



Utah State Charter School Board
New Charter School Application

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UtahSCSB.org

Summit Place School
Santaquin, Utah
New Charter School Application



SUMMIT PLACE SCHOOL
innovation-confidence-competence

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Charter School Information

1. Name of Proposed Charter School: Summit Place School (Also referred to as “Summit Place” throughout this charter application.)
 please note that the school submitted its initial proposal under the name of “Santaquin Science School”, but after feedback from the Board during the proposal process, the name was changed to Summit Place School
2. Name of Applicant: Todd Hepworth
3. Authorized Agent: Todd Hepworth
4. Mailing Address: 606 N. 240 W. Santaquin, UT 84655
5. Phone Number: 385-600-8080
6. Email Address: toddrhepworth@gmail.com
7. New School Location and Location’s School District(s): Summit Ridge area of Santaquin, Utah, Nebo School District.
8. Date & To Whom Submitted at the District Office: Submitted to Nebo School District Superintendent, Rick Nielsen, via his Secretary, Raquel Baum, on 11/5/2020 by Marlene Drake.

Governance Structure

Name	Position	Area of Expertise	Any and All Charter Affiliations
Marlene Drake	Board President	Education	None
Signature: 			
Todd Hepworth	Secretary/Treasurer	Education	Treeside Charter School
Signature: 			
Brad Gunnell	Member	Law / Legal Counsel	None
Signature: 			
Mike Weight	Member	Information Technology	None
Signature: 			
Jesse Christopher	Member	Business Administration	None

Signature: 

Enrollment

- 9. Year School will start: 2022.
- 10. Grades Served: K-8
- 11. Does the proposed grade configuration match the resident district grade configuration?
 Yes No

11.	Grades and Specific Number of Students Served by Grade													Max Enrollment
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 22	75	75	75	75	75	75	75	75	75	0	0	0	0	675
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 23	75	75	75	75	75	75	75	75	75	0	0	0	0	675
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 24	75	75	75	75	75	75	75	75	75	0	0	0	0	675

Waivers

- 12. Is this proposal seeking special treatment under UCA §53G-5-301?
 Yes No
- 13. Is this proposal seeking priority consideration under UCA §53G-6-504?
 Yes No
- 14. List any waiver requests here (i.e., Rule numbers and titles). Click here to enter text.
 N/A

Signatures

Signatures

I, THE UNDERSIGNED, do hereby certify that, to the best of my knowledge and belief, the data in this proposal are true and correct. 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.

Todd Hepworth, Secretary, Summit Place School Board of Directors

A handwritten signature in black ink, appearing to read "Todd Hepworth", written in a cursive style.

1. Executive Summary

Mission

Inspiring students to engage in the culture, ecology, and economy of their community through Place-Based Education.

Vision

Summit Place School students learn to be innovative, competent, and confident leaders in their community.

Main Points

- **Location:** Summit Place School will be located in the Summit Ridge area immediately south of Santaquin, Utah. Summit Ridge is a rapidly growing development within the city limits of Santaquin.
- **Anticipated Population:** The Summit Ridge buildout projection is 2600 residences along with commercial development. There will be approximately 1500 occupied residences when Summit Place opens in August 2022. There is currently no school in the Summit Ridge area. All students are bused several miles to traditional district schools. The anticipated student enrollment for Summit Place is 75 students per grade level in grades K-8.
- **Educational Foundation:** Summit Place will provide **Place-Based Education** for students. The school will join Place Network Schools, a collaborative system of rural schools led by Teton Science School.

Board Origination

- **Marlene Drake:** When I moved to Santaquin I was surprised to learn there were no middle or high schools located in Santaquin for our families. When contacted by Todd Hepworth and informed of a movement to create a charter school here, I was excited to be a part of making that happen. I live in Santaquin and in the past three years growth here has been tremendous. I can see the development underway to add over a thousand more homes in the next two years. As a former teacher I know how important it is for a community to have its own middle and high schools to create a sense of pride and community for the whole city. This new school with its vision to add the high school level eventually is not just a “good idea” for Santaquin, it is a necessity which will provide a much needed choice in the way those students are educated through accessing the community’s unique environment as a part of students’ education.
- **Todd Hepworth:** When my family moved to Santaquin, I found that my two children who were still in elementary were in overcrowded schools, and that there was no junior high or high school, and that after students finished elementary school, Nebo school district bused all Santaquin students to Payson for junior high and high school. I also learned that Nebo had proposed a multi-million dollar bond which included no money for secondary schools in

Santaquin. I was serving as the assistant director at Treeside Charter School in Provo. The situation in Santaquin prompted me to start investigating a charter school for Santaquin which will provide another school for elementary students and at least a junior high school. I contacted Mayor Hunsaker with my idea. He gave me several names of people who would be interested in forming a school board. I contacted them, which led to other people who might be interested. After a few weeks, there were five of us who had the interest, qualifications, and capacity to form a board and to begin the process of establishing a charter school to meet the needs of Santaquin's rapid growth.

- Jesse Christopher: I was contacted by Todd Hepworth about the possibility of sitting on the board for a new charter school in Santaquin. At the time, my life was very busy and getting more busy. I wasn't sure I had the time to be involved. I was also skeptical about how a charter school would do in the area. I enjoyed the teachers and principal that my children had at their schools, and wasn't sure about the need. I mentioned my concerns about the time commitment to Todd and he asked if he could give me more information before I made my decision. As I spoke with Todd and found out more detail about Place-Based Education and his experience with charter schools I became more open to the idea. When I started to ask around my neighborhood (in Summit Ridge) about what people thought of this type of a school in our area, I received mostly positive and excited feedback. Looking ahead at the current need to bus or drive my kids into Payson each day for school starting in 6th grade, I am very pleased that I was able to be a part of this board. I see the need for a middle school and eventually high school in Santaquin. I have worked with youth quite a bit for the last 8 years living here in Santaquin. The amount of Santaquin students at the Payson schools is unfortunately concerning. Even more concerning is how many more children are in the Elementary age groups than in the Middle School and High School age groups in this area. I was very disappointed that the Nebo School district decided to rebuild Payson High School rather than look forward to where the growth is happening. I am very pleased to be a part of an organization planning for the future of Santaquin, and supporting the children and future leaders of this community.
- Bradley Gunnell: When we moved from Colorado over 8 years ago, we selected Santaquin as the place we wanted to live because of its slower pace of life, agricultural roots, and proximity to the areas we like to recreate in mountains, valleys, streams, ponds, and lakes. With young children, we were concerned about the relative scarcity of what we felt were good options for our children, but we saw the rapid pace of development and trusted that it was only a matter of time (at that time oldest was just in Kindergarten) before either the Nebo School District or "the market" would provide local and quality alternatives. However, that trust has not borne out. Nebo School District has only built one additional elementary in Santaquin over those 8 years, and at present has no immediate plans for additional close schools. No new charter options have presented themselves, and so we are now entering our fourth year of enrolling our children in a charter school in Salem, Utah. When I was contacted about the possibility of serving on this board, I was excited at the prospects that *finally* someone with initiative had recognized the need and was motivated to see the vision of this school become a reality. I believe that the Place-Based Education curriculum we envision for Summit Place School is uniquely suited for a community such as Santaquin that has a rich history and uniquely successful local agribusiness economy with deep roots. As this school met a need I had felt for years was not being suitably addressed, and because I love how Place-Based Education fits this

community, I am happy to serve as a member of this board with these other great board members.

- **Mike Weight:** Last fall I was talking with the Mayor of our city and he said that there was a chance of a new Charter School coming to our town. The more we discussed the possibilities that this would present, the more excited I was about it. He recommended me as a possible board member to Todd Hepworth and we got together and discussed the vision and the ways that this school would be able to help the children and families that live in Santaquin. This was exciting news and I wanted to help. The possibility of giving our kids Place-Based Education so that they can learn and grow with a better curriculum and learning process excited me. I have seen so many kids that are bored and not challenged, instead of being helped to succeed in our current school choices. The other thing that excited me was the possibility of not having to bus our kids to another town to go to school. I really see the need in our community to have the benefits that our school will offer. I am excited to be part of the process to bring this school opportunity to our town.

Rationale for Proposal

Santaquin city buses its middle school and high school age students to Payson for school. The buses leave early and come home early allowing for the same buses to be used for the elementary school age students later in the morning and afternoon. While there are some options for elementary schools in the city, the needs of our rapidly growing community will soon surpass the capacity of existing schools. There are no middle schools or high schools in the community. The Payson middle school and high school have a large percentage of students coming from the Santaquin area. In the Summit Ridge area of Santaquin there are rapidly growing numbers of elementary age children and middle school age children. Having a K-8 school in the Summit Ridge area with a start year of 2022 will provide a local option for these large numbers of students. This will give them access to a school in their local community, and provide increased opportunities for parent engagement.

There are many opportunities around Santaquin and specifically the Summit Ridge area where students can learn in the environment around them. Having Olsen's Greenhouse, Rowley's Orchards, and the ponds for the only state of the art water reclamation facility in the state of Utah all within walking distance is a huge opportunity for Place-Based Education. A short ride gives students access to Young Living Farms, Santaquin Canyon, Pole Canyon, the actual facility for the water reclamation process, and Utah Lake. In the area we also have many home based experts in wood-working, art, 3d-printing, music, and other areas which will contribute to learning. All of these local resources provide excellent opportunities for Place-Based Education.

Advancing State Charter Board Mission and Vision:

The Utah State Charter School Board's mission is, "Advancing choice, innovation, and student success through rigorous authorizing and supportive oversight."

- Summit Place advances **choice** to students and families by offering an alternative to the district schools in the area. In addition to elementary education, Summit Place offers local education for students in grades 6-8. Currently, Santaquin 6-8 students are bused to another town (Payson, UT.) Summit Place establishes a Local Education Agency (LEA) in the community

which encourages families to be engaged in the governance of their school. The current school district governance (Nebo School District) is in Spanish Fork, Utah, many miles removed from the local community.

- Summit Place advances **innovation** by using Place-Based Education as its philosophical foundation of education. Place-Based Education engages students in the culture, ecology, and economy of the community. Place-Based Education embeds academic subjects--math, reading, science, social studies, and writing--as well as the arts in real-world meaningful contexts. No other school in the area is founded on the principles of Place-Based Education.
- Summit Place advances **student success** by making authentic assessment a fully integrated part of student learning. Students will create portfolios to showcase their mastery of educational objectives and standards. This type of formative assessment will guide students in evaluating their own progress and development.

The Utah State Charter School's vision is, "Every student has access to an excellent education that meets their unique learning needs."

- Summit Place advances **access** to students by providing an elementary school in the Summit Ridge area where there currently is not a school. Summit Place also provides the sole source of education for students in grades 6 - 8 within the city limits.
- Summit Place meets students' **unique learning needs** by using Place-Based Education as its philosophical foundation of education. Place-Based Education engages students in the culture, ecology, and economy of the community. Place-Based Education embeds academic subjects--math, reading, science, social studies, and writing--as well as the arts in real-world meaningful contexts. No other school in the area is founded on the principles of Place-Based Education.
- Summit Place advances **student success** by making authentic assessment a fully integrated part of student learning. Students will create portfolios to showcase their mastery of educational objectives and standards. This type of formative assessment will guide students in evaluating their own progress and development.

2. Charter Agreement: Exhibit A

Legislative Purposes

Summit Place School specifically satisfies the following legislative purposes outlined in UCA 53G-5-104:

(2) encourage the use of different and innovative teaching methods.

Summit Place School adopts the teaching methods of Place-Based Education. Place-Based Education is currently not available within the area serviced by Summit Place.

(4) increase choice of learning opportunities for students.

Summit Place School increases the choice of learning opportunities for students by providing a K-8 school in the Summit Ridge area of Santaquin. Currently, there is no school in the rapidly growing Summit Ridge area. Students are bused to traditional district elementary schools in other parts of the city. Middle school students are bused out of the city to traditional district schools in Payson.

(5) establish new models of public schools and a new form of accountability for schools that emphasizes the measurement of learning outcomes and the creation of innovative measurement tools.

Summit Place will administer state-required standardized assessments. Additionally, Summit Place students will create portfolios which showcase their growth, competency, and creativity in academic areas.

Key Elements

The key elements which make Summit Place unique are the implementation of Place-Based Learning principles:

- Local to global context: Local learning serves as a model for understanding the world around us.
- Design thinking: Creative problem solving is approached systematically.
- Inquiry based: Learning is grounded in observing, questioning, predicting, testing, and evaluating.
- Learner-centered: Learning is personally relevant to each student. Community as classroom: Community experts, experiences, and places are part of the classroom.
- Interdisciplinary approach: The curriculum matches the real world where traditional academic subjects are integrated and often learned through project-based and problem-based approaches.

Enrollment Preferences

Summit Place School will give enrollment preferences to certain students based as permitted by 53G-6-502.

- A child or grandchild of an individual who has actively participated in the development of the charter school.
- A child or grandchild of a member of the charter school governing board.
- A sibling of an individual who was previously or is presently enrolled in the charter school.

- A child of an employee of the charter school.
- A student articulating between charter schools offering similar programs that are governed by the same charter school governing board.
- A student who resides within up to a two-mile radius of the charter school and whose school of residence is at capacity.

Measure	Metric	Targets			
		Exceeds	Meets	Does Not Meet	Falls Far Below
Mission Specific	Students at all grade levels will demonstrate knowledge and understanding of a local business's impact and importance to our community through group projects, demonstrations, or media to be included in each student's individual portfolio.	≥95% will complete this project	90% will complete this project	80% will complete this project	≤75% will complete this project
Mission Specific	All students at Summit Place School will learn basic facts about the history and heritage of Santaquin and our surrounding areas, either through field trips, venue visits, or study/research projects, followed by creating a record of learning from that visit to be included in each students' individual portfolio.	95% will complete this project	90% will complete this project	80% will complete this project	75% will complete this project
Relative Academic Performance (Middle School)	Students in grades 5 through 8 will perform at or above the state average on the appropriate state-required assessment, such as RISE. (EOY measurement.)	90%	80%	60%	40%

Relative Academic Performance (Elementary School)	Students in grades K through 4 will perform at or above the state average on the appropriate state-required assessment, such as Acadience/DIBELS. (EOY measurement.)	90%	80%	60%	40%
Student Academic Gain	Students at all grade levels will demonstrate growth in writing competency in two or more subject areas by using a rubric to self-evaluate, edit, and revise their writing using the same grade specific rubric for a beginning and end of year writing sample of the same genre.* These writing assessments will be included in each student's portfolio.	≥ 85%	75%	65%	50%

*This writing evaluation rubric will be taken from Writing Pathways by Lucy Calkins and TCRWP which contains such rubrics. This area was chosen because although Utah students outperform the National scoring for Reading and Math on the NAEP, they underperform in the Writing test. We want to ensure that students at each grade level make consistent growth in their writing abilities. Teaching students how to self-evaluate their work and revise to meet specific criteria is critically important for individual success, both in school and in their future.

