

THE CENTER FOR CREATIVITY, INNOVATION AND DISCOVERY

A Public Charter School

Melissa Shunn-Mitchell, Applicant

November 2015

REQUIRED INFORMATION

I. Charter School Information				
1. Name of proposed charter school: The Center for Creativity, Innovation and Discovery				
2. Name of applicant: The Center for Creativity, Innovation and Discovery				
3. Authorized agent: Melissa Shunn-Mitchell				
4. Mailing address: 67 S. Sherwood Drive, Providence, UT 84332				
5. Phone number: 435-770-5823			6. Email address: shunn.mitchell@gmail.com	
7. District(s) where proposed charter school is located: Logan and Cache County school Districts				
8. <u>Final application only</u> : District contact(s) and date(s) complete application submitted to district(s). (NOTE: repeat this statement for each district in which the school may be located.) Submitted to <u>Frank Schofield</u> who works at <u>Logan</u> School District on November 30, 2015. Submitted to <u>Steven Norton</u> who works at <u>Cache County</u> School District on November 30, 2015.				
9. Form of organization (check) <input checked="" type="checkbox"/> Nonprofit Corporation <input type="checkbox"/> Tribal entity <input type="checkbox"/> Other				
10. The governing board of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (<u>Add lines as necessary</u>)				
Name	Email	Position on Board (e.g., chair, secretary)	Type of expertise (e.g., educator, legal, finance)	Profession
Melissa Shunn-Mitchell	shunn.mitchell@gmail.com	Chair	Educator, Non-Profit	Educator
Mark Wallin	spudwallin@gmail.com	Co-chair	Educator	Educator
Karen Steele	kljsteele@gmail.com	Secretary	Non-profit, Educator	Educator
Barbara Wallin	barb@sirtecplastics.com	Treasurer	Business	Manufacturing, Finance
Bryan Morgan	bryan@import-auto.biz	Advisory	Business	Business
Kimberly Lott	khlott@gmail.com	Advisory	Educator	Educator
Bryce Passey	bryce.passey@loganschools.org	Advisory	Educator	Educator
11. Year school will start: 2017 - 2018			12. Grades served: Kindergarten – 8	
13. Number of instructional days: 180			14. Number of instructional hours: 1,017	

<p>15. Requested Enrollment</p> <p>Operational year 1: Grade K: <u>52</u> Grades 1-6: <u>278</u> Grades 7-8: <u>0</u> Grades 9-12: <u>0</u> Total: <u>330</u> Operational year 2: Grade K: <u>52</u> Grades 1-6: <u>316</u> Grades 7-8: <u>56</u> Grades 9-12: <u>0</u> Total: <u>424</u> Operational year 3: Grade K: <u>52</u> Grades 1-6: <u>316</u> Grades 7-8: <u>112</u> Grades 9-12: <u>0</u> Total: <u>480</u></p> <p>Does proposed grade configuration match resident district grade configuration? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	
<p>16. Target percentage of educationally disadvantaged students (if applicable): N/A</p>	
<p>17. Is this application seeking special treatment under UCA 53A-1a-501.9? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>18. Is this application seeking priority consideration under UCA 53A-1a-502.5? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>19. A charter school may apply to the State Board of Education for a waiver of any Administrative Rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers. Justification supporting the need for the waiver as Attachment A). N/A</p>	
<p>20. List persons whom you have designated as founding members of the school. Children/grandchildren of a founding member (an individual who has had a significant role in the development of a charter school application), employee, or governing board member are eligible for preferential enrollment under State law. Identify the percentage of student enrollments eligible for preferential enrollment under the status of founder's, employee, or board member child/grandchild.</p> <p><u>Founding Members:</u> Melissa Shunn-Mitchell, Mark Wallin, Karen Steele, Barbara Wallin, Bryan Morgan, Kimberly Lott, Bryce Passey</p> <p><u>Percentage of Student Enrollments Eligible for Preferential Enrollment:</u> 10%</p>	

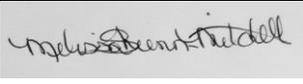
<p>II. Signatures</p>	
<p>WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this application are true and correct, and that we will comply with the charter agreement if this application is approved. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.</p>	
<p>Name of Authorized Agent: Melissa Shunn-Mitchell</p>	
<p>Signature of Authorized Agent:</p>	
<p>Name of Charter School Board Chair (if different than Authorized Agent)</p>	
<p>Signature of Charter School Board Chair (if different than Authorized Agent)</p>	

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EXECUTIVE SUMMARY

Education in America has been a topic for argument/debate and reform for as long as there has been public education in America. Parents, community leaders, business leaders, colleges of education, policy makers, governmental agencies, even students themselves have all weighed in on what education should look like, what should be taught, and who should teach it. However, in a rare show of agreement all parties are declaring: “The American education system in science, technology, engineering, and math (STEM) is in crisis”. In a recent [Global Report Card](#) comparing U.S. schools to their international counterparts shows that not only have we failed to address the STEM education problem; we are letting it get worse. The ramifications of this crisis are sobering, in terms of unemployment and inequality of opportunity. Those who aren’t well prepared in science and technology will see their options in the job market become only fewer and less attractive with each passing year. Additionally disheartening is the lack of girls and minorities in STEM fields. In the United States, fewer than 15 percent of working engineers are women, despite comprising half of the population. The purpose of The Center for Creativity, Innovation and Discovery is to provide parents with an option that will better serve the needs of students who are interested in STEM or want to foster a passion and curiosity for the STEM disciplines, who want/need a wide variety of learning opportunities and instructional strategies and where educators will use different and innovative methods to meet the needs of students.

The average amount of time an elementary school student spends on science was 2.9 hours a week in 2012¹. Using research supported instructional strategies, a positive learning environment and collaborative student/community partnerships students at CCID will generate a passion and curiosity for the STEM disciplines. A passion and curiosity for the STEM fields will improve student learning by providing our students with opportunities to engage in project-based, place-based, field-based and inquiry-based learning which are at the heart of 21st century skills. As a student centered school, CCID will cultivate a learning environment in which students have significant opportunities to take charge of their learning. To develop responsibility and initiative, each student will maintain a Personalized Learning Plan (PLP). Students will be encouraged to continually question, explore and challenge their understanding in an environment that fosters trial and error to achieve success.

CCID will recruit students from all demographics in Cache County. We will strive to attract students who desire a challenging, integrative, field-based STEM-centered curriculum. Additionally, we plan on recruiting students who are underrepresented populations in STEM fields. There is a large amount of research that reveals girls and minorities are underrepresented in the STEM disciplines. CCID strives to understand the unique and different

¹ Banilower, Eric R et al. "Report of the 2012 National Survey of Science and Mathematics Education." *Horizon Research, Inc.* (2013).

experiences encountered by this population of students when it comes to being engaged in STEM. Our faculty and staff will receive specific and specialized training to address those needs.

While STEM can be seen in a variety of forms, schools are typically still separating science, technology, engineering, and math into individual curriculum “silos.” Unfortunately, this approach to STEM robs students of opportunities for authentic investigation and analysis. CCID will create STEM classrooms that shift students away from learning isolated facts to experience-based inquiry. The CCID classroom will be a learning environment that will require students to participate in solving (age-appropriate) problems that encourage and promote original research. Students will design, model, and test solutions. They will analyze data and report their findings to one another or to their peers in the school or even to others over the Internet. Instructional activities/experiences will explicitly provide consistent and clear understanding of what children are expected to learn, be clearly communicated to and understood by students, parents, school professionals and community, showcase students’ diverse strengths, have individual and personal value, demonstrate quality of standards instead of quantity of standards, hold all students to high standards, and promote equitable classrooms.

Research shows that many elementary teachers feel anxious about teaching STEM subjects. If they themselves lack confidence, how can they impart passion and knowledge to their students? At CCID we will develop a teaching environment that will help teachers overcome anxiety, become immersed in STEM topics and develop the confidence to effectively teach for tomorrow's needs. Through the use of Professional Learning Communities (PLC) CCID faculty, staff, and administration will be fully committed to ensuring that students are taught using commercially available and faculty developed integrated STEM-centered curriculum.

In today’s educational climate of high stakes testing and accountability CCID is ever mindful to carefully and intentionally set high standards for student learning. CCID will participate in all required standardized testing as part of the Utah Performance Assessment System for Students, known U-PASS. The goal for assessment at CCID is to accurately determine whether students have learned the materials or information taught and reveal whether they have mastery of the content. Teachers at CCID will employ multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

Finally, the core values of creativity, innovation, and discovery will permeate through every aspect of life at CCID. We believe that **creativity** is a skill that must be intentionally developed and a process that must be skillfully managed. Creativity requires a supportive environment in which to flourish. Innovative schools have a culture that allows **innovation** to develop. A vital component is an entrepreneurial and risk taking spirit. The ethos of an innovative school also values collaboration. At CCID teachers will work together to create new ideas, learn new skills, and develop programs. **Discovery** at CCID is an active process of inquiry-based instruction that encourages learners to build on prior knowledge through experience and to search for new information and relationships based on their interests.

SECTION 1: SCHOOL PURPOSE

The purposes of the charter school as outlined in 53A-1a-503 are:

1. Continue to improve student learning:

The Center for Creativity, Innovation, and Discovery (CCID) will continue to improve student learning through the following strategies:

- project-based
- place-based
- inquiry-based

We will improve student learning by creating an environment that applies science, technology, engineering, and mathematics to real questions and projects. Our three core values: creativity, innovation, and discovery will be emphasized to provide students with authentic opportunities to construct their own knowledge when faced with a question or problem. Students will learn not only content but real Science, Technology, Engineering, and Mathematics (STEM) knowledge and gain scientific skills that are transferrable to future problems. This learning model will help prepare students to approach college and career with the tools to be successful.

Students will be presented with hands-on projects that will be appropriate for student development and structured for authentic learning. CCID will partner with community members to create opportunities for students to see how the STEM disciplines are applied in local businesses and real world environments. Community partners will give demonstrations, provide field work opportunities, and mentor students as students work on learning projects. These unique partnerships are an important part of helping students foster a passion for the STEM disciplines.

Additionally, educators at CCID understand that when students are presented with a new idea or problem they must have time to figure out solutions just as scientists and engineers do; and, just as scientists and engineers go through a cycle that includes steps such as: investigate and explore, collaboration, design, construct, test, modify, and retest, our students will go through the steps needed to find solutions to problems. By doing what scientists and engineers do, our students will develop scientific and engineering skills in a meaningful way. Educators will act as coaches as students go through the trial and error process until students have developed mastery of the topic. Educators will also guide students as they learn the importance of reflecting on their hands-on experiences and presenting their work and findings to others.

2. Encourage the use of different and innovative teaching methods:

CCID Faculty will be trained and expected to use different and innovative teaching methods with a focus on our core values. Professional development will be provided to enhance the use of these teaching methods. CCID administrators and mentors will guide educators as they use innovative and research based teaching methods to meet the needs of students.

Our administrators will provide weekly training for educators as a support for using different and innovative teaching methods. Faculty will be given time for collaboration, planning, and reflection on a weekly basis. Research has found that meaningful teacher development needs to be consistent and ongoing, “Professional development that is longer in duration has a greater impact on advancing teacher practice, and in turn, student learning. This is likely because extended professional development sessions often include time to practice application of the skill in one’s own class, allowing the teacher to grapple with the transfer of skills problem”².

Professional development will be focused on the needs of the educators and students as guided by our mission statement. Experts will work with our faculty and staff as they develop the skills needed to provide an integrative STEM curriculum for our students. Professional development will happen on location and through place-based expeditions.

Through intense and consistent professional development, educators will have the support they need to be effective with their students. Administration will facilitate peer observations and feedback as all educators improve their teaching practices. Instructional coaches will be in place to guide new faculty members as they develop their personal style within the CCID teaching philosophy. A coaching model will be in place for teachers new to CCID and as needed for current teachers as they transition to CCID’s teaching model. A coach will meet with a faculty member before a lesson is taught using a new skill. The coach will observe the lesson and then debrief after the lesson. Together they will create suggestions to improve the teaching skill. This cycle of pre-lesson support, observation, and post-lesson debriefing will be repeated until the skill is mastered.

Educators need to know they are in a safe environment to learn, practice, and improve their teaching. CCID believes that by creating this type of safe, engaging environment, teacher retention will be high. Educators will have the opportunity and support they need to become master teachers.

3. Create new professional opportunities for educators that will allow them to actively participate in designing and implementing learning:

CCID will create new, professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school by forming curriculum-development teams charged with the responsibility of integrating STEM disciplines into the Utah CORE Standards. Our faculty will also have the opportunity to partner with community members to create a wide variety of project-based and place-based opportunities. Some of these community partners include Hardware Ranch and the Division of Wildlife Resource. This partnership will help set live traps to capture and eventually test the local elk population for Brucellosis and Mass Wasting Disease. These types of partnerships provide

² Gulamhussein, Allison. "Teaching the teachers: Effective professional development in an era of high stakes accountability." *Center for Public Education*. September (2013).

opportunities for faculty to actively participate in designing and implementing learning by working closely with our partners to write curriculum that uses authentic scientific experiences unique to these studies. We will continue to seek out collaborative partnerships with other educators to contribute to the field of education.

CCID strongly believes that educators are professionals in an ever changing field. As professionals, educators at CCID will not only be teachers instructing students in research supported methods and strategies, but they will also be supported as intellectuals who strive to contribute to the field of education. Weekly professional development will be provided to support our faculty as they collaborate, develop and implement learning experiences for our students.

As professional educators, CCID expects faculty to collaborate within the school, community, and with other educators. Faculty members will be part of curriculum development teams that develop, evaluate, and revise how students are being taught. Through ongoing school assessment and reflection of student progress, educators will have the opportunity to be active participants in designing and implementing the learning programs at CCID.

4. Increase choice of learning opportunities for students:

CCID will increase choice of learning opportunities for students by offering an education that integrates STEM with the Utah Core Standards. We strive to attract students who desire a challenging, integrative and place-based, STEM-centered curriculum.

We also know there is a large amount of research that reveals girls and minorities are underrepresented in the STEM fields³⁴⁵⁶ We believe that an integrative STEM education will allow for all students, including those under represented in STEM fields, to gain confidence and interest for long term STEM studies. For students to gain confidence in the STEM disciplines they need to experience success in science, technology, engineering, and math. Students will hear from local scientists, engineers, and other experts that trial and error is a normal part of finding a solution. Taking risks with their learning will be encouraged just as it is in the worlds of scientists and engineers.

³ "Minorities, Women Still Underrepresented in STEM Fields ..." 2014. 22 Aug. 2015
<<http://www.usnews.com/news/stem-solutions/articles/2014/02/06/minorities-women-still-underrepresented-in-stem-fields-study-finds>>

⁴ "STEM Workforce No More Diverse Than 14 Years Ago - US ..." 2015. 22 Aug. 2015
<<http://www.usnews.com/news/stem-solutions/articles/2015/02/24/stem-workforce-no-more-diverse-than-14-years-ago>>

⁵ "Why Are There Still So Few Women in Science? - The New ..." 2013. 22 Aug. 2015
<<http://www.nytimes.com/2013/10/06/magazine/why-are-there-still-so-few-women-in-science.html>>

⁶ "Women and Girls in Science, Technology, Engineering, and ..." 2015. 22 Aug. 2015
<https://www.whitehouse.gov/sites/default/files/microsites/ostp/stem_factsheet_2013_07232013.pdf>

Mission Statement:

The Center for Creativity, Innovation, and Discovery is a student-centered, K-8 charter school that provides a challenging, place-based, integrative STEM-centered curriculum. CCID uses research-supported instructional strategies, a positive learning environment and collaborative student-community partnerships to foster a passion and curiosity for the STEM disciplines.

Vision:

Our 5-10 year vision for (CCID) is a foundation that STEM education is active and focuses on a student-centered learning environment. Students will be engaged in questioning, problem solving, collaboration, and hands-on activities while they address real life issues. In integrative STEM education, teachers function as classroom facilitators, working with students to frame worthwhile questions, structuring meaningful tasks, coaching both knowledge development and social skills, and carefully assessing what students have learned from the experience.

If you were to stroll the halls of the school on any given day, some of the classrooms would be empty. Students would be participating in place-based education with our community partners. They will be outside studying the habitats of the Logan River identifying the changes that have been brought on by the redevelopment of the river. They will be in Logan Canyon studying the regrowth from a recent fire and gaining an authentic knowledge of erosion. They will be in local businesses learning about the designing of rotational molding or what the local grocery stores do with produce that cannot be sold. Students will be meeting with local farmers, dairymen, and ranchers to help collect data that can be used in making more productive and cost-effective decisions and how these decisions effect the citizens of Cache Valley.

In the spaces at the school that are occupied, you will see students working in collaborative groups communicating with each other with a positive dialogue as they learn how to work as a group to solve problems. Projects such as Rube Goldberg Machines and Heat Efficient Houses will fill areas as artifacts that students are using with creativity and innovation as they discover how force and motion and insulation work. You will see students using dance to demonstrate how molecules move and how that relates to thermal energy.

These project-based, place-based, and inquiry-based learning artifacts will demonstrate the learning that is happening at CCID. These artifacts will also be evidence that the students are STEM-proficient. They will be able to answer complex questions, investigate global issues, and develop solutions for challenges and real world problems while applying the rigor of science, technology, engineering, and math content in a seamless fashion. STEM-proficient students are logical thinkers, effective communicators, and are technologically, scientifically, and mathematically literate.

Teachers and students will be meeting to discuss individual progress through the use of Personalized Learning Plans (PLPs) to document student growth. Students will be engaged in their personal learning because they understand how to take responsibility for their progress. With the guidance of teachers, students have created portfolios and collected artifacts and assessments that help them set individual SMART goals - goals that are specific, measurable,

achievable, results-focused, and time-bound. Structures have been put in place for students to get the support they need to reach their goals and present their achievements to their class and individuals outside of the building.

Teachers will be collaborating with experts to create curriculum that not only engages students but fosters a passion in science, technology, engineering, and math. Teachers will be participating in professional development where they are engaged and feel valued as a professional. They will be receiving the support they need to effectively instruct students in the Utah Core Standards using integrative STEM disciplines.

Describe in detail the school's educational foundation and the culture or ethos:

We believe that students generate and retain learning through the use of research-supported, instructional strategies, engaging learning activities, and multiple resources. We believe assessment drives learning through spiraling curriculum in all subject areas. CCID will monitor and evaluate student progress through a variety of meaningful assessments with the outcomes resulting in self-reflection, planning of instruction, and reporting to stakeholders. "The best assessments informs decision making about the needs of individual learners and leads to instruction that addresses students' weaknesses and builds on their strengths."⁸

Faculty and staff will use three essential questions to ensure that learning is student-centered and instructions and assessments are effective:

1. What should each student learn through support and implementation of Utah State Core Standards?
2. Which assessments should be administered to reliably reveal a student's strengths and weaknesses?
3. What research -based instructional strategies will address the individual needs for each student's strengths and weaknesses?

These essential questions will be used in instructional planning by all faculty and staff members that give instruction to students. This will ensure that CCID is a student-centered school and meets the individual needs of each student.

Our goal at CCID is to help students foster a passion and curiosity for the STEM disciplines as they engage in experiences to explore and interact with the Utah Core State Standards. CCID will be a safe environment where students are encouraged to take risks and explore ideas. Through trial and error students will learn scientific and engineering skills that will help them be successful in college and career.

A touchstone of CCID's educational foundation is ensuring that there are professional opportunities for faculty and staff to improve and gain confidence in implementing an

⁸ "Assessment Overview - International Reading Association." 2009. 16 Sep. 2015
<<http://www.reading.org/Resources/ResourcesByTopic/Assessment.aspx>>

integrative STEM-centered curriculum. There will be ongoing professional development and support for faculty as they improve their teaching methods, learn new strategies, and practice innovative instruction.

Describe the process and frequency the governing board will follow to evaluate whether or not it is meeting the vision, mission, and educational philosophy:

Our governing board will evaluate CCID to check the status of meeting the vision, mission, and educational philosophy on a quarterly schedule. The data that will be used to review and analyze strengths weaknesses and will include, but is not limited to, the following:

- Surveys: student, parent, faculty, staff
- Interviews: student, parent, faculty, staff
- Assessments: school, state-mandated
- Observations: board member(s) formal and informal school visits

Governing board members will create a rubric that will be used to help analyze the strengths and weaknesses of the school. This assessment will help with short and long-term goal setting and realizing the progress of those goals.

SECTION 2: MARKET ANALYSIS

MARKET CONTEXT:

CCID will be located in Cache County and will serve students from Hyde Park, Hyrum, Lewiston, Logan, Mendon, Millville, Nibley, North Logan, Providence, Richmond, River Heights, Smithfield, Wellsville, Amalga, Clarkston, Cornish, Newton, Paradise and Trenton. CCID will also serve students who are looking for an alternative educational model to our current Cache Valley charter school offerings, including Bear River Charter, Edith Bowen and Thomas Edison.

Educational Landscape:

Cache Valley is home to Utah State University (USU). Our community is proud of our university because of the many learning opportunities the university offers to our community members. There are programs on campus that support life-long learning. Other programs focus on children and students such as Ags in the Classroom and 4-H Camps. Our local paper often has articles on programs and events that students are doing. Education and choice in education are important to our community. CCID was able to collect data by calling the other charter schools, Bear River Charter, Edith Bowen, and Thomas Edison, and all reported having a waiting list.

Cache Valley is also home to farms, dairies, ranches, small and large businesses, and two hospitals. We have family-owned businesses and large corporations within our valley. Our small community is growing and bustling to stay up to date with and develop modern technology. Cache Valley is known for changing with the times and providing new opportunities for people. Education means a lot to our community. Our children need to have strong educational backgrounds so they can continue to produce, develop, and provide services for the future.

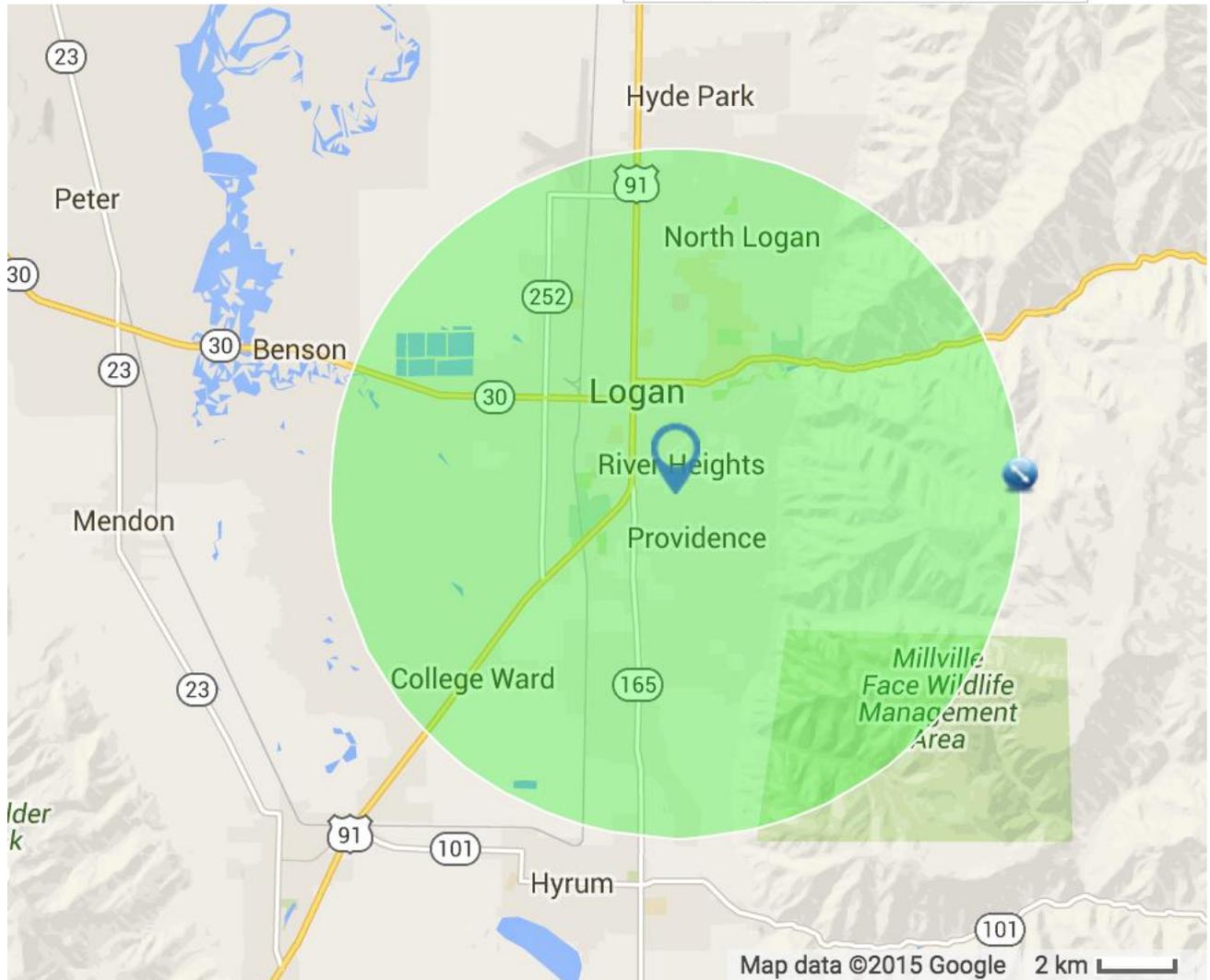
Target Location:

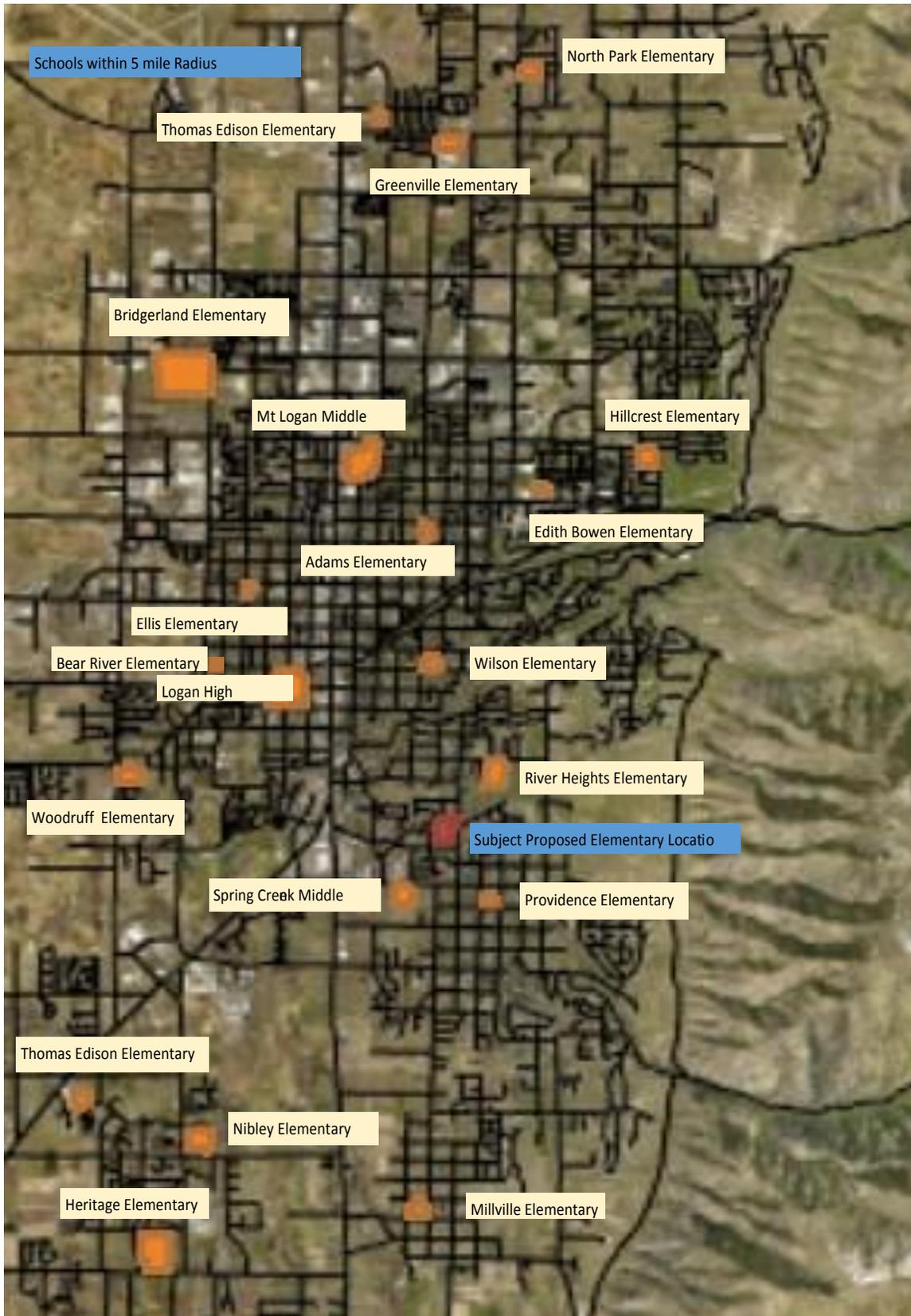
CCID has located several possible sites for the school to be located. These sites include existing structures and new construction and are all located within Cache Valley. One site that has been determined as a strong possibility is 5.78 acres located approximately at 100 West Spring Creek Parkway, Providence. This is the site we have chosen for purposes of this application process.

Located within the boundaries of Cache County School District and Logan School District there are: five high schools, seven middle schools, twenty-two elementary schools, no private schools, and three charter schools. Two new high schools are being built at the time of this application bringing the total to thirty-six facilities.

Map of Target Location in Providence, UT:

Search For Location : 100 Spring Creek Parkway, Provide





Student Demographics:

The following table identifies the student population of school-aged students within our target population.

School Data	Logan School District	Cache County School District
Public Schools	5,987	3,547
Private Schools	0	0
Charter Schools	484	1,315

Ethnicity	Percentage in Cache County
Asian	.55%
African American	.63%
Hispanic	8.63%
Pacific	.42%
American Indian/Alaskan	.33%
White	89.43%

Data That Points to Shifts/Trends:

According to the U.S. Census Bureau, the population in Cache County in 2010 was 112,656. The estimate for each year has gone up with an increase of 5,697 in population, totaling 118,343 in 2014. There have been 9,271 births in 2010-2013, adding to the number of students who are coming of age to attend kindergarten. There is a higher percentage of children under the age of five in Cache County compared to the state average, 9.4% vs. 8.8%, with children under 18 in Cache County being 31.2% vs. statewide at 30.9.

The Utah State Office of Education 2014 enrollment report shows Cache County School District is projecting a 1.2% growth in 2015 and Logan City School District is projecting a 1.3% growth in 2015. New schools in Cache County School District are being built for projected enrollment growth. A small charter school can help relieve some of the growing pains in Cache Valley but it also provides parents with another choice for student learning.

Cache Valley has shown support of charter schools and parent choice over the years. In an informal, online survey the CCID Governing Board posted on social media for a couple of days, the 96 respondents had the following to say:

- 95.83% feel their child would benefit from an educational model that emphasizes a hands-on approach to science, technology, engineering and math.
- 73.96% of parents feel that STEM is missing from their child’s current educational experience.
- 76% feel that science, technology, engineering, and math are being taught as standalone subjects at their child’s school.
- 84.38% would support a new K-8 school in Cache Valley that focuses on a hands-on, STEM education.

