PM	12:50 PM	30	0	30	
Block 3	12:55 PM	2:25 PM	90	5	95	
Block 4	2:30 PM	3:30 PM	60	0	60	
			0	0	0	
			0	0	0	
			0	0	0	
Enter Manually - Total Minutes for Lunch					30	Total Hours
Total Minutes (Less Lunch)					355	(Days x Daily Hrs)
Minutes Converted to Hours					5.92	953.12

Other Schedule C (Identify):						
Activity	Start Time	End Time	Minutes	Feeling Time into Recess/Class	Total Minutes	Number of Days for Schedule C
			0	0	0	0 (from calendar)
			0	0	0	
			0	0	0	
			0	0	0	
			0	0	0	
Enter Manually - Total Minutes for Lunch					0	(Days x Daily Hrs)
Total Minutes (Less Lunch)					0	
Minutes Converted to Hours					0.00	0.00

Other Schedule A (Identify): Late Start Day						
Activity	Start Time	End Time	Minutes	Feeling Time into Recess/Class	Total Minutes	Number of Days for Schedule A
Café	12:00 PM	12:35 PM	0	0	0	9 (from calendar)
Morning Meet	12:35 PM	12:50 PM	15	0	15	
Block 1	12:55 PM	2:25 PM	90	5	95	
Block 2	2:30 PM	3:30 PM	60	0	60	
			0	0	0	
			0	0	0	
			0	0	0	
Enter Manually - Total Minutes for Lunch					0	(Days x Daily Hrs)
Total Minutes (Less Lunch)					170	
Minutes Converted to Hours					2.83	25.47

Other Schedule B (Identify): Early Out Day						
Activity	Start Time	End Time	Minutes	Feeling Time into Recess/Class	Total Minutes	Number of Days for Schedule B
Café	8:30 AM	9:00 AM	0	0	0	6 (from calendar)
Morning Meet	9:00 AM	9:15 AM	15	0	15	
Block 1	9:15 AM	10:45 AM	90	5	95	
Block 2	10:50 AM	12:20 PM	90	0	90	
			0	0	0	
			0	0	0	
			0	0	0	
Enter Manually - Total Minutes for Lunch					0	(Days x Daily Hrs)
Total Minutes (Less Lunch)					200	

Total Hours of Instruction for School Year	
Regular Daily Schedule	953.12
Other Schedule Variations (if applicable):	
A:	25.47
B:	19.98
C:	0.00
D:	0.00
Other Hours Total from Sheet 2a (if appl.)	0.00
Total Hours of Instruction	998.57

If more schedule variations, use Sheet 2a.

Activity = class period, lunch, recess, etc.

integrated across subject areas, require student's active participation, and encourage small-group, cooperative activities within an artistic and technological lens. Many different adults will be available to students throughout the day to provide support, guidance, and mentoring. Finally, the cohesive learning community made up of teachers, parents, and students at Academy of Creativity will provide a non-competitive, caring, and remarkably supportive educational environment for all students who attend the school.

Student Behavior Philosophy

ACADEMY OF CREATIVITY COMMUNITY EXPECTATIONS AND CODE OF CONDUCT

RCIP AS IS:

YOU ARE RESPECTFUL TO YOURSELF, OTHERS, AND SUPPLIES

YOU ARE INVESTED TO BE PRESENT, ON TIME, AND ON TASK

YOU ARE A LIFE-LONG LEARNER AND OPEN TO NEW IDEAS

YOU ARE RESPONSIBLE FOR YOURSELF, YOUR ENVIRONMENT, AND YOUR OWN EDUCATION

YOU ARE THE CHANGE YOU DESIRE TO SEE IN THE WORLD

YOU AND YOUR ACTIONS MAKE A DIFFERENCE AND IMPACT OTHERS

YOU ARE CAPABLE OF ACCOMPLISHING ANYTHING

Sound classroom management begins with the relationship between the teacher and students. Knowledge of a student's needs, wants, desires, and outside school lifestyle and the teacher's understanding and student connection dictates a healthier and stronger classroom climate. If this concept is built into

a school climate the needs of a behavior management plan declines overall. Research also supports that students who have parents in the classroom have less behavioral issues. It has also been our experience as parents, and teachers, at the Open Classroom that knowing kids as individuals, building a familial rapport, having knowledge of their individual educational and behavioral needs, and knowing what is happening in their lives outside of school leads to a better understanding between the student and faculty. This respect from respect atmosphere enables us to have few disciplinary events.

Our behavior philosophy and code of conduct will be communicated to all members of our community and will be found throughout the school. If a student chooses to not follow our code of conduct or acts out in a class, an elective, or a production they will be required to follow our “Consequences of your Inappropriate ‘ACTions’” steps. This is to help co-ops to have a system of support for behavior concerns and to hold each student accountable.

A positive behavioral management approach is taken to assist students in developing their ability to make good behavioral choices. The needs of individual students are supported through the collaborative efforts of the Educational Directors, the faculty, and counselors. Respecting our personal space and respecting the rights of others is important in any school situation. We want all students to feel comfortable, respected, and able to achieve academically and socially. Anything that can be demeaning, lessen self-respect and esteem, or can limit a student's ability to achieve, will be considered a violation of personal rights.

Rights and Responsibilities of our Community: You have the right to personal respect and a safe environment in this school and on its grounds. You have the right to be protected from offensive, demeaning comments or behavior. You have the right to report any type of harassment immediately to school authorities. You have the right to learn in a quiet, cooperative place where you can work and think. You have the responsibility to treat others in a kind, understanding and caring way. You have the responsibility to conduct yourself in a way that will enable others to learn.

Each spring, the Academy of Creativity Steering will review the school discipline policies. It will contain expected behavior standards for students in the classroom as well as on the school grounds. Copies of the school discipline policies will be distributed to parents, students, and teachers each year prior to, or during, the first two weeks of school. Any new student registering after general distribution will be given copies during registration. Copies also will be

ACADEMY OF CREATIVITY BEHAVIOR SUPPORT

IF A STUDENT DECIDES TO NOT FOLLOW THROUGH WITH THE COMMUNITY EXPECTATIONS THEY WILL:

1. **SAY THE STUDENT'S NAME AND**

ASK IF THEY REMEMBER THE EXPECTATIONS. LET THEM KNOW WHAT YOU NEED. '_____'. CAN YOU REMIND ME OF OUR EXPECTATIONS? I NEED YOU TO_____'

2. **IF THEY ARE STILL STRUGGLING**

COME SIT BY ME. RELOCATE THEM WITHIN THE SAME SPACE. _____ I NEED YOU TO COME SIT BY ME.'

3. **IF BEHAVIOR DOES NOT IMPROVE**

TALK TO THE TEACHER. LET THE STUDENT KNOW THEY NEED TO RETURN TO THEIR HOMEROOM TEACHER OR ADVISOR OR GET THE TEACHER FOR SUPPORT. _____ I NEED YOU TO GO BACK TO YOUR HOMEROOM TEACHER AND SPEAK WITH THEM ABOUT A PLAN FOR SUCCESS'

4. **ONCE A STUDENT IS WITH THEIR TEACHER THEY WILL NEED TO**

TELL HOW YOU ARE GOING TO MAKE A CHANGE AND MAKE UP FOR THE MISCONDUCT. '_____ I NEED YOU TO REFLECT AND WRITE DOWN FOR ME WHAT YOU COULD HAVE DONE DIFFERENTLY AND HOW YOU WILL MAKE BETTER CHOICES IN THE FUTURE.'

placed each year in the office. We believe in teaching to the whole child therefore Teachers, or Educational Leaders, will not be permitted to retain students in school during breaks or lunch periods for any purpose unless the health or educational needs or interests of students warrant such retention.

Parents shall be notified if a student is being kept after school. Students may be detained after school for a short period to complete work missed or to participate in special activities with the consent of an Education Director(s) and notification of the parents.

Attendance and Tardy Policy: By law, school-aged minors in Utah are required to attend school and parents of school-aged minors are responsible to have their students meet compulsory attendance requirements (UC 53A-11-101). Academy of Creativity’s attendance and truancy tardy policy is aimed at 1) assisting parents and students in understanding and meeting these legal obligations; and 2) meeting Academy of Creativity’s legal obligation to assist parents/students in resolving attendance problems (UC 53A-11-103). Academy of Creativity’s attendance policy has been developed in accordance with Utah Code (UC) section 53A-11-101 through 53A-11-101, Utah Administrative Code (UAC) R277-607 (modified as allowed by R277-607-5C), UAC R277-609-5, and the NCLB Consolidated State Application Accountability for the State of Utah. This policy will be reviewed at least annually by the Academy of Creativity Steering board.

Tracking school attendance is a shared responsibility of students, parents, teachers and other Academy of Creativity staff.

Parents should check their student’s attendance on a regular (at least weekly) basis by viewing it online. Occasionally, errors will be made in attendance recording. Parents and students should consult with teachers and the attendance office to clear up any such errors (www.easthollywood.org/old/downloads/.../attendanceTruancyPolicy.doc).

Teachers will enter attendance into the electronic student information system each day. We will work on developing a student system for self-check in technology. Changes to a student’s attendance record (teacher or staff excusals) will need to be documented in writing.

Valid Reasons for Excusing Absences and Required Documentation

Reason for Absence	Documentation
Personal illness	Letter from a physician (after more than 4) consecutive absences)
Hospitalization/Medical emergency	Letter from a physician
Participation in a legal proceeding	Letter from the court
Death in the Family	Phone Call from Family or Letter
Medical/dental appointments	Letter from a physician is helpful
Out-of-town family vacations	Letter from parent
Other emergencies	These will be excused on a case-by-case basis by the Educational Directors with appropriate documentation.

Parents may request that their student’s absence be excused. Such a request must be submitted in writing, by phone, or in person to the office within two

(2) school days of the absence. (For family vacations, requests must be received one week prior to the vacation and each teacher should be notified.) Requests that are late, incomplete, or for reasons that are not excusable can be denied. Request must include the following: Student's full printed name, Date(s) of absence requested to be excused, Reason for absence, Parent's printed name, Parent's signature, Date of signature, Phone number where parent can be reached, Attached required documentation if needed.

Excused absences do not excuse students from classroom assignments, participation, and assessments. Students will have two (2) school days for each excused absence to make-up work when absences are unforeseeable. In situations where it is not possible for a teacher to recreate a graded learning experience,

Absences	Action
2	Office will call/meet parents and student to discuss the importance of attendance and the legal implications of truancy.
4	Attendance officer will schedule a meeting between the Educational Director, counselor, and parents to discuss attendance.
6	Attendance officer will send a 1st truancy citation by certified letter to parents. (Truancy citations will include: dates of unexcused absences, a request for parental support in resolving attendance problems, a copy of the truancy fee schedule, an invoice for any outstanding fees, and a copy of UC 53A-11-103.) Attendance officer will refer parents who fail to respond to the appropriate County Attorney, District Attorney, or Juvenile Court for the issuance of a Class B Misdemeanor. Counselors will monitor student attendance (for up to 30 days) and may adjust student curriculum/schedule if necessary.
8	Attendance officer will send a 2nd truancy citation by certified letter to parents. Attendance officer will refer parents who fail to respond to the appropriate County Attorney, District Attorney, or Juvenile Court for the issuance of a Class B Misdemeanor. The attendance officer will schedule a pre-court hearing between the principal, parents, and student where the potential for and alternatives to court referral will be discussed.
9	Attendance officer will send a 3rd truancy citation by certified letter to parents. Attendance officer will refer parents who fail to respond to the appropriate County Attorney, District Attorney, or Juvenile Court for the issuance of a Class B Misdemeanor. Attendance officer will issue a Habitual Truant Citation and refer the student to the appropriate County Attorney, District Attorney, or Juvenile Court. (Habitual Truant referral will include: documentation of attendance, achievement, school efforts to improve attendance, copies of truancy citations, and copies of mailing certificates.)
10+	Attendance officer will send additional truancy citations by certified letter to parents.

teachers will provide an alternative assignment. In cases where absences are foreseeable, assignment alternatives and due dates should be negotiated between the student and teacher prior to the excused absence. In all cases, it is the student and/or parent's responsibility to see that make-up work is collected and turned-in. Parents or students may contact their guidance counselor to make necessary notifications to teachers arranging for assignments to be picked up from the office. Students will be expected to make-up any missed assignments.

Students who have frequent unexcused absences are more likely to struggle with lower learning, loss of credit, fines, detention by school and police authorities, and criminal prosecution. Parents of students who have frequent unexcused absences are subject to fines and criminal prosecution. Academy of Creativity will try to create an atmosphere where everyone will feel welcome and students will want to come to school.

Actions Taken by Academy of Creativity for Unexcused Absences during a School Year can include:

Level	# Unexcused Absences in the School Year	Citation	Fine
1	6	1 st	Warning
2	8	2 nd	\$10
3	9	3 rd	\$15
4	10	4 th	\$20
5	10+	5 th	\$25

Parents will be assessed truancy citation fines according to the schedule below. Truancy fines are ***not*** subject to fee waiver.

Procedure for Appealing Loss of Credit and Truancy

Citations: If parents feel the school is in error or the school’s actions are or were unjustified given extenuating circumstances, parents may appeal truancy citations and/or loss of credit due to truancy. Parents must request a meeting with the Educational Director in writing within ten (10) school days of the issuance of a truancy citation (for citation) or posting of term grades (for loss of credit). The Educational Director(s) will convene an “appeals committee” meeting with the student’s teachers, the counselor, and the attendance officer (Charter Solutions). The committee will act to correct any errors in student attendance records. Students and parents must justify to the committee why citations, or loss of credit, should be overturned. It shall then be the determination of the committee (not the parent or student) whether to change unexcused absences to excused absences or modify the consequences for unexcused absences.

Students who are excessively absent are subject to disciplinary action, possible court referral, withdrawal and loss of credit. Students having unexcused absences for ten (10) consecutive days will automatically be withdrawn from school unless they contact the school to explain mitigating circumstances. A student may also be withdrawn after repeated efforts by the attendance office, counselors, teachers, or Educational Director(s) to locate the student, or parent have been unsuccessful.

Tardiness: Punctuality is an important life skill and tardiness is extremely disruptive to the educational process. A student is considered tardy if he/she is not in the classroom when the tardy bell rings and does not have a valid excuse for being late. After twenty minutes, students

Actions Taken by Teachers for Unexcused Tardiness during a School Term

Tardy	Action
2	Verbal warning given to student. Counseling given to student regarding the consequences for further tardiness and the disruptive nature of tardiness.
3	Same as for 1 st tardy.
4	Phone or in-person contact with parents will be made to discuss the student’s lateness and its impact on the class and on the student. Make a plan to fix the issue.

are marked absent unless they have an excusal note for legitimate reasons as listed in excused absence section above.

Any student who arrives on campus after the beginning of school or who leaves school at any time after

having been on campus must sign in or out at the Office. Parental consent via phone or writing is required to sign out early. Students who sign out are still subject to the attendance policy for excused and unexcused absences. Parents/guardians are advised not to check students out of school for anything other than necessary activities, as this can significantly affect a student's academics. Parents should not call students directly to have them sign-out, but should call the office, which will then release a student from school. Students who are signed-out must still follow the procedure for excusing absences as at other times.

When a student's absence for personal illness is expected to exceed ten consecutive days, the student may apply for homebound instruction. Parents of students in this situation should submit a home/hospital instruction application to the Educational Director. Students with contagious illnesses will not be approved. This is for the safety of our staff. Once students are no longer contagious, but are still unable to resume their regular schooling, we will approve home support.

When a student enrolls in homebound instruction, it is sometimes necessary to adjust the schedule to meet the needs of the student. Elective courses not offered by homebound teachers may be dropped until the student returns to school. Core classes will remain on the student's schedule and the classroom teacher retains the responsibility for assignments. Students will receive a total of 2 hours of instruction per week from homebound teachers. They can also continue with on-line classes. Students will not be marked absent during the period of homebound instruction. Homebound instruction must be arranged with the counselor.

If students with disabilities under the Individuals with Disabilities Education Act (IDEA) or students protected under Section 504/ADA of the Rehabilitation Act have excessive absences and fall within the criteria of this rule, the student's IEP team (IDEA) or school team (Section 504) shall ensure that truancy procedures apply consistent with state and federal law and regulations.

Dismissal, Suspension, Expulsion Procedures

We believe in a free and public education for every child. It will be our intent to keep a child in school and we will work hard to ensure all legal options will be met to keep a child in our school as part of our community. However, we realize events can happen and there will be times when a student needs to have further disciplinary actions than listed above. Our goal is to keep students in school and every effort will be made for in school suspension, out of school suspensions to less than 10 days, and any form of Expulsion to be less than a year unless necessary.

The Academy of Creativity will follow Utah code 53A-11-904 for following procedures and grounds for suspension, expulsion, and dismissal from a public school:

(1) A student may be suspended or expelled from a public school for any of the following reasons: (a) frequent or flagrant willful disobedience, defiance of proper authority, or disruptive behavior, including the use of foul, profane, vulgar, or abusive language; (b) willful destruction or defacing of school property; (c) behavior or threatened behavior which poses an immediate and significant threat to the welfare, safety, or morals of other students or school personnel or to the operation of the school; (d) possession, control, or use of an alcoholic beverage as defined in Section **32B-1-102**; (e) behavior proscribed under Subsection (2) which threatens harm or does harm to the school or school property, to a person associated with the school, or property associated with that person, regardless of where it occurs; or (f) possession or use of pornographic material on school property.

(2) (a) A student shall be suspended or expelled from a public school for any serious violation affecting another student or a staff member, or any serious violation occurring in a school building, in or on school property, or in conjunction with any school activity, including: (A) the possession, control, or actual or threatened use of a real weapon, explosive, or noxious or flammable material; (B) the actual or threatened use of a look-alike weapon with intent to intimidate another person or to disrupt normal school activities; or (C) the sale, control, or distribution of a drug or controlled substance as defined in Section **58-37-2**, an imitation controlled substance defined in Section **58-37b-2**, or drug paraphernalia as defined in Section **58-37a-3**; or the commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor. (b) A student who commits a violation of Subsection (2)(a) involving a real or look alike weapon, explosive, or flammable material shall be expelled from school for a period of not less than one year subject to the following: within 45 days after the expulsion the student shall appear before the student's local school board superintendent, the superintendent's designee, chief administrative officer of a charter school, or the chief administrative officer's designee, accompanied by a parent or legal guardian; and the superintendent, chief administrator, director(s) or designee shall determine: (A) what conditions must be met by the student and the student's parent for the student to return to school; (B) if the student should be placed on probation in a regular or alternative school setting consistent with Section **53A-11-907**, and what conditions must be met by the student in order to ensure the safety of students and faculty at the school the student is placed in; and (C) if it would be in the best interest of both the school district or charter school, and the student, to modify the expulsion term to less than a year, conditioned on approval by the local school board or governing board of a charter school and giving highest priority to providing a safe school environment for all students (http://le.utah.gov/code/TITLE53A/htm/53A11_090400.htm).

(3) A student may be denied admission to a public school on the basis of having been expelled from that or any other school during the preceding 12 months.

(4) A suspension or expulsion under this section is not subject to the age limitations under Subsection **53A-11-102**(1).

(5) Each local school board and governing board of a charter school shall prepare an annual report for the State Board of Education on: (a) each violation committed under this section; and (b) Each action taken by the school district against a student who committed the violation. Parent support is crucial to our school and our student's success. The Academy of Creativity will maintain a policy for students whose parents or guardians do not fulfill their co-oping or other commitments to the Academy of Creativity (including failure to follow through on approved alternative or limited co-oping) and have not received a waiver (from our Education Director of Community relations see [Governance](#) section 6). Every effort will be made first to meet with the parents or guardians to discuss the problem, to explain the importance of the commitments, and to determine whether there are any obstacles to resolving the problem that the school can help address. The parents or guardians will also be notified on the availability of a waiver. If this effort is unsuccessful, the parents or guardians will be notified by letter of the possibility that their student will be exited from the school, and invited to speak with the child's teacher, a representative from the Steering Body, or the Educational Director(s). If these steps do not resolve the problem, a conditional "exit recommendation" will be made by a consensus of the Academy of Creativity Executive Board. The Executive Board will then appoint one of its members to talk with the family and then family and student are given a one-term "improvement period" with specific guidance for improvement. The "exit recommendation" along with the terms and results of the "improvement period" are turned over to the Academy of Creativity executive Board, which makes a final decision about whether a student should be dismissed from the school.

Supporting Research Base, Data, and Statistics: Among researchers there is growing interest in the community of learner's philosophy. Many researchers, including but not limited to the ones listed below, observe that in a community of learner's environment, students are more emotionally stable, improve academically and are more self-directed. This is the research used for all sections of our Charter. Academy of Creativity is proud that our philosophy and education plan is sound, well supported, and documented. The Academy of Creativity philosophy was inspired by the works and theories of John Dewey, *Democracy and Education* (New York: MacMillan, 1916), and Lev Vygotsky, *L.S. Vygotsky, Mind in Society: the Development of Higher Psychological Processes* (Cambridge: Harvard University Press, 1978), Piaget, J. (1952 *The origins of intelligence in children*. New York: International Universities Press), Jim Fay and David Funk ("Teaching with Love and Logic – Teaching Children Responsibility") Brown and Campione, ("Communities of Learning and Thinking"); Barbara Rogoff, Carolyn Turkianis, and Leslie Bartlett, ("Learning Together: Children and Adults in a School Community" 1998, New York: Oxford University) and the Open Classroom (2003. Education Plan. Published Charter document).

Section 5: Performance Measures

Mission specific SMART goals

As a governing board, our specialties and experiences are perfectly suited to fulfilling our mission. Moreover, we are committed to meeting the charter school performance standards put in place to ensure our success in helping students. In order to do so, we have implemented

the following SMART goals, (Specific, Measurable, Ambitious/Attainable, Relevant, and Time-bound) which will allow us to be accountable to each other, our students, and ourselves and help us meet the standards. Each goal is listed in the following template, along with how it will be measured.

<i>Indicator – Upholding Charter School Performance Measures</i>		
Measure	Metric	Board Goal
Parent cooperative documents and electronic sign-ups.	95% of parents signed up for a cooperative commitment before the first day of school	Before we start school our first year, we will set up a parent cooperative program that explains the parent commitment, describes specific options for how that commitment can be met by parents and sets up a schedule for parents as mentors in the classroom or in other support areas. (Complies with CSPA: Governing Board Stewardship Measure 3A – Governance Compliance)
Compliance with SAGE testing participation	95% participation our first year	To comply with Charter School performance standards, we target a 95% participation rate in the percentage of our students who take the SAGE assessment our first year in ELA, Math, and Science. (Complies with CSPA: Governing Board Stewardship Measure 1A, 1B)
ELL Assessments administered Year 1	100% of ELL students being served with accommodations	To comply with Charter School Performance Standards, we plan to assess and serve 100% of our ELL students by September 1 st in our first operational year (school starts at the beginning of August). (Complies with CSPA: Governing Board Stewardship Measure 1D)
Meet our budgeted financial obligations	Within a 5% variance of budget	To Comply with Charter School Performance Standards, have our expenses align within 5% of our budget in our first operational year. (Complies with CSPA: Governing Board Stewardship Measure 2D)

Assessments that comply with Charter School Performance Standards

Utah State Office of Education Required Assessments

We will employ a wide variety of assessments, both formative and summative, to monitor our students’ learning. With over 35 years of combined teaching experience on our governing board, we understand the requirements involved in the statewide system of assessment and accountability and we have the experience and knowledge to ensure that our school is in full compliance with these requirements. Three members of our board have personally administered the SAGE tests at the junior high level and one of our vice chairs, was the SAGE test coordinator at the Open Classroom for the 2013-14 school year. Moreover, we understand

how to analyze the data from those assessments to help monitor our growth over time; the three teachers on our board who previously administered the state's CRT testing have successfully tracked their scores over the past several years and used that data to monitor student achievement and growth. We understand how to look at individual data as well as trends in groups and address the needs of students who are not at proficiency level. As you can see, we are vastly qualified to fulfill our school's obligation to participate in the statewide system of assessment and accountability. Moreover, we are dedicated to using the testing data to address areas where our students may be struggling.

A key indicator of student learning and high expectations will be our use of the SAGE assessment and the state core standards. We are excited for the opportunity to incorporate SAGE data and other USOE assessments into our regular and ongoing assessment protocol. We are fully committed to student learning and performance as demonstrated by state standards. In conjunction with this commitment, our Governance Educational Director will take on the responsibility of Assessment Specialist. Referenced earlier in [Program of Instruction](#) this administrator will acquire all necessary training for ethical and correct assessment administration through the Utah State Office of Education. He/she will then be responsible for making sure our entire faculty receives the appropriate testing and data reporting professional development required for each of these assessments. Furthermore, our Assessment Specialist will ensure our staff is trained on the ethical guidelines of assessments according to the Utah State Office of Education Ethics Policy, including all appropriate "Before Testing: Teaching Practices" procedures, "During Testing: Assessment Practices" procedures, and "After Testing Is Complete" procedures.

Our assessment plan aligns with the Charter School Performance Standards in these ways:

1. We will administer all of the state required assessments to our students at the required time according to Board Rule R277-404-3. These assessments include:
 - a. The Student Assessment of Growth and Excellence (SAGE) to be administered as a summative end of year tests in ELA, Math, and Science as required by the Utah State Office of Education
 - b. The Direct Writing Assessment (DWA) for our 8th graders
 - c. The ACT for our 11th grade students
 - i. In complying with this rule, we will take advantage of the SCHMOOP ACT prep tool available through the USOE website
 - ii. In complying with this rule, we will also offer an ACT prep course with a goal of achieving an ACT average composite score of 22 (putting us in compliance with CSPS Academic Performance and Student Engagement – Measure 4a)
 - d. The UAA assessment for our students who have "a significant cognitive disability on an IEP who are not able to participate in the SAGE Summative or other state assessments, even with test accommodations"
 - e. The World-Class Instructional Design and Assessment (WIDA) Assessing Comprehension and Communication in English State-to-State (ACCESS). This will be administered to our English Language Learner students in order to assure

they are developing the ability to read, write, listen to, and comprehend academic English. (This will put us in compliance with CSPS Governing Board Stewardship Measure 1d).

- f. The National Assessment of Education Progress (NAEP) as mandated by the United States Department of education.
2. We will report our required assessment results to all of the appropriate stakeholders. (Putting us in compliance with the CSPS Governing Board Stewardship Measures 3a & 4a). These stakeholders include, but are not limited to, the following:
 - a. The USOE Assessment Office (Using an appropriate reporting method (such as UTREx) as dictated by each individual assessment through our Assessment Specialist).
 - b. Students (with information on how to appropriately interpret scores and report).
 - c. Parents (with information on how to appropriately interpret scores and report).
 - d. Teachers (who can use the data as a snapshot to accommodate individual learners).
 - e. The public in our end-of-year performance report.
3. In sharing our data, we will handle the information in compliance with all federal and state laws (Putting us in compliance with CSPS Governing Board Stewardship – Measure 4c) including:
 - a. FERPA (Family Educational Rights and Privacy Act)
 - b. GRAMA (Government Records Access Management Act)
4. We will focus our instruction to go beyond basic proficiency in English Language Arts, Math, and Science based on our students' SAGE scores. Our target in year one is for our students to be in the following percentile (Putting us above compliance with CSPS Academic Performance & Student Engagement – Measures 2a, 2b, 2c):
 - a. ELA - $\geq 75^{\text{th}}$ percentile
 - b. Math - $\geq 75^{\text{th}}$ percentile
 - c. Science - $\geq 75^{\text{th}}$ percentile
5. We will use our testing data as one indicator to determine student success in core classes. Specifically, we will focus instruction to ensure students learn English Language Arts, Math, and Science with the following Student Growth Percentile on the SAGE Assessments starting our second year (This will put us in compliance with CSPS Academic Performance & Student Engagement – Measures 3a, 3b, 3c):
 - a. ELA – Median Growth Percentile of ≥ 70
 - b. Math – Median Growth Percentile of ≥ 70
 - c. Science – Median Growth Percentile of ≥ 70
6. We will align our instruction with the mandated assessments by ensuring our instruction is aligned with the Utah Core Standards for each of our grade levels. We will do this using the following resources:
 - a. Our governing board brings diverse skills from across the curriculum along with a vast knowledge of the state core requirements in our respective specialties, which we intend to implement on the instructional level in our school.
 - b. We will attract highly qualified and skilled teachers by implementing a business plan designed to offer teachers competitive salaries.