One of the purposes of our charter school is to learn by doing and to demonstrate that learning through a means that can be shown to parents and other students. This will be done through the use of portfolios where students can save examples of their work throughout the school year (and even through several years when saved digitally) so all can also see their growth.

We also want students to value their place in their homes, classrooms, and community, and to value those around them who add to our community. By incorporating learning about a local business from the business owners, as well as a visit to different sites for extended learning outside their classroom, and following up those visits by discussing the challenges, successes, and skills needed to be successful in each business or venue, each student can learn skills and knowledge they can apply to themselves. By visiting local sites, canyons, rivers, and businesses, students have real life experiences that stimulate questioning and investigation in a hands-on environment.

3. Program of Instruction

Philosophical Approach to Educating Students

Summit Place School uses the foundational philosophy of **Place-Based Education**. Place-Based Education (PBE) is an approach to learning that takes advantage of geography to create authentic, meaningful and engaging personalized learning for students. More specifically, Place-Based Education is defined by the Center for Place-Based Learning and Community Engagement as an immersive learning experience that “places students in local heritage, cultures, landscapes, opportunities and experiences, and uses these as a foundation for the study of language arts, mathematics, social studies, science and other subjects across the curriculum.”

Place-Based Education connects learning and communities with the primary goals of increasing student engagement, boosting academic outcomes, impacting communities and promoting understanding of the world around us. In addition to these goals, there are many additional benefits to place-based learning experiences. These benefits can impact students, teachers, families, communities and society.

Place-Based Education integrates several methods of learning in the contexts of the local ecology, economy and culture. The following list contains some of those methods as described in “What is Place-Based Education and Why Does it Matter?” <https://www.gettingsmart.com/wp-content/uploads/2017/02/What-is-Place-Based-Education-and-Why-Does-it-Matter.pdf>

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge.

Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities. It is often structured by the needs of adults in the community who leverage young people’s time and talent to support a solution. There are many nonprofit organizations that provide resources and structures to facilitate these activities.

Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

Civic Learning encourages students to become active citizens by engaging them with issues in their communities.

The integrating context is **Place** - the school’s surroundings and community becomes the framework within which students can construct their own learning, guided by teachers and administrators using proven educational practices.

In planning for full implementation of Place-Based Education at Summit Place School, we intend to fully participate in the Place Network’s implementation process as described below.

Goal: The goal of the Planning Year is to fully build the program to prepare for school opening the following year. Place Network partners with school founders, leaders and new staff to support the development of each aspect of the Place-Based Education framework and learning model. Additionally, on-site professional development for new staff and leadership happens throughout the process. Here are key terms and a sample calendar for the planning year:

Roles and Responsibilities

School Leader or Founder: The individual responsible for the implementation of the Place Network model at the school or in the district. This individual should have decision-making power over faculty meeting agendas and school program plans, and is oftentimes the Principal, but not necessarily so. (*~1 hour per week once school is running*), with some weeks more intensive. See details in [School Leader Description](#).)

Network Advocate: A teacher who is an eager and early adopter of the Place Network model, a well-respected leader among peer teachers, and a good communicator. (*~2 hours each week, some weeks more intensive*. See details in [Network Advocate Description](#))

Place Network School Coach: The Place Network staff who serves as a school's primary contact, working directly with the school on Place Network implementation. The School Coach facilitates staff workshops, webinars, and Place Network prompts.

Meetings:

Partnership Meeting: The Network Advocate, School Leader, and Place Network School Coach meet each month to focus on Place Network implementation and school progress and support.

Onsite Workshop: Place Network School Coach facilitates onsite Professional Development workshops at each Place Network School.

Webinar: Webinars focus on part of the Place Network model. They are often all-faculty webinars for one school facilitated by the School Coach. Other webinars may be listed on the calendar designed for Network Advocates or School Leaders. Webinars are 1-2 hour virtual meetings facilitated by Place Network staff.

Student Advisory Committee Meeting: The Place Network Student Advisory Committee includes middle and high school students from Place Network Schools. Each school has approximately 2 students on the committee. Students serve as representatives of their school and community, and meet virtually approximately every 3 months during the school year to advise Place Network and collaborate on projects important to their learning communities. **Only for operating schools.**

Other

Mighty Network (MN): Mighty Networks hosts the Place Network online community. All Place Network teachers, leaders, and school coaches use Place Network’s Mighty Network to grow and develop as Place-based Educators through: exchanging ideas, reflecting on their growth, connecting with other teachers and their School Coach, posting related news, and accessing Place Network resources.

Place Network Partnership Planning Year Calendar

Month	School Founder Activities
June 2021	<ul style="list-style-type: none"> <input type="checkbox"/> Confirm authorization and launch date with Place Network <input type="checkbox"/> Confirm 2021-22 Place Network Onsite Visits and workshops and virtual Partnership Meeting dates (1-2 hours each) with Place Network School Coach <input type="checkbox"/> Partnership Meeting #1: <i>Annual Schedule and Planning, marketing and recruitment</i>
July 2021	<ul style="list-style-type: none"> <input type="checkbox"/> Complete background reading (see resource site)
August 2021	<ul style="list-style-type: none"> <input type="checkbox"/> Select Network Advocate (with School Coach) if staff is hired <input type="checkbox"/> Partnership Meeting #2: <i>Leadership for Change, Building Intentional Culture</i>
September 2021	<ul style="list-style-type: none"> <input type="checkbox"/> On-site planning workshop #1 <i>Place-Based Education Framework and Learning Model Deep Dive, Planning Competency-based Assessment</i> <input type="checkbox"/> Partnership Meeting #3: <i>Competency-based assessment</i> <input type="checkbox"/> Host Community Meeting (led by School Coach during on-site planning workshop)
October 2021	<ul style="list-style-type: none"> <input type="checkbox"/> Finalize articulation of place-based approach <input type="checkbox"/> Finalize competencies (if not yet complete) <input type="checkbox"/> Finalize proficiency determination and credit calculations <input type="checkbox"/> Finalize technology platform selection <input type="checkbox"/> Partnership Meeting #4: <i>Project-based learning systems and structures</i> <input type="checkbox"/> Build out Community Partnership Program
November 2021	<ul style="list-style-type: none"> <input type="checkbox"/> Review survey questions <input type="checkbox"/> Articulate final structure for high quality project-based learning <input type="checkbox"/> Partnership Meeting #5: <i>Personalized Learning</i>
December 2021	<ul style="list-style-type: none"> <input type="checkbox"/> Personalized learning classroom structures and tools <input type="checkbox"/> Review model project resources

	<ul style="list-style-type: none"> <input type="checkbox"/> Partnership Meeting #6: <i>Data and survey analysis</i>
January 2022	<ul style="list-style-type: none"> <input type="checkbox"/> Define Independent Learning Continuum <input type="checkbox"/> Partnership Meeting #7: <i>Independent Learning Progressions, Character and Leadership Program</i>
February 2022	<ul style="list-style-type: none"> <input type="checkbox"/> On-site planning workshop #2: <i>Completing the model, Implementation Review</i>
March 2022	<ul style="list-style-type: none"> <input type="checkbox"/> Create risk management guide for place-based out of school experiences <input type="checkbox"/> Partnership Meeting #8: <i>Risk Management</i>
April 2022	<ul style="list-style-type: none"> <input type="checkbox"/> Build faculty development model <input type="checkbox"/> Partnership Meeting #9: <i>Faculty development and evaluation</i>
May 2022	<ul style="list-style-type: none"> <input type="checkbox"/> Complete learning model program guide for teachers <input type="checkbox"/> Partnership Meeting #10: <i>Planning and goal-setting for launch year.</i>

3A. Method of Instruction

3A-Method of Instruction:

Teachers use methods such as direct instruction and guided practice to help students develop the necessary knowledge and skills to fully participate in Place-Based Education. When implementing Place-Based Education, teachers use instructional methods found in the “Guide to Implementing Place-Based Education.” <https://www.tetonscience.org/wp-content/uploads/2018/10/guide-to-implementing-place-based-education.pdf>

These principles have been used successfully by the Teton Science School, a Place-Based Learning center since 1967, serving over 15,000 students per year.

Place-Based Education doesn’t necessarily require a visit outside of the school or classroom. It’s a helpful starting point to first get students thinking about their own classroom and school before expecting them to think deeply and critically about places outside of their regular daily experience.

Teachers challenge students to view their own classrooms and schools through the economic, socio-political and ecological lenses.

Teachers invite local experts into the classroom to share their perspectives and expertise.

Teachers plan field trips to many places in the local community. When planned and implemented well, field trips can increase student engagement, improve understanding and drive deeper learning.

Teachers work with organizations in the community to integrate meaningful service with instruction to enrich the learning experience, teach civic responsibility and strengthen communities.

Teachers take advantage of geography with the goal of creating authentic, meaningful and engaging learning. For example, there are many science standards which can be learned through observing seasonal changes on a local hillside or charting the life cycle of native plants.

Teachers help students acquire the skills of observing, asking relevant questions, making predictions and collecting data to understand the world through economic, ecological and socio-political lenses. This lens allows for individual truth-seeking based on evidence.

Once students are ready to move beyond the structured experiences of field trips and curriculum with context, the level of student agency and autonomy begins to increase. Middle school students and teachers can lead an inquiry into a local topic to practice research and contribute to the local base of knowledge.

Teachers engage students in problem-based learning, which is open-ended and encourages students to engage with a real problem. This method is often led by student interests and curiosities. While traditional inquiry-based lessons immerse students in exploring what “is,” problem-based and challenge-based learning invites students to explore what “could be” and or what can be created. Beyond inquiry, students can also explore the design thinking process by identifying and creating solutions to local challenges.

The final level of implementation of Place-Based Education is where the community itself becomes the school. In future years, Summit Place might transform an entire curriculum where the learning outcomes are the same, but they are accomplished by the students doing real work to make the community better. Some examples of full implementation include Maine Coast Semester, City-as-School, School Without Walls, and the programs at Teton Science School.

When teachers plan learning experiences, they consider the following concepts to help them implement Place-Based Learning:

Local to global context: Local learning serves as a model for understanding regional and global challenges, opportunities and connections. An understanding of self is a starting point to understanding place. Research suggests that building new knowledge on prior experience increases transfer from short-term to long-term memory.

Community as classroom: Communities serve as learning ecosystems for schools where local and regional experts, experiences, and places are part of the expanded experiences beyond the classroom. The research base for using the community as a classroom is well described in the literature on service learning - connecting students to opportunities outside of the classroom or connecting learning to relevant community based challenges has benefits in both engagement and academic outcomes.

Inquiry-based: Learning is grounded in observing, asking relevant questions, making predictions, and collecting data to understand the world through economic, ecological, and cultural lenses. Research on inquiry-based approaches shows an increase in academic outcomes, narrowing of achievement gaps, and benefits for students with diverse learning needs.

Design thinking: Design thinking provides a systematic approach for students to make meaningful impact in communities through the curriculum. Collaboration, creativity, innovation, and problem solving are all increased through a design-thinking approach.

Learner-centered: Learning is personally relevant to students and enables student agency. The teacher serves as a guide or facilitator to learning. Literature suggests that students in learner-centered experiences achieve more, at higher levels, and with higher engagement.

Interdisciplinary approach: The curriculum matches the real world where the traditional subject area content, skills, and dispositions are taught through an integrated and frequently project-based approach where all learners are accountable and challenged. Project-based learning is a core component of the learning model and when done with high accountability and appropriate structure, leads to higher achievement. Students who participate in project-based learning approaches out-performed students in traditional instruction classrooms across multiple disciplines.

Special Populations

Summit Place values each child's unique personality and strengths. Place-Based Education addresses the needs of all students including special populations.

All teachers at Summit Place will be trained and understand the provisions set forth in the Individuals with Disabilities Education Act ("IDEA"). As outlined in our *Staffing Section*, Summit Place will employ special education teachers for elementary students and for middle school students. Special Education teachers and assistants will be assigned to students with an Individualized Education Program ("IEP"). Special Education teachers will work consistently with regular education teachers in PLCs to ensure learning activities incorporate required accommodations in students' IEPs. The goal is for students in Special Education to participate as much as possible with peers in their regular education classes engaged in Place-Based learning activities. Summit Place will uphold all laws to ensure that students receive a free and appropriate public education (FAPE).

Through the Multi-tiered Systems of Support (MTSS) team, Summit Place will also identify interventions for students who have 504 plans, who are English Language Learners (ELL), who are economically disadvantaged, who are identified to be at risk of academic failure, who require special health or disability considerations.

Summit Place seeks to provide the least restrictive environment for students with IEPs and for students with other considerations. We are committed to the principle of inclusion as much as possible. The following list outlines Summit Place's approach for accommodations:

General Education with Supports/Consultation – a service pattern in which special educators or related service providers work with the general education classroom teacher to offer specialized teaching techniques, support, and assistance for the student with a disability in the general education classroom. Summit Place intends to provide this service to most, if not all, of students requiring accommodations.

Resource Program – a service pattern within the school in which specialized instruction for students with disabilities take place in a pull out type of program.

Students will receive instruction directly in a resource classroom for part of their school day. Summit Place intends to provide this level of service only to students who cannot receive required accommodations in the regular education classroom.

Home and Hospital Program – a service pattern in which the specialized instruction is provided within the home setting or is provided by an outside agency if the student is hospitalized. This option is available for students who are unable to attend school due to physical illness, injury, or serious emotional problems.

Self-Contained Program – a service pattern in which the majority, at least half, of instruction is provided in a classroom specifically identified as the special education classroom. **Summit Place will not operate self-contained programs** due to the overwhelming body of evidence which shows that students with accommodations progress much better when they participate with their peers in regular education.

