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DEO CONFIDIMUS

Proposal Document
June 1, 2016

REQUIRED INFORMATION

Charter School Information				
1. Name of proposed charter school: Capstone Classical Academy, Inc.				
2. Name of applicant: Susan Goers				
3. Authorized agent: Susan Goers				
4. Mailing address: 2307 North 2850 West Plain City, Utah 84404				
5. Phone number: (801) 415-9973			6. Email address: sgoers@capstoneclassical.org	
7. District(s) where proposed charter school is located: Weber District				
8. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add rows as necessary)				
Name	Email	Position	Type of Member	Profession
Aaron Stringer	astringer@capstoneclassical.org	Trustee	Business (Esq)	Lawyer
Brittni Donnelson	bdonnelson@capstoneclassical.org	Secretary	Business	Paralegal
Chris Gurnee	cgurnee@capstoneclassical.org	Chair	Business	Investment
Joshua Bell	jbelle@capstoneclassical.org	Trustee	Educator	Principal
Tammi Ross	tross@capstoneclassical.org	Trustee	Educator	Parent
9. Year school will start: August 2018				
10. Grades served: 6 – 12 (opening with 6 – 10)				
Does proposed grade configuration match resident district grade configuration? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>				
Requested Enrollment				
Year 1: Grade K: _____, Grades 1-6: 80, Grades 7-8: 155, Grades 9-12: 125 Total: 360				
Year 2: Grade K: _____, Grades 1-6: 95, Grades 7-8: 190, Grades 9-12: 220 Total: 505				
Year 3: Grade K: _____, Grades 1-6: 110, Grades 7-8: 220, Grades 9-12: 370 Total: 700				
12. Is this proposal seeking special treatment under UCA 53A-1a-501.9 ? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>			13. Is this proposal seeking priority consideration under UCA 53A-1a-502.5 ? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	



14. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers and titles).

Signatures

WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this proposal are true and correct. Therefore, this proposal for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.

Name of Authorized Agent: Susan Marie Goers

Signature of Authorized Agent: *Susan M. Goers*

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

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

Christopher Gurnee



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Executive Summary

**“We are what we repeatedly do; excellence then, is not an act but a habit”
~Aristotle**

As much as the art of teaching has been transformed, reformed, and reconstructed over the years, a few elements remain the same, one of them being that teachers are having to prepare scholars for jobs and careers not yet created. In the new “human environment” of the 21st century there are elements of the past that are essential for driving forward critical thinkers of the future (Kamm, 2016). Where public speaking, reading, writing, and relating to others was a mandatory and taught element in centuries past, it has been cast into the shadows at the expense of STEM. Now, we see it coming full circle with the new terminology “SHTEAM” where we are requiring the mastery of literacy standards across disciplines to ensure scholars have these skills once again. SHTEAM incorporates the essentials of Humanities and the Arts to produce a well-rounded scholar able to relate in the modern day global economy (Kamm, 2016). With the advances of social media, online learning, and individualized instruction (all positive improvements), what is being lost is the personal connections, everyday relating skills, abilities to express oneself clearly in writing using proper spelling, and the even the most essential skills of handwriting. As professionals, we all know that these are essential skills as many professions still require the filling out of a paper application for job placement, simply to observe handwriting and the ability to construct meaning in communication through conversation. What was considered common courtesy years ago (eye to eye contact, firm handshake, “Sir/Ma’am” has been cast by the wayside under the umbrella of progressivism.

Scholars may be masters at computer programming, design, website construction, social media updating, and various other technological advances, but if that same scholar cannot speak well, look another person square in the eye, shake a hand, and engage in meaningful discussion, then he or she will not be successful with humans on a day to day basis. Capstone’s calling card will be the requirement of scholars to take courses in communication, logic and argumentation, and speech and debate. Within the technological world in which we live it is becoming more and more essential that scholars can research, determine viable sources of information, present that information, defend their point of view, and respectfully listen to an opposing view. However, these skills are not inherent; they must be taught.

Capstone’s environment will incorporate democratic elements where scholars are not identified by freshman through senior, but by their completed credits as they work toward graduation. An environment where every graduate will either have an acceptance letter to a post-secondary institution, or a completed certification for a career path. This environment will spur curiosity, creativity, and initiative.

Employing a multi-disciplinary approach, scholars will master the Utah standards via unit studies within and among hubs. Scholars discussing the ethics behind designing the next generation of Americans at the cellular level may be reading the novel *Frankenstein* and working in the STEM hub to design their “Modern Day Prometheus Project”. Their debate in the humanities hub would center on whether or not biological advances are crossing ethical lines. They will employ their knowledge of Biology to

determine what their creation being needs to sustain life, habitat it will live in, while applying mathematical concepts to determine lifespan and requirements of the earth's resources. Socratic questioning and discussion in the Humanities hub centers on the scientific experimentation on people during events such as the Holocaust and the Tuskegee Syphilis Experiment. Scholars practice research to find other events in history where that ethical line has been crossed, followed by a discussion on what they can do to prevent events like this from happening again. Integrating the knowledge of the study of life, the study of classical works, the study of past history and critical analysis and debate allows scholars to not only grasp the material, but to master it and apply it to their everyday lives. Through multidisciplinary learning experiences scholars' curiosity will be sparked, creativity will be awakened, and they will engage in discussion and exploration.

Capstone will be a school where scholars understand the meaning of excellence and are willing to take on a challenge to create a deeper understanding of their world. A school driven to create programs for the gifted and talented to promote creativity and innovation, a school where every scholar is actively involved in creating his or her own individualized Ad Vitam. An institution where scholars value family and the time spent with them while blurring the lines between education and daily life. A place where the educational theory of "not yet" is employed so that scholars do not "fail" but are remediated to master concepts and skills before moving on to the next level (Dweck, 2014).

Current Trends

In an attempt to jump into the STEM race and produce groundbreaking and creative scientists to lead the country in innovation, schooling in America has become a fragmented piecemeal rush for information and is not proving to be profitable in the long term. Schools that are pushing early college, forced concurrent enrollment for all students, and graduation at any expense are sacrificing excellence that benefits the student's critical thinking and patient problem solving skills. Mastery cannot be manifest by filling out pages of a packet and handing it in to receive a checkmark and course credit.

Excellence, defined by Webster's Dictionary as "**valuable quality: virtue, virtuous**" is the dominant element of Capstone Classical Academy Charter School. Consisting of teaching the three R's and then the other three R's, "the criteria for excellence are neither arcane nor complicated" (Sternberg, 2008). Together, reading, writing, and arithmetic coupled with reasoning, resiliency, and responsibility, will make excellence the cornerstone of this educational institution in culture and deed. Scholars who earn college credits will continue in lifelong learning because of their resilience and patience. Few high schools are tracking their seniors after they exit their programs, determining whether or not the many electives and rushed coursework profited once graduation day passed. USOE currently sends out a post graduate survey, but Capstone will seek to augment that and continue relationship through the college years and into a scholar's career field.