- c. We will implement a governance plan that ensures hiring practices to help us find teachers dedicated to providing quality instruction including, but not limited to, following the Utah Core Standards (Putting us in compliance with CSPS Governing Board Stewardship – Measure 4b. See sec.6 Governance).
- 7. We will make all appropriate and required accommodations for students who are in need of academic accommodations in accordance with UPIPS. Our educational philosophy is perfectly suited to this commitment in that we plan on creating a Personalized Education Plan (PEP) for every one of our students (as outlined in our mission specific goals above). Therefore, we believe our school will already exceed the expectations of this legal requirement. However, we still intend to follow the letter of the law in accommodating students with special needs (Putting us in compliance with the CSPS Governing Board Stewardship Measure 1a – Is the school protecting the rights of students with disabilities?). This will include, but not be limited to, the following:
 - a. Hiring a special education specialist to ensure we comply with all required documentation and placement of students with special needs (this position will either be full-time or part-time depending on need and may be combined with, contracted by, or assisted by our administrative assistant from Charter Solutions).
 - b. Full compliance with the Individuals with Disabilities Education Act (IDEA). This includes any necessary accommodations in our assessment procedures.
 - c. Full compliance with the Americans with Disabilities Act (ADA). This includes any necessary accommodations in our assessment procedures.
 - d. A Free Appropriate Public Education (FAPE) for all students regardless of disability and accommodation needs. This includes any necessary accommodations in our assessment procedures.
 - e. Individual Education Plans (IEPs) for eligible students with disabilities. This will be a part of the students’ PEPs and will include any necessary accommodations in our assessment procedures.
 - f. Placement of students with disabilities in the Least Restrictive Environment (LRE). This includes any necessary accommodations in our assessment procedures.
 - g. Section 504 accommodation plans when appropriate. This includes any necessary accommodations in our assessment procedures.
 - h. English Language Learner (ELL) accommodations when appropriate. This includes any necessary accommodations in our assessment procedures.
 - i. Administration of all assessments and services for individuals with disabilities and English Language Learners, including but not limited to the UAA assessment and the WIDA ACCESS services (as mentioned above).
 - j. The appropriate allocation of resources acquired from state or federal funding as a result of having students with disabilities or English language learners in our school. (This will include any possible Title I money we get from serving students from lower income communities, although we don’t intend to serve a disproportionately high number of these students.)

8. By complying with all of these state and federal requirements regarding standardized assessments, we will be in compliance with all Charter School Performance Standards regarding assessments.

Use of SAGE data and other State Assessments

We see SAGE as a valuable tool created at the state level to let us know if our students are where they need to be in the core areas. Our plan is to use the SAGE data as a window into how *teachers* are doing in helping our students learn. Our test specialist will be trained on how to data mine the SAGE scores to find the key areas that need to be addressed in each subject from a teaching stand point. We will then take advantage of all professional development experts available to us at the state level to work with our faculty on addressing those areas. Moreover, our education plan will allow us to address these areas *across the curriculum*. Since real-world, project-based learning is a basic tenet of our school, all teachers will be responsible for teaching ELA, Science, and Math within his or her curriculum; and all teachers will be responsible for implementing professional development gleaned from SAGE data in his/her classroom.

We will use this same procedure in terms of all of our state assessments including the DWA and the UAA. The USOE has the human expertise and the resources through their data portal and their academic specialists to help us realize where we need to improve. In terms of the ACT, we will use the data from that assessment to create an ACT prep program that specifically targets the areas in which our students are below proficiency. Overall, these assessments will provide us with the data we need to know if we are fulfilling our commitment to bring our students beyond average proficiency. We are grateful for these tools.

Academy of Creativity School-wide Assessment Plan – presenting high standards for student achievement

*Note: there is an abbreviated excerpt of this part in our [Program of Instruction](#) section. Both sections ask for a description of our standards for student learning. This section goes in depth about how our assessment plan complies with the Charter School Performance Standards.

Our approach toward assessments will be based on the following principles:

Assessments should drive and measure real-world results; Formative assessments are just as important as summative assessments; Assessments should be diverse, individualized, authentic, and a part of our regular planning; Assessments should be non-competitive; Assessments should reflect proficiency rather than “points earned” or “concepts remembered”; Assessments should facilitate learning, as well as measure it; Assessments should be their own reward (like the performance of a play or the application of a technology that makes the world a better place).

These principles will guide our assessment plan to ensure that we set high standards for student learning that are in keeping with our mission of providing a whole-child, non-

competitive education. To enhance our commitment to using state standards, along with the SAGE assessment, we have developed the following four-tiered approach to our school-wide ongoing assessments:

Tier #1: Students will show proficiency in all coursework, including ELA, Math, and Science

Tier #2: Students will chart their learning on the ACTS continuum (Explained below) in all coursework, including ELA, Math, and Science

Tier #3: Students will complete an e-portfolio to be updated twice a year

Tier #4: Students will complete a grade level project each year

The following pages will describe each of these tiers and how we will use them to ensure high levels of learning for our students as well as promotion from one level to the next and graduation from Academy of Creativity

Tier #1 – Ensuring proficiency in all subjects

The nature of our educational program (technology and theatre arts) will drive us to focus heavily on performance based assessments. In fact, our mission statement identifies “hands on, project based learning” as a core belief. Therefore, a great deal of our assessments will be based on things the students create or make and how those things fit into authentic, real world outcomes. This approach will be applied in all of our classes, including any ELA, Math, and Science classes taught on our campus. Also, our approach to education of the whole-child will involve student choice in what they create. Because of this, it will be necessary to cater our assessments to each specific project. In doing so, we will make sure the specific assessments for these outcomes are varied, diverse, and reach across the curriculum. These assessments will change from year to year and project to project based on the nature of the specific outcome we are attempting to achieve.

Our assessment approach is not a new invention, in technical terms. In fact, we will follow a fairly traditional approach to instructional planning and assessment. Specifically, our units of instruction will typically follow the backward planning method advocated by numerous educational experts (Bailey and Jakicic, 2012; Wiggins and McTighe 2005; Covey 2004). This method of instructional design begins with an outcome in mind and flows backwards in the following way:

Step 1 – Begin with the desired results articulated (we will call these “outcomes”)

Step 2 – Identify learning objectives that will lead to these outcomes

Step 3 – Create assessments, both formative and summative, that will measure the learning objectives (to lead to these outcomes)

Step 4 – Create sequential lessons that teach the skills and knowledge addressed in those assessments

Although we will follow this basic principle of backward design in our school, the way we implement it will look very different from what you may see in a traditional school. A narrative example of how this might work may provide a more specific vision of how we view assessment in our school. The two key components of our school will be technology and theatre arts. One

of our mission specific goals is to mount and perform three theatrical productions in our first year. We will use this goal as an example to illustrate our backward planning model. The performance of our first production would be considered the “Outcome” (step 1). However, the performance of a theatrical production is a very broad outcome and may mean different things to different students. Performing in the production could be the outcome for some students while building the scenery could be the outcome for other students. Some students may want to design the scenery and costumes while other students may want to design the lighting or build the props. Some students may want to create multimedia presentations to support the production and others may want to create sound effects to be used in the production. There are dozens of different components that go into creating a theatrical production, and each one of these components is its own “Outcome”. Each of them is also a hands-on, project based, authentic, whole-child, student centered outcome (further complying with our mission statement).

In following the backward planning method, for every single one of these outcomes listed above, we will need to then identify the learning objectives that will lead to these outcomes (Step 2). Our expertise in theatre will allow us to do that, and our expertise in education will allow us to take this broad expanse of outcomes and apply them across the curriculum. Our educational approach will allow us to use our overall outcome of “a theatrical production” and apply the related learning objectives to language arts, math, science, social studies, visual arts, etc. The students who want to participate in publicity will work on their persuasive writing skills. The students who want to design and build scenery will have to work on math and problem solving. The students who want to work in advertising will be able to develop their visual arts skills. The students who want to work on lighting will learn about photons and electricity and other physical elements from a scientific perspective. And each of these separate outcomes will have its own set of learning objectives.

Each learning objective will have many formative assessments (step 3). The formative assessments will be as diverse and varied as the desired outcomes. However, they will have a few things in common: they will be conducted frequently – several times a day, they will be used to inform both the teacher and the student how the student is progressing so any necessary adjustments can be made, they will be used to help us adjust our teaching, and they will be non-threatening (i.e. not attached to a perceived “grade”) (Dufour, Dufour, Eaker, and Many, 2010). Because we are a learning community, formative assessments can be conducted by anyone including teachers, parents, and other students. Our parents are a huge part of our learning community and their presence is vital to our success. They will be in the classroom and they will be asked to participate in the instruction of students. Also, as a learning community, students can evaluate each other’s work and provide formative feedback. This approach conforms to the claim in our mission statement that we are student centered, teacher directed, and parent supported. Our formative assessments will include, but not be limited to, observation of work, student demonstrations, verbal questioning/quizzing, student-mentor consultations, review of drafts, and status updates in regards to summative rubrics. Here are some examples of how we will conduct formative assessments in our school.

Example #1 - when rehearsing a scene for a show, the group of students in the scene will be asked to demonstrate what they've learned in the scene. They will then show their work while the other students watch and take notes on what they observe. After the demonstration, the other students (who observed) will give verbal feedback to the students. The teacher may chime in occasionally to guide the feedback, but it will primarily be delivered by other students. (Student centered, teacher directed)

Example #2 – if a student is building a set, a parent would have a meeting at the end of class to ask the students to update him/her on the progress they made on the set that day. The parent would ask if they are on target for their completion date and if they are fulfilling all of the requirements of completing the set. If not, the parent would give feedback, using the teacher as a resource, and offer suggestions on how they can get where they need to be. (Student Centered, Parent Supported, Teacher directed)

These examples illustrate formative steps students will take toward achieving the desired outcome of the overall project – our first theatrical production. As each learning objective is fulfilled (the completion of a news release, the completion of a ticket database, etc.) it will receive a summative assessment, which will include one of three marks: a Check, a Check Plus, or a Check Minus. A Check indicates that the student achieved proficiency and met expectations on the learning objective. A Check plus indicates that the student has surpassed proficiency and has exceeded expectations on the learning objective. A Check Minus indicates that the student is below proficiency and does not meet expectations on the learning objective. The student will then receive additional support to bring the work up to the level of proficiency.

Summative assessments for some of the more intricate learning objectives may require individualized rubrics to measure proficiency. Rubrics for these assessments will be created with the students, and scored by the students and the teachers collaboratively to determine proficiency. These rubrics will be aligned with the learning objectives but they will also be personalized for each student based on what the student wants to learn and how it contributes to the overall desired outcome. These rubrics, when necessary, will still be marked with a Check, a Check Plus, or a Check Minus.

Another way our summative assessments will differ from many traditional schools is in the way we address students who are not proficient (e.g. receives a Check Minus on a learning objective); *we will allow the students as many opportunities as they need to become proficient.* This is a key component to effective teaching – allowing students multiple opportunities to demonstrate learning (Dufour, Dufour, Eaker, and Many, 2010). Also, the opportunity to make a second attempt speaks directly to the philosophy in our charter that there is inherent power in mistakes. We believe mistakes are the pathway to improvement.

Once we have developed formative and summative assessments for our learning objectives, we then will develop sequential lessons in order to help students achieve those learning objectives. (step 4 in the backward design process). These lessons will be couched in the steps required to achieve the overall outcome (our first theatrical production). Our press release students will receive lessons that guide them through the creation of a press release. Our graphic design

students will receive visual design lessons. Our set building students will receive lessons on how to use power tools. Etc.

The backward planning, of course, will lead to forward implementation, and this is where we start to look different than other schools. Our students will start applying their learning objectives as soon as the lessons are taught. We will get power tools in the hands of our students the first day. As they learn how to screw two pieces of wood together, they will do it in the building of a set for our first play. As they learn about graphic design, they will start creating a campaign for our publicity posters. As they receive their first lesson about database programming, they will begin designing our ticketing database.

The achievement of the overall outcome (e.g. the completion of our first production) and the corresponding summative assessment will be considered the end of a unit of instruction. Often, but not always, this will correspond with the end of an academic term. At the end of each academic term, each student will work with his/her teachers to evaluate the student's Portfolio of Learning (POL) he/she has completed in each class that term. This portfolio will include all physical evidence of work completed and learning achieved during the unit of instruction or academic term, including all summative assessments. If a student has achieved proficiency on each summative assessment (i.e., a Check or a Check Plus), he/she will receive an overall proficiency in the course. This method of assessment requires students to meet high expectations in a course to be deemed proficient, including all ELA, Math, and Science Classes. Students will even have to present a Portfolio of Learning to show evidence of proficiency in their online and concurrent enrollment classes.

Again, specific examples can provide a better idea of how this learning model will work:

Example – Students interested in graphic layout will choose to create a playbill for one of our theatre productions (desired outcome). The students, with the help of a teacher, a parent, or both, will do research on what a playbill should look like and how it should be laid out. This research could include (but not be limited to) looking at samples from other theatre playbills, reviewing textbook instructions, reviewing online information, and bringing in experts (Learning objectives). Using this research, the student, teacher, and/or parent will then create a rubric of what the completed playbill should look like (summative assessment). Then the student, teacher, and/or parent will come up with a set of deadlines to achieve each of the learning objectives with Checkpoints for each section (formative assessments). Since this is a hands-on, project based learning exercise (complying with our mission), each step in the completion of the playbill (cover page, advertising, cast list, director's notes, artwork, etc.) will be considered a learning objective. We will then create sequential lessons that teach the skills and knowledge addressed by the learning objectives. Each day, the student's progress will be monitored and understanding will be checked (formative assessments). As each assignment is completed (e.g. the layout of the cast list), it will receive a summative assessment of either a Check (Proficient) a Check Plus (exceeds expectations) or a Check Minus (does not meet expectation). If an assignment receives a Check Minus, the student will address all of the deficiencies and resubmit the assignment until it demonstrates proficiency. When the playbill is completed, the teacher and the student will fill out the rubric together to determine proficiency (summative

assessment again using the Check, Check Plus, Check Minus markings). If proficiency is not achieved on the overall project, the student will then receive additional opportunities to achieve proficiency (i.e. make corrections to the playbill). At the end of the unit or academic term, the students will have to present their POL before they are deemed Proficient.

Proficiency as a requirement for advancing to the next level

This assessment plan is geared toward ensuring all students achieve proficiency in all courses at Academy of Creativity while adhering to our mission of a whole-child, project-based real-world education. At the middle school level (grades 6-8) proficiency in all required courses during the year allows students to advance to the next level. Proficiency on each assessment will determine proficiency in each course and proficiency in all required courses will be required for students to move from sixth to seventh grade, from seventh to eighth grade and from eighth to ninth grade.

At the high school level, if a student is considered proficient in a course at the end of an academic term, he/she will receive .25 credit toward high school graduation in that course. A high school student deemed proficient each term in a year-long course at Academy of Creativity will receive 1.00 credit toward high school graduation. By following the academic calendar proposed in our Program of Instruction section, students will be able to receive up to 10 academic credits per year taking a combination of on campus classes, on line classes, and concurrent enrollment classes. Students will be held to all Utah State graduation requirements in order to receive a diploma from Academy of Creativity.

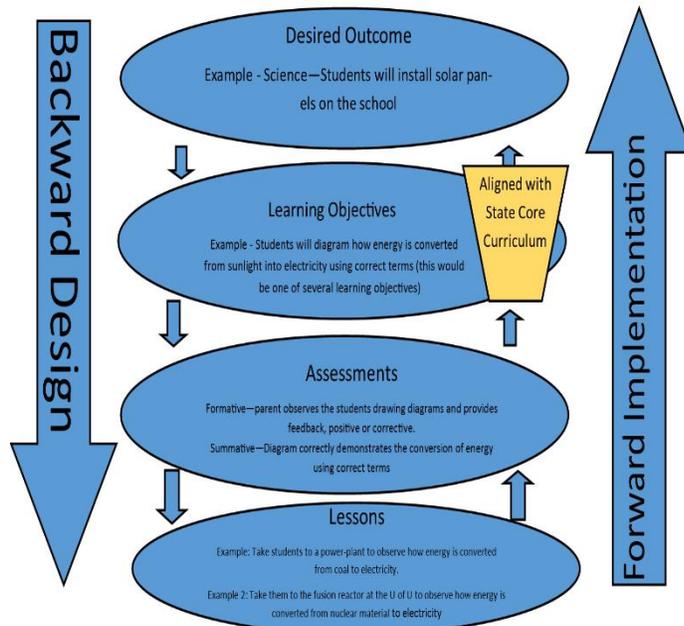
Another way to conceptualize our assessment plan is to look at a visual representation. (See Diagram below)

Tier #2 – The ACTS learning continuum

Proficiency, however, is not our ultimate goal. Our mission statement, by definition, goes beyond proficiency by aiming to educate the whole-child. Therefore, helping our students achieve proficiency in order to advance to the next level, earn credit, and graduate is only the first step in our assessment process. The next step is to look at each student's place on the ACTS learning continuum. Our learning continuum is part of a key philosophy in our assessment plan that must be addressed in this application; *we will not assign traditional letter grades*. Instead, we have developed a more qualitative approach to assessing student learning that combines qualitative descriptive language attached to quantitative measures. These descriptors assess growth in learning, rather than final achievement in learning. These descriptors make up the acronym ACTS and are described as follows.

Academy of Creativity

School-wide Assessment Plan for Determining Proficiency by Course



A – Advanced - Describing students who have gone beyond the rubric and can create their own learning. (By design, it would be very difficult for students to achieve this level on the learning continuum. As a Founding Board, we view this as something students achieve if they have reached a point where they can teach the class themselves.)

C – Consistent – Describing students who have achieved independence in their learning and consistently meet proficiency on a daily basis.

T – Transitioning – Describing students who are transitioning into independence as learners but their growth is frequently interrupted by plateaus.

S – Support is necessary – Describing

students who need a great deal of one-on-one individual support to become independent. Students at this level will automatically be accommodated with additional support and supervision to help them progress on the continuum, including parental support.

I – Incomplete – This describes students who have not yet completed the course by the end of the term and need additional opportunities to complete the course (used at the high school level only).

This learning continuum will be used in different ways as students move through our program from sixth grade through high school graduation. In the middle school years (grades 6-8) students will fill out a self-evaluation twice a year for Parent Teacher Student Conferences using the ACTS continuum. Teachers, parents, and students will sit down and look at where students see themselves on this continuum in several different aspects of their education. Teachers and parents may have a different view of where the students should be in some of the areas, and everyone involved will discuss the student’s strengths and weaknesses. At the end of the conference, everyone involved will come to an agreement about the student’s place on the continuum. This agreement will include a plan of improvement for the student and will result in a report card for the parents.

A similar assessment model, with a different acronym, has been in implementation for the last three years at the Open Classroom of Salt Lake. Three of our board members implemented this model in the Open Classroom’s middle school to positive reactions from parents and students. Because of the self-assessment aspect of this grading system, students feel empowered over their own learning and see the intrinsic benefits of moving up on the continuum. It will look essentially the same in *our* middle school grades as it currently looks in the Open Classroom.

However, since we will be implementing it on the high school level as well, we have modified the model slightly to accommodate the needs of high school students and prospective colleges.

As students move into their high school years in our program (grades 9-12), the ACTS learning continuum will play a more direct part in record keeping and learning data. At this level, there is a need to indicate how each student's progress will match up with traditional grading systems in place throughout the state. We need to accommodate students transferring into and out of our school so their records can be integrated seamlessly. We also need to provide our students with the type of data prospective colleges are looking for in terms of grade point averages. Finally, since many of our students will be receiving credit from distance learning programs, online high school classes, and concurrent enrollment classes, we need to find a way to align the "Grades" they receive in those classes with our philosophy of assessment. Therefore, we will use our ACTS qualitative assessment approach and apply it to each course in a quantitative way to address all of these issues.

At the end of each academic term (four times a year), our high school students will receive a rating of Proficient or Not Proficient in each course of study (based on their portfolio of learning as stated above) and each proficient student will receive high school credit for that class. In addition, students will place themselves on the ACTS continuum for each of those courses. Teachers will review these self-placements and determine if any of their students need to defend their placement. In the event that a student needs to defend his/her placement for a course, they will be asked to present evidence that they should be on that level of the continuum. If a teacher thinks a student's placement on the continuum needs to be lowered or raised, that teacher will need to present evidence as well. Ultimately, the teacher and the student must come to an agreement based on the evidence presented. Teachers can also assign an ACTS rating of I (incomplete) at the high school level if he/she believes that the student is far enough below proficiency that the student should not receive credit. The final placement on the continuum will be recorded on the student's transcript and report card, and the student will be given a certain number of grade points for each of his/her placements. The following "Grade Points" will be recorded for the following ACTS placements:

- A – Advanced = 5 Grade Points
- C – Consistent = 4 Grade Points
- T – Transitioning = 3 Grade Points
- S – Support Needed = 2 Grade Points
- I – Incomplete = 0 Grade Points

This grade point system will **only** be used for the following purposes: To help students transfer in or out of our school while keeping their academic records intact; To assign grade points attached to credits earned in distance learning, online high school classes, and concurrent enrollment classes into students' academic records to be available for colleges; To allow colleges a quantitative grade point system against which they can measure their admission criteria.

In addition to providing a qualitative grading model consistent with our mission and vision, the ACTS system will be part of our quantitative data used to measure cohorts of students as well as the progress of our school as a whole. As a technology school, we will create our own systems of tracking our assessments electronically so we can analyze our data in several different ways. We will be able to chart our progress on the “growth in learning” continuum by individual student, by small groups, by classroom (although, as a learning community, the notion of “traditional classroom” will be obsolete in our school), by grade level, by school group (middle school, high school), and by whole school. We will also be able to look at data on a project by project basis and year to year basis.

Tier #3 – The e-portfolio

The next part of our whole-child assessment plan involves asking students to recognize the value of overall outcomes in terms of how their individual contributions played a role. This is where the e-portfolio component will fit into our assessments. Each student will create an e-portfolio (see our mission specific goals above) that will include multi-media samples of work along with reflections on each major project. These will be different than the POLs primarily because of the self-reflection piece. These reflections will ask students to evaluate what they did well, how their contribution made the project unique, and what they would do differently next time. It will also include an indication of where he/she needs to go next in his/her learning, including their self-assessment of where they fit on the ACTS learning continuum. These e-portfolios will be updated twice a year to coincide with Parent/Teacher/Student conferences in grades 6-12.

Tier #4 – The grade level projects

The final part of our whole-child assessment plan includes our grade level projects, as outlined in our Program of Instruction section. Each grade level will work in conjunction with another grade level on a special project each year. The specifics of these projects are yet to be determined, but they will include proficiency projects, service learning projects, peer leadership projects, and theatre/technology projects. Seniors will be required to complete a final culminating leadership project, which will be determined at the beginning of their senior year at Academy of Creativity (see our Program of Instruction section). This senior project will be a requirement for graduation.

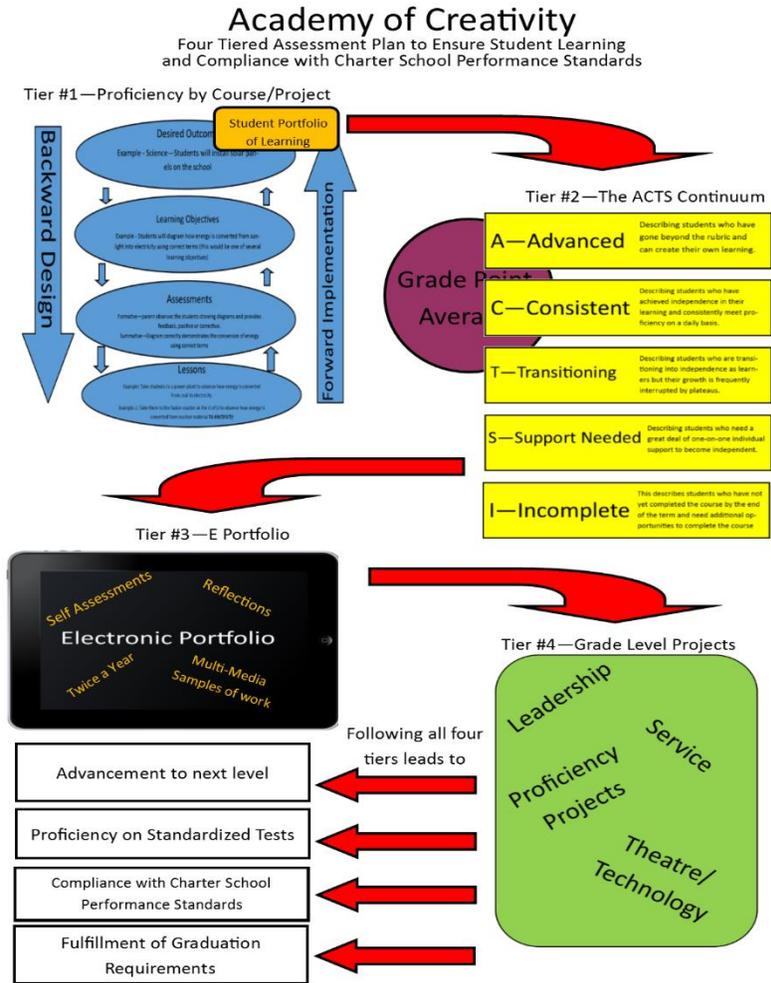
Clear criteria for graduation

Our goal is to have a 100% graduation rate at Academy of Creativity and our four-tiered assessment plan is a key part of achieving that goal (along with an individualized education that is heavily supported by parent involvement). Each assessment step outlined above will be part of a student’s graduation requirement. The following bulleted list summarizes these criteria.

To graduate from Academy of Creativity, students will: 1 - Earn credit by showing proficiency in all courses required for graduation by the Utah State Office of Education (in courses taken on campus, on-line, or through a concurrent enrollment program). 2 - Show a continual growth in learning on the ACTS scale throughout high school. 3 - Complete an e-portfolio updated twice a

year throughout high school. 4 - Complete a senior project as outlined in our Program of Instruction section

We are certain, based on over 35 years of experience teaching and preparing students for standardized testing, that our four-tiered assessment plan will serve to help us meet our goals



for proficiency on our SAGE testing and other mandated tests. We are also certain, based on our past track record, that we can achieve SAGE proficiency our first year in ELA, Math, and Science. Our four-tiered assessment plan will help ensure the following: 1 - We will have high levels of learning for our students. 2 - We will have a clear method of promotion from one level to the next. 3. We will have clear criteria for graduation. 4 - We will have performance measures that are in line with our school's mission and educational program. 5 Our high levels of learning will lead to high levels of proficiency on the SAGE tests for ELA, Math, and Science (putting us in

compliance with Charter School Performance Standards: Academic Performance and Student Engagement, Measures 2a, 2b, and 2c).

A broader visual representation of our performance standards may help some readers conceptualize our plan. (See Diagram above.)

Assessing ourselves

To further comply with the Charter School Performance standards, we will assess ourselves as well. Our quantitative ACTS data will only be one data point in looking at our overall progress. Just as our students will be required to create and display electronic portfolios, we, as a whole school, will take a portfolio approach to our progress. Our School-wide electronic portfolio will include, but not be limited to: Samples of our work (project outcomes), reports on our progress

toward our mission specific goals, a quantitative analysis of our Proficiency data, a quantitative analysis of our ACTS continuum data, our SAGE test scores, faculty and administrative reflections on our learning outcomes for the year, analyses of where we need to go next with our school, our UCAS School Grade, SAGE data, our Charter School Performance Standard evaluations, our accreditation document (when completed), and our graduation rate (after our first graduating class).

This electronic portfolio will be our comprehensive, whole school, summative evaluation. This annual year-end electronic portfolio will be a transparent, reflective look at where we are as a school and it will be submitted to the Utah State Charter School Board, as well as the parents and students of our school.

We believe in the power of reflection and using that reflective process to drive instruction. Each of the assessments outlined above, including SAGE, our whole-school assessment plan, our students' whole-child assessment plan, our formative assessment guidelines, and our ACTS evaluation scale, are recursive and serve to immediately address any necessary accommodations for students who struggle. The wide variety of assessment data will be used to make adjustments in instruction to improve academic outcomes. However, it is important to remember that traditional academic outcomes are not the sole purpose of our school. Our outcomes are based on the personal needs of each individual whole-child. We will not make decisions solely directed at pushing students to increase grades unless those decisions also serve their personal needs. Otherwise, we would not be fulfilling our mission.

Timeline

Our plan is to implement these performance measures and assessment plans year one, to the extent that they are applicable. Our graduation rate goal (100%) will not be applicable until our first graduating class, which may not happen our first two years. The standard for student growth in the SAGE assessments is not applicable until the second year you participate in the assessment. All other expectations will be a part of our first year, including our special education specialist and our testing specialist (see our [staffing](#) section).

Educationally disadvantaged populations

We do not intend to serve a large proportion of educationally disadvantaged students.

Section 6: Governance

Academy of Creativity Inc. Articles of Incorporation

ARTICLES OF INCORPORATION OF Academy of Creativity Inc.

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

Article

The name of the corporation is the Academy of Creativity Inc.

Article II: DURATION

The period of duration of the Academy of Creativity Inc. is perpetual.

Article III: PURPOSE

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

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

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

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

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

(iii) Upon the dissolution and winding up of this organization, after paying or adequately providing for the debts and obligations of the organization, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation organized and operated exclusively for the purposes specified in section 501(c)(3) of the Internal Revenue Code and which has established its tax-exempt status under that section.