Provisions for supplementary services (e.g., resource or speech services) will be provided in conjunction with general education classroom placement.

Students with disabilities who do not qualify for an IEP may be evaluated for 504 accommodations. The 504 team, composed of educators and parents, will determine if the student qualifies for a 504 plan and if so, the accommodations needed to support the student at school.

ELL students will be identified through a Home Language Survey included in the school's registration materials. Students will be assessed and monitored according to USBE requirements utilizing WIDA (World-class Instructional Design and Assessment). Homeless students, when they have been identified through parents, social services, or the school, will receive the services necessary to maintain school attendance.

Academic Intervention

Summit Place will follow Multi-tiered Systems of Support as outlined by the USBE. Tier II instruction will occur through small group instruction time. Summit Place will also provide a Tier III response to intervention (RTI) program to assure struggling students can close the gap between their academic progress and the grade-level progress of their peers. Students will receive RTI instruction in language arts and/or math depending on need. If a student needs Tier III service, they will participate in small RTI groups only during workshop-based activities to ensure they are receiving 100% of their Tier I and Tier II instruction with their teacher.

The purpose of Summit Place's academic interventions is for students to perform at or above grade level expectations and to advance through the elementary and middle school grades appropriate to their age. The following factors will be taken into consideration if parents, teachers and administrators consider retention of a student: Student's academic progress, student's age, student's unique considerations and/or accommodations, student's social integration with peers, student's attendance, and previous retention.

3B. Curriculum

Summit Place School intends to use curriculum that has already been developed. Summit Place educators will integrate and adapt developed curriculum for use in Place-Based Education activities.

3B Examples of Proposed Curriculum

Literacy:

Units of Study K-8 by Lucy Calkins and TCRWP

Units of Study in Phonics, Virtual Library K-2 by Lucy Calkins and TCRWP

Writing Pathways by Lucy Calkins and TCRWP

Reading Pathways by Lucy Calkins and TCRWP

Comprehensive Phonics, Spelling, and Word Study Guide by Fountas & Pinnell

These Units of Study give crystal clear advice and on-the-job training for both novice and experienced teachers in how to organize, manage, and run reading and writing workshops to teach the basics of reading, writing, and phonics for grades K-8. Units of Study fit well with **place-based practices** as the students have choice in what they read and write, work together in collaborative groups, are expected to become competent in using a rubric to guide outcomes, and include teacher-student conferencing that continually directs instruction according to **individual student needs**. All students move at their own pace and a wide range of abilities and needs can be met in a single classroom.

Content: The reading units contain foundational instruction in reading for grades K-2 with both narrative and informational texts supplied. As the students move to higher grades, there is a greater emphasis on informational reading.

The writing units cover opinion, information, and narrative writing in grades K-5, while the middle school units take students into the study of argument and advanced opinion and narrative writing. They provide measurable and concrete doable goals for students at every grade level and assure assessment based instruction. These units have a proven history of use in thousands of classrooms throughout the world for many years. Additionally, two of our board members, Marlene Drake and Todd Hepworth, have seen the marked improvement in their own students' willingness and individual engagement while using these materials and methods for reading and writing instruction in the schools where they have worked. Students learn to love to read and write with these units.

Since both reading and writing are approached through a reader-writer workshop approach, one on one and group instruction occurs daily, with **clear and focused feedback** to individual students on a weekly basis. An important part of this program is the ongoing conferences that teachers hold with individual students and small groups. This ensures that the teacher is aware of each student's strengths and weaknesses and can give needed support to all students both above and below expected outcomes. Resource and other staff can support special needs students while in the classroom as well as outside, as needed. The instruction is **learner-centered**.

The phonics Unit of Study program is new this year, developed as a result of the COVID crisis where so many students at young ages are learning virtually. These units are meant to accompany the reading and writing program by Lucy Calkins and TCRWP and include pre-recorded lessons available

online while supported with materials teachers have in their classrooms, so teachers can review concepts as they study literacy throughout the week.

Writing Pathways and Reading Pathways provide an **assessment system** to monitor individual student progression, performance assessments, student checklists, rubrics as well as leveled writing exemplars. Students will be expected to produce writing (or oral explanations when appropriate) that show understanding of texts read and writing that meets or exceeds expectations as defined by the rubrics for each unit at each grade level. These examples will become part of the portfolio collected to show mastery of grade level concepts.

As extra support, the Comprehensive Phonics, Spelling, and Word Study Guide provides a scope and sequence for each grade level K-8 for students who are struggling with basic word decoding and letter recognition.

The Utah Core Standards are already incorporated for each grade level and will be assessed using student writing and reading logs, ongoing student/teacher conferencing, student written and oral responses, rubrics contained in the program, as well as the State assessment.

For information regarding the research behind this curriculum see <https://www.unitofstudy.com/research>

Math Instruction:

Bridges K-5

Number Corner, K-5

Bridges Intervention K-5 by the Learning Center

Connected Mathematics 3, Math 6-8

The Bridges Math Curriculum has key components that support Place-based basic principles. For example, learning is **collaborative** and a process of constructing meaning through **questioning** and discussion in a safe environment. Students solve problems using visual models and manipulatives as well as real life examples. They make and test conjectures, record their thinking, and actively move about and talk both in and outside a classroom setting. Staff is provided resources for professional development and prep time as part of this program. This curriculum provides resources for **intervention** for those students who struggle.

For information regarding the effectiveness of this program see <https://www.edreports.org/reports/overview/bridges-in-mathematics-2015>

The overarching goal of CMP (Connected Mathematics Project) is to help students and teachers develop mathematical knowledge, understanding, and skill along with an awareness of and appreciation for the rich connections among mathematical strands and between mathematics and other disciplines, which is another key component of Place-Based Education practices. The CMP program is **problem centered**, has depth and coherence, promotes effective use of technology, promotes classroom discourse, higher-level thinking, and emphasizes personal responsibility for learning. Because students work as groups, learners that struggle have access to other learners, and ample opportunity to question and receive individual instruction.

The teacher support for each Unit includes a discussion of the mathematics underlying the Investigations, mathematical and problem-solving goals for each Investigation, planning charts, standards correlations, connections to other Units, in-depth teaching notes, answers, lab sheets, teaching aids, parent letters, and an **extensive assessment package**.

This program has been used and researched for 30 years. See research here:

<https://connectedmath.msu.edu/research/all-published-research-and-evaluation-on-cmp/>

National Geographic Learning: Science & Social Studies, Art & Music by Cengage Learning

The National Geographic Learning curriculum engages and motivates students through their interactive story-telling approach. With digital as well as print resources, students can reach outside their community in a way that would be financially prohibitive for our Summit Place School. They see and learn what the scientists, explorers, and photographers of National Geographic have discovered. Their curriculum is current and encourages inquiry and curiosity, which meshes well with our place-based philosophies, and also helps students become aware of global concerns and other geographic areas that are very different from our Santaquin community. This supports our “**local to global awareness**” structure.

For research regarding the effectiveness of one of NGL’s programs see:

<https://www.bing.com/search?form=MOZTSB&pc=MOZI&q=research+on+the+effectiveness+of+NGL+curriculums>

These suggested curriculums are given because they have been used successfully in many schools throughout the US and support Place-Based Education methodology.

The Utah State Core Standards are incorporated into, if not exceeded, by all of these curriculums. All students at Summit Place School will be assessed by statewide assessments consistent with ethics and protocol requirements as required by the State of Utah.

3C. Select Programs

Summit Place does NOT plan to offer career education, distance education, or early college options through an institute of higher learning.

4. Market Analysis

Location in a Rapidly Growing Community with Agricultural Roots: Santaquin is a community of over 12,000 residents located roughly on the summit of the pass that I-15 crosses going between Provo towards Nephi. Because of its unique location at this summit, Santaquin was originally called “Summit City” by its settlers before it was later changed to Santaquin in honor of aid received from local Native Americans, one of whom was named Santaquin (See: www.santaquin.org/our_cummunity/santaquin_history). Santaquin has a rich agricultural history and its orchards and farms continue to provide the city with a unique sense of identity and pride in its place. It is home to McMullin Orchards, South Ridge Farms and its famous Red Barn and fall festival, and Olson's Greenhouses as well as being near to the Young Family Living Farm and a variety of other agricultural enterprises, both large and small. It lies within close proximity of Santaquin Canyon, the Mount Nebo Wilderness Area, the Nebo National Scenic Byway, the Tintic Mining District, and numerous lakes, streams, ponds, and other attractions (See: www.santaquin.org/our_community/area_attractions).

In recent years, and in large part due to Santaquin’s appeal as a community that embraces its agribusiness roots, Santaquin’s population has been exploding. Census data* show that, while growth was slow through the early 2000’s, Santaquin’s population has grown from 9,128 in 2010 to 12,865 in 2019.

Geographic Area	April 1, 2010		Population Estimate (as of July 1)									
	Census	Estimates Base	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Santaquin city, Utah	9,128	9,175	9,274	9,561	9,912	10,071	10,318	10,569	11,062	11,638	12,271	12,865

*data retrieved from www.census.gov/data/tables/time-series/demo/popest/2010s-total-cities-and-towns.html

That growth is only accelerating. In 2019 Santaquin City approved 138 new single-family homes and 89 multi-family dwelling units for building permits. (Santaquin City Council minutes from City Council Meeting on January 7, 2020, page 39, found at: www.santaquin.hosted.civicleve.com/common/pages/DisplayFile.aspx?itemId=16387995). Less than 10 months into 2020, the city has approved building permits for 229 single-family homes and 53 multi-family dwelling units with two and half months remaining in the year for even more permits to issue. (retrieved 10/26/2020 from www.santaquin.hosted.civicleve.com/cms/One.aspx?portalId=5893802&pageId=648558).

Driving this growth is a planned community development in the southwest quadrant of Santaquin called “Summit Ridge” (indicated on map below). This is a rapidly growing development—in just this one area in Santaquin, the City Manager, Ben Reeves, projects that the number of residences will more than double from the current 762 residences to a total of 1,667 over the course of just the next three years. The ten-year buildout plan for Summit Ridge provides for 2,600 residences—nearly 2,000 more residences than exist currently.

Currently the estimated population of the Summit Ridge area is 2,971 residents, with 1,554 residents under 20 years of age. Assuming half of those are K-8 students, then **currently 777 residents in just this Summit Ridge area are K-8 students**. In three years, the projected population of the Summit Ridge area under the same assumptions will find 6501 total residents, 3250 under 20 years old, and a **projected 1,625 K-8 students in this Summit Ridge area**. When the Summit Ridge development is built out, a **projected 2,650 students** will be K-8 students in just this segment of Santaquin.

Current Educational Options and Needs: Santaquin is part of Nebo School District, and the nearest Nebo School District schools are all K-5 elementary schools: Santaquin Elementary, Apple Valley Elementary, and Orchard Hills Elementary. A K-6 public charter school, C.S. Lewis Academy, is also located in Santaquin. As shown on the map below, none of these schools are located within walking distance of the Summit Ridge community:



The nearest junior high or middle schools are all located in Payson, Utah and require busing for all Santaquin students. Despite all the growth, there are no schools currently in proximity to Summit Ridge, nor can we find plans from the local school district for one in the near future.

The current schools present a paucity of choices for parents in Santaquin and even the surrounding communities of Genola, Goshen, Rocky Ridge, and even Payson. Parents in K-5 who do not choose to home-school must choose between their public elementary option and C.S. Lewis Academy. If parents don't find those options satisfactory, they must begin looking farther afield for other options in Salem, Spanish Fork, and beyond—and many parents do not find these options satisfactory as the schools in the community struggle to meet district and state proficiency averages as shown in state assessments—only one school meets or exceeds the district's average proficiency, and that is in just one of the three areas tested. That's only one data point among 12 in which parents can find an “above average” academic choice. In the remaining 11 data points, the local elementary schools fall short of the district average by between 6 and 31 percentage points:

Santaquin Area Elementary Schools			
Proficiency Rates (K-5)			
	Language Arts (2019)	Math (2019)	Science (2019)
State	47%	50%	52%
Nebo School District	44%	47%	52%
Santaquin Elementary	34.80%	35.60%	36.70%
Orchard Hills Elementary	37.90%	38.60%	58.80%

Apple Valley Elementary	29.60%	31.00%	43.00%
C.S. Lewis Academy	26.60%	15.80%	26.20%

below Nebo
District avg. rate
=

at or above
Nebo District
avg. rate =

(Source: USBE Data Gateway)

Three of the four schools did not meet state or district proficiency averages in any of the core content areas. Each K-5 student currently attending an elementary school in Santaquin is attending an elementary school that is underperforming. Parents are left to choose between one of four underperforming schools or transporting their elementary students out of Santaquin.

Looking beyond academic performance, there is also only one local option for something other than the standard Nebo School District public elementary education. C.S. Lewis Academy, according to its charter “emphasizes reading, writing, and language development” and emphasizes literacy and accountability. While this nominally provides some degree of choice in education to parents of K-6 children, C.S. Lewis Academy is the poorest performing of the four elementary schools in Santaquin and has a reputation for high-turnover of staff which is borne out by a teacher retention rate of 27% on its last state report card.

Target Population for Summit Place School: The board of Summit Place School has identified at least four separate parcels in the Summit Ridge Area of Santaquin that would be suitable for the

location of the school. Each is in excess of 25 acres in size, relatively flat, developable, and within walking distance of homes in Summit Ridge. Our primary target population is the Summit Ridge area as well as any residents within two miles of the final school location. Given the lack of other school choices in the greater Santaquin area, we expect enrollment to be supplemented by students from other neighborhoods in Santaquin, Genola, Goshen, Rocky Ridge, Spring Lake, and Mona and plan on outreach and advertising to those communities as well as a secondary target population.

We believe that tying the curriculum to Santaquin via Place-Based Education will encourage the parent engagement and community buy-in that are essential to any successful school. Demographically, Santaquin-area elementary students trend differently than the overall Nebo School District.