Capstone Classical Academy Charter School will exist within the guidelines of the following **vision statement**:

The vision of Capstone Classical Academy is to prepare all scholars to be prosperous, contributing, exemplary citizens which requires renewing excellence, restoring moral virtues, and reclaiming principles of family focused education while reaching the whole scholar, in body, mind, and spirit.

To bring this vision to pass, Capstone Classical Academy is dedicated to the following **mission**:

- Providing quality instruction in all subjects through a multi-disciplinary model alike to Finland.
- Fostering positive role models while promoting the family unit.
- Challenging scholars to establish the foundation of knowledge that created “One Nation under God”.
- Empowering scholars to discover and develop their gifts and leadership skills.
- Connecting businesses, faith-based organizations, and families with the school to support a healthy and balanced life.

Philosophy of Capstone Classical Academy

Capstone Classical Academy’s philosophy joins instruction in the principles of moral character and civic virtue with a rigorous academic program in an environment of family and scholé. Capstone’s Board believes that among our students here in Utah there is an underserved portion of scholars who tend to achieve higher than most others in their class. These students are often bored and can become disciplinary problems due to the lack of attention teachers are able to devote to them. Many are ignored and stigmatized year to year. Capstone looks to serve these students with rigorous curriculum that develops depth and breadth in all areas of learning. Our Humanities pedagogy at Capstone Classical is summed up in the words of another master teacher, Francis Bacon: “Reading maketh a full man, conference a ready man, and writing an exact man.” The primary assignment for scholars and teachers alike is to read, and after reading, to write. Finally, in hubs each week we will gather to confer (discuss in Socratic Seminar). As we read, write, and discuss, we seek “wisdom and delight.” We look for threads of the Great Conversation which naturally rise out of the Great Books, as great minds in each age respond and refer to the thoughts of the great minds of previous ages, transcending the boundaries of time and place.

Although it may seem counterintuitive to those of us who received a very different kind of education, a Great Books curriculum is the very essence of scholé, embodying “contemplation,” “conversation,” and “reflection.” But it is a different paradigm from the prevailing methods of education, and it requires different priorities in the home and school. We advise parents that scholars must have adequate time in their schedules to do their reading and discuss with their parents. We highly suggest the family read together.

Collaborating with Hillsdale College in Michigan, Capstone has adapted its classical philosophy from a number of schools who are sponsored by the Barney Charter School Initiative. Classical education affirms that virtue requires both a trained

mind and a generous heart, and as such unites our ability to think and reason with our passions, desires, and feelings.

Rarely does a public school speak openly about virtue, since virtue means we judge our actions against an objective standard of beauty or goodness. Instead, most educators speak of values, since in our age, we are much more comfortable with language that does not make clear discrimination between good and bad. Indeed, to speak of virtue means that we judge some qualities of character to be better than others, and this entails taking a stand in their defense and attempting to cultivate them in our scholars.

Capstone Classical Academy will focus on eight core virtues: **excellence, moderation, justice, responsibility, prudence, friendship, wonder, and courage.** These virtues are largely inspired by Aristotle's *Nicomachean Ethics*, a great book that our scholars will read in whole or in part before they graduate. We focus on these virtues because they have withstood the test of time. For over 2000 years, these virtues have guided men and women of every kind toward happiness and success.

The academy desires to instill these virtues among a scholé group environment that is restful, reflective, and contemplative for both scholars, staff, and families. Scholé is a term used to define the act of pursuing wisdom, discovering delight, and growing together in order to experience truth, goodness, and beauty; foundational elements of classical education. The scholé environment dictates quiet, peaceful policies, communications, and protocols throughout the school that promote community. Developing a multi-disciplinary approach to covering state standards in a tapestry-like teaching environment facilitates individual growth rates along with allowing for inclusion and differentiation.

Founded specifically in the ideals of Josef Pieper, scholé, or leisure is not the cessation of work, but the basis of our very culture (Pieper, 2009). It is only within the quiet of one's mind that substantial creativity can truly take form. "Leisure is not idleness, but an attitude of the mind and a condition of the soul that fosters receptivity to both physical and spiritual realities" (Pieper, 2009, p.11). In the current state of restlessness and despair students are rushed from class to class amidst the harshness of bells, and then from activity to activity. They have no time to digest and reflectively process their learning. Parents who are now forced out of the home to work are having to find after school activities that require their children to engage in a 9 – 10 hour day much like their own. They then return home with hours of homework that exhausts the brain and leaves little or no time for family connection. As a result the educational system breeds frustrated students and parents alike where relationships are fragmented and stressful. Capstone Classical Academy's model will have scholars engaged during the school day so as to not require an abundance of time from family in the evening. While home, scholars will be required to read and reflect. Parents will participate and discuss with scholars as they journal through their reading. Engaging families in discussion about the curriculum will reinforce learning and build relationships.

Capstone values family engagement and family time. In keeping with Utah's First Lady Jeannette Herbert's initiative; Uplift Families, all families will commit to participating together in an activity (with a source guide from faculty) once per quarter that will support and expand the curriculum at school. Scholars will report and present what their family took part in together, and how it added to their depth of knowledge. All

families will participate. Being actively involved as a family, to support the education of scholars allows for family interaction without expecting volunteer hours or more time in the school building.

While Capstone Classical Academy does not seek to promote a highly progressive model instituting pragmatism, it does promote a philosophy of innovation where the classical model is preserved within a modern environment. St. Augustine, critical of rote learning reminds us “Who is so absurdly foolish to send his son to school to learn what the teacher thinks” (The Teacher, as cited in Howie, 1969). Augustine argued that the purpose of formal schooling was “to encourage the learner to think for himself, thus the teacher must challenge and help develop the learner’s powers of thought” (Hart, 2006). This idea envelops the purpose of Capstone.

Capstone desires to start scholars in the classical stage of logic, with most or all rote learning in the past, in order to develop the groundwork as a traditional classical school with grades six through eight serving the logic stage. These scholars learn the foundations of argumentation, and how to properly form and present their thoughts. Scholars earning credits in the levels of 9 – 12 will be developing the rhetoric stage of reasoning as well as the quadrivium elements of the sciences.

Scholars entering the school that are not on grade level will be remediated until they are proficient at that level, and will have to go through the promotion/retention team in order to move to the next level. Entering 9th and 10th grade scholars who are not proficient in levels beneath them will be required to rework and reestablish the foundations of learning before they move forward. This is all within the confines of the theory of “not yet”. Scholars move forward when they have proven they have mastered the concepts and can manifest that mastery in a number of ways, tangibly, and within speech and thinking patterns. Scholars who need extensive work to get to proficiency will be offered alternative options.