Article IV: MEMBERS

The corporation shall not have any members.

Article V: BY-LAWS

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

Article VI: DIRECTORS

The number of Directors (Trustees) of The Academy of Creativity, their classifications, if any, their terms of office and the manner of their election or appointment shall be determined according to the By-Laws of the Academy of Creativity Inc. Each Director shall hold office until such time as the Director resigns, is replaced by the remaining Directors or by election, has reached such term limitations as may be imposed by the By-laws or is removed by the Utah State Charter Schools Board ("USCSB") with or without cause. Vacancies on the Board of Directors shall be filled by a vote of consensus of the remaining Directors, all remaining Directors are required to cast a vote.

At the election or appointment of any new Director, the Corporation's Secretary shall send written notice to the Director of USCSB, by certified mail with return receipt requested. The notice shall include the identity of the nominated Director(s) and a request for approval of the appointment of the nominated Director. USCSB will have sixty (60) days to approve or reject the nomination of the Director. If USCSB fails to act within the sixty (60) days, the nomination will be deemed approved. The nominated Director may act as a Director, pending the approval or rejection of USCSB. A Director may be removed by the USCSB at any time with or without

cause. Notwithstanding anything in these Articles to the contrary, the provisions of this Article VI that give USCSB rights to approve and/or remove Directors will not be amended or altered, nor will any conflicting provisions be adopted, without the prior written consent of USCSB.

Article VII: INCORPORATORS

The names and addresses of the incorporators are:

Gabrielle Saxton 662 East 1200 North Bountiful UT 84010	William Montoya 706 South Glendale St. Salt Lake City, Utah 84104	Claudia Butter 1382 Millstream Lane Salt Lake City, Utah 84106
William Saxton 662 East 1200 North Bountiful UT 84010	Tina Montoya 706 South Glendale St. Salt Lake City, Utah 84104	

Article VIII: REGISTERED OFFICE AND AGENT

The address of the corporation's initial registered office shall be: 662 East 1200 North Bountiful UT 84010

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

The corporations initial registered agent at such address shall be: Gaby Saxton

I hereby acknowledge and accept appointment as corporate registered agent.

Article IX: PRINCIPAL PLACE OF BUSINESS

The principal place of business of The Academy of Creativity shall be 662 East 1200 North, Bountiful UT 84010.

ARTICLE X: AMENDMENT

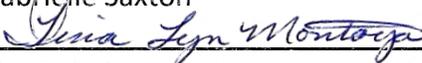
These Articles may be amended from time to time, in whole or in part, by a vote of consensus of the Board of Directors; provided that no amendment that diminishes the rights of USCSB shall be adopted without the approval of USCSB. Any such amendments shall be consistent with the corporation's status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

In Witness Whereof, We, have executed these Articles of Incorporation in duplicate this twenty-fourth day of January, 2015, and say:

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



Gabrielle Saxton



Tina Montoya



Claudia Butter



William Saxton


William Montoya

Academy of Creativity By-laws

ARTICLE 1: GENERAL MATTERS

Section 1.01 Business Offices.

The principal office of the Corporation in Utah shall be located at 662 East 1200 North Bountiful UT 84010. The Corporation may have such other offices, either within or outside Utah, as the Board of Directors (Trustees) may designate or as the affairs of the Corporation may require from time to time.

Section 1.02 Registered Office.

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

Section 1.03 Name

The name of the Corporation shall be Academy of Creativity, Inc.

The Corporation shall not have a seal but may design a logo. The Corporation may at its pleasure by a vote of the Board of Directors change its name with a vote of consensus.

Section 1.04 Purpose

This Corporation is organized as a non-profit corporation, exclusively for charitable and educational purposes as defined in Section 501 (c)(3) of the Internal Revenue Code, and specifically for the operation of a charter school of the State of Utah to offer educational services in the form of a public school. These educational purposes include without limitation those purposes set forth in the Charter of the Corporation.

ARTICLE 2: MEMBERS

Section 2.01 No Members.

The Corporation shall have no members.

Section 6.01 Account Books, Minutes and Records.

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees. All books and records of the Corporation may be inspected by any Director or his or her accredited agent or attorney, for any proper purpose at any reasonable time.

Section 6.02 Fiscal Year.

The fiscal year of the Corporation shall be from July 1 to June 30.

Section 6.03 Conveyances and Encumbrances.

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

Section 6.04 Designated Contributions.

The Corporation may accept any designated contribution, grant, bequest or devise consistent with its general tax-exempt purposes, as set forth in the Articles of Incorporation. As so limited, donor-designated contributions will be accepted for special funds, purposes or uses, and such designations generally will be honored. However, the Corporation shall reserve all right, title

and interest in and to and control of such contributions, as well as full discretion as to the ultimate expenditure or distribution thereof in connection with any special fund, purpose or use. Further, the Corporation shall retain sufficient control over all donated funds (including designated contributions) to assure that such funds will be used to carry out the Corporation's tax-exempt purposes.

Section 6.05 Conflicts of Interest.

If any person who is a Director or officer of the Corporation is aware that the Corporation is about to enter into any business transaction directly or indirectly with himself or herself, any member of his or her family, or any entity in which he or she has any legal, equitable or fiduciary interest or position, including without limitation as a Director, officer, shareholder, partner, beneficiary or Director, such person shall (a) immediately inform those charged with approving the transaction on behalf of the Corporation of his or her interest or position, (b) aid the persons charged with making the decision by disclosing any material facts within his or her knowledge that bear on the advisability of such transaction from the standpoint of the Corporation, and (c) not be entitled to vote on the decision to enter into such transaction.

Section 6.06 Loans to Directors and Officers Prohibited.

No loans shall be made by the Corporation to any of its Directors or officers.

Section 6.07 References to Internal Revenue Code.

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

Section 6.08 Amendments.

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

Section 6.09 Severability.

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

Section 6.10 Headings.

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

BYLAWS CERTIFICATE

The undersigned certifies that he/she is the Secretary of the Academy of Creativity, Inc., a Utah non-profit corporation, and that, as such, he/she is authorized to execute this Certificate on behalf of said Corporation, and further certifies that attached hereto is a complete and correct copy of the presently effective bylaws of said Corporation.

DATED this 10th -day of December, 20 14.



Gabrielle Saxton



Tina Montoya



Claudia Butter



William Saxton



William Montoya

Letter to Superintend of Salt Lake School District (Sent on December 10th, 2014)

To: Dr. Mickell Withers
Superintendent of Schools
Salt Lake School District
440 East 100 South
Salt Lake City, Utah 84111

From: Academy of Creativity
Founding Board

Dr. Whithers,

As required by the Utah State Charter School Board, we are writing to inform you of our intent to establish a charter school within the boundaries of the Salt Lake School District. A summation of our proposed school follows and a copy of our complete application to the USCSB is attached.

We intend to open a school at the beginning of the school year 2016, located on the west side of Salt Lake City. Upon opening, the school will offer classes for students from 6th grade through 9th grade, and will expand one grade per year until 2019, at which time the school will be a 6th through 12th grade middle and high school.

Enrollment at the school is planned for 167 students the first year with increasing enrollment until the school reaches a maximum enrollment of 250 students.

The school's philosophy will model that of the original Open Classroom, with emphasis on project based, cooperative learning, complimented by support from parents of students. Core academics will be taught individually and integrated into theatre and technology based projects. The school plans to take advantage of distance learning resources where possible.

The Founding Board of the Academy of Creativity is committed to increasing choice in education, and believe this proposed charter school will serve the unique educational needs of many students, engaging them in methods of instruction compatible with their individual learning style.

Sincerely,

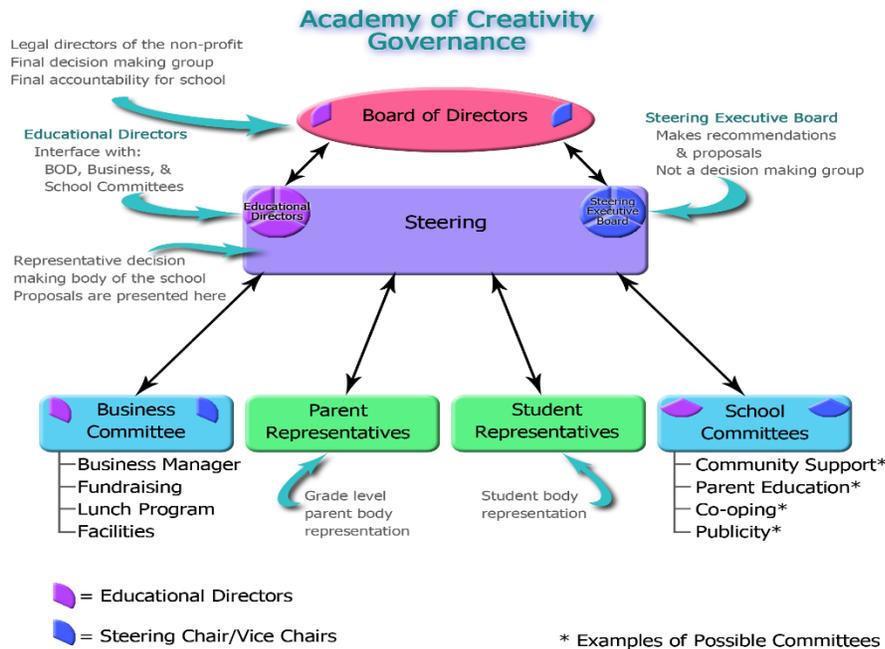


The image shows eight handwritten signatures arranged in two rows of four. The signatures are in cursive and appear to be of various individuals. The first row contains four signatures, and the second row contains four signatures.

Academy of Creativity-Charter School
Founding Board Members

Academy of Creativity Governance

Academy of Creativity will engage parents, students, faculty and the Board of Directors in the collaborative governance of the school. This form of governance is in complete alignment with the school’s philosophy of creating a Student Centered, Teacher Directed, and Parent Supported, learning environment for middle and high school students. Through this collaborative structure, we will breed innovative policies and programs to enhance our unique learning environment and encourage creative learning, while building strong community connections among parents, students, and staff.



Our Governance is “Student Centered”. All proposals, policies, rules, discussions and conversations will focus on student, social, emotional, physical, and academic wellbeing.

Our Governance is “Teacher Directed”. A team of three teachers will be designated as the Education Directors; one will sit at the Board of Directors level, one at the School Committee level and the other will

sit at the School Business level, each guiding and advising the three groups on decision-making.

Our Governance is “Parent Supported”. Parents will sit as decision-making members at all levels of school governance, Board of Directors, Steering, Business and School Committees. In Steering, parents will hold leadership roles as well as representative roles in decision-making.

The primary decision-making group of the school will be Steering, a group representative of the school’s students, teachers and parents. Decisions will be made using a consensus based approach, ensuring discussions take place and that all voices are heard.

Above and beyond Steering, the legal directors of the not-for-profit corporation, Academy of Creativity Inc., is the Board of Directors. The Board of Directors will be responsible for all legal aspects of school operation and accountability, and will be charged with safeguarding the philosophy, vision and mission of the school. The financial health and compliance with State and Federal law, will ultimately rest with the Board of Directors, who will report directly to the Utah State Charter School Board.

During the development stage of the Academy of Creativity, and prior to the establishment of the not-for-profit corporation, the Founding Board will act as the Governing Board, assuming all

authorities and responsibilities otherwise held by the Academy of Creativity Inc. Board of Directors and Steering.

Founding Board

Prior to the establishment of the Academy of Creativity not-for-profit corporation and the appointment of the Board of Directors, the Founding Board will serve as the primary decision-making body of the school. Primary responsibilities of the Founding Board are: 1 - Act as legal directors of the school until a Board of Directors is established. 2 - Complete all required work for the Utah Charter School application. 3 - Oversee all operations for the initial setup and establishment of the school.

Recruiting Additional Founding Board Members

The Founding Board recognizes its own deficiencies in knowledge and experience, to that end, the Founding Board plans to overcome these challenges in two ways:

- First, we plan to contract with Charter Solutions, a Utah based Charter School Educational Service Provider, who will advise the Founding Board from a school administrative and legal point of view;
- Second, the Board will recruit additional Founding Board members that possess needed experience and skills, specifically, members with finance/accounting, legal expertise, and non-profit management.

Current Founding Board Members

The following are members of the Academy of Creativity Founding Board at the time this application submission.

Gabrielle DesVaux-Saxton, William M. Saxton M.Ed, Tina Montoya, Claudia Butter, William Montoya. Heidi Decker, Angie Millgate, Andrea Denton

Current Founding Board Member Background Information

Name: Gabrielle DesVaux-Saxton

Role with School: Founding Board Member, Social Studies teacher, and Educational Director (Business)-Academy of Creativity

Expertise: 11 years teaching grade 6-8, Theatre BS degree and 10 years directing experience, Social Studies, School Leadership, Communication, ESL, Technology, Master in Education Cultural Diversity, School, program, and curriculum design and implementation.

Statement of Intent:

It is my intent, and desire, to open a charter school in Utah. I am an active board member of our founding board and one of the main designers of our charter. I wrote three of the main sections to our charter application. I want to fulfill a need for a public school where parents can be active participants in their child's education and design a school where kids can develop life-long skills through creativity. I have been a full time teacher for 12 years in a local district charter and with my classroom, school leadership, and board experience. I have the knowledge, desire, and leadership strength it will take to not only see the development of our school but

the recruitment, development, and oversight of the Academy of Creativity. I am committed 100% to this Charter, application, our board, and school.

I have a strong background in theatre and I will bring these skills and expertise to our new charter school. I have a Degree in Theatre Arts with an emphasis in Directing from Southern Utah University and have directed over 13 shows and Stage Managed many more. I have developed a popular program of theatre instruction at my current school, and just this past year I designed, opened, and ran my own theatre camp – The Open Community Theatre. Many people have an arts background but struggle with building a successful program. I have done this twice in the past 10 years. I have also created a way to make an income and business from theatre.

Not-For-Profit History:

I was raised in a household that valued volunteering. My mother worked for the Governor of Nevada and we spent many weekends going around helping and serving within our community. I became a Service leader when I was only 14 years of age when I became director of my youth group. I had to log in over 1,000 hours of volunteer time to reach my service goal before I could fulfill my presidency.

I have continued my commitment to Not-for-Profits as an adult. Throughout college I worked for the Utah Shakespearean Festival and Southern Utah University.

My greatest asset I have to offer toward being a successful board member, though, is the work I have done at our current charter school, The Open Classroom. Public education is the biggest Not-for-Profit industry. I started as a parent in 2000 and volunteered in my child's classroom 3 hours per week every week. I served on our Steering Board from 2002-2008 so I have extensive knowledge on board development and relations, along with open meeting laws and Robert's rules of conduct.

The most recent example of my life-long connection to Not-for-Profits is my theatre program within my current school, the Open Classroom. Since becoming a teacher I have developed, managed, and grown a theatre program. This was also a Not-for-Profit business. It entailed publicity, marketing, customer service, facilities care, keeping to a budget, and answering for expenditures. I have also been through the bid process for large purchases. I never went over my budget, worked within the limits of said budget while expanding my department, and kept accurate bookkeeping on top of all production demands.

Employment History:

Southern Utah University Theatre department - administrative assistant to a professor

Stage Manager

Rutgers Arts Center - Stage Manager

McCarter Theatre Princeton University – Box office

Dial America Marketing – Assistant Manager

Open Classroom – 2004 – Present – Teacher – School leader

Education History:

BS- Theatre and Communication - Southern Utah University

MEd - Master in Education Cultural Diversity-University of Utah

Tier II- Teaching License, Endorsements: No Child Left Behind- Highly Qualified; Theatre 1-8-

History, ESL 1-8, Elementary Ed 1-8, and Completion of Technology endorsement Spring 2015

Upper 15% of testing for Learning and Teaching 5-9 Praxis exam 2007

SLCSD Award for team with most improved Literacy Testing scores 2013

Accommodation for Science 2011.

Since my Masters I have continued to accumulate over an additional 40 credit hours in collegiate classes.

Name: William M. Saxton M.Ed

Role with school: Founding Member

Expertise: Theatre, Communications, Concurrent Enrollment, Teaching and Learning M.Ed.

Statement of Intent:

The primary role I fill for our founding board and this application is to provide my knowledge and expertise in the following areas: Theatre Arts, Post-Secondary education – particularly in the field of Communication, educational theory, secondary teaching experience, and experience as a parent at the Open Classroom of Salt Lake. Each of these adds a unique contribution to the founding of our school. Additionally, I have served as the primary proposal and application coordinator as we have pursued our interest in applying for acceptance as a charter school.

Expertise and experience in Theatre Arts

BS in Theatre Arts with an emphasis in Acting and Directing from Southern Utah University, High school theatre teacher 12+ years, Theatre director for Murray City on three different occasions.

Expertise and experience in communication and concurrent enrollment

Major in Communication University of Utah – 2003, Concurrent Enrollment teacher 9+ years Murray High School for the Communication, Department at Salt Lake Community College SLCC adjunct professor - five semesters

Master's Degree in Teaching and Learning from the University of Utah

12+ years as a secondary teacher in the public school system

Our board expert in secondary education, Faculty leadership team, Accreditation team for Murray High School

Experience as a parent in the Open Classroom of Salt Lake – 2000 – 2011

Not-for-Profit History:

My not-for-profit work goes back to my college days at Southern Utah University when I was contracted to work in the ticket office of the Utah Shakespearean Festival. This is when I first learned what the term “not-for-profit” means. I didn’t understand how we could bring in so much money every day in ticket sales and not be making a profit. I learned from my mentors and bosses at the time that the term, simplified, doesn’t actually mean we don’t make a profit. It means that we carry our profits over into our business rather than paying them out to owners or shareholders. I went on to work non-profit organizations at Rutgers University, after which I went to work for various for-profit organizations as a manager until I decided I wanted to pursue my interests in theatre by becoming a teacher. I went back to school to acquire my teaching certificate and have been involved in one of the largest not-for-profit industries in the world for the past 12 years – public education.

12 years running a theatre company with my theatre students. We have been responsible for advertising, purchasing materials, selling tickets, and accounting for expenditures on a yearly, multiple show theatrical season that involves hundreds of students and their parents.

Employment History:

My employment history is outlined pretty thoroughly above. To summarize:

June 2014 – Present – Owner/Operator Open Community Theatre Company.

Operation of Summer Theatre camp that focuses on educational theatre for local kids

2006 – Present – Murray City School District – Murray High School Theatre and Concurrent Enrollment Communication teacher.

2003 – 2006 – Morgan School District – Morgan Middle School and Morgan High School Theatre and Speech Teacher

1997 – 1999 - DialAmerica Marketing – Assistant Manager

1993 – 1997 – Wal-Mart – Assistant Manager

1992 – 1993 – Rutgers Arts Center – Box office manager/Operations manager

Education History:

University of Utah – M.Ed. Teaching and Learning. Graduated 2005

University of Utah – Secondary Education Certification. Communication Major, Reading Minor, Completed 2003

Southern Utah University – BS Theatre Arts, Acting and directing, Minor – Communication. Graduated 1992

Name: Tina Montoya

Role with school: Founding Board Member

Expertise: Elementary and Middle School Teacher

Statement of Intent:

I am in full support of the creation of the Academy of Creative as it has been described in this application. I have been an active participant in the design of the school, and plan to support instruction at the school as a classroom teacher. As a member of the Founding Board and in the time between approval of this charter school and the first year of operation, I plan to continue development of curriculum programs, school environment design, cultivation of the school community as well as promote and recruit families and students to become part of that school community.

As a resident of Salt Lake’s west side, near the proposed location of the Academy of Creativity, I see the need for this type of school. It is my believe that families in this area will benefit greatly from a school program that involves the parents as partners in guiding and designing an education tailored to the interests and goals of their children.

Not-for-Profit History:

My experience with nonprofit organizations is in large part related to the volunteer work I have engaged in as a parent volunteer for the Open Classroom. However in that nearly 15 years, I have served as a voting member of the school’s Steering body, chair of multiple committees and have been a volunteer coordinator for classrooms. These experiences have given me valuable insight into how a school like the Academy of Creativity is designed to run. I understand the importance of transparent communication and the need to have a governing board fully accountable for the success and shortcomings of a school.

Employment History:

Teacher, The Open Classroom Charter School (6th, 7th, and 8th Grades)

(2010 – Present)

Program of instruction design, curriculum mapping, project based learning, assessment, professional collaboration, describe activities I undertake as a teacher a The Open Classroom. My role as an Open Classroom teacher enables me to work closely with my fellow team of teachers, as we create learning opportunities beyond direct instruction and worksheets. In every case, I feel our programs of instruction engage the students at multiple levels of learning including physical, cognitive, emotional, social and cultivate students that take ownership of

their own learning and develop deep understanding of themselves, their strengths and weaknesses and strategies that work best for them as learners.

Parent Volunteer: The Open Classroom Charter School (1994--2008)

It was my service as a parent volunteer at the Open Classroom that inspired me to become a teacher. The encouragement of teachers along with the rewards of being a full participant and contributor to the learning process helped me see my own potential as an educator.

While engaged as a volunteer I contributed as a member of the Middle School Development Team and the Charter Creation Team.

Education History:

B.S. Elementary Education

University of Utah GPA - 3.999 Summa Cum Laude

Tier II Teaching License

Name: Claudia Butter

Role with school: Founding Member

Expertise: Science, Technology, Engineering, Math, Instructional Design, Special Education

Statement of Intent:

With over 25 years of experience in cooperative education as both a parent and a certified teacher I bring to this process a depth of knowledge and understanding of critical educational opportunities that are possible at the Academy of Creativity. My education, passion and experience in STEM provide a view and vision of our charter that is solid and educationally valid. I also bring knowledge and experience of special education issues, policies, and standards and how they can be addressed and integrated into the school.

Not-for-Profit History:

The successful operation of a not-for-profit organization must include awareness and care of the organizations' mission, clients and personnel. As a new engineer, in 1979, I was a presenter and chair of the 2nd Annual Expanding Your Horizons Conference for young women (middle and high school). I also created their brochure that was designed to encourage young women to pursue careers in Math and Science. I coordinated United Way efforts at my company and served as the second female AIChE (American Institute of Chemical Engineers) Utah Chapter Chair.

Employment History:

Questar 1978 - 1991 - Rate and Technical Services Engineer, Computer Programming Analyst, Project Manager

Special Education Aid - 2001 to 2003

Special Education teacher - 2004 to 2006

OC Charter Creation Team – 1992-2006

Open Classroom Charter School teacher 2006 - present

Middle School Creation and Development Team, SLTA Representative, School

Improvement Council Chair, Steering Teacher Representative, Budget Committee, Five year Planning Team (Collaboration and Community Partnerships), and Web Committee

Education History:

Reed College (1974-1975)

Bachelor of Science (1978 - Cum Laude) – Chemical Engineering – University of Utah

ATP – USU – Special Education (K-12)

ARL – USOE – General Education (K-8)

Masters Equivalency through SLCS
Technology, No Child Left Behind- Highly Qualified

Name: William Montoya

Role with school: Founding Board Member

Expertise: Media Production, Small Business Owner, Governance

Statement of Intent:

In support of the Academy of Creativity's charter school application, I bring a perspective informed by over a decade of active participation in cooperative education similar to the model being proposed herein, as well as a longtime resident of the community in which the proposed school will be located. My experience as a small business owner will bring with it an understanding of budgeting, marketing, planning, and professional interactions. As long time employee in the television industry, and my past role as technical support of the Utah Education Network (UEN) I will be able to advise the school from a technical stand point. As a parent of two student graduates from the elementary and middle school model of a similar program, I am a strong believer in the mission of this school and the need for the secondary school being proposed in this application.

Not-for-Profit History:

With over 10 years of active participation in The Open Classroom Charter School, and having contributed as a member of multiple committees as well as serving as a voting member of Steering, I believe I possess experiences and skills to participate as an Governing Board member of the Academy of Creativity, bringing with me an understanding of procedures involved in running the representative governing group, and a first-hand knowledge of the consensus model of decision-making. In addition, I have served as an employee of both UEN and USOE, two entities our governing board will need to interact with during the establishing and operation of the Academy of Creativity.

Employment History:

Director: Baseline Communications Inc. (2000-present)

Business owner, budgeting, bidding on projects, developing promotions and cultivating relationships with clients

TV Sound Designer/ Audio Engineer: KUED TV (1998-present)

Computer systems and hardware, Management

Instructor: Art Institute of Draper (2009 -2010)

Sound Design instructor, classroom instruction, administrative tasks

Tele-learning Studio Manager: Utah State Office of Education (1996 – 1998)

Teleconference Facilitator

Technical Operations Center Technician: Utah Education Network (1992-1996)

Parent Volunteer: The Open Classroom Charter School (August, 1994-June, 2008)

As a participant in several O.C. school committees including, Philosophy, Co-oping Committee, Science Curriculum Committee, I have gained an appreciation for the need to delegate with oversight tasks that take advantage of passions and time available from parents in the community. Parent participation was the heart and soul of the O.C. as it will also be for the Academy of Creativity.

As a parent volunteer at the O.C. I have first-hand experience in the mutually beneficial aspects of having parents actively supporting the learning of students. I am a firm believer in the diversity parents bring in the form of expertise, education and knowledge enriches the learning

possible beyond what a single teacher can provide on their own. In turn, I know parents continue learning, through curriculum research, interacting with students, and other parents. The concepts of this type of learning environment produces outcomes greater than the sum of the parts.

Education History:

University of Utah (1984 – 1994) B.S. Communications

U.S. Navy Electronics Technician School (1888-1989) Orlando, Florida & Great Lakes, Illinois

Name: Heidi Decker

Role with school: Founding Board Member

Expertise: Real Estate Agent

Statement of Intent:

My experience co-oping at the Open Classroom over the last 7 years for my two children has made it clear that this kind of creative learning experience needs to be expanded through to the high school level. The kids graduating from the Open Classroom want an extension of this unique program & I believe they need it.

Not-for-Profit History:

Fulfilling my family's commitment for over 7 years at the Open Classroom has provided unwavering service within the community. My accumulative volunteer hours I've spent at my children's school has been an experience I will treasure for my lifetime. Service to the community and all the children & teachers involved has provided lifelong learning skills for myself as well as my children. I feel I bring my own unique vision and service to this community that I care so much about.

Employment History:

Riding instructor - 1985-1996: My first career was in training horses and teaching children and adults riding lessons at Lynnleigh Farm in Sandy Utah.

Vice President of Crowley Insurance Agency Inc

Licensed Insurance agent since 2001-Present

Part owner 2004-present.

Aubrey & Associates Realty

Licensed Real Estate Agent 2011-Present. Brokerage

Education History:

University of Utah, 3 years. Focus on Art History.

Completed Massage Therapy school 1997-1998 @ Healing Mountain Massage School.

Life & health Insurance License completed 2001. Still active.

Property and Casualty license completed 2005. Still active.

Real Estate License completed Feb. 2011-current.

Name: Angie K. Millgate

Role with school: Founding Board Member

Expertise: Business Administration, Graphic Design and Branding, Spiritual and Emotional Development and Support

Statement of Intent:

As an energy healer, I understand the vast importance of addressing the *whole* person in learning and in healing. Each human being has a physical, mental, emotional, spiritual, and energetic component to be addressed in their life experience. When a child is taught and

nurtured on *all* levels of their existence, they are able to tap into the limited possibilities that are available to them, thus becoming more fully functional creatures of purpose with enterprising natures. This school's mission is in alignment with my vision for the future of education – addressing *whole* learning and recognizing the importance of supporting the emotional, spiritual, energetic, and social sides of each child, as well as their physical and mental aspects.

Not-for-Profit History:

My not-for-profit experience is rooted in my healing work, as healing work is my purpose here on this planet. My most recent enterprise began in January 2014, when I followed my curiosity in regards to the regulation of Reiki Energy work. My curiosity led me into a meeting with top officials of Salt Lake County zoning and planning about legislation to protect my spiritual practice as a Reiki Master Teacher, as well as securing the protection of innocent citizens who are being abused in the name of Reiki.

My first job in the corporate world as a young woman was in the role of executive assistant to the board of directors and assistant to the administrator of a non-profit bid service that was the connection between general contractors and mechanical and electrical subcontractors. This not-for-profit experience gave me my first inside experience of being the bridge between two often-conflicting sides of the same industry. Although all were in the building industry, they often did not have the same intentions and outlook on the same project. I learned to field frustrations and complaints, as well as celebrate the hard-won victories with the generals and the subs.

Employment History:

Freelance graphic designer - March, 2013 – present

Independent Licensed Massage Therapist and Reiki Master Teacher - January, 2005 – present

Office administrator and Payroll Manager 2004 – 2009

Executive Assistant to the CFO, COO, and CEO 2001 – 2004

Education History:

2010 –2013 - *Salt Lake Community College* graduated Phi Theta Kappa AAS in Graphic Design

February 2007 – October 2009, graduate *LifeWorks Accelerated Learning Community*.