Demographics of Santaquin-Area Elementary Schools

	Total Enrollment 2019	Hispanic	Caucasian	Economically Disadvantaged	Students with Disabilities	English Language Learner
<i>Nebo School District</i>	33,390	13%	83%	28%	14%	4%
Apple Valley Elementary	661	13%	85%	41%	17%	6%
Orchard Hills Elementary	515	7%	91%	29%	13%	3%
Santaquin Elementary	512	12%	83%	35%	15%	6%
C.S. Lewis Academy	320	35%	64%	59%	16%	23%

* Source = USBE Data Gateway

In an ethnicity breakdown, the public schools roughly have the same cross-section of mostly Caucasian students, with about 13% Hispanic students, and the remainder being a blend of other ethnicities. C.S. Lewis Academy is an outlier here with a significantly higher than average representation of Hispanic students. Likewise the area elementary schools are about on par, though slightly above, the district average for students with disabilities.

The key difference between the overall Nebo School District and the Santaquin-area elementary schools comes in the percentage of economically disadvantaged students. While the district average is 28% of students, only one area school (Orchard Hills) is close to 28%. The remaining schools have 35%, 41%, and 59% of their students coming from economically disadvantaged backgrounds. We believe this is the key factor in explaining why these area-schools struggle to match the academic performance of the overall school district. Studies have shown that socio-economic status achievement gaps are real and can be traced back to poverty-related stress (*See, e.g., Kuo, F.E., (2001). Coping with Poverty: Impacts of environment and attention in the inner city. Environment and Behavior, 33(1), 5-34.*).

Place-Based Education leads to increased academic achievement, even in the face of lower socio-economic statuses. Dedicated schools which fully implement Place-Based Education are not common. None of the schools offer anything remotely related to the Place-Based Education curriculum that Summit Place School will offer. In schools where Place-Based Education has been at least partially implemented, students show increased academic achievement. Some studies are listed below.

The Place-Based Education Collaborative shows improved student engagement and achievement

"Place-Based Education Evaluation Collaborative is undertaking a rigorous and ongoing evaluation process to gauge the effectiveness and outcomes of the Place-Based Education model. Since forming in 2001, the Collaborative has instituted individual and cross-program evaluations of ten Place-Based Education programs representing more than 100 schools (rural, suburban, and urban) covering twelve states. The body of evidence reflects more than 1,000 adult interviews or focus group participants; more than 250 student interviews; more than 900 educator surveys; more than 2,700 student surveys; extensive document review; and dozens of on-site observations. The findings are clear: Place-Based Education fosters students' connection to place and creates vibrant partnerships between schools and communities. It boosts student achievement and improves environmental, social, and economic vitality. In short, Place-Based Education helps students learn to take care of the world by understanding where they live and taking action in their own backyards and communities."

Place-Based Education Evaluation Collaborative. *The Benefits of Place-Based Education: A Report from the Place-Based Education Evaluation Collaborative (Second Edition)*. (2010) <https://promiseofplace.org/sites/default/files/2020-06/PEEC%2C%202010%20summary.pdf>

Place-Based Education benefits students in Special Education

"Throughout the evaluation process, the respondents noted that special education students performed better during the place-based learning activities. Preliminary (and unsolicited) reports of benefits included students working more independently than they did in seated or lecture-based formats, engaging more enthusiastically with adult community mentors, and gaining the respect of their "non-special education" peers as they thrived in the general school setting."

Powers, A. An Evaluation of Four Place-Based Education Programs. *The Journal of Environmental Education* (2004). <https://www.nps.gov/mabi/learn/education/upload/jeepowersevaluationarticle.pdf>

Klamath Connection in Arcata, California, shows improved student achievement

"In summary, the place-based learning community examined here demonstrably improved students' sense of belonging, academic performance, and first-year persistence, and it narrowed equity gaps in multiple measures. While the design of the Klamath Connection was necessarily tailored to this institution, the deliberate attention to linking a sense of place to an interdisciplinary curriculum that transforms the first year experience may have general application to many other institutions"

Johnson, M.D., Spowles, A.E., Goldenberg, K.R. *et al.* Effect of a Place-Based Learning Community on Belonging, Persistence, and Equity Gaps for First-Year STEM Students. *Innov High Educ* (2020). <https://doi.org/10.1007/s10755-020-09519-5>

Crellin Elementary in Oakland, Maryland shows increased student achievement

“...the Crellin Way—what education researchers call Place-Based Education. Students were rarely indoors, instructors ensured subject areas “intertwined,” standardized tests were “just another day,” and state standards were the “floor” and not something to be taught to. ... Crellin’s secret is out. The school and its principal, Dr. Dana McCauley, regularly claim national and international plaudits for environmental education, Place-Based Education, and character education. Headlines touting Crellin’s state leading test scores are commonplace. But Crellin’s stakeholders are adamant: the Crellin Way is about teaching students to think critically, learn authentically, and contribute to the community’s social capital. Disadvantaged kids with over a decade of jaw-dropping test scores are merely a side-effect.”

Gliner, B. Place-Based Education and Authentic Student Achievement. *Green Schools National Network* (2016). <https://greenschoolsnationalnetwork.org/place-based-education-authentic-student-achievement/>

Current Community Outreach and Support: The Summit Place School board has already begun the process of reaching out to the community and target population. A Facebook page sharing our mission, vision, and intent is found at <https://www.facebook.com/summitridgeUT>. We have begun to preach the gospel of Place-Based Education to help parents understand that vision. Feedback from that page has been enthusiastic. One parent shared:

“With all the development in Santaquin I’m shocked that they’re bussing to Payson with no near-future plans for new schools here. I’m so excited you guys are creating this option for kids to stay near home. I was just planning to homeschool for middle school otherwise.”

Beyond the Facebook page, at the invitation of the Santaquin City Manager, Summit Place board members Marlene Drake, Jesse Christopher, and Bradley Gunnell all participated in a “Stakeholder Meeting” hosted by Utah State University at the Santaquin City offices on September 14, 2020 where the USU representatives were seeking community input as they work to help Santaquin City develop a comprehensive vision for the Summit Ridge Area and south Santaquin leading up to a new General Plan for the city. City staff has been supportive of the school and has helped the board to identify possible locations and their respective pros and cons.

Given the place-based curriculum, board members have also reached out to local businesses, especially agricultural concerns, to inform them of our goals and to solicit their support. The board understands that if Place-Based Education is to succeed, it will need the support of the local officials and business community. The board has received letters of support from the following: Mayor Hunsaker (Santaquin City Mayor), Chelsey Rowley (associated with the Red Barn organization and South Ridge Farms orchards), Loretta Moshier (White Feather Rocks), Kevin Kraut (Owner of Old Pioneer Press) and Tim McKena, CFO of Olsen’s Greenhouse Bardens, Inc. Those letters of support can be found in Appendix I to this Application.

Recruitment Plan: Summit Place School will implement a multi-pronged approach to recruiting enrollees after approval. The majority of this marketing effort will focus on attracting any student, regardless of background, within the target community to the hands-on approach of place-based learning. Among the strategies to be used we expect to do the following:

- *Social Media:* The current Facebook page will continue to be curated, updated, and promoted to continue to build a following. Additional social media accounts on platforms such as Twitter and Instagram will be established as the board (and eventually administrators) deems desirable and maintained together with existing social media accounts to ensure a consistency of message.
- *Website:* Upon approval, Summit Place School will build and launch a website with a “.edu” url to provide comprehensive information about the school. This site will become the permanent website for the school and provide branding, FAQ, contact information, as well as the Summit Place School charter and all information required by Utah law and rules to be publicly available.
- *Open Houses:* The board (and eventually administrators) will hold regular open houses in the Santaquin community. These will include presentations to present the principles and benefits of Place-Based Education and charter schools in general to parents and prospective students. These forums will additionally provide parents and prospective students the opportunity to ask questions, and it is expected that as those questions are asked, future open houses and marketing efforts will be fine-tuned to answer those recurring questions before they are asked again and refine our message. Given the Spanish-speaking community in Santaquin, we will use our best efforts to have Spanish-speaking representatives from the school there as well. Open houses will be advertised on the school website, social media, and in online marketing and direct mail campaigns.
- *Direct mail:* We have budgeted to send a direct mail flyer to every house in our primary target population with detailed information about our school, Place-Based Education, and instructions on how to find out more and find enrollment directions.
- *Community involvement:* With our emphasis on Place-Based Education, we will continue to make and strengthen community connections wherever the opportunity presents itself. We will participate in Santaquin’s “Orchard Days” celebration in July/August of each year with an informational booth, and seek out partnerships and opportunities to collaborate with local businesses and organizations that can support that vision.

5. Governance

Legal Status and Documentation: Summit Place School is a registered and active Utah nonprofit corporation organized and existing pursuant to the Utah Revised Nonprofit Corporation Act (*see*: Appendix B: Articles of Incorporation) and will continue to be organized and managed pursuant to that Act as well as the regulations promulgated thereunder. It has been formed as a distinct and legally independent organization specifically for the purpose of holding its own charter and operating as a Utah public charter school. Summit Place School does not have any function other than the development and future operation of the proposed school.

Summit Place School has provided documentation of its legal status by providing its:

- Articles of Incorporation (Appendix B),
- Bylaws (Appendix C), and
- approved minutes from the meeting(s) at which these documents were approved (Appendix D).

The Articles of Incorporation for Summit Place School (i) permit the board to take on debt on behalf of the corporation, (ii) include the necessary language for future 501(c)(3) status with the IRS, and (iii) include language stating that neither the charter school authorizer nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school.

The Summit Place School Bylaws have been provided for your review and, among other things, provide for the following structure of the governing board:

- (a) “The Board shall consist of no fewer than 5 and no more than 9 members.” (Summit Place School Bylaws, Section 4.3.1).
- (b) “In order to fill a vacancy of member on the Board, the Board will solicit applications from the school community or members of the community at large. The Board may then elect a candidate to fill the vacancy . . . by the vote of a majority of the remaining members of the Board. . . . In electing members, preference shall be given to individuals who have demonstrated a commitment to the mission and vision of Summit Place School, such as through active service on a school committee or previous work experience or training.” (Summit Place School Bylaws, Section 4.8).
- (c) Board members shall be appointed to three (3) year terms, with the terms staggered so that no more than three members’ terms shall expire in any given year. (See Summit Place School Bylaws, Section 4.5).
- (d) The board will hold no fewer than ten (10) regular meetings each year, with additional regular meetings being held as often as the board determines is appropriate. (See Summit Place School Bylaws, Section 3.2)

Current Members of the Board: Currently, Summit Place School is governed by a founding board of five board members/directors. This board will be responsible for the startup and development of the school. The five current members are:

1. Marlene Drake – Board Chair
 - a. *Current employment:* Retired educator
 - b. *Relevant experience/qualifications:* Marlene spent 28 years as a teacher in Colorado elementary schools. During that tenure she worked on various committees involved in revising and updating curricula (E.g., as District Social Curriculum Committee Co-Chair). In addition to her education experience, Marlene has also held not-for-profit leadership positions in her church for a number of years.

2. Todd Hepworth – Secretary/Treasurer
 - a. *Current employment:* Executive Director, Treeseide Charter School
 - b. *Relevant experience/qualifications:* Todd has 13 years of experience in education and currently serves as the Executive Director for another Utah Charter School, and has navigated that school through the unique circumstances of 2020 and COVID-19. Prior to entering education, Todd served as an officer in the United States Air Force, creating and implementing deployment plans for personnel and mission effectiveness in remote locations.

3. Jesse Christopher –
 - a. *Current employment:* Vice-President, The School of Natural Healing
 - b. *Relevant experience/qualifications:* As the Vice-President for a for-profit post-secondary school, Jesse has experience in developing and fine-tuning academic programs within a budget. Jesse holds a business degree from BYU’s Marriott School of Management that, combined with his work experience, adds to his expertise in starting and operating a successful school. Jesse additionally has experience having served in a number of roles in the Boy Scouts of America organization.

4. Bradley Gunnell –
 - a. *Current employment:* General Counsel, Wasatch Energy Management, LLC
 - b. *Relevant experience/qualifications:* Brad provides legal and business advice to start-up organizations across industries to help them start their journey on the correct footing and with a clear vision for how to become and remain successful. He has advised the board for the non-profit Mentors International organization, and as a member of the Santaquin City Planning Commission has a depth of experience in compliance with the Utah Open and Public Meetings Act and Governmental Records Access and Management Act requirements. Brad also has a number of years of experience in the Boy Scouts of America.

5. Mike Weight –
 - a. *Current employment:* Customer Success Engineer, Adobe
 - b. *Relevant experience/qualifications:* Mike brings 20+ years of experience helping business, government, and school organizations implement IT equipment, communications, configurations, and policies. Mike has non-profit experience in working with the Boy Scouts of America, his church, and Kansas State SRS.

More in-depth information on each board Member can be found in their respective Background Information Sheet in Exhibit A. Each board member has agreed to submit to a background check, and consent to submit to a background check will be a prerequisite condition for any future board members or key administrators.

This board has significant experience with public education and legal requirements applicable to Utah public charter schools and public meetings and records. When the experience of each of the board Members is considered, we believe we have put together a strong board with the type of diverse experience that will be required to successfully develop and implement Santaquin Place School's education program. Todd, Jesse, and Marlene each have a depth of experience in the operations and management of schools and their curricula. Todd, Brad, Jesse, and Mike have experience in organizational management and in overseeing the budgets of organizations in situations where they must be accountable to stakeholders in those organizations.

As Summit Place School is to be founded on the principles of Place-Based Education, the current board has been carefully assembled with each of the board members residing in Santaquin across different neighborhoods. With this diversity of neighborhood associations and personal social networks, we believe this board understands the desires and needs of the community, especially those of parents of school-aged children, and plan to use that personal nexus to have Summit Place School be a school that not only meets an unmet need, but represents the community well as it implements the principles of Place-Based Education to strengthen the connection between students and the local community.

The Summit Place School board acknowledges its understanding that:

- A. The School will be subject to Utah's Open and Public Meetings Act (UCA Title 52, Chapter 4) and to Utah's Government Records Access and Management Act (UCA Title 63G, Chapter 2) and the board has reviewed and will comply not only with the requirements of these Acts, but also with the requirements for training contained in either Act.
- B. It will, within 30 days of authorization, complete a background check on each member as in accordance with Utah Code Annotated §53G-5-302.

Transition to a Governing Board and Recruitment: Each of the members of the founding board desire and expect to continue on as part of the governing board after the charter is granted. The bylaws allow up to nine board members, so as the founding board transitions to a governing role and identifies any benefit or need for additional members of the board with additional expertise or experience, the board anticipates recruiting qualified individuals from the community to fill those roles. For example, as the board moves forward with site selection, the board may entertain recruiting someone with relevant experience in real estate and/or development to join the board. Additionally, after the charter is granted and the board transitions to a governing board, the Executive Director and Business Manager of the School, and up to two faculty members will participate on the board as ex officio non-voting members of the board in addition to the 5-9 directors (*see*: Appendix C: Bylaws, Section 4.3.1).