- 20% would travel 1-5 miles for a hands-on, STEM school.
- 31% would travel 6-10 miles for a hands-on, STEM school.
- 20% would travel 11-15 miles for a hands-on, STEM school.
- 14.74% would travel 16-20 miles for a hands-on, STEM school.
- 13.68% would travel more than 20 miles for a hands-on, STEM school.

This was just a small sampling of parents but it is encouraging that CCID’s educational model is desired as an option for students.

School Size and Grades Served:

CCID will serve Kindergarten through 8th grade students with two classes per grade. In the first year CCID will be K-6th Grade, in our second year K-7th, and in the third year of operation K-8th grade.

Children are naturally curious about the world around them. They want to know how things work and why things happen. We feel that CCID, being a K-8th grade school, will help to keep that curiosity alive and if it’s waning, we will give students the support to make it strong again. Through our experience of working with students, we know that hands-on environments engage students in their learning. When educators set up a project or word a question so students can wonder, explore ideas, use trial and error, and come to their own conclusions, students construct new knowledge and tie it to meaningful events.

Students remember what they learned when they have the opportunity to dive in and figure things out with guidance. We believe that K-8th grade students taught with an integrative STEM-centered curriculum will spark a natural curiosity for science, technology, engineering, and math. By partnering with community members, students will see first-hand how what they are doing as students applies to what is happening outside the school walls.

We want to see students continue to follow their passion and curiosity in STEM through high school and into college and/or career.

	K	1	2	3	4	5	6	7	8	Total
Year 1	52	52	52	52	52	52	18	0	0	330
Year 2	52	52	52	52	52	52	56	56	56	424
Year 3	52	52	52	52	52	52	56	56	56	480
Capacity	52	52	52	52	52	52	56	56	56	480

Distinguishing CCID:

The purpose of CCID is to provide parents with an option that will better serve the needs of students who are interested in an integrative STEM education or want to foster a passion and curiosity for the STEM disciplines, who want/need a wide variety of learning opportunities and instructional strategies, and where educators will use different and innovative methods to meet the needs of students.

While many schools do STEM activities, there is not a school in Logan School District or Cache County School District that implements and supports an integrative STEM-centered curriculum. Our Executive Director called both school district offices and was told that while there are pockets of STEM things happening throughout their district, there is not a school that uses an Integrative STEM model.

Our student-centered, place-based, and integrative STEM-centered curriculum is a unique model that is the creation of experienced educators who have spent many years in the classroom studying best practice and assisting with educational research. We believe that CCID will be able to reach students and help to foster a curiosity and passion of STEM and this will bring about an increase of students entering the STEM fields when they leave school.

We see a significant difference between learning about science and creating ongoing and even daily opportunities for a CCID student to be an active, real world scientist. Our students will apply STEM by working alongside actual scientists, actively use current technology, collaborate with engineers and apply their mathematical understandings in real world settings. We have already created working relationships with various organizations such as Hardware Ranch and the Division of Wildlife Resource to help set live traps to capture and eventually test the local elk population for Brucellosis and Mass Wasting Disease. They could also participate with various organizations such as Utah State University's ongoing Aspen Genome Project as citizen scientists. We also have potential opportunities to work closely with Logan City in developing and extending hiking trails along the Logan River Walkway and creating student generated interpretive signs along the trail. Additionally, there are opportunities for students in the valley to leave their classroom and STEM textbooks behind and join with a multi-faceted task force including Utah Division of Wildlife Resource, US Forest Service, Cache County Weed Control and the non-profit InterMedia Productions Partnership LLC from Bozeman, Montana in the ongoing study of the effectiveness of using natural bio-controls such as the Canada Thistle Stem Boring Weevil to control invasive plant species like the Canada Thistle.

CCID's project-based, place-based, and inquiry-based curriculum provides opportunities for authentic learning experiences in a variety of subjects. Students will ask and answer scientific questions, design and conduct their own experiments, make observations, and collect data in a variety of ways. They will then construct their own hypotheses and analyze their data. There is a growing body of research on the benefits of place-based learning. Among them: higher test scores, better grade point averages, improved classroom behavior, increased self-esteem and problem-solving abilities, and higher-level thinking skills.⁹

At CCID, field experiences are a necessary part of integrative learning. The learning that goes on in the field supports the learning that happens within the school. Indoor and outdoor

⁹ "Place-based Education Evaluation Collaborative..." 2010. 27 Sept. 2015
http://www.peecworks.org/PEEC/Benefits_of_PBE-PEEC_2008_web.pdf

classrooms will be weaved together during the week for authentic, engaging opportunities for students to construct their own knowledge.

“Schools that utilize outdoor classrooms and other forms of experiential education produce significant student gains in social studies, science, language arts, and math...Students engaged in formal outdoor education experiences have increased motivation, more confidence, and sharpen problem solving skills.”¹⁰

We firmly believe that parents and students will enroll at CCID to take part in our unique educational model that provides students with a challenging, field-based, integrative STEM-centered curriculum.

¹⁰ "Teaching and Learning in Nature - U.S. Fish and Wildlife ..." 2009. 28 Sep. 2015
<[http://www.fws.gov/letsgooutside/PDF/\(EDUCATORS\)Factsheet%20for%20Teachers%20Final.pdf](http://www.fws.gov/letsgooutside/PDF/(EDUCATORS)Factsheet%20for%20Teachers%20Final.pdf)>

SECTION 3: STUDENT POPULATION

TARGET POPULATION

Show evidence that by grade and school-wide for each year of the charter are realistic:

The Utah State Office of Education 2014 enrollment report shows that the Logan City School District anticipates a growth rate of 1.3% or 76 additional students for the school year 2014-2015 and Cache School District also indicates an anticipated growth rate of 1.2% or 201 additional students for the same time period. Cache School District has shown steady student population growth from 2006 to the present. The district is currently building new high schools to meet the growth demand. Logan City School District has also shown growth from 2006 with a slight drop in 2013-2014 of 0.4%.

Bear River Charter School and Edith Bowen Laboratory School have remained at a no-growth status while Thomas Edison and In-Tech Collegiate High School have shown growth rates of 84% for Thomas Edison over 13 years (they have two locations in Cache Valley), and 37.7% for In-Tech over 9 years.

Logan City School District as of 2014-2015 had a gender ratio of 1:07 male to female and 35.6% minority enrollment. Cache School district had a gender ratio of 1:02 male to female and 12% minority enrollment.

Growth in Cache Valley is projected to continue from both new homes and move-ins. Logan City School District currently shows that approximately 60% of school age students are in low socio-economic status as determined by the guidelines for free and reduced lunch applications, (this figure was given in a public meeting between Logan City Council and Logan City School District by then superintendent Garrett Marshall). CCID will recruit from this population. CCID will also recruit the under-represented in the STEM fields.

Describe how the mission, vision, program of instruction, performance measures, and services align with the educational needs of that population:

The mission and vision of CCID is to create a student-centered, K-8 charter school that provides a challenging, integrative, and place-based, STEM-centered curriculum. CCID uses research-supported strategies, a positive learning environment, and collaborative student/community partnerships to foster a passion and curiosity for the STEM disciplines. CCID is especially targeting those students and families who are looking for smaller class sizes, a competitive advantage in the sciences, and an alternative learning approach. Programs of instruction and performance measures align with the USOE curriculum and testing procedures.

Plan for educating disadvantaged students:

Identification of individual student needs is pivotal to the educational plans of CCID students as our goal is to provide individualized learning plans. Students may be classified as disadvantaged defined as limited English proficient (ELs), low-income, mobile, homeless and those identified with either physical disabilities or learning disabilities. Educational opportunities will be

available to all students through the use of adaptive curriculum based on individual needs of the students.

When students are identified as low income, mobile or homeless CCID will partner with community organizations such as CAPSA, Utah Food Pantry, LDS Social Services, Loaves and Fishes Community Meals and OUTreach Resource Center Logan to stabilize students' lives outside of school.

All members of the instructional staff will be trained annually by the special education staff in confidentiality and "child find" procedures. CCID will ensure that identification of special education students includes the notification of, and ongoing communication with parents. The special education staff will oversee all aspects of child find, including: Awareness, Outreach, Screening, Evaluation and Collaboration.

Teachers may refer students to the special education teacher for testing, or parents can also seek testing for their child if they suspect a problem.

After a child has been identified as needing assessment, the special education teacher will do a preliminary evaluation to determine if other specialists are needed. This shall be done in a timely manner and be consistent with State and Federal guidelines. Then, with parental permission, assessments will be made, and an Individualized Education Program (IEP) can be implemented, if necessary. IEPs will be under the direction of the special education staff, along with an IEP team. This team will include the parents, the teacher, the Director, and any specialists as needed. The student may also be involved, if appropriate.

Once identified, the IEP Team will determine levels of need and special education of the child, and will refer the child for needed available special services. Referring teachers will submit appropriate screening forms and document all previous classroom interventions that are pertinent to the child's placement. If a child is found eligible for special education services, an IEP will be developed. The IEP team will convene within 30 calendar days of eligibility to develop an IEP. No special education services will be provided prior to the development of the IEP.

Develop plans for their education, monitor progress, budget and staff to meet those needs:

In accordance with Federal and State Law, CCID will ensure that a free appropriate public education (FAPE) is available to any qualified student with a disability who needs special education and related services.

CCID will serve students with special needs using an inclusion model to the extent possible, while at the same time ensuring that a continuum of alternative placements is available to meet the needs of the students with disabilities as determined by the IEP team. The instructional staff will include at least one full-time special educator with a special education certification. In addition, consultative and other contractual services will be arranged as necessary to meet the requirements of students' IEPs. The Director and special education staff

will ensure the school is compliant with all requirements of IDEA as revised in 2004. Additionally, they will work with the USOE Special Education Department for help in the implementation of alternative testing procedures for special education students.

Delivery of Services:

Several elements of CCID’s instructional approach are designed to enable the school to more effectively respond to diverse demands and help accelerate the learning of students with disabilities. CCID focuses on the Inclusion Model of Special Education with pull out programs used judiciously. These include:

1. Least Restrictive Environment (LRE):

The school will use Least Restrictive Environment (LRE), placing students with special needs along with their non-disabled peers to the maximum extent appropriate, while at the same time ensuring that a continuum of alternative placements is available to meet the needs of the students with disabilities as determined by the IEP team. This heterogeneous grouping of students provides greater opportunities for students to learn from and support each other. The school’s learning approach is optimal for differentiating learning activities to address the needs of individual students. However, students qualifying for special education services may be pulled out for one-on-one or small group instruction with a special educator or related service provider. Removal from the regular education environment will occur if the nature or severity of the disability precludes satisfactory achievement, even with the use of supplementary aids and services in the regular classroom. These kinds of important decisions will be directed by the requirements in a student’s IEP.

2. Team-based approach:

A key factor in learning is motivation. The team approach is designed to help motivate students to more fully engage themselves in the learning process. The cooperative learning approach also provides a good mechanism for facilitating peer-tutoring and other assistance to students with special needs. CCID will use its school wide structure of learning to provide this team-based culture and personal responsibility of learning for all students, including those with disabilities.

3. Cooperative learning:

A significant body of research has shown that cooperative learning instructional strategies produce greater academic learning, enhanced self-esteem, and improves relationships between mainstreamed academically-disadvantaged students and normal-progress students. The approach enables all students to experience success, allows for personal responsibility for learning, and places students in a position in which they more naturally learn from their peers.

4. Hands-on, experiential learning:

These types of activities enhance learning for all students, but they are often particularly helpful for students that struggle with more traditional instructional approaches. Students have greater opportunity to employ their “multiple intelligences” to gain understanding of key concepts. In addition to the work of Howard Gardner, these activities are supported by

research in the Cognitive Sciences. Active pedagogy will be a key element in teaching practices throughout the school.

5. High expectations:

All students will be expected to set and achieve challenging academic goals designed to accelerate their learning. Progress will be charted in their student portfolios. Each student, regardless of disability, will learn to take personal responsibility for their own learning. CCID will ensure each student is treated as an individual, with special gifts and needs. Appropriate accommodations will be made for students with disabilities (504) in order to ensure access to all activities.

CONTINUUM OF SERVICES

CCID will implement all existing IEPs. The school will provide eligible students with disabilities a FAPE in the least restrictive environment. To assist each student to achieve, commensurate with his or her abilities, special education will be offered including: modification of instructional level; content or performance criteria; adaptations to the environment; curriculum, instruction or assessment; and accommodations to allow students to access and demonstrate learning. CCID will provide a continuum of special education services, and will service all students with disabilities, regardless of severity.

Outsourcing will be utilized if necessary to service IEPs; funds have been budgeted for this purpose. However, it is anticipated that most of the special needs will be appropriately addressed by the school's full-time, special education staff.

Plan to recruit students:

CCID will recruit students by public notification in newspapers, radio advertisements, the Valley Channel (A local TV channel broadcast in Cache Valley), and social media. CCID will also post information for the school at the Cache Valley Bus Terminal on 500 North in Logan and in grocery stores, and the Cache Valley Food Pantry. CCID is interested in recruiting from the Migrant Preschool, which is situated on the border of Logan and Providence. These children are ages 2-5 and have older brothers and sisters who have become fluent English speakers because of the support system in the valley and would benefit greatly from this architecture of education. CCID will also recruit new students by hosting summer camps for students to give them an idea of what a student at CCID would experience. We will also hold open houses for the public.

Application Procedures:

The written application will be available online at CCID web site. The application will also be mailed to those who have expressed an interest in attending the school. Once the application is received and reviewed for completeness, the applicant's name will be added to the master list until the enrollment period is over. Applications must be received before the deadline to be considered for the open enrollment or lottery, if it becomes necessary. Applications received after the deadline will be placed on the waiting list according to the date it was received.

Admission:

CCID is a public charter school that does not discriminate on the basis of disability, race, creed, color, gender, national origin, or religion. CCID admissions and transfer policies comply with the Utah Code 53A-1a506.5.

CCID serves Kindergarten through 8th grade, with two classes per grade and a maximum of 26 students per class per grade, and 28 students in 3-8. In filling the school with students, the mission of CCID is considered at every applicable instance. This mission is to create a student-centered K-8 charter school that provides a challenging, integrative, and field-based STEM-centered curriculum. CCID uses research supported strategies, a positive learning environment, and collaborative student/community partnerships to foster a passion and curiosity for the STEM disciplines.

CCID fills its student enrollment based on the following priority:

1. Open Enrollment:

Once a student has been admitted to the school through an appropriate process, he or she may remain in attendance through subsequent grades.

A new applicant for admission to the charter school, however, would be subject to the lottery if, as of the open enrollment closing date, the total number of applicants exceeds the number of spaces available at the school. Open Enrollment dates will be publicly announced and will adhere to Utah State Statute.

2. Lottery Selection:

A lottery is a random selection process by which CCID admits applicants. CCID will use a lottery if, during the open enrollment period, more students apply for admission to the charter school (in any grade) than can be admitted. During a public meeting, an accepted lottery process will be used to select students. The random drawing will begin with 8th grade, proceeding down through kindergarten, and each student is assigned a number identifying the order in which they are drawn. Following the lottery, preferential enrollment is addressed. Subsequently, classes are filled to capacity using the sequence obtained from the lottery drawing.

When a student is admitted to the school through the process, all siblings of that student are admitted immediately, if space is available. If space is not available for a particular grade, that sibling will be placed on the waiting list. Students not selected will remain on a waiting list, preserving the order as determined by the lottery, giving preference to siblings of attending students. CCID will notify (in writing) applicants of the lottery results within two weeks of the lottery process. Students placed on the waiting list will be given the opportunity to attend the school if openings become available during the school year. Students' parents or legal guardians have five business days to accept in writing the opening. Students who apply after the enrollment period will be admitted as space allows or will be added to the waiting list through subsequent lotteries.

CCID will also keep those interested applicants posted by maintaining a listing on the school's website beginning no later than 60 days before the school's initial period of applicants.

3. Preferential Treatment:

Admission preferences will be based on sibling enrollment, parent/grandparent employment, or other preferences allowed by state law. CCID Preferential Treatment Policy will also be based on students from the homeless population, at any time to protect the health or safety of a student, or times other than those permitted under standard policies if there are other conditions of special needs that warrant consideration. In the event that capacity is not available, the student will be placed on the waiting list. Students placed on the waiting list will have the opportunity to attend CCID if openings occur during the year. Families will be notified and have three school days to accept the opening in writing.

CCID is anticipating an opening date of the school year 2017.

Transferring from a charter school to another charter school or a district school:

Transfers between Utah's public charter schools and school districts are governed by Utah State Law.

Transferring to CCID:

If a student has been offered a position at CCID and wishes to accept, the student's parent must complete the Notification of Transfer and Request for Records Form, obtain the required signature from the student's current school, and submit it to CCID administration before the deadline provided in the student's acceptance letter. CCID will also notify the student's current school district of the transfer to allow for schools to implement the necessary changes.

SECTION 4: PROGRAM OF INSTRUCTION

1. Identify the school's philosophical approach to educating students and ensure that educational priorities are meaningful, manageable, and measurable, and focus on improving student outcomes:

CCID intends to use a hybrid of curricula that have already been developed and teacher developed curricula.

CCID is firmly rooted in the belief expressed by Linda Darling-Hammond, a professor of education at Stanford and founding director of the National Commission on Teaching and America's Future, "Today the top three skills in demand by Fortune 500 businesses are teamwork, problem-solving, and interpersonal skills." We need schools that are developing these skills." In keeping with this declaration, CCID has embraced as its three core values: creativity, innovation, and discovery. Educational experiences, programs, delivery of instruction, facilities, and all teaching and learning will be driven by these core values.

Weaving together CCID's core values and the Utah Core Standards, with a focus on integrative STEM education, gives students opportunities to make sense of the world holistically, rather than by bits and pieces. In addition to the Utah Core Standards, CCID will incorporate wherever possible The National Science Education Standards (NRC, 1996)¹¹; the National Teachers of Mathematics Standards (NCTM, 1989 and 2000)¹²; the National Technology Standards for Students (ISTE, 1998, 2007)¹³; *the Standards for Technological Literacy (ITEA, 2007)*; *American Society of Engineering Education (ASEE, 2007)*, and Next Generation Science Standards (NGSS, 2014)¹⁴.

In simplistic terms CCID's philosophy is deeply rooted in the three R's: make it REAL, make it RELEVANT, and make it RIGOROUS. This philosophy manifests itself through the purposeful use of project-based, placed-based, discovery-based, and inquiry-based pedagogy.

2. Show the selected curricula are consistent with the school's mission, vision, and educational program design:

It's no longer enough just to "know stuff" or to master the fundamental skills of reading and writing; of course, that's still vitally important, but of equal importance is owning a set of complex skills that go beyond straight facts, skills that are necessary to succeed in today's world: teamwork, critical thinking, communication, decision-making, etc. That's the primary benefit of project-based learning. It combines traditional classroom knowledge with real-world expertise and skills to better prepare students for success.

¹¹ "National Science Education Standards - The National ..." 2007. 2 Aug. 2015
<<http://www.nap.edu/openbook.php?isbn=0309053269>>

¹² "Principles and Standards - National Council of Teachers of ..." 2015. 2 Aug. 2015
<<http://www.nctm.org/Standards-and-Positions/Principles-and-Standards/>>

¹³ "National Educational Technology Standards Project - ISTE." 2007. 2 Aug. 2015
<<http://www.iste.org/STANDARDS>>

¹⁴ "Next Generation Science Standards." 2010. 2 Aug. 2015 <<http://www.nextgenscience.org/>>

The finding of experts, such as David Sobel, have helped in the development of CCID's educational model. Sobel has researched place-based education and found that it "fosters students' connections to place and creates vibrant partnerships between schools and communities. It boosts student achievement and improves environmental, social, and economic vitality."¹⁵

Sobel describes place-based education as "the process of using local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science, and other subjects across the curriculum. Emphasizing hands-on, real-world learning experiences, this approach to education increases academic achievement, helps students develop stronger ties to their community, enhances students' appreciation for the natural world, and creates a heightened commitment to serve as active, contributing citizens, community organizations, and environmental resources in the life of the school."¹⁶ Students at CCID will benefit from place-based education, not only in the classroom but as our students move on into adulthood.

Educational Design:

English Language Arts: All grade levels will receive a minimum of 90 minutes of integrated language arts instruction each day such as: Readers Workshop, Writers Workshop and Guided Reading. Programs like Lucy Calikins and Fountas and Pinnell will be used to guide instruction. While this learning period focuses primarily on developing language arts skills, it will be well-integrated with students' expeditions as students explore texts, compose and revise writing samples that align with the standards focused on in each expedition.

Math: All grades will receive a minimum of 75 minutes of math and critical thinking practice each day. CCID will use a math program similar to Singapore Math. Math will be taught in authentic ways as students take part in project and place-based learning.

CCID will use Virginia Tech's IntegraTIVE STEM teacher training as a model to train and support faculty in developing skills to create and implement integrative project and place-based learning experiences for students. Virginia Tech are pioneers in the development of IntegraTIVE STEM methods and pedagogy. CCID will continue to seek opportunities to collaborate with Virginia Tech and other leaders in the field of IntegraTIVE STEM.

Daily Schedule:

¹⁵ Sobel, David. "Place-based education: Connecting classroom and community." *Nature and Listening* 4 (2004).

¹⁶ Sobel, David. "Place-based education: Connecting classroom and community." *Nature and Listening* 4 (2004).

CCID will use flexible modular (flex-mod) scheduling for our daily schedule. Flex-mod allows the day to be chunked into smaller 20 or 30 minute modules or time blocks which can then be scheduled in short, medium or long segments. This allows for scheduling of different group sizes in different grades throughout the day.

With the adoption of the flex-mod scheduling, CCID is able to enhance its integrative STEM-instructional methods. If a classroom teacher needs to work with a small group, the rest of the class can choose to use the time for independent work, lab work, or tutoring with another teacher. The students will decide how best to use their time in order to reach the objective of the assignment. If a student is working on a writing assignment, they have the choice to spend a time-block working on the assignment in the writing lab, getting help from the teacher who is tutoring during that time block, or working with a peer on revisions and editing.

The choices that are available are similar to college students, that is, they can decide to work independently, with a study group, with a tutor or get assistance from the instructor. If a student is finished with a math assignment then he or she can use the time block to work on another project. Students will be encouraged to take responsibility for their time and their assignments.

This innovative scheduling gives teachers the freedom to manipulate time blocks, grouping procedures, classroom spaces, and instructional materials. It also requires a great deal of focus and responsibility. Teachers must decide what the learning objectives are and what students need to reach those objectives. Collaboration and communication throughout the faculty and staff will be essential for scheduling success.

One of the most valued advantages of flex-mod scheduling is that it gives high precedence to shifting responsibility for learning from the teacher to the students. Modular scheduling practice requires new levels of student involvement. Students in lower grades will be eased into “your choice” time blocks. Students will have a checklist of projects they are working on, and will be required to choose between independent-time, peer tutoring or practice with a teacher. Students’ SMART goals will guide what students do with their flex-mod schedule. Flex-mod schedules will be closely monitored with a gradual release strategy in place, which gives more responsibility to students as they learn to use their time in more effective ways.

In cases where a student may not respond to a positive discipline approach student behavior will be addressed with a contracted behavior specialist.

A typical school day at CCID may look like the following:
(The daily schedule will be modified as appropriate to meet the instructional demands of younger or older students.)

Time	Module	Activity
8:15 - 9:00	Reading Workshop	Instruction in Reading, Spelling, Speaking
9:00 - 9:30	Math, Reading, Writing Project Lab	Individual and Group Project Work
9:30 - 10:00	Electives	Performing and Fine Arts, Library, Technology, Physical Education
10:00 - 10:45	Math Workshop	Instruction in Math
10:45 - 11:15	Math, Reading, Writing Project Lab	Individual and Group Project Work
11:15 - 12:00	Lunch	Lunch, Recess, Socializing
12:00 - 12:45	STEM Workshop	STEM Specific Instruction and Experiences
12:45 - 1:30	Writing Workshop	Instruction in Writing
1:30 - 2:00	Electives	Performing and Fine Arts, Library, Technology, Physical Education
2:00 - 2:45	Science & Social Studies Workshop	Instruction in Science & Social Studies
2:45 - 3:30	Daily Wrap-up	Homework, Projects, Missed Assignments

3. Present a clear and coherent framework for teaching and learning, particularly in core academic areas, and demonstrate alignment with the Utah State Core Standards:

ALIGNMENT WITH THE UTAH STATE CORE STANDARDS

The emphasis of STEM at CCID learning is for students to explore real-world problems and acquire a deeper knowledge of state curriculum. As our teachers plan their instruction, they refer to the Utah Common Core Standards for guidance. These standards outline what we need to teach to students. It is ultimately up to the teacher to decide, based on students' needs what strategies are appropriate for each classroom. To accomplish this our faculty will look at the big picture. As faculty, teacher will study the state standards at each grade level to ensure that they are familiar with not only their particular grade level, but with the vertical expectations as well.

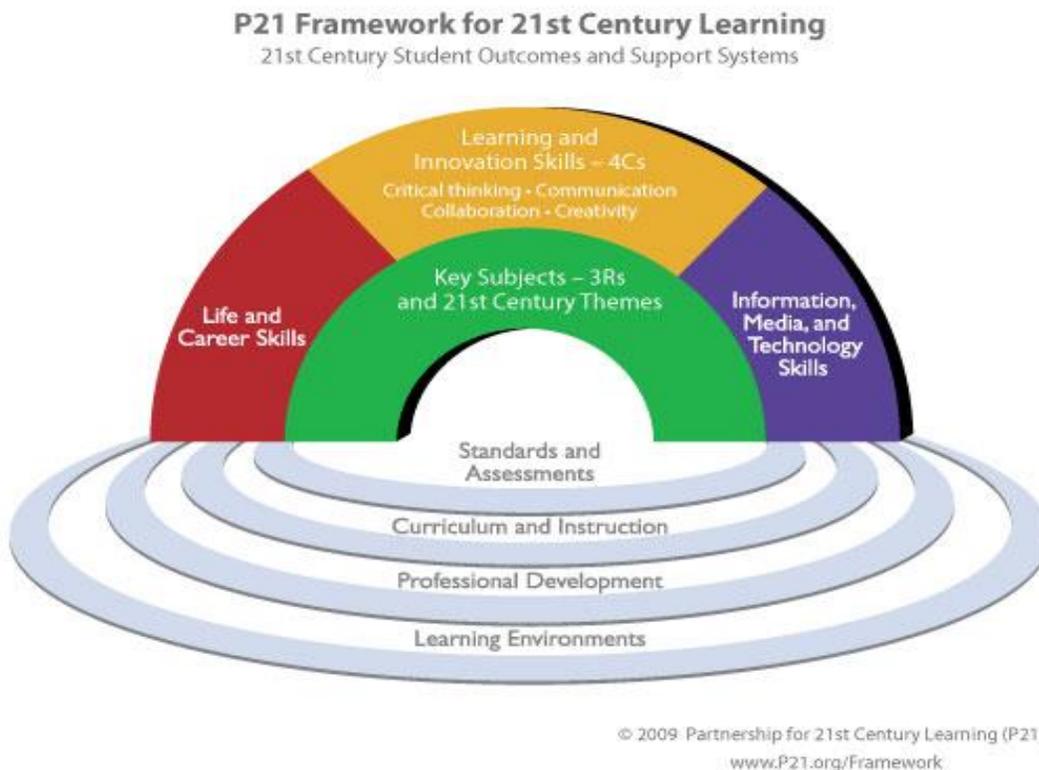
By understanding the big picture, teachers are able to plan instructional, authentic projects that build upon foundational skills to prepare students for subsequent learning. The STEM integrative projects that we delve into are students driven. The ideas stem from interest and questions posed by students and are most often place-based.

21ST CENTURY STUDENT OUTCOMES

To help CCID integrate skills into the teaching of core academic subjects, we will partner with the Partnership for 21st Century Learning (P21). P21 has developed a unified, collective vision for learning, known as the Framework for 21st Century Learning (Framework). This Framework describes the skills, knowledge, and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise, and literacies.

Every 21st century skill implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge. Within the context of content knowledge instruction, students will also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication, and collaboration.

The Framework represents both 21st century student outcomes (as represented by the arches of the rainbow) and support systems (as represented by the pools at the bottom).



Key Subjects and 21st Century Themes

Mastery of key subjects and 21st century themes are essential to student success. Key subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government, and civics.

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration.

Media and Technology Skills

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills such as: Information literacy, Media literacy, Information, communications and technology literacy.

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally-competitive, information age requires students to pay rigorous attention to developing adequate life and career skills, such as: Flexibility and Adaptability, Initiative and Self-Direction, Social and Cross-Cultural Skills, Productivity and Accountability, and Leadership and Responsibility.

4. Demonstrate understanding of relevant instructional strategies:

Project Lead the Way (PLTW) is the nation's leading provider of STEM programs. Through world-class K-12 curriculum, high-quality teacher professional development, and outstanding partnerships, PLTW is helping students develop the skills needed to succeed in the global economy. The project-based aspects of the PLTW curriculum give students a chance to apply what they know, identify a problem, find unique solutions, and lead their own learning, rather than be passive recipients of information in a question-and-answer, right-or-wrong learning environment. When students understand how their education is relevant to their lives and future careers, they get excited, and that is why PLTW students are successful.

PLTW developed programs using the following approach and guiding tenets:

Collaboration: PLTW seeks ongoing input and feedback from students, teachers, administrators, and subject matter experts.

Research/Evidence-Based: PLTW follows Wiggins and McTighe's approach - Understanding by Design® - to develop a cohesive and coherent instructional path for students.

Problem-Based: PLTW designs activity-, project-, problem-based experiences to prepare students to solve problems. This approach creates scaffolding for student learning and provides the rigor and relevance that engages and empowers our students.

PLTW Launch (Launch) (the program for kindergarten through fifth grade): Students become problem solvers through Launch. Students use structured approaches, like the engineering

design process that allows students to employ critical thinking. They apply STEM knowledge, skills, and habits of mind, learning that it is OK to take risks and make mistakes. As teachers and students learn and discover together, education becomes far more engaging. Launch is designed to offer maximum flexibility and will work in a variety of settings and scenarios.

Launch curriculum includes 24 modules aligned to grade-level standards. The 10-hour modules are presented in pairs that combine to create a thematic unit. CCID will have the flexibility to introduce the modules that they want, when they want, at the grade level they want. Additionally, the flexibility of the PLTW modules allows teachers to customize and personalize the curriculum to align with the Utah Core Standards.

Modules Aligned to Kindergarten Standards

- Structure and Function: Exploring Design

- Pushes and Pulls

- Structure and Function: Human Body

- Animals and Algorithms

Modules Aligned to First-Grade Standards

- Light and Sound

- Observing the Sun, Moon, and Stars

- Animal Adaptations

- Animated Storytelling

Modules Aligned to Second-Grade Standards

- Materials Science: Properties of Matter

- Materials Science: Form and Function

- The Changing Earth

- Grids and Games

Modules Aligned to Third-Grade Standards

- Stability and Motion: Science of Flight

- Variation of Traits

- Programming Patterns

Modules Aligned to Fourth-Grade Standards

- Energy: Collisions

- Energy: Conversion

- Input/Output: Computer Systems

- Input/Output: Human Brain

Modules Aligned to Fifth-Grade Standards

- Robotics and Automation

- Robotics and Automation: Challenge

- Infection: Detection

- Infection: Modeling and Simulation

PLTW Gateway (Gateway) (program for middle school students) provides engineering and biomedical science curriculum for middle school students that challenges, inspires, and offers variety and flexibility. Students get rigorous and relevant experiences through activity-, project-,

and problem-based learning. They use industry-leading technology to solve problems while gaining skills in communication, collaboration, critical-thinking, and creativity.