January 2005 – December 2006, certified as a Reiki Master Teacher in Reiki Energy Healing.

June 2004 – January 2005, *Myotherapy College of Utah* graduated top 3%

1994 – 1995, attended and graduated from the *Institute of Children's Literature*

Name: Andrea Denton

Role with school: Steering Chair

Expertise: 2 years as Vice Chair on the Steering Executive Board at the Open Classroom, a Salt Lake City District Charter School.

Statement of Intent:

In my role on the Governing Board, I will serve as The Steering Chair. I have leadership experience as well as a commitment to the philosophy of the Academy of Creativity. The leadership positions I have held at the Open Classroom include Steering Vice-Chair for two years, Co-Chair of the Coordination Committee for 2 years, Chair of the Publicity Committee for a year, Steering Executive Liaison to the Upper Grade teachers and classrooms for 2 years. I have been a parent volunteer for 9 years at the Open Classroom.

Not-for-Profit History:

In addition to my volunteer work with the Open Classroom, I have volunteered at other Not-for-Profit organizations. I am currently a volunteer for the Red Cross, Greater Salt Lake Chapter. I have volunteered in their home office as well as participated in emergency preparedness scenarios. I have training on how to set-up and run a shelter for the Red Cross in case of a city-wide emergency. I have also been trained to be deployed out of state in case of a regional or national disaster. I have also volunteered at The Children's Center of Utah. My hours there were spent in the office developing spreadsheets to help their office run more efficiently.

Employment History:

20 years small business experience - Accounting and Payroll

10 years Medical Office Management experience

Education History:

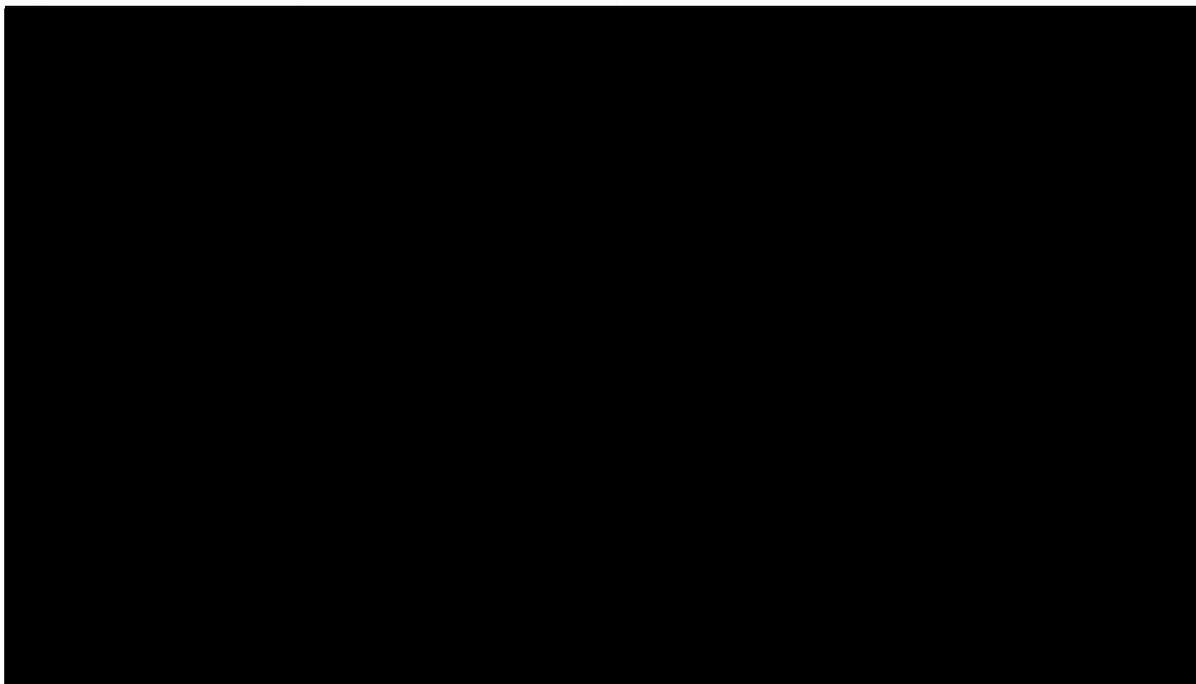
Salt Lake Community College – Nursing Department, currently enrolled, scheduled to graduate December 2014, with an Associate's Degree, as well as an Associates of Applied Science in Nursing.

Brigham Young University, Provo Utah, English major. No degree earned. 1990-1992.

Mountain View High School, Orem Utah. 1989-1990. Diploma received.

Founding Board Members Background Check Compliance

In the interest of space, we are providing scanned documents displayed four per page. Full size originals are available on request.



Board of Directors

The Academy of Creativity Inc. will be a non-profit corporation established solely for charitable and educational purposes, and will be governed solely by the Academy of Creativity Inc. Board of Directors. The Board of Directors will be the final decision-making body of the school and will make all decisions through the consensus decision-making model as outlined in the organizations' by-laws. The Board of Directors will have no less than four (4) and no more than ten (10) members and will have the following Officers whose authorities are described in the Academy of Creativity Inc. Articles of Incorporation, and by-laws (located at the beginning of this section): Chair (President), Vice Chair of Finances (Vice President), Secretary, Educational Director (Teacher/Administrator)

Responsibilities of the Academy of Creativity Board of Directors are outlined in the organization's by-laws at the beginning of this section and are summarized here. The Board of Directors will have the following responsibilities: 1 - Accept responsibility for all legal and financial aspects of the school. 2 - Final approval of all staff hiring and termination decisions. 3 - Review and final approval of all proposals passed by the Steering for philosophical, legal and financial compliance, including but not limited to, all proposals resulting in changes to school policy and budget. 4 - Recruit and elect new Board of Director members. 5 - Dismiss Board of Director members. 6 - Engage in self-evaluation of school management and professional development. 7 - Contribute to the publication of the school's e-portfolio. 8 - Ensure all Board

of Directors meetings comply with all state laws regarding open public meetings. 9 - Consider and discuss any unresolved proposals Steering has referred to the Board of Directors.

The Board of Directors will not do the following: 1 - Act as a conflict resolution board for conflicts between parents, students or faculty (Steering or delegated to a subcommittee). 2 - Choose curriculum materials or programs of instruction; (Educational Directors). 3 - Select testing materials; (Educational Directors). 4 - Engage in any student discipline matters; (Educational Directors). 5 - Conduct annual faculty performance evaluations; (Educational Directors).

Each of the above duties will fall, as parenthetically noted, under the duties of other personnel employed by the Academy of Creativity or committees established by Steering or this Charter. The Board of Directors will serve as the “guardians” of the school’s mission, vision, purpose, philosophy, and legal and financial health. The Board of Directors will review all Steering proposals and provide advice and feedback to Steering. Steering proposals resulting in additions or changes to school policy or changes to a previously approved annual budget will require approval from the Board of Directors. All members of the Board of Directors will have sufficient experience and understanding of the Academy of Creativity, its mission, charter and philosophy as to provide guidance to the school when considering proposals. To that end, ideal Board of Director members would be a Founder of the school, former parent of the school, a former faculty member of the school, alumni of the school, or a community partner. In all cases, Board of Director members will have demonstrated a significant commitment to the school, its mission, vision, purpose and philosophy.

Board of Directors Self-Evaluation and Professional Developments

In the spirit of being part of a learning community that values and celebrates the principle of life-long learning, the Board of Directors will also engage in professional development and training activities. In preparation for such training and as a contributor to the publishing of the Academy of Creativity’s e-portfolio, the Board of Directors will conduct annual group self-evaluation and goal setting. These activities will be informed by feedback from parents and students in the form of responses on the school’s annual survey. The Board of Directors may also solicit comments from Steering, Educational Directors, and school committees. The Board of Directors will use all available data, reports, and feedback, as well as self-reflection, to evaluate their progress toward meeting the previous year’s goals, and in setting the next year’s goals. Goals and progress towards meeting goals will be published as part of the school’s e-portfolio.

In support of reaching their goals, the Board of Directors will develop a plan to engage in training and professional development. The Academy of Creativity will take advantage of all forms of training for Board of Directors members including, online classes, guest presentations, conferences, and university and college courses. The Board of Directors will also take advantage of any training offered by the Utah State Office of Education, the Utah State Charter School Board, the Utah Association of Public Charter Schools as well as any national charter school training resources.

Steering

Steering is the collaborative decision-making group of the school. Voting members of Steering will be comprised of the Educational Directors and representatives from parents and students. In addition, Steering will have one Chair, a minimum of two Vice Chairs and a Secretary. Steering may establish or dissolve additional Vice Chair Officer positions on Steering, but at all times Steering must have a minimum of 2 vice chairs. Each voting member of Steering can only hold one voting position at a time, for example: a Parent Representative, nominated and ratified to serve as a Steering Vice Chair, would give up their role as the Parent Representative or committee chair to serve as the Vice Chair.

Steering will consist the following voting board members:

Position	Quantity	Role
Board Chair	1	Parent
Vice Chairs	2 (min)	Parent
Secretary	1	Parent
Educational Directors	3	Educational Directors
Student Reps.	2 (min)	Representing students
Parent Reps.	1 per 25 students	Representing parents
Committee Chairs	As Needed	Representing committees

Steering will have the following responsibilities: 1 - Make all hiring recommendation to the Board of Directors. 2 - Recruit and elect new Steering members. 3 - Develop and recommend policy. 4 - Develop and recommend school budgets. 5 - Dismiss and ratify Steering members. 6 - Additional responsibilities as delegated by the Board of Directors. 7 - Develop a process for submission of proposals. 8 - Develop a process by which Steering meeting agenda items are submitted for consideration. 9 - Maintain a master calendar for academic and non-academic events.

All Steering members are expected to: 1 - Attend all Steering meetings 2 - Conduct all business according to policies and procedures set forth in the School's by-laws and in this Charter. 3 - Actively and respectfully engage in community discussions both in Steering meetings as well as in other committees and school meetings. 4 - Always vote to represent the community group they represent during consensus voting, setting aside personal feelings and agendas. 5 - Have read and be familiar with the school's by-laws, and this charter.

Educational Directors

The traditional role of "Principal" or "School Director" will be filled at the Academy of Creativity by a three-teacher team referred to as the Educational Directors. Each of the Educational Directors is a 2/3 time classroom teacher and a 1/3 time school administrator. This style of school administration fits hand in glove with our school philosophy of creating a "teacher directed" education environment. The roles and responsibilities of the Educational Directors, outside the schools governance structure, are detailed in section 7, [Staffing](#).

As leaders in the governing of the school, the Educational Directors, are charged with the

responsibilities of maintaining consistency and continuity through all levels of school operations, classroom instruction, school community and governance in compliance with state laws, USOE rules and principles established in this charter. With that goal in mind, all three Educational Directors hold voting positions on Steering. Their votes will represent a program-wide perspective, reflecting a commonality between school philosophy and school practices. The Educational Directors' roles as both classroom teachers and school administrators will give them a unique perspective, which they will share with Steering during decision-making processes. The Educational Directors will also interface with three critical areas of school governance and operations in the following ways:

Educational Director (Governance)

One of the Educational Directors will interface directly with the Board of Directors as a voting member of the BOD and as a Director of the non-profit corporation Academy of Creativity Inc. While serving in this capacity this Educational Director will: 1 - Participate in all Board of Director activities as outlined above (except for decisions about their own compensation or employment). 2- Provide guidance to the Board of Directors from the perspective of teachers, students and school administration. 3 - Participate as needed in Steering Executive Board work meetings. 4 - Serve as a conduit between the Board of Directors and the school's Educational Directors and Staff.

Educational Director (Management)

One of the Educational Directors will interface directly with the school's Business Committee, including the Business Manager. While serving in this capacity this Educational Director will: 1 - Engage in all school related business activities including, budgeting, accounting, purchasing, report filing, etc. 2 - Provide guidance to the Business Committee from the perspective of Steering, teachers, students and school administration. 3 - Participate as needed in Steering Executive Board work meetings. 4 - Serve as a conduit between the Business Committee and Steering.

Educational Director (Community)

One of the Educational Directors will interface directly with school's committees. While serving in this capacity this Educational Director will: 1 - Provide guidance to the school committee from the perspective of Steering, teachers, students and school administration. 2 - Participate as needed in Steering Executive Board work meetings. 3 – Provide guidance for all co-oping in the building.

Steering Executive Board

The Steering Executive Board is considered a "Working Group" with no official decision-making powers of its own, rather the Executive Board will draft and present proposals and recommendations to Steering. The Executive Board is a condensed group representing the

school's primary leaders. The Executive Board will consist of the following members: Steering Chair, Steering Vice-Chairs, Steering Secretary, Educational Directors

The Executive Board will hold meeting as they deem necessary to discuss, draft proposals, to prepare opinions on proposals, prepare Steering meeting agendas or conduct any other business delegated to them by the Board of Directors or Steering.

Steering Executive Board (Chair, Vice- Chair(s) and Secretary) Nomination and Ratification

Any parent with a child in the Academy of Creativity can be nominated for a position on the Steering Executive Board. Ideally, a candidate for an open Steering Chair, Vice Chair or Secretary position will have at least one year of experience serving as a voting member of Steering prior to serving on the Steering Executive Board as a Parent Representative or Committee Chair. Whenever possible the terms of Steering Executive Board members should be staggered so consistency can remain and to avoid multiple vacancies within Steering leadership from occurring at the same time. All Steering Executive Board members will be elected, through the following procedure:

Steering will accept nominations for vacant Steering Executive Board positions as soon as the board is aware of the vacancy. When possible, board positions will be filled at the end of each school year for the following year. Steering will inform the school community the manner in which they will accept nominations for open Steering Executive Board positions (this task may be delegated to an Ad-hoc committee as described later in this section).

1. Steering will accept nominations for vacant Steering Executive Board position.
2. Steering will discuss the candidates at a Steering meeting. During the discussion, the potential new Steering Executive Board candidates and their family members may be excused from the meeting.
3. During a Steering meeting, a motion will be made and seconded to appoint a candidate to the vacant position.
4. Steering will then vote by consensus to ratify the candidate as a Steering Executive Board Member.

Election/Selection of Parent/Student/Faculty Representative and Committee Chairs

Steering will develop a policy by which Committee Chairs, Student, Parent and Faculty representatives are selected or elected, in a method consistent with a democratic process. After a new voting member of Steering has been selected/elected or appointed, Steering will call for a vote of consensus to ratify the new committee chair, or representative, as a voting member of Steering. If requested, the candidate and family members may be asked to leave the steering meeting for a discussion of the candidate's ability to act and perform the required tasks of the position.

Steering Executive Board Position Descriptions

All Steering Executive Board members will be expected to have sufficiently participated in the school as to understand the school vision, philosophy and charter. Steering members will be

expected to conduct school decision-making with a perspective of what is best for the students (student centered) and what is best for the school.

Steering Chair (Parent) (2 year term)

The Steering Chair will be selected from current parents of students in the school. It is acceptable for two people to co-chair Steering. A Steering chair will serve a 2 year term, after which they may be nominated to the same or another position. Ideally, the Steering chair will be selected from one of the people serving as Vice Chairs. The Steering Chair will have the following responsibilities: 1 - Conduct Steering meetings. 2 - Ensure all Steering meetings comply with all state laws, including the Utah Open & Public Meetings Act. 3 - Oversee/create and communicate Steering meeting agendas to the whole school community, including the Board of Directors. 4 - Act as a conduit between the Board of Directors and Steering. 5 - Serve on the Steering Executive Board.

Steering Vice Chairs (Parent) (2 year term)

A minimum of two Steering Vice-Chairs will be selected from current parents of students in the school. Steering may establish additional Vice Chairs to oversee operational or community aspects of the school as they deem necessary. Vice chairs will oversee all committee operations. Committee oversight will be assigned to Vice Chairs during Steering meetings. Ideally, a Steering Vice -hair will be selected from a current voting member of Steering. A Steering Vice-chair will serve a 2 year term, after which they may be nominated to the same or another position.

By way of this Charter, the following two Steering Vice-Chair positions will be established; Vice Chair over Business, and Vice Chair over Community.

Steering Vice-Chair over Business (Parent) (2 year term)

The Steering Vice-Chair over Business will have the following responsibilities: 1 - Interface with and oversee the Business Committee. 2 - Oversee all committees assigned to this position by Steering. 3 - Assume Steering Chair responsibilities if the Chair is unable to carry out his/her duties. 4 - Serve on the Steering Executive Board.

Steering Vice-Chair over Community (Parent) (2 year term)

The Vice Chair over Community will have the following responsibilities: 1 - Interface with School Committees. 2 - Oversee all committees assigned to this position by Steering. 3 - Assume Steering Chair responsibilities if the Board Chair and the Vice Chair over Business is unable to carry out his/her duties. 4 - Serve on the Executive Board.

Steering Secretary (Parent) (2 year term)

The Steering Secretary will be selected from current parents of students in the school. A Steering Secretary will serve a 2 year term after which they may be nominated to the same or another position or board. The Steering Secretary will have the following responsibilities: 1 - Keep a historical record of all changes in the school's Governance Structure, including: (this document should be a living document with the ability to track all changes back in time),

creation or termination of committees, oversight of committees, addition or deletion of Steering Vice Chair Positions and their responsibilities, changes to the Board of Directors. 2 - Keep a historical record of all changes to Academy of Creativity Policies along with the justification for changing or adding the policy (this document should be a living document with the ability to track all changes back in time). 3 - Keep minutes for all Steering Board meetings and communicate the minutes to the school community and public. 4 - Assume Steering Chair responsibilities if the Chair and Vice Chairs are unable to carry out their duties.

Parent Representatives (Parents) (1 year term)

For every 25 students enrolled in the school a Parent Representative will be selected/elected from the school's parent body. Whenever possible, parent representation for grade levels should be equitable. Parent Representatives will have the following responsibilities: 1 - Represent their individual parent groups in Steering meetings. 2 - Take Steering information back to parent groups and solicit input on decisions Steering is considering. 3 - Act as the first contact for parents when concerns or complaints arise.

Student Representatives (Students) (1 year term)

Student Representatives will be selected/elected the year before their term begins, from among the eligible students in the school. Student representatives will have the following responsibilities: 1 - Represent the school student body in Steering meetings. 2 - Take Steering information back to student groups and solicit input on decisions the Steering is considering.

Committee Chairs (Chairperson of non-Ad-hoc committees) (term lasts as long as the committee operates)

Chairpersons of committees established as ongoing committees, will have a vote during Steering meetings. This voting right is connected to the committee position of Chair and not to the individual. Aside from their responsibilities established as part of the committee creation process, committee chairs will have the following responsibilities: 1- Represent their committee during Steering meetings. 2 - Take Steering information back to committees and solicit input on decisions the Steering is considering.

Non-Voting Participation at Steering Meetings

Academy of Creativity Steering meetings will be open public meetings, and as such all parents, staff, faculty and students are welcome to attend the meetings. Steering may create a policy describing how non-voting participants' voices will be heard during Steering meetings. In the absence of such a policy, anyone in attendance at a Steering meeting will have the right to make comments during Steering meetings.

School Committees

Steering will have the authority to create or dissolve school committees with the exception of the Business Committee, which will be a standing committee created as part of this charter. The creation or dissolving of committees will follow the process established by Steering for proposals. In addition all proposals to create a committee must include the following: 1 -

Official name of the committee. 2 - The Steering Vice Chair that will oversee the committee. 3 - An initial Chair of the committee. 4 - Justification (need) for creating the committee. 5 - Goal(s) the committee hopes to accomplish 6 - Scope of the committee's responsibilities. 7 - The length of time the committee will operate.

No committee can be created that supersedes Steering, Board of Directors' or the Steering Executive Boards' authority and responsibilities. Steering may chose to delegate part of their responsibilities to school committees where appropriate and when a proposal to that effect is agreed upon by Steering through consensus. The following is an example of a possible school committee:

Community Support Committee, created to identify and support needs of the school community, and will exist until dissolved by Steering. This committee will report directly to the Steering Vice-Chair in charge of Community. This committee will identify families in our community who will benefit from charitable donations or services others in the school community can provide. This committee will look for ways to publicly acknowledge outstanding support given by community members. This committee will develop whole school, community building events. This committee will work towards establishing clear paths that community members can take to address and resolve concerns or conflicts that may arise during co-oping, committee work or other school supported activities. This committee will not be engaged in staff, business, student or faculty issues.

Steering may also chose to create Ad-hoc committees to perform a specific task, or objectives. Ad-hoc committee chairs will not hold a voting position on Steering. The following is an example of a possible Ad-hoc committee:

Steering Executive Board Nominating Committee, created to solicit nominations for open Steering Executive Board positions, and will be dissolved once the vacant position has been filled. This committee will create a short list of Vice Chair candidates, and present those names to Steering at the desired time. This committee will report to the Steering Secretary.

Committee chairs are considered voting members of Steering, and as such are expected to assume conduct and responsibilities outlined previously for all Steering members. Committee interests and concerns will be represented by their Chairs during the Steering decision-making process. Decision-making within committees will follow the consensus model.

Standing Committees

The Academy of Creativity will begin with one standing committee established by this charter.

Business Committee

The Business Committee will be made up of the Educational Director of Management, Business Manager (the Educational Service Provider's on-site employee), administrative assistant, and facilities manager, with the Educational Director serving as the committee chair. The focus of the Business Committee is to oversee and ensure that the school complies with all financial, legal, health, safety, state and federal requirements. The Business Committee will be given the

authority to carry out all school related business activities. Individual duties of Business Committee members is outlined in Section 7. [Staffing](#).

The Consensus Process

The Board of Directors and Steering, will make all decisions using the Consensus model in compliance with the Academy of Creativity by-laws summarized here. The values of Consensus Decision-making process are: it is inclusive, participatory, agreement seeking; it is conversation oriented; it is collaborative; it is relationship building; it is process oriented; it involves whole group thinking. In order to achieve these desired outcomes, Board of Director and Steering Chairs must act as facilitator during the decision-making process, ensuring that respectful conversation and debate occurs.

Ideally, the community will have ample time to discuss any proposal being considered by Steering. Representatives should be allowed time to gather feedback and input from the groups they represent. After such conversations have occurred, the following procedure will take place.

1. A voting member will make a motion to vote on a proposal.
2. A second from another voting member will be required before a vote can be taken.
 - a. If a second is not granted the proposal will return to the discussion phase.
3. The facilitator will then call for consensus.
4. All present voting members will indicate their vote with
 - a. Thumbs up, indicating agreement and support of the proposal
 - b. Thumbs down, indicating more discussion is needed on the proposal
 - c. Or thumb to the side, indicating consent but not agreement with a proposal.

If all voting members vote thumbs up or to the side, the proposal passes. If even one person votes thumb down, the proposal will return to the discussion phase where attempts are made to clarify, or modify the proposal in an effort to alleviate any conflict or concerns. At any point in the process, the individual(s) presenting the proposal may choose to remove the proposal. This action does not require consensus.

If a Steering proposal moves through the voting process at least three times without reaching consensus, a Steering member may make a motion to move the proposal to the Board of Directors for consideration. In every case, moving a proposal to the Directors for consideration should be done only as a last resort. All attempts should be made to modify a proposal so that all Steering members can give consent or agree with the proposal.

Steering Self-Evaluation and Professional Development

The ongoing success of the Academy of Creativity is linked to the effective leadership within Steering. We recognize the need for ongoing training for Steering members. To that end, Steering members will engage in professional development and training activities. In preparation for such training, and as a contributor to the publishing of the Academy of Creativity's e-portfolio, Steering will conduct annual group self-evaluation and goal setting. These activities will be informed by feedback from parents and students in the form of responses on the school's annual survey. Steering may also solicit comments from the Board of

Directors, Educational Directors, and school committees. Steering will use all available data, reports, feedback, as well as self-reflection, to evaluate their progress towards meeting the previous year's goals, and in setting the next year's goals. Goals and progress towards meeting goals will be published as part of the school's e-portfolio (see section 5, [Performance Measures](#) for details on the school's e-portfolio).

In support of reaching their goals, the Steering Executive Board will develop a plan to engage Steering members in training and professional development. The professional development plan will be presented and voted on during a Steering meeting. The Academy of Creativity will take advantage of all forms of training for Steering members including, online classes, guest presentations, conferences, and university and college courses. Steering will also take advantage of any training offered by the Utah State Office of Education, the Utah State Charter School Board, the Utah Association of Public Charter Schools as well as any national charter school training resources.

Founding Members

We recognize the contributions of many individuals and organizations that have aided in the development of the Academy of Creativity. Many were unable to commit to serving on the Founding Board, but nonetheless were instrumental in supporting efforts of the Founding Board. The Founding Board will establish an official list of people it considers Founding Members of the Academy of Creativity. The list of Founding Members will be published publicly.

Parent Involvement and commitment

Parent participation in the Academy of Creativity will be critical to student success and achievement. It is our belief that parents, in coordination with faculty, will act to strengthen, enrich and enhance school's curriculum, school programs and governance. For that purpose parents of the Academy of Creativity students will be involved in the school in three ways: 1 - Participation on a school committee. 2 - Attendance at monthly parent meetings. 3 - Co-oping in the classroom.

Participation on a school committee

Parent/family committee work will be the backbone of the school community. In support of the school's unique learning environment, parents are expected to participate on at least one committee each year. Steering will develop a policy that defines what constitutes "committee work," but in every case, serving as a Steering chair, Steering Vice Chair, Steering Secretary, parent representative, or committee chair, will be considered "committee work" and will fulfill the parent/family committee work expectation.

Parent Meetings

Keeping parents informed and involved in the educational environment is a key goal of the school. While email lists, flyers, web pages, and other forms of communication will be employed to keep parents informed, face-to-face parent meetings will be an important tool in keeping parents up-to-date with classroom, and school developments. While it is expected that

parent meeting agendas will include classroom and school business, the primary objective of parent meetings is discussion, education, and collaboration. It will be in these meeting where Parent Representatives will share steering proposals with other parents and gather feedback to be taken to Steering. Parent attendance and participation in these parent meetings will also serve to build the school as a community, and serve as a forum to discuss grade or classroom level concerns. Parent meetings will be scheduled at the discretion of the teachers, but parents can expect to attend one parent meeting prior to the start of each school year, and one parent meeting each month while school is in session.

Parent Co-oping and Individualized Co-oping Plan

Parents volunteering at the Academy of Creativity are referred to as co-ops or mentors. Each family is expected to co-op the equivalent of 3 hours each week for each student they have enrolled at the school, with a voluntary limit of 6 hours per week for families with more than one child enrolled in the school. Co-oping can take many forms, but in every case co-oping is teacher directed and will always be in direct support of student learning. This level of involvement in turn encourages parental involvement in curriculum matters. (See additional information in section 4. [Program of Instruction](#))

Teachers will work with parents and student to develop a customized or individualized co-oping plan (ICP). The purpose of the ICP is two-fold; first, the individualized co-oping plan is meant to maximize parents' expertise, knowledge and skills and to utilize them as resources in a way that best benefits the student learning, and second, to allow flexibility to parents and families in fulfilling their co-oping responsibilities. The following are examples of what co-oping could look like: A parents could spend 3 hours a week in a core subject class assisting students; a parent could act as a Project Manager for a student-run project; a parent could facilitate a subject specific mini course utilizing the parent's expertise; a parent could accompany teachers and students to off campus sports or activities; a parent could coordinate and schedule off campus learning opportunities; a parent could provide clerical support to a teacher (photocopying, bulletin boards, etc.); a parent could act as backstage manager for a theatrical production. If a family and teacher are unable to create a custom co-oping plan, the family may apply for a co-oping waiver. Steering will create a policy and procedure allowing families to apply for such a waiver.

Community Feedback

Feedback, both positive and negative, can be a good indicator of how well the school is making progress to achieve its goals. For this purpose, the Academy of Creativity will conduct at least one annual survey of parents, students, faculty and staff, in an effort to collect, interpret, and respond to feedback (positive and negative) from community members (Stakeholders). Results of the survey will be presented to the community and reviewed at a Steering meeting, but it will be the responsibility of the Steering Executive Board to prepare a plan to address concerns that surface as a result of the survey. The Steering Executive Board may request consultation from people not on the Steering Executive Board to assist with developing this plan. Our philosophy encourages individuals to look for solutions rather than simply identify

problems. To that end, Steering proposals can be an effective way of addressing concerns that affect the entire school community or large populations of the community. All school community members are empowered to present proposals during Steering meetings. Steering proposals must follow the policy established by Steering for preparing and presenting proposals.

Section 7: Staffing

The Academy of Creativity will engage parents, students, faculty and the Board of Directors in the collaborative governance of the school. Through this collaborative structure we will breed innovative policies and programs to enhance our unique learning environment and encourage creative learning, while building strong community connections among parents, students, and staff.