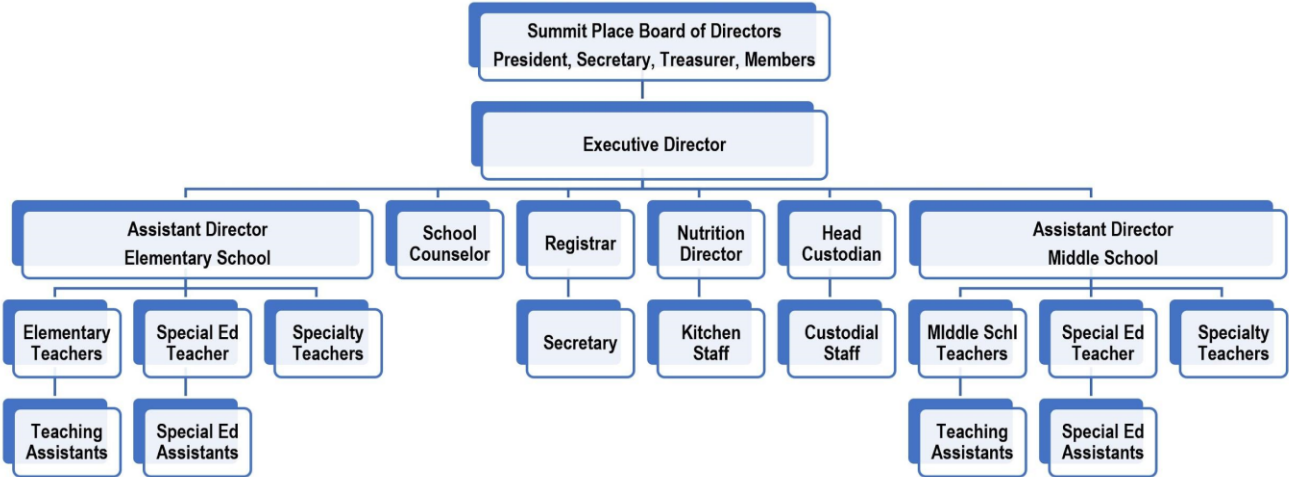
In the event the board decides to fill an open seat (or in the event a board seat is vacated by the expiration of a member's term or by death, resignation or dismissal), filling that vacancy will be governed by the process outlined in Section 4.8 of the Summit Place School Bylaws—the board will

request applications from both the community at large and the narrower school community. We anticipate board members and school staff will seek out and encourage specifically qualified individuals with whom they are familiar to apply for any such vacancies. The new board members will be elected by a majority of the remaining board members. In this process, “preference shall be given to individuals who have demonstrated a commitment to the mission and vision of the Summit Place School, such as through active services on a school committee or previous work experience or training.” (Appendix C: Section 4.8). Once elected, prior to voting as members of the board, any newly elected members will first participate in an orientation process and attend two board meetings prior to voting on any board business. (*Id.*)

Governing Board Professional Development: Members of the governing board will participate in professional development provided by the Utah Association of Public Charter Schools. UAPCS currently provides professional development in the following areas: Board Meeting Structure, Parent Volunteers and Organizations, Fundraising, Marketing, Board Responsibilities, Committees, Reading Financial Statements, Budgeting, and Required Policies. UAPCS currently offers these trainings in a monthly “Lunchtime Seminar” format using Zoom virtual meetings. UAPCS also offers similar sessions during half-day fall and spring retreats. Details for future training opportunities can be found at www.utahcharters.org.

Additionally, UAPCS maintains a video library of professional development topics for Governing Boards. The library includes topics such as statute, enrollment, open meetings, FERPA, policy book, program accounting, school fees, procurement, marketing, budgeting basics, LAND Trust, required policies, and human resources. Summit Place governing board members will participate in a session of professional development at each board meeting. The UAPCS library is at https://www.youtube.com/playlist?list=PLwjh9ur_OgIlmcjZxMnuwObxyp03X4oL-

Governing Board Accountability to Mission, Vision, and Philosophy Members of the governing board will evaluate Summit Place’s alignment with its (1) contractual goals set forth on Exhibit A of its charter, (2) mission statement, (3) vision statement, and (4) educational philosophy concurrently with evaluation of student progress data. This evaluation will take place at a minimum during scheduled board meetings in October, January, and April (BOY, MOY, EOY data analysis times). At the June board meeting, the governing board will establish school improvement goals for the upcoming academic year which align with the school’s mission, vision, and educational philosophy. By reviewing student assessment data as soon as possible in light of the School’s goals, mission, and vision, the board intends to identify positive trends quickly to reinforce and accelerate growth where possible, and to just as quickly identify negative trends early on when remedial measures, if needed, can be most efficiently implemented.



Relationships with Education Service Providers

Managed by the Executive Director

- Financial and Accounting services
- Information Technology services
- Nursing and Healthcare services
- Property services (Landscape, maintenance, etc.)

6. Staffing

Organizational Structure & Day-to-Day Operation

Summit Place utilizes a Place-Based Education model. This requires an organizational structure which ensures teachers have sufficient time to plan lessons and to design activities which integrate with Place-Based Education. The organizational structure also ensures adequate guidance and supervision for Place-Based activities such as travel and learning activities away from the school. Additionally, teachers will have time to receive ongoing place-based professional learning through the Teton Science School (now Mountain Academy) and the Place Network and Rural Schools collaborative.

The administrative structure of the school includes an Assistant Director for Elementary School and an Assistant Director for Middle School. Administrators collaborate closely in all aspects of successful school operation. Summit Place will also utilize the services of an education service provider to provide business and accounting services. The board's role in staffing will include hiring and evaluating the Executive Director and selection of any Education Service Providers. The Executive Director and Education Service Providers will report to the board at board meetings.

Executive Director: The Executive Director is the full-time overall leader of the school. The Executive Director understands the school's mission and vision and implements policies and procedures to accomplish the school's mission and vision. The Executive Director creates and maintains a school culture among staff and students which supports the school's mission and vision. The Executive Director supervises instruction, curriculum, personnel decisions including hiring, budgeting, and compliance with all federal and state requirements.

The Executive Director's job description is as follows:

- Coordinate with the Governing Board to ensure that all activities at Summit Place support the school's mission and vision.
- Hire, supervise, and evaluate Summit Place employees in support of the school's mission and vision.
- Plan and implement professional development which advances the school's mission and vision.
- Promote instructional practices based on Place-Based Education.
- Select and implement curricula which can be fully integrated with Place-Based Education.
- Ensure assessments are administered, evaluated, and utilized in accordance with policies and procedures.
- Lead the school's data assessment team.
- Ensure the school's Special Education program complies with law and implements best practices such as inclusion as much as possible with peers in regular education.
- Collaborate with stakeholders, such as parents and community leaders, to advance the school's mission and vision.
- Collaborate with the Education Service Provider to ensure the school's financial success.

- Attend Governing Board meetings to present information about the school's academic and financial progress and success.
- Supervise all aspects of the school's physical facilities including maintenance and improvement.
- Participate in leadership development training offered by the Utah Association of Public Charter Schools.
- Ensure compliance with all federal and state laws and regulations.
- Represent Summit Place within the community.
- Perform all other duties customarily associated with the position of Executive Director.

The Governing Board will seek out candidates who have the knowledge, skills, and abilities to lead Summit Place as the school's Executive Director. The Governing Board will use the following criteria in the evaluation and selection process to ensure that candidate possesses the following minimum qualifications:

- Holds an advanced degree (Master's degree or higher) in Educational Leadership.
- Has at least two years of relevant experience in educational leadership.
- Holds at least a level 2 Utah Educators License.
- Has at least five years teaching experience.
- Committed to advancing the mission and vision of Summit Place.
- Understands Place-Based Education.
- Understand child development and how it impacts student progress.
- Understands instructional best practices.
- Understands Utah Core Standards and state required assessments.
- Understands Special Education law and procedures.
- Demonstrates experience managing and supervising personnel.
- Demonstrates experience establishing and maintaining relationships with stakeholders.
- Demonstrates experience using an organizational budget including income and expenses.
- Demonstrates excellent communication and organizational skills.
- In the board's best judgment, the candidate possesses the capacity to perform all the required leadership functions listed in the job description.

When funds become available to hire the Executive Director, the Governing Board will advertise for the position. The board will utilize personal networking and contacts, Teachers-Teachers.com, Utah Department of Workforce Services, university education programs, and a variety of job service boards and other networking resources to actively recruit qualified candidates for consideration as the Executive Director of Summit Place School.

Assistant Directors Elementary School (K-4) and Assistant Director for Middle School (5-8): Assistant Directors work under the direction of the Executive Director. Assistant Directors are full time employees under the direction of the Executive Director. Assistant Directors lead the day-to-day activities and operations for their respective grade

levels. Assistant Directors will have at least a Master's degree in education, will hold at least a level 2 Utah Teaching License, and will have at least three years of relevant teaching experience.

Assistant Directors assist the Executive Director with the following activities:

- Assist the Executive Director to implement the school's mission and vision.
- Interview and select teachers and assistants.
- Plan and implement professional development.
- Evaluate and improve instructional practices.
- Select and implement curricula.
- Ensure administration of assessments based on requirements.
- Evaluate assessment data and identify areas for instructional improvements.
- Implement the school's discipline plan and procedures.
- Conduct emergency procedures such as fire drills, etc.
- Meet with parents regarding student concerns.
- Participate in leadership development training.
- Ensure operational compliance with federal and state laws.
- Perform all other professional duties required by the Executive Director.

Education Service Providers

The Summit Place governing board recognizes the benefits of utilizing Education Service Providers to assist in three areas: Financial and accounting services, Information Technology services, and Nursing administration services. For more information on the selection of an educational service provider, please see *Section 8: Contracts*.

School Counselor

Although elementary schools are not required to have a Counselor onsite, Summit Place's budget includes the salary amount for a full-time licensed School Counselor. The Counselor's salary will be paid in part by the school-based mental health grant provided by the state of Utah and renewable on a yearly basis. The Counselor works under the direction of the Executive Director. The Counselor will primarily develop, implement, and evaluate Section 504 plans for students who require such interventions and who do not have an IEP. The Counselor will participate on the MTSS team to help design behavioral interventions. The Counselor will help implement the school's Restorative Justice Program. The Counselor will lead the school's peer counseling program. The Counselor will participate in professional development to maintain licensing.

Registrar/Financial Clerk

The Registrar/Financial Clerk is a full-time employee under the direction of the Executive Director. Primary duties include administration of enrollment and the school's lottery system, registration, class assignment, coordination with the school nurse for immunization and health reports, managing UTREX data, coordinating with the Education Service Provider for employee time cards, leave, reimbursements, etc., and other duties as assigned by the Executive Director.

Secretary

The Secretary is a full-time employee under the direction of the Executive Director. The Secretary is a “front desk” position with the responsibilities for answering the phone, responding to emails, handling in-person communication with parents who come into the school, scheduling appointments, coordinating calendars, and other duties as assigned by the Executive Director.

Special Education Teachers

Special Education Teachers are full-time teachers who possess a Special Education endorsement on their Utah teaching license. Special Education Teachers are under the direction of their respective Assistant Directors. Special Education Teachers lead the Individualized Education Program (IEP) team in developing IEPs to provide the necessary services and specialized instruction for students with disabilities. Special Education Teachers will implement the student’s IEP either by providing the services identified in the IEP or by assuring qualified assistants provide the services required in the IEP. Special Education Teachers collaborate closely with regular education teachers to plan activities so that Special Education students can be fully included in Place-Based Education. Special Education Teachers ensure special education practices are in compliance with state rules, procedures, and the Individuals with Disabilities Education Act (IDEA). Special Education Teachers ensure all required special education reports are completed and filed in accordance with requirements. Special Education Teachers supervise and guide the activities of their assigned assistants.

Special Education Assistants

Special Education Assistants are part-time hourly employees who work under the direction of an assigned Special Education Teacher. Special Education Assistants deliver education activities described in the “Service and Placement” section of each student’s IEP. To the maximum extent possible, Special Education Assistants work with special education students in the regular education environment participating in Place-Based Education activities. All Special Education Assistants will have a minimum of an Associate’s degree from a college or university, earn a passing score on the Para-Pro Praxis test, and complete an appropriate background check.

Teachers

At full capacity, each grade (K-8) will have three full-time teachers licensed by the State of Utah. Teachers are under the direction of the Executive Director. Teachers develop lesson plans which use Utah core standards as objectives. Teachers create formative assessments to help students understand their progress and to identify areas for instructional improvements. Teachers plan activities which align with the principles of Place-Based Education. Teachers help students to prepare for state required assessments. Teachers guide students through authentic summative assessments, such as portfolios, which showcase students’ subject mastery.

Teachers collaborate with colleagues in Professional Learning Communities to understand individual student progress. Teachers in PLCs analyze assessment data to identify areas of improvement. Teachers collaborate with community experts to implement authentic and enriching learning activities.

Teachers communicate with parents in a number of ways. Teachers prepare weekly “Family Letters.” Teachers maintain student progress in student information systems, such as Aspire, for parents to see attendance, grades, etc. Teachers conduct Parent / Teacher conferences. Teachers meet with parents as requested.

Teachers will have an hour each day, Monday - Thursday, for planning. Teachers will have two hours each Friday for PLC Meetings and Faculty Meetings.

Summit Place will follow all applicable USBE standards in hiring state qualified and licensed teachers. The Executive Director will seek to hire candidates who demonstrate a strong commitment to the principles of Place-Based Education. The school will utilize multiple resources to assist with its hiring goals. These resources include, but are not limited to, Teachers-Teachers.com, Utah Department of Workforce Services, teacher fairs, networking, and online recruitment tools.

Teaching Assistants

Teaching Assistants are part-time hourly employees who work under the direction of a grade level Lead Teacher. Teaching Assistants conduct intervention activities with students identified by the grade level PLC. Teaching Assistants work with students needing extra help in small group or individual settings. All Teaching Assistants will have a minimum of an Associate’s degree from a college or university, earn a passing score on the Para-Pro Praxis test, and complete an appropriate background check.