Market Analysis

Site Location and Facility

We are proposing that Capstone Classical Academy (CCA) be located in the area of Ogden in the county of Weber. Currently there is a committee dedicated to finding a current structure, or feasible land where a structure can be built. There is land situated north of 2700 and west of I-15 in North Ogden that would accommodate a building, with a nearby public elementary school. There is also property located on route 89 in North Ogden that would be feasible for this project. There is an existing building located within the Business District of Ogden that is being examined as a suitable location, and there have been discussions concerning that space.

The building will require five fully contained classrooms, along with 8 hub learning centers encompassing a common area for study and collaboration. The school will include an art studio, music studio, café, library, and gymnasium. An auditorium is essential to a classical school due to emphasis on music and drama, therefore the building will need to be altered or equipped with such a space for performance.

Market Trends

Weber County and Ogden/North Ogden constitute a growing area of Northern Utah. Weber County covers an area of 576.08 square miles. According to the 2010 U.S. census, Weber County is home to 55,306 school age children. The Weber and Ogden School districts are within these borders. Weber school district plays host to a total of 139,457 students. Ogden school district plays host to an additional 82,524 students. According to an estimate on the US Census website, there was a 12,000 person increase from 2010 to 2015 in the county, which expounds out to 24,000 people by 2020. According to the website, 21.2% of those people are ages 5 – 18. Conservatively the county is looking at adding over 5,400 students by 2020. There are three Charter high schools located within the county, DaVinci Academy of Science and the Arts, Venture High School, and Utah Military Academy. According to the USOE Data and Statistics LEA by Grade, October 1, 2015, DaVinci houses 573 students in grades 6 – 12, Venture, 492, and Utah Military Academy, 456. Ogden Preparatory Academy houses 430 students in grades 6 – 9 and Maria Montessori; 189 in grades 6 – 9. As of September, 2015, Weber County is home to 2,140 students in charter schools. There are a total of 694 homeschooled students in the county. There are three public high schools within the Ogden school district and five within the Weber school district. According to the Data Reports, charter schools are anticipating a 9% growth by fall of 2016. Having more high school facilities in the area is needed for parents to have a choice in their children’s education. Of the 6 elementary charter schools within the county there are 434 fifth graders enrolled, needing seats for 6 – 12. There is also one private school, St. Joseph’s Catholic School, which is also located within the county and serves 323 students in grades 6 -12 (Private School Review, 2016). While more charter high schools are a benefit for all students within the area, it is very important to have some consistency as well. Children who have found the environment of elementary charter schools or private schools beneficial to their learning will generally be more successful in a similar environment for their high school experience. With so few charter high schools in the area to choose from, it is imperative that more be opened in the county.

Notably, the US Census Bureau Quickfacts provides income information for each of the city areas where we are focusing our model. Farr West averages \$82,939 in household income; North Ogden average is \$75,054, while Plain City’s average is \$86,059. These incomes are considerably higher than other portions of Weber County and indicates parental ability to support education for their students.

Education Landscape

During the 2014-2015 school year, there were 110 charter schools, serving 10 percent of all Utah public education students (Beagley, 2015). Currently 52,000 Utah students attend charter schools with over 40,000 students on charter schools wait lists (UAPCS, 2016). District two, where Capstone would be located currently has a large number of students being served by few schools. More precisely, the North Ogden, Farr West area currently has no charter high schools available. The closest charter high school is located on 400 N (Venture Academy) and utilizes an expeditionary learning model, much different than the classical model being proposed. The next nearest

charter school would be Maria Montessori, practicing the Montessori model through 9th grade. According to Headlee (2015) charter school enrollment increased 12 percent from 2014 to 2015. There is an obvious need for more options in this area.

Even though market analysis was conducted for schools in Weber County, we believe that parents will be coming from greater distances to CCA, just as they do for the private and charter high schools in other areas.

Competitive Advantage

We believe that the main advantage for Capstone Classical Academy is based on the successes of the Finnish model and modern classical education. Small group direct instruction paired with collaborative group work and application will be the norm at Capstone. Public speaking, debate, and written argument will be included in each area of study. Central to the learning experience will be the understanding of, and practicing of virtue. Private schools have been following these guidelines and yet are out of reach for many families. One might think that the only reason for choosing a private school is for religious beliefs. Though we would agree that many families do, there are many that sacrifice financially to send their children to private religious schools that don't ascribe to the doctrine taught, but do desire the emphasis that character is a vital part of education as well as the high academic standards and disciplinary policy that they hold, which will be emphasized at CCA. This is important in the realm of charter schools because many parents desire these attributes but lack the resources to pay for a private school.

Coupled with the emphasis on family, scholē, and low teacher-scholar ratio, Capstone will offer a model unique to the state of Utah. The classical curriculum we will be instituting is following the example of schools across the country that are already teaching these same classical courses and have waiting lists of over 1,300 students (Hillsdale, 2016).

Program of Instruction

Curriculum

Capstone Classical Academy will be using the Core Knowledge Curriculum as its curricular foundation through grade eight. It will be supplemented by Singapore Math (Math in Focus series), and in high school, Saxon adjusted math curriculum (set to Utah Core Standards). Utah Core Standards will guide ELA curriculum, taught through novel studies (Great Books), Six Traits of Writing, and Communications (Speech and Debate required of all scholars). The foundation of our science and history curriculum is contained in the Core Knowledge Sequence; and in high school we will be incorporating elements from Classical Conversations, and The Bible in History and Literature incorporating coursework used throughout the U.S. in public charter schools. All scholars will be enrolled in The Art of Argumentation (Classical Academic Press) Traditional Logic Level One; Introduction to Formal Logic (Memoria Press) and Latin (Henle Latin) each year moving through the coursework as prescribed by Hillsdale College. Speech, Debate, and Writing standards will be addressed at every level. Combined, these disciplines will provide a strong foundation for our academic program.

Release time will be offered throughout the day at CCA. Buildings adjacent to the campus will be sought for this purpose. Core Virtues (Core Knowledge Foundation) will

be taught to all scholars not electing to participate in release time. Release time teachers will be apprised of the core virtues of the school and will be asked to consider these virtues in their teaching scenarios. Daily warm up at the start of the day as well as reflection at the end of the day will be a substantial element in family focus of the school. Scholars will return to an assigned area to write in their reflective journals to their parents and/or guardians and share one interesting element of education from the day.

Communis time – group advisory time for scholars and every member of the academic team, which includes all faculty and staff in the building meeting twice a week to review advancement through the curriculum, goal setting, and Ad Vitam. Communis Time Mentors will be integral in advancing the growth mindset within the student body. Mentors will be in direct communication with the school’s counseling team to catch scholars quickly who are not meeting goals and need adjustment based on the “not yet” theory and the understanding that all scholars can improve, promoting the growth mindset (Dweck, 2014). Communis time will also support the accreditation requirement of all scholars being known by, and assured of, an adult advocate in the building.