Through topics like coding and robotics, flight and space, and DNA and crime scene analysis, middle school students engage their natural curiosity and imagination in creative problem solving. Gateway is a strong foundation for further STEM learning in high school and beyond, challenging students to solve real-world challenges, such as cleaning oil spills and designing sustainable housing solutions. Using the same advanced software and tools as those used by the world's leading companies, students learn how to apply math, science, technology, and engineering to their everyday lives.

Gateway is divided into independent, nine-week units (assuming a 45-minute class period) and is designed to be taught in conjunction with a rigorous academic curriculum. Schools that offer the program implement both foundation units and may add any combination of the specialization units. As with the Launch modules, teachers have the flexibility to customize and personalize the curriculum to closely align with the Utah Core Standards.

Foundation Units

Design & Modeling

- Automation & Robotics

Specialization Units

- Introduction to Computer Science 1
- Introduction to Computer Science 2
- Energy & the Environment
- Flight & Space
- Science of Technology
- Magic of Electrons
- Green Architecture
- Medical Detectives

The Discovery Program:

The essence of The Discovery Program (Discovery) that will be used at CCID is integrating content areas into meaningful learning experiences with a consistent focus on literacy. Discovery founders Bryce Passey and Eric Newell's model of Discovery is that kids will connect with literature if they simultaneously participate in a series of carefully planned experiences that relate directly to the story they are reading. Through journaling, students are able to express their thoughts and opinions about the book and make connections to themselves and the world. Through this literacy model, learning comes alive for students.

Discovery instruction is based on a constructivist approach, the idea that students learn best by constructing meaning from experiences. Core subjects of Language Arts, social studies, and science will be integrated into the Discovery program. Using a faculty, team-teaching model

allows one of the teachers to be with a small group of students for field experiences while the other team teachers stay in the classroom with the remaining students. This arrangement eliminates the need to pay for substitutes.

Professional Development

Research consistently finds that effective professional development requires a significant amount of teacher time. The ideal structure for ongoing professional development is to provide teachers time embedded in the school day, preferably setting aside three to four hours per week for collaboration and coaching.¹⁷

The Center for Public Education has a considerable body of research that identifies the five characteristics of effective professional/staff development. CCID will use the following five principles when planning and implementing professional development.¹⁸

Professional Development Principle 1: The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem.

Professional Development Principle 2: There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice.

Professional Development Principle 3: Teachers' initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate actively in making sense of a new practice.

Professional Development Principle 4: Modeling has been found to be highly effective in helping teachers understand a new practice.

Professional Development Principle 5: The content presented to teachers shouldn't be generic, but instead specific to the discipline (for middle school and high school teachers) or grade-level (for elementary school teachers).

CCID recognizes it is critical to its own success to ensure all faculty and staff are fully committed to our mission. In order to accomplish this, CCID anticipates that faculty and staff will need a significant amount of training and support beyond that which is typically provided. In order to build the capacity of faculty and staff to foster student collaboration and STEM skills, professional development will use collaborative approaches to institutionalize integrative teaching and learning that goes beyond individual classrooms to defining the ethos of the school. The design of professional development experiences will address how teachers learn.

¹⁷ Darling-Hammond, L., Chung Wei, R., Andree, A., & Richardson, N. (2009). Professional learning in the learning profession: A status report on teacher development in the United States and abroad. Oxford, OH: National Staff Development Council.

¹⁸ <http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teaching-the-Teachers-Effective-Professional-Development-in-an-Era-of-High-Stakes-Accountability/Teaching-the-Teachers-Full-Report.pdf>

Professional development at CCID will be grounded in the teacher's own practice. These opportunities may include: shared planning activities and collaboration on curriculum, observation and critique of each other's instruction, shared leadership, collective creativity, shared goals, values, and vision.

This type of collective professional development at CCID will result in a trusting environment that provides a basis for inquiry and reflection into teacher's own practice, allowing teachers to take risks, solve problems, and attend to dilemmas in their practice.

In order to facilitate the time intensive professional development CCID envisions, each Friday will be dedicated to professional development. Friday schedule will allow half of the faculty to be involved in full day professional development as follows:

- 1st Friday - 1st, 2nd, 6th, 7th grades PLC - Professional Development
- 2nd Friday - 3rd, 4th, 5th grades PLC - Professional Development
- 3rd Friday - 1st, 2nd, 6th, 7th grades PLC - Professional Development
- 4th Friday - 3rd, 4th, 5th grades PLC - Professional Development

Friday will be early release for students. Regular school will be held from 8:15 - 12:15. Instructional schedule will be modified to permit students to choose their learning experiences. Students will choose experiences from a variety of offerings such as: field excursions, music, dance, art, maker space, theater, sports, computers/coding, choir, cooking, sewing, group/individual STEM projects, gardening, robotics, drafting, fashion design, wood working, etc. Each experience will last for 4 to 6 weeks. The faculty not involved in staff development will provide supervision and instruction for these experiences, including but not limited to: the Director, teaching specialists, librarian, cafeteria workers, custodians, governing board members, parents, community volunteers, and hired help.

Technology:

Students at CCID will use portable technology for fieldwork to write, read, input data, etc. This technology could be ipads, laptops, smartphones. Students will also use maker space technology that students create and/or engineer such as robotics, Legos, electronics, woodworking, sewing, programming and other skills that students are encouraged to dream up. Our technology will change as the needs and interests of our students grow and develop. Our Instructional Technology Specialist will oversee the needs of the faculty and students. At this time, this is a part time position.

SECTION 5: PERFORMANCE MEASURES

A good accountability system gives educators appropriate data for making instructional and other educational decisions and should be based on multiple measures and methods of measuring both student-learning and school quality. Student performance and school quality at CCID will be measured based on high-quality, state assessments that measure 21st century skills, local and teacher-designed classroom assessments, and PLPs.

A Proficiency Growth model will be used to track and monitor student growth. CCID will use The Focus Assessment Model as a framework for student and school assessment.

F - Formulate a plan. Disaggregate student performance data.

O - Optimize time by preparing and following a timeline. Plan the instructional calendar.

C - Concentrate on teaching standards and collaborate with the instructional team.

U - Utilize assessments at short, frequent intervals. Monitor student progress using a variety of assessments to maintain and monitor the teaching and learning process.

S - Sustain learning with tutorial, enrichment, and maintenance activities by providing tutorials for re-teaching and/or enrichment for objectives that have been mastered.

CCID embraces The Utah Effective Teaching Standards and essential dispositions, particularly Standard 5, as it applies to assessment. Teachers at CCID will engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in state content standards have been met.

Teachers at CCID will:

1. Design or select pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and engages the learner in demonstrating knowledge and skills.
2. Engage students in understanding and identifying the elements of quality work and providing them with timely and descriptive feedback to guide their progress in producing that work.
3. Adjust assessment methods and make appropriate accommodations for English Language Learners, students with disabilities, advanced students, and students who are not meeting learning goals.
4. Use data to assess the effectiveness of instruction and to make adjustments in planning and instruction.
5. Document student progress and provide descriptive feedback to students, parents, guardians, and other stakeholders in a variety of ways.
6. Understand and practice appropriate and ethical assessment principles and procedures.

Indicator	Measure	Metric	Board Goal
Student Academic Performance and Engagement	Data supported academic progress	Student Personalized Learning Plan (PLP) goal completion and Growth to Proficiency targets will demonstrate mastery of individualized achievement	80% of students are meeting their Personalized Learning Plan goals and developing skills to meet state standards of proficiency by end of school year.
Student Academic Performance and Engagement	Increase choice of learning opportunities for students	Use Integrative STEM education to build authentic connections to standard based curriculum and 21st Century skills	90% of students will design and/or create a product, system or environment that provides solution to practical problems by the end of the school year.
Uphold mission and vision	Authentic Project-based Discovery program and STEM (PLTW) experiences	Students will explore the world around them, reflect on their learning, separate fact from fiction and consider how to share their understandings with others.	90% of students will successfully complete 2 Project Lead the Way Modules and 2 Discovery experiences.
Uphold mission and vision	Intentionally and purposefully practice Creativity, Innovation and Discovery	Creatively generate, participate and critically evaluate ideas in music, poetry, dance, dramatic literature, inventions, technical innovation, media, photography, cooking, architecture, engineering, nature	By the end of the school year 90% of students will demonstrate readiness skills such as collaboration, communication, creativity and presentation.
Student engagement and development through appropriate curriculum delivery strategies	Faculty will work collaboratively to produce highly effective lessons which will be shared across grades	Faculty will observe, reflect and plan to guide instructional decisions based on Utah Core Standards. STEM curriculum will be implemented through authentic and functional experiences	Twice a year students will demonstrate their understanding of the information previously presented while engagement will be determined through authentic assessments.
Student engagement and development through appropriate	Faculty will work collaboratively to produce highly effective lessons which will be shared across	Faculty will observe, reflect and plan to guide instructional decisions based on Utah Core Standards. STEM curriculum will be implemented through	90% of students will demonstrate retention through end of level and state administered assessments as well as school lesson trackers to show that they have been able to retain previously taught material.

curriculum delivery strategies	grades	authentic and functional experiences	
Student engagement and retention	Create a positive interpersonal climate between parents/guardians , students and school personnel	Connect students and parents to school by cultivating home-school relationships	All Parents and guardians will be offered regular communication with school staff to maintain familiarity with their child’s schedule, courses and growth toward proficiency

Assessment

The goal for assessment at CCID is to accurately determine whether students have learned the materials or information and reveal whether they have mastery of the content with no misunderstandings. Just as researchers use multiple data sources to determine the truthfulness of the results, teachers at CCID will use multiple types of assessment to evaluate the level of student achievement. Because assessments involve the gathering of data or information, some type of product, performance, or recording sheet must be generated.

Qualitative Assessment

Quality assessment in elementary school makes the most of the process, involving both student and teacher, evaluating learning and learning styles and pin-pointing problem areas for the teacher and the individual student, as well. To teach effectively, teachers need to know if their teaching methods are working and how well their students are learning. By assessing the progress of individual students as well as the class as a whole, a teacher can judge if his or her presentation of the subject matter has been successful. Examples of quantitative assessments may include: inventories, standardized tests, pre and post tests, quizzes.

Personalized Learning Plans (PLPs)

Each student at CCID will develop a (PLP) in conjunction with his or her teachers and parents. The purpose of the PLP is to deepen and strengthen the learning experience for CCID students. PLPs are consistent with CCID’s philosophy of treating students as individuals who are invested in their own learning.

The PLP is an adaptable document that is used to guide students through Utah’s rigorous Core Standards and help them set goals, monitor their progress, and reflect on their level of success. Students, with adult guidance, including staff and parents, propose ideas/goals for the personalization process. Personalization is not “doing your own thing” or altering the core standards; it is the core experience with a variety of options based on student interest and competence. Personalization also refers to adapting individual classroom experiences to provide students with a pace and that is depth appropriate to their abilities and interests.

There are many types of performance-based assessments. Each type of assessment brings with it different strengths and deficiencies relative to credible and dependable information. Because

it is virtually impossible for a single assessment tool to adequately assess all aspects of student performance, the real challenge comes in selecting or developing performance-based assessments that complement both each other and more traditional assessments to equitably assess students' achievement and/or performance. The following are some examples of various types of performance-based assessments that will be used at CCID.

Assessment and Performance Measures

CCID's assessment system will include multiple assessment types that are matched with the needs of teachers (to make decisions regarding instruction) and learners. CCID's performance-based assessment system requires students to engage in time-intensive, in-depth research projects and papers, to engage in rigorous performance tasks that require students to think like historians, solve problems like mathematicians, conduct experiments the way scientists do, critically interpret works of literature, and speak and write clearly and expressively. Students in our performance-based assessment system will orally present and defend completed work to external audiences.

Using Observation in the Assessment Process

Observation is a skill used with several performance-based assessments. It is often used to provide students with feedback to improve performance. However, without some way to record results, observation alone is not an assessment. Therefore, some type of written product must be produced if the task is considered an assessment. Teachers and peers at CCID will use a checklist of event-recording schemes to tally the number of times a behavior occurred. Additionally, students will self-analyze their own performance and record their performances using criteria provided on a checklist.

Individual or Group Projects

Projects typically require students to apply their knowledge and skills while completing the prescribed task, which often calls for creativity, critical thinking, analysis, and synthesis. Criteria for evaluating the projects are developed and the results of the project are recorded. Group projects involve a number of students working together on a complex problem that requires planning, research, internal discussion, and presentation. Group projects at CCID will include a component that each student completes individually to avoid having a student receive credit for work that he or she did not do (another way to avoid this issue will be to have members of the group award paychecks to the various members of the group e.g., split a \$10,000 check and provide justifications about the amount given to each person). To encourage reflections on the contributions of others, students are not allowed to give an equal amount to everyone. These checks are confidential and submitted directly to the teacher in an envelope that others in the group are not allowed to see.

Portfolios

Portfolios are systematic, purposeful, and meaningful collections of an individual's work designed to document learning over time. Since a portfolio provides documentation of student learning, the knowledge, behavior and skills that the teacher desires to have students document will guide the structure of the portfolio. The guidelines used to format a portfolio will

be based on the type of learning that the portfolio is used to document. The following are two basic types of portfolios:

- Working portfolio — A repository of portfolio documents that the student accumulates over a certain period of time. Other types of process information may also be included, such as drafts of student work or records of student achievement or progress over time.
- Showcase or model portfolio—A portfolio consisting of work samples selected by the student that document the student’s best work. The student has consciously evaluated his or her work and selected only those products that best represent the type of learning identified for this assessment. Each artifact selected is accompanied by a reflection, in which the student explains the significance of the item and the type of learning it represents.

Rubric

Rubrics will be used to evaluate projects, reports, performances and demonstrations, student logs/journals, and portfolios in much the same manner as any other product or performance. Providing or creating a rubric with students in advance will allow them to self-assess their work and thus be more likely to produce a product of higher quality. Portfolios, since they are designed to show growth and improvement in student learning and are evaluated holistically, are especially suited for rubrics. The reflections that describe the artifact and why the artifact was selected for inclusion in the portfolio provide insights into levels of student learning and achievement.

Performances and Demonstrations

Student performances and demonstrations will be used as culminating assessments at the completion of an instructional unit. Although performances/demonstrations may not produce a written product, there are several ways to gather data to use for assessment purposes. A score sheet or rubric will be used to record student performance using pre-determined criteria. Performances will also be video recorded to provide evidence of learning.

Student Logs

Documenting student participation in a task or project is often difficult. Teachers will assess participation in an activity, project or assignment completed outside of class using logs. Work during class that demonstrates student effort will also be documented with logs. A log records behaviors over a period of time. Often the information recorded shows changes in behavior, trends in performance, results of participation, progress, or the regularity of participation in an activity. A student log is an excellent artifact for use in a portfolio. Because logs are usually a self-recorded document, they are not used for summative assessments unless as an artifact in a portfolio or for a project.

Journals

Journals will be used to record student feelings, thoughts, perceptions, or reflections about actual events or results. The entries in journals often report social or psychological perspectives (both positive and negative) and may be used to document the personal meaning associated

with one's participation. Journal entries would not be an appropriate summative assessment by themselves, but might be included as an artifact in a portfolio. Journal entries are excellent ways for teachers to "take the pulse" of a class and determine whether students are valuing the content of the class. Teachers must be careful not to assess affective domain journal entries for the actual content, because doing so may cause students to write what teachers want to hear (or give credit for) instead of true and genuine feelings. Teachers will hold students accountable for completing journal entries. Some teachers may use journals as a way to log participation over time.

Project Lead the Way (PLTW)

PLTW supports a balanced approach to assessment for all programs, integrating both formative and summative assessments. Through a balanced approach, assessment is an ongoing activity. Students demonstrate their knowledge throughout the course by completing activities, projects, and problems using a variety of assessment tools, such as performance rubrics and reflective questioning, to deepen and expand their knowledge and skills. PLTW's assessment experts apply industry best practices and methods to design, test, and implement End of Course assessments for CCID. The assessments report valid and reliable scores on overall student performance within the course. The End of Course assessment gives students an objective evaluation of their achievement, and stakeholders obtain data to make informed decisions.

21st Century Skills

All 21st Century Skills assessment strategies should align with 21st century skills (see Section 4 Program of Instruction) standards, professional development, and curriculum and instruction. Assessment strategies that measure 21st century skills must be developed with standards, curriculum, instruction and professional development approaches.

Growth to Proficiency Model

Most of us are accustomed to getting information about academic results in the form of a score. Whether it's reported as a number or a letter grade, it tells us basically the same thing—how well students have learned certain subject matter or skills at one point in time. However, a score does not typically tell us how far students grew academically to produce that number or grade. We don't know if the score reflects relatively normal progress, if it represents a huge leap forward, or even if students lost ground.

Using a Growth to Proficiency model to measure student performance, CCID will shift accountability to include measures for how much progress students make, not just whether they meet particular state standards.

Growth models are important for three reasons: First, they conceptually align well with one of the fundamental goals of education—student learning. Second, growth models can provide richer information on student learning than a single score at one point in time because they connect scores from multiple assessments. Third, growth models focus on the educational development of individual students.

A Growth to Proficiency model measures the amount of students' academic progress between two points in time and if students are developing the skills they need to meet state standards of proficiency. CCID recognizes that some students have much farther to go to reach proficiency, even though it remains the minimum target for everyone. A key advantage for using a Growth to Proficiency model at CCID is that students get credit when their progress keeps them on pace to reach an established benchmark — proficient—at a set time in the future. Students are recognized for producing gains in their performance even if their score is below proficient. Some experts suggest that high-performing students lose ground in proficiency measurement models because they incentivize minimum achievement, instead of growth or excellence, and accordingly direct resources toward the lowest-scoring students. Recognizing this tendency, CCID will constantly monitor students who are achieving above the “proficiency” level to ensure their personal targets are adjusted up according to their performance. If students perform above their predicted performance, they are considered to have shown positive growth. If they perform as predicted, then they are considered to have made expected growth. If they perform below their predicted performance, then they are considered to have inadequate growth. It will be up to the governing board to set goals to determine how much students should know and when they should know it. Then the model can be designed to determine which students are meeting those targets.

Semester Assessments

As a means to facilitate an effective Proficiency Growth Model of assessment CCID will concentrate its efforts on depth over breadth. CCID believes the longer exposure to content allowed in a semester calendar allows for better quality of instruction. Rather than learning just the facts, students have more time to learn subject matter and make generalizations. Students need time to absorb new concepts, and forcing them to learn quicker proves inadequate. Moreover, the extra time allows for greater collaboration with not only peers but with teachers. In a project-based learning environment sufficient time for a project/challenge is the difference between success and failure. In general, more time means better quality education and overall instruction possibilities. CCID will formally assess three times each school year: the beginning of the school year to be used as a baseline, again at mid-year and year-end to measure growth and proficiency.

Standards for Student Learning

Mastery scores on curriculum-based assessments will be at or above the State Average for all SAGE tests administered in grades 3 and above, with special education students' goals and mastery determined by IEP. The DIBELS will be used for assessing the acquisition of early literacy skills from 1st through 6th Grade and DIBELS Math (which is directly aligned with the Utah Core standards in mathematics) will also be used. Formative and summative assessments from the supplemental mathematics curriculum may also be completed. In addition, 5th and 8th grade students will complete the Directed Writing Assessment (DWA).

Student Advancement and Graduation

CCID believes that students of all cognitive, academic, social, and emotional levels of development should be educated, to the extent possible, with their own age peer group,

allowing individual needs to be met through differentiated instruction. Grade advancement at CCID will be based on adequate progress across the various dimensions that are regularly being assessed and by an evaluation of the student's best interests. Instructional staff will evaluate student proficiency growth at the end of each year and make recommendations for advancement.

In particular, the instructional staff will consider student growth on formative and summative tests; observations of classroom behavior; physical abilities and social skills; review of student attendance and student portfolio work; and consultations with specialty teachers. Students with IEPs will be evaluated based on the criteria set forth in their IEP's.

SECTION 6: GOVERNANCE

CCID Formation

History:

A few years ago a small group of educators came together to share our frustrations over the increasing demands of a profession that we love. The pressure of increasing test scores was taking creativity, innovation, and discovery time out of the classroom. Schools were devoting more time to instruction on core subjects that in turn took time away from integrating STEM and teaching with project-based and place-based learning.

The research that was coming out showed that women and minorities are still underrepresented in the STEM fields¹⁹. We wanted to be part of the solution in helping all students develop a curiosity and passion for science, technology, engineering and math. As educators that have a passion for the STEM disciplines we created a model that integrates STEM with Utah Core Standards while still including the arts (creativity). As we talked to community members and parents our excitement grew as their interest and encouragement pushed us to go through the process of creating a K-8 charter school.

Some of these educators, Mark Wallin, Karen Steele, Melissa Shunn-Mitchell, decided to start a school where research supported methods and strategies would foster a passion for the STEM disciplines in students. In order to foster this passion, three core values needed to be at the foundation of the school. These core values are: creativity, innovation and discovery. We knew we would need to partner with local businesses in order to create ongoing opportunities for students to see how STEM disciplines are applied in real world situations. Local businesses were excited to help provide demonstrations, mentorships and collaboration opportunities with local students.

As the journey to becoming a charter school began to take shape Barbra Wallin was recruited to be the chief financial officer. Barbra's experience in small business, her education in technical writing and her interest in a creative educational experience for students have made her a great fit on the governing board. As a mother, she has been able to share her insight on how hands-on learning could help students in our valley.

Bryan Morgan was also recruited because of his local small business experience. He also serves on the non-profit automotive advisory council for Bridgerland Applied Technology Center (BATC). Through this commitment he has helped guide their curriculum, determine budget strengths and weaknesses and students' recruitment and retention. That Bryan has a passion for strengthening educational opportunities in Cache Valley has been a huge benefit for our governing board.

¹⁹ "Minorities, Women Still Underrepresented in STEM Fields ..." 2014. 22 Aug. 2015
<<http://www.usnews.com/news/stem-solutions/articles/2014/02/06/minorities-women-still-underrepresented-in-stem-fields-study-finds>>

Kimberly Lott is providing the governing board with her knowledge of science teaching methods and best practices. Kim has taught hundreds of pre-service teachers in her Science Methods courses at Utah State University. She understands firsthand the benefits of hands-on projects for students to support engagement and retention. Her knowledge of current science research has been invaluable as we have created our school model.

As our governing board has grown we will continue to recruit advisory members who will provide insight, expertise and collaboration efforts to ensure that we are providing our students with real life, integrative STEM experiences. Our goal is to work with community partners to help strengthen the bond of community as we educate our children for the future.

Board Governance and Administration:

CCID will establish a clear distinction between “governance” and “administration”. The governing board will focus its attention on major decisions – monitor school progress toward meeting the student achievement and other objectives agreed to in the charter contract, budget approval, school wide policies, strategic planning, charter school administration appraisal and support. Administration will be responsible for the development and delivery of educational programs and support services on a daily basis. Simply put this arrangement allows for the board to govern and the administrators to manage.

Utah Non-profit

The Center for Creativity, Innovation and Discovery is legally a Corporation – Domestic – Non-Profit with the entity number 9136309-0140.

Articles of Incorporation & Bylaws:

Articles of Incorporation and Bylaws adapted during the CCID Governing Board meeting on September 23, 2015. Please refer to Appendix A, B, and C.

Recruitment of Board Members:

CCID’s Governing Board will conduct annual assessments of the members’ participation, determine who will remain on the Board in the coming year, and recruit new members accordingly. Recruitment of members of the Governing Board will vary based on the needs of CCID at the time of recruitment and whether CCID is in formation and founding years or operational years. During the formative years, prior to CCID opening and the first few years of operation, CCID will specifically recruit individuals from the community that have experience and expertise in non-profit management, the law, real estate development, accounting and financial management, marketing, fund-raising, and education. Individuals will be recruited by Board members using various methods including Board Match forums, posting the Utah Non-profit Association’s online position board, and notification of openings in the CCID Community Newsletter/website/social media. In order to recruit, the Governing Board will prepare and give to interested parties a presentation about CCID and a recruiting folder containing Board Agreements, brochure, current strategic plan, and Board Calendar.

Background Information Sheets and Consent for Background Checks:

See Attachment B for the full documents.

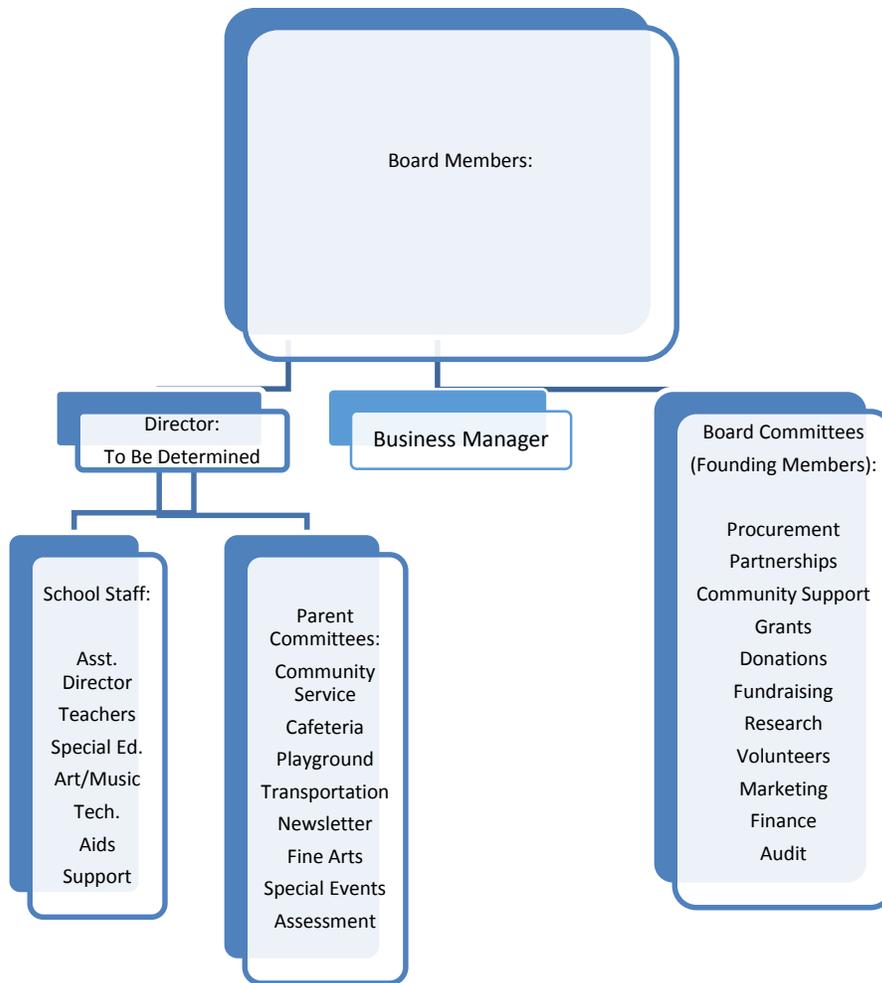
Responsibilities of Governing Board Members:

Because CCID is a non-profit organization and public charter school, as described above, the Governing Board is the entity that is legally-obligated to oversee the organization's activities. Their primary functions involve:

- Ensuring that the activities of the school align with its mission and vision.
- Creating a strategic plan for the school.
- Ensuring compliance with all relevant state and federal regulations.
- Enacting and exercising oversight over the budget to ensure the responsible management of public funds.
- Overseeing fundraising and marketing activities of the school.
- Being responsible public servants who represent the school and community well.
- Creating policies to guide the practices and procedures followed at the school.
- Hiring and overseeing of the School Director.

Organizational Charts:

Below are charts demonstrating the relationship of various individuals and councils at CCID. The first shows the existing structure during the start-up and planning phase. The second demonstrates the way this governing structure will exist when CCID opens. The third shows the entire school community from the Governing Board to all employees. The final chart is concerned with the structure of paid faculty and more clearly demonstrates the organization of the staff that will be hired to fill these roles.



On-going development of governing board capacities:

In order to ensure that members of the CCID Governing Board are well-versed in their responsibilities, including: governing, oversight and strategic planning; sound and well-accounted financial management of public funds; compliance with all state and federal legal obligations; responsibility to represent the community’s interests; and ensuring alignment of activities with the mission and vision of CCID, the Governing Board has completed and adopted the following practices:

1. On-going professional development at monthly meetings, including adopting a discussion schedule that includes completion of all USOE board training modules by April 2017.
2. Training sessions by Tina Smith and Debby Llewelyn of the Utah Association of Public Charter Schools.
3. Preparation to submit background checks on all Governing Board Members and Executive Director by May 2016.
4. Assurance of submission of Charter Application to USOE and relevant school districts.

5. Formation of a Board Development Committee to over-see and implement on-going professional development, creation of board member agreements and board books, and scheduling a strategic planning meeting for spring 2015.
6. Creation of a Board Calendar including, but not limited to:
 - a. Annual Budget Approval (for upcoming and previous year)
 - b. Review of Form 990
 - c. Governing Board Meetings
 - d. Committee Meetings
 - e. Target Dates for Executive Director Hiring and Evaluation Process
 - f. Review of Board Member Agreements & Conflict of Interest Forms
 - g. Annual Retreat (including review of mission, vision, charter, and goals)
 - h. 501(c)(3) submission
 - i. Application submissions for start-up funds
 - j. Application submissions for grants
 - k. Fund-raising events
 - l. Dates for completion of website and marketing materials
 - m. Dates for completion of facility-related events (see Section 8)
 - n. Board Trainings
 - o. UAPCS Conference
 - p. Approval of Utah Consolidated Application (October)
 - q. School Trust Lands training videos and plan approval
 - r. Annual financial audit

As Governing Board members turn-over, it is intended that the practices of regular strategic planning and professional development will continue at monthly meetings. In addition, orientation meetings provided by the President and Executive Director along with the creation of Council member agreements and Council books will help to smooth the transitions and provide education to incoming Governing Board members regarding their responsibilities and the mission and vision of CCID.

Recruiting Board Members, Terms and Cycles

The number of trustees of the corporation shall be fixed by the Board of Directors, but in no event shall be less than 5 and no more than 11, with an expectation of 7 as the desired usual. Directors shall be appointed or reappointed by a majority of the existing Board of Directors at each May annual meeting. Board terms shall end on June 30th of the respective term. The first five years of operation, the founding Board Members (those that joined the Board in the first year of development of the school) may remain on the Board in order to maintain the original vision of The Center of Creativity, Innovation and Discovery.

The rotation should be staggered to insure that at no time all Board of Directors are new to the Board.

New Board Members shall not serve on the Board for more than three consecutive, two-year terms. See Bylaws.