Specialty Teachers

Specialty Teachers are full-time teachers who have the appropriate Utah educator license. Specialty Teachers are under the direction of the Executive Director. Specialty Teachers teach Art, Music, Physical Education, and Theater. Specialty Teachers develop lesson plans which use the appropriate Utah core standards as objectives. Specialty Teachers guide students to showcase their progress by creating products and performances, such as art exhibitions, musical performances, field days, and theatrical productions. Specialty teachers provide activities for students to enable planning times for teachers. Specialty teachers will also have scheduled times for planning and collaboration.

Child Nutrition Director

The Child Nutrition Director is a full-time salaried employee who is under the direction of the Executive Director. The Child Nutrition Director will plan meals for students in accordance with Federal and State requirements. The Child Nutrition Director will establish relationships with suppliers as necessary. The Child Nutrition Director will complete and submit reports as required. The Child Nutrition Director will maintain a current Food Handlers certification.

Nutrition Assistants

Nutrition Assistants are part-time hourly employees under the direction of the Child Nutrition Director. Nutrition Assistants prepare and deliver meals for students. Nutrition Assistants maintain a clean operational environment in accordance with sanitary

requirements. Nutrition Assistants clean surfaces and wash preparation equipment and utensils. Nutrition Assistants will maintain a current Food Handlers certification.

Head Custodian

The Head Custodian is a full time salaried employee who is under the direction of the Executive Director. The Head Custodian ensures that all the surfaces in the school buildings remain clean. The head custodian develops and implements plans for sanitizing high-touch surfaces on a frequent basis. The Head Custodian manages inventory for janitorial supplies, and ensures compliance with MSDS requirements. The Head Custodian responds to immediate requests for spill cleanup, accidents, etc. The Head Custodian supervises Assistant Custodians.

Custodian Assistants

Custodian Assistants are part-time hourly employees under the direction of the Head Custodian. Assistant Custodians sanitize surfaces, sweep, mop, and vacuum floors, clean restrooms, and perform other duties assigned by the Head Custodian.

Teacher Recruitment & Retention

Summit Place will employ a variety of strategies to recruit and retain effective teachers. Due to the uniqueness of our Place-Based Education model, our board believes that hiring some newer teachers who have not been teaching in a traditional learning environment will be a benefit to the school. The Place Network of Rural Schools provides professional development for all teachers during the first three years of school operation. This built-in professional support enables Summit Place to hire, if necessary, some teachers through the Alternative Pathway to Professional Educator License (APPEL) program with confidence that new teachers will be well supported to develop expertise in Place-Based Education. Our founding board also recognizes the value of seasoned, masterful teachers, and we will strive, through budgeting and marketing, to attract, hire and retain veteran teachers who are passionate about personalized learning to serve as lead teachers and mentors for newer teachers.

The Executive Director will be responsible for teacher recruitment. Employment opportunities at Summit Place will be posted on the school website, to Teachers-Teachers.com, to the Department of Workforce Services, and to other local employment websites. Active recruitment will take place through local colleges and universities, job fairs, and outreach efforts. Summit Place will use our school's website and social media sites to provide information to candidates about Place-Based Education and the benefits of working at our school.

The Executive Director will be expected to build mutually respectful relationships with the teaching and support staff. Healthy boundaries will be developed so staff members understand the organizational structure of the school and care will be exercised to create a fair and supportive culture. The Executive Director will avoid favoritism and strive to have open communication where feedback is received and given. Staff input may be considered when making school decisions to ensure employees are actively engaged in the performance of the school and students.

Summit Place’s efforts to recruit effective teachers will be subsequently reinforced by its efforts to retain its effective teachers. Our goal is to work with teachers to determine their individual interests and needs, and to provide them with the resources and development opportunities needed to become effective professional educators. Summit Place’s focus on mentoring and professional development will improve student performance as well as promote retention of the school’s teaching staff.

Employee – Employer Relationship

Summit Place will be an at-will equal opportunity employer.

Staffing Based on Enrollment

The Governing Board expects to meet its projected enrollment capacity in the first year. Sometimes, charter schools find that middle school grades are challenging to fill. Because there is no existing school in the community for grades 6-12, and students are bused to the neighboring town, the board is confident that Summit Place’s middle school grades (5-8) will be filled to capacity during the first year of operation.

Table 6.1: Summit Place Staffing

Title	Number of Staff	Hours Per Week
Executive Director	1	40 hrs/wk (Salary)
Assistant Director for Elementary School (K-4)	1	40 hrs/wk (Salary)
Assistant Director for Middle School (5-8)	1	40 hrs/wk (Salary)
School Counselor	1	40 hrs/wk (Salary)
Registrar/Financial Clerk	1	40 hrs/wk (Salary)
Secretary	1	40 hrs/wk (Salary)
Special Education Teachers	2	40 hrs/wk (Salary)
Special Education Assistants	1 per grade level (9 total)	28 hrs/wk (Hourly)
Teachers	1 per class (27 total)	40 hrs/wk (Salary)
Teaching Assistants	1 per grade level (9 total)	28 hrs/wk (Hourly)

Specialty Teachers (Art, Music, P.E., Theater)	2 per subject (8 total)	40 hrs/wk (Salary) or 28 hrs/wk
Child Nutrition Director	1	40 hrs/wk (Salary)
Nutrition Assistants	4	28 hrs/wk (Hourly)
Head Custodian	1	40 hrs/wk (Salary)
Custodians	2	15 hrs/wk (Hourly)

6a. Required Employment Policies

Background Check Policy

Purpose: The purpose of this policy is to protect the safety, health and security of Summit Place students, employees, and property.

Policy: Summit Place will comply with the provisions of *Utah Code Ann.* § 53G-11-402 and *Utah Admin. Code* R277-516 regarding employee background checks. In order to protect the health and safety of all students and protect the property of the school, the school requires (a) all board members, (b) all potential employees and (c) any volunteers who will be given significant unsupervised access to a student in connection with the volunteer's assignment to submit to a criminal background check and ongoing monitoring as a condition for employment or appointment. Summit Place's Director shall establish administrative procedures consistent with this policy and applicable law.

Procedures: The following procedures are established pursuant to the Background Check Policy above:

Individuals Subject to Background Checks

Summit Place requires that the following individuals submit to a criminal background check and ongoing monitoring as provided in *Utah Code Ann.* § 53G-11-402 as a condition for employment or appointment: (a) each new non-USBE-licensed employee; (b) each volunteer who will be given significant unsupervised access to a student in connection with the volunteer's assignment; (c) each employee of a staffing service who works at the school; and (d) each board member.

Additionally, each new employee who is licensed by the USBE must obtain a background check and submit to ongoing monitoring as required in connection with USBE's licensure requirements.

Conducting the Background Check

Any person submitting to a background check for the school will sign a waiver notifying the individuals: (a) that a criminal background check will be conducted, (b) who will see the information received as a result of the background check, and (c) how that information will

be used.

Summit Place will collect the following from an individual required to submit to a background check for the school: (a) personal identifying information (including but not limited to: current name, former names, nicknames and aliases, date of birth, address, telephone number, driver license number or other government-issued identification number, social security number, and fingerprints); (b) a fee as set forth below; and (c) consent and waiver on a form specified by the school for the background check acknowledging that their fingerprints are being registered for ongoing monitoring by the school.

Summit Place will submit such individuals' personal identifying information, including fingerprints, to the Utah Bureau of Criminal Identification for an initial background check and ongoing monitoring (if the results of the initial criminal background check do not contain disqualifying criminal history information as determined by the school).

Ongoing Monitoring

Summit Place will request that the fingerprints taken for the purpose of conducting criminal background checks be registered with any rap back system maintained to provide ongoing status notifications to the school of any criminal history reported on individuals whose fingerprints are registered in the system.

Payment of Fee for Background Check

Applicants for employment, including substitutes, shall be required to pay the designated costs of background checks subject to the provisions of *Utah Code Ann.* § 53G-11-402(2). The school will not pay the cost of fingerprinting for school employees or volunteers.

Background Check Evaluation

When making decisions regarding employment or appointment based on the information received from a criminal background check, the school will consider: (a) any convictions, including pleas in abeyance; (b) any matters involving a felony; and (c) any matters involving an alleged: sexual offense; class A misdemeanor drug offense; offense against the person under Title 76, Chapter 5, Offenses Against the Person; class A misdemeanor property offense that is alleged to have occurred within the previous three years; and any other type of criminal offense, if more than one occurrence of the same type of offense is alleged to have occurred within the previous eight years. Only those convictions which are job-related for the employee, applicant, or volunteer will be considered by the school.

Opportunity to Respond to Background Check

Summit Place will provide an individual an opportunity to review and respond to any criminal history information received as a result of submitting for a criminal background check or through ongoing monitoring. If a person is denied employment or appointment or is dismissed from employment or appointment because of information obtained through a criminal background check or ongoing monitoring, the person may request a review of the information received and the reasons for the disqualification and shall be provided written notice of the reasons for denial or dismissal and of the individual's right to request a review of the disqualification.

Confidentiality

Information received by Summit Place as a result of a background check will only be available to individuals involved in the hiring or background investigation process for that individual *and* used for the purpose of assisting the school in making employment-related decisions. Any person who disseminates or uses any such information for any other purpose is subject to criminal penalties and civil liability as set forth in applicable law.

Privacy Risk Mitigation Strategy

Summit Place will employ reasonable privacy risk mitigation strategies to ensure that the school only receives notifications for individuals with whom the school maintains an authorizing relationship. Specifically, upon (a) termination of an employee's employment with the school, (b) expiration of a board member's term without renewal, or (c) resignation of board member, the administration will ensure that the school takes any steps necessary to terminate ongoing monitoring for such individuals and will document the date on which such steps were taken. For volunteers, the administration will ensure that the school establishes a schedule of volunteers registered for ongoing monitoring, consult with school personnel to determine whether such individuals are still volunteering for the school, and ensure that ongoing monitoring for individuals is terminated as appropriate.

Conflict of Interest Policy

Purpose. The purpose of this policy is to protect Summit Places's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the school or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

(Note: this Conflict of Interest Policy is taken from the IRS Form 1023 Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code instructions.)

Article I - Definitions

The following definitions apply to this Conflict of Interest Policy:

1. **Interested Person.** Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. **Financial Interest.** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which the school has a transaction or arrangement;

b. A compensation arrangement with the school or with any entity or individual with which the school has a transaction or arrangement; or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the school is negotiating a transaction or arrangement.

“Compensation” includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article II, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article II – Procedures

1. **Duty to Disclose.** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the board of directors considering the proposed transaction or arrangement.

2. **Determining Whether a Conflict of Interest Exists.** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest:

a. An interested person may make a presentation at the governing board, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board may appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board shall determine whether the school can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board

shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the school's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflict of Interest Policy.

a. If the governing board has reasonable cause to believe a member of the board has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation if warranted by the circumstances, the governing board determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article III – Records of Proceedings

1. **Minutes.** The minutes of the governing board shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article IV – Compensation

A member of the governing board who receives compensation, directly or indirectly, from the school for services is precluded from voting on matters pertaining to that member's compensation.

Article V – Annual Statements

Each member of the governing board shall annually sign a statement which affirms such person has received a copy of the conflicts of interest policy; has read and understands the policy; has agreed to comply with the policy; and understands the school is charitable and in order to acquire and maintain federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VI – Periodic Reviews

To ensure the school operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining; and
2. Whether partnerships, joint ventures, and arrangements with management organizations conform to the school's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VII – Use of Outside Experts

When conducting the periodic reviews as provided for in Article VI, the school may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Employment of Relatives Policy

Purpose: Summit Place wishes to avoid the perception of preferential treatment and the difficulties that can arise from the employment of relatives. However, the school is committed to recruiting, selecting, employing and promoting the best-qualified candidate for all available positions.

Definitions: For purposes of this policy, a relative is defined as a spouse; parent or grandparent or spouse or anyone who took the place of a parent or grandparent, including step parents and step-grandparents; child or child's spouse, including step-children and current foster children; grandchild or grandchild's spouse, including step grandchildren; sibling or sibling's spouse, including step and half-siblings; aunt or uncle or their spouse; niece or nephew or their spouse; first cousin or their spouse; and brother-in-law, sister-in-law, son-in-law, or daughter-in law or their spouse.

Policy: The recruitment, selection and advancement of school employees will be made on the basis of demonstrated work, knowledge, skills, and abilities. As such, the school will comply with the following guidelines regarding employment of relatives:

- An employee may not directly supervise a relative of the employee.
- Relatives should not work on the same team.
- If a family relationship between two employees develops during employment, the Executive Director should ensure that a subordinate/supervisor relationship does not exist between the employees.
- Applicants must disclose the names of relatives currently employed by the school on the employment application.

- An employee will not participate in any part of the employee evaluation process for their relative.
- During the hiring process, relative(s) of the applicant participating on the hiring committee may only participate passively: (1) he/she cannot score the applicant during the screening process; (2) he/she cannot ask questions of the applicant during the interview process; and (3) he/she cannot score the applicant during the interview.
- If a relative of the Executive Director is to be considered for employment in the school, the Executive Director shall: (1) disclose the relationship, in writing, to the Governing Board; (2) submit the employment decision to the Governing Board for approval by majority vote; and (3) be absent from any meeting when the employment is being considered and determined.

Employee Evaluation Policy

Purpose. The purpose of this policy is to improve student learning and success through a process of employee evaluation and professional development that will improve and support qualified and effective teaching practices at Summit Place.

Policy. The Governing Board is responsible for conducting an annual evaluation of the school's Executive Director. To meet its evaluation responsibilities, the Governing Board will develop an evaluation tool that outlines the board's priorities, expectations, and charter goals that are the responsibility of the Executive Director.

Summit Place's administrators (Executive Director and Assistant Directors) are responsible for evaluating the performance of the school's teachers and other staff members. The administrators will develop an evaluation tool for teachers. The evaluation tool will incorporate Summit Place's mission and philosophy and assess teachers' implementation of Utah Core Standards. The administrators will continue to revise and refine the evaluation tool to ensure that it adequately and appropriately measures key aspects of teachers' effectiveness.