Scholars will have the opportunity to challenge courses based on a rigorous rubric to prove mastery. Advanced students will have opportunities to earn college credit through online coursework.

Method of Instruction

The method of instruction at Capstone will be a blend of direct, dialogic, indirect interactive teaching employing Socratic techniques for deep thinking and discussion, as well as interactive instruction where scholars work with mentors, instructors, and small groups with the end goal of transformative teaching within a growth mindset. With a combination of small group direct instruction and indirect instruction allowing scholars to compound their learning, the mentors, instructors, and scholars will reject status quo content and focus on a transformation of themselves and their world. Scholars at Capstone Classical Academy will be preparing their own personal Ad Vitam along with their parents and the counseling department. Scholars will be grouped according to mathematical ability in order to be best prepared to collaborate in STEM groups within the STEM hub, but will interact within other hubs with all scholars. All scholars will be equipped with the Utah Core Standards alongside their Ad Vitam and will be referring to it twice a week to self-assess mastery in those standards. Communis time (junior high and high school) will be a random assignment of scholar to staff keeping the ratio as small as possible.

Since teaching methods are the complement of content, just as instruction is the complement of curriculum, content will be based in unit study to create an interdisciplinary environment for scholars, and will be taught using the various stated methods. Each core unit will consist of increments of direct instruction time where 8 – 10 scholars work with a mentor to master a skill or concept within a 15-20 minute timeframe. Once that scholar has proven mastery through a formative assessment (exit ticket) the mentor will record it immediately in Socrative (Mastery Connect) or PIV (Pinnacle Internet Viewer), Active Grade, or other mastery tracking tool, so as to show the immediate progress for the scholar. Scholars who have mastered the work will move

on to another section of the hub, where they will be learning other core concepts, or working on practical application in order to reinforce their learning.

By the time the scholar has moved throughout the entire hub, they will return to the center where they will have creative license to work on choice projects demanding extension of the concepts or enjoy scholé reading time in novels or biographies directly aligned with the skills and concepts in that particular hub.

Partnering an instructor with every mentor will allow for differentiation while not holding back scholars who are able to quickly digest the knowledge and apply it. The average scholar will work through the sections of the hub and have time to apply knowledge at the center or read to build literacy, while the advanced scholars will work on proving mastery to challenge credits, and those who have not yet mastered the work will continue working. Scholars with IEP or 504 will work directly with SPED professionals for their modifications and accommodations within the hub. The goal is to have one SPED professional located in each hub.

This model requires small group work and intentional varied methods. Direct instruction, indirect concrete manipulation, and group collaboration are all crucial elements for every hub to include. Teachers will have guidelines, Utah Core Standards (loaded into Socrative), curriculum maps, unit studies, and texts to help them tie all of their work together so scholars have a core of knowledge to connect their learning.

The school will consist of four hub areas, STEM, Humanities, Life Skills, and Citizenry. Each area will focus on the following:

- STEM: Science, Technology, Engineering, Math, CTE
- Humanities: English, Latin, History, Communications (Offshoot fine arts, music), Logic, Rhetoric, Debate
- Life Skills: Semester electives/PE/ Release time/Health/Chivalry and Prudence
- Citizenry: Government, Economics, Geography, Political Science, Biblical History, Citizenship.

The day will run 8:30 – 3:30 with an early out on Friday at noon. Sixth grade scholars will remain self-contained, while junior high scholars will move within families throughout the day similar to the high school scholars moving throughout hubs.

Due to the nature of family centered schooling, there will be very few after school activities offered at CCA. Unless parents come forward to run an activity that is fitting with the classical model and benefits the vision and mission of the school, scholars will return home so that they can engage with their own families in their educational journey, as is the method of scholé. The library of the school will be open for scholars to study for one additional hour Monday – Thursday. It is expected that scholars will complete their work in their hubs and not need to be working extra-long hours after school.

Grading will be based on the mastery concept of Dweck’s “not yet” where scholars are graded by a group of teachers in each hub taking into account all of the work crossovers for the courses included in the hub and grading against the standards.

Exit tickets, projects, and quizzes will allow the scholar to demonstrate proficiency levels based on the following system:

- Exemplary
- Proficient
- Basic Proficiency

- Insufficient Work Shown
- Not Yet Competent

Scholars will be graded on school-wide academic, civic, and social expectations for learning aligned to the virtues taught, as well as course based competencies. These expectations will be scored on a rubric at each hub level and be reflected in their citizenship grades. A summary of these grades will appear on each scholar’s final transcript that is available to employers and colleges. They are also used as eligibility criteria for various awards, honors, and privileges at the school. Beyond those competencies will be specific course competencies. The purpose of a comprehensive report is to record for scholars and parents a) work study practices, b) competency in a course, and c) overall grade average. All three together create a more complete report of a scholar’s achievement, competency and college and career readiness. The system provides more information for parents beyond a grade point average.

There will be numerical equivalent assessed for each level of proficiency based on a 4.0 score easily transferrable to GPA. The following is a snapshot:

Level	Final Grade	Regular	Honors
Exemplary	90-100	3.500-4.00	3.675-4.200
Proficient	80-89	3.000-3.45	3.150-3.623
Basic Proficiency	70-79	2.500-2.95	2.625-3.098
Insufficient Work	65-69	2.250-2.45	2.363-2.573
Not Yet Competent	Below 65	0.000-2.20	0.000-2.310

Upon completion of course requirements, a grade will be reported to the gradebook. The grade will be dependent on standards mastered throughout the course.

Clubs/After School Activities

The primary emphasis of Capstone Classical Academy is the sound education of reading, writing, arithmetic and solid critical analysis skills in the sciences. In order to focus on those elements the school will be conservative in nature when supporting activities that will take scholars from their studies.

Summary

Capstone Classical Academy looks to employ the very best from high end private institutions in the classical genre and to deliver it within a Finnish model. Focusing one on one with scholars through Ad Vitam and high quarterly required counseling appointments, all scholars will be accountable for their progress. Having an adult advocate on the campus and participating in communis time will strengthen relationships and help lead scholars to higher levels of achievement. Implementing a mastery model that easily translates into a GPA offers differentiation and less busy work. Required Capstone Missions in the last year will tie learning to the real world environment. Setting the goal that all scholars graduate with trade certification or a letter of college acceptance ensures that Capstone is turning scholars out into the community that are self-supporting and contribute to the civil good of the Ogden area.