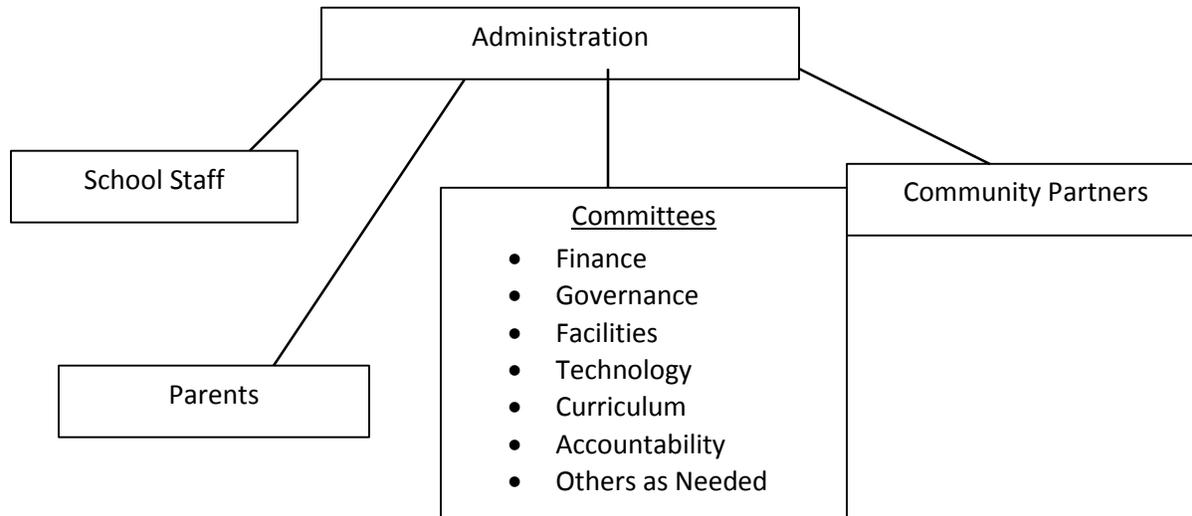
SECTION 7: STAFFING

Organizational Structure of The Center for Creativity, Innovation and Discovery:

The Center for Creativity, Innovation and Discovery (CCID) believes that collaboration creates opportunities for students, educators, and community members to build a better community. The integrative STEM-centered curriculum model that CCID has created supports all faculty and staff to be treated as professional members of our school and community. Each member of CCID is valued and needed to provide a student-centered learning environment.

As detailed in Section 6, CCID is governed by a Governing Board that is responsible for the overall policy, direction and compliance of the school according to Utah law. The Governing Board will hire a Director that will oversee the day-to-day operations of the school.

Governing Board	
Directors (Voting)	Advisory (Non-Voting)
Executive Director Co-Executive Director Chief Financial Officer STEM Advocate	Director Experts Committee Representatives Attorney



Administrative Roles and Responsibilities:

Director: The Director, as the day-to-day leader of the school, must be capable of embodying the school’s vision, mission and goals and translating them into effective policies and procedures. The Director is responsible for instruction and curriculum, personnel decisions, hiring, budgetary and legal compliance.

Specifically, the Director will:

- Work with the Governing Board to ensure that all activities at CCID are aligned with the mission and goals
- Oversee the development and implementation of curriculum and assessment
- Hire, supervise, and evaluate CCID employees
- Meet regularly with Faculty and Staff
- Meet with parents of CCID students, students and community leaders to advance the school's goals
- Oversee student enrollment process and development of class schedules
- Periodically teach students
- Work with the Business Administrator and the Governing Board to adhere to budget guidelines and administer budget
- Work with the Director of Curriculum and Instruction to oversee teacher training, evaluation, and performance
- Work with the Assessment Coordinator to maintain and report assessment data
- Ensure compliance with all relevant State and Federal Regulations
- Oversee facility maintenance and improvements
- Coordinate fire and other drills and implementation of emergency procedures
- Over-see all school-sanctioned fund-raising activities
- Serve as a member of Governing Board
- Regularly attend trainings provided by the USOE
- Represent CCID within the community and
- Perform all other duties customary with the position.

The Director will report regularly to the Governing Board regarding the progress and status of CCID. The Governing Board will seek to hire a Director with the skills and abilities necessary to ensure the full success of CCID.

In particular, the Governing Board will seek a Director who:

- Holds an advanced degree (Master's or higher) in a relevant field of study (Education, Administration, Management, etc.) and has relevant experience in management and education
- Is committed to the mission, vision, and goals of CCID
- Has a demonstrated commitment to Integrative STEM education, field-based, project-based education, place-based education, inquiry-based education
- Has a working knowledge of the relevant State and Federal regulations that will affect CCID
- Demonstrates sound judgment and decision-making skills;
- Possess excellent communication and relationship building skills;
- Is responsive to various stakeholders, such as State Charter School Board, faculty, staff, parents and students
- Has a knowledge of Utah Core Standards, required assessments and relevant pedagogical methods;

- Is organized, efficient and hard-working; and
- Is capable of effectively hiring, managing, supervising and mentoring other staff.

Director of Curriculum and Instruction: The Director of Curriculum and Instruction works with the Director to ensure the quality of instruction at CCID. This experienced teacher serves as a curriculum specialist to mentor and assist newer teachers in using methods describe in Section 4: Program of Instruction, integrating STEM-centered curriculum to teach the Utah Core Curriculum.

Specifically, the Director of Curriculum and Instruction will:

- Mentor teachers on the implementation of integrative STEM-centered curriculum and classroom management;
- Facilitate training and development opportunities for teachers;
- Meet weekly with teachers in team settings;
- Mentor and work with students;
- Work with teachers on the implementation of the Utah Core Standards;
- Assist, as needed, in the management program for classroom activities;
- Procure and facilitate the development of new curriculum and materials;
- Ensure the school’s curriculum aligns with Utah Core Standards and CCID goals; and
- Instruct students during class periods, as needed.

The Director of Curriculum and Instruction will be hired by the Director to provide instructional leadership and oversee the development and implementation of the curriculum, the training, development and mentoring of teachers and student support services. Because teacher training is the key to effective implementation of integrative STEM-centered curriculum, an experienced teacher will be sought for this position. The Director of Curriculum and Instruction facilitates and supports Professional Learning Committees throughout the school.

The Director of Curriculum and Instruction will:

- Be a certified Project Lead the Way Lead Teacher, be in the process of becoming a certified Project Lead the Way Lead Teacher or agree to become a certified Project Lead the Way Lead Teacher within an agreed amount of time that is determined by the Director.
- Have a firm understanding of how to integrate STEM with the Utah Core Standards
- Have experience in the administration, interpretation and development of formative and summative assessments;
- Be skilled in building relationships with and supporting classroom teachers, students and other members of the school community;
- Have experience in mentoring and/or evaluating teaching staff;
- Communicate effectively, both orally and in writing; and

- Be capable of identifying individual student needs, conducting student studies, and addressing student concerns.

Business Administrator: The Business Administrator’s responsibilities will include oversight of the budget and accounting functions at CCID as described in Section 8. The Business Administrator will be hired by the Director, with approval from the Governing Board, to oversee the financial management and budget compliance responsibilities at CCID. In particular, the Business Manager should:

- Have an advanced degree in a relevant field (e.g., Business Management, Accounting);
- Have experience in budgeting, accounting, and/or auditing, preferably at a charter school;
- Demonstrate sound judgment;
- Be able to clearly communicate financial data to the relevant stakeholders;
- Have experience managing funds for a business, non-profit, school or other large organization;
- Be committed to the long-term growth and sustainability of CCID;
- Possess an understanding of relevant federal and state laws regarding the use of funds, accounting and reporting.

Instructional Technology Specialist: The Instructional Technology Specialist will work with the Director and faculty to meet the needs of the school’s growing and changing technology needs.

Specifically, the Instructional Technology Specialist will:

- Advise the Director on Technology
- Oversee technology needs, installation, updates, etc.

Community Outreach & Development Director: The Community Outreach and Development Director will work with the Director and the Governing Board to further CCID’s mission and goals by increasing awareness of the school and its methodologies, building a strong sense of community and ensuring adequate funding.

Specifically, the Community Outreach and Development Director will:

- Build partnerships and facilitate learning opportunities in the broader community;
- Oversee marketing activities;
- Promote CCID in the press and the community;
- Work with the Director and Governing Board to develop branding and marketing campaign;
- Recruit students and families to CCID;
- Maintain the CCID website and other appropriate social media;
- Communicate with families about events and activities at school;
- Respond to electronic requests and inquiries;

- Network with various stakeholders and colleagues;
- Arrange tours and coordinate conferences;
- Serve as an administrative liaison to and member of the Parent Committee, and, as such, help coordinate festivals, outreach, fund-raising, community education, and volunteers;
- Write grant applications and oversee the allocation of grant funds;
- Work on other development and fund-raising objectives.

The Community Outreach and Development Director will be hired by the Director to oversee the public relations, community building and development efforts of CCID.

In particular, the Community Outreach and Development Director should:

- Demonstrate a commitment to the mission and goals of CCID;
- Be familiar with Integrative STEM education and methodologies;
- Possess a working knowledge of website design and optimization, social media, and other electronic resources;
- Have experience in building partnerships;
- Work well with other stakeholders and the public;
- Be capable of networking and building relationships on behalf of CCID;
- Have experience in fund-raising, grant-writing and/or administration of funds;
- Possess excellent written communication skills; and
- Have a working knowledge of grants, development, and revenue streams available to educational institutions.

Student Growth Director: The Student Growth Director will work with the Director, the Director of Curriculum and Instruction and classroom teachers to assist in the use of and administration of assessments at CCID.

Specifically, the Student Growth Director will:

- Oversee the administration of and effective use of formative and summative assessments;
- Provide training to teachers on the use and development of appropriate assessments;
- Help monitor, interpret, report and submit assessment data;
- Provide technical assistance in the use of assessment tools;
- Regularly attend trainings provided by the USOE; and
- Evaluate the fidelity of assessment tools being used at CCID.

The Director will hire the Student Growth Director to work with the Director of Curriculum and Instruction to oversee the use of and development of formative and summative assessments at CCID, including all state-mandated assessments.

In particular, the Student Growth Director should:

- Have an advanced degree in a relevant field of study (e.g., Education);

- Have experience working with other teachers and students;
- Have a working knowledge of the effective development of and administration of both formative and summative assessments; also how it relates to project-based and place-based curriculum
- Generate a scale of grade level growth toward proficiency;
- Have experience in analyzing assessment data and utilizing it in the formation of an educational plan;
- Know how to maintain and report the relevant assessment data;
- Be able to mentor and assist teachers in the use of assessment and
- Have technical knowledge sufficient to manage the requirements of administering and tracking all assessment at CCID.

STEM Director: The STEM Director will work with the Director, Director of Curriculum and Instruction, the Business Administrator and with classroom teachers to ensure the school mission of Integrative STEM is being met and supported.

The STEM Director will be responsible for the following:

- Develop a rigorous education research base to inform innovations in teaching, learning, curriculum and educational materials development
- Works to strengthen STEM education at all levels by providing leadership and direction for ongoing professional development
- Has a focus on grant funding, particularly for the underrepresented in the STEM fields
- Developing and sustaining partnerships within the community and STEM field to promote STEM education for CCID’s faculty, staff and students
- Establishing and maintaining a high priority for STEM focused literacy, projects, programs and curricula that supports teaching and learning and place-based experiences

Teachers as Leaders

Teachers have long served as team leaders, department chairs, association leaders and curriculum developers. In these roles teachers have often served as “representatives” rather than “leaders” who enact change. At CCID teachers will truly be leaders. While recognizing the centrality of teaching, CCID will emphasize the need for teachers to extend their sphere of influence beyond the classroom and into school-wide leadership activities. CCID advocates expanded leadership roles based on the understanding that teachers, because they have daily contacts with learners, are in the best position to make critical decisions about curriculum and instruction. Moreover, they may be better able to implement changes in a comprehensive and continuous manner.

CCID recognizes that a variety of conditions are necessary to support and sustain teacher in leadership positions. Vision, structures, time and skills are all essential to the success of new teacher/leader roles and responsibilities.

Vision

It is important that teacher leadership roles be part of an overall vision and set of values that accepts and expects teachers to participate in leadership.

Structure

Teachers need structure for their work. Although the structure will vary, it must bring legitimacy to the new role and facilitate the understanding that knowledgeable and well-respected teachers can provide leadership.

Time

Time to experiment, reflect and create is essential for teachers. They need time to talk to other teachers, develop materials, deal with conflicts and build collegial relationships.

Skills

There are skills and abilities, which can be labeled and learned, that make leadership more effective. Teachers need access to information and training.

Administrative Assistant: The Administrative Assistant will work directly with the Director in a supportive capacity.

Responsibilities will include:

- Student enrollment and schedules;
- Submission of reports;
- Communications;
- Scheduling and organization of meetings, including agendas and other logistical functions
- Other duties assigned by the Director

Receptionist: The receptionist is in many ways the first impression and face of the school. As such, the receptionists' responsibilities include building personal relationships with students and parents, in addition to tracking attendance, answering phones, assisting students and teachers, and general secretarial duties that may be shared with the Administrative Assistant.

Librarian/IT Specialist: The Librarian/IT Specialist at CCID will be charged with maintaining all print and digital media and resources. Responsibilities will include:

- Maintaining current library of resource and curriculum materials for teacher use;
- Acquiring texts for students in relevant areas of interest, including textbooks for mathematics and readers for language arts;
- Maintaining subscriptions to relevant educational periodicals and making them available to teaching staff;
- Ensuring that technical needs are being met within the school and offering technical assistance, as needed.

Maintenance Supervisor/Gardener: The Maintenance Supervisor/Gardener at CCID will be responsible for maintaining the facility, including making repairs and caring for physical environment. In addition, the position will involve maintenance and oversight of the outdoor play-spaces and garden.

Teaching Roles and Responsibilities

Classroom Teachers: The classroom teacher's first responsibility is to provide a safe, positive and productive learning environment. Classroom teachers hold the primary responsibility for the delivery of the curriculum using creativity, innovation and discovery. They ensure student learning and growth through the use of formative and summative assessments, adjust their teaching and provide additional resources as needed.

Teachers will participate in professional development, Professional Learning Communities (PLC), conferences and other trainings to improve teaching methods and skills. Teachers will use CCID's core values of creativity, innovation and discovery to provide students with project-based, place-based and inquiry-based learning. They will also collaborate in PLCs to create curriculum that covers Utah State Standards through an Integrative STEM lens.

The Director will be responsible for hiring all teachers, with the assistance of the hiring committee, which will include designated members of the faculty including teachers on staff and the Director of Curriculum and Instruction. In hiring teachers, CCID will follow applicable USOE standards. All CCID teachers will have received a bachelor's degree at an approved higher education institution and will hold an appropriate license with areas of concentration and endorsements as approved by the USOE (See R277-510, R277-520, and R277-524) or shall be on track to complete the Alternative Route to Licensure (as provided in Rule R277-503).

Because of the importance of teaching an Integrative STEM-centered curriculum using creativity, innovation and discovery is the foundation of CCID priority will go to applicants that are deemed a good fit according to the Director and the hiring committee.

A teacher at CCID should:

- Have received at least a bachelor's degree at an approved higher education institution;
- Hold an appropriate license with all required endorsements as approved by the USOE or be on track to complete an alternative licensure within 3 years of hiring;
- Demonstrate a strong commitment to the mission, pedagogy and methods of CCID;
- Possess a clear and demonstrable concern for the children to be taught;
- Have experience in teaching, with an ability to demonstrate excellence in project-based, place-based, inquiry-based learning and integrating STEM disciplines
- Be able to differentiate instruction based on the needs of students;
- Understand how to use formative and summative assessment to inform teaching practice;
- Have excellent communication skills and an ability to work well with colleagues, administration, and parents;

- Be able to collaborate with faculty, staff, parents and community members
- Be willing to seek additional training and certification, such as the requirements set forth in NCLB for “Highly Qualified” teachers; and
- Seek continual learning and self-development.

Special Education Coordinator: The SPED Coordinator will be a full-time teacher who works directly with students and helps to coordinate the school’s special education program.

Specifically, the SPED Coordinator will:

- Oversee the development and implementation of IEP’s;
- Mentor and coordinate with other special education teachers, aides and classroom teachers to ensure the needs of special education students are being met;
- Coordinate with other professionals, including psychologists, occupational and speech therapists, doctors, and others;
- Regularly assess student progress;
- Ensure compliance with all relevant state and federal regulations and report accordingly;
- Help develop the budget and documentation necessary for students with IEP’s to receive IDEA Part B funds; and
- Work directly with special needs students to support their development and learning goals.

The SPED Coordinator will be hired by the Director and should:

- Have a minimum of a Bachelor’s degree in Special Education;
- Have experience working with special needs students in the school setting;
- Have a working knowledge of all relevant state and federal regulations regarding special education, including IDEA, ADA, and Section 504;
- Have experience over-seeing the IEP process;
- Possess clear written and oral communication skills;
- Be able to work well with other professionals, including psychologists, occupational and speech therapists, doctors, and other relevant specialists;
- Demonstrate a strong commitment to special needs students; and
- Have a working knowledge of and demonstrated commitment to the mission and pedagogy of CCID.

Learning Specialists: Learning Specialists are teachers who work directly with special needs students, under the supervision of the SPED Coordinator, to facilitate their academic progress and development.

Learning Specialists:

- Provide services to special needs students as detailed in the students’ IEPs;
- Develop expertise in working with students in a particular subject-matter, e.g., reading, mathematics;

- Provide remedial support and instruction to students identified through assessments;
- Help coordinate other therapies and supports for students, as needed

Teachers working with other demographic groups or special populations, such as English Language Learners (ELLs), will also receive the appropriate endorsements as required by the USOE.

Specialty Teachers: Specialty subjects at CCID will be taught by qualified classroom teachers and specialty teachers hired for their particular expertise. Specialty teachers will work with children from all grades in physical education and the arts during additional periods of instruction. Specialty teachers will collaborate with classroom teachers to integrate STEM with Utah Core Standards where appropriate.

All Specialty Teachers will hold an appropriate license with all required endorsements as approved by the USOE *or* be on track to complete an alternative licensure within 3 years of hiring *or* teach under the supervision of a full-time teacher with the appropriate credentials.

Teaching Assistants: Because maintaining a lower student-teacher ratio is critical in classroom management, differentiated instruction and the building of relationships in the classroom, CCID intends to hire part-time teaching assistants to assist classroom teachers. Teaching assistants will assist and reinforce the teaching being done by the classroom teacher and work directly with students requiring additional assistance.

The Director will hire all teaching assistants and they will work under the supervision of a teacher or other licensed/certified professional. CCID will follow state and federal guidelines in order to hire qualified paraprofessionals, including both instructional and classroom aides, for a program supported by Title I funds as outlined in R277-524.

In particular, teaching assistants will:

- Have a working knowledge of and commitment to the mission and pedagogy of CCID;
- Demonstrate skill in teaching and working with students of varying abilities.

A. STAFFING PLAN

Staffing Needs

Based on the target student population of 330 the first year of operation, 424 the second year and 480 the third year, the pedagogical indications for quality instruction and the preceding description of roles and responsibilities are reflected in the budget submitted under Section 8.

Recruitment of Teachers

Because CCID is a unique model that requires highly creative, dedicated teachers interested and qualified teachers will need to be recruited from a variety of sources. As indicated in the qualifications for teachers, preference will be given to candidates who best fit an Integrative STEM-centered model. Teachers with experience or an interest in Integrative

STEM education using project, place and inquiry-based learning and a commitment to CCID's mission and vision will be sought. CCID intends to participate in a variety of activities to attract teachers that are a good fit, including, but not limited to:

- Posting positions through online boards at colleges;
- Hosting informational meetings for students in teacher certification programs at nearby colleges, e.g. Utah State U., U. of Utah, Weber State U. Westminster College, and Brigham Young U. Utah Valley U.;
- Posting positions and regular updates on CCID's development through social media and electronic job boards; and
- Involving hiring committee in soliciting applications from qualified individuals.

Hiring Practices

CCID is committed to establishing a hiring process for employees that is both fair and effective in ensuring that the most qualified individuals are selected. Adjustments to the hiring process may need to be made to ensure that the most qualified and best "mission-fit" candidates are being selected.

Advertising and Posting of Positions: Based on the qualifications outlined above, the Director will post all job openings internally and externally, establish criteria for screening applications, determine which applicants to interview, and—with the hiring committee—use proven and legally appropriate interview techniques to determine which candidates are the best match.

The Director will approve faculty, staff and administrative job descriptions for posting. An administrative assistant or secretary may post the positions on the school's Website, Teachers-to-Teachers, the Utah Department of Workforce Services' Jobs List, Craig's List and other relevant public forums. These positions will also be highlighted in regular email to the parent community and in school newsletters. Often the job descriptions will include an opening and closing date of at least 30 days and sometimes up to 90 or more. However, positions will also sometimes be listed as "open until filled."

Evaluation and Interviews of Job Candidates: The formal interview process begins when an applicant submits a resume and cover letter to the Director. The Director screens cover letters and applications for applicants of highest qualifications and best "mission-fit." The Director will notify applicants that (1) their application is under consideration, (2) they will be contacted if the school invites them to interview, and (3) they are invited to contact the school after one month's time to inquire about the status of their application.

Upon reaching the closing date and receiving an adequate pool of applications, the Director and members of the hiring committee will review the applicant pool and determine whom to invite for an interview. At least one member of the hiring committee will be someone who will work closely with the new hire (e.g. if a new 5th grade teacher is being hired then the other 5th grade teacher will be on the hiring committee.)

The interview process will begin with a group session where the Director will introduce all candidates to CCID, inviting general questions and learn about Integrative STEM, project-based, place-based and inquiry-based education. Applicants will also meet CCID staff and have the opportunity to see demonstrations of what CCID teaching looks like through video, power point, etc.

Following this introduction, second interviews and teaching demonstrations (faculty applicants only) will be scheduled. Applicants will be advised that in addition to responding to pre-determined questions, an interview will include an open discussion of an article or section of a book that focuses on some part of CCID's mission statement (to be provided by CCID).

Interviews include questions formulated by the interviewing team. They will receive copies of candidates' application materials. Interview questions may request candidates to describe themselves, their educational and professional background, reasons for their interest in CCID, their philosophy of education, ways they can Integrate STEM, project-based, place-based and inquiry-based learning, their ideal positions/roles, and their actions in job-related situations or tasks, such as guiding students who are off-task back on-task, assisting struggling students and their parents, formulating culminating assignments, collaborating with team members, communicating with stakeholders, interacting with disagreeable people, etc. Interview questions remain consistent across candidates to provide a basis for comparison.

All candidates for a teaching position at CCID will receive and be expected to review a copy of CCID's charter prior to the interview. Candidates are encouraged to ask questions and are given information about the position's starting salary, health and retirement benefit options, and when they can expect to be notified about the school's final hiring decision.

Teaching candidates will be invited to participate in a teaching demonstration where they will teach a 30-minute lesson demonstrating one of CCID's core mission values. Demonstrations are planned with applicants and administrative observers.

Prior to teaching demonstrations, candidates receive a relevant topical teaching assignment, instructions on what methods administrators expect to observe (e.g. specific school methodologies), and instructions regarding logistical issues (e.g. technology requests, dress code). Teaching demonstrations often occur onsite, with real students using topics relevant to the current curriculum, but for candidates who are currently teaching in another school demonstrations may occur at the teacher's current location. Teaching demonstrations are attended by at least two administrators: the Director, the Director of Curriculum and Instruction, or another administrator directly supervising the position.

During the Interview Process, the Director and the hiring committee will be provided a rubric for assessing the qualifications of candidates. Candidates are assessed for "mission appropriateness" in terms of (1) understanding the mission of the school and desiring to

promote it, (2) educational qualifications, (3) experiential history of similar duties, and (4) ability to perform in a teaching demonstration and show artifact evidence of teaching prowess.

- The first criterion (understanding of the school's mission) is assessed in reading the candidate's cover letter. Cover letters devoid of mentioning the school's mission rarely lead to an interview because they show little evidence of serious thoughtfulness about CCID as a unique organization. Initial interviews, including discussion of the predetermined article or book section also allow candidates to express why they are interested in working at CCID.
- The second criterion (educational qualifications) is assessed by reviewing a candidate's resume for degrees, certification, and relevant experience, as well as through the interview process, in which interviewers ask questions about the candidate's educational philosophy.
- The third criterion (experience) is also assessed by review of the candidate's resume and by the interview in which interviewers can hear how the candidate talks about his or her work history.
- The fourth criterion (performance) is assessed by an actual 30-minute teaching task in which administrators watch the teacher interact with students in a live classroom.

Job Offers: After viewing teaching demonstrations (as relevant, for faculty candidates) and interviewing candidates, the hiring committee will meet to discuss the relative merits of each candidate. During the discussion, the Director will invite interviewers to share impressions and preferences regarding the candidates and make recommendations about whom to hire. After thorough discussion, input, and recommendations from all administrators and faculty involved, and upon clean background checks, the Director will make the final hiring decision and the Director, Administrative Assistant or Secretary will arrange for a verbal employment offer and written contract to be extended to the candidate.

All offers of employment will be contingent on reference checks, background checks, and the completion of new hire paperwork, including an Employee Handbook and the relevant employment agreement, application form, Form I-9 with copy of supporting I-9 documentation, Federal and state tax forms, and any certifications and licensure information. Employment agreements will be renewed annually, and all these documents will be maintained by the school office and held on file for not less than one year following any employee's departure.

CCID will ensure that all staff, including administrators, office staff, teachers, paraprofessionals, instructional aides, classroom aides, substitute teachers, parent volunteers, and community members who will spend any significant unsupervised time with students must receive a criminal background check prior to beginning service with the school as required by UCA § 53A-1a- 512.5. The Director will ensure that all background checks are complete and maintained in the school's employee files. The Director will review

the results of all background checks that reveal offenses and determine whether the individual poses an unreasonable risk to the school community. Background checks will be renewed every three years.

In addition, CCID will not hire any teachers or staff whose license has been suspended or revoked by USOE and will follow all federal and state laws, including but not limited to UCA § 53A-1a-518, regarding the employment of relatives and conflicts of interest. CCID's Employment of Relatives Policy and Conflict of Interest Policy will be included in the official Policies and Procedures and approved by the Governing Board.

The effectiveness of the hiring process will be assessed on a year-by-year basis as the school makes refinements to its job descriptions and advertising channels. Administrators also consider conditions surrounding various hiring decisions and factors that led to a successful (or unsuccessful) hire. This natural process will help refine how CCID hires faculty, staff, and administrators most profitably.

Orientation and Mentoring of New Employees: New employees must attend training deemed necessary for employees to adhere to the mission, vision and purpose of the school.

All new employees will be provided with an employee policy manual (Employee Handbook), which is updated for returning employees on an annual basis. Each will be asked to read the entire manual and sign a page, indicating that they have read and agree to abide by the school's policies.

The school's "Welcome Training" will be offered to all employees, new and returning, between the end of school and the beginning of school (June, July, August). A date will be set by the Director and added to the school calendar. This training is to orient new employees and returning employees to the philosophy and methodologies of CCID. Welcome Training includes informal break and lunchtime opportunities to establish mentoring relationships with veteran teachers. A special day of in-service for new all employees (teachers, paraprofessionals, and support staff) includes an overview of CCID culture and methodology, benefits, and structure.

New faculty members at CCID will be incorporated into a team of mentors, including the Director of Curriculum and Instruction, Student Growth Director, and fellow teachers who have taught the relevant grades recently. CCID seeks to hire individuals with several years of experience in a position similar to the one they are filling at CCID. However, all new employees are assigned a mentor—regardless of the new employee's past teaching experience—to help the new employee more effectively learn the culture and apply the philosophies, methodologies of the school.

Termination: CCID will hire personnel in compliance with all Federal and State rules and regulations. CCID will terminate employees only when it is in the best interest of the students and the mission of the school.

All CCID employees will be at-will. At-will employees may be terminated at any time with or without cause. Employment offers will be made in writing in the form of an employment agreement documenting the job requirements, pay, benefits, and hours of work for the position. Employees who accept the offer will sign and return the agreement. Accepted offers establish an at-will employment relationship between the employee and CCID. Employment offers will be renewed annually for all employees, including the Directors. Employment agreements will be reviewed by qualified individuals to ensure that they do not jeopardize the school's at-will status.

CCID will be an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act (ADA), CCID will not discriminate in any employment practices against a qualified individual with a disability nor discriminate against an applicant or employee based on race, color, national origin, religion, and/or gender in all terms and conditions of employment, whether disabled or not, or because of the individual's family, business, social or other relationship or association with an individual with a disability. The school will provide reasonable accommodations as required by the ADA. Employment decisions will be based upon relevant job criteria; and in compliance with ADA, the school will not retaliate against an applicant or employee for asserting his or her rights under the ADA. CCID will follow all applicable state and federal employment laws.

As necessary, CCID's Director will seek counsel and assistance from qualified legal and human resources professionals concerning employment issues in order to ensure that the school conducts itself in accordance with the law. CCID will create an employee handbook containing the school's employment policies and procedures that will be updated as necessary and will be distributed to all employees.

All teachers must maintain their license and other credentials appropriate to their position. CCID seeks to support and engage quality teachers and staff, but retains the right to terminate employment with or without cause and to determine whether cause for termination or discipline exists. Teachers will be employed for an indefinite period and in an at-will capacity. This means that both the school and the Teacher retain the right to end the relationship at any time, with or without notice, and for any reason or no reason at all.

B. STRATEGIES FOR ENSURING TEACHER EXCELLENCE

CCID will create a culture in which teachers will receive support, develop their individual skills and capacities, and be an integral part of the school community. These attributes will help to attract and retain quality professionals. Some of the key components in creating a positive environment for teaching staff will include on-going professional development, employee compensation, faculty participation, and regular, established evaluations.

Professional Development

CCID's vision is to create a climate which fosters life-long learning. As a part of this process, all staff at CCID are expected to be actively participating in a program of continuous professional development. Professional development opportunities will include a variety of contexts many of which are further discussed in Section 4. These will include but are not limited to:

- Participation in mission relevant teacher trainings during summer;
- Participation in workshops on teaching specific topics (STEM, project-based, place-based, inquiry-based, technology, reading, mathematics, music, science, movement, art, etc.);
- Bi-monthly professional development on CCID priorities by Director, Director of Curriculum and Instruction, STEM Director, content pedagogy experts and/or teacher leaders;
- Completion of individually-designed development and inquiry program involving topical study and an analysis of how to integrate new skills into the classroom; and development of curricula integrating STEM with Utah Core Standards

Employee Compensation

CCID intends to offer a tiered salary structure where all full-time teachers will receive the same base salary with additional compensation being awarded uniformly for teachers who meet specific qualification that will be determined by the Director and Business Director. These qualifications will be set before the interview process for faculty and staff begins.

Faculty Participation

All full-time CCID faculty members will meet on Fridays to discuss the life of the school and its students and provide time for ongoing professional development. CCID is seeking to create a "Professional Learning Community," wherein faculty engages in peer mentorship, stimulating and motivating teachers to continually improve and develop their skills. This model also results in a high degree of self-reflection, resulting in a school of engaged and mindful teachers. Support will be given to allow teachers time to apply the skill or strategy they are striving to develop. Just as students are encouraged to practice a new skill or strategy to reach mastery, we encourage our teachers to do the same.

Regular Evaluation

Informal faculty evaluations by the Director, Director of Curriculum and Instruction and other administrators and their designees will take place as unannounced, drop-in visits, approximately 5 minutes long, focusing on student engagement. Post-visit evaluative discussions describe student engagement in specific and quantifiable terms (e.g. "I saw the students working on ...") and include praise, questions, and suggestions for improvement.

Formal faculty evaluations are given at least two times per year, the first of which is formative in nature. The last formal evaluation each year is summative and includes discussion of contract renewal, job descriptions, and compensation. A detailed description

of formal faculty evaluations will be found in the Employee Handbook, “Teacher Evaluations.”

On-going Assessment of Performance: Administrators will schedule formal observations in each classroom at least two times per year. They will use a tool to guide their observations. They will look for what the students are doing, what the teacher is doing, what the student work product looks like, and they also ask a few students questions such as, “What are you learning?” to assess the students’ grasp of concepts being taught.