One of our biggest strengths will be a staffing choice traditionalists in education may struggle understanding. We believe we are stronger when we work together in a collaborative way, including our school directors and leadership. We will implement a three educational director relationship for our LEA leadership.

Most traditional schools use a Principal and Vice Principal or a Director. Ours will be one with three Educational Directors- similar in the duties covered with a principal and vice-principal -but differing in that all three share equal responsibility and will have many duties that overlap. There is a distinction when it comes to each specialty area (Governance, Community, and Management as mentioned earlier in [Governance](#)) but an overlapping when it comes to philosophy and the successful implementation of our educational program. It will also help us to be able to do even more than most Directors or Principals.

Many will see this as a very different approach. To us, it will seem like business as usual. Remember, three of our educators have been working within this system for over 5 years. They created their Middle school model in a similar manner and have shared equal responsibilities. They are on the same page when it comes to philosophy and the education plan, but each has a specialty they work within to make the Middle school run as smoothly as possible.

Our school is unique therefore our leadership and directional approach will need to be unique too. This Charter serves as a contract and it will be the responsibility of the Educational Directors to ensure the compliance of all aspects that we have committed to the USOE along with the Board of Directors. We are in pursuit of a cooperative community. Having three LEA leaders who oversee the entirety of the school allows for shared responsibilities but also shared visions. It also allows the shared strengths of the individuals to benefit the whole community.

This structure allows our directors and leaders to stay in the classroom enabling them to remain connected to the students, curriculum, and parents. One of the unspoken drawbacks of Principals is they forget what it is like to teach in a classroom. They also have little time available for mentoring new teachers. Looking at recent Charter Applications that have been approved and while all of the job responsibilities are similar to ours the duties all stay within one person. This can lead to an authoritarian environment and burnout.



By expanding what it means to be an educational director, or principal, within our community it will allow for each to spend time in classes teaching, one to focus on mentoring and enhancing our staffing, and another to “manage” the office - all happening at the same time. No one single person will have to choose one action over another. This is a new concept in administration but we feel it will be revolutionary and fundamental to our success. We understand how big the responsibilities are for a single educational administrator and this is why we are moving to a more evolved definition of who, and how, school administrators can develop and lead their own community.

and how, school administrators can develop and lead their own community.

It should be noted that in year zero we will hire our Educational Director of Management first and the other two Educational Director positions will serve as guidance on a volunteer status as long as possible, perhaps until we start year one. They will be present in all decisions but our goal will be to only staff one person in year zero if possible.

A representative style model will be used for all decision making in the school, gathering input and feedback from multiple perspectives. Decisions will be made using a consensus based approach, ensuring discussions takes place and that all voices are heard.

The Academy of Creativity will contract with online education providers (VHS – Virtual High School) for some virtual curriculum, as well as professionals to assist with business administration and management, IT maintenance support and other services (e.g. janitorial).

All staff will be passionate about performing arts, technology, fostering creativity, and the school mission and philosophy. Any additional information on staffing can be found in our [Governance Section](#) (sect. 6).

Our school's on-site staff primary responsibilities are as follows: **Educational Directors** (the school’s instructional leaders are the Educational Directors -Governance, Community and Management-, who serves all school stakeholders and are selected by Steering and approved by the BOD); **Business Director** (Ensure that the business aspect of the school run smoothly. Evaluate financial success, handle HR functions, manage school equipment and supplies, and generate and submit reports); **Educational Leaders** (AKA: Teachers. Coordinate the day-to-day student educational endeavors using project-based and hands-on learning activities, mini-

lessons, and virtual/blended classes. Monitor e-Portfolio and project progress to ensure completion of learning objectives. Collaborate with students and parents to create a rich learning environment); **Student Achievement Specialist** (Help students achieve their potential, primarily by identifying and minimizing or removing obstacles to effective learning for all students.); **Guidance Counselor** (Maintain a high-quality school counseling program and assist students and parents in understanding and meeting graduation requirements, course selection and scheduling, post-secondary school planning, and crisis intervention); **Administrative Assistant** (Support the Educational Directors, Business Director, the staff and students); **Facilities Manager** (Responsible for all aspects of the physical facility); **VHS On-Site Coordinator** (The Educational Leaders will select a team member to become the VHS On-Site Coordinator. The Coordinator will ensure all Educational Leaders receive professional development to aid in virtual/blended classes); **Support Staff** (Depending on student need and interest, hourly support staff may be hired to provide; Para-professional aid, Morning/After School support, Cafeteria support, Music, Language, Technology classes, Art, Sport/PE).

The following staff will provide instructional, operational, and student support. Background checks will be conducted for every employee of the Academy of Creativity. We also believe in employing the most qualified employees available to us. To ensure the best staff we will be very competitive in salary and benefits.

Educational Directors

In the Academy of Creativity, a community of caring students and adults, including a triad of Educational Directors, work together to shape the school's success, growth, and future and to influence the professional growth and development of individual staff and students. Educational Directors who are selected by Steering, and approved by the BOD, work collaboratively with all stakeholders (current and prospective students and families, Board of Directors, Steering, USOE, Utah State School Charter Board, industry, community groups...) to further our goals and mission. The Educational Directors are responsible for the overall day-to-day school operations for students, educational leaders, oversight of school accreditation; they also oversee and implement the educational curriculum parents and staff use that will facilitate student instructional programs. They are our Local Education Agency Representatives.

Responsibilities: Together, our triad of Educational Directors will promote collaboration and positive problem solving within the school; Ensure the academic success of individual students by utilizing all levels of academic support available and by maintaining a high level of communication with parents to deliver program information and address individual student needs; Exhibit high quality communication with all Academy of Creativity staff, students, and families; Call and conduct empowering faculty and support team meetings to ensure coordination, communication, and dissemination of all information to address the needs of staff and students; Participate in Correlation meetings as necessary; Participate in Steering meetings; Work with Steering to provide regular written and verbal reports and updates; Oversee guidance Counselor; Develop and oversee Public relations; Recruiting, Hiring, and supervision of instructional staff; Ensure that teachers exhibit and maintain a high level of

professionalism and instructional support; Handle teacher mentoring and End of Year evaluations; Create and Coordinate Professional development; Assist teaching staff with implementing any program changes and/or new software application introductions; Recruit, supervise and evaluate all school staff as required by the state and Steering; Assure Educational Leader licensures are up to date and valid; Manage the implementation of Academy of Creativity virtual courses. Supervise remote teachers as appropriate and necessary; Act as the technology liaison for teachers and administrative staff; Work with educational partners, particularly higher education concurrent enrollment partners; Work directly with accreditation body (Northwest Accreditation Commission); Oversee the contracting and/or delivery of special education services to ensure that the school is in compliance with state and federal laws, and be available to attend all special education IEP and 504 meetings; Support contracting for supplemental student services; Provide specified assistance to families in need of additional support to prevent unnecessary absences and encourage a high level of participation; Ensure that curriculum remains current as noted by innovations in industry, academia, and the marketplace; Grant Writing; Human Resources Management; Support the exploration and use of new technologies; Participate in school evaluations from stakeholders; Assist in measuring learning outcomes and oversee the implementation and coordination of the mandated state standardized testing process, and ensure high student participation rates, Participate in student recruitment efforts including presentations, Q& A sessions and responding to the press; Work with Steering to devise and implement virtual and local methods of creating and maintaining a school community; Work with Steering to facilitate the employee hiring and evaluation process; Handle any student problems escalated by parents and teachers; Be available to handle emergencies; Stay current on the state's policies, procedures and legislation; the triad will work together to decide all disciplinary matters, staffing decisions, hiring/firing of staff, finding substitutes, changing or evolving any curriculum, travel coordination, transportation coordination, SAGE analysis, school coordination; Serve as the model of behavior and expectations at Academy of Creativity; Other duties as assigned.

Specific, and Specialized, Tasks of the Education Directors (could change or adapt based on who is staffed):

The Education Director (Governance) 1/3 contract: Insure compliance our school governance policies; Provide the opportunity for decision-making at a level closest to those impacted by it; Promote collaboration and positive problem solving within the school; Equitably manage and verify operational processes and procedures; Use school policy to resolve student and employee concerns and problems; Grant writing; participate in all Board of Director activities; provide guidance to the Board of Directors from the perspective of teachers, students and school administration; participate as needed in Steering Executive Board work meetings; serve as a conduit between the Governing Board of Directors and the school's Educational Leaders and Staff. Assessment Specialist.

The Education Director (Community) 1/3 contract : Strive to eliminate any real or perceived division between groups at the school (the "us versus them" syndrome); Support school-related student activities; Support parent-related activities and committees; Serve on the Leadership Committee; Coordinate high school graduation ceremonies; Create and conduct

parent workshops; provide guidance to the school committee from the perspective of Steering, teachers, students and school administration; participate as needed in Steering Executive Board work meetings. Oversight of our character education and ACTT Plan; Oversee Co-oping and coordinate volunteer oversight. Oversight of all regular communication between the schools and families. Compile and update annually the employee, family, and school handbooks and directories.

The Education Director (Management) 1/3 contract : Serve on the Business Committee; Work with the Business Director and the Business Committee on all business matters; Prepare the school budget; Administer and manage the school budget with input from all stakeholders; Ensure that required reports are accurate and submitted on time; Insure the development and management of sustainable long term fundraising; Create method for soliciting and managing donations; Post all HR positions and keep up-to-date; Engage in all school related business activities including, budgeting, accounting, purchasing, report filing, etc.; provide guidance to the Business Committee from the perspective of Steering, teachers, students and school administration; Serve as main LEA Representative; Human Resources; be in charge of enrollment; attendance and tardies data; participate as needed in Steering Executive Board work meetings; serve as a conduit between the Business Committee and Steering.

Education and Experience : Minimum of 3 years teaching experience; Bachelor's degree or higher; Hold a current Utah Professional Educator's license and/or competency-based license pursuant to R277-520-9; Working knowledge of IDEA 2004 and Utah Special Education Rules; Excellent communication skills; Flexibility; Demonstrated ability to work well in fast paced environment; Collaborative and innovative team player; Technologically proficient; Must be able to build consensus and inspire teachers to teach, students to learn, and parents to engage in their child's learning while following the mission of the school.

Business Director:

The Academy of Creativity will hire a Business Director to carry out financial duties. The Business Director will work collaboratively with the Business Committee and will manage all of the school's finances and state and federal reporting requirements. The role of the Business Director is to ensure financial success, that the business elements of the school run smoothly and to fulfill the responsibilities of the business administrator as defined by Utah Code 53A-3-303. Currently this position has been contracted out to Charter Solutions. For more information on our Educational Service Provider please see sec.9.

Responsibilities: Work directly with Educational Director of Management; Oversee development of all financial reports and other relevant reports for Steering approval for submission to the USOE; Advise the Business Committee on issues of state funding, grant and other revenues, and costs of operation; Develop each prospective school year's budget with the Business Committee under the direction of Steering; Manage, maintain and track all actual school revenues and expenditures and reforecast the budget on an ongoing basis; Accounts payable; Accounts Receivable; Purchase Orders; Invoicing; Oversees fulfillment of contracted payroll and other back-office accounting services; Administer payroll: process payroll, maintain correct payroll records, payroll adjustments (sick time, vacation time, etc.), fields payroll

queries and discrepancies; Handle HR functions including hiring/termination paperwork, IRS filings, etc.; Coordinate benefit/new hire paperwork; Reconciling monthly expense reimbursements against submitted expense reports; Auditing employee expense reports; Monitor and track all school-based assets; Provide and explain the monthly updated budget as part of a Financial Report to the Business Committee and when necessary, the Executive Board; Work with the Educational Director (Management) to ensure correct oversight of student accounting functions including attendance maintenance and tracking and assisting with payment collection; Ensure that the Business Committee reviews and approves all expenditures; Ensuring conformance with financial building lease/mortgage terms and conditions; Establishing accounting procedures and maintaining adequate financial records; Maintain commonly used forms; Maintaining filing functions and record keeping; Work with the Steering's selected Independent Auditor to ensure an effective annual audit of the school's finances; Monitor regulatory compliance and support preparation for audits; Providing specialized reports or information as needed under the direction of the Educational Director (Management); All other duties as assigned; Oversee student accounting functions including attendance maintenance and tracking and assisting with fee collection; Act as the human resources liaison for school staff in the areas of benefits, leave tracking and the maintenance of local files;

Education and Experience: Relevant work experience, including charter school or site-based school accounting – Utah-specific experience a plus; Relevant training from USOE - School Finance & Statistics training regarding Minimum School Program and financial reporting requirements prior to beginning work for the charter school; Operational or logistics experience and/or administrative or management experience; Relevant advanced degree is preferred, CPA or MBA is a plus; Experience working under direction of a Governing Board (Steering), including interaction with a volunteer Steering Treasurer; Excellent communication skills, both oral and written; Demonstrated ability work effectively with state regulators and independent auditors; Technologically proficient (especially with financial software and Microsoft Office products); Understand and embrace the Academy of Creativity philosophy.

Educational Leaders (Teacher):

Educational Leaders will coordinate the day-to-day learning of students using project-based activities, mini-lessons, and virtual classes. They will monitor e-Portfolio and project progress to ensure completion of learning objectives and collaborate with students and parents to create a rich learning environment and enhance students' interests.

Responsibilities: Collaborate with parents to make school decisions, solve problems and develop policies that are consistent with the Academy of Creativity vision for education; Be responsible for teaching all requirements in the Common Core; Encourage students to practice making responsible choices, with the understanding that they will make mistakes as part of the learning process. This involves reframing mistakes as learning opportunities; Encourage and support students to take responsibility for their learning; Give students the opportunity to help plan and organize parts of their day through the use of daily, weekly, monthly, and semester planners, individual to each student; Help students work at their own pace and level, through the use of the students' individual planners, to meet their requirements; Plan their curriculum

and approach to teaching/learning from a whole-child perspective - seeking to address the academic emotional, social, physical, cognitive, and creative needs of each student; Consider the developmental needs of students, rather than focusing on strict grade level expectations; Play a major role in fostering a sense of community and continuity within the school, e.g., planning annual activities, and supporting new family education; Prepare students, with the assistance of parents, for the transition process from our school environment to that of a traditional post-secondary school so students are prepared to succeed throughout their academic career; Promote engagement in authentic, purposeful learning; Lead students to come together, form a community, share decision-making, and ask questions; Encourage dialogue for the purpose of understanding and constructing meaning; Engage learners in evaluating aspects of classroom life; Celebrate individual and classroom successes; Choose to think, act, and speak positively; Follow through and keep commitments; Act as a guide for other learners through discussion of learning and structure in the classroom, by modeling effective strategies and by providing learning experiences in which all learners of the community participate; Recognize and use teachable moments; Focus on learner self-evaluation; Value and encourage risk-taking; Be learners themselves who foster learning with and from peers; Support and guide parent co-ops.

Education and Experience: Bachelor's degree or higher; Hold a current Utah Professional Educator's license and/or competency-based license pursuant to R277-520-9; Excellent communication skills, both oral and written; High degree of flexibility; Demonstrated ability to work well in fast-paced environment; Team player with demonstrated leadership skills; Technologically proficient. Those whose licenses have been suspended or revoked are not eligible for Educational Leadership positions.

Student Achievement Specialist (Special Education):

The Student Achievement Specialist will help students achieve their potential, primarily by identifying and minimizing or removing obstacles to effective learning for all students.

Responsibilities: Monitor student achievement and identify those having trouble; Observe struggling students in class and suggest appropriate interventions; Assist in the planning and implementation of student interventions; Supervise special education program and staff; Deliver special education training to staff; Provide special education services; Administer specific identifying tests and calculate student scores (Estimator program); Provide small group intensive targeted intervention; Supervise IEP educational requirements; Act as a resource to parents; Facilitate transition training; Manage student IEPs; Participate in the student discipline process; Coordinate use of school counselors in applicable circumstances; Regularly attend USOE Charter School Roundtable and State Special Ed meetings, serve on the Student Community Council.

Education and Experience: Bachelor's degree or higher; Experience with student behavior problems; Experience with Utah Special Education Rules and IDEA 2004; Hold a current Utah Professional Educator's license in Special Education.

Guidance Counselor:

At Academy of Creativity, the Guidance Counselor will serve grades 6 - 12. The number of counselors is determined by the student enrollment, meeting or exceeding the required 1:350 ratio found in Board rule. The Guidance Counselor will implement processes and procedures to maintain a high-quality school counseling program. The Guidance Counselor will assist students and parents in understanding and meeting graduation requirements, course selection and scheduling, post-secondary school planning, and crisis intervention.

Responsibilities: Plan and implement counseling programs for students and families related to academic and career planning and graduation; Oversee and maintain the SEOP of each student; Keep abreast of all high school graduation requirements and communicate this information to the Educational Directors; Counsel students with issues related to dropping courses and changing schedules; Counsel families through the school withdrawal process, assisting with data collection regarding withdrawal; Supervise the review of student transcripts and the entry of credits into an online transcript system; Implement procedures to ensure that school transcripts are accurate and up-to-date; Supervise efforts to secure complete and accurate records for Academy of Creativity students; Generate and authorize official transcripts for families upon request; Plan and implement counseling programs for students and families related to interpersonal adjustment issues; Implement crisis prevention and management plans for the school and provide leadership to the services team; Report and refer critical incidents that jeopardize student well-being as obligated by law, administrative regulations, or ethical standards; Work with school teams to maintain an up-to-date list of school and community resources, making them available to school teams and to families; Implement processes to regularly and frequently review the status of each secondary school student related to attendance, participation, and performance; Assist teachers when students enroll mid-semester, making sure that teachers receive guidance on integrating the students into their coursework, and ensuring that previous grades, credits, and evaluations are handled appropriately; Work closely with teachers to review the content of courses, making recommendations for enhancement to the Educational Directors related to content and state requirements; Implement special programs such as Advanced Placement support, SAT, ACT, and college entrance preparation; Understand the requirements for and facilitate the administration of all high school testing, including exit exams, PSAT, SAT, ACT, and AP exams; Coordinate with teachers, helping to identify students who are at risk or in crisis.

Education and Experience: Degree in School or Guidance Counseling; Utah educator license with appropriate counselor endorsement; Counseling experience, secondary school setting preferred; Excellent communication skills, both oral and written; High degree of flexibility; Demonstrated ability to work well in fast-paced environment; Team player with demonstrated leadership skills; Technologically proficient.

Administrative Assistant:

The role of the Administrative Assistant position is to support the Educational Directors, Business Director, the staff and students:

Responsibilities: Distributing marketing materials for current and future students; Process student registrations; Order equipment, materials, and supplies; Provide typical office support

duties, including organizing, filing, document preparation, document distribution, answering telephones, faxing, making copies, handling mail, etc.; Ensure that school policies are followed in applicable circumstances; Collaborate with appropriate individuals to solve problems; Successfully interact with school computer systems to gather data; Assist with inventory tracking; Support student activities; Take minutes during applicable meetings; Attend Board meetings and act as a scribe; Actively seek new solutions for existing and future problems; Regularly update the school website; Appropriately prioritize tasks; Effectively communicate announcements through use of email, signage, school website, etc.; Validate and process paperwork, including expense forms; Proactively evaluate and suggest improvements to school processes, procedures, and practices; Administer calendaring, scheduling, and call screening functions; Manage receipt, storage and maintenance of local student records; Manage student information system.

Education and Experience: High school diploma; Confident computer user; Familiarity with technology; previous experience in the field is a plus; Willingness to use and learn a variety of software products; Attention to detail; In-person and telephone etiquette; Note taking skills; Desktop publishing, word processing, presentation, and spreadsheet experience; Ability to learn new software programs; Typing skills (~35 wpm); Demonstrated writing ability; Effective communication; Desire to look for interesting solutions to problems; Web pages creation and maintained experience; Work with and safeguard confidential information; Work well under pressure; Work on multiple tasks concurrently; Other receptionist duties.

Para-Professionals (School Support) – The role of a Para-Professional is to support Teachers and Students in the classrooms or as school support.

Responsibilities: Administers, scores, and records such achievement and diagnostic tests as the teacher recommends for individual students. Works with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher. Assists the teacher in devising special strategies for reinforcing material or skills based on a sympathetic understanding of individual students, their needs, interest, and abilities. Operates and cares for equipment used in the classroom for instructional purposes. Guides independent study, enrichment work, and remedial work set up and assigned by the teacher. Alerts the regular teacher to any problem or special information about an individual student. Maintains the same high level of ethical behavior and confidentiality of information about students as is expected of fully licensed teachers. Participates in in-service training programs, as assigned.

Education or Experience: Completed at least 2 years of study at an institution of higher education; or obtained an associate's (or higher) degree; or (C) met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment — (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

Hourly Employees and Facilities Director and/or Additional Janitors (School Support) – Just like our school promotes creativity through academic pursuits we will employ the same concept to our hiring of additional staff. Hourly employees may be experts in a field of study,

part of our school culture (drills, before/after care and lunchroom duties) and/or Janitorial/Facilities (may outsource a company if a more affordable option). We will hire hourly employees to flesh out the needs of the school. All staff will be trained by the Education Director(s).

Responsibilities – These jobs will be very specific in need and job responsibilities, and descriptions, will be designed on an as needed basis.

Education and Experience-High School Diploma or GED equivalency preferred. Will accept experience with our school culture into consideration. Expertise (or Certification) in a field of study.

The Staffing plan for the Academy of Creativity is to increase the number of Educational Leaders and support staff as the school population increases. Our target enrollment for year 1 is 167 students. We anticipate 5 Educational Leaders, 0.75 Educational Director (split 3 ways), 0.5 Student Achievement Specialist, 1 Administrative Assistant, 0.3 Guidance Counselor, and 1 Facilities Director (or hiring a company if less costly) in year 1. In year 2, enrollment will increase to 200 students and we plan to hire 2 additional Educational Leaders and increase the Student Achievement Specialist and Guidance Counselor contract time. In year 3, enrollment will increase to 230 students and Educational Leaders will increase to 9.5, year 4, 240 students and 10.5 Educational Leaders and finally in year 5 we anticipate full enrollment at 250 students with a full staff of 11.5 Educational Leaders. School Support staff will increase from 100 hours per week to 135 hours per week.

Improvement of instruction will occur through a professional development program and through the active search for new technologies and educational methods.

We will be using technology to not only inspire student creativity but also to deliver instruction. Technology in schools is more than new hardware and software. *How* you implement blended learning resources is integral to the success of the program. VHS offers consulting for school leaders, professional development for educators, resources for students, and technical expertise (VHScollaborative.org). We also feel their Mission Statement reflects our philosophy and embraces the idea of collaboration. The on-site coordinator will share expertise and professional development activities with staff and parents as part of ongoing communication.

Creativity and new ideas are fostered not only for our students but also for our whole community. New ideas (and positions needed) will be considered and discussed by the Leadership Committee and recommendations will be taken to Steering. If a new idea is approved by Steering, a plan to implement the idea will be made.

Teacher recruitment strategies include working collaboratively with Westminster, U of U, SLCC, WGU, and other higher educational institutes to foster partnerships and student teacher relationships and recruitment. We also plan on being involved with other professional groups (i.e., UCET, UEN, USEE) and sharing our story with other theatre departments and programs. We will advertise on the Utah Association of Public Charter Schools (utahcharters.org) as well as in local papers and employment sites. We will use social media to advertise openings as well. Our compensation and benefit packages will be competitive with other Charter Schools

and Districts.

Section 8: Business Plan

As you can see, Academy of Creativity is a school quite unlike others in Utah's charter landscape, in both focus and structure. The uniqueness of our model is shown just as clearly in the Business Plan. Many things that larger schools have in their budgets, we won't because the scale of the school's enrollment and budget don't justify it. More services will be outsourced to avoid purchasing equipment. More part-time employees will reduce the cost of employee benefits in some categories. Yet, a school's budget is defined much more by what it does include, instead of what it doesn't. Our budget focuses on the Creativity and dedicated faculty that are the core of our mission for success. The budget template, in required format, is submitted with this application, along with a cash flow projection for the first operational year.

Key Budget Assumptions

The budgetary plan

Planning Year: As the school begins its planning and startup year, Academy of Creativity will apply for the available grants, loans, and other funding that will provide resources to successfully plan and lay the foundation for a successful charter junior high and high school. It is anticipated that \$150,000 will be available to the school in its planning year in a combination of grants and loans from state sources. That money will allow us to implement the following plan:

- Hire a part-time Education Director and Administrative Assistant (Secretary). In truth, the role of School Director will ultimately be made up of multiple individuals from our faculty each taking on specific administrative roles, and that will also be the case in the planning year. Members of our team will each take on various responsibilities to complete the startup work, described in the Startup Timeline subsection below. Management Educational Director will be determined for the first year.
- An advertising campaign, budgeted at \$8,000 (line 21.300 in the budget document) to build awareness and recruit students to attend our school (see section 3).
- \$19,200 (line 24.300) for an ESPs (see Section 9) to provide startup services in the planning year related to non-educational operations, including the setup of financial and payroll systems, employee benefits, internal controls, purchasing policies, and the setup of the school's business office.
- \$20,000 (line 45.400) for a building officer to represent the school and to fulfill state compliance standards during facility acquisition and/or remodeling.
- 1,000 (line 26.500) for liability insurance to protect the school, its board, and its agents from tort claims.
- Educational and administrative supplies and equipment (lines 24.600, 10.700 and 24.700) which includes the furniture computers, projectors, and network equipment that will provide teachers and students with the technology necessary to access content and online classes that are key parts of our mission. This is budgeted at \$51,060 in the startup year. That amount is about \$400 per student at the contingency enrollment

level, which will leave almost no equipment or supplies to purchase if enrollment in the first operational year is at the 75%-of-capacity level.

- That \$400 per student will purchase a projector for each core classroom, a netbook or other digital device for every three students and all teachers, and all the furniture and curriculum needed for classroom instruction and online delivery and tuition for select classes, as explained in [Section 4](#).
- Additional amounts are budgeted for kitchen and facility maintenance equipment as a contingency in case such equipment is not included in the facility as developed and remodeled (see Facilities subsection below).

Operational Years: We will continue to invest our dollars to support the program outlined in this charter. As the school operates, Academy of Creativity will have lower expenses than many other schools in textbooks, which are not part of our academic program (see [Section 4](#)). By the time the first operational year begins, the school will have the equipment and supplies necessary to educate 167 students, leaving some further expenses to purchase additional supplies, computers, and furniture for additional students if enrollment is at full capacity. We will fill out our faculty and staff and begin the key partnerships with online education providers that are accredited in Utah (see [Section 4](#)). We have developed budgets for year 1, year 2, and contingency plans for each year in case of significantly lower-than-expected enrollment.

- State revenue based on the state-provided funding worksheet plus reasonable assumptions for concurrent enrollment funding based on enrollment.
- Local funding based on enrollment, assuming that 25% of students will qualify for and eat school-provided lunch, with 50% of the rest also buying school lunch, 75% of students paying \$150 per year in fees, and an average of \$50 per student in fundraising and school activity revenue.
- 5 full-time equivalent teachers, including a part-time special education teacher. The salary is higher than most new charter schools because the faculty identified and participating in this application are experienced educators with higher salaries. The number of teachers may seem low with enrollment of 167 students, but remember that many students in each hour will receive instruction through accredited online courses with licensed teachers providing instruction remotely. Those teachers are compensated through contracts described below. Also, because of our parent cooperative model, our student to adult ratio will be extremely lower than the other middle and high schools in the area.
- School administration will include a $\frac{3}{4}$ -FTE school director, made up of three faculty members each serving $\frac{1}{4}$ of their time on divided administrative and educational leadership responsibilities. For this additional work, the three will each be compensated at \$15,000 each.
- Academy of Creativity will have a part-time counselor to meet the required ratio under Board Rule of 350:1. The counselor will help students choose courses and navigate through the plethora of options available to Academy of Creativity students through online educational partnerships.