The teacher evaluation process will occur over the course of the entire year. At the beginning of the year, administrators will introduce employees to the current evaluation tool, discuss the methodology used in the evaluation process, and review job descriptions and expectations. Prior to the start of the school year, teachers will prepare a professional development plan and associated goals in consultation with the administrators. Goals will be divided into four main areas: Curriculum & Assessment, Pedagogy (including Place-Based Education), Management of the Learning Environment, and Professional Development.

Administrators will conduct at least two formal teacher observations each school year.

7. Business & Operations Plan

7A. Budget

This section describes how we intend to plan and manage Summit Place School's (SPS) infrastructure and finances. Included are the school's revenue projections; projected cost structure; facility requirements/development plans; and pre-opening plans.

Cash flow analysis spreadsheets for the preoperational year and the first two years of operation are included with this application in a separate MS Excel file entitled "**Summit Place School Cashflow**".

Cash Flow Analysis & Budget Sheets: A cash flow analysis for the preoperational year and first two years of operation may be found in the attached budget sheets. For the Pre-Operational Year, SPS has planned on the Start-up Grant, and Revolving Loan as it's only sources of revenue. In the first operational year (FY23) SPS has used the FY20 funding formulas for the WPU and LRF. In an effort to be conservative in the current economy, we did not want to count on revenues that might not be there. We have used a small increase (2.5%) in State funding only for FY24.

Key Financial Assumptions:

- A revolving loan of \$300,000
- Enrollment as outlined in the application
- Staffing levels as outlined in the application
- Employee benefits: 7% Profit Share 401K, 10% for payroll loading, and 15% for health benefits.
- Administrative staff hired through contracts in startup year
- Business and technology services through contracts
- Minor property services like snow removal provided through contracts
- Administrative SPED services provided through contracts, as well as some other SPED services.
- All other services provided by employees, as outlined in the application
- Most furniture purchased in startup year, with additional furniture in first operational year
- Liability and property insurance to cover potential loss
- Facility lease payments are based off of a 50,000 sq ft building, with an overall project cost of \$9.5M, and an annual lease rate of 9%.
- Grant funds and uses as outlined in the application

Explanation And Discussion Of Key Budget Assumptions which Align and Support Implementation of SPS's Educational Program and Other Key Elements:

Our mission of Place Based Learning commits us to develop close/enduring relationships between students/families/teachers/staff, and experiential learning programs. Budget priorities and decision making are aligned to our mission. This requires prioritizing additional specialty teachers, and teaching resources, with focused recruitment and a healthy professional development budget to give the staff the necessary tools. Our budget reflects this with an average annual salary starting at \$45,000,

with a low deductible health plan, and a 401K plan that the school will contribute to, regardless if the staff contributes, or not.

We have also budgeted for a healthy amount of professional development. We intend to work closely with Teton Science School, for both PD, and some curriculum, with the intent that our staff feels like they are a part of something larger, and gets the support needed to navigate today's teaching world.

Administration staff will be hired by contract during pre-operational year and allow expenses that would have been spent on insurance and benefits to be used instead in purchasing needed supplies for school start-up.

From preliminary research it was decided it is in our financial best interest to hire out for business services, SPED services, and technology as there are many needed skills in these fields and we will be tasked with many other requirements during school start-up and opening.

Revenue and Expense Projections:

Planning Year 2021-2022

Total Revenue:	\$475,000
Total Expenses:	\$436,670
Total Reserves:	\$38,330

Enrollment: No Students during Planning Year

Revenue: SPS anticipates obtaining a revolving loan of \$300,000, and a State Startup Grant of \$175,000 to fund start up contracted FF&E, marketing, supplies, educational materials, and planning year staffing. The loan has a delayed start with repayment over four years. Repayment will begin in the fall of 2021 and is an expenditure of approximately \$60,000/year.

Expenditures:

300: Purchased Professional and Technical Services:

- *Admin Services:* SPS will contract with a part time Executive Director (\$5,000 per month, starting in September) to conduct and oversee the pre-opening tasks, including but not limited to the development of business systems and policies, preparation of curriculum and teaching resources, and building readiness. A part-time administrative assistant will be hired to assist in pre-opening starting in January, and will receive \$1,500 per month for January and February. They will be moved to \$2,500 per month from March-July, as the workload will increase. An additional 2 contractors will begin in May, and it is anticipated that these individuals will become the Assistant Directors, once the school becomes operational. They will each be paid \$4,500 from May-July.
- *Business/IT Services:* An amount of \$15,000 has been budgeted for start-up business services. Payments will be spread out over 2 equal payments in October, and June. It Services will begin on a limited basis in May in the amount of \$2,000 per month for May and June.

500: Other Purchased Services:

- *Insurance:* SPS has budgeted \$1,750 for D&O Insurance, as well as a Treasurer's Bond in the start-up year
- *Travel:* An amount of \$3,500 has been budgeted for travel. The school expects to reimburse mileage for trainings provided by the State, or other groups. Additionally, the school has budgeted to send people for some on-site training with the Teton Science School.
- *Marketing:* SPS has budgeted a total of \$5,500 for the purposes of marketing the school. Marketing will include, but not be limited to, yard signs, banners, online advertising, materials, and more.

600: Supplies:

- *Office Supplies:* SPS will need to provide a small amount of supplies during the start-up year for administrators. An amount of \$5,500 has been set aside for printers, paper, pens, filing cabinets, etc.
- *Curriculum:* SPS intends to purchase curriculum for Math and LA. Many of the other curriculums will be provided through State resources, and lesson plans provided through its partnership with The Teton Science School. A total of \$80,000 has been set aside for curriculum, however, we only plan on spending \$35,000 of that during the start-up year.

700: Property:

- *FF&E/IT Supplies:* A total of \$284,250 has been set aside for the purposes of filling the school with furniture, and technology. This will pay for desks, tables, chairs, white boards, servers, server racks, phone system, staff computers, and computer labs. In researching what schools need to open, we are confident that this amount will get us everything we need to be ready for school to open.

800: Dues and Fees:

- *Dues and Fees:* A total of \$1,170 has been set aside for bank fees, checking fees, and background checks.

Operation Year One 2022-23

Total Revenue:	\$5,316,988
Total Expenses:	\$4,872,572
Total Reserves:	\$439,650
Reserve Balance:	8%

In its 1st operational year, SPS's goal is to have about 8% on the bottom line. This will give the school a cushion in the event the school isn't fully enrolled. It will also build up reserves quickly, which enables the school to get up to a minimum of 30 days cash quickly, puts the school in a healthy financial position to potentially purchase its building in the 2nd operational year, and also gives a cushion for expenses that will be incurred in the 2nd operational year like a full 12 months of lease payments, and a full year of Property taxes.

Enrollment: SPS will open in August, 2022, with an enrollment of 675 students. The goal is to have 3 classes per grade, with approximately 25 students per class, grades K-8.

Revenue: The revenue shown is from the calculations given in the Budget Template. SPS worked with the charter school staff on funding, and feel as though the funding calculated is very conservative. Revenue calculations used were based off of FY20 funding calculations. While SPS plans to conduct ongoing fund raising activities, none of those funds are included in our projections. The amounts for CNP and Federal Funding was calculated from the template formulas, provided by the State, and have not been altered. An amount of \$125,000 of funding through the Start-up & Implementation Grant has also been recognized in the revenues.

Expenditures:

100: Salaries and 200 Benefits:

SPS has two groups of employees. Full time Salaried and part time hourly employees. Salaried employees will be paid twice monthly, and calculated out over 12 months. They are also eligible for benefits. Part time hourly employees will also be paid twice monthly, but not eligible for retirement, or health benefits.

Full time salaried teachers earn a median income of \$45,000, SPED teachers \$47,000, Counselors \$55,000, Kitchen and Facility Managers \$35,000, Assistant Directors \$62,000 and Director \$85,000, with a generous retirement profit share (7%), a low deductible health plan, dental, and life benefit.

Part-Time Staff is calculated as follows: Para's/SPED Aides/Receptionist are calculated at \$13/hr for 5.8 hrs/day for 180 days. Kitchen Aides are calculated at the same hourly rate, and number of days, however they will work 4.5 hrs per day. Part-time facility workers are calculated at \$10/hr for 3 hrs per day.

The 200 benefit calculations in the Budget Template (except for Social Security/FICA/Unemployment/Workers Comp which applies to and is calculated for all wages) have been applied only to Full Time Salaried employee wages.

Total Salaries: \$2,528,648

Total Benefits: \$721,025

300: Purchased Professional and Technical Services:

SPS has allocated \$250,300 for professional and technical services needed to support instruction, administration, and operation and maintenance of facilities. As previously mentioned in this proposal, it's the school's intention to contract out administrative services for SPED, IT, and Business Services. There is also money budgeted for Professional Development, audit, and legal work.

400: Purchased Property Services:

The facility related costs include water/garbage and sewage, lawn and snow removal, copier lease, repairs and maintenance related to facility and non-facility needs at \$71,500. A breakdown of the

lease can be reviewed in *Section 7C* of this application. The school has budgeted 9 lease payments in year one of \$71,250 for a total of \$641,250.

500: Other Purchased Services:

SPS has budgeted approximately \$57,500 for other services. This includes: \$9,500 for property insurance, \$7,800 for liability insurance, \$7,200 for communications, (Internet, phone, cable), \$12,000 for marketing, \$6,000 for travel, and \$15,000 for student transportation for fieldwork.

600: Supplies:

SPS has allocated \$345,250 for supplies. This includes: \$40,250 for instructional supplies, \$45,000 for curriculum, \$5,000 for SPED materials, \$10,000 for library books, \$35,000 office supplies (this number is larger in the 1st operational year, as the school will need to purchase a lot of items at the beginning of the year), \$55,000 for gas/electric \$20,000 for supplies for operation and maintenance of facilities, \$135,000 for food supplies. SPS looked at schools of similar size to justify many of these costs, particularly food supplies.

700: Property:

SPS has allocated \$191,500 for property. This includes: \$29,000 for instructional supplies, student service supplies, school admin supplies, facility supplies, and kitchen supplies. \$65,000 has been set aside for additional furniture and fixtures, as the school will find out what else is needed as students begin to fill the school. \$85,000 has been set aside for additional IT equipment. The goal is that each student can have a chromebook.

800: Other Objects:

SPS has allocated \$18,050 for dues and fees associated with bank fees, checking fees, and background checks. Additionally, we have budgeted \$63,099 for principal and interest on the revolving loan.

Fund Balance:

Our Fund Balance is \$442,150.

Percentage of Funding Contributed to Reserve Balance: 8%.

Operational Year One: Break Even Enrollment

Definition: While SPS could start with less students, it's goal is that it will not have less than 460 students as a breakeven. This will allow the school to run all its programs with the full staff necessary to do so. However, other cuts could be made if the school got less than 460 students. For the purposes of this breakeven, a total of 460 students was used.

Total Revenue:	\$3,714,153
Total Expenses:	\$3,516,493
Total Reserves:	\$197,659
% Contributed to Reserve	5%

Enrollment: As mentioned above, a total of 460 students were used for the breakeven. This would allow the school to keep its same salary averages, and provide a para and SPED aide for each grade.

SPS's Break Even Financial Assumptions, Enrollment Count and Explanation How This Number Was Obtained

- Reduction in teaching staff commensurate with enrollment
- Reduce specialty teachers by 2
- Reduce Para's by 4
- Eliminate part-time receptionist
- Reduction of retirement benefit by 1%
- Rental concessions from landlord to reduce occupancy costs to begin in November (this is not an uneducated assumption, there are at least 2 developers that will make such concessions, and the school will include it in its RFP for Developer)
- Supply and equipment budgets reduced commensurate with enrollment
- Increase in marketing efforts to help ensure that the shortfall in enrollment would not be longterm

SPS's Contingency Plans For Cash Flow Challenges, Budget Shortfall, Lower Than Expected Student Enrollment, or Other Financial Challenges in The Early Years Of Operation

SPS is prepared to make adjustments and contingency plans in the case of unforeseen financial challenges. As low enrollment is the primary risk, SPS will offer early enrollment with the first lottery occurring in January 2020, in order to assess student enrollment before hiring permanent staff. If enrollment is low, we will reduce staff hiring immediately. Additionally, a monthly lottery will take place from February-June, so that the school can accurately track any fluctuation in enrollment, and make the necessary staffing changes. This will also allow the school to analyze the benefits package, so that if a more conservative benefits package is needed, the school can present it to staff that way as they are hired.

If we need to make financial adjustments, we plan to negotiate with the developer for an option to reduce or delay the lease payment. In addition, SPS may reduce acquisition of FF&E, supplies, instructional materials and/or associated services. And/or renegotiate the facility lease-back agreement to include FF&E to reduce cost in planning year. Moving it to the Fund Balance carried forward. The reserve fund/fund balance will be followed monthly as a key metric in monitoring SPS's financial health.

Cash flow issues should not be a problem, as one of the largest monthly costs to the school, will be the lease, and it will not commence until October, or in the event of an enrollment shortage, even November. Additionally, the money set aside for FF&E and IT equipment for Year 1 is budgeted to be spent at the beginning of the school year, and these purchase will not be made in the event of an enrollment shortfall. Lastly, the school will not have a full payroll until September. With no building payment until November, and smaller payrolls until September, the school will be able to build up cash quickly, and avoid cash flow issues. The school has intentionally set things up this way, as a way to avoid cash flow issues.

Operational Year Two 2023-2024

Total Revenue:	\$5,361,424
Total Expenses:	\$5,096,095
Total Reserves:	\$235,329
% Contributed to Reserve	5%

Key Assumptions:

- State Revenues were increased by 2.5%. We felt this was conservative, as we are using FY20 funding for our 1st operational year, and funding has already increased for FY21.
- A 3% raise was given to salaries and benefits across the board.
- A full year of property taxes are budgeted for \$110,000
- A full year of lease payments are budgeted, with a lease escalator of 2% beginning in October, which is 12 months after the commencement of the lease.
- A full year of monthly service fees for business services and IT services are budgeted, with a 2% escalator in fees.
- A smaller amount of money is budgeted for classroom, and office supplies, as the school will not have to purchase a large, initial amount, like was needed in Year 1
- Curriculum is budgeted at a lower amount than Year 1
- Property Purchases are budgeted at a lower amount than Year 1, but should still be enough to purchase IT equipment that may have been lost, or damaged in Year 1.