To mitigate the chance that a few isolated or planned observations could be unrepresentative of the “real picture” in a classroom, administrators also conduct occasional informal, 5-minute, “drop-in’s” (at least twice per month). Administrators do not announce these “drop-by” visits to the teacher, so that the observation is as authentic as possible. Administrators look for effective instructional practices and question a few students. An administrator follows-up within 48 hours with a brief “learning talk” between the teacher and administrator, highlighting the positive and, in some cases, offering constructive critical feedback. In all, administrators observe and visit with each teacher between 15 and 20 times per year (2 times formally, the rest, informally), with improved instruction as the goal of each observation and discussion.

Moreover, each year, administrators will ask teachers to set SMART goals (Specific, Measurable, Achievable, Results-oriented, Time-bound). Administrators will discuss these goals during the formal supervisory visits, 2 times per year. Administrators may request that teachers bring the following items to these learning visits: current grade books, curricular materials, student performance samples (e.g. a student notebook sample), and other instructional artifacts. Administrators and teachers will use these items to guide the discussion and focus on desired student outcomes.

Administrators and administrative staff are evaluated twice annually (December/January and May/June) by the Director. Administrative evaluations include revisiting job descriptions, self-assessment of recent performance, goals, reflective discussion questions, commendations, and recommendations for improvement.

Other staff members are evaluated by their directors at least semi-annually. A detailed description of formal faculty evaluations will be found in the Employee Handbook, “Faculty Evaluations.”

Grievances: If a faculty member expresses a grievance over a performance assessment, then the teacher is invited to visit personally with the administrator who made the evaluation. If the grievance cannot thus be resolved, then the teacher is invited for a hearing with the Governing Board Director. Written and verbal statements and correspondence are welcomed from each party as the Governing Board Director reviews the performance assessment. There will be a detailed grievance procedure created by the Governing Board and formally outlined in the Employee Handbook.

SECTION 8: BUSINESS PLAN

A. CHARTER SCHOOL BUDGET TEMPLATE

The CCID Governing Board recognizes the need to make sound financial decisions a daily practice of the school in order to accomplish our mission. In addition, CCID's budget priorities and decision-making are aligned to our mission.

The area of scope for financial decision-making includes, but is not limited to, facilities, maintenance and operations, staffing and benefits, curriculum, materials, technology, and purchased services. The Governing Board holds the school's Director accountable for administering the budget. As yearly budgets and projections are prepared, CCID will ensure the funds are tied to fulfilling the CCID's vision and mission and that the vision and mission remain operationally feasible. Below is a description of activities for appropriate accounting of costs for the planning year, and first operational years, and a budget reflecting the school's breakeven enrollment. Additionally, there is a 10 year forecast.

The numbers below were calculated by looking at costs at other charter schools with similar enrollment, and staffing.

B. REVENUE AND EXPENSES PROJECTIONS

Planning Year 2016–17

Summary: Following is a numeric summary of the Planning Year Budget:

Total Revenue: \$305,000

Total Expenses: \$281,000

Total Reserve Funds at End of Year: \$24,000

Enrollment: There will be no student enrollment in the planning year.

Revenue: In the planning year, the Governing Board estimates the school will receive a state start-up grant (\$100,000), a state Revolving Loan (\$205,000), for a total of \$305,000 in start-up revenue.

Expenditures:

300: Purchased Professional and Technical Services:

CCID will pay a part time Executive Director a total of \$45,000 in the planning year to assist in curriculum development, building readiness, and other pre-opening tasks. The business systems and policies will be set-up in this first year and CCID estimates paying \$60,000 in Business Services. Additionally, CCID will spend \$15,000 in setting up technology at the school and also paying for training for the multi-media library system, Aspire network system, email, and other computer policies.

500: Other Purchased Services: CCID will purchase Risk Management Insurance which, consistent with Utah Administrative Code R628-4-4, includes liability, bond, and directors insurance (\$1,000). The Risk Management Insurance includes the fidelity bond in the amount. The Treasurer's Bond will be effective as of the date the Treasurer assumes the duties of the office. This bond will be renewed annually to remain in compliance with the

aforementioned Utah Administrative Code. In order to secure enrollment goals, CCID has also budgeted \$5000 in marketing activities.

600: Supplies and Materials: CCID will spend \$5,000 in office supplies, \$5,000 towards instructional supplies/curriculum.

700: Property, Equipment: CCID will spend money in two areas: furniture and fixtures (\$50,000), and technology related hardware and computers (\$90,000). CCID has yet to decide if the school will participate in the NSLP. In the event that the school decides to offer lunch, it will borrow an additional \$65,000 from the Revolving Loan to pay for Kitchen Equipment.

Necessary Closure Fund: The CCID Governing Board has allocated \$24,000 in the necessary closure fund for the planning year, which is exactly 12% of total revenue. This will be used to do the following: cover payroll for closure transition team until official winding up of all corporate business, pay for required audits by independent accounting firms, pay for accounting/legal services to the extent these services are not paid through payroll, pay for rent/utilities/taxes throughout the winding up process, maintain insurance throughout the closure process, and pay for other reasonable and necessary expenses related to the effective corporate dissolution.

Operation Year One: 2017–18

Summary: Following is a numeric summary of the Operation Year One:

Total Revenue: \$2,031,434

Total Expenses: \$1,758,249

Total Reserve Funds at End of Year: \$273,184

Enrollment: CCID is scheduled to open in August of 2017. For the first year, CCID anticipates opening with 330 students and offering an academic scope of grades K–6 grades.

Revenue:

1000: Local Sources: In the first year of operation, the Governing Board is not estimating any revenue generated from local resources. In the event that the school participates in the NSLP, monies would be allocated from this program to pay costs associated with it.

3000: State Sources: CCID will receive an estimated \$1,814,558 in State funding. This comes from the State Educational Funding obtained by using the weighted pupil funding calculations, with an estimation of \$3,092 for the WPU.

4000: Federal Sources: CCID assumes it will earn \$92,875 in total federal sources. The Governing Board calculated IDEA funds as 30% of the total Special Education budget, assuming 38 SPED students. Federal funds were populated using the USOE's Funding Worksheet provided with this application. In comparing these funds against charter schools of similar size, the Federal Funds seem to be conservative.

Private Grants and Donations: CCID anticipates an Implementation Grant during its first year of operation (\$100,000). In general, parent volunteers will take the lead role in coordinating any fundraising efforts. Any donations given directly to CCID will be considered additional revenue for the school year and will be used in addition and not in replacement of regular funds. Any restricted donations will be used in accordance to the donor's request. Any unrestricted donations will be used at the direction of the Governing Board and supported by the Financial Committee.

Expenditures:

100 Salaries and 200 Benefits:

The following is the summary for year one Salaries and Benefits:

Total Salary Expenditure: \$689,330

Full or part-time employees: 22.5

Salaried employees will be paid across 52 weeks while hourly employees will be paid for 38 weeks. Benefits Expenditure will total \$188,633, or 30% of salaries including retirement, 10% for Social Security, FICA, UNEMP, WCF, and Health/Dental/Life insurance.

Instructional Staff: CCID plans on hiring a 13 Full-time Teachers. Additionally, the school will hire 2.5 FTE's, to teach Music, Art, and Physical Education. The average salary for these employees is estimated at \$33,000. Substitute Teachers will be paid a rate of \$85 per day. There will be 4 part-time Aides.

Instructional Staff Support: During the first operational year, the school will hire a Director (\$65,000), an Administrative Assistant (\$25,000), and one part-time Office Aide (\$13,500). Business Manager (\$45,000), Custodian (\$24,800),

300 Purchased Professional and Technical Services: CCID will follow all relevant rules and regulations that govern the charter schools within the state of Utah. The Governing Board will bear the responsibility of the financial oversight of CCID. As such, the Council will contract with an independent CPA firm to conduct an annual independent audit at the end of each fiscal year as required by state law. Funds in the amount of \$10,000 have been budgeted for audit services and reporting during operational years including the Annual Financial Audit, October 1st Enrollment Count and Membership reporting, and annual IRS Form 990 Preparation and filing. The budget amount is included in expenditure 24.300 Purchased Prof & Tech Services—SCHOOL ADMINISTRATION in the excel operation spreadsheet. The audit report will be delivered to both USOE and the Utah State Auditor's office by November 30 each year in compliance with state requirements.

In addition to audit services (\$2000), CCID will hire an IT service company (\$20,000), and budget money for an attorney (\$3,000). CCID also anticipates needing 5 Student Support Professionals: Psychologist, Occupational Therapist, Physical Therapist, Speech/Language,

and Nurse for an estimated total of \$60,000, for a total purchased professional and technical services of \$85,000.

400 Purchased Property Services: The facility- related costs will include water/garbage and sewage (\$5,000), lawn/snow care (\$10,000), lease of copy machines (\$10,000) property taxes (\$20,000) for a portion of the preceding calendar year, facility lease for ten months (\$437,500), for a total of \$482,500.

500 Other Purchased Services: CCID will pay \$10,000 annually for the operation and maintenance of facilities to include Internet, Phone, and cable. Risk Management Insurance for liability, fidelity bond, director's insurance, property and liability insurance will run \$13,500. In addition, \$5,000 is budgeted for the transportation of students, \$3,500 is allocated to market the facility, \$1,000 for printing and binding, \$9,000 for travel. Total expenditures will be \$42,000.

600 Supplies: CCID will spend money for supplies on the school for curriculum, library facility, and administrative support, including: classroom supplies (\$14,000), office supplies (\$17,500), special education materials (\$5,000), curriculum (\$45,000), library (\$8,000), software (\$10,000), and maintenance and cleaning (\$2,000). In addition, \$35,000 is allocated for utilities for a total of \$136,500.

700 Property: CCID intends to use \$12,000 for furniture and fixtures to finish furnishing the school, \$37,000 for technology-related hardware, including computers.

800 Other Objects: CCID will spend \$1,200 in subscriptions and \$1,980 a year for dues. \$53,786 is allocated for payments on a revolving loan amount.

Necessary Closure Fund: The CCID Governing Board has budgeted \$198,684 (10% of total revenues) in the necessary closure fund that will be used to do the following: cover payroll for closure transition team until official winding up of all corporate business, pay for required audits by independent accounting firms, pay for accounting/legal services to the extent these services are not paid through payroll, pay for rent/utilities/taxes throughout the winding up process, maintain insurance throughout the closure process, and pay for other reasonable and necessary expenses related to the effective corporate dissolution. CCID is budgeting above the 5% requirement, in order to not have cash flow problems during the first operational year. Additionally, this will help jumpstart the school's days cash on hand. It is the school's goal to purchase the facility within the first five years of operation. In order to participate in the State Credit Enhancement Program, the school will need a minimum of 90 days cash on hand to meet Standard and Poor's requirements.

C. CONTINGENCY PLANS

In addition to the budget outlined at full-enrollment, a budget outlining the enrollment needs for a break-even scenario in the first operational year has been provided.

Enrollment Risk

CCID will offer early enrollment with the first lottery occurring in January 2016, so that an assessment of student enrollment numbers can be made before hiring permanent staff. Because employment costs represent such a large portion of the school's costs, it is an area that can be regulated to match enrollment needs. If enrollment is not met, the school will reduce the number of classroom teachers, and may have some class teachers teaching classes of combined grades (e.g., 1/2, or 3/4), will reduce the salary and benefits packages of the administrative staff and will use parent volunteers for classroom aids. Enrollment risk could also impact the amount of specialty teachers used by the school, resulting in the need to hire only part-time specialty teachers or for classroom teachers to also teach the extra classes of handwork, PE and art.

In addition, by enrolling early, CCID can keep an open dialogue with its Developer. CCID has already spoken to two Developers that would be willing to carry the interest a little longer, and give the school the option of not starting its lease payments until October or November of its first operational year.

Financial Risk

Limits on Appropriations: The CCID Governing Board and administration will decide each year on the priorities for the school. The chosen priorities will direct the use of public resources. In the first two operational years, the school will appropriate a substantial amount of resources for hiring, STEM training, and monitoring educational staff as well as acquiring supplies and physical resources that will enable CCID to accomplish the vision and mission. However, appropriations in the final annual budget will not be made for any fund in excess of the estimated expendable revenues for the budget year.

Policy on Making Appropriations In Excess of Estimated Expendable Revenue: CCID takes very seriously its responsibility to wisely and ethically use and manage public funds. The school will maintain a policy of fiscal solvency; no appropriations will be made for any fund in excess of the estimated revenues. Therefore, no budgets may be approved which show a budget deficit. Expendable revenue will be reduced by any existing deficits provided these occur through emergency or other unforeseen circumstances.

Reserve Fund

The CCID Governing Board will work with accounting professionals to set standards on its annual operating safety margins. During the annual budget review, any plans to use expendable revenue and/or undistributed reserves must be in fulfillment of the school's mission, values and spending priorities and must receive approval in an open meeting.

Emergency Expenditures

In the event of an emergency, the Executive Director or member of the Governing Board may authorize expenditures outside of existing budget categories. Such approval must be rare and require notification to the Director within 24 hours or as soon as possible, written determination for the basis of the emergency, and selection of the particular expense budget line item. However, such approval requires justification in the following open council

meeting. In the event of an emergency (UCA § 17B-1-623), the Governing Board may, by resolution, amend a budget and authorize an expenditure of money that results in a deficit. This may occur only if the Governing Board determines that:

- (a) An emergency exists,
- (b) The expenditure is reasonably necessary to meet the emergency, and
- (c) The expenditure is used to meet the emergency.

CCID acknowledges that neither the chartering entity nor the State of Utah, including an agency of the state, is liable for the debts or financial obligations of the school or persons/entities that operate the school.

D. PEOPLE, SYSTEMS, AND PROCEDURES

CCID has put people and procedures in place in order to optimally manage school finances. Below is a description of the procedures and includes a description of the responsibilities assumed by the Governing Board, Executive Director, Business Administrator, and other staff.

The Governing Board Authority

The Governing Board is responsible for the financial oversight and management of the school in accordance with state and federal laws. CCID's financial information will be gathered and reported consistently across all fiscal periods.

The Governing Board is responsible for operating the school in accordance with the representations made in its charter. Specifically, it shall have the sole authority to approve and will incorporate into its minutes such matters as:

- Adopt and amend fiscal policies and procedures
- Adopt and amend the annual budget
- Select or terminate the Executive Director
- Change key employees' salary and benefits
- Incur debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter
- Investment policies, depository and investment banks
- Purchase, sale, or lease of property
- Review and accept interim monthly financial statements
- Select the school's auditor (CPA firm)
- Review any transaction or account of the school at its discretion.

Audit: The Governing Board contracts annually with a qualified independent certified public accounting firm to conduct a fiscal audit of the school's financial records and statements. The Annual Financial Report and Audit (UCA § 53A-3-404) will be prepared as required by UCA § 51-2a-201 and Audit consisted with will be performed in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the United States, 2003 Revision (GAS) and, if applicable, the U.S. Office of Management and Budget's Circular A-87 and A-122. The selected firm must be familiar with these standards and related state regulations in order to properly conduct the fiscal audit.

Budget: An effective Governing Board provides financial security for a school through oversight of the budget and financial operations. CCID's finance committee, which is made up of the Business Administrator, the Director, and selected Committee Members, will work together to prepare monthly and annual budgets. The budgets will use the USOE chart of accounts and budget categories. These budgets will be reviewed and approved in an open Board Meeting with appropriate notice to interested parties, as provided by UCA §53A-19. All interested persons in attendance at the open meeting will be given an opportunity to be heard on any item in the budget.

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

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

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

- General liability (earthquake coverage not included without express inclusion)
- Business & personal property
- Automobile insurance (as necessary)
- Workers' compensation
- Unemployment (tax)
- Directors and Officers
- A Treasurer's Bond (fidelity bond or Public Official Bond)
- Errors & Omissions/Professional Liability
- Employment Practices Liability Insurance
- Other insurance as requested

A Treasurer's Bond (fidelity bond or Public Official Bond) is required on the person who has investment control over the school's public funds, typically the Business Administrator (UCA 51-7-15). This insurance coverage is not included in the school's other insurance policies and must be purchased separately. The school requires proof of adequate insurance coverage from all prospective sub-contractors, as deemed applicable by the Governing Board. In the case that CCID contracts for business services, the school will require that, that firm carries proper insurances. CCID will also have a Treasurer's Bond for the Board Treasurer.

Financial Reporting: Each month the Business Administrator will reconcile the accounting books. A budget-to-actual report will then be provided to each member of the Governing Board as well as the school administration. Additionally, CCID's Finance Committee will meet monthly, before the board meeting, to go over the budget in detail. Financial statements will be provided as required to the chartering entity. CCID will accommodate any person's request for public documents made in compliance with Utah State Code and Federal regulations governing the request of public records.

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

Monthly

- USOE—Monthly Financial and Enrollment Report
- Internally generated Income Statement, including budget vs. actual comparison and adequate notes & explanations
- Balance Sheet
- Cash Flow Statement
- Transaction Register

Quarterly

- IRS Form 941 and payroll tax returns and comparable state taxing authority returns

Annually

- Financial statements for audit
- Annual budget

Budget Amendment Process: Any proposed budget changes throughout the year will be reviewed by the finance committee and approved by the CCID Governing Board in open meeting, as constituted by UCA 53A-19, and reported to USOE.

Business Administrator

CCID will hire a Business Administrator in the planning year who will fulfill the requirements of the Business Administrator, which is consistent with UCA 53A-3-302. The Business Administrator's financial duties include, but are not limited to:

- Tracking expenditures, employee hours, and other measures and report all necessary data to the relevant entities.
- Working with an auditor to assure CCID compliance to all relevant regulations, guidelines, and best practices.
- Attending all meetings of the Governing Board, keeping an accurate record of its proceedings, and having custody of the seal and records;
- Being custodian of all school funds after deposit in the school's account by action of the Governing Board Financial Coordinator;
- Countersigning with the President of the Governing Board legal documents approved by the Council;
- Attending all necessary Utah State Office of Education USOE School Finance trainings;
- Keeping accurate records of all revenues received, their sources, dates availability, and federal and state allowable expenditures to ensure that funds are spent in line with rules of state and Federal programs;
- Preparing and submitting to the Governing Board each month a written report of the school's receipts and expenditures;
- Using uniform budgeting, accounting, and auditing procedures and forms approved by the State Board of Education, which shall be in accordance with generally accepted accounting principles or auditing standards and Utah Budgetary Procedures Act;
- Preparing and submitting to the Governing Board a detailed annual statement for the period ending month/day/year, of the revenues and expenditures, including beginning and ending fund balances;
- Assisting the Executive Director in the preparation and submission of budget documents and fiscal reports required by law or the State Board of Education;
- Insuring that adequate internal controls are in place to safeguard the school's funds;
- Overseeing the human resource and benefits components of CCID hiring and budget process; and
- Performing other duties as the Executive Director may require.

CCID's appointed business administrator and will be responsible for submitting all reports and information required by the Utah State Board of Education (see R277-470-9(D)).

Fiscal Procedures: CCID is committed to ensuring sound fiscal procedures. As part of this commitment, CCID will adopt fiscal procedures to safeguard school assets and resources and procedures surrounding purchasing requirements, as stated by UCA § 63G-6 and

Administrative Rule R33. CCID will also identify the important role of its Business Administrator by clearly outlining the job description, including qualifications and duties, see Section 7.

USOE School Finance Training: The CCID Governing Board understands that it is fiscally responsible for all school assets and appropriate use of state and federal funds. CCID assures that the Business Administrator will attend all necessary USOE School Finance trainings prior to working with CCID, and that the Business Administrator will be able to articulate a clear understanding of the importance of continual attendance at these trainings.

In addition, the school will ensure that a representative from the CCID Governing Board, preferably the Treasurer or Board Chair, will attend the USOE school finance training and all other required finance trainings prior to the first day of school.

State and Federal Funds: The school makes a commitment to continual fiscal professional development not only because it is required, but also because it recognizes the importance of sound financial policies/procedures and the importance of understanding the financial reporting and use requirements associated with state and federal funds. Thus CCID members will receive current and on-going training regarding allowable uses of restricted State and Federal (IDEA) special education funds (EDGAR, OMB A-133, and USBE-SER IX and X) and ensure that adequate documentation is maintained to support the use of those restricted funds.

CCID recognizes the reality of an ever-changing landscape in public education finance and feels it is critical to the financial success of the school that its representatives stay up-to-date and informed on public finance changes and current issues. This will ensure that the CCID staff receives the latest and most accurate information available concerning technical requirements specific to school finance. Furthermore, CCID will ensure that its representatives attend future/ongoing trainings as they become available to ensure that the school manages and accounts for its funds in compliance with any revisions to rules governing the financial management of the school.

Administrative Staff

The Administrative Assistant, under the direction of the Director, will be responsible for all student data in the Aspire system offered through the state SIS program. Training for this responsibility has been accounted for in the budget. The Administrative Assistant will also file the following Required Reports:

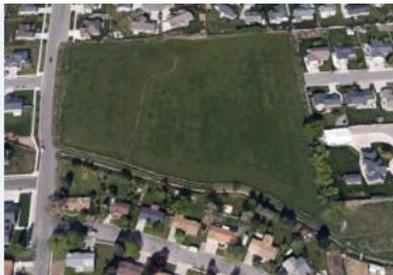
- Declaration of Household Income Survey
- Fee Waiver Application
- Parental Request to Prevent Disclosure of Directory Information
- Request for School Records Form

Generally Accepted Accounting Principles

CCID’s fiscal procedures will include practices that are consistent with generally accepted accounting principles. This includes, but is not limited to, consistency, relevancy, reliability and comparability.

CCID’s financial information will be gathered and reported consistently across all fiscal periods. The financial information and documentation retained by the school will be appropriately relevant, thereby supporting the financial condition of CCID. All financial information will be reliable and verifiable by an independent party. This means that CCID’s financial statements will present a clear picture of what is happening with the school at any point in time. CCID will also ensure comparability. By ensuring comparability, the school’s financial statements and other documentation will be comparable in performance to other successful charter schools. Furthermore, CCID will adhere to the following fiscal procedures which have been approved to facilitate the execution of fiscal responsibility: Gift Policy and Disclosure Form, Fixed Asset Management Policy, Record Keeping, General Procedures, Internal Controls, School Property, and School Procurement Policy. For complete policies, see Attachment C.

E. FACILITY



Size – 5.78 Acres
Price - \$231,000
Location – 100 W Spring Creek Parkway, Providence. UT

This is the current anticipated location of CCID. The school’s market research is based around this location. Currently, this land is not for sale publicly, but the owner would like to sell the property to the school. The land has been appraised, and valued at \$231,000. CCID has a Letter of Intent (LOI) with the owner of the property. A preliminary study has been done on this property, and has found that both the utilities, and power in the area would meet the needs of a school facility.

CCID will build a facility capable of holding its maximum amount of students, 480, plus staffing. Below is a chart that accurately breaks down the needs of the school:

Proposed Building Specification:

Proposed Building Specifications Room	#	sq. ft.	total sq. ft.
Principal / Director	1	120	120
Administrative Offices	2	100	200

Reception / Secretary	1	200	200
Sick Room	1	120	120
SPED	1	750	750
Teacher Prep	2	250	500
Art Studio	1	850	850
Kitchen	1	1,000	1,000
Teacher Lounge	1	350	350
Cafeteria / Gym	1	5,000	5,000
Utility Room	2	100	200
Hallways / Commons	1	5,000	5,000
Library/Computer Lab	1	3,000	3,000
Classrooms	18	950	17,100
Bathrooms / Staff-Guests	2	75	150
Bathrooms / Students	2	800	1600
Storage	1	1500	1500
Total Square footage			37,640

The Facility should include a playground, community areas, auditorium/gym, library/computer lab, and art studio. The items CCID would like to incorporate are as follows:

- Playground - accessible swings, recycled wood chips, student garden area, benches, trees, and gray water system for landscaping
- Community Areas - sky lights, and HVAC system
- Wall Mounts - for hanging portfolios, lockers and coat hooks
- Auditorium/Gymnasium Areas – storage for gym/music equipment
- Cafeteria – with enough square footage to store tables at either end of the room

Library/Computer Lab – clear visibility to all areas of the library from a central circulation desk, also a divided area for computer use

Art studio – extra wash sink and storage for supplies

F. FINANCING OPTIONS

The Board at CCID is currently considering several options for financing. Our decision will largely depend on what is most viable for our school long-term. Our options include:

Lease Purchase Option. CCID will more than likely have a developer fund the construction of the facility and secure a lease with an option to purchase. CCID will look to be able to purchase the building from the developer within the first 5 years of the lease using a USDA Loan, or Tax Exempt Bond offering depending on bond rates at the time. CCID is prepared to exercise restraint in signing any contracts with any developer that may cause a budget hardship in the long-run. CCID has spoken with developers in the area that would be willing to build and finance the facility. The preliminary rates on leasing a facility are as follows:

- Approximately 37,500 sq ft building
- A lease commencing on September 1, 2017

- A lease rate of \$14/sq ft
- A lease escalator of 2% each year
- A purchase price calculated using an 8.25% Cap rate

USDA Loan. Since the school will likely be located within a “rural area” as defined by USDA, CCID will more than likely have the opportunity to purchase the facility after the first operational year, using either a USDA Direct Loan, or Guaranteed Loan. Current rates, have a Direct Loan at about 3.75%, and a Guaranteed Loan with a blended rate between 4.5-5%.

Tax Exempt Bonding through the State Charter School Finance Authority. Bonding is expensive and complicated, but in the right market can make economical sense for a school. CCID has consulted with Verpath Global, one of the pre-qualified Financial Advisors for charter schools, and understands the measures to qualify for the State’s Credit Enhancement Program. Should the school not qualify for a USDA Loan, or should there not be USDA funds available for allocation, CCID will look to participate in the Enhancement Program. This will take approximately 4-5 yrs to qualify.

The amount reflected in the 10 year pro forma, after purchase, is reflective of the State’s Credit Enhancement Program. If, in fact, the school does qualify for a USDA Loan, that expense should go down, because of the lower interest rates, and reduced cost of issuance.

The CCID governing board is committed first and foremost to its students and its mission. Securing a facility that is too expensive or not economical is counterproductive to that commitment. CCID will work to keep its facility debt service or lease payment at around 20% of gross revenues. This will ensure school programs will not suffer at the hands of excessive building obligations. The long-term desire of the school is to have a financial structure worthy of being rated by a reputable bonding agency.

G. PRE-OPENING PLAN

CCID has charted and outlined all necessary activities ensuring CCID’s compliance and preparation for successfully launching in the 2017-18 school year. These items are detailed in the tables below.

2016	
May	Apply for Vendor/LEA School #, Submit ACH form to the state
May-June	Criminal background checks completed for all current board members
May – Oct	Obtain Facility:
	1. Finalize a property (existing or new)
	2. Find financing (lease, developer)
	3. Find construction manager - USOE approval - Project #

	4. Design Building
May	Apply for IRS Entity number (FEIN) - SS4
May	Submit Public Charity 501c3 app to the IRS - 1023
May	Obtain Startup funds
	1. Apply for State Startup Grant
	2. Apply for State CS Revolving Loan
June	GBOT - Complete board online modules (one per month)
June	Form Finance Committee
June - June	Begin working on and voting on board policies, create manual
June	Create Startup & First Yr Budget
June	Continue & update Marketing - Parent Meetings, Student list
June	Develop Committees of Founding Members
July	Turn in Monthly Financial and Enrollment reports to Charter Section
July 15th	Request AFR password, Fill out submit AFR Budget
July	Setup Accounting System
July-July	Board member attends Director's mtg (monthly)
July-Oct	Find and contract with Director
July	Contract for webpage development; make enrollment application available
Aug-June	Attend mandatory trainings
Sept	Receive 501c3 status - determination letter
Sept	Apply for Utah sales tax exemption
Oct	Request Aspire database be setup
Oct	Request CACTUS database be setup
2017	
Jan	Apply for Risk Management Coverage - Liability, Employee Dishonesty bond, Property if own building
Jan - Aug	Hold Lottery, identify founding members (preferential 5% max), follow-up process each month forward
Feb	Update enrollment projection by grade based on lottery
Feb	Create Accounting Manual
Feb	Develop Administrative Report Calendar - Charter Section requirement
March	Develop School Calendar - first year, include 180 days, 990 instructional hours, testing schedule

March	Organizational Chart and suggested salary schedule
March	Daily Schedule - instruction, prep, bells
March-May	Hire teachers & Special Education Director
April	School website contains all required info (R277-482)
April	Choose an IT provider
April-July	Send teachers to Professional Development
May-June	Hire Kitchen Manager
April-May	Develop using state template - Special Education plan
April-May	Intake process that identifies students w/disabilities
April	Board treasurer - attend spring finance trng
May	Select Auditor - board vote
May	Order Furniture and Equipment
May	Create Asset inventory process
May	Create Employee Benefits Handbook
May	Create Teacher Budgets
May	Decide on Health Insurance Agent
May	Decide on 401k Financial Advisor
May-June	Order Curriculum
May-June	Order Technology
June	Hire Head Secretary and Receptionist
June-July	Head Secretary attends all Aspire & UTREx trainings
June	Aspire work: enter school calendar, classes, staff, students, decide on attendance, etc.
June	SpEd Director attends SpEd Law Conf & 504 trng
June	Principal/Director attend USOE sponsored SpEd training
June	Create 3 year forecast, w/cashflow
June	School Safety and Emergency Response Plan
June-July	Plan/system for measuring student performance, including baseline data
June	Procedure for administering medications
June	Procedure to document student immunizations
June	Procedure to screen & document hearing, vision, and posture
July	Discipline policy distributed to parents and prominently displayed in

	building
July	All staff are entered into CACTUS, ARL and authorizations have been discussed
July	Secretary & Receptionist receive training and follow GRAMA and FERPA records keeping laws
July	Setup Direct Deposit ACH through Bank
July	Setup E-Verify
July	Setup EFTPS
July	Setup SUTA
July	Setup State Income tax withholding account
July	Setup Worker's Compensation coverage
July	Process for administrating CBT
Aug	Hold benefits meeting, have staff fill out all new hire paperwork
Aug	Sign up all full-time salaried staff for: Health Ins or HRA, dental, life, 401k, and any other benefits
Aug	Apply for DUNS # and CAGE #
Aug	Turn in policies to charter section
Aug	Background checks on all classified staff
Aug-Oct	Employees in Title I are HQ (Paras or Teachers)

SECTION 9: EDUCATION SERVICE PROVIDER

A. INTENT

CCID has discussed services available from Educational Service Providers (ESP) and interviewed various ESP's. Presently, CCID does not intend to contract with an ESP. However, CCID reserves the right to contract should the Governing Board determine that an ESP will provide better expertise and alignment with CCID's mission. Among the activities that may be contracted are: Janitorial Services, Assessment Coordination, Finance SPED Services and Regulatory Compliance.

APPENDIX A: LIST OF ADMINSTRATIVE RULES / WAIVER REQUEST

No waivers are being sought by CCID.

APPENDIX B: ARTICLES OF INCORPORATION

The Center for Creativity, Innovation and Discovery

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 such Corporation:

**Article I
NAME**

The name of the corporation is The Center for Creativity, Innovation and Discovery.

**Article II
DURATION**

The period of duration of this corporation is perpetual.

**Article III
PURPOSE**

To act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Utah, and to act and operate as a charitable organization in the operation and support of a private or public school.

The corporation may engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing and following purposes.

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

The corporation may solicit and receive contributions, purchase, own and sell real and personal property, make contracts, borrow, invest corporate funds, spend corporate funds for corporate purposes, and engage in any activity "in furtherance of, incidental to, or connected with any of the other purposes."

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

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office except as authorized under the Internal Revenue Code of 1954, as amended.

The corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under 501(c)(3) of the Internal Revenue Code of 1954, as amended (or the corresponding provision of any future United States Internal Revenue law).

**Article IV
MEMBERS/STOCK**

The corporation shall not have Members or Stock.

**Article V
BY-LAWS**

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

**Article VI
DIRECTORS**

The number of directors of this Corporation shall be five (5), or more than five, but not more than eleven (11), as fixed from time to time by the By-Laws of the Corporation. The names and addresses of the persons who are to serve as original members of the Board of Trustees until their successors are elected and shall qualify are:

Melissa Shunn-Mitchell
67 South Sherwood Drive
Providence, UT 84332

Bryan Morgan
502 W. 1400 N.
Logan, UT 84341

Karen Steele
154 Poplar Avenue
Logan, UT 84321

Mark Wallin
7956 N. Hwy 91
Smithfield, UT 84335

Kimberly Lott
2805 Old Main Hall
Logan, UT 84322

Barbara Wallin
582 W. 7250 S.
Hyrum, UT 84319

Bryce Passey
330 E. 50 N.
Hyde Park, UT 84318

**Article VII
INCORPORATORS**

The names and addresses of the incorporators are:

Melissa Shunn-Mitchell
67 South Sherwood Drive
Providence, UT 84332

Bryan Morgan
502 W. 1400 N.
Logan, UT 84341

Karen Steele
154 Poplar Avenue
Logan, UT 84321

Mark Wallin
7956 N. Hwy 91
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Bryce Passey
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Hyde Park, UT 84318

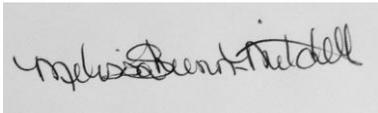
Article VIII
REGISTERED OFFICE AND AGENT

The address of the corporation's initial registered office shall be: 67 South Sherwood Drive, Providence, UT 84332

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

The corporation's initial registered agent at such address shall be: Melissa Shunn-Mitchell

I hereby acknowledge and accept appointment as corporate registered agent:



Signature

Article IX
PRINCIPAL PLACE OF BUSINESS

The principal place of business of this Corporation shall be 67 South Sherwood Drive, Providence, UT 84332. The business of this Corporation may be conducted in all counties of the State of Utah and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Trustees shall determine.

Article X
DISTRIBUTIONS

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or (b) by a corporation, contributions

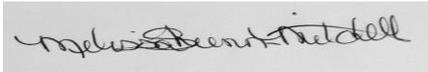
to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended or supplemented.

**Article XI
DISSOLUTION**

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or shall be distributed to the federal government or to a state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

In witness whereof, we, Melissa Shunn-Mitchell, Mark Wallin, Barbara Wallin, Karen Steele, Bryan Morgan and Kimberly Lott have executed these Articles of Incorporation in duplicate this 23rd day of September, 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.



Melissa Shunn-Mitchell

Mark Wallin

Mark Wallin

Barbara Wallin

Barbara Wallin

Karen Steele

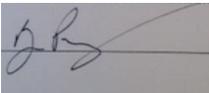
Karen Steele

Bryan Morgan

Bryan Morgan

Kimberly Lott

Kimberly Lott



Bryce Passey

APPENDIX C: GOVERNING BOARD BYLAWS

The Center for Creativity, Innovation, and Discovery Governing Board Bylaws

ARTICLE I

Section 1.1 Business Offices

Section 1.2 Registered Office

ARTICLE II

Section 2.1 Classification & Election of Members

ARTICLE III

Section 3.1 General Powers

Section 3.2 Number, Appointment, Tenure and Qualifications for Voting Board Members

Section 3.3 Number, Appointment, Tenure and Qualifications of Advisory Board
Members (Non-Voting Board Members)

Section 3.4 Vacancies

Section 3.5 Regular Meetings and Attendance

Section 3.6 Special Meeting

Section 3.7 Notice

Section 3.8 Quorum and Voting

Section 3.9 Manner of Acting

Section 3.10 Meetings by Telephone or other Electronic Device

Section 3.11 Action Without a Meeting.

Section 3.12 Presumption of Assent.

Section 3.13 Compensation.

Section 3.14 Executive and Other Committees.

ARTICLE IV

Section 4.1 Number and Qualifications.

Section 4.2 Appointment and Term of Office.

Section 4.3 Recruitment of Directors.

Section 4.4 Removal.

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Section 4.6 Authority and Duties of Officers.

Section 4.7 Surety Bonds.

ARTICLE V

Section 5.1 Indemnification of Directors, Officers, etc.

Section 5.2 Indemnification Against Liability to the Corporation.

Section 5.3 Indemnification in Criminal Actions.

Section 5.4 Other Indemnification.

[Section 5.5 Period of Indemnification.](#)

[Section 5.6 Insurance.](#)

[Section 5.7 Right To Impose Conditions to Indemnification.](#)

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[Article VI](#)

[Section 6.1 Account Books, Minutes, Etc.](#)

[Section 6.2 Fiscal Year.](#)

[Section 6.3 Conveyances and Encumbrances.](#)

[Section 6.4 Designated Contribution.](#)

[Section 6.5 Conflicts of Interest.](#)

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[Section 6.7 References to Internal Revenue Code.](#)

[Section 6.8 Amendments.](#)

[Section 6.9 Severability.](#)

ARTICLE I

OFFICES

Section 1.1 Business Offices

The principal office of the corporation shall be located in the city of Logan and the county of Cache, Utah. The corporation may have such other offices either within or outside Utah, as the Board of Trustees may designate or as the affairs of the corporation may require from time to time.

Section 1.2 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, if in Utah; and the address of the registered office may be changed from time to time by the Board of Directors.

ARTICLE II

MEMBERSHIP

Section 2.1 Classification & Election of Members

The corporation shall have no members.

ARTICLE III

BOARD OF DIRECTORS

Section 3.1 General Powers

The business and affairs of The Center for Creativity, Innovation and Discovery (CCID) shall be managed by its Board of Directors, except as otherwise provided in the Utah Nonprofit Corporation and Co-operative Association Act, the Articles of Incorporation or these Bylaws.

Section 3.2 Number, Appointment, Tenure and Qualifications for Voting Board Members

The number of trustees of the corporation shall be fixed by the Board of Directors, but in no event shall be less than 5 and no more than 11, with an expectation of 7 as the desired usual. Any action of the Board of Directors to increase or decrease the number of directors, whether expressly by resolution or by implication through the election of additional trustees, shall constitute an amendment of these Bylaws effecting such increase or decrease.

Directors shall be appointed or reappointed by a majority of the existing Board of Directors at each May annual meeting. Board terms shall end on June 30th of the respective term.

The first five years of operation, the founding Board Members (those who joined the Board in the first year of the development of the school) may remain on the Board in order to maintain the original vision of The Center of Creativity, Innovation and Discovery. After the school has been in operation for five years, founding Board Members fall under the same rotation as non-founding Board Members. The rotation should be staggered to insure that at no time all Board of Directors are new to the Board.

New Board Members shall not serve on the Board for more than three consecutive, two-year terms, after which they may be reappointed to the Board only after at least a one year sabbatical.

Once the school is established at least two of the voting Board Members must be a parent of a child currently attending the school. These two voting Board Members must come from two different families and will be elected by the parents of current students enrolled.

Any Director who has two or more unexcused absences at board meetings and/or does NOT complete assignments regularly to the satisfaction of the Board, having been given due notice, shall be subject to removal if the remaining Board so deems by a majority vote. Regardless of the foregoing, any Director may be removed by a majority vote of the Board of Directors whenever in its judgment the best interests of the corporation will be served thereby; but such removal shall be without prejudice, if any, of the person so removed.

Each voting Board member shall be required to attend a Board approved discovery, field-based or a STEM focused training within his or her first year of tenure.

Section 3.3 Number, Appointment, Tenure and Qualifications of Advisory Board Members (Non-Voting Board Members)

Advisory Board members shall be appointed or reappointed by a majority of the voting Board members at each annual May meeting or as otherwise determined by the Board. Advisory Board members shall serve an indefinite term and shall make an effort to attend as many board meetings as they are able. Advisory Board Members may be removed at any time by a majority of voting Board Members.

Section 3.4 Vacancies

Any Director may resign at any time by giving written notice, either paper or electronic, to the chair of The Center for Creativity, Innovation and Discovery. Such resignation shall take effect at the time specified therein and unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective. The Board shall publicly announce the number of

vacancies available and shall consider any nominations from parents or the community at large. Vacancies shall be filled by the affirmative vote of a majority of the Directors then in office.

Section 3.5 Regular Meetings and Attendance

Regular meetings of the Board of Directors shall be held at least ten times each year. Notice for such meetings shall be given at least one week in advance. An annual meeting shall be held each year in May.

Board meetings will remain open to the public unless a closed session is convened by a majority vote of members present. Closed sessions will be subject to the requirements of [Utah State Open Meetings Laws](#).

Directors should not discuss board business, policy, actions, resolutions, etc. with anyone else on the Board, except at regularly scheduled meetings. Confidentiality law is also outlined in this section of the statute. Personnel matters, individual students and negotiations are confidential by law.

Section 3.6 Special Meeting

Special meetings of the Board of Directors may be called by or at the request of the Chair or any two Directors. The person or persons authorized to call special meetings of the Board of Directors will provide proper notice and may fix any place, date and time for holding any special meeting of the Board called by them. Special meetings will follow normal open meeting requirements as outlined by the State of Utah.

Section 3.7 Notice

Notice of each meeting of the Board of Directors, stating the place, day and hour of the meeting, shall be given to each Director at his or her business or home address at least five days prior thereto by mailing of written notice by first class, certified or registered mail or at least two days prior thereto by personal delivery of written notice or by telephone notice or by email (the method of notice need not be the same to each Director). If mailed, such notice shall be deemed to be given when deposited in the US mail, with postage thereon prepaid. If emailed, such notice shall be deemed to be given when the email is sent. Any Director may waive notice of any meeting before, at or after such meeting. The attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting was not lawfully called or convened.

Section 3.8 Quorum and Voting

A majority of the number of Directors fixed by section 2 of this Article III shall constitute a quorum, but if less than such majority is present at a meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice than an announcement at the meeting, until a quorum shall be present. No Trustee may vote or act by proxy at any meeting of Directors.

Section 3.9 Manner of Acting

The act of the majority of the Directors present at a meeting, at which a quorum is present, shall be the act of the Board of Directors.

Section 3.10 Meetings by Telephone or other Electronic Device

Members of the Board of Directors, or any other committee thereof, may participate in a meeting of the Board or committee by means of conference telephone or similar communications equipment. Such participation shall constitute presence in person at the meeting.

Section 3.11 Action Without a Meeting

All official actions of the Board must be done in a public meeting in accordance with Utah State law.

Section 3.12 Presumption of Assent

A Director of The Center for Creativity, Innovation and Discovery who is present at a meeting of the Board of Directors, at which action on any corporate matter is taken, shall be presumed to have assented to the action taken unless his dissent is entered in the minutes of the meeting, or unless he files his written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the secretary of the corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Director who voted in favor of such action.

Section 3.13 Compensation

Directors shall not receive compensation for their service on the Board, although the reasonable expenses relating to the furtherance of the corporation's mission may be paid or reasonable compensation paid for services rendered in the furtherance of the corporation's mission outside of service on the Board of Directors, but only in accordance to Utah State Law.

Section 3.14 Executive and Other Committees

By one or more resolutions, the Board of Directors may designate from among its members an executive committee and one or more other committees.

ARTICLE IV

ORGANIZATIONAL STRUCTURE OF GOVERNING BODY

Section 4.1 Number and Qualifications

The Directors of The Center for Creativity, Innovation and Discovery shall be an executive director, an assistant director, secretary and chief financial officer. The Board of Directors may also elect or appoint other positions as it may consider necessary. One person may hold more than one office at a time, except that no person may simultaneously hold the offices of executive director and secretary. All people serving on the governing board must be at least eighteen years old.

Section 4.2 Appointment and Term of Office

Directors shall hold office for a two year term with the opportunity to be nominated and appointed again to the same position.

Section 4.3 Recruitment of Directors

The Standing Board shall nominate and appoint Directors at their May board meeting or as circumstances may require. Newly appointed Directors begin their term of service July 1 or as needed to fill vacancies.

The procedure for the recruitment of new board directors is as follows:

1. The Directors will form a board recruitment & development committee consisting of a minimum of three directors and community members that are approved by the Governing Board.
2. The board recruitment & development committee is empowered by the Board with the responsibility to search for the best qualified candidates.
3. The Directors will rank candidates by qualifications, priorities and governing board needs.
4. Successful candidates will be appointed to the board by the Governing Board Executive Director.

Section 4.4 Removal

Any officer or agent may be removed by a majority vote of the Board of Directors whenever in its judgment the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Appointment of an officer or agent shall not in itself create contract rights.

Section 4.5 Vacancies

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

Section 4.6 Authority and Duties of Officers

The officers of the corporation shall have the authority and shall exercise the powers and perform the duties specified below and as may be additionally specified by the chair, the Board of Directors or these Bylaws, except that in any event each officer shall exercise such powers and perform such duties as may be required by law.

- (a) Executive Director. The Executive Director shall, subject to the direction and supervision of the Board of Directors: (1) preside at all meetings of the Board of Directors; (2) see that all orders and resolutions of the Board of Directors are carried into effect; (3) ensure that structures and procedures are in place for effective recruitment, training and evaluation of Directors; and (4) perform the duties of the chair and when so acting shall have all the powers of and be subject to all the restrictions upon the chair.
- (b) Assistant Director. The Assistant Executive Director shall assist the Executive Director and shall perform such duties as may be assigned by the Executive Director or by the Board of Directors. The Assistant Executive Director shall, at the request of the Executive Director, or in his/her absence or inability to act, perform the duties of the Executive Director and when so acting shall have all the powers of and be subject to all the restrictions upon the Executive Director.
- (c) Secretary. The secretary shall: (1) keep the minutes of the proceedings of the Board of Directors and any committees of the board; (2) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (3) be custodian of the corporate records and of the seal of the corporation; and (4) in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to him/her by the chair or by the Board of Directors. Assistant secretaries, if any, shall have the same duties and powers, subject to supervision by the secretary.
- (d) Chief Financial Officer (CFO). The CFO shall: (1) be the principal financial officer of the corporation and have the care and custody of all its funds, securities, evidences of

indebtedness and other personal property and deposit the same in accordance with the instructions of the Board of Directors; (2) receive and give receipts and acquittance for moneys paid on account of the corporation, and pay out of the funds on hand all bills, payrolls and other just debts of The Center for Creativity, Innovation and Discovery of whatever nature upon maturity; (3) unless there is a controller, be the principle accounting officer of the corporation and as such prescribe and maintain the methods and systems of accounting to be followed, keep complete books and records of account, prepare and file all local, state and federal tax returns and related documents, prescribe and maintain an adequate system of internal audit, and prepare and furnish to the chair and the Board of Directors statements of accounts showing the financial position of The Center for Creativity, Innovation and Discovery and the results of its operations; (4) upon request of the board, make such reports to it as may be required at any time; and (5) perform all other duties incident to the office of CFO and other such duties as from time to time may be assigned to him/her by the chair of the Board of Directors. Assistant financial officers, if any, shall have the same powers and duties, subject to supervision by the CFO.

- (e) STEM Advocate. A liaison with school personnel in order to maintain a high priority for STEM focused literacy, projects, programs and curricula that support teaching and learning and placed-based experiences.

Section 4.7 Surety Bonds

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

ARTICLE V

INDEMNIFICATION

Section 5.1 Indemnification of Directors, Officers, etc.

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

Section 5.2 Indemnification Against Liability to the Corporation

No indemnification shall be made in respect of any claim, issue matter as to which a person covered by Section 5.1 shall have been adjudged to be liable for negligence or misconduct in the performance of his duty to the corporation unless and only to the extent that the court in which such action, suit or proceeding was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnification for such expenses which such court shall deem proper.

Section 5.3 Indemnification in Criminal Actions

No indemnification shall be made in respect of any criminal action or proceeding as to which a person covered by Section 5.1 shall have been adjudged to be guilty unless and only to the extent that the court in which such action or proceeding was brought shall determine upon application, that despite the adjudication of guilt, but in view of all the circumstances of the case, such person is entitled to indemnification for such expenses or fines which such court shall deem proper.

Section 5.4 Other Indemnification

The indemnification provided by this Article shall not be deemed exclusive of any other rights to which any person may be entitled under the articles of incorporation, any agreement, any other provision of these bylaws, vote of the disinterested Directors or otherwise, and any procedure for by any of the foregoing, both as to action in his official capacity and as to action in another capacity while holding such office.

Section 5.5 Period of Indemnification

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

Section 5.6 Insurance

By action of the Board of Directors, notwithstanding any interest of the Directors in such action, The Center for Creativity, Innovation and Discovery may, subject to Section 5.8, purchase and maintain insurance, in such amounts as the Board may deem appropriate, on behalf of any person indemnified hereunder against any liability asserted against him/her and incurred by him/her in the capacity of or arising out of his/her status as an agent of the corporation, whether or not the corporation would have the power to indemnify him/her against such liability under applicable provisions of law. The corporation may also purchase and maintain insurance, in such amounts as the board may deem appropriate, to insure The Center for Creativity, Innovation and Discovery against any liability, including without limitation, any liability for the indemnification provided in this Article.

Section 5.7 Right To Impose Conditions to Indemnification

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

Section 5.8 Limitation of Indemnification

Notwithstanding any other provision of these bylaws, The Center for Creativity, Innovation and Discovery shall neither indemnify any person nor purchase any insurance in any manner or to any extent that would jeopardize or be inconsistent with qualification of the corporation as an organization described in section 501(c)(3) of the Internal Revenue Code or would result in liability under section 4941 of the Internal Revenue Code.

Article VI

MISCELLANEOUS

Section 6.1 Account Books, Minutes, Etc.

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 business meetings of officers. All books and records of the corporation may be inspected by any Director or his accredited agent or attorney, for any proper purpose at any reasonable time.

Section 6.2 Fiscal Year

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

Section 6.3 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 6.4 Designated Contribution

The corporation may accept any designated contribution, grant, and 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 rights, 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 purpose.

Section 6.5 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, any member of his family, or any entity in which he 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 interest or position, (b) aid the persons charged with making the decision by disclosing any material facts within his 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.

Discrimination: The Center for Creativity, Innovation and Discovery admits students of any race, religion, color, ability, gender identity or expression, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, religion, color, ability, gender identity or expression, national origin, or ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

Section 6.6 Loans to Directors and Officers

No loans shall be made by the corporation to any of its Directors or officers. Any Director or officer who assents to or participates in the making of such loan shall be liable to the corporation for the amount of such loan until it is paid.

Section 6.7 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 1954, as amended and shall include the corresponding provisions of any subsequent federal tax laws.

Section 6.8 Amendments

The power to alter, amend or repeal these bylaws and adopt new bylaws shall be vested in the Board of Directors; and shall require that every Board Member vote with at least a $\frac{3}{4}$ majority vote for passage.

Section 6.9 Severability

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

APPENDIX D: MINUTES FROM GOVERNING BOARD MEETINGS

CCID Board Meeting – 9/23/15

In attendance: Missy, Mark, Kim, Barb, Jeff

Old Business:

Bryan-Letter of support from Steve Norton (Cache School District)

Karen-Meeting with Frank Scofield for Logan School District letter of support

Missy-Letter of support for Jason Stanger (InTech)

Jeff asked about possible matriculation agreement

Missy and Mark indicated that Jason was supportive as mentor and would be supportive of presenting that idea to their board.

Survey-just under a 100 responses

95.83% would like our model

84.38% would support a new school in Cache Valley

New Business:

Missy calls for a motion to approve the By Laws as written....Kim so moves, Barb seconds

- Mark questions why there was not a STEM advocate on the board.
- Jeff clarified that a paid employ of the school can not serve on the board as written in the bylaws.
- STEM advocate will be a liaison with school personnel in order to maintain a high priority for STEM focused literacy, projects, programs and curricula that support teaching and learning and out of school experiences.

Missy calls for a vote. The motion was unanimously denied.

Missy calls for another motion....Mark moves to include a STEM advocate in the ByLaws under 4.6 that states: STEM advocate will be a liaison with school personnel in order to maintain a high priority for STEM focused literacy, projects, programs and curricula that support teaching and learning and out of school experiences. Barb seconds.

No discussion, vote was called, was unanimously passed.

Missy calls for the approval of the Articles of Incorporation...Mark calls for motion to approve the Articles with the addition of address of Board members at a later date. Kim seconds.

Missy calls for a vote, motion unanimously passed.

Missy calls for the approval of the Governing Board Director Job Description and Expectation Agreement as written. Mark Seconds

Missy calls for a vote, motion unanimously passed.

Rest of meeting was working meeting...

Missy is still working on her section

Jeff is still working on his sections

Mark is working on his...making bullets into narrative. Mark brings up location issue, is only going to include the River Heights location in the application:

- Jeff asked Mark to get a letter of intent from seller for River Heights location, since we cannot potentially buy this until Spring 2016 at the latest.
- 8 acres with pond

Mark brings up with Jeff the issue of "Gateway" for student grades in surrounding schools, Jeff also brings up a good measure of success through retention.

Ramp up our measures of success. Want to be able to show growth (3-5 years).

Jeff questions why Missy is concerned about pond on location, Missy is not concerned with pond only that the location is not accessible to minorities or at-risk, not near a bus stop.

All documents have been sent to Barb.

Missy needs to work on:

- Sections 1, 7-History for Section 6
- Letter of support from Jason Stanger

Mark needs to work on:

- Section 4, 5

Bryan is good

Kim is good, with Missy's addition

Jeff is working on:

- Sections: 2, 8

Meeting was adjourned at 8:01 pm

APPENDIX E: EXECUTED CONTRACTS or MOUs

No contracts or MOUs have been executed.

ATTACHMENT A: BUDGET

Budget is attached separately.

ATTACHMENT B: BACKGROUND INFORMATION SHEETS

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

Background Information Sheet #1

Name Melissa Shunn-Mitchell

Role with application Governing Board Executive Director

Expertise Education, Teacher Training, Non-Profit

Select the statements that are applicable and proceed as directed:

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- I am not related to a person(s) identified as a founder, governing board member, or administrator.**

Statement of Intent

I have served as the chair on the founding board of The Center for Creativity, Innovation and Discovery (CCID). I have conducted our board meetings, delegated assignments, set up meetings with experts in STEM curriculum and field-based learning, met with prospective students' parents, met with local businesses to set up partnerships so our students can have authentic experiences with STEM in the community they live in, written sections of the proposal and attended charter school trainings and conferences.

My desire to assist with the creation of CCID is to give student an education with a strong integrative STEM curriculum that is engaging and motivates students to love the STEM fields. I especially want to encourage and support girls and minorities to go into STEM fields as they are underrepresented. The intention of our charter is to make STEM come alive and show students how fun and exciting learning really is.

I have a strong passion for supporting educators. Educating children is a highly challenging job. Within my career I have been able to mentor Elementary Education students and share my passion of teaching in creative and innovative ways. As a member of the CCID's Governing Board I am in the position to help provide, support and monitor professional development for the school's teachers. CCID has the ability to provide teachers with the opportunity to hone their craft and contribute to the field of education.

I have worked with children in foster care who face unique struggles that make gaining a rich, challenging education difficult.

Not-for-Profit History:

I am a volunteer at Citizens Against Physical and Sexual Assault (CAPSA) in Logan, UT. I work with the children in shelter care, in the childcare center and on the crisis hotline.

Employment History:

Elementary School Teacher grades 1st, 3rd, 4th, 5th, 6th

Mentor Teacher for University Students

Teaching Assistant at Edith Bowen Laboratory School in a 4th and 5th grade classes

Teaching Assistant for Elementary Education Undergraduate Management Courses

Teaching Assistant at Edith Bowen Laboratory School in a 2nd grade class

Substituted in Logan School District, Logan, UT, grades Kindergarten, 2nd, 3rd, and special education

Foster Parent in Harford County, MD

Child Care Coordinator and Preschool Teacher in Teaching Laboratory at West High School

Education History:

Master of Elementary Education: School of Teacher Education and Leadership, 2014

Bachelor of Science: School of Teacher Education and Leadership, Emphasis: Fine Arts, 2009

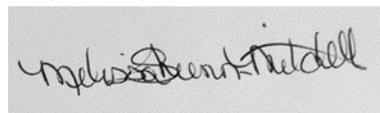
Consent for Background Check:

Charter school governing board members and key administrators consent to complete a background check prior to submission of the final application (see calendar on pg. 2). A background check requires fingerprinting consistent with Board Rule [R277-516](#). The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old.

The background check applicant is responsible for the cost of the background check. Using as much space as necessary below, assure you will complete a background check, to be submitted and reviewed by the school's governing board, prior to the submission of the final application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR The Center for Creativity, Innovation and Discovery CHARTER SCHOOL.

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



Background Information Sheet #2

Name Mark Wallin

Role with application Governing Board Assistant Director, STEM Advocate

Expertise Education, Construction

Select the statements that are applicable and proceed as directed:

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I am not related to a person(s) identified as a founder, governing board member, or administrator.

Statement of Intent:

My interest in charter/choice schools began 26 years ago when I was a graduate student. I was intrigued by the notion of parents making individual decisions about their children's education. My research on the subject lead me conclude: there are no viable options other than private school. Then and there I determined that if the situation ever presented itself, I would do everything in my power to facilitate parent's choice in education. As a member of the CCID founding board, creating a charter school is the perfect opportunity to keep that promise to myself. Over the past year and a half my role on the CCID founding board has been to research and conceptualize a school that prepares students with 21st century skills to be successful citizens in a global environment.

The expertise that I bring to the board is a breadth and variety of education experience ranging from kindergarten to university undergraduate and graduate students with a specialty in science, math, and STEM education. Additionally, I believe that my construction experience will be beneficial as we design and build our facilities.

Not-for-Profit History:

N/A

Employment History:

Business Manager - LDS Books Club

Real Estate Developer - Gold Dust Properties

Construction Project Manager - L and T Construction

Construction Superintendent - L and T Construction - Tecton Development

K - 6 Classroom Teacher - Stansbury Elementary/Tooele School District

Student Teacher Supervisor - Arizona State University - Northern Arizona University -

Southern Utah University - Utah State University - University of Hawaii

University Professor - Math and Science Methods, Classroom Management, Educational

Foundations - Northern Arizona University - Southern Utah University - Utah State

University -University of Hawaii

Elementary Classroom Teacher - Grades 3 & 5 - Edith Bowen Lab School

STEM Director - Grades K-5 - Edith Bowen Lab School

Education History:

Bachelors - Elementary Education - Utah State University

Masters - Curriculum and Instruction - Arizona State University

Doctor of Education - Curriculum and Instruction - Arizona State University

Consent for Background Check:

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Mark Wallin

Background Information Sheet #3

Name Karen Steele

Role with application Governing Board Director, Secretary

Expertise Education, Non-Profit

Select the statements that are applicable and proceed as directed:

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- I am not related to a person(s) identified as a founder, governing board member, or administrator.**

Statement of Intent:

I have written the Language Arts Curriculum for CCID. I have used the teaching strategies included and have seen documented progress in students using these strategies. The Language Arts Curriculum is

supported by research done by the International Literacy (ILA) formerly the International Reading Association (IRA).

Not-for-Profit History:

I have served on numerous curriculum committees for Logan City School District. I have served as the President of the Utah Council International Reading Association (UCIRA) that is currently changing to the Utah Literacy Association (ULA). For the past five years I have served as the State Coordinator for Utah. I have worked closely with the ILA in maintaining membership records, providing transparent financial reports, and providing confidentiality of information. While teaching at Edith Bowen I served on the School Community Council that had the responsibility of administering the School Trust Land Money allocated to each school.

Employment History:

I have taught first or second grade for 28 years. I taught at Mc Kinnley Elementary School in Tremonton, Utah for 1 year (Internship), Wilson Elementary in Logan, Utah for 16 years, Edith Bowen Laboratory School on the campus of USU for 7 years, and Bear River Charter School for 4 years. (1 year substituting)

Education History:

I received a BA in Sociology and Psychology from the Southern Utah University. I returned to school to obtain a BS in Elementary Education with a minor in Social Studies, and then continued on a few years later to receive a M.ED with a Basic Reading Endorsement and an Advanced Reading Endorsement.

Consent for Background Check:

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Karen Steele

Background Information Sheet #4

Name Barabra Wallin

Role with application Governing Board Director, Chief Financial Officer

The Center for Creativity, Innovation and Discover
Updated November 2015

Expertise Business

Select the statements that are applicable and proceed as directed:

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I am not related to a person(s) identified as a founder, governing board member, or administrator.

Statement of Intent:

I am serving as the treasurer on the founding board of The Center for Creativity, Innovation and Discovery (CCID). I have a degree in English Technical Writing and have used my skills as a technical writer to assist with the writing of our proposal. I will continue to use my expertise in this area as we write the application for our charter.

My husband and I own a local manufacturing corporation. As a business owner I coordinate the financial management of our corporation such as: balance payables and receivables, create invoices, calculate and generate payroll, ensure taxes are paid accurately and on time, meet with our accountant, etc. I have been an advisor to the founding board as we have explored financial issues for the charter. With my experience in financial management I am able to guide the board with sound financial options for the many decisions we need to make for the ongoing financial success of the school.

Not-for-Profit History:

Founding board member and treasurer for The Center of Creativity, Innovation and Discovery.

I have served as a co-leader and leader of troops through the Girl Scouts of America, which allowed me to gain an appreciation for educating females in diversity and other multiple aspects of education.

Employment History:

I worked as an insurance claims adjuster for many years, many of those as a resource adjuster and trainer.

I have been a co-owner of a manufacturing corporation, focusing primarily on the financial aspects required to run a small business.

Education History:

Utah State University: Bachelor of Science in English with an emphasis on Technical Writing, 2010.

Consent for Background Check:

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Barbara Wallin

Background Information Sheet #5

Name Bryan Morgan

Role with application Governing Board Director

Expertise Parent, Business, Non-Profit

Select the statements that are applicable and proceed as directed:

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- I am not related to a person(s) identified as a founder, governing board member, or administrator.**

Statement of Intent:

I intend to serve CCID from many levels. I was born and raised in Cache Valley and have been educated here. Although I would not speak negatively about my education, I can say that as a person who is passionate about science and engineering, something was missing. I have felt that there must be a better way to inspire young minds. I have two children ages 13 and 5, and as I watch them mature in their schools, I struggle with the instruction techniques that leave my children frustrated. These core subjects are taught without hands-on experience or critical thinking. This is what is missing in our education system today. I will be able to assist the development and progress of this STEM-based school with leadership, foresight, and successful business management by upholding the charter and striving for excellence.

Not-for-Profit History:

I have served on the automotive advisory council for Bridgerland Applied Technology College (BATC) for over five years. My role in that position has been to guide curriculum, help determine budget strengths and weakness and student recruitment and retention. I have worked as a guide to instructors on real world application of the skills they teach. I have provided professional validation of the automotive program so it can continue to be accredited by the National Automotive Technicians Education Foundation (NATEF).

Employment History:

I started in the automotive industry while still in high school at Logan High. I owe that completely to the Schools to Careers program that enabled me to secure an internship with Checker Auto parts. I continued working with Checker from 2000 to 2002. I was offered a position with Carquest Auto parts and flourished with the opportunity; I advanced quickly and after a few years was promoted to store manager. Under my guidance and business strategy, Carquest of Logan's sales increased dramatically. We were named store of the year multiple times, as well as ranked number one out of 3,200 stores nationwide. While at Carquest, I continued my education with many leadership courses, as well as accounting and business administration.