- Teachers are supported by part-time paraprofessionals who will provide instruction and student management, under the direction of a licensed teachers, for some ancillary and elective courses, and serve to supervise students during their online instructional time.
- The budget as drafted assumes that the school will also have a janitorial staff to clean and maintain the school's facility. While this has advantages, the school will also evaluate whether or not it makes more sense to outsource janitorial for the small school facility to an outside provider.
- The number of teachers and paraprofessionals, as well as the FTE status of the counselor, increase in year 2 commensurate with enrollment.
- The school will put in place retirement, medical, and other benefit programs to ensure that the school offers a competitive compensation package for educational professionals. Total benefits are budgeted at 29% of wages and salary, higher than most charter schools because of Academy of Creativity's investment in retirement programs to match the 401k available for Tier 2 participants of the Utah Retirement System. At this time, Academy of Creativity does not intend to be part of URS because the school can offer a comparable benefit for about half of the cost of URS participation.
- Professional development will be handled by the administration and experienced faculty and is not shown as a separate line item, as the costs are included in teacher salaries.
- Online education classes (line 10.300) are budgeted at 3 courses per student per year at \$500 per course on average. In the case of falling enrollment, the school's faculty will have capacity to handle more instruction directly, so the courses per student in the contingency budget falls to 2 per student.
- Specialized services for students with disabilities, like Speech Therapy will be outsourced. This amount is in line 21.300, where the cost of providing bus passes to all students is also included. This will serve as the school's transportation program, at an annual cost to the school of \$70 per student. Amounts for both increase in year two commensurate with enrollment.
- Academy of Creativity will outsource its Information Technology support and Business Services. The cost of these two contracts combined are budgeted to be \$45,000 (line 24.300), at full enrollment, and lower in cases of lower enrollment. This flexibility was a key decision-making factor in selecting Charter Solutions as the school's Business ESP (see Section 9).
- The budget for lunch services is included in line 31.300. Depending on the structure and kitchen availability in the chosen facility, the preparation of school lunch may be brought in house at the same cost in labor, food, and supplies. If the facility does not have adequate food preparation-space, lunch will be outsourced to a third party.
- Our facility budget is calculated as follows:
 - 60 square feet per student in authorized capacity. This is realistic given our lack of need for a gymnasium, which is more typical of traditional high schools. Our model is much more like the City Academy, Beehive, and Itineris models, where such space is unnecessary and 60 sq ft per student is adequate.
 - Cost per square foot on a full service lease (after improvements for Class E occupancy) is budgeted at \$15 per square foot per year. This is consistent with

Alianza Academy's existing leases in surrounding cities and with the school's research in available real estate (see Facilities subsection below).

- It is assumed that occupancy will only be for 11 months in the first operational year, rising to 12 months in year two.
- The facility's insurance, telephone, maintenance, and supply costs are also included in the budget, on lines 26.500, 26.600, and 26.700, adding an additional \$12,000 per year in maintenance and operations costs. In total, occupancy and related expenses make up 12% of state revenue when full-year occupancy is considered, which is well in line with both State Charter Board guidance and industry standards for affordability and is within the range of other schools that remodel existing commercial space (City Academy, UCAS, Beehive) for use as a school.
- As mentioned above, about \$51,000 from grant and loan proceeds will be used to purchase materials, computers, and furniture that students and teachers ultimately use in the first operational year. That amount provides the equipment and materials needed for the contingency enrollment level. Additional expenses of about \$16,000 (\$380 per student—lower than the original because there is no need for additional administrative or teacher equipment) will round out equipment and supplies needed for instruction. These expenses are one-time startup expenses and do not continue in future years, except as required for technology refresh several years out once enrollment has reached ultimate capacity of 250.
- Ongoing supplies on lines 10.600, 22.600, and 24.600 are just over \$8,000 in year 1 and vary in future years and in contingency plans based on enrollment.
- The budget includes repayment for the school's anticipated debt (see below) and dues to join the state charter school association.

Plan B

Academy of Creativity has created, as required by the application, two budgets and plans for operating in the first two years to demonstrate that our existence is not solely contingent on full enrollment from the year the school opens its doors. What would we and the program look like if students don't come in the numbers requested? We address that question in the "75% enrollment" budget included with this application. The contingency budget protects key aspects of the mission and educational program.

- Enrollment is only 75% of capacity.
- Local, State, and Federal revenue fall in line with actual enrollment as the laws affect each specific program.
- Teacher and administrative staff remains the same in either scenario. Counselor hours and maintenance hours are reduced based on lower needs for counseling and cleaning with fewer students. Teachers will teach additional courses (with appropriate endorsements) to fewer students, rather than fewer courses to more students.
- This structure creates the largest savings in the budget by reducing the amount of online courses that students will take from online education providers, fewer students taking only two courses per student will reduce the cost for this element of the budget by half.
- The Business Administrator ESP and IT support will be reduced.

- Ongoing supplies required in general instruction and maintenance drop with enrollment, as does the cost of lunch service.
- Startup furniture and equipment expenses leave the budget as sufficient quantities will have been purchased during the startup year using one-time grant funds, with the exception of some janitorial equipment (vacuums and such) that will be needed in any case.
- Occupancy expenses stay largely the same. Adjustments are made for occupancy costs that adjust with enrollment (supplies, water and utilities) but not for those that don't (lease, property tax.)

These plans still protect our unique program. Online education is still a key component, though slightly smaller as the staff on-site can dedicate the same number of hours over more subjects with fewer students. Still, the school will invest its more limited resources in this scenario to put forward a quality program, while still building financial viability for the long-term.

Debt

Academy of Creativity has no plans to incur direct debt to acquire its facility. Our size makes it unlikely that we could qualify for tax-exempt bonding through the Utah Charter School Finance Authority, and our lack of credit history and cash reserves makes it unlikely to qualify for a bank loan, at least for the foreseeable future.

The only debt we plan to incur is the State Charter School Revolving Loan, which is available to us to pay for startup expenses during the planning and first operational year. We intend to borrow \$100,000 to provide additional financing (with the State Startup Grant) for the planning year and to acquire the necessary materials, technology, and equipment to begin school in 2016. We have budgeted \$26,000 per year in debt service to repay this debt over the four year of repayment the program requires.

Policies and procedures

Our board will adopt a comprehensive set of finance policies consistent with Utah Code. These policies cover use of funds, internal controls, purchasing, bank accounts, signatory authority, and every other aspect of financial management. We will follow GAAP, comply with all state laws regarding public purchasing and finance, and track expenses using governmental accounting software.

Academy of Creativity's policies will ensure segregation of duties so that multiple people are involved each time money changes hands to reduce the likelihood of fraud. Our board will provide regular oversight by internal (a board finance and audit committee) and external (an independent auditor consistent with Academy of Creativity's LEA status) methods. Budgeting and spending will be transparent, with all transactions and budgets posted online as required by law. We will use competitive bidding for large projects to ensure fair treatment of all and best value for the school and taxpayers and best-value judgments on smaller purchases. Procedures will ensure that proper authorization by the Director, Finance Committee, or the Board is made prior to any expense. Policies will provide for the protection of the school's

assets with accurate inventory records, duplication of data, holdings spread across multiple banks, and insurance to indemnify employees, the board, and the school from tort claims

Our business ESP will be charged with carrying out the day-to-day management of the school's finances consistent with these principles. The Business ESP will ensure that our assets (cash, buildings, and equipment) are adequately documented and protected, our finance policy and state law are followed in all transactions, and that student enrollment records are accurate and reported to the state daily.

The Business ESP will be responsible to submit comprehensive Annual Financial Reports to the board, the State Office of Education, and the State Auditor's office as required by law. In all aspects, the Business ESP will adhere to Generally Accepted Accounting Practices, state law, and the school's finance policies. If necessary, the board will provide external training and oversight to ensure that GAAP is fully in place upon the receipt of any public funds (including funds donated to our public school from private sources). Additionally, the Business ESP will work with the Board and our insurance brokerage to ensure that the school is properly insured, that grants and all restricted streams of funding are properly administered according to each source's guidelines, and that we meet all other key financial obligations that are part of any state law or rule now in place or that may be in place in the future. The Business ESP and a school representative will attend semi-annual finance training to stay abreast of changes in state law regarding school finance.

We will generate the bulk of our revenue through enrollment, so policies will also be put in place to ensure that enrollment records are accurate and legal and protect student privacy. Our registrar will attend state records and student information systems training, giving the school the capacity to for tracking enrollment and attendance eligibility, eligibility for free and reduced-priced lunch, students with disabilities and ELL enrollment. The registrar will submit data to the state and the school director regularly to ensure that records are accurate.

Financial and student records will be stored in both paper and electronic formats. Paper records will be stored in fire-proof filing cabinets that lock to protect the records' integrity and security. Electronic records will be stored in our Student Information System (enrollment and student records) and in the Financial Information System (financial records). Both systems will be backed up to an off-site storage server regularly to ensure that they are maintained in emergencies or after any disaster or crime.

Facility

As mentioned above, Academy of Creativity's facility will be smaller on a per-student-square-footage basis than some other schools because of the lack of need for a gymnasium. While we will seek a facility with space for a food-preparation and service area, such space may not be immediately available. Seeking to locate in the Salt Lake City area, where commercial space is plentiful, we will be able to locate suitable facilities at a size that will accommodate anticipated enrollment and do so within our budget constraints.

The needs in a facility are driven by the needs of our educational program. Mentioned above are a few key items that the school's program does not require. The school *will* require

adequate classroom space, administrative and reception space, proximity to public resources such as parks, public transit lines, community centers, or other schools with space that our students can use on an as-needed basis. We calculate a need of about 60 square feet per student to accommodate the educational needs of our program.

There is also a need for high-speed internet access with substantial bandwidth to accommodate the online educational courses offered during the school day and taken by dozens of students simultaneously. The urban center of Utah in Salt Lake City is well-connected to such bandwidth, so options meeting this need are plentiful.

We will need seven classrooms holding up to 25 students each, two administrative offices, a small commons area for student gathering where students can eat lunch (whether prepared on- or off-site), but no recreational or residential space. Students will have access to nearby public parks and open space for recreational use and for Physical Education. The school will meet all current building codes, including assuring access for students with disabilities, prior to receiving its certificate of occupancy.

Academy of Creativity has researched existing buildings in the target area, and identified several potential sites within the school's range for cost and square footage. Below are two options:

1. An existing church at 1104 West 400 North. The former church is now owned by Salt Lake City, and we are currently under discussion with the City on a mutually favorable lease arrangement. This site is a little small, and so would require some additions (in future years as enrollment grows) and improvements to bring it up to current occupancy requirements for a school, which would total about \$1 million immediately and another \$500,000 in operational year three or four for additional space. For this property, we would need to issue an RFP to engage a developer who could purchase the facility and make the necessary improvements and lease back to the school, which would put lease payments slightly lower than that presented in the included budget and business plan. Academy of Creativity really likes this facility and location, but the specifics of the deal with the city mean that it is not the likeliest of the four current options.
2. A location near the Utah Fairpark on North Temple. This facility has enough space to accommodate the school for the long-term, providing even more square footage at the total price sought (only \$12 per square foot) than the school needs, which would provide some additional flexibility. The space is across the street from public open space at the State Fairpark, is within one block of a Trax line, and can be flexibly accommodated to school requirements with little lead time.

Upon charter approval, we will begin negotiations on the top two-ranked properties with the owners to determine which facility will be the best option for our ultimate location. If a prioritized site becomes unavailable or is unworkable for either modification or price reasons, we will move to the next site on the prioritized list. If needed, (as with Site 1), we will issue an RFP for a developer to acquire and remodel the facility and provide us with a long-term lease. In evaluating the RFP responses, we will look to select a developer who can meet our facility needs while keeping occupancy costs within the budget as presented with this application.

The following timeline has been established to ensure the facility is completed on time. As required by state law, we will appoint a board building officer who will oversee the acquisition and remodel on behalf of the school. This person will coordinate with the developer or landlord to make sure the facility is completed in a timely manner and will be responsible for filing the necessary construction documents and paperwork with USOE throughout the course of the project.

- April 2015—Final Charter Approval
- April 2015—Begin negotiations with property owners. This process may take several months.
- October 2015—Issue an RFP for a developer, if necessary to acquire an identified facility that needs large-scale capital improvements that the landlord cannot make
- December 2015—Sign lease or sign Development Agreement
- Winter 2016—Begin leasehold improvements to be completed in Summer 2016

Opening timeline

Academy of Creativity is founded by experienced charter school educators. The board, who will largely become the school's faculty and administration, will be responsible to build the school's academic program consistent with this charter. While we have no illusions about the scale of this massive undertaking, the charter school and similar-model experience of the school's team will serve it well in building the academic program.

To assist with non-academic aspects of school startup, the board has engaged Charter Solutions, who will assist the board with the school's business and operational startup, including assisting the school with applications for startup grants and loans, assisting the school with its application for tax-exempt status, establishing the non-instructional operations of the school, including payroll and financial systems and other items listed in detail in Section 9, drafting for adoption comprehensive school policies, securing service contracts with other service providers for Special Education, IT support, food service, and others as needed.

Other aspects of startup work will be completed by the school's administration and pool of parent volunteers. The administration will establish startup committees, staffed by volunteer parents with expertise in specific areas. Those areas are facilities and furnishings, curriculum, enrollment, marketing, technology, and volunteer organization.

A complete timeline of opening tasks across seven different aspects of our operation is below. (Timelines for facility needs addressed above are not included below.)

- Spring—apply for startup grants and loans, with assistance from Endeavor Education
- Spring—Update school's website with approval information, enrollment timelines and database, and post required information and disclosures
- Spring—apply for tax exempt status with the IRS and establish state tax ID numbers
- Spring—Adopt and submit a startup and planning year budget
- Spring—Open bank accounts
- Summer—Begin enrollment and marketing campaign, collect student and family information on website

- Summer—begin attending Directors’ meeting and submitting monthly financial reports
- Fall—Begin search for used furniture and fixtures
- Fall—Begin designing curriculum and training programs, identifying publishers, authors, and project models for purchase
- Fall—Establish payroll systems and benefit programs for employees who begin in January
- Fall—Draft policy manual based on legal requirements, state guidance and templates, and resources available through other resources and existing schools
- Winter—Begin improvements as necessary on facility
- Winter—Begin formal enrollment procedures according to policy
- Winter—Arrange for lunch provided by a local school district or charter school, if necessary
- Winter--Establish volunteer committees from among registered and interested families, who will assist with the completion of the work outlined in the table below (beginning at the end—please see the bottom of the table for early steps and then work up to school opening in August)

Below is a chart outlining our startup calendar. A larger version is available on request.

Timeframe	Business/HR	Facilities	Curriculum	Enrollment	Marketing	Technology	Volunteer Org
Late August	SCHOOL BEGINS!						
Mid August	<ul style="list-style-type: none"> • Complete hiring all staff (custodial, aides, office) • Train all staff in benefit programs and HR policy & procedures (coordinate w/ benefit providers) 	<ul style="list-style-type: none"> • Final facility inspection • Create punch list • Assemble and move furnishings (work with PTO on coordinating volunteers) • Track where assets are located in building 	<ul style="list-style-type: none"> • Number texts and curriculum materials • Move curriculum and materials into building and organize • Checkout C&M to teachers and distribute to rooms 	<ul style="list-style-type: none"> • Gather final paperwork from parents • Complete collection of student records from previous schools • Assign any new enrollees to classes 	<ul style="list-style-type: none"> • Publicize school’s opening and ribbon cutting 	<ul style="list-style-type: none"> • Final hookup and testing of school’s computer network • Assign email addresses to all staff • Check computers out to staff; train staff on policy and use of technology 	<ul style="list-style-type: none"> • Coordinate volunteers for all committees • Hold school launch activity and fundraiser • Collect volunteer forms from parents • Host facility open house
Early August	<ul style="list-style-type: none"> • Finalize instructional staff and key office staff • Place ads for schoolhouse staff and any remaining positions • Instructional staff begins work as employees 	<ul style="list-style-type: none"> • Work with builder and developer to resolve remaining problems or potential problems • Ensure and participate in building inspections 	<ul style="list-style-type: none"> • Finish receiving ordered C&M • Call vendors for information on back-ordered items and develop contingency plans • Work with teachers on classroom specific supply requests 	<ul style="list-style-type: none"> • Continue collecting student records from previous schools 			<ul style="list-style-type: none"> • Host before school fundraising activity
Late July		<ul style="list-style-type: none"> • Work with builder and developer to resolve remaining major issues 		<ul style="list-style-type: none"> • Continue collecting student records from previous schools 			<ul style="list-style-type: none"> • Finish preliminary carpool combinations and inform parents.
Mid July		<ul style="list-style-type: none"> • Schedule the school move-in; volunteers, tasks, etc. 	<ul style="list-style-type: none"> • Prepare C&M for distribution 	<ul style="list-style-type: none"> • Continue collecting student records from previous schools 		<ul style="list-style-type: none"> • Receive computers and coordinate with Facilities committee in inventory control 	
Early July	<ul style="list-style-type: none"> • Business Manager will begin assuming 	<ul style="list-style-type: none"> • Solicit donations of some equipment 		<ul style="list-style-type: none"> • School Secretary or Office Manager will 			<ul style="list-style-type: none"> • Begin developing carpool plans and

	<ul style="list-style-type: none"> schoolhouse business and finance responsibilities Hire Office Manager or School secretary Hire additional administrative staff Administrative staff begins work as school employees 	(microwaves, fridges, toasters, carts, chairs) from parents and businesses		<ul style="list-style-type: none"> begin assuming schoolhouse enrollment responsibilities Continue collecting student records from previous schools 			<ul style="list-style-type: none"> putting together families.
Late June	<ul style="list-style-type: none"> Implement medical and other benefit programs to be in place in July when more employees begin work 	<ul style="list-style-type: none"> Continue receiving and purchasing needed equipment and furnishings Watch for used furniture from schools that may be closing or replacing equipment 		<ul style="list-style-type: none"> Send final acceptance letters; deadline for acceptance is June 30 		<ul style="list-style-type: none"> Purchase computers for students and teachers 	
Mid June	<ul style="list-style-type: none"> Compile necessary items for employee packets to include handbook, benefit program information, and legal paperwork 	<ul style="list-style-type: none"> When receiving equipment, count to ensure accuracy and quality, tag with asset tags, and track on asset tracking form. 	<ul style="list-style-type: none"> As curriculum purchases arrive, check for accuracy and quality Number materials as they arrive and develop a tracking sheet for inventory control, especially if items are stored at different locations 	<ul style="list-style-type: none"> Collect enrollment paperwork from parents; enrollment deadline is June 15 Begin placing students in classes 	<ul style="list-style-type: none"> Continue marketing as necessary to ensure adequate enrollment 		<ul style="list-style-type: none"> Develop plans for parent volunteers, including forms, outreach, and organization
Early June	<ul style="list-style-type: none"> Complete employee handbook and send to board for approval 	<ul style="list-style-type: none"> Develop inventory control procedures and order asset tags 	<ul style="list-style-type: none"> Watch ads for screaming deals on school supplies and make purchases as appropriate 	<ul style="list-style-type: none"> Make final push for applications 	<ul style="list-style-type: none"> Work with PTO to publicize summer events and general awareness of 		<ul style="list-style-type: none"> Recommend any lunch program to board for approval

					school and mission		
May	<ul style="list-style-type: none"> Meet with benefit providers to customize benefit programs Begin employee handbook draft Submit budget for board approval 	<ul style="list-style-type: none"> Begin weekly building inspections Use "Facilities Progress" form to track progress and document problems to builder and developer in writing Sign service agreements with outside providers Coordinate for temporary storage of furnishings and equipment 	<ul style="list-style-type: none"> Coordinate for temporary storage of curriculum and materials Present classroom supply recommendations to board for approval 	<ul style="list-style-type: none"> Contact parents to receive enrollment information and forms. Develop a "Health and Safety" form for parents to use for enrollment past regular deadlines 	<ul style="list-style-type: none"> Finish marketing plan execution 	<ul style="list-style-type: none"> Contact UEN (Utah Education Network) about providing free high speed internet for the school and verify infrastructure requirements are met; plan for alternate service if necessary 	<ul style="list-style-type: none"> Get proposals from caterers for school lunch program
April	<ul style="list-style-type: none"> Finalize teacher salaries based on legislation Develop salary agreements and sign with all current staff and new staff as hired Begin hiring additional administrative and instructional staff Draft Budget 	<ul style="list-style-type: none"> Inspect building progress bi-weekly Be really picky; no detail is too small—the builder is being paid to build it to your specifications Place all furnishings orders Apply for credit as necessary Present service recommendations to board for approval 	<ul style="list-style-type: none"> Place all C&M orders Apply for credit as necessary Begin analysis of classroom supply needs 	<ul style="list-style-type: none"> Receive acceptance letters. Deadline for initial acceptance is April 30. 	<ul style="list-style-type: none"> Execute marketing plan with goal of receiving applications from parents by May 31. 	<ul style="list-style-type: none"> Get board approval for any recommendations for equipment or services Create email accounts for any hired staff 	<ul style="list-style-type: none"> Finalize dress code and submit recommendations to board for approval Host Spring Fundraising activity
March	<ul style="list-style-type: none"> Attend teacher hiring fairs and interview teaching staff 	<ul style="list-style-type: none"> Create "Facilities Progress" form to track construction problems and progress 	<ul style="list-style-type: none"> Finalize curriculum recommendations and present to board for approval 	<ul style="list-style-type: none"> Make follow up calls to enrolled parents; dog them and make sure they return 	<ul style="list-style-type: none"> Develop marketing plan and budget for April through 	<ul style="list-style-type: none"> Finalize network plans and budgets Find email service and create board 	<ul style="list-style-type: none"> Draft dress code standards Investigate school lunch

	<ul style="list-style-type: none"> Send offer letters and follow up Review legislative action related to school funding and regulations 	<ul style="list-style-type: none"> Get proposals from providers of goods and services for school facilities (see Startup Facilities List); present recommendations to board for approval Research options for low-cost or used furnishings Evaluate cost/benefits of purchase versus lease of certain goods and services 	<ul style="list-style-type: none"> Seek competitive bids from various vendors to ensure best value (use bid tracking form) 	acceptance forms and other paperwork	June and submit to board for approval	email addresses, if not already done	requirements and options
February	<ul style="list-style-type: none"> Register for teacher fairs Place ads for teachers on teachers-teachers.com and other places 	<ul style="list-style-type: none"> Begin regular inspections of building site 		<ul style="list-style-type: none"> Big push for applications by third Friday in February Hold initial lottery and send enrollment packets to lucky parents 	<ul style="list-style-type: none"> Big push for applications by the third Friday in February 		
January	Establish Executive Committees—Hire Director						

This timeline does not list all meetings that the director or support staff will attend. The timing, frequency, and location of these meetings is not known. However, our directors will attend state- and mentor-provided trainings in: 1 - Student Information Systems and requirements. 2 - Teacher licensure requirements and CACTUS. 3 - Special Education. 4 - Title I. 5 - School Lunch. 6 - Charter Directors’ meetings. 7 - Utah Consolidated Application. 8 - Assessment and accreditation. 9 – All other required meetings

This timeline has been used by several schools that have successfully opened, including schools that have opened in renovated commercial or industrial space, like Endeavor Hall and Alianza Academy. The entirety of the business plan is based on reasonable assumptions for enrollment, funding, staffing, and facilities. The school’s business plan will help ensure that the human, financial, and physical resources are available to help the school achieve its mission.

Section 9: Educational Service Provider

Academy of Creativity intends to contract with an Education Service Provider.

We have entered into a contract for services with Charter Solutions to startup and manage our non-instructional operations, including to establish policies, a payroll system, an enrollment database and lottery software, financial controls, employee benefit programs, comprehensive policies, financial management and reporting, and general assistance with the startup calendar. Charter Solutions was selected using a process that met State law and Board rule for procurement as outlined in 63G-6a and Board rule R277-113.

We will also enter into an agreement with at least one online education provider, who will provide instruction and content to our students as described in Section 4. Because our staff and school will be small, these courses provide students access to a teacher, content, and live instruction during the day while students are at school. We will select a provider or providers that meet all Utah standards for teacher qualification, comply with Utah’s Core Curriculum, and offer accredited courses, including Advanced Placement courses. This supplement to our highly qualified faculty will ensure that our students have all the curricular advantages of a large

school, while also receiving the community and support benefits of a small school, which is a key component of our mission.

ESP Services in General

New charter schools face the full burden of compliance upon approval. Schools must develop dozens of required policies, put in place a slew of best practices, develop forms, and have internal systems working right from day one. Academy of Creativity has chosen to pursue engagement with professional Education Service Providers with experience and ready-made systems, policies, forms, and practices that can be easily reviewed, adopted, and implemented at the school.

In surveying the charter landscape, we found that new schools face a very hard time finding individual employees with the expertise needed. Individuals with that knowledge in the charter space are already employed, either by ESPs or by schools directly. Because compliance must be in place upon approval, we do not feel we have sufficient time, resources, or regulatory latitude to allow for an individual employee to “learn on the job.” Those responsible for compliance must have the knowledge and experience of compliance standards and practices upon hire. We have noted that almost all new schools opt to engage ESPs rather than hire such staff directly. By all appearances, this has become the industry best practice. We want to do it right from the start, so we will work with ESPs who bring all the training, experience, and successful track record with them.

Academically, having a small school is important to our founders. But having a large school opens up economies of scale allowing for great variety in courses and curriculum. We will seek to balance both of those needs by offering online education using at least one third party provider, who can bring the economies of scale to our students, while still preserving the small-school environment that is a key to our mission.

Charter Solutions

There are two firms in Utah that typically provide such services to charter schools. Academy of Creativity chose Charter Solutions for the following reasons: Price flexibility depending on enrollment, ability to assist with the charter application without compensation, ability to have an on-site management or off-site services model, use of governmental accounting software that meets current Utah requirements for public school uniformity in accounting

Charter Solutions was the only firm that met the above requirements, which we identified as necessary in our Business ESP partner.

Charter Solutions will perform the following services during the startup and operational years: Provide a comprehensive policy manual template that we can edit and adopt, establish payroll systems and employee benefit programs, establish purchasing procedures and policies that are consistent with GAAP and state law and that will be judged adequate by the school’s independent auditor, assist in identifying needs for compliance in areas of student information, website development and content, child nutrition programs, federal funding requirements, state reporting, the Utah Consolidated Application, and managing grants and loans, provide

customizable Governmental Accounting Software that meets the requirement that Charter Schools use a uniform chart of accounts, offer flexibility so that if the school's enrollment is below projections, the service offering and cost can be adjusted without material changes that would affect school financial compliance

Academy of Creativity followed Utah procurement law as outlined in [63G-6a](#) and Board rule [R277-113](#) in making the selection of any independent contractor that provides services to the school, including this planned Business ESP.

The relationship between Charter Solutions and our board will be structured to maximize accountability for performance to the school and to the Board. In all aspects of the service that Charter Solutions provides, the board retains all decision-making authority and final approval. If the product from Charter Solutions does not meet the board's standard, the work is redone in light of the board's further guidance and specific feedback. If work is done poorly to the point that the school believes a change is in order, the structure allows for at-will termination of any Service Agreement so that we can find a better option. This structure furthers the mission of the school by putting the board's vision of the school at the forefront, and then having all work product of Charter Solutions evaluated in light of our goals and mission.

We will adopt accountability standards for financial performance consistent with our authorizer's Performance Standards and will hold Charter Solutions accountable for the school's financial outcomes related to those standards.

Since this ESP will have some startup financial management role, the service agreement specifies that Charter Solutions will follow all the same financial procedures contained in this charter application and in our finance policies. Charter Solutions will be just one party in a system that includes segregation of duties between the board, the director, Charter Solutions and those that request spending and reimbursement. Charter Solutions will not have authority to make disbursement without prior director or board approval. The director and the board's finance and audit committee will oversee all ESP-generated reports and have independent access to all school financial records. At least two parties (with one party at some steps being Charter Solutions) will be involved in each step of any cash receipt or disbursement, with each step being documented.

This example procedure demonstrates how receiving and spending money are handled at the school with an outlined process that ensures prior approval, segregation of duties, and internal controls that help prevent potential fraud:

Receiving Funds from Local Sources

1. A parent comes to a school event to donate to the school. The parent gives \$20 cash to a volunteer, who writes out a duplicate receipt, providing one copy to the parent. Money goes from the parent to the school, with two people involved (parent and volunteer) with documentation (receipt) of the transaction viewed by both parties.
2. The volunteer keeps a written log of all cash at the event and when it ends, counts all cash with another volunteer, compares cash to the records, and provides matched and jointly signed copies to the school director.

3. The director takes the funds to the bank, where a receipt is collected that matches the amount on the school's internal records. Again, two people (bank teller and director) are involved when funds change hands with documentation (receipt and deposit log) kept by both parties.
4. The director gives the deposit log and receipt to Charter Solutions for input in the school's accounting system and for comparison to the bank's online records.
5. Charter Solutions reconciles the account, noting that the bank statement agrees with the school's internal records. Charter Solutions provides a copy of the reconciliation and original bank statement to the school's finance and audit committee.

Purchasing

6. The academic director determines a need to purchase furniture for the opening of school. She searches online for the type of furniture needed and compares prices, including sources for used furniture. The director completes a requisition form, signs it, and hands it to the school director.
7. The director reviews the purchase request, including the documentation on pricing and then signs approval for the item to be purchased, returning the form to the academic director for purchase.
8. The academic director places the order (along with other items from the same vendor), assigning it a purchase order number according to school policy.
9. When the furniture arrive with a packing slip (prepared by the vendor), the academic director will count the items, compare for accuracy to the original order and packing slip, and initial for accuracy or call the vendor in the case of inaccuracy.
10. Initialed packing slip and invoice will be attached to the original purchase and submitted to Charter Solutions for payment.
11. ESP will review all paperwork for accuracy, authorization, and compliance with school policy, and then prepare a check made to the vendor, attaching it to the supporting paperwork and giving all documentation to the school director.
12. The school director reviews all paperwork, including the check, comparing for accuracy and policy compliance throughout, and signs the check, returning all paperwork to Charter Solutions for disbursement.
13. ESP mails the check to the vendor.
14. The check clears the bank, and Charter Solutions notes such as they reconcile accounts, providing a copy of the reconciliation, bank statement, and complete finance reports for review by the finance and audit committee.