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Appendix A: Board Background Info

Background information Sheet (Susan Goers)

Provide the following information on each startup 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.*

Name: Susan Goers

Role with school: Founder/Director

Expertise: Education

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

As the founder of Capstone Classical Academy, Susan is serving as the Registered Agent for the non-profit corporation and will serve as the Director when the school opens. As an educator for the past 32 years, and the 2011 Charter School Educator of the Year in the state of Utah, Susan has enjoyed a wide scope of experiences throughout her professional career. Susan's past positions have included Director of Curriculum and Instruction in a 7-12 Charter School, Teacher Mentor for EYE Program, Professional Development Coordinator, Assessment Director, Chapter Leader and Administrator for co-operational learning, elementary, middle, high school, and post-secondary teacher with emphasis in English, Science, and Teacher Development. School models include Charter, Private, Public, and Homeschooling arena. Serving on the Accreditation Team for AdvancEd, Susan has traveled the state of Utah spending critical time at many public high schools. Susan has also traveled to Finland and Sweden with her doctoral cohort to observe educational models and bring back to the US ideas for implementation. Capstone Classical Academy will include Finnish elements in its structure and method of instruction.

Susan earned her Bachelor of Science Degree at Nazareth College of Rochester, her Master's Degree in Curriculum and Instruction from Western Governors University and is completing an Ed.D (2016) in Transformational Leadership from Concordia University.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and

management of a nonprofit corporation, governing board experience, and background in group organization.

1988 – 1994 Susan’s husband was CEO of the Crisis Pregnancy Center in Palmyra, NY and Susan served as the administrative assistant. From 1988-2007 Susan ran a chapter of the NYS Homeschool Association, a non-profit association, as well as served as a club leader and county trainer for Cornell Cooperative Extension 4-H program. Through these experiences Susan sat on many Boards as both a volunteer and parent. Coupled with educational experience, Mrs. Goers understands non-profit foundations, grant searching and writing, and how to gather people behind a cause and organization.

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

- 2015-Present – Doctoral Fellowship –Completing Dissertation
- 2014-2015 – Director of Curriculum and Instruction – Utah Military Academy
- 2010-2014 – Good Foundations Academy Middle School Teacher, teacher trainer, NJFL Coach, MathCounts Coach.
- 2009-2010 – Layton Christian Academy – 11th/12th Grade English, Anatomy and Physiology. National Forensics Coach
- 1990-2009 – Administration of Homeschool Chapter while teaching various grades, 4 - 12

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

- 1984 – Bachelor of Science – Nazareth College of Rochester, Rochester, NY
- 2012 – Master of Science – Western Governors University, Salt Lake City, UT
- 2016 – Doctorate of Education – Concordia University, Portland, OR

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Capstone Classical Academy, Inc. CHARTER SCHOOL. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant’s Signature *Susan M. Goers*

Background Information Sheet (Christopher Gurnee)

Provide the following information on each startup 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.*

Name: Christopher J Gurnee

Role with school: Founding Board

Expertise: Business Owner, Investment Advisor Representative, Registered Representative, Licensed Insurance Agent

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

My role is to assist with the foundation of Capstone Classical Academy. My duties include direct assistance and support to the President of the founding board. In addition, a clear skill set for the Vice President is needed to focus, develop, nurture and at time(s) create relationships with board to thrive and grow to benefit Capstone Classical Academy's students and families in our community.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

My experience stems from the roots of owning and operating two successful businesses from the ground up. The skills learned include a necessity for organization, leadership (lead by example approach) solid work ethic and critical problem solving.

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

Cornerstone Financial and Associates, Inc. - President and Owner

- High-profile ownership and management position, accountable for soliciting new individual personal and business accounts while developing strategic relationships with clientele.
- Client account administration, which includes interfacing with clients at all levels, organizing financial goals, redistribution of account holdings, and successful periodic account reporting
- Deliver perspective client workshops and seminars which are designed to educate clients while creating new client opportunities.
- Devise and implement innovative marketing principles and promotional sales events to further support corporate financial growth.
- Counsel high net-worth individuals and business with regard to investment opportunities, risk analysis, and monetary returns.

Highlights:

- Broker/Dealer affiliation is Foresters Equity Services Company (FESCO) based in San Diego, CA.
- Current Gross Dealer Commission (GDC) placement in the top 1% of all FESCO Registered Representatives (RR's) of approximately 425
- Qualified for MDRT multiple years and in top 5.5% (37,000 total licensed agents) of all producers for American Equity Investment and Life thru 2012.
- Exceeding \$55 mil AUM including annuity premiums.

Expressive Tile, Inc. - President and Owner

- Direct and manage daily operations for a natural stone, ceramic and tile installation business, including scheduling, material supply, and marketing.
- Hire, train, manage, and schedule employees using "hands on approach".
- Services more than twenty general contractors while continuing to service repeating customer accounts and referrals.
- Several successive 1st Prize Awards in the "Parade of Homes" for artistic tile design and installation.

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

- Annual Education Continuum Courses, too many to list.
- Weber State University – General Studies

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Applicant's Signature _____



Background information Sheet (Aaron Stringer)

Provide the following information on each startup 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.*

Name: T. Aaron Stringer

Role with school: Board Member

Expertise: Legal research and writing; legal compliance.

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

As a member of the Board of Directors, my primary role will involve preparing for and attending regular board meetings where I hope to provide valuable input and vote on various school issues. This will include the need to stay informed regarding school policies, governance, employment matters, finances, and curriculum, among other things.

As an attorney, I hope to help the board with insight regarding legal matters, including interpretation of relevant state and federal statutes. This is incredibly important given the rather strict guidelines by which a charter school is governed and the importance of complying with rules and regulations that any business is faced with.

The application as written has my full support and commitment. From my own learning experience, I can imagine how the methods described will be successful in providing children with what they need to succeed and prosper in real life without sacrificing their childhood or relationship with family.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

Most recently, I served as Secretary for a term of one year for the Kiwanis Club of Ogden where I prepared the agenda and kept meeting minutes for our weekly meeting. I also helped organize and run fundraisers and search for deserving recipients of scholarships and other awards given by the group.

While in law school, I served as secretary for the Willamette Chapter of the J. Reuben Clark Law Society where I prepared agendas and meeting minutes and helped organize events and volunteer opportunities for members. At the time I was also an editor for the Willamette Sports Law Journal and the Willamette Law Online – Intellectual Property Edition. In addition to my editing responsibilities, I also took part in organizational meetings and decisions for both groups.

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

- Attorney/Owner at T. Aaron Stringer, Attorney-at-Law, PC from 2013 to present.
 - Appeared in State and Federal courts representing clients in probate, guardianship, adoption, and bankruptcy matters.
 - Drafted wills, trusts and other estate planning documents.
 - Created office procedures, managed employees, and coordinated marketing strategies, including
 - presentations before the public and other professionals.
- Associate Attorney at Justin M. Myers, Attorney-at-Law, LLC from 2010 to 2013.
 - Advised potential clients regarding Chapter 7 & 13 bankruptcy options.
 - Appeared in Meetings of Creditors and court hearings on behalf of clients.
 - Drafted and filed motions and pleadings with Federal Bankruptcy Court.
- Law Clerk at Deryl K. Nielsen, P.C. from 2007 to 2009.
 - Performed legal research on various topics as needed.
 - Prepared drafts of documents including wills, trusts, deeds and contracts.
 - Gathered and organized facts and documents for efficient use as evidence.