I left Carquest in 2011 to complete my dream of owning my own shop. I have been an owner of Import Auto for over four years. We have doubled our productivity in that time and continue to grow each year. I have many roles as a small business owner including: secretarial, marketing, accounting.

Education History:

Graduated from Logan High School in 2000
Completed a variety of trade school courses

Consent for Background Check:

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Background Information Sheet #6

Name Kimberly Lott

Role with application Governing Board Director

Expertise Education, Science

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- I am not related to a person(s) identified as a founder, governing board member, or administrator.**

Statement of Intent:

My role on the governing board will be to lend my expertise in the most effective teaching pedagogy for STEM education. I am a former middle school science teacher and have been involved with science teacher education for the last twelve years. I have taught the elementary science methods class at Utah State University (USU) for the last seven years for elementary teaching majors. I have also professional development for inservice elementary and middle school teachers in the area of science education, particularly with regards to how science (or STEM) activities can be integrated within the school curriculum to meet not only science standards, but also standards for math and language arts.

Not-for-Profit History:

I served as chair of the Second Grade Writing Committee when the Utah State Office of Education revised the K-2 Elementary Science core in 2009. Recently, I have been active with the STEM Action Center in the development and implementation of the new Elementary STEM endorsement in partnership with USU and local school districts. I have served as a science and STEM resource for the Edith Bowen Laboratory School (EBLS), having worked with several teachers throughout the last seven years. I also served on the Governing Board at EBLS from 2012-2014.

Employment History:

I was a middle and high school science teacher from 1992-1999, then again during the 2003-2004 and 2006-2007 academic years. I was an assistant research professor at the University of Kentucky (UK) from Fall 2004 to Spring 2006. While at UK, I taught elementary science methods and also worked with a three-state teacher professional development program. I have been at USU since the Fall of 2007. I taught secondary science methods courses from 2007-2009 and have been teaching the elementary methods courses since Fall 2009.

Education History:

Auburn University

Degree Earned: Doctor of Philosophy

Auburn, AL
(Attended: 1997-2002)

Graduated: August, 2002
Area of Emphasis: Secondary Science Education
Dissertation: *Evaluation of a State-wide Science
Inservice and Outreach Program*

Georgia Southern University Statesboro, GA
(Attended: 1994-1997)

Masters of Education
Graduated: May, 1997
Major Area: Secondary Science Education

Auburn University
Auburn, AL
(Attended: 1988-1992)

Bachelor of Science
Graduated *magna cum laude*: May, 1992
Major Area: Secondary Science Education

Consent for Background Check:

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Background Information Sheet #7

Name Bryce Passey
Role with application Governing Board Director
Expertise Education, Teacher Training

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- I am not related to a person(s) identified as a founder, governing board member, or administrator.**

Statement of Intent

I am a strong believer in parental involvement and choice in their student’s education. Charter schools provide that option better than traditional district schools. My involvement in charter schools as a parent and as a director has shown that charter schools are the only viable option for most parents. I have also spent most of my professional teaching as a science teacher and have a strong understanding of the importance of properly implemented STEM opportunities for students in primary grades.

I bring to this board a variety of educational experiences that are closely connected to real world science experiences for younger students. I also have experience in training pre-education university students in the methods and importance of science education in elementary grades.

Not-for-Profit History:

N/A

Employment History:

- Secondary Classroom Teacher – Logan Junior High School
- Secondary Classroom Teacher – Bear River High School
- Elementary Classroom Teacher - Grade 6 – Hillcrest Elementary School
- Middle School Classroom Teacher – Grade 6 – Mount Logan Middle School
- Charter School Director – K-8 – Promontory School of Expeditionary learning
- Adjunct Professor – Elementary Science Methods Course – Utah State University

Education History:

- Bachelors – Political Science - Utah State University
- Masters – Instructional Technology - Utah State University

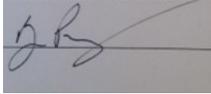
Consent for Background Check:

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

A rectangular box containing a handwritten signature in black ink. The signature is stylized and appears to be the initials 'J.R.' followed by a long horizontal stroke.

ATTACHMENT C: LETTERS OF SUPPORT



1787 North Research Parkway
USU Innovation Campus
North Logan, Utah 84341
435-753-7377
www.intechchs.org

28 September 2015

Melissa Shunn-Mitchell, Executive Director
The Center for Creativity, Innovation and Discovery
67 South Sherwood Drive
Providence

Dear Ms. Shunn-Mitchell,

This letter is to confirm my willingness to act as an informal mentor to The Center for Creativity, Innovation and Discovery (CCID) Governing Board and administration. Having an integrative STEM K-8 school in Cache Valley based on rigorous research and best practices will better prepare students in science, technology, engineering and math as they transition to high schools, including InTech Collegiate.

Additionally, as part of InTech Collegiate's outreach mission, the following partnership opportunities are illustrative of those that might be explored between InTech and CCID:

- Internships for InTech students with the K-8th grade students at CCID
- InTech student mentors for CCID students
- Collaboration with InTech faculty and CCID faculty
- Shared professional development
- Matriculation agreement

Regards,

A handwritten signature in blue ink that reads "Jason Eric Stanger".

Jason Stanger, EdS/ASC/MBA
Executive Director



September 28, 2015

Jennifer Lambert
Charter School Education Specialist
Utah State Charter School Board
Jennifer.Lambert@schools.utah.gov

Dear Ms. Lambert,

Your organization approved the submission of a full application from **The Center for Creativity Innovation and Discovery** on August 13, 2015. Our top level district administrative team has reviewed the original proposal and the application that is being submitted for your consideration.

I am writing to notify you that the Cache County School District is supportive of this application, along with the ideas and concepts that are explained within. If this application is approved by your board, the Cache County School District pledges to work in a cooperative nature with this new charter school.

Please feel free to contact me for any additional clarification that might be needed.

Sincerely,

A handwritten signature in black ink, which appears to read "Steven C. Norton". The signature is written in a cursive style.

Steven C. Norton
Superintendent of Schools
Cache County School District
2063 North 1200 East
North Logan, UT 84341
435-752-3925

ATTACHMENT D: COMMUNITY PARTNERS

Hardware Ranch
Division of Wildlife Resource
Utah State University's Aspen Genome Project
US Forests Service
Cache County Weed Control
InterMedia, non-profit
Production Partnerships LLC

Charter Name		Fiscal Year: FY17 (7/1/16 - 6/30/17)		
Revenue		Planning Year		
Charter School Revolving Loan		\$300,000		
Total Revenue from State Sources (3000)		\$300,000		
Private Grants & Donations :		\$100,000		
State Start-up Grant				
Loans:				
Commercial		\$0		
Other (<i>specify</i>)		\$0		
Total Revenue from Other Sources (5000)		\$100,000		
Total Revenue		\$400,000		
Expenditures		Number	Salary/Cost	Total
--- SALARIES ---				
24.121	Salaries - Principals and Assistants	0.00	\$0	\$0
24.152	Salaries - Secretarial and Clerical	0.00	\$0	\$0
24.100	Salaries - Other School Administration	0.00	\$0	\$0
	Total - School Administration Salaries (100)			\$0
26.182	Salaries - Operation & Maintenance of Facilities	0.00	\$0	\$0
	Total 2600 - Operation & Maintenance of Facilities Salaries (100)			\$0
TOTAL - ALL SALARIES (100)				\$0
--- BENEFITS ---				
24.210	Retirement - School Administration	0%	\$0	\$0
26.210	Retirement - Operation & Maintenance of Facilities	0%	\$0	\$0
	Total - All Retirement			\$0
24.220	Social Security/FICA/Unemployment/Workers Comp - School Administration	10%	\$0	\$0
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maintenance of Facilities	10%	\$0	\$0
	Total - All Social Security/FICA/Unemployment/Workers Compensation			\$0
24.240	Insurance (Health/Dental/Life) - School Administration	0%	\$0	\$0
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	0%	\$0	\$0
	Total - All Insurance (Health/Dental/Life)			\$0
24.290	Other Benefits (<i>specify</i>) - School Administration	0%	\$0	\$0
26.290	Other Benefits (<i>specify</i>) - Operation & Maintenance of Facilities	0%	\$0	\$0
	Total - All other benefits (<i>specify</i>)			\$0
TOTAL ALL BENEFITS (200)				\$0
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---				
24.300	Purchased Professional & Technical Services - School Administration			\$120,000
26.300	Purchased Professional & Technical Services - Operation & Maintenance of Facilities			\$0
45.300	Purchased Professional & Technical Services - Building Acquisition & Construction Services			\$0
TOTAL - ALL PURCHASED PROFESSIONAL & TECHNICAL SERVICES (300)				\$120,000
--- PURCHASED PROPERTY SERVICES ---				
26.400	Purchased Property Services			\$0
26.441	Rental of Land & Buildings			\$0
26.450	Construction and Remodeling			\$0
TOTAL - ALL PURCHASED PROPERTY SERVICES (400)				\$0
--- OTHER PURCHASED SERVICES ---				
24.520	Insurance(other than employee benefits - e.g. D&O)			\$0
45.521	Property Insurance			\$0
45.522	Liability Insurance			\$1,000
24.530	Communication(telephone and other)			\$0
26.530	Communication(telephone and other)			\$0
24.540	Advertising			\$5,000
24.550	Printing and Binding			\$0
24.580	Travel/Per Diem			\$0
26.580	Travel/Per Diem			\$0
TOTAL - OTHER PURCHASED SERVICES (500)				\$6,000
--- SUPPLIES ---				
10.600	Instructional Supplies			
10.641	Textbooks	0.00	\$0	\$0
21.600	Supplies - Student Support Services	0.00	\$0	\$5,000
22.600	Supplies - Instructional Staff Support Services	0.00	\$0	\$5,000
22.644	Library Books	0.00	\$0	\$5,000
22.650	Periodicals	0.00	\$0	\$0
22.660	Audio Visual Materials - Instructional Support Staff	0.00	\$0	\$0

24.600	Supplies - School Administration		\$0
31.600	Supplies - Food Service		\$0
31.630	Food - Food Service		\$0
TOTAL - ALL SUPPLIES (600)			\$15,000
--- PROPERTY ---			
10.700	Property (Instructional Equipment) - Instruction		
21.700	Property - Student Support Services		\$0
22.700	Property - Instructional Staff Support		\$0
24.700	Property - School Administration		\$0
26.700	Property - Operation & Maintenance of Facilities		\$0
31.700	Property - Food Services		\$0
31.780	Depreciation - Kitchen Equipment Depreciation - Food Services	\$0	7
49.710	Land and Improvements		\$0
49.720	Buildings		\$0
27.732	School Buses		\$0
10.733	Furniture and Fixtures - Instruction		\$50,000
24.733	Furniture and Fixtures - School Administration		\$0
22.733	Furniture and Fixtures - Instructional Support Staff		\$0
21.733	Furniture and Fixtures - Student Support Services		\$0
10.734	Technology Equipment - Instruction		\$190,000
24.734	Technology Equipment - School Administration		\$0
22.734	Technology Equipment - Instructional Support Staff		\$0
21.734	Technology Equipment - Student Support Services		\$0
27.735	Non-Bus Vehicles		\$0
10.739	Other Equipment - Instruction		\$0
24.739	Other Equipment - School Administration		\$0
22.739	Other Equipment - Instructional Support Staff		\$0
21.739	Other Equipment - Instruction		\$0
TOTAL - ALL PROPERTY (700)			\$240,000
--- OTHER OBJECTS ---			
10.800	Other Objects- Instruction		\$0
21.800	Other Objects- Student Support		\$0
22.800	Other Objects- Instructional Staff		\$0
24.800	Other Objects- School Administration		\$0
26.800	Other Objects - Operation & Maintenance of Facilities		\$0
31.800	Other Objects - Food Services		\$0
10.800	Other Objects - Building Acquisition		\$0
	Total - All Other Objects		\$0
10.810	Dues and Fees - Instruction		\$0
21.810	Dues and Fees - Student Support		\$0
22.810	Dues and Fees - Instructional Staff		\$0
24.810	Dues and Fees -School Administration		\$0
26.810	Dues and Fees - Operation & Maintenance of Facilities		\$0
	Total - All Dues and Fees		\$0
TOTAL - OTHER OBJECTS (800)			\$0
3000	Total State		\$300,000
TOTAL REVENUES			\$300,000
100	Salaries		\$0
200	Employee Benefits		\$0
300	Purchased Professional and Technical Services		\$120,000
400	Purchased Property Services		\$0
500	Other Purchased Services		\$6,000
600	Supplies		\$15,000
700	Property		\$240,000
800	Other Objects		\$0
TOTAL EXPENDITURES			\$381,000
Excess or Deficiency of Revenues over Expenditures			-\$81,000
Other Sources of Funding (5000)			\$100,000
Net Asset Balance (Fund Balance)			\$19,000
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			6%
Percentage of Funding Contributed to Reserve Balance (Total Rev - Total Exp / Total Rev =>5%)			-0.27
Necessary Closure Fund (2 months Purchased Prop Serv + Other)			\$0

CHARTER SCHOOL WORKSHEET

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

Charter Name

	Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	52	0.55	28.6
Estimated enrollment (1-3)	131	0.9	117.9
Estimated enrollment (4-6)	75	0.9	67.5
Estimated enrollment (7-8)		0.99	0
Estimated enrollment (9-12)		1.2	0
Special Ed enrollment (K)			
Special Ed enrollment (1-12)	20.6		
Special Ed (Self-Contained)	2.06		
Number of Teachers (K-6)	13		
Number of Teachers (7-12)			
WPU Value	\$3,092	<i>(Except for CTE Add-on and Special Ed.)</i>	
No. of Teachers (FTE) (CACTUS)	13		
School Administrators (CACTUS)	1		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	214.0000	\$ 661,688
Professional Staff	0.059507	12.7345	39,375
Restricted Basic School:			
Special Ed--Add-on	1.0000	22.6600	61,771
Spec. Ed. Self-Contained	1.0000	2.0600	6,370
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$261.97 per K-8 ADM		67,588
Total WPU Programs		251.4545	\$ 836,792
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$28.30 per WPU		\$ 7,116
Special Populations			
Enhancement for At-Risk Students	\$26.38 per student		6,806
Enhancement for Accelerated Student	\$5.00 per student		1,290
Other			
School Land Trust Program	\$49.35 per student		12,732
Reading Achievement Program	\$15.81 per student-Guarantee Program		2,893
Charter Administrative Costs	\$100 per student		25,800
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		67,795
ESA-School Administrators	\$3,104 per qualified administrator		3,104
Library Books and Resources	\$0.960162 per student	260.06	250
Local Replacement Dollars	Average \$1,660 per student		431,700
Total Non-WPU			\$ 559,486
One Time			
Teacher Materials/Supplies ^{1,2}	\$176.33 per eligible F.T.E.	13	2,292
Total One Time			\$ 2,292
ESTIMATED Total All State Funding			\$ 1,398,570
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Stacy Carroll @ 801-538-7958			Updated 09-16-15

CHARTER SCHOOL WORKSHEET

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

Charter Name

	Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	52	0.55	28.6
Estimated enrollment (1-3)	156	0.9	140.4
Estimated enrollment (4-6)	122	0.9	109.8
Estimated enrollment (7-8)		0.99	0
Estimated enrollment (9-12)		1.2	0
Special Ed enrollment (K)	5.2		
Special Ed enrollment (1-12)	33		
Special Ed (Self-Contained)	3.82		
Number of Teachers (K-6)	13		
Number of Teachers (7-12)			
WPU Value	\$3,092	<i>(Except for CTE Add-on and Special Ed.)</i>	
No. of Teachers (FTE) (CACTUS)	13		
School Administrators (CACTUS)	1		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	278.8000	\$ 862,050
Professional Staff	0.059507	16.5906	51,298
Restricted Basic School:			
Special Ed--Add-on	1.0000	39.6800	108,168
Spec. Ed. Self-Contained	1.0000	3.8200	11,811
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$261.97 per K-8 ADM		86,450
Total WPU Programs		338.8906	\$ 1,119,777
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$28.30 per WPU		\$ 9,591
Special Populations			
Enhancement for At-Risk Students	\$26.38 per student		8,705
Enhancement for Accelerated Student	\$5.00 per student		1,650
Other			
School Land Trust Program	\$49.35 per student		16,286
Reading Achievement Program	\$15.81 per student-Guarantee Program		3,288
Charter Administrative Costs	\$100 per student		33,000
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		67,795
ESA-School Administrators	\$3,104 per qualified administrator		3,104
Library Books and Resources	\$0.960162 per student	333.82	321
Local Replacement Dollars	Average \$1,660 per student		554,141
Total Non-WPU			\$ 697,881
One Time			
Teacher Materials/Supplies ^{1,2}	\$176.33 per eligible F.T.E.	13	2,292
Total One Time			\$ 2,292
ESTIMATED Total All State Funding			\$ 1,819,950
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Stacy Carroll @ 801-538-7958			Updated 09-16-15

Charter Name		FY18			FY18		
First Operational Year		100% Enrollment			Breakeven Enrollment		
Number of Students:		330			258		
Grade Configuration:		Grades			Grades		
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		330	\$0		258	\$0	
Student Activities		\$0			\$0		
Other		\$0			\$0		
Total Revenue From Local Sources (1000)		\$0			\$0		
Charter School Revolving Loan		X			X		
State Educational Funding		\$1,819,950			\$1,398,570		
Total Revenue from State Sources (3000)		\$1,819,950			\$1,398,570		
Lunch and Breakfast Reimbursement		330	\$0		258	\$0	
Restricted Federal Through State		\$0			\$0		
Programs for the Disabled (IDEA)		\$48,048			\$37,565		
Elementary and Secondary Education Act (ESEA)		\$44,827			\$35,047		
Total Revenue from Federal Sources (4000)		\$92,875			\$72,612		
Private Grants & Donations:		\$0			\$0		
State Start-up Grant		\$100,000			\$100,000		
Loans:					\$0		
Commercial		\$0			\$0		
Other (specify)		\$0			\$0		
Prior Year Carryforward		\$0			\$19,000		
Total Revenue from Other Sources (5000)		\$100,000			\$119,000		
Total Revenue		\$2,012,825			\$191,612		
Expenditures		Number	Salary/Cost	Total	Number	Salary/Cost	Total
--- SALARIES ---							
10.131	Salaries - Teachers	16.50	\$36,000	\$594,000	13.00	\$33,000	\$429,000
10.132	Salaries - Substitute Teachers	0.00	\$0	\$8,330	0.00	\$0	\$7,735
10.161	Salaries - Teacher Aides and Paraprofessionals	4.00	\$13,000	\$52,000	2.00	\$13,000	\$26,000
10.100	Salaries - Other 1000-Instruction	0.00	\$0	\$0	0.00	\$0	\$0
Total 10 (1000)-INSTRUCTION Salaries (100)				\$654,330			\$462,735
21.141	Salaries - Attendance and Social Work Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.142	Salaries - Guidance Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.143	Salaries - Health Services Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.144	Salaries - Psychological Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.152	Salaries - Secretarial and Clerical	0.00	\$0	\$0	0.00	\$0	\$0
21.100	Salaries - Other 2100-Student Support	0.00	\$0	\$0	0.00	\$0	\$0
Total - STUDENT SUPPORT Salaries (100)				\$0			\$0
22.145	Salaries - Media Personnel - Certified	0.00	\$0	\$0	0.00	\$0	\$0
22.162	Salaries - Media Personnel - Noncertified	0.00	\$0	\$0	0.00	\$0	\$0
22.100	Salaries - Other 2200-Instructional Staff Support	0.00	\$0	\$0	0.00	\$0	\$0
Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)				\$0			\$0
24.121	Salaries - Principals and Assistants	1.00	\$70,000	\$70,000	1.00	\$65,000	\$65,000
24.152	Salaries - Secretarial and Clerical	1.50	\$25,000	\$37,500	1.00	\$25,000	\$25,000
24.100	Salaries - Other 2400-Business Administrator	1.00	\$45,000	\$45,000	1.00	\$42,000	\$42,000
Total -SCHOOL ADMINISTRATION Salaries (100)				\$152,500			\$132,000
26.100	Salaries - Operation & Maintenance of Facilities	1.00	\$25,000	\$25,000	1.00	\$21,000	\$21,000
Total -OPERATION & MAINT OF FACILITIES Salaries (100)				\$25,000			\$21,000
31.100	Salaries - Food Services	0.00	\$0	\$0	0.00	\$0	\$0
Total -FOOD SERVICES Salaries (100)				\$0			\$0
TOTAL - ALL SALARIES (100)				\$831,830			\$615,735
--- BENEFITS ---							
10.210	Retirement - Instruction	5%	\$594,000	\$29,700	6%	\$429,000	\$25,740
21.210	Retirement - Student Support	5%	\$0	\$0	6%	\$0	\$0
22.210	Retirement - Instructional Staff Support	5%	\$0	\$0	6%	\$0	\$0
24.210	Retirement - School Administration	5%	\$90,000	\$4,500	6%	\$132,000	\$7,920
26.210	Retirement - Operation & Main of Facilities	5%	\$25,000	\$1,250	6%	\$21,000	\$1,260
31.210	Retirement - Food Services	5%	\$0	\$0	6%	\$0	\$0
Total - All Retirement				\$35,450			\$34,920
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$654,330	\$65,433	10%	\$462,735	\$46,274
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$0	\$0	10%	\$0	\$0
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administration	10%	\$152,500	\$15,250	10%	\$132,000	\$13,200
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maint	10%	\$25,000	\$2,500	10%	\$21,000	\$2,100
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$0	\$0	10%	\$0	\$0
Total - Social Security/FICA/Unemployment/Workers Comp				\$83,183			\$61,574
10.240	Insurance (Health/Dental/Life) - Instruction	12%	\$594,000	\$71,280	12%	\$429,000	\$51,480
21.240	Insurance (Health/Dental/Life) - Student Support	12%	\$0	\$0	12%	\$0	\$0
24.240	Insurance (Health/Dental/Life) - School Administration	12%	\$90,000	\$10,800	12%	\$132,000	\$15,840
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	12%	\$25,000	\$3,000	0%	\$21,000	\$0
31.240	Insurance (Health/Dental/Life) - Food Services	12%	\$0	\$0	0%	\$0	\$0

	Total- All Insurance(Health/Dental/Life)			\$85,080			\$67,320
10.200	Other Benefits (<i>specify</i>) - Instruction	2%	\$594,000	\$11,880	2%	\$429,000	\$8,580
21.200	Other Benefits (<i>specify</i>) - Student Support	2%	\$0	\$0	2%	\$0	\$0
24.200	Other Benefits (<i>specify</i>) - School Administration	2%	\$90,000	\$1,800	2%	\$132,000	\$2,640
26.200	Other Benefits (<i>specify</i>) - Operation & Maintenance of Facilities	2%	\$25,000	\$500	2%	\$21,000	\$420
31.200	Other Benefits (<i>specify</i>) - Food Services	2%	\$0	\$0	2%	\$0	\$0
	Total - All Other Insurance			\$14,180			\$11,640
	TOTAL ALL BENEFITS (200)			\$217,893			\$175,454
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - Instruction			\$20,000			\$10,000
21.300	Purchased Prof & Tech Services - Student Support			\$30,000			\$25,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$30,000			\$25,000
24.300	Purchased Prof & Tech Services - School Administration			\$21,000			\$18,000
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$0			\$0
31.300	Purchased Prof & Tech Services - Food Services			\$0			\$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$101,000			\$78,000
--- PURCHASED PROPERTY SERVICES ---							
26.400	Purchased Property Services			\$45,000			\$45,000
26.441	Rental of Land & Buildings			\$437,500			\$437,500
26.450	Construction and Remodeling			\$0			\$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$482,500			\$482,500
--- OTHER PURCHASED SERVICES ---							
27.510	Student Transportation services			\$5,000			\$3,500
24.520	Insurance(other than employee benefits - e.g. D&O)			\$2,500			\$2,500
45.521	Property Insurance			\$5,000			\$5,000
45.522	Liability Insurance			\$6,000			\$5,500
10.530	Communication(telephone and other)			\$0			\$0
21.530	Communication(telephone and other)			\$0			\$0
24.530	Communication(telephone and other)			\$10,000			\$10,000
26.530	Communication(telephone and other)			\$0			\$0
24.540	Advertising			\$3,500			\$5,000
10.550	Printing and Binding			\$0			\$0
21.550	Printing and Binding			\$0			\$0
24.550	Printing and Binding			\$1,000			\$1,000
10.560	Tuition			\$0			\$0
21.570	Food Service Management			\$0			\$0
21.580	Travel/Per Diem			\$9,000			\$7,000
24.580	Travel/Per Diem			\$0			\$0
26.580	Travel/Per Diem			\$0			\$0
10.590	Inter-educational, Interagency Purchased Services			\$0			\$0
	TOTAL - OTHER PURCHASED SERVICES (500)			\$42,000			\$39,500
--- SUPPLIES ---							
10.600	Instructional Supplies	0	\$0	\$14,000	0	\$0	\$10,400
10.641	Textbooks	0	\$0	\$40,000	0	\$0	\$35,000
21.600	Supplies - Student Support Services	0	\$0	\$15,000	0	\$0	\$4,500
22.644	Library Books	0	\$0	\$8,000	0	\$0	\$5,000
22.650	Periodicals	0	\$0	\$0	0	\$0	\$0
24.600	Supplies - School Administration	0	\$0	\$17,500	0	\$0	\$16,500
26.600	Supplies - Operation & Maintenance of Facilities	0	\$0	\$35,000	0	\$0	\$35,000
31.600	Supplies - Food Service	0	\$0	\$0	0	\$0	\$0
31.630	Food - Food Service			\$0			\$0
	TOTAL - ALL SUPPLIES (600)			\$129,500			\$106,400
--- PROPERTY ---							
10.700	Property (Instructional Equipment) - Instruction			\$0			\$0
21.700	Property - Student Support Services			\$0			\$0
24.700	Property - School Administration			\$0			\$0
26.700	Property - Operation & Maintenance of Facilities			\$0			\$0
31.700	Property - Food Services			\$0			\$0
31.780	Depreciation - Kitchen Equipment Depreciation			\$0			\$0
49.710	Land and Improvements			\$0			\$0
49.720	Buildings			\$0			\$0
27.732	School Buses			\$0			\$0
10.733	Furniture and Fixtures - Instruction			\$10,000			\$7,500
24.733	Furniture and Fixtures - School Administration			\$2,000			\$2,000
21.733	Furniture and Fixtures - Student Support Services			\$0			\$0
10.734	Technology Equipment - Instruction			\$20,000			\$18,000
24.734	Technology Equipment - School Administration			\$2,000			\$2,000
21.734	Technology Equipment - Student Support Services			\$0			\$0
27.735	Non-Bus Vehicles			\$0			\$0
10.739	Other Equipment - Instruction			\$0			\$0
21.739	Other Equipment - Student Support Services			\$0			\$0

24.739	Other Equipment - School Administration		\$0		\$0
TOTAL - ALL PROPERTY (700)			\$34,000		\$29,500
--- OTHER OBJECTS ---					
10.800	Other Objects- Instruction		\$0		\$0
21.800	Other Objects- Student Support		\$0		\$0
24.800	Other Objects- School Administration		\$0		\$0
26.800	Other Objects - Operation & Maintenance of Facilities		\$0		\$0
31.800	Other Objects - Food Services		\$0		\$0
45.800	Other Objects - Building Acquisition		\$0		\$0
	Total - All Other Objects		\$0		\$0
10.810	Dues and Fees - Instruction		\$1,200		\$1,200
21.810	Dues and Fees - Student Support		\$0		\$0
24.810	Dues and Fees -School Administration		\$1,980		\$1,548
26.810	Dues and Fees - Operation & Maintenance of Facilities		\$0		\$0
	Total - All Dues and Fees		\$0		\$0
TOTAL - OTHER OBJECTS (800)			\$3,180		\$2,748
Total Building Acquisition & Instruction (4500)					
45.830	Interest		\$4,726		\$4,726
45.840	Redemption of Principal		\$73,986		\$73,986
Total other financing sources (uses) and other items			\$78,712		\$78,712
1000	Total Local		\$0		\$0
3000	Total State		\$1,819,950		\$1,398,570
4000	Total Federal		\$92,875		\$72,612
TOTAL REVENUES			\$1,912,825		\$1,471,182
100	Salaries		\$831,830		\$615,735
200	Employee Benefits		\$217,893		\$175,454
300	Purchased Professional and Technical Services		\$101,000		\$78,000
400	Purchased Property Services		\$482,500		\$482,500
500	Other Purchased Services		\$42,000		\$0
600	Supplies		\$129,500		\$106,400
700	Property		\$34,000		\$29,500
800	Other Objects		\$78,712		\$2,748
TOTAL EXPENDITURES			\$1,917,435		\$1,490,337
Excess or Deficiency of Revenues over Expenditures			-\$4,610		-\$19,155
Other Sources of Funding (5000)			\$100,000		\$119,000
Net Asset Balance (Fund Balance)			\$95,390		\$99,845
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			5%		7%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			-0.002409922		-1%
Necessary Closure Fund (2 months Purch Prop Serv + Other)			\$93,535		\$80,875

CHARTER SCHOOL WORKSHEET

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

Charter Name

	Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	52	0.55	28.6
Estimated enrollment (1-3)	158	0.9	142.2
Estimated enrollment (4-6)	158	0.9	142.2
Estimated enrollment (7-8)	56	0.99	55.44
Estimated enrollment (9-12)		1.2	0
Special Ed enrollment (K)	5.2		
Special Ed enrollment (1-12)	37.2		
Special Ed (Self-Contained)	4.24		
Number of Teachers (K-6)	14		
Number of Teachers (7-12)	3		
WPU Value	\$3,058	<i>(Except for CTE Add-on and Special Ed.)</i>	
No. of Teachers (FTE) (CACTUS)	17		
School Administrators (CACTUS)	1		
Prior Year WPUs	278.8		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	368.4400	\$ 1,126,540
Professional Staff	0.059507	21.9248	67,037
Restricted Basic School:			
Special Ed--Add-on	1.0000	44.3000	120,762
Spec. Ed. Self-Contained	1.0000	4.2400	12,964
Special Ed Pre-School	1.0000	4.2400	12,964
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$261.97 per K-8 ADM		111,075
Total WPU Programs		443.1448	\$ 1,451,342
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$28.30 per WPU		\$ 12,541
Special Populations			
Enhancement for At-Risk Students	\$26.38 per student		11,185
Enhancement for Accelerated Student	\$5.00 per student		2,120
Other			
School Land Trust Program	\$49.35 per student		20,924
Reading Achievement Program	\$15.81 per student-Guarantee Program		3,320
	\$1.33 per K-3 student		371
	\$29.94 per low income student		-
Charter Administrative Costs	\$100 per student		42,400
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		88,655
ESA-School Administrators	\$3,104 per qualified administrator		3,104
Library Books and Resources	\$0.960162 per student	428.24	411
Local Replacement Dollars	Average \$1,665 per student		710,878
Total Non-WPU			\$ 895,910
One Time			
Teacher Materials/Supplies ^{1,2}	\$176.33 per eligible F.T.E.	17	2,998
			-
Total One Time			\$ 2,998
ESTIMATED Total All State Funding			\$ 2,350,250
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Stacy Carroll @ 801-538-7958			Updated 04-10-14