In short, Charter Solutions will not exist outside of the school's financial policies. The same procedures, oversight, and internal controls will be present with Charter Solutions that are consistent with GAAP, state law, and with any auditor recommendations. Charter Solutions will be held to the same standards and have the same ultimate accountability—the ability to be terminated at will—as any other employee at the school.

Charter Solutions currently provides these services to 16 schools in various stages of startup or operation, including:

- UTAH MILITARY ACADEMY, ENDEAVOR HALL, LAKEVIEW ACADEMY, CANYON GROVE ACADEMY, WEILENMANN SCHOOL OF DISCOVERY, GATEWAY PREPARATORY ACADEMY, EXCELSIOR ACADEMY, PACIFIC HERITAGE ACADEMY, MERIT COLLEGE PREPARATORY ACADEMY, NAVIGATOR POINTE ACADEMY, PARADIGM HIGH SCHOOL, PROVIDENCE HALL, ITINERIS EARLY COLLEGE HIGH, MOAB CHARTER SCHOOL, ATHENIAN eACADEMY, ROOTS CHARTER HIGH SCHOOL

We appreciate the mix of school structures and demographics, with small schools like Moab Charter, high schools like Merit, Itineris, and Paradigm on the list. This gives us confidence that Charter Solutions could support our school’s mission—providing business services in compliance with the law while allowing the school to focus on our mission.

In the last five years, Charter Solutions has resigned from Mountainville Academy during a period of that school’s transition to a new school leadership model. Charter Solutions also did not present a renewal contract to Arcadia Educational Partners, the CMO that manages Alianza Academy after the 2013 school year due to differences in financial management philosophy. The ESP also provided consulting services (but not business management services) to Renaissance Academy, Utah Virtual Academy, on a defined period basis, which services have ended after their terms.

But, we believe that engaging a firm for the period of school startup will provide the foundation and infrastructure in which the school’s own administrative staff can successfully meet ongoing compliance standards from the time school opens forward. We are unlikely to find this expertise in an individual that we can hire.

Performance and Accountability

Accountability with Charter Solutions will be based on the startup calendar included with this application, the results of the school’s annual audit, and the school’s performance in the SCSB Financial Standards, including the submission of reports and compliance with all state funding programs, including startup grants and loans. Each month, Charter Solutions will report to us on the status of reports and requirements, which the board will compare to its internal startup timeline and to the startup timeline in this application and the SCSB Financial Standards. We will ensure that any agreement with any ESP will contain a provision for termination by the school with or without cause, so incentives for high performance will always be in place and we can hold Charter Solutions accountable with the ultimate threat of terminating services.

Online Education

Academy of Creativity has not yet selected a provider of online instruction. The selected provider or providers will meet all Utah standards for teacher qualification, comply with Utah’s Core Curriculum, and offer accredited courses, including Advanced Placement courses. We may contract with several providers based on courses offered that match student interest and provide opportunities to take Advanced Placement and other courses for college credit.

Current providers under review are:

The Virtual High School, Utah Virtual Academy, Electronic High School, BYU Independent Study, Courses available through the Statewide Online Education Program, Utah Connections Academy, Mountain Heights Academy.

Agreements with provider(s) will be in place by July prior to school opening.

Appendix A:

Administrative Rules and their titles from which Academy of Creativity requests to be waived, with justification:

Rules to request waivers from

OCATT will adhere to all state laws as outlined in the “The Utah Charter Schools Act” (53A-1a), all state administrative rules governing education (Title R277), with the exception of the following rules from which we formally request waivers.

53A-1a-512.5. Criminal Background Checks on School Personnel Section 2. A volunteer for a charter school who is given significant unsupervised access to a student in connection with the volunteer’s assignment;

Justification: Parent participation in support of projects courses is an integral part for our school’s structure and instructional design. We believe this rule may impact parent involvement in our school, and place an enormous burden on the school to conduct background checks on every parent, there by impacting the schools ability to offer a diversity of instruction beyond core academic subjects.

R277-404-7. Time Periods for Assessment Administration. (2) The grade 5 and grade 8 Direct Writing Assessment shall be administered in a three week window beginning at least 14 weeks prior to the last day of school.

Justification: Find the USOE schedule of assessment to determine State required tests

R277-475-3. Patriotic Education. “Patriotic education shall be included and primarily taught in the social studies curricula of kindergarten through grade twelve. All educators shall have responsibility for patriotic, civic and character education taught in an integrated school curriculum and in the regular course of school work.”

Justification: We request that educators not teaching social studies curricula, be exempt from having to provide patriotic education as a part of their course instruction. We believe that requiring “all” educators to integrate patriotic elements into their lesson plans places an unrealistic burden on them, there by detracting from their core course instruction.

“B. The Pledge of Allegiance to the Flag shall be recited by students at the beginning of each school day in each public school classroom in the state, consistent with Section 53A-13-101.6(3).”

Justification: As part of a globally aware school community, and out of respect to all nationalities, religions and beliefs we request our school not be required to recite the Pledge of Allegiance to the Flag each school day. Our school intends to instill respect for all international and religious customs and traditions including national expressions of patriotism.

Appendix B: Contract with ESP

Charter School Services Agreement between **ACADEMY OF CREATIVITY** and **CHARTER SOLUTIONS, INC.**

This Charter School Services Agreement (“Agreement”) is made and entered into on _____, 2014 by and between Charter Solutions, Inc., (“Charter Solutions”) a Utah Corporation, and Academy of Creativity (“Charter Holder”), a Utah Non-profit Corporation organized under the laws of the State of Utah (“State”). Charter Solutions and the Charter Holder agree to the amended terms set forth below.

RECITALS

WHEREAS, the Charter Holder has applied to the Utah Utah State Charter School Board and the Utah State Board of Education (“Authorizer”), under the direction of the Utah State Office of Education (“USOE”), to organize and operate a charter school (“Charter”) consistent with Title 53A-1a-501, et seq. (“Utah Charter Schools Act”); and

WHEREAS, pursuant to the Charter, the Charter Holder will be governed by a board of directors (“Board”) which is responsible for the operations of the charter school; and

WHEREAS, Charter Solutions provides business services (“Business Services”) to businesses and public charter schools; and

WHEREAS, the Charter Holder desires that Charter Solutions provides its Business Services to the Charter Holder, and Charter Solutions desires to provide its Business Services to the Charter Holder; and

WHEREAS, the Charter Holder and Charter Solutions are entering into this Agreement to set forth the obligations and duties of each party with respect to the implementation of Charter Solutions business services.

NOW THEREFORE, in consideration of the mutual covenants and agreements herein set forth, Charter Solutions and the Charter Holder mutually agree as follows:

1. **Contractual Relationship.** The Charter Holder has entered into an agreement with the Authorizer, which sets forth certain terms and conditions governing the Charter Holder. Under the Utah Charter Schools Act, the Charter Holder is vested with all powers and authority necessary or desirable for carrying out its Charter. These powers and authorities include the power to contract with Charter Solutions to provide its Business Services pursuant to this Agreement, subject to applicable statutes and regulations, and in the exercise of such authority, the Charter Holder hereby contracts with Charter Solutions, to the extent permitted by law, for the provision of such services for the Charter Holder, subject to the terms and conditions set forth in this Agreement and the Charter, and further subject to the oversight of the Board. Charter Solutions acknowledges that this Agreement is subject to the terms of the Charter.
2. **Term.** The term of this Agreement shall commence on July 1, 2015, if Charter Holder’s application to operate a charter school is approved, and continue until June 30, 2016 or until replaced with a subsequent Agreement. If the application to operate a charter school is not approved prior to July 1, 2015, this entire agreement is void.

2.1. Amendment. This Agreement may be amended by agreement of the parties. The parties agree to give (30) days prior written notice of their intent to amend this Agreement.

3. Duties of Charter Solutions.

3.1. Work to be Performed Under the Direction of the Charter Holder. Charter Solutions shall perform all work under the direction of the Board and key school administrators providing such direction is in accordance with the law.

3.2. Duties and Functions Performed Primarily by Charter Solutions. Charter Solutions shall perform the functions and duties identified. Other add-on services heretofore not outlined shall be negotiated in good faith by both parties to establish the terms and conditions of providing add-on goods or services. Functions and duties provided without limitation include:

3.2.1. Financial Management

- Training and oversight of general accounting, bookkeeping and reporting
- Training and oversight of public school financial reporting
- Assist in preparation of school budgets and forecasts
- Assist the Board and administration with annual staffing budgets
- Preparation of Annual Financial Report (AFR) budgets
- Training and oversight of account reconciliations

3.2.2. Human Resources Management

- Assist with termination processing, including post-employment issues
- Training and oversight of processing of payroll, including employee deductions and federally required time records
- Assist the Board and administration with employee benefit plan administration
- Assist as requested with employee motivation and incentive programs
- Assist administration with human resource records management

3.2.3. Legal Compliance

- Assist the Board and administration with school policy development
- Complete reports associated with Business Services
- Assist the Board and administration with legal compliance
- Assist the Board and administration with insurance procurement and business continuity planning
- **Disclaimer:** Neither Charter Solutions nor its employees are licensed to practice law. Neither Charter Solutions nor its employees are qualified to provide formal legal advice. Schools shall retain their own legal counsel for legal matters.

3.3. General Accounting Support Performed Primarily by the Charter Solutions Executive Team. Charter Solutions will employ personnel located off Charter Holder's campus that will perform the following functions:

3.3.1. Policy, forms and procedure development services, consisting of development of school policy for Board review and approval, including internal controls for school.

3.3.2. Closing support consisting of reconciliation of systems to control figures, filing monthly reports, year-end reconciliation and closing, and transitioning budget items from year to year.

- 3.3.3. Provide Board and administrative support and training including communicating with the Board on regular basis regarding all aspects of school operations.
- 3.3.4. Support the Board with high-level administrative, policy and oversight issues, including government relations and Charter Movement issues.
- 3.4. **USOE, Utah State Charter School Board and Authorizer Support.** Charter Solutions will provide USOE, Utah State Charter School Board and Authorizer support consisting of:
- The establishment of key relationships with the USOE (and its employees) and Utah State Charter School Board members
 - Working on any key Utah State Charter School Board issues that may have a material effect on Charter Holder
 - Lobbying the Authorizer on behalf of Charter Holder when requested
 - Assisting with requests and appeals made by the Charter Holder to the Utah State Charter School Board or the Authorizer
- 3.5. **Exclusions.** This Agreement includes the services contained herein and does not include services for the following aspects of charter school management: start-up services beyond those specifically listed in section 3.2,, academic or instructional program services including policy and procedures for instructional settings, curriculum development or consulting, student services/student discipline management, oversight or consulting, school construction management services, municipal financing or municipal financial advisor services, insurance advisory or brokerage services, CACTUS or educator licensing administrative services, specific services related to background investigation processing and background check result evaluation and record retention of school employees (as prescribed by law).
- 3.6. **Insurance.** Charter Solutions shall maintain General Liability and Professional Practices Liability Insurance on its operations and shall provide an insurance certificate to Charter Holder upon request. Charter Solutions shall maintain insurance coverage for losses to Charter Holder associated with a claim arising from Charter Solutions' use of the Charter Holder's office space.
4. **Duties of Charter Holder.**
- 4.1 **Non-Interference.** Charter Holder agrees that it shall not interfere with Charter Solutions' good faith performance of the duties set forth in this Agreement. Charter Holder has the duty to notify the Charter Solutions executive team in writing of any purported discrepancies, disputes, shortcomings or disagreements (including a claim of breach) regarding the execution of the terms of this Agreement. Charter Holder, its Board, employees or designees shall in good faith support the work of Charter Solutions and its employees in its effort to fulfill the obligation set forth in this Agreement and shall not act in a manner contrary to law or generally accepted business practices. Charter Holder agrees that it has ultimate decision-making authority and therefore has the authority on its own to circumvent, forgo, rescind, reject or override the advisory, work, policies, procedures or documents of Charter Solutions at its own discretion and that such overriding authority when utilized causes the Charter Holder to retain responsibility and liability for these decisions.
- 4.2 **Authority and General Administration of School Rests with the Charter Holder.** Both parties acknowledge the administration of the charter school, including oversight and

decision-making authority of all aspects of school administration, including the duties set forth in this Agreement, fall within the oversight of the school's Principal or Director, under the direction of the Board. However, some of the Business Services may or do overlap with the Board and Principal or Director's direct responsibilities; therefore, Charter Solutions will make a good faith effort to work with school administrators and the Board on these items. Charter Holder agrees that the Board and Principal or Director will make a good faith effort to work with Charter Solutions on shared responsibility, including providing administrative assistance to Charter Solutions, and that the school building will be made reasonably available, including permanent office space, to Charter Solutions in the execution of terms of this Agreement. The Charter Holder and Charter Solutions agree and understand that the Board and the Principal or Director retains all final decision-making authority for all aspects of school operations, administration, and financial management. Charter Solutions shall perform any and all services under the direction of the Board and the Principal or Director and shall institute and enforce the decisions and policies adopted by the Board, insofar as they are in accordance with the law and generally accepted business practices.

4.3 Documents and Forms Receipt, Modification, Review and Use. Charter Holder agrees that the forms, guides, checklists, handbooks, documents, presentations, policies and procedures (Documents) presented by Charter Solutions electronically or in hard copy form are for reference only and should not be used without modification or adaptation for local use by the Charter Holder. Charter Holder and Charter Solutions acknowledges that each school is different, has its own culture, employee requirements, management philosophy, expectations and that laws and regulations change. Furthermore, Charter Solutions operates under the direction of Charter Holder and as such Charter Solutions cannot guarantee the efficacy of Documents, policy, practice, recommendation or procedure interpreted or deployed, or not deployed or implemented by the Charter Holder, its employees, representatives or assigns. Charter Holder acknowledges that in many circumstances, Charter Solutions Documents, may not be in compliance with current rules and regulations unless maintained by the Charter Holder. In addition, there may be additional or different laws and regulations not contemplated herein or in Charter Solutions Documents. Charter Holder agrees to adapt any form or document provided by Charter Solutions for use as Charter Holder Documents and acknowledges the receipt and/or use of Charter Solution's Documents under the terms of this Agreement.

4.4 Intellectual Property. Charter Holder agrees that the Documents presented or developed by Charter Solutions during the term of this Agreement are provided by Charter Solutions for the use of the Charter Holder for the term of this Agreement and that Charter Solutions retains ownership, trademark and copyright of such intellectual property. Upon termination of this Agreement, Charter Holder agrees to negotiate in good faith with Charter Solutions for continued or discontinued use of Charter Solutions intellectual property.

4.5 Insurance. Charter Holder shall purchase and maintain minimum levels of all legally required and other prudent insurance. Charter Holder shall provide an insurance certificate to Charter Solutions upon request.

4.6 Procurement of Insurance of Charter Holder. Charter Holder holds the responsibility to procure all prudent and necessary insurance policies through a licensed insurance broker. Charter Solutions is not a licensed insurance brokerage firm and as such is not authorized to provide insurance advisory services to the Charter Holder. Charter Solutions may, as authorized by and under the direction of the Charter Holder, coordinate the procurement of needed insurance of the Charter Holder. The Charter Holder is responsible on its own to review the options provided by its broker(s) and the results of the coordination work of Charter Solutions and make insurance decisions.

5. Termination of Agreement.

5.1. Charter Holder Termination for Cause. The Charter Holder shall have the right to terminate this Agreement for cause by providing 30 days written notice to Charter Solutions. "Cause" shall include any of the reasons set forth in subparagraphs 5.2.1, 5.2.2, or 5.3.3 below.

5.1.1. A breach of any of the terms and conditions of this Agreement accompanied by a failure to remedy such breach within 30 days after receipt of written notice of such breach from the Charter Holder; or

5.1.2. If there occurs an enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which, after all possible appeals, results in a final judgment or finding that this Agreement or the operation of the Charter School in conformity with this Agreement violates the Charter Holder's responsibilities, duties or obligations under the state or federal constitutions, statutes, laws, rules or regulations, or covenants and default standards related to any bonded indebtedness.

5.1.3. Gross negligence, fraud, or criminal acts of any kind committed by Charter Solutions' employees or agents.

5.1.4. The requirement for 30-days' written notice for termination is waived for causes listed in subparagraph 5.2.3.

5.2. Charter Solutions Termination for Cause. Charter Solutions may terminate this Agreement for cause prior to the end of the term set forth in this Agreement for any of the reasons set forth in subparagraphs 5.3.1 or 5.3.2 below.

5.2.1. The Charter Holder substantially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within 30 days after receipt of written notice of such breach from Charter Solutions. For this purpose, a material breach may include, but is not limited to, a failure to make payments as required by this Agreement unless the required payment is subject to reasonable dispute, failure of Charter Holder to allow Charter Solutions in good faith to fulfill the obligations of this Agreement, illegal activity or ongoing disregard for the law or administrative rules of the State, or any other failure which undermines the joint purposes of this Agreement; or

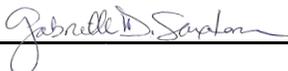
5.2.2. The enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which has a material adverse effect on Charter Solutions' ability to perform the obligations set forth in this Agreement.

6. **Remedies.** The sole remedy for breach of this Agreement shall be specific performance of the obligations outlined herein or termination of this Agreement in accordance with Section 5, except for any breach of any obligation to make monetary payments to the other party. Monetary payments that are not paid within 30 days after the due date will be subject to interest charges of two percent (2%) per month. Late payments due to the non-receipt of state or federal revenue will not be subject to interest charges.
7. **Compensation.** In exchange for the Business Services provided in this Agreement, the Charter Holder will pay Charter Solutions \$19,200.00, payable in equal monthly payments of \$1,600.00 beginning on July 1, 2015 (or upon initial receipt of state or federal funding) and continuing until June 1, 2016. Charter Holder or Charter Solutions do not share in budgetary surpluses or deficiencies and acknowledge and agree that Charter Solutions is a contracted third-party service provider. Charter Solutions' employees working on behalf of Charter Holder shall be entitled to reasonable travel expense reimbursement consistent with Charter Holder's policies.
8. **No Third-Party Beneficiary Rights.** No third-party, whether a constituent of the Charter Holder or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the Charter Holder or Charter Solutions in this Agreement. This Agreement is not intended to create any rights of a third-party beneficiary.
9. **Entire Agreement.** This Agreement constitutes the full and complete agreement between the parties. All prior representations, understandings, and agreements are merged herein and are superseded by this Agreement.
10. **Section Headings.** The section headings shall not be treated as part of this Agreement or as reflecting the true meaning of the provisions hereof. The reference to section numbers herein shall be deemed to refer to the numbers preceding each section.
11. **Invalidity of Provisions of this Agreement.** If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.
12. **Assignment.** This Agreement shall not be assigned by either party without the prior written consent of the other party, provided that: (i) Charter Solutions may, without consent of the Charter Holder, delegate the performance of but not the responsibility for such duties and obligations of Charter Solutions as specifically set forth herein; and (ii) Charter Solutions may assign, without the consent of the other party, this Agreement to a successor entity that acquires through a corporate reorganization substantially all of Charter Solutions' assets and liabilities.
13. **Force Majeure.** Neither party will be liable for any provisions of this Agreement not performed due to acts of God, acts of war, civil war, riot, terrorism, sabotage, explosion, embargo, fire, flood, natural disaster, accident, labor strike, or other acts, intentional or natural, beyond reasonable control, or with unusual expense.
14. **Official Notice.** Notices and formal communications required by the terms of this Agreement will be in writing. Notice will be given by certified or registered mail (return receipt requested) to the registered address, facsimile (with confirmation of transmission), or by hand delivery with written confirmation. Notice will be deemed to be given two (2) days after the date of the mailing or upon the first date of business on or after the date of facsimile or hand delivery.

15. **Indemnification.** As provided by law, Charter Solutions shall indemnify, defend and hold harmless Charter Holder and its agents, representatives, officers, directors, employees and subcontractors against any and all claims, demands, damages, losses, liens, suits or other forms of liability, including reasonable attorneys fees and costs, that may arise out of, or by reason of any negligence, acts or omissions, errors or willful misconduct of Charter Solutions or its agents, representatives, officers, directors, employees and subcontractors in performing the provisions of this Agreement. Charter Solutions shall reimburse Charter Holder for any and all legal expenses and costs associated with the defense of such claim, demand or suit, subject to the limits of Charter Solutions 's general liability insurance policy. As provided by law, Charter Holder shall indemnify, defend and hold harmless and Charter Solutions, its agents, representatives, officers, directors, employees, and subcontractors against any and all claims, demands, damages, losses, liens, suits or other forms of liability, including reasonable attorneys fees and costs, that may arise out of, or by reason of any negligence, acts or omissions, errors or willful misconduct of Charter Holder or its agents, representatives, officers, directors, employees and subcontractors in performing the provisions of this Agreement. Charter Holder shall reimburse Charter Solutions for any and all legal expenses and costs associated with the defense of such claim, demand or suit subject to the limits of Charter Holder's general liability insurance policy.

THIS AGREEMENT was approved at a public meeting held by the directors of Charter Holder on _____, 2014. At that meeting, the undersigned director of Charter Holder was authorized by the Board of Directors to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year written above. **Academy of Creative Technologies**

By: 

Authorized Representative

Name: Gabrielle DexVaux-Saxton

By:  CHARTER SOLUTIONS, INC.

Name: Lincoln Fillmore

Appendix C: Budget Form

Planning Year Budget

Charter School Name: Academy of Creativity		Fiscal Year: 2016		
Revenue		Planning Year		
Total Revenue From Local Sources (1000)		\$0		
Charter School Startup Grant		\$50,000		
Charter School Revolving Loan		\$100,000		
Total Revenue from State Sources (3000)		\$150,000		
Restricted Federal Through State		\$0		
Total Revenue from Federal Sources (4000)		\$0		
Private Grants & Donations :		\$0		
Source(s) (<i>specify</i>)		\$0		
Loans:				
Commercial		\$0		
Contributions and Donations from Private Sources		\$0		
Other (<i>specify</i>)		\$0		
Total Revenue from Other Sources (5000)		\$0		
Total Revenue		\$150,000		
Expenditures		Number	Salary or Cost	Total
--- SALARIES ---				
10.131	Salaries - Teachers			\$0
10.132	Salaries - Substitute Teachers			\$0
10.161	Salaries - Teacher Aides and Paraprofessionals			\$0
10.100	Salaries - Other 1000-INSTRUCTION			\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$0
21.141	Salaries - Attendance and Social Work Personnel			\$0
21.142	Salaries - Guidance Personnel			\$0
21.143	Salaries - Health Services Personnel			\$0
21.144	Salaries - Psychological Personnel			\$0
21.152	Salaries - Secretarial and Clerical			\$0
21.100	Salaries - ACADEMIC DIRECTOR			\$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	0.25	\$60,000	\$15,000
24.152	Salaries - Secretarial and Clerical	0.50	\$28,000	\$14,000
24.100	Salaries - Other 2400-SCHOOL ADMINISTRATION			\$0
	Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)			\$29,000
26.100	Salaries - Operation & Maintenance of Facilities			\$0
	Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)			\$0
31.100	Salaries - FOOD SERVICES			\$0
	Total 31 (3100)-FOOD SERVICES Salaries (100)			\$0
45.100	Salaries - Building Acquisition			\$0
	Total 45 (4500)-BUILDING ACQUISITION Salaries (100)			\$0
	TOTAL - ALL SALARIES (100)			\$29,000
--- BENEFITS ---				
10.210	Retirement - INSTRUCTION	0%		\$0
21.210	Retirement - STUDENT SUPPORT	0%		\$0
22.210	Retirement - INSTRUCTIONAL STAFF SUPPORT	0%		\$0
24.210	Retirement - SCHOOL ADMINISTRATION	0%		\$0
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			\$0
10.220	Social Security/FICA/UNEMP/WCF - INSTRUCTION	10%		\$0
21.220	Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT	10%		\$0

22.220	Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SUPPORT	10%		\$0
24.220	Social Security/FICA/UNEMP/WCF - SCHOOL ADMINISTRATION	10%		\$2,900
26.220	Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF FACILITIES	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			\$2,900
10.240	Insurance (Health/Dental/Life) - INSTRUCTION	0%		\$0
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT	0%		\$0
22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPORT	0%		\$0
24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	0%		\$0
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF FACILITIES	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)			\$0
10.200	Other Benefits (<i>specify</i>) - INSTRUCTION			\$0
21.200	Other Benefits (<i>specify</i>) - STUDENT SUPPORT			\$0
22.200	Other Benefits (<i>specify</i>) - INSTRUCTIONAL STAFF SUPPORT			\$0
24.200	Other Benefits (<i>specify</i>) - SCHOOL ADMINISTRATION			\$0
26.200	Other Benefits (<i>specify</i>) - OPERATION & MAINT OF FACILITIES			\$0
31.200	Other Benefits (<i>specify</i>) - FOOD SERVICES			\$0
45.200	Other Benefits (<i>specify</i>) - BUILDING ACQUISITION			\$0
	TOTAL - ALL OTHER BENEFITS (<i>specify</i>)			\$0
	TOTAL ALL BENEFITS (200)			\$2,900
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---				
10.300	Purchased Prof & Tech Services - INSTRUCTION			
21.300	Purchased Prof & Tech Services - STUDENT SUPPORT			\$8,000
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF SUPPORT			
24.300	Purchased Prof & Tech Services - SCHOOL ADMINISTRATION			\$19,200
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)			\$27,200
--- PURCHASED PROPERTY SERVICES ---				
26.400	Purchased Property Services			
26.460	Construction and Remodeling			
45.400	Purchased Property Services			\$20,000
45.460	Construction and Remodeling			
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$20,000
--- OTHER PURCHASED SERVICES ---				
26.500	Other Purchased Services - OPERATION & MAINT OF FACILITIES			\$1,000
26.500	Other Purchased Services - BUILDING ACQUISITION			
	TOTAL - ALL OTHER PURCHASED SERVICES (500)			\$1,000
--- SUPPLIES ---				
10.600	Instructional Supplies - INSTRUCTION			
10.641	Textbooks - INSTRUCTION			
21.600	Supplies - STUDENT SUPPORT SERVICES			
22.600	Supplies - INSTRUCTIONAL STAFF SUPPORT			
22.644	Library Books - INSTRUCTIONAL STAFF SUPPORT			
22.650	Periodicals - INSTRUCTIONAL STAFF SUPPORT			
22.660	Audio Visual Materials - INSTRUCTIONAL STAFF SUPPORT			
24.600	Supplies - SCHOOL ADMINISTRATION			\$5,000
26.600	Supplies - OPERATION & MAINT OF FACILITIES			
31.600	Supplies - FOOD SERVICES			
31.630	Food - FOOD SERVICES			
45.600	Supplies - New Buildings - BUILDING ACQUISITION & INSTR			
45.641	Textbooks - New Buildings - BUILDING ACQUISITION & INSTR			
45.644	Library Books-New Libraries - BUILDING ACQUISITION & INSTR			

	TOTAL - ALL SUPPLIES (600)			\$5,000
--- PROPERTY ---				
10.700	Property (Instructional Equipment) - INSTRUCTION			\$42,060
21.700	Property - STUDENT SUPPORT SERVICES			
22.700	Property - INSTRUCTIONAL STAFF SUPPORT			
24.700	Property - SCHOOL ADMINISTRATION			\$4,000
26.700	Property - OPERATION & MAINT OF FACILITIES			\$2,000
31.700	Property - FOOD SERVICES			\$10,000
31.780	Depreciation - Kitchen Equipment Depreciation - FOOD SERVICES			
45.710	Land and Improvements			
45.720	Buildings			
45.731	Machinery			
45.732	School Buses			
45.733	Furniture and Fixtures			
45.734	Technology Equipment			
45.735	Non-Bus Vehicles			
45.739	Other Equipment			
	TOTAL - ALL PROPERTY (700)			\$58,060
--- OTHER OBJECTS ---				
10.800	Other Objects- INSTRUCTION			
21.800	Other Objects- STUDENT SUPPORT SERVICES			
22.800	Other Objects- INSTRUCTIONAL STAFF SUPPORT			
24.800	Other Objects- SCHOOL ADMINISTRATION			
26.800	Other Objects - OPERATION & MAINT OF FACILITIES			
31.800	Other Objects - FOOD SERVICES			
45.800	Other Objects - BUILDING ACQUISITION & INSTR			
	TOTAL - ALL OTHER OBJECTS			
10.810	Dues and Fees - INSTRUCTION			
21.810	Dues and Fees - STUDENT SUPPORT SERVICES			
22.810	Dues and Fees - INSTRUCTIONAL STAFF SUPPORT			
24.810	Dues and Fees -SCHOOL ADMINISTRATION			
26.810	Dues and Fees - OPERATION & MAINT OF FACILITIES			
	TOTAL - ALL DUES AND FEES			
	TOTAL - OTHER OBJECTS (800)			\$0
1000	Total Local			\$0
3000	Total State			\$150,000
4000	Total Federal			\$0
TOTAL REVENUES				\$150,000
100	Salaries			\$29,000
200	Employee Benefits			\$2,900
300	Purchased Professional and Technical Services			\$27,200
400	Purchased Property Services			\$20,000
500	Other Purchased Services			\$1,000
600	Supplies			\$5,000
700	Property			\$58,060
800	Other Objects			\$0
TOTAL EXPENDITURES				\$143,160
Excess or Deficiency of Revenues over Expenditures				\$6,840
Other Sources of Funding (5000)				\$0
Net Asset Balance (Fund Balance)				\$6,840
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)				5%
Percentage of Funding Contributed to Reserve Balance (Total Rev - Total Exp / Total Rev =>5%)				5%
Necessary Closure Fund (2 months Purchased Prop Serv + Other)				\$3,333