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

- Juris Doctorate, July 2006 - May 2009, Willamette University College of Law, Salem, Oregon;
- Graduate Certificate in Conflict Resolution, July 2009 - May 2010, University of Utah, SLC, Utah;
- Bachelor of Arts, History, July 1999 – May 2006, University of Utah, Salt Lake City, Utah;
- Bachelor of Arts, International Studies, July 1999 – May 2006, University of Utah, Salt Lake City, Utah;
- Minor in French, July 1999 – May 2006, University of Utah, Salt Lake City, Utah.

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Applicant's Signature 



Background Information Sheet (Brittini Donnelson)

Provide the following information on each startup 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.*

Name: Brittini Donnelson

Role with school: Board Member (Secretary)

Expertise: Grant writing, non-profit management and leadership, small business administration and operation.

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

As the CCA Secretary I am honored with the privilege of maintaining, modifying, and documenting all necessary information, policies and procedures that pertain to CCA. My involvement with Capstone Classical Academy will extend but is not limited to, attending regular board meetings, assisting in the monitoring of CCA's finances, governance, and educational standards.

Through previous non-profit volunteer and employment opportunities both in the educational sector and private sector, my knowledge base and experience extend more than decade. I have both served and been employed by non-profit organizations and currently am receiving my certification in Non-Profit Management from the University of Central Florida.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

In past history I have been a student ambassador on the Christian non-profit school board Christian Heritage School, and have also been employed by the non-profit church Washington Heights. Voluntarily I have also been a part of the non-profit Pregnancy Care Center of Ogden. These experiences have given me a diverse background into the varying types of non-profits, but also allowed me to learn and develop a knowledge base for their role in the community.

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

2015-Current: Feller & Wendt, LLC, Paralegal

- Drafting and filing legal documents with the Utah Courts.
- Managing case portfolio and client relationships.
- Conducting legal research and organizing potential evidence.

2012-2014 Utah Certified Development Company: Administrative Assistant

- 501 Small Business loans administrative support.
- Administrative support to President and Vice President.
- Administrative support to Board of Directors.

2011-2012 A Mile in My Shoes, Inc.: Grant Writer

- Searching, writing and submitting grants.
- Administration support to founders.
- Communication with community business and schools.

2006-2011 Washington Heights Church: Early Childhood Director

- Development of educational programs.
- Management and leadership of numerous volunteers.
- Support and planning of budgets.
- Assisting in drafting Emergency Preparedness Policies and Procedures.

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

- 2011 Weber State University, Paralegal Certification
- August 2016 University of Central Florida, Grant Writing & Non-Profit Management Certification

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Applicant's Signature



Background Information Sheet (Joshua Bell)

Provide the following information on each startup 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.*

Name: Joshua Bell

Role with school: Board Member

Expertise: School Administration

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

As a current licensed school administrator in the State of Utah, I have over 15 years of experience working in conventional public as well as charter schools. I am committed to the teaching and learning strategies outlined in the application as it has been written and feel I will provide additional support and scaffolding to the program as it navigates from inception to implementation.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

I am a founding member of another successful Utah Charter School. In my role as a founding member of Jefferson Academy, I served the parents, students and community with the implementation and startup of the program. I served as the school's principal for the first two years of operations. In the first two years of operations, the school experienced significant gains in all measurable testing categories.

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

March 2011- Present/ Clearfield Job Corps/ Clearfield, Utah
Principal/ Training Director

- Oversee and direct thirteen professional training programs, which include; United Auto Workers, Home Builders Institute, International Masonry Institute, United Brotherhood of Carpentry, Welding, Culinary Arts, Machining, Facilities Maintenance, Material Handling, Office Administration, Health Occupations, Plumbing and Computer Repair.
- Serve as the Principal of Great Basin High School.
- Ensure compliance with all AdvancedED accreditation standards
- Oversee budgetary compliance and fiscal oversight for a budget exceeding 23 million dollars annually.

December 2010- March 2011/ Alianza Academy/ Magna, Utah

Principal

- Provide organizational development
- Created teacher assessment and
- Established standard operating procedures
- Create and develop a positive school culture
- Implement the administrative standards outlined by the ISSLIC Standards.

December 2008- June 2011/ Oquirrh Mountain Charter School/ Kaysville, Utah

Principal

- Provide organizational leadership and support
- Mentor and coach teacher development
- Assess and monitor student data
- Create and develop a positive school culture
- Implement the administrative standards outlined by the ISSLIC Standards.

May 2008- September 2008/ Patrick Henry High School/ Roanoke, Virginia

Summer School Assistant Principal

- Provide resources as an instructional leader
- Monitor student behavior
- Assess and monitor student data
- Develop scheduling and coordinate transportation priorities

August 2007- May 2008/ Noel C. Taylor Academy and Huff Lane Elementary/ Roanoke, Virginia

Administrative Intern

- Assist with curriculum and staff development
- Administer with discipline and develop proactive measures to reduce referrals
- Develop community service projects to promote the culture of NCTLA
- Mediate peer resolutions
- Work with parents to implement behavior modification tools

TEACHING EXPERIENCE

August 2008- June 2009/ New Bridge Middle School/ Jacksonville, North Carolina

Social Studies Teacher

- Created team level differentiation tiers of instruction and remediation

- Analyze student data for grade-level interpretation
- Developed interdisciplinary units for cross-curricular instruction

August 2004- June 2008/ Noel C. Taylor High School/ Roanoke, Virginia
Social Studies Teacher

- Served as the Chairperson of the Social Studies Department
- Member of the School Leadership Team
- Director of the Student Advisory Council
- Maintain a positive and engaging classroom environment
- Coordinate the school-wide implementation of the 8-Step Learning Process adopted by the school district.
- Analyze and synthesize data to foster differentiation in the classroom

December 2004- January 2007/ Roanoke County Jail/ Salem, Virginia
GED Program Coordinator

- Designed effective student competency testing analysis
- Streamlined interagency resources
- Generated students results exceeding those outlined in the Sheriff Office Action Plan.

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

My educational credentials are as follows:

EDUCATION

March 2006- January 2008/ University of Virginia/ Charlottesville, Virginia
Administration and Educational Leadership M.Ed

December 2004- January 2006/ Roanoke College/ Salem, Virginia
History/ Education/ Teaching Endorsement

September 1998- June 2000/ Western Washington University/ Bellingham, Washington
Anthropology B.A. Concentrations in Political Science and Economics

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Applicant's Signature  _____

Background Information Sheet (Tammi Ross)

Provide the following information on each startup 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.*

Name Tammi JC Ross

Role with school: Trustee & Parent

Expertise: Individual Learning Plan Developer, Teacher

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

I am committed to helping Capstone Classical Academy become a reality. I have experience with researching and developing individual education plans and teaching. Education that is based on mastery is the foundation that students need to be successful and productive adults.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

I do not have experience with not-for-profit management and operation, but I am a quick learner. During the next six months, I am planning on getting a certification for grant writing, so that I may use this to help get funding for Capstone.