Charter Name		FY19		
Second Year of Operation		100% Enrollment		
Number of Students:		424		
Grade Configuration:				
Revenue				
Child Nutrition Program (CNP) and Lunchroom Sales		424	\$0	
Student Activities			\$134	
Other			\$0	
Total Revenue From Local Sources (1000)			\$0	
Charter School Revolving Loan			X	
State Educational Funding			\$2,350,250	
Total Revenue from State Sources (3000)			\$2,350,250	
Lunch and Breakfast Reimbursement		134	\$0	
Restricted Federal Through State			\$0	
Programs for the Disabled (IDEA)			\$61,734	
Elementary and Secondary Education Act (ESEA)			\$57,596	
Total Revenue from Federal Sources (4000)			\$119,331	
Private Grants & Donations:			\$0	
State Start-up Grant			\$100,000	
Loans:			\$0	
Commercial			\$0	
Other (<i>specify</i>)			\$0	
Prior Year Carryforward			\$95,390	
Total Revenue from Other Sources (5000)			\$195,390	
Total Revenue			\$2,664,971	
Expenditures		Number	Salary/Cost	Total
--- SALARIES ---				
10.131	Salaries - Teachers	21.00	\$37,000	\$777,000
10.132	Salaries - Substitute Teachers	0.00	\$0	\$10,710
10.161	Salaries - Teacher Aides and Paraprofessionals	8.00	\$13,000	\$104,000
10.100	Salaries - Other 1000-Instruction	0.00	\$0	\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$891,710
21.141	Salaries - Attendance and Social Work Personnel	0.00	\$0	\$0
21.142	Salaries - Guidance Personnel	0.00	\$0	\$0
21.143	Salaries - Health Services Personnel	0.00	\$0	\$0
21.144	Salaries - Psychological Personnel	0.00	\$0	\$0
21.152	Salaries - Secretarial and Clerical	0.00	\$0	\$0
21.100	Salaries - Other 2100-Student Support	0.00	\$0	\$0
	Total - STUDENT SUPPORT Salaries (100)			\$0
22.145	Salaries - Media Personnel - Certified	0.00	\$0	\$0
22.162	Salaries - Media Personnel - Noncertified	0.50	\$30,000	\$15,000
22.100	Salaries - Other 2200-Instructional Staff Support	0.00	\$0	\$0
	Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$15,000
24.121	Salaries - Principals and Assistants	2.00	\$70,000	\$140,000
24.152	Salaries - Secretarial and Clerical	1.50	\$30,000	\$45,000
24.100	Salaries - Other 2400-Business Administrator	1.00	\$50,000	\$50,000
	Total -SCHOOL ADMINISTRATION Salaries (100)			\$235,000
26.100	Salaries - Operation & Maintenance of Facilities	1.00	\$25,500	\$25,500
	Total -OPERATION & MAINT OF FACILITIES Salaries (100)			\$25,500
31.100	Salaries - Food Services	0.00	\$0	\$0
	Total -FOOD SERVICES Salaries (100)			\$0
	TOTAL - ALL SALARIES (100)			\$1,167,210

--- BENEFITS ---				
10.210	Retirement - Instruction	6%	\$777,000	\$46,620.00
21.210	Retirement - Student Support	6%	\$0	\$0
22.210	Retirement - Instructional Staff Support	6%	\$15,000	\$900
24.210	Retirement - School Administration	6%	\$145,500	\$8,730
26.210	Retirement - Operation & Main of Facilities	6%	\$25,500	\$1,530
31.210	Retirement - Food Services	6%	\$0	\$0
	Total - All Retirement			\$57,780
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$891,710	\$89,171
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$0	\$0
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administrat	10%	\$235,000	\$23,500
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maint	10%	\$25,500	\$2,550
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$0	\$0
	Total - Social Security/FICA/Unemployment/Workers Comp			\$115,221
10.240	Insurance (Health/Dental/Life) - Instruction	12%	\$777,000	\$93,240
21.240	Insurance (Health/Dental/Life) - Student Support	12%	\$0	\$0
24.240	Insurance (Health/Dental/Life) - School Administration	12%	\$145,500	\$17,460
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	12%	\$25,500	\$3,060
31.240	Insurance (Health/Dental/Life) - Food Services	12%	\$0	\$0
	Total- All Insurance(Health/Dental/Life)			\$113,760
10.200	Other Benefits (<i>specify</i>) - Instruction	2%	\$777,000	\$15,540.00
21.200	Other Benefits (<i>specify</i>) - Student Support	2%	\$0	\$0
24.200	Other Benefits (<i>specify</i>) - School Administration	2%	\$145,500	\$2,910
26.200	Other Benefits (<i>specify</i>) - Operation & Maintenance of Facilities	2%	\$25,500	\$510
31.200	Other Benefits (<i>specify</i>) - Food Services	2%	\$0	\$0
	Total - All Other Insurance			\$18,960
TOTAL ALL BENEFITS (200)				\$305,721
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---				
10.300	Purchased Prof & Tech Services - Instruction			\$20,000
21.300	Purchased Prof & Tech Services - Student Support			\$32,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$30,000
24.300	Purchased Prof & Tech Services - School Administration			\$32,000
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$0
31.300	Purchased Prof & Tech Services - Food Services			\$0
TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)				\$114,000
--- PURCHASED PROPERTY SERVICES ---				
26.400	Purchased Property Services			\$78,000
26.441	Rental of Land & Buildings			\$535,500
26.450	Construction and Remodeling			\$0
TOTAL - ALL PURCHASED PROPERTY SERVICES (400)				\$613,500
--- OTHER PURCHASED SERVICES ---				
27.510	Student Transportation services			\$6,500
24.520	Insurance(other than employee benefits - e.g. D&O)			\$2,500
45.521	Property Insurance			\$5,000
45.522	Liability Insurance			\$6,000
10.530	Communication(telephone and other)			\$0
21.530	Communication(telephone and other)			\$0
24.530	Communication(telephone and other)			\$11,000
26.530	Communication(telephone and other)			\$0
24.540	Advertising			\$2,500
10.550	Printing and Binding			\$0
21.550	Printing and Binding			\$0

24.550	Printing and Binding		\$1,000
10.560	Tuition		\$0
21.570	Food Service Management		\$0
21.580	Travel/Per Diem		\$10,000
24.580	Travel/Per Diem		\$0
26.580	Travel/Per Diem		\$0
10.590	Inter-educational, Interagency Purchased Services		\$0
TOTAL - OTHER PURCHASED SERVICES (500)			\$44,500
--- SUPPLIES ---			
10.600	Instructional Supplies		\$18,000
10.641	Textbooks		\$15,000
21.600	Supplies - Student Support Services		\$6,000
22.644	Library Books		\$5,000
22.650	Periodicals		\$0
24.600	Supplies - School Administration		\$19,000
26.600	Supplies - Operation & Maintenance of Facilities		\$38,000
31.600	Supplies - Food Service		\$0
31.630	Food - Food Service		\$0
TOTAL - ALL SUPPLIES (600)			\$101,000
--- PROPERTY ---			
10.700	Property (Instructional Equipment) - Instruction		\$0
21.700	Property - Student Support Services		\$0
24.700	Property - School Administration		\$0
26.700	Property - Operation & Maintenance of Facilities		\$0
31.700	Property - Food Services		\$0
31.780	Depreciation - Kitchen Equipment Depreciation		\$0
49.710	Land and Improvements		\$0
49.720	Buildings		\$0
27.732	School Buses		\$0
10.733	Furniture and Fixtures - Instruction		\$15,000
24.733	Furniture and Fixtures - School Administration		\$1,000
21.733	Furniture and Fixtures - Student Support Services		\$0
10.734	Technology Equipment - Instruction		\$15,000
24.734	Technology Equipment - School Administration		\$2,000
21.734	Technology Equipment - Student Support Services		\$0
27.735	Non-Bus Vehicles		\$0
10.739	Other Equipment - Instruction		\$0
21.739	Other Equipment - Student Support Services		\$0
24.739	Other Equipment - School Administration		\$0
TOTAL - ALL PROPERTY (700)			\$33,000
--- OTHER OBJECTS ---			
10.800	Other Objects- Instruction		\$0
21.800	Other Objects- Student Support		\$0
24.800	Other Objects- School Administration		\$0
26.800	Other Objects - Operation & Maintenance of Facilities		\$0
31.800	Other Objects - Food Services		\$0
45.800	Other Objects - Building Acquisition		\$0
	Total - All Other Objects		\$0
10.810	Dues and Fees - Instruction		\$1,500
21.810	Dues and Fees - Student Support		\$0
24.810	Dues and Fees -School Administration		\$2,544
26.810	Dues and Fees - Operation & Maintenance of Facilities		\$0

	Total - All Dues and Fees		\$0
TOTAL - OTHER OBJECTS (800)			\$4,044
Total Building Acquisition & Instruction (4500)			
45.830	Interest		\$3,311
45.840	Redemption of Principal		\$75,401
Total other financing sources (uses) and other items			\$78,712

1000	Total Local		\$0
3000	Total State		\$2,350,250
4000	Total Federal		\$119,331

TOTAL REVENUES			\$2,469,580
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100	Salaries		\$1,167,210
200	Employee Benefits		\$305,721
300	Purchased Professional and Technical Services		\$114,000
400	Purchased Property Services		\$613,500
500	Other Purchased Services		\$44,500
600	Supplies		\$101,000
700	Property		\$33,000
800	Other Objects		\$78,712

TOTAL EXPENDITURES			\$2,457,643
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Excess or Deficiency of Revenues over Expenditures			\$11,938
Other Sources of Funding (5000)			\$195,390
Net Asset Balance (Fund Balance)			\$207,328
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			8%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			0.004833888
Necessary Closure Fund (2 months Purch Prop Serv + Other)			\$115,369

CHARTER SCHOOL WORKSHEET

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

Charter Name

	Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	52	0.55	28.6
Estimated enrollment (1-3)	158	0.9	142.2
Estimated enrollment (4-6)	158	0.9	142.2
Estimated enrollment (7-8)	112	0.99	110.88
Estimated enrollment (9-12)		1.2	0
Special Ed Pre-School			
Special Ed enrollment (K)	15.8		
Special Ed enrollment (1-12)	27		
Special Ed (Self-Contained)	4.28		
Number of Teachers (K-6)	16		
Number of Teachers (7-12)	4		
WPU Value	\$3,146		<i>(Except for CTE Add-on and Special Ed.)</i>
No. of Teachers (FTE) (CACTUS)	20		
School Administrators (CACTUS)	1		
Prior Year WPUs	368.44		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	423.8800	\$ 1,333,556
Professional Staff	0.059507	25.2238	79,356
Restricted Basic School:			
Special Ed--Add-on	1.0000	39.9700	108,958
Spec. Ed. Self-Contained	1.0000	4.2800	13,465
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)	\$261.97 per K-8 ADM		125,746
Total WPU Programs		493.3538	\$ 1,661,081
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$28.30 per WPU		\$ 13,962
Special Populations			
Enhancement for At-Risk Students	\$26.38 per student		12,662
Enhancement for Accelerated Student	\$5.00 per student		2,400
Other			
School Land Trust Program	\$49.35 per student		23,688
Reading Achievement Program	\$15.81 per student-Guarantee Program		3,320
	\$1.33 per K-3 student		490
	\$29.94 per low income student		-
Charter Administrative Costs	\$100 per student		48,000
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		104,300
ESA-School Administrators	\$3,104 per qualified administrator		3,104
Library Books and Resources	\$0.960162 per student	484.28	465
Local Replacement Dollars	Average \$1,670 per student		803,905
Total Non-WPU			\$ 1,016,296
One Time			
Teacher Materials/Supplies ^{1,2}	\$176.33 per eligible F.T.E.	20	3,527
			-
Total One Time			\$ 3,527
ESTIMATED Total All State Funding			\$ 2,680,904
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Stacy Carroll @ 801-538-7958			Updated 04-10-14

Charter Name		2019-2020		
Second Operational Year		100% Enrollment		
Number of Students:		480		
Revenue				
Child Nutrition Program (CNP) and Lunchroom Sales		480	\$0	
Student Activities		\$152		
Other		\$0		
Total Revenue From Local Sources (1000)		\$0		
State Educational Funding		\$2,680,904		
Total Revenue from State Sources (3000)		\$2,680,904		
Lunch and Breakfast Reimbursement		152	\$0	
Restricted Federal Through State		\$0		
Programs for the Disabled (IDEA)		\$69,888		
Elementary and Secondary Education Act (ESEA)		\$65,203		
Total Revenue from Federal Sources (4000)		\$135,091		
Private Grants & Donations:				
Source(s) (<i>specify</i>)		\$0		
Loans:		\$0		
Commercial		\$0		
Other (<i>specify</i>)		\$0		
Prior Year Carryforward		\$207,328		
Total Revenue from Other Sources (5000)		\$207,328		
Total Revenue		\$3,023,323		
Expenditures		Number	Salary/Cost	Total
--- SALARIES ---				
10.131	Salaries - Teachers	25.00	\$37,500	\$937,500
10.132	Salaries - Substitute Teachers	0.00	\$0	\$12,495
10.161	Salaries - Teacher Aides and Paraprofessionals	10.00	\$13,000	\$130,000
10.100	Salaries - Other 1000-Instruction	0.00	\$0	\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$1,079,995
21.141	Salaries - Attendance and Social Work Personnel	0.00	\$0	\$0
21.142	Salaries - Guidance Personnel	0.00	\$0	\$0
21.143	Salaries - Health Services Personnel	0.00	\$0	\$0
21.144	Salaries - Psychological Personnel	0.00	\$0	\$0
21.152	Salaries - Secretarial and Clerical	0.00	\$0	\$0
21.100	Salaries - Other 2100-Student Support	0.00	\$0	\$0
	Total - STUDENT SUPPORT Salaries (100)			\$0
22.145	Salaries - Media Personnel - Certified	0.00	\$0	\$0
22.162	Salaries - Media Personnel - Noncertified	1.00	\$30,000	\$30,000
22.100	Salaries - Other 2200-Instructional Staff Support	0.00	\$0	\$0
	Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$30,000
24.121	Salaries - Principals and Assistants	2.00	\$75,000	\$150,000
24.152	Salaries - Secretarial and Clerical	2.50	\$32,000	\$80,000
24.100	Salaries - Other 2400-Business Administrator	1.00	\$52,000	\$52,000
	Total -SCHOOL ADMINISTRATION Salaries (100)			\$282,000
26.100	Salaries - Operation & Maintenance of Facilities	1.00	\$26,000	\$26,000
	Total -OPERATION & MAINT OF FACILITIES Salaries (100)			\$26,000
31.100	Salaries - Food Services	0.00	\$0	\$0
	Total -FOOD SERVICES Salaries (100)			\$0
	TOTAL - ALL SALARIES (100)			\$1,417,995
--- BENEFITS ---				
10.210	Retirement - Instruction	7%	\$937,500	\$65,625

21.210	Retirement - Student Support	7%	\$0	\$0
22.210	Retirement - Instructional Staff Support	7%	\$30,000	\$2,100
24.210	Retirement - School Administration	7%	\$282,000	\$19,740
26.210	Retirement - Operation & Main of Facilities	7%	\$26,000	\$1,820
31.210	Retirement - Food Services	7%	\$0	\$0
	Total - All Retirement			\$89,285
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$1,079,995	\$108,000
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$0	\$0
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administra	10%	\$282,000	\$28,200
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Main	10%	\$26,000	\$2,600
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$0	\$0
	Total - Social Security/FICA/Unemployment/Workers Comp			\$138,800
10.240	Insurance (Health/Dental/Life) - Instruction	12%	\$937,500	\$112,500
21.240	Insurance (Health/Dental/Life) - Student Support	12%	\$0	\$0
24.240	Insurance (Health/Dental/Life) - School Administration	12%	\$282,000	\$33,840
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	12%	\$26,000	\$3,120
31.240	Insurance (Health/Dental/Life) - Food Services	12%	\$0	\$0
	Total- All Insurance(Health/Dental/Life)			\$149,460
10.200	Other Benefits (<i>specify</i>) - Instruction	2%	\$937,500	\$18,750
21.200	Other Benefits (<i>specify</i>) - Student Support	2%	\$0	\$0
24.200	Other Benefits (<i>specify</i>) - School Administration	2%	\$282,000	\$5,640
26.200	Other Benefits (<i>specify</i>) - Operation & Maintenance of Facilities	2%	\$26,000	\$520
31.200	Other Benefits (<i>specify</i>) - Food Services	2%	\$0	\$0
	Total - All Other Insurance			\$24,910
	TOTAL ALL BENEFITS (200)			\$402,455
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---				
10.300	Purchased Prof & Tech Services - Instruction			\$15,000
21.300	Purchased Prof & Tech Services - Student Support			\$35,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$30,000
24.300	Purchased Prof & Tech Services - School Administration			\$35,000
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$0
31.300	Purchased Prof & Tech Services - Food Services			\$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$115,000
--- PURCHASED PROPERTY SERVICES ---				
26.400	Purchased Property Services			\$78,000
26.441	Rental of Land & Buildings			\$546,210
26.450	Construction and Remodeling			\$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$624,210
--- OTHER PURCHASED SERVICES ---				
27.510	Student Transportation services			\$6,500
24.520	Insurance(other than employee benefits - e.g. D&O)			\$2,500
45.521	Property Insurance			\$5,000
45.522	Liability Insurance			\$6,000
10.530	Communication(telephone and other)			\$0
21.530	Communication(telephone and other)			\$0
24.530	Communication(telephone and other)			\$12,000
26.530	Communication(telephone and other)			\$0
24.540	Advertising			\$2,500
10.550	Printing and Binding			\$0
21.550	Printing and Binding			\$0
24.550	Printing and Binding			\$1,000
10.560	Tuition			\$0

21.570	Food Service Management		\$0
21.580	Travel/Per Diem		\$10,000
24.580	Travel/Per Diem		\$0
26.580	Travel/Per Diem		\$0
10.590	Inter-educational, Interagency Purchased Services		\$0
TOTAL - OTHER PURCHASED SERVICES (500)			\$45,500
--- SUPPLIES ---			
10.600	Instructional Supplies		\$20,000
10.641	Textbooks		\$10,000
21.600	Supplies - Student Support Services		\$7,500
22.644	Library Books		\$2,500
22.650	Periodicals		\$0
24.600	Supplies - School Administration		\$20,000
26.600	Supplies - Operation & Maintenance of Facilities		\$38,000
31.600	Supplies - Food Service		\$0
31.630	Food - Food Service		\$0
TOTAL - ALL SUPPLIES (600)			\$98,000
--- PROPERTY ---			
10.700	Property (Instructional Equipment) - Instruction		\$0
21.700	Property - Student Support Services		\$0
24.700	Property - School Administration		\$0
26.700	Property - Operation & Maintenance of Facilities		\$0
31.700	Property - Food Services		\$0
31.780	Depreciation - Kitchen Equipment Depreciation		\$0
49.710	Land and Improvements		\$0
49.720	Buildings		\$0
27.732	School Buses		\$0
10.733	Furniture and Fixtures - Instruction		\$10,000
24.733	Furniture and Fixtures - School Administration		\$1,000
21.733	Furniture and Fixtures - Student Support Services		\$0
10.734	Technology Equipment - Instruction		\$10,000
24.734	Technology Equipment - School Administration		\$2,000
21.734	Technology Equipment - Student Support Services		\$0
27.735	Non-Bus Vehicles		\$0
10.739	Other Equipment - Instruction		\$0
21.739	Other Equipment - Student Support Services		\$0
24.739	Other Equipment - School Administration		\$0
TOTAL - ALL PROPERTY (700)			\$23,000
--- OTHER OBJECTS ---			
10.800	Other Objects- Instruction		\$0
21.800	Other Objects- Student Support		\$0
24.800	Other Objects- School Administration		\$0
26.800	Other Objects - Operation & Maintenance of Facilities		\$0
31.800	Other Objects - Food Services		\$0
45.800	Other Objects - Building Acquisition		\$0
	Total - All Other Objects		\$0
10.810	Dues and Fees - Instruction		\$1,500
21.810	Dues and Fees - Student Support		\$0
24.810	Dues and Fees -School Administration		\$2,880
26.810	Dues and Fees - Operation & Maintenance of Facilities		\$0
	Total - All Dues and Fees		\$0
TOTAL - OTHER OBJECTS (800)			\$4,380

Total Building Acquisition & Instruction (4500)			
45.830	Interest		\$3,421
45.840	Redemption of Principal		\$76,731
Total other financing sources (uses) and other items			\$80,152
1000	Total Local		\$0
3000	Total State		\$2,680,904
4000	Total Federal		\$135,091
TOTAL REVENUES			\$2,815,995
100	Salaries		\$1,417,995
200	Employee Benefits		\$402,455
300	Purchased Professional and Technical Services		\$115,000
400	Purchased Property Services		\$624,210
500	Other Purchased Services		\$45,500
600	Supplies		\$98,000
700	Property		\$23,000
800	Other Objects		\$80,152
TOTAL EXPENDITURES			\$2,806,311
Excess or Deficiency of Revenues over Expenditures			\$9,684
Other Sources of Funding (5000)			\$207,328
Net Asset Balance (Fund Balance)			\$217,012
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			8%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			0.003438955
Necessary Closure Fund (2 months Purch Prop Serv + Other)			\$117,394

Charter Name		FY18	FY19
Operational Year		Planning	One
Number of Student		X	330
Revenue			
Child Nutrition Program (CNP) and Lunchroom Sales		X	\$0
Student Activities		X	\$0
Other		X	\$0
Total Revenue From Local Sources (1000)		X	\$0
State Educational Funding		X	\$1,819,950
Total Revenue from State Sources (3000)		\$300,000	\$1,819,950
Lunch and Breakfast Reimbursement		X	\$0
Restricted Federal Through State		X	\$0
Programs for the Disabled (IDEA)		X	\$48,048
Elementary and Secondary Education Act (ESEA)		X	\$44,827
Total Revenue from Federal Sources (4000)		X	\$92,875
Private Grants & Donations:		\$100,000	\$100,000
Source(s) (specify)		\$0	
Loans:		\$0	\$0
Commercial Loans		\$0	\$0
Other (specify)		\$0	\$0
Prior Year Carryforward		X	\$0
Total Revenue from Other Sources (5000)		\$400,000	\$2,012,825
Total Revenue			
Expenditures		Total	Total
--- SALARIES ---			
10.131	Salaries - Teachers	X	\$594,000
10.132	Salaries - Substitute Teachers	X	\$8,330
10.161	Salaries - Teacher Aides and Paraprofessionals	X	\$52,000
10.100	Salaries - Other 1000-INSTRUCTION	X	\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)	X	\$654,330
21.141	Salaries - Attendance and Social Work Personnel	X	\$0
21.142	Salaries - Guidance Personnel	X	\$0
21.143	Salaries - Health Services Personnel	X	\$0
21.144	Salaries - Psychological Personnel	X	\$0
21.152	Salaries - Secretarial and Clerical	X	\$0
21.100	Salaries - Other 2100-STUDENT SUPPORT	X	\$0
	Total 21 (2100)-STUDENT SUPPORT Salaries (100)	X	\$0
22.145	Salaries - Media Personnel - Certified	X	\$0
22.162	Salaries - Media Personnel - Noncertified	X	\$0
22.100	Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT	X	\$0
	Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)	X	\$0
24.121	Salaries - Principals and Assistants	\$0	\$70,000
24.152	Salaries - Secretarial and Clerical	\$0	\$37,500
24.100	Salaries - Other 2400-SCHOOL ADMINISTRATION	\$0	\$45,000
	Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)	\$0	\$152,500
26.100	Salaries - Operation & Maintenance of Facilities	\$0	\$25,000
	Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)	\$0	\$25,000
31.100	Salaries - FOOD SERVICES	X	\$0
	Total 31 (3100)-FOOD SERVICES Salaries (100)	X	\$0
	TOTAL - ALL SALARIES (100)	\$0	\$831,830
--- BENEFITS ---			
10.210	Retirement - Instruction	X	\$29,700
21.210	Retirement - Student Support	X	\$0
22.210	Retirement - Instructional Staff Support	X	\$0
24.210	Retirement - School Administration	\$0	\$4,500
26.210	Retirement - Operation & Main of Facilities	\$0	\$1,250
31.210	Retirement - Food Services	X	\$0
	TOTAL - ALL RETIREMENT	\$0	\$35,450
10.220	Social Security/FICA/UNEMP/WCF - Instruction	X	\$65,433
21.220	Social Security/FICA/UNEMP/WCF - Student Support	X	\$0
26.220	Social Security/FICA/UNEMP/WCF - Operation & Maintenance of Facilities	\$0	\$2,500
31.220	Social Security - Food Services	X	\$0
	TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF	\$0	\$67,933
10.240	Insurance (Health/Dental/Life) - Instruction	X	\$71,280

21.240	Insurance (Health/Dental/Life) - Student Support		X	\$0
24.240	Insurance (Health/Dental/Life) - School Administration		\$0	\$10,800
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities		\$0	\$3,000
31.240	Insurance (Health/Dental/Life) - Food Services		X	\$0
	TOTAL - ALL INSURANCE (Health/Dental/Life)		\$0	\$85,080
10.200	Other Benefits (<i>specify</i>) - Instruction		X	\$11,880
21.200	Other Benefits (<i>specify</i>) - Student Support		X	\$0
24.200	Other Benefits (<i>specify</i>) - School Administration		\$0	\$1,800
26.200	Other Benefits (<i>specify</i>) - Operation & Maintenance of Facilities		\$0	\$500
31.200	Other Benefits (<i>specify</i>) - Food Services		X	\$0
	TOTAL - ALL OTHER BENEFITS (<i>specify</i>)		\$0	\$14,180
	TOTAL ALL BENEFITS (200)		\$0	\$202,643
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---				
10.300	Purchased Prof & Tech Services - Instruction		X	\$20,000
21.300	Purchased Prof & Tech Services - Student Support		X	\$30,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support		X	\$30,000
24.300	Purchased Prof & Tech Services - School Administration		\$120,000	\$21,000
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities		\$0	\$0
31.300	Purchased Prof & Tech Services - Food Services		X	\$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)		\$120,000	\$101,000
--- PURCHASED PROPERTY SERVICES ---				
26.400	Purchased Property Services		\$0	\$45,000
26.441	Rental of Land & Buildings		\$0	\$437,500
26.450	Construction and Remodeling		\$0	\$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)		\$0	\$482,500
--- OTHER PURCHASED SERVICES ---				
27.510	Student Transportation services		X	\$5,000
24.520	Insurance(other than employee benefits - e.g. D&O)		0.00	\$2,500
45.521	Property Insurance		0.00	\$5,000
45.522	Liability Insurance		1000.00	\$6,000
10.530	Communication(telephone and other)		X	\$0
21.530	Communication(telephone and other)		X	\$0
24.530	Communication(telephone and other)		0.00	\$10,000
26.530	Communication(telephone and other)		0.00	\$0
24.540	Advertising		5000.00	\$3,500
10.550	Printing and Binding		X	\$0
21.550	Printing and Binding		X	\$0
24.550	Printing and Binding		0.00	\$1,000
10.560	Tuition		X	\$0
21.570	Food Service Management		X	\$0
21.580	Travel/Per Diem		X	\$9,000
24.580	Travel/Per Diem		0.00	\$0
26.580	Travel/Per Diem		0.00	\$0
10.590	Inter-educational, Interagency Purchased Services		X	\$0
	TOTAL - OTHER PURCHASED SERVICES (500)		\$6,000	\$42,000
--- SUPPLIES ---				
10.600	Instructional Supplies		\$0	\$14,000
10.641	Textbooks		\$0	\$40,000
21.600	Supplies - Student Support Services		\$5,000	\$15,000
22.644	Library Books		\$5,000	\$8,000
22.650	Periodicals		\$0	\$0
24.600	Supplies - School Administration		\$0	\$17,500
26.600	Supplies - Operation & Maintenance of Facilities		\$0	\$35,000
31.600	Supplies - Food Service		\$0	\$0
31.630	Food - Food Service		\$0	\$0
	TOTAL - ALL SUPPLIES (600)		\$10,000	\$129,500
--- PROPERTY ---				
10.700	Property (Instructional Equipment) - Instruction		\$0	\$0
21.700	Property - Student Support Services		\$0	\$0
22.700	Property - Instructional Staff Support		\$0	\$0
24.700	Property - School Administration		\$0	\$0
26.700	Property - Operation & Maintenance of Facilities		\$0	\$0
31.700	Property - Food Services		\$0	\$0
31.780	Depreciation - Kitchen Equipment Depreciation - Food Services		\$0	\$0

49.710	Land and Improvements		\$0	\$0
49.720	Buildings		\$0	\$0
27.732	School Buses		\$0	\$0
10.733	Furniture and Fixtures - Instruction		\$50,000	\$35,000
24.733	Furniture and Fixtures - School Administration		\$0	\$2,000
22.733	Furniture and Fixtures - Instructional Support Staff		\$0	\$0
21.733	Furniture and Fixtures - Student Support Services		\$0	\$0
10.734	Technology Equipment - Instruction		\$190,000	\$5,000
24.734	Technology Equipment - School Administration		\$0	\$0
22.734	Technology Equipment - Instructional Support Staff		\$0	\$0
21.734	Technology Equipment - Student Support Services		\$0	\$0
27.735	Non-Bus Vehicles		\$0	\$0
10.739	Other Equipment - Instruction		\$0	\$0
24.739	Other Equipment - School Administration		\$0	\$0
22.739	Other Equipment - Instructional Support Staff		\$0	\$0
21.739	Other Equipment - Instruction		\$0	\$0
	TOTAL - ALL PROPERTY (700)		\$240,000	\$42,000
--- OTHER Objects ---				
10.800	Other Objects- Instruction		\$0	\$0
21.800	Other Objects- Student Support		\$0	\$0
22.800	Other Objects- Instructional Staff		\$0	\$0
24.800	Other Objects- School Administration		\$0	\$0
26.800	Other Objects - Operation & Maintenance of Facilities		\$0	\$0
31.800	Other Objects - Food Services		\$0	\$0
10.800	Other Objects - Building Acquisition		\$0	\$0
	Total - All Other Objects		\$0	\$1,200
10.810	Dues and Fees - Instruction		\$0	\$0
21.810	Dues and Fees - Student Support		\$0	\$1,980
22.810	Dues and Fees - Instructional Staff		\$0	\$0
24.810	Dues and Fees -School Administration		\$0	\$0
26.810	Dues and Fees - Operation & Maintenance of Facilities		\$0	\$3,180
	Total - All Dues and Fees		\$0	\$0
	TOTAL - OTHER Objects (800)		\$0	\$6,360
Total Building Acquisition & Instruction (4500)			\$0	\$6,360
830	Interest		X	\$4,726
840	Redemption of Principal		X	\$73,986
Total other financing sources (uses) and other items			\$0	\$78,712
1000	Total Local		X	\$0
3000	Total State		\$300,000	\$1,819,950
4000	Total Federal		X	\$92,875
TOTAL REVENUES			\$300,000	\$1,912,825
100	Salaries		\$0	\$831,830
200	Employee Benefits		\$0	\$202,643
300	Purchased Professional and Technical Services		\$120,000	\$101,000
400	Purchased Property Services		\$0	\$482,500
500	Other Purchased Services		\$6,000	\$42,000
600	Supplies		\$15,000	\$129,500
700	Property		\$240,000	\$42,000
800	Other Objects		\$0	\$6,360
TOTAL EXPENDITURES			\$381,000	\$1,837,833
Excess or Deficiency of Revenues over Expenditures			-\$81,000	\$74,992
Other Sources of Funding (5000)			\$400,000	\$2,012,825
Net Asset Balance (Fund Balance)			\$319,000	\$2,087,817
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			106%	109%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			-0.27	4%
Necessary Closure Fund (2 months Purch Prop Serv + Other)			\$0	\$81,477