First Operational Year

Charter School Name: Academy of Creativity		Fiscal Year: 2017					
First Operational Year		100% Enrollment		75% Enrollment			
Number of Students:		167		125			
Grade Configuration:							
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		\$28,933		\$21,700			
Student Activities		\$8,350		\$6,263			
Other		\$22,963		\$17,222			
Total Revenue From Local Sources (1000)		\$60,245		\$45,184			
State Educational Funding		\$1,027,017		\$792,614			
Implementation Grant		\$65,000		\$65,000			
Total Revenue from State Sources (3000)		\$1,092,017		\$857,614			
Lunch and Breakfast Reimbursement		\$47,209		\$19,389			
Donated Commodities (CNP)		\$0		\$0			
Restricted Federal Through State		\$0		\$0			
Programs for the Disabled (IDEA)		\$24,000		\$18,000			
No Child Left Behind (NCLB)		\$11,250		\$8,438			
Total Revenue from Federal Sources (4000)		\$82,459		\$45,826			
Private Grants & Donations:		\$0		\$0			
Source(s) (specify)		\$0		\$0			
Loans:		\$0		\$0			
Commercial		\$0		\$0			
Contributions and Donations from Private Sources		\$0		\$0			
Other (specify)		\$0		\$0			
Prior Year Carryforward		\$6,840		\$6,840			
Total Revenue from Other Sources (5000)		\$6,840		\$6,840			
Total Revenue		\$1,241,562		\$955,464			
Expenditures		Number	Salary or Cost	Total	Number	Salary or Cost	Total
		--- SALARIES ---					
10.131	Salaries - Teachers	5.00	\$50,000	\$250,000	5.00	\$49,000	\$245,000
10.132	Salaries - Substitute Teachers	25.00	\$100	\$2,500	25.00	\$90	\$2,250
10.161	Salaries - Teacher Aides and Paraprofessionals	2.63	\$15,840	\$41,580	2.63	\$10,800	\$28,350
10.100	Salaries - Other 1000-INSTRUCTION			\$0			\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$294,080			\$275,600
21.141	Salaries - Attendance and Social Work Personnel			\$0			\$0
21.142	Salaries - Guidance Personnel	0.50	\$40,000	\$20,000	0.30	\$40,000	\$12,000
21.143	Salaries - Health Services Personnel			\$0			\$0
21.144	Salaries - Psychological Personnel			\$0			\$0
21.152	Salaries - Secretarial and Clerical			\$0			\$0
21.100	Salaries - Other 2100-STUDENT SUPPORT			\$0			\$0
	Total 21 (2100)-STUDENT SUPPORT Salaries (100)			\$20,000			\$12,000
22.145	Salaries - Media Personnel - Certified			\$0			\$0
22.162	Salaries - Media Personnel - Noncertified			\$0			\$0
22.100	Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT			\$0			\$0
	Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$0			\$0
24.121	Salaries - Principals and Assistants	0.75	\$60,000	\$45,000	0.75	\$60,000	\$45,000
24.152	Salaries - Secretarial and Clerical	1.00	\$28,000	\$28,000	1.00	\$25,000	\$25,000
24.100	Salaries - Other 2400-Business Administrator			\$0			\$0
	Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)			\$73,000			\$70,000
26.100	Salaries - Operation & Maintenance of Facilities	1.00	\$28,000	\$28,000	1.00	\$28,000	\$28,000
	Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)			\$28,000			\$28,000
31.100	Salaries - FOOD SERVICES			\$0			\$0
	Total 31 (3100)-FOOD SERVICES Salaries (100)			\$0			\$0
45.100	Salaries - Building Acquisition			\$0			\$0
	Total 45 (4500)-BUILDING ACQUISITION Salaries (100)			\$0			\$0
	TOTAL - ALL SALARIES (100)			\$415,080			\$385,600
		--- BENEFITS ---					
10.210	Retirement - INSTRUCTION	10%		\$29,408	10%		\$27,560
21.210	Retirement - STUDENT SUPPORT	0%		\$0	0%		\$0
22.210	Retirement - INSTRUCTIONAL STAFF SUPPORT	10%		\$0	10%		\$0
24.210	Retirement - SCHOOL ADMINISTRATION	10%		\$7,300	10%		\$7,000
26.210	Retirement - OPERATION & MAINT OF FACILITIES	0%		\$0	0%		\$0
31.210	Retirement - FOOD SERVICES	10%		\$0	10%		\$0
45.210	Retirement - BUILDING ACQUISITION	10%		\$0	10%		\$0
	TOTAL - ALL RETIREMENT			\$36,708			\$34,560
10.220	Social Security/FICA/UNEMP/WCF - INSTRUCTION	10%		\$29,408	10%		\$27,560
21.220	Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT	10%		\$2,000	10%		\$1,200
22.220	Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SUPPO	10%		\$0	10%		\$0
24.220	Social Security/FICA/UNEMP/WCF -SCHOOL ADMINISTRATION	10%		\$7,300	10%		\$7,000
26.220	Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF FACI	10%		\$2,800	10%		\$2,800
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			\$41,508			\$38,560
10.240	Insurance (Health/Dental/Life) - INSTRUCTION	11%		\$32,349	11%		\$30,316
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT	0%		\$0	0%		\$0
22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPORT	11%		\$0	11%		\$0
24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	11%		\$8,030	11%		\$7,700
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF FACILITIES	0%		\$0	0%		\$0
31.240	Insurance (Health/Dental/Life) - FOOD SERVICES	11%		\$0	11%		\$0
45.240	Insurance (Health/Dental/Life) - BUILDING ACQUISITION	11%		\$0	11%		\$0
	TOTAL - ALL INSURANCE (Health/Dental/Life)			\$40,379			\$38,016
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			\$0
	TOTAL ALL BENEFITS (200)			\$118,595	29%		\$111,136
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - INSTRUCTION			\$237,975			\$125,250
21.300	Purchased Prof & Tech Services - STUDENT SUPPORT			\$21,690			\$16,268
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF SUPPORT						
24.300	Purchased Prof & Tech Services - SCHOOL ADMINISTRATION			\$45,000			\$35,000
26.300	Purchased Prof & Tech Services - OPERATION & MAINT OF FACILITIES						
31.300	Purchased Prof & Tech Services - FOOD SERVICES			\$72,335			\$40,119
45.300	Purchased Prof & Tech Services - BUILDING ACQUISITION						
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$377,000			\$216,636
--- PURCHASED PROPERTY SERVICES ---							
26.400	Facility Lease and Property Tax			\$135,270			\$135,270
26.460	Construction and Remodeling						
45.400	Purchased Property Services						
45.460	Construction and Remodeling						
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$135,270			\$135,270
--- OTHER PURCHASED SERVICES ---							
26.500	Other Purchased Services - OPERATION & MAINT OF FACILITIES			\$7,500			\$5,625
21.500	Other Purchased Services - ADVERTISING			\$2,000			\$2,000
	TOTAL - ALL OTHER PURCHASED SERVICES (500)			\$9,500			\$7,625
--- SUPPLIES ---							
10.600	Instructional Supplies - INSTRUCTION			\$3,340			\$2,505
10.641	Textbooks - INSTRUCTION						
21.600	Supplies - STUDENT SUPPORT						
22.600	Supplies - INSTRUCTIONAL STAFF SUPPORT			\$2,500			\$1,875
22.644	Library Books - INSTRUCTIONAL STAFF SUPPORT			\$835			
22.650	Periodicals - INSTRUCTIONAL STAFF SUPPORT						
22.660	Audio Visual Materials - INSTRUCTIONAL STAFF SUPPORT						
24.600	Supplies - SCHOOL ADMINISTRATION			\$2,505			\$1,879
26.600	Supplies - OPERATION & MAINT OF FACILITIES			\$16,175			\$12,940
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)			\$25,355			\$19,199
--- PROPERTY ---							
10.700	Property (Instructional Equipment) - INSTRUCTION			\$12,000			
21.700	Property - STUDENT SUPPORT SERVICES						
22.700	Property - INSTRUCTIONAL STAFF SUPPORT						
24.700	Property - SCHOOL ADMINISTRATION			\$2,000			
26.700	Property - OPERATION & MAINT OF FACILITIES			\$2,000			\$1,500
31.700	Property - FOOD SERVICES						
31.780	Depreciation - Kitchen Equipment Depreciation - FOOD SERVICES						
45.710	Land and Improvements						
45.720	Buildings						
45.731	Machinery						
45.732	School Buses						
45.733	Furniture and Fixtures						
45.734	Technology Equipment						
45.735	Non-Bus Vehicles						
45.739	Other Equipment						
	TOTAL - ALL PROPERTY (700)			\$16,000			\$1,500
--- OTHER OBJECTS ---							
10.800	Other Objects- INSTRUCTION			\$1,000			\$750
21.800	Other Objects- STUDENT SUPPORT SERVICES						

22.800	Other Objects- INSTRUCTIONAL STAFF SUPPORT					
24.800	Other Objects- LOAN PAYMENT			\$26,000		\$26,000
26.800	Other Objects - OPERATION & MAINT OF FACILITIES					
31.800	Other Objects - FOOD SERVICES					
45.800	Other Objects - BUILDING ACQUISITION & INSTR					
	TOTAL - ALL OTHER OBJECTS					
10.810	Dues and Fees - INSTRUCTION					
21.810	Dues and Fees - STUDENT SUPPORT SERVICES					
22.810	Dues and Fees - INSTRUCTIONAL STAFF SUPPORT					
24.810	Dues and Fees -SCHOOL ADMINISTRATION			\$2,500		\$1,875
26.810	Dues and Fees - OPERATION & MAINT OF FACILITIES					
	TOTAL - ALL DUES AND FEES					
	TOTAL - OTHER OBJECTS (800)			\$29,500		\$28,625
Total Building Acquisition & Instruction (4500)				\$30,500		\$29,375
830	Interest			\$0		\$0
840	Redemption of Principal			\$0		\$0
Total other financing sources (uses) and other items				\$0		\$0
REVENUES						
1000	Total Local			\$60,245		\$45,184
3000	Total State			\$1,092,017		\$857,614
4000	Total Federal			\$82,459		\$45,826
TOTAL REVENUES				\$1,234,722		\$948,624
EXPENDITURES						
100	Salaries			\$415,080		\$385,600
200	Employee Benefits			\$118,595		\$111,136
300	Purchased Professional and Technical Services			\$377,000		\$216,636
400	Purchased Property Services			\$135,270		\$135,270
500	Other Purchased Services			\$9,500		\$7,625
600	Supplies			\$25,355		\$19,199
700	Property			\$16,000		\$1,500
800	Other Objects			\$29,500		\$28,625
TOTAL EXPENDITURES				\$1,126,300		\$905,591
Excess or Deficiency of Revenues over Expenditures				\$108,422		\$43,033
Other Sources of Funding (5000)				\$6,840		\$6,840
Net Asset Balance (Fund Balance)				\$115,262		\$49,873
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)				9%		5%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)				9%		5%
Necessary Closure Fund (2 months Purch Prop Serv + Other)				\$27,462		\$27,316

Second Operational Year

Charter School Name: Academy of Creativity		Fiscal Year: 2018					
Second Operational Year		100% Enrollment		75% Enrollment			
Number of Students:		207		155			
Grade Configuration:							
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		\$51,233		\$38,424			
Student Activities		\$10,350		\$7,763			
Other		\$28,463		\$21,347			
Total Revenue From Local Sources (1000)		\$90,045		\$67,534			
State Educational Funding		\$1,282,454		\$957,097			
Implementation Grant		\$65,000		\$60,000			
Total Revenue from State Sources (3000)		\$1,347,454		\$1,017,097			
Lunch and Breakfast Reimbursement		\$32,044		\$24,033			
Donated Commodities (CNP)		\$0		\$0			
Restricted Federal Through State		\$0		\$0			
Programs for the Disabled (IDEA)		\$29,749		\$22,311			
No Child Left Behind (NCLB)		\$13,945		\$10,458			
Total Revenue from Federal Sources (4000)		\$75,737		\$56,803			
Private Grants & Donations:		\$0		\$0			
Source(s) (specify)		\$0		\$0			
Loans:		\$0		\$0			
Commercial		\$0		\$0			
Contributions and Donations from Private Sources		\$0		\$0			
Other (specify)		\$0		\$0			
Prior Year Carryforward		\$115,262		\$49,873			
Total Revenue from Other Sources (5000)		\$115,262		\$49,873			
Total Revenue		\$1,628,497		\$1,191,307			
Expenditures							
		Number		Salary or Cost		Total	
		--- SALARIES ---					
10.131	Salaries - Teachers	7.00	\$51,500	\$360,500	5.00	\$49,000	\$245,000
10.132	Salaries - Substitute Teachers	35.00	\$103	\$3,605	25.00	\$100	\$2,500
10.161	Salaries - Teacher Aides and Paraprofessionals	3.00	\$16,315	\$48,946	3.00	\$10,800	\$32,400
10.100	Salaries - Other 1000-INSTRUCTION			\$0			\$0
Total 10 (1000)-INSTRUCTION Salaries (100)				\$413,051			\$279,900
21.141	Salaries - Attendance and Social Work Personnel			\$0			\$0
21.142	Salaries - Guidance Personnel	0.75	\$41,200	\$30,900	0.50	\$41,200	\$20,600
21.143	Salaries - Health Services Personnel			\$0			\$0

21.144	Salaries - Psychological Personnel			\$0		\$0
21.152	Salaries - Secretarial and Clerical			\$0		\$0
21.100	Salaries - Other 2100-STUDENT SUPPORT			\$0		\$0
	Total 21 (2100)-STUDENT SUPPORT Salaries (100)			\$30,900		\$20,600
22.145	Salaries - Media Personnel - Certified			\$0		\$0
22.162	Salaries - Media Personnel - Noncertified			\$0		\$0
22.100	Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT			\$0		\$0
	Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$0		\$0
24.121	Salaries - Principals and Assistants	0.75	\$61,800	\$46,350	0.75	\$61,800
24.152	Salaries - Secretarial and Clerical	1.00	\$28,840	\$28,840	1.00	\$25,750
24.100	Salaries - Other 2400-Business Administrator			\$0		\$0
	Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)			\$75,190		\$72,100
26.100	Salaries - Operation & Maintenance of Facilities	1.00	\$28,840	\$28,840	1.00	\$28,840
	Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)			\$28,840		\$28,840
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)			\$547,981		\$401,440
--- BENEFITS ---						
10.210	Retirement - INSTRUCTION	10%		\$41,305	10%	\$27,990
21.210	Retirement - STUDENT SUPPORT	10%		\$3,090	0%	\$0
22.210	Retirement - INSTRUCTIONAL STAFF SUPPORT	10%		\$0	10%	\$0
24.210	Retirement - SCHOOL ADMINISTRATION	10%		\$7,519	10%	\$7,210
26.210	Retirement - OPERATION & MAINT OF FACILITIES	10%		\$2,884	10%	\$2,884
31.210	Retirement - FOOD SERVICES	10%		\$0	10%	\$0
45.210	Retirement - BUILDING ACQUISITION	10%		\$0	10%	\$0
	TOTAL - ALL RETIREMENT			\$54,798		\$38,084
10.220	Social Security/FICA/UNEMP/WCF - INSTRUCTION	10%		\$39,859	10%	\$27,010
21.220	Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT	10%		\$2,982	10%	\$1,988
22.220	Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SUPPO	10%		\$0	10%	\$0
24.220	Social Security/FICA/UNEMP/WCF - SCHOOL ADMINISTRATION	10%		\$7,256	10%	\$6,958
26.220	Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF FACI	10%		\$2,783	10%	\$2,783
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			\$52,880		\$38,739
10.240	Insurance (Health/Dental/Life) - INSTRUCTION	12%		\$47,501	11%	\$30,789
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT	0%		\$0	0%	\$0
22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPORT	12%		\$0	11%	\$0
24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	12%		\$8,647	11%	\$7,931
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF FACILITIES	0%		\$0	0%	\$0
31.240	Insurance (Health/Dental/Life) - FOOD SERVICES	12%		\$0	11%	\$0
45.240	Insurance (Health/Dental/Life) - BUILDING ACQUISITION	12%		\$0	11%	\$0
	TOTAL - ALL INSURANCE (Health/Dental/Life)			\$56,148		\$38,720
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		\$0
	TOTAL ALL BENEFITS (200)			\$163,826		\$115,543
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---						
10.300	Purchased Prof & Tech Services - INSTRUCTION			\$294,975		\$191,734
21.300	Purchased Prof & Tech Services - STUDENT SUPPORT			\$26,885		\$20,164
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF SUPPORT					
24.300	Purchased Prof & Tech Services - SCHOOL ADMINISTRATION			\$45,000		\$33,750
26.300	Purchased Prof & Tech Services - OPERATION & MAINT OF FACILITIES					
31.300	Purchased Prof & Tech Services - FOOD SERVICES			\$79,112		\$59,334
45.300	Purchased Prof & Tech Services - BUILDING ACQUISITION					
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$445,973		\$304,982
--- PURCHASED PROPERTY SERVICES ---						
26.400	Facility Lease and Property Tax			\$180,300		\$180,300
26.460	Construction and Remodeling					
45.400	Purchased Property Services					
45.460	Construction and Remodeling					
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$180,300		\$180,300
--- OTHER PURCHASED SERVICES ---						
26.500	Other Purchased Services - OPERATION & MAINT OF FACILITIES			\$9,296		\$9,296
21.500	Other Purchased Services - ADVERTISING			\$2,479		\$2,000
	TOTAL - ALL OTHER PURCHASED SERVICES (500)			\$11,775		\$11,296
--- SUPPLIES ---						
10.600	Instructional Supplies - INSTRUCTION			\$4,140		\$3,105
10.641	Textbooks - INSTRUCTION					
21.600	Supplies - STUDENT SUPPORT					
22.600	Supplies - INSTRUCTIONAL STAFF SUPPORT			\$3,099		\$2,324
22.644	Library Books - INSTRUCTIONAL STAFF SUPPORT			\$1,035		\$776
22.650	Periodicals - INSTRUCTIONAL STAFF SUPPORT					
22.660	Audio Visual Materials - INSTRUCTIONAL STAFF SUPPORT					

24.600	Supplies - SCHOOL ADMINISTRATION		\$3,105		\$2,329
26.600	Supplies - OPERATION & MAINT OF FACILITIES		\$20,049		\$15,037
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)		\$31,428		\$23,571
--- PROPERTY ---					
10.700	Property (Instructional Equipment) - INSTRUCTION		\$14,874		\$11,156
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				
45.739	Other Equipment				
	TOTAL - ALL PROPERTY (700)		\$14,874		\$11,156
--- 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- LOAN PAYMENT		\$26,000		\$26,000
26.800	Other Objects - OPERATION & MAINT OF FACILITIES				
31.800	Other Objects - FOOD SERVICES				
45.800	Other Objects - BUILDING ACQUISITION & INSTR				
	TOTAL - ALL OTHER OBJECTS				
10.810	Dues and Fees - INSTRUCTION				
21.810	Dues and Fees - STUDENT SUPPORT SERVICES				
22.810	Dues and Fees - INSTRUCTIONAL STAFF SUPPORT				
24.810	Dues and Fees -SCHOOL ADMINISTRATION		\$3,099		\$2,324
26.810	Dues and Fees - OPERATION & MAINT OF FACILITIES				
	TOTAL - ALL DUES AND FEES				
	TOTAL - OTHER OBJECTS (800)		\$29,099		\$28,324
Total Building Acquisition & Instruction (4500)			\$29,099		\$28,324
830	Interest		\$0		\$0
840	Redemption of Principal		\$0		\$0
Total other financing sources (uses) and other items			\$0		\$0

1000	Total Local		\$90,045		\$67,534
3000	Total State		\$1,347,454		\$1,017,097
4000	Total Federal		\$75,737		\$56,803
TOTAL REVENUES			\$1,513,235		\$1,141,434
100	Salaries		\$547,981		\$401,440
200	Employee Benefits		\$163,826		\$115,543
300	Purchased Professional and Technical Services		\$445,973		\$304,982
400	Purchased Property Services		\$180,300		\$180,300
500	Other Purchased Services		\$11,775		\$11,296
600	Supplies		\$31,428		\$23,571
700	Property		\$14,874		\$11,156
800	Other Objects		\$29,099		\$28,324
TOTAL EXPENDITURES			\$1,425,256		\$1,076,612
Excess or Deficiency of Revenues over Expenditures			\$87,980		\$64,821
Other Sources of Funding (5000)			\$115,262		\$49,873
Net Asset Balance (Fund Balance)			\$203,242		\$114,695
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			13%		10%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev =>5%)			6%		6%
Necessary Closure Fund (2 months Purch Prop Serv + Other)			\$34,900		\$34,771

Revenue First Operational Year 75%

CHARTER SCHOOL WORKSHEET

FY 2016-2017

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

School Name	Academy of Creativity		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	19	0.9	16.875
Estimated ADM (7-8)	38	0.99	37.125
Estimated ADM (9-12)	69	1.2	82.8
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	17		
Special Ed (Self-Contained)	1		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	6		
WPU Value	\$2,986		<i>(Except for CTE Add-on and Special Ed.)</i>
No. of Teachers (FTE) (CACTUS)	5		
School Administrators (CACTUS)	0.75		
Prior Year WPUs	136.8		
Low Income Students-prior year	34		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	136.8000	\$ 408,481
Professional Staff	0.07500	10.2600	30,636
Restricted Basic School:			
Special Ed--Add-on	1.0000	17.7000	47,064
Spec. Ed. Self-Contained	1.0000	1.0000	2,986
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$250.68 per K-8 ADM		14,101
Total WPU Programs		165.7600	\$ 503,268
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$37.63 per WPU		\$ 6,238
Special Populations			
Enhancement for At-Risk Students	\$35.36 per student		4,429
Enhancement for Accelerated Studen	\$6.65 per student		833
Other			
School Land Trust Program	\$41 per student		7,478
Reading Achievement Program	\$15.33 per student-Guarantee Program		-
	\$1.49 per K-3 student		-
	\$30.82 per low income student		-
Charter Administrative Costs	\$100 per student		12,525
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		26,075
ESA-School Administrators	\$3,104 per qualified administrator		2,328
Library Books and Resources	\$0.98616 per student	126.25	125
Local Replacement Dollars	Average \$1,689 per student		213,236
Total Non-WPU			\$ 273,266
One Time			
Teacher Materials/Supplies ^{1,2}	\$180 per eligible F.T.E.	0 6	- 1,080
Total One Time			\$ 1,080
ESTIMATED Total All State Funding			\$ 777,614

Revenue first operational year 100%

CHARTER SCHOOL WORKSHEET FY 2016-2017

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

School Name	Academy of Creativity		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	25	0.9	22.5
Estimated ADM (7-8)	50	0.99	49.5
Estimated ADM (9-12)	92	1.2	110.4
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	17		
Special Ed (Self-Contained)	1		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	6		
WPU Value	\$2,986		
No. of Teachers (FTE) (CACTUS)	5		
School Administrators (CACTUS)	0.75		
Prior Year WPUs	182.4		
Low Income Students-prior year	45.6		

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

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	182.4000	\$ 544,641
Professional Staff	0.07500	13.6800	40,848
Restricted Basic School:			
Special Ed--Add-on	1.0000	17.7000	47,064
Spec. Ed. Self-Contained	1.0000	1.0000	2,986
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$250.68 per K-8 ADM		18,801
Total WPU Programs		214.7800	\$ 654,340
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPUDistribution	\$37.63 per WPU		\$ 8,082
Special Populations			
Enhancement for At-Risk Students	\$35.36 per student		5,905
Enhancement for Accelerated Studen	\$6.65 per student		1,111
Other			
School Land Trust Program	\$41 per student		7,478
Reading Achievement Program	\$15.33 per student-Guarantee Program		-
	\$1.49 per K-3 student		-
	\$30.82 per low income student		-
Charter Administrative Costs	\$100 per student		16,700
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		26,075
ESA-School Administrators	\$3,104 per qualified administrator		2,328
Library Books and Resources	\$0.98616 per student	168	166
Local Replacement Dollars	Average \$1,689 per student		283,752
Total Non-WPU			\$ 351,597
One Time			
Teacher Materials/Supplies ^{1,2}	\$180 per eligible F.T.E.	0	-
		6	1,080
Total One Time			\$ 1,080
ESTIMATED Total All State Funding			\$ 1,007,017

Revenue Second Operational Year 75%

CHARTER SCHOOL WORKSHEET

FY 2017-2018

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

School Name	Academy of Creativity		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	30	0.9	27
Estimated ADM (7-8)	60	0.99	59.4
Estimated ADM (9-12)	65	1.2	78
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	12.525		
Special Ed (Self-Contained)	1		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	5		
WPU Value	\$3,076		
No. of Teachers (FTE) (CACTUS)	5		
School Administrators (CACTUS)	1.5		
Prior Year WPUs	136.8		
Low Income Students-prior year	34.2		

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

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	164.4000	\$ 505,620
Professional Staff	0.07500	12.3300	37,922
Restricted Basic School:			
Special Ed--Add-on	1.0000	13.5250	35,963
Spec. Ed. Self-Contained	1.0000	1.0000	3,076
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$250.68 per K-8 ADM		22,561
Total WPU Programs		191.2550	\$ 605,142
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$37.63 per WPU		\$ 7,197
Special Populations			
Enhancement for At-Risk Students	\$35.36 per student		5,481
Enhancement for Accelerated Studen	\$6.65 per student		1,031
Other			
School Land Trust Program	\$41 per student		7,478
Reading Achievement Program	\$15.33 per student-Guarantee Program		-
	\$1.49 per K-3 student		-
	\$30.82 per low income student		-
Charter Administrative Costs	\$100 per student		15,500
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		26,075
ESA-School Administrators	\$3,104 per qualified administrator		4,656
Library Books and Resources	\$0.98616 per student	156	154
Local Replacement Dollars	Average \$1,689 per student		263,484
Total Non-WPU			\$ 331,056
One Time			
Teacher Materials/Supplies ^{1,2}	\$180 per eligible F.T.E.	0	-
		5	900
Total One Time			\$ 900
ESTIMATED Total All State Funding			\$ 937,097

Revenue Second Operational Year 100%

CHARTER SCHOOL WORKSHEET FY 2017-2018

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

School Name	Academy of Creativity		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	40	0.9	36
Estimated ADM (7-8)	80	0.99	79.2
Estimated ADM (9-12)	87	1.2	104.4
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	20.7		
Special Ed (Self-Contained)	2		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	6		
WPU Value	\$3,076		<i>(Except for CTE Add-on and Special Ed.)</i>
No. of Teachers (FTE) (CACTUS)	6		
School Administrators (CACTUS)	0.75		
Prior Year WPUs	173.28		
Low Income Students-prior year	45.6		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	219.6000	\$ 675,391
Professional Staff	0.07500	16.4700	50,654
Restricted Basic School:			
Special Ed--Add-on	1.0000	22.7000	60,359
Spec. Ed. Self-Contained	1.0000	2.0000	6,151
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$250.68 per K-8 ADM		30,082
Total WPU Programs		260.7700	\$ 822,637
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$37.63 per WPU		\$ 9,813
Special Populations			
Enhancement for At-Risk Students	\$35.36 per student		7,320
Enhancement for Accelerated Studen	\$6.65 per student		1,377
Other			
School Land Trust Program	\$41 per student		7,703
Reading Achievement Program	\$15.33 per student-Guarantee Program		-
	\$1.49 per K-3 student		-
	\$30.82 per low income student		-
Charter Administrative Costs	\$100 per student		20,700
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		31,290
ESA-School Administrators	\$3,104 per qualified administrator		2,328
Library Books and Resources	\$0.98616 per student	209	206
Local Replacement Dollars	Average \$1,689 per student		353,001
Total Non-WPU			\$ 433,737
One Time			
Teacher Materials/Supplies ^{1,2}	\$180 per eligible F.T.E.	0 6	- 1,080
Total One Time			\$ 1,080
ESTIMATED Total All State Funding			\$ 1,257,454