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

I have been a stay-at-home mom for the last 17 years so that I could raise and educate our three children, while my husband was a career US Marine. We have used charter schools, cooperatives, and home school to educate our children. I have been in charge of researching, designing and adjusting curriculum for each of the children based on

their individual learning styles. For two years, I ran a small business that built trauma first-aid kits for frontline military troops. I taught as a Montessori assistant for two years, one year was my internship and the other was when my son was attending a school.

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

- Coe College (1989-1990)
- Indian Hills Community College (1990)
- University of Iowa (1991-1994) B.S. Psychology.
- Center for Montessori Teacher Education North Carolina (1994-1996).

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Applicant's Signature _____

Jammy P. Ross

Background information Sheet (Lynn Hinckley)

Provide the following information on each startup 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.*

Name: Lynn Hinckley

Role with school: Administration/Counseling

Expertise: Education Administration and Counseling

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

It is my intent to use my administrative and leadership experience to assist the board in opening a rigorous school based on the classical model to prepare students for future service and careers in society. I have full confidence that the application as written will serve the needs of the students and the community.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

I have little experience in non-profit organization. I do, however, have 30 years' experience in traditional public education as a teacher, counselor and administrator. I was the academic director for a charter school opening on an accelerated schedule. I also have 26 years' experience as an officer in the Utah Army National Guard.

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

I worked for 25 years in Granite School District as a teacher, coach, counselor and assistant principal. I then spent 5 years with Ogden School District as an administrator.

Appendix B: Articles of Incorporation

File Number: 9687061

**Non-Profit Corporation Articles
ARTICLES OF INCORPORATION
OF
Capstone Classical Academy, Inc.**

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

ARTICLE I

Name

The name of the corporation is Capstone Classical Academy, Inc.

ARTICLE II

Purpose

NAICS - 6116 - Charter School

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

ARTICLE III

Name and Address of Registered Agent

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

2307 North 2850 West
Plain City, Utah 84404

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

Susan Marie Goers



ARTICLE IV

Names and Addresses of Incorporators

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

Incorporator #1
Susan Marie Goers
2307N 2850W
Plain City, UT 84404
Susan M. Goers (POA or AIF)
Signature

In Witness Whereof I / We have executed these Articles of Incorporation on 5 February, 2016 and say:

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

ARTICLE V

Members

The nonprofit corporation will have voting members

ARTICLE VI

Shares

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

ARTICLE VII

Directors/Trustees

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

Trustee #1

Christopher Gurnee
6043 Park Vista Drive
South Ogden, UT 84405
Susan M. Goers (POA or AIF)
Signature

Trustee #2

Brittni Donnelson
5361 South 7500 West
Hooper, Utah 84315
Susan M. Goers (POA or AIF)
Signature

Trustee #3

Lynn Hinckley
3834 West 1800 North
Clearfield, Utah 84015
Susan M. Goers (POA or AIF)
Signature

ARTICLE VIII

The period of duration of this corporation is perpetual.

ARTICLE IX PRINCIPAL PLACE OF BUSINESS

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

2307 North 2850 West
Plain City, Utah 84404

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

Appendix C: Governing Board Bylaws

The Board of Directors of Capstone Classical Academy submits the following description of the governance and operation of Capstone, including the nature and extent of parental, professional educator, and community involvement in the governance and operation of Capstone.

Rules of Governance/Bylaws

I. Board of Directors

- 1.1 The Board of Directors shall govern the affairs of Capstone Classical Academy and shall be responsible for governing the school according to these Rules of Governance.
- 1.2 The initial Board of Directors shall consist of five members of the Founders Committee, two of which shall be the original incorporators. Current members shall serve until the opening school year, then three of the members shall serve in their positions until May 31, 2020. Two of the members shall serve in current positions until May 31, 2021. Except for the initial Board of Directors, the term of a Board member shall be three years in any one position.
- 1.3 The Board of Directors shall consist of the following:
 - a. Voting Members
 1. The Board of Directors shall consist of five - seven voting members.
 2. At least one of the voting member shall be a parent of Capstone Classical Academy students. Ideally two, one parent for middle school and one parent for high school.
 3. The other members may be a member of the community at large.
 4. If a child of a board member is no longer enrolled at the school during the term of the parent, the parent shall be allowed to complete his or her term.

5. No voting member of the Board shall receive compensation for their role as a member of the Board or other than the secretary if the Board sees fit.

b. Non-voting members

1. The Director of Capstone Classical Academy or his/her designee shall serve as a non-voting member of the Board as well as the Counseling Director and the SPED Director.

1.4 Duties and Powers

- a. To have oversight responsibility for all aspects of the school and its educational program;
- b. To determine school policy, in accordance with Capstone Classical Academy's mission, goals, and educational program;
- c. To approve a budget for each school year based on the District funds allocated to the school;
- d. To create standing committees and appoint a chairperson of each committee including a Hiring Committee, a Fundraising Committee, a Parent/Teacher committee and other committees as needed;
- e. To approve personnel selection procedures consistent with legal requirements, to be used by the Hiring Committee;
- f. To hire and terminate the Senior Director and determine his or her compensation;
- g. To provide a performance evaluation of the Senior Director;
- h. To create and maintain a strategic and long-range plan for the school;
- i. To promote enrollment in the school;
- j. To appoint at least one voting Board member to serve on the Hiring Committee;
- k. To appoint one Board member to serve on the Fundraising Committee;
- l. To appoint one Board member to serve on the Parent/Teacher committee;

- m. To appoint one Board member to serve as liaison with the Board of Education and the District Administration;
- n. To be responsible for the fiscal management of Capstone Classical Academy within the limitations of any funding provided by the District and other revenues derived by Capstone Classical Academy consistent with law, and to have authority to independently exercise, also consistent with federal and state law, the following powers, including such other powers as provided for elsewhere in the school's Charter, including the power to delegate such powers individually to the Senior Director:
 - 1. Contract for good and services;
 - 2. prepare a budget;
 - 3. procure insurance;
 - 4. lease and/or purchase land/facilities for school purposes;
 - 5. purchase, lease or rent furniture, equipment and supplies;
 - 6. accept and expend gifts, donations or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law and not contrary to any terms of the Charter.
- o. To create, amend and approve the By-laws.

II. Voting Membership/Membership Meetings/Elections

- 2.1 *The voting members of the Board of Directors shall constitute the voting membership of Capstone Classical Academy. Each member shall have one vote. The Board Chair has the option of voting to break a tie, or to vote on matters that are concerning to him or her.*
- 2.2 The role of a member shall include:
 - a. attending general meetings;

- b. staying informed on school issues by reading the school's newsletters and communications;
 - c. electing the new members of the Board of Directors;
 - d. communicating opinions to the Board of Directors; and
 - e. serving/participating in volunteer roles whenever possible.
 - f. performing functions on the job description provided.
 - g. being properly covered with Directors and Officers Insurance
 - h. Supporting all voted upon Board decisions in a unified manner.
 - i. following all policies regarding communications and behavior
 - j. Supporting publically the Director and Administration of the school.
- 2.3 Upon non-attendance of three BOD meetings, without outstanding circumstances, Board member will relinquish his or her position.
- 2.4 Board of Directors shall, by a majority vote, remove a Board member who does not hold to the mission and vision of the school, or has not taken his or her action items to completion, or has performed an act outside the scope of Board Member and has put the reputation of the school in jeopardy.
- 2.5 Meetings shall be held at the school or a location specified by the Board of Directors. Directors are expected to attend any and all monthly/quarterly meetings.
- 2.6 Minutes and audio recordings of such meetings shall be kept by the Secretary.
- 2.7 Nominations for the Board of Directors
- a. Standing Board Members will be responsible to generate nominees for future seats on the Board. Names will be given to the Nominating Committee.
 - b. The Nominating Committee shall contact potential Board members and invite them to be present at three Board meetings, sharing their input and suggestions when appropriate. During the three months the candidates will read two books of the Board's choosing and share their opinions at the fourth meeting they attend. The two books are

currently “Why Johnny Doesn’t Know Right from Wrong”, and “Cultural Literacy”. Potential Board members will also familiarize themselves with classical education, Hillsdale College and Westminster College.

2.8 Elections for the Board of Directors

a. Members of Capstone Classical Academy Board shall vote for candidates for members of the Board based on what they have learned of the person over the three months of Board Meetings.

b. Members may vote for as many candidates as there are vacancies to be filled.

c. Election of the members of the Board will be determined by a majority of the votes cast.

d. To provide continuity of leadership, newly elected Board members shall attend Board meetings as non- voting members until they formally assume their duties as Directors. All new Board members will be sworn in by the Chairman of the Board at their first official meeting.

e. The term of office will be three years beginning June 1 of the year elected, and ending May 31 of the third year, or any part of a year.

f. The Nominating Committee shall run all elections for the Board and tabulate results, which they shall certify to the Board at the first Board meeting following the conclusion of the election.

III. Meetings and Decision-making

3.1 Regular Meetings of the Board of Directors

a. Regular meetings of the Board shall be held at least 10 times per year for the first year and then 8 times per year following.

b. Meetings are open to the public, and notice of all meetings of the Board shall be given by posting in a designated public place at least 24 hours in advance, in accordance with Utah State Law (Open Meetings Law).

c. Executive sessions shall be held only at posted regular or special meetings for the sole purpose of discussing personnel, legal, real estate, and other limited matters, in accordance with state law.

3.2 Quorum

a. At any meeting of the Board, a majority of the Board members shall constitute a quorum for the transaction of business.

b. Except when a larger vote is required by these Rules of Governance, the affirmative vote of a majority of the Board members shall decide any question.

c. A tie vote of the Board constitutes a failure of that item to pass.

IV. Duties of the Officers of the Board of Directors

4.1 The President shall preside at all meetings of the Board of Directors, prepare (with the aid of the school Director) and distribute an agenda for all meetings, coordinate the work of the officers of the Board, and act as the official representative of the Board to the school community.

4.2 The Vice-President shall perform all duties of the President in his/her absence, and assist the President as necessary.

4.3 The Treasurer shall do, or delegate to a Senior director and review the handling by the delegated Senior Director, the following things: be responsible for all funds and securities of Capstone Classical Academy, have oversight responsibility for the annual audit, receive and give receipts for money due the school; deposit all such money in the name of the school in such banks, trust companies or other depositories; have final responsibility for the financial statements of Capstone Classical Academy; serve as a

member of the Budget Committee, and ensure that any grant monies received are expended consistently with the terms of such grants.

- 4.4 The Secretary shall keep a record of all minutes of the Board of Directors and general membership meetings, distribute copies of the minutes to the Board of Directors, and keep and make available to the public copies of the minutes, and audio recording tapes, Board of Director Policies, By-laws and all written committee reports.

V. Standing Committee Responsibilities

- 5.1 Standing Committee members shall be responsible for gathering information, exploring options, reporting on progress made toward meeting goals, and bringing recommendations to the Board of Directors for discussion and action.
- 5.2 All committee chairpersons shall be appointed by the Board and shall consist of parent volunteers and any interested community member or a Capstone Classical Academy's administrative staff or faculty member and one voting Board member.
- 5.3 Standing Committees requiring a Board Member
 - a. The Hiring Committee shall be responsible for recruiting and recommending, based on selection procedures and job descriptions approved by the Board, candidates for the position of Director of Capstone Classical Academy.
 - b. The Fundraising Committee shall be responsible for working with the Board of Directors, administration, staff and faculty to generate funding through the pursuit of grants and local fundraisers. Local fundraisers will need to support the vision and mission of the school and will need an approval vote from the Board of Directors.
 - c. The Parent/Teacher Organization shall be responsible for working with the Board of Directors, administration, staff, faculty and other parents to enhance the total educational experience of the students, and the school community.

5.4 At the discretion of the Board of Directors other standing committees may include, among others, with approval of the Board: Communications, Curriculum, Enrollment and Registration, Facilities, Fundraising, Grant Writing, Public Relations, Social, Transportation, Technology, and Volunteer Coordination. All committees will require a Board Member to sit on the committee.

VI. Amendments

6.1 The mission, philosophy or goals of Capstone Classical Academy may be altered, amended or repealed and a new mission or goals may be adopted only by vote of 90% of the Board of Directors.

6.2 Rules of Governance may be altered, amended or repealed only by vote of the Governing Board with at least 75% of the membership having cast valid ballots in favor of the amendment for the amendment to be adopted.

6.3 Except as described above in this section, all other sections of these Rules of Governance may be amended by the Board of Directors of Capstone Classical Academy in accordance with Format of Meetings and the Decision-making, Duties and Powers, and such other rules as shall be set by the Board.

6.4 If any section of these Rules of Governance is found to be in violation of school district, State of Utah or Federal guidelines or law, that section shall be rendered invalid, but the remaining Rules of Governance shall remain in force as though such invalid section were not part of these Rules of Governance.

V. Founding Families

7.1 The following families are considered founding families of Capstone Classical Academy:

Ron and Susan Goers

Lynn and Teri Hinckley

Christopher and Rebecca Gurnee

Sam and Brittni Donnelson

Aaron and Marjean Stringer

Phil and Tammi Ross

Louis and Gloria Rivera

Joshua and Jill Bell