Limits on Appropriations: The SPS Charter School Board and administration will decide each year on the priorities for the school. These priorities will direct the use of public resources. Allocations in the budget will not be made for any fund in excess of the estimated revenues for the budget year.

Policy on Making Appropriations In Excess of Estimated Expendable Revenue: SPS takes very seriously its responsibility to wisely manage public funds. Therefore, no budgets may be approved which show a budget deficit.

Reserve Fund: SPS Charter School 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 Charter School 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 Charter School Board Meeting.

7B. Finances

The Summit Place School Charter School Board will approve an annual budget, and will delegate administering the budget to SPS's Executive Director who will have a business manager and other staff resources to help plan and execute the business plan. The budget detail will be reviewed at least monthly with the Finance Committee (Board Chair, Board Treasurer, Executive Director, and Business Manager), and reported to the School Board at each board meeting.

People, Systems, And Procedures:

SPS will put people and procedures in place in order to safely and accurately manage school finances. Below is a description of the procedures and includes a description of the responsibilities assumed by the Charter School Board, Executive Director, Business Manager, and other staff.

Charter School Board:

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

Executive Director

- Administer the budget on a day to day basis
- Hire staff within the financial guidelines approved by the board
- Work with the Business Manager to follow all the guidelines set forth in State and Federal funding
- Work with Business Manager to ensure that all documentation is properly recorded, and turned in for each restricted fund
- Approve and sign for all bills
- Work within the Board approved budget
- Approve reimbursements
- Attending all necessary (USBE) School Finance trainings

Business Manager

SPS will hire a Business Manager in the planning year to fulfill requirements consistent with U.C.A. 53A-3-302. The Business Manager'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 SPS compliance to all relevant regulations, guidelines, and best practices
- Being custodian of all school funds after deposit in the school's account
- Attending all necessary (USB E) 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 Charter School Board each month a summary of the year-to-date budget
- Oversee Payroll, and payroll associated costs
- Insuring that adequate internal controls are in place to safeguard the school's funds
- Create grant applications in utahgrants
- Reconcile bank statements monthly
- Assisting the Executive Director with any other requests

Board Treasurer

- Countersigning with the President of the Charter School Board legal documents approved by the Board
- Attending all necessary (USB E) School Finance trainings
- Reviewing all bank reconciliations
- Meet with the Finance Committee monthly to review the budget detail
- Approve transactions over a certain dollar amount set forth by the School Board
- Assisting the Executive Director in the preparation and submission of budget documents and fiscal reports required by law or the State Board of Education
- Ensuring that adequate internal controls are in place to safeguard the school's funds

Administrative Staff

The Administrative Assistant, under the direction of the Executive Director, will be responsible for all student data in the state SIS program. The Administrative Assistant will also:

- Make Deposits within 3 business days of receipt of funds
- Oversee Fee Waiver Application (if applicable)
- Administer Request for School Records Form

Audit

The Charter School Audit Committee 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 will be performed in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Controller General of the United States, 2003 Revision (GAS) and, 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 Charter School Board provides financial security for a school through oversight of the budget and financial operations. SPS's finance committee, which is made up of the Business Manager, the Executive Director, Board Chair, and Board Treasurer will work together to prepare monthly and annual budgets. The budgets will use the USBE chart of accounts and budget categories. The annual Budget will be approved in a board meeting no later than the June board meeting prior to the following Fiscal Year.

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.

Additionally, The Charter School Board will approve a final budget for the operation of the school for the current Fiscal Year. Both of these budgets are approved no later than the June Board meeting each school year.

Budgets are reviewed monthly, and modified as necessary. These forward looking budgets and projections are reviewed and approved by the Charter School Board at an open and public meeting.

Budget Amendment Process

Any proposed budget changes throughout the year will be reviewed by the finance committee and approved by the SPS Charter School Board in open meeting, as constituted by UCA § 53A-19, and reported to USBE.

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

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:

- An emergency exists

- The expenditure is reasonably necessary to meet the emergency
- The expenditure is used to meet the emergency

Summit Place School 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.

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. SPS 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 SPS staff receives the latest and most accurate information available concerning technical requirements specific to school finance.

Furthermore, SPS 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.

Fundraising at Competitive Grants

Fundraising and Competitive Grants, in general will be overseen by the Executive Director and Board. All such funds will be made out to the school and accounted for and distributed by the business manager. Inventory accounting and appropriate retention and disposal policies will be implemented to assist in accounting for items purchased with these funds. Grants the charter receives will be administered according to established guidelines.

Generally Accepted Accounting Principles

SPS's fiscal procedures will include practices that are consistent with generally accepted accounting principles. This includes, but is not limited to, consistency, relevance, reliability and comparability. SPS'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 SPS. All financial information will be reliable and verifiable by an independent party. This means that SPS's financial statements will present a clear picture of what is happening with the school at any point in time. SPS 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, SPS 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.

Financial Reporting

Each month the Business Manager will reconcile the accounting books. A budget-to-actual report will then be provided to each member of the Charter School Board as well as the school administration. Financial statements will be provided as required to the chartering entity. SPS 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

- Internally generated Income Statement, including budget vs. actual comparison and adequate notes & explanations
- Balance Sheet
- Cash Flow Statement
- Transaction Register
- Restricted Funds Report

Quarterly

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

Annually

- Financial statements for audit
- Annual budget
- 990
- AFR/APR

Insurance and Bonding

The school maintains minimum levels of coverage, as deemed appropriate by the Charter School Board, for the following policies:

- General liability
- Business & personal property
- 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

Student Tracking: SPS will follow all applicable state and federal laws regarding the identification and tracking of student enrollment information. Once a student has been admitted, parents will be expected to complete an enrollment questionnaire. This document will ask parents for information we

are required to have, such as names, phone numbers, emergency contacts, and addresses. It will also include requests for any prior school enrollment histories, health information, and any prior diagnosis.

When a student on an IEP or 504 plan transfers to SPS from another school, the special education department will conduct a review of the records within thirty days (or sooner as required by law), then do one of the following:

- If the student has transferred from within the state, the team will adopt the previously held IEP, or develop, adopt, and implement a new IEP that is consistent with Federal regulations and USBE SER rules.
- If the student has transferred from out of state, the IEP team will conduct an evaluation, if determined to be necessary by the LEA; and develops a new IEP, if appropriate, that is consistent with Federal and State law.

All transferring students will receive services similar to those required in the existing IEP until the review has been completed and the previous IEP adopted or a new one is adopted and implemented. All student information will be entered into our school's student information system. This database will have the necessary security controls to ensure privacy and proper access and compliance with Federal Education Right to Privacy Act (FERPA) regulations.

All FERPA laws will be followed at SPS. The confidentiality of personally identifiable information at collection, storage, disclosure, transfer, and destruction stages will be protected and handled in a timely manner. The Executive Director has responsibility for ensuring this confidentiality, in conjunction with the special education teacher. All persons collecting or accessing student information are required to receive instruction regarding policies and proper procedures for safeguarding information. A current list of staff with access to records is posted for public inspection, and records are kept in a locked filing cabinet in the Executive Director's office. A record is kept in each file documenting persons who have reviewed the file, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. Additionally, parents must be given access to records when requested unless IEA has been advised the parent does not have legal access to due guardianship, separation, or divorce situations.

Fiscal Procedures

SPS is committed to ensuring sound fiscal procedures. As part of this commitment, SPS 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.

USBE School Finance Training

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

In addition, the school will ensure that the Executive Director, and a representative from the SPS Charter School Board, preferably the Treasurer or Board Chair, will attend the USBE school finance trainings.

7C. Facilities

Facility Design

We are planning for a specifically designed facility that connects well to our school mission and vision and lends itself to outdoor educational areas. Summit Place School intends to use the entirety of its facility, and outdoor space. Flexible and adaptable classrooms and outdoor areas will facilitate this approach. The design is important to be open and flexible, extending into outdoor environments. Ideally, we'd like to have our school built next to a park to provide additional outdoor space for classes and for school gatherings, festivals, or plays where the community is welcome to attend.

Facility To Meet The Needs Of Students And Reflect School's Mission And Vision

The facility will meet the needs of the students by having adequate classroom space, space for our specialty areas, areas for contained classroom, and adequate space for school assemblies and school gatherings. We would like to build an approximately 50,000 square foot building, that is 2 stories. We've looked at other schools, and feel confident that a school of this size would fit our needs.

Hands on, project based learning will be a big part of what SPS does on a daily basis. As such the school will lend itself to this style of learning, with open classroom concepts conducive to group work, a science lab, computer labs for research, and accessibility to outdoor resources.

As art-integration is a regular activity, all K-8 classrooms will have a sink.

Large windows and natural lighting as much as possible will be part of the design of the building.

We also want to ensure we have adequate parking at our facility and that car flow can function smoothly during drop-off and pick-up times.

The facility will have a kitchen and cafeteria for eating, and physical activities. Additionally, we'd like to incorporate an auditorium into the design as well. This will allow for the school to meet all together regularly, as well as a place for parents to see student work.

Disability Access

SPS assures that our facility will be accessible to students with physical disabilities.

Location

We plan to locate in Santaquin, Utah, ideally in, or near the Summit Ridge Development. Fortunately, Santaquin has land available, and unlike schools North of us, land should not be an issue. We will also be looking for locations that are near all the necessary utilities, in order to save on infrastructure costs.

Process & Timeline for Land

Upon approval, we will quickly issue an RFP for a Developer, or Financing. If the Developer route is chosen, we will work with the Developer to put land under contract in the late Spring, or early Summer of 2021, so that we can begin the design process. If we are able to obtain financing, and bypass the need for a Developer, we will contract with a Real Estate Agent to assist in the process of finding land. Regardless, it's our goal to have property under contract no later than July of 2021. While we know of several instances where land was not found until later in the process, we hope to avoid such a situation.

Timeline for Facility Construction

- RFP for Developer – March 2021
- Land acquisition – April-June 2021
- Design – July-October 2021
- Plan Approval – October-November 2021
- Construction – January – July 2022
- Punchlist item – July-First part of August 2022

Facility Costs and Purchase Options

SPS is well aware of the fact that a facility will be the single largest purchase the school ever makes. While there is an outside chance that the school could obtain financing from the ground up, thus foregoing the need for a Developer, we are assuming the cost of teaming with a Developer at this point. The key financial components of a lease agreement the school will be looking at is:

- The initial cost of construction. We will select a Developer that will have an “open book” policy, so that we can see all the costs associated with construction. We have initially budgeted for the cost of the facility to be \$9.5M. A school of similar size, and layout was built 3 years ago for \$8.25M. The cost of ground in Santaquin will be lower than the location of this comparable school, however the cost of construction has grown significantly. We've also spoken with a contractor about this amount, and feel that it is a conservative value.
- The lease amount will be based on a percentage of construction cost, but will not exceed 10%
- The first year lease will not commence until at least October of 2022
- We understand that the lease will have an annual escalator, but will not exceed 2.5%
- The purchase option will be based off of a CAP rate. In our research, the CAP rate varies with each Developer, but seems to fall within 7.6-8.25%.
- While there may be more options when the time comes to purchase the facility, more than likely, we will have 2 viable options
 - USDA Loan – Fortunately, SPS is located in an area that qualifies for a USDA Loan. This would be the preferred method of purchase, as the interest rates are significantly lower, and the cost of issuance is also much lower than those associated with a bond. A USDA Loan could be an option as early as the end of our 2nd operational year
 - Unrated Bond – Being a newer school, we would need to get an unrated bond to begin with. If the USDA route is unavailable, a bond could be pursued as early as the 3rd

quarter of our 2nd operational year. Bond holders will want to see at least one year of audited financials. In the event that SPS bonds, we will look for a call term that is preferably after 5 years, so that we could have the opportunity to refinance, and participate in the State Enhancement Program, and secure a long-term interest rate which would be much lower than an unrated bond

Facility Assumptions

- SPS is planning on a new facility with approx 50,000 square feet
- Estimated cost of \$8.5M
- Land Purchase of \$1M
- Estimated lease payout of \$71,250/month commencing October of 2022
- Liability and property insurance to cover potential loss
- A small portion of property taxes to be paid in the 1st operational year (\$25,000), and a full year of property taxes to be paid in the 2nd operational year (\$110,000)

7D. Pre-Opening Plan

The following is a guide of expected Pre-operational activities. The Charter Council will meet to modify and adjust as needed.

Key

CSB-Charter School Board

ED-Executive Director

ESP-External Service Provider

All-All the individuals/groups above

SUMMIT PLACE SCHOOL PRE-OPENING PLAN		
2021	ITEM	LEAD
February	RFP for Developer	CSB
February	Notify Social Media of approval-Begin Marketing on FB/other venues	Interim Executive Director/CSB
March	Attend Professional Development by Mentor	CSB
March	Start following open meetings law, post agendas, submit budgets, attendance log, receive training if necessary	CSB
March	Submit all board minutes from charter approval forward. Send to charter section	CSB

March	Decide on hiring of Executive Director (pro bono work until contract can begin)	CSB
March	Identification of Board Members into areas of expertise, recruit and oversee committees, facility, marketing, volunteers, etc.	ED/CSB
April	Open Bank Account - \$100 deposit	ESP
April	Submit ACH form to the state, Apply for Vendor/LEA School #	ESP
April	Criminal background checks completed for all current board members (within 90 days after charter is approved, new board members; at least 14 days prior to be being appointed)	ESP
May-Oct.	Identify land for facility, Find financing (lease, developer, bond, USDA, bank) Find construction manager - USBE approval, Building Design/Improvements	All
May	Apply for IRS Entity number (FEIN) - SS4	ESP
May	Submit Public Charity 501c3 app to the IRS – 1023	ESP
May	Apply for State CS Revolving Loan	ED/ESP
June	Complete board online modules (one per month)	CSB
June	Form Finance Committee Board Begin working on and voting on board policies, create manual Board Create Startup & First Yr Budget	All
June	Continue Marketing - Parent Meetings, Student List Development, Founding Members List	CSB/ED
July 15	Request AFR password, Fill out submit AFR Budget	ESP
July	Setup Accounting System; Setup File Cabinet & Record Keeping	ESP
July-Aug,	Contract with Director	CSB
July	Contract for webpage development; make enrollment application	CSB
Sept.	Apply for Utah sales tax exemption	ESP

Dec.	Hold Groundbreaking Ceremony	Outreach/ Committee
All Year	Attend mandatory trainings	All
2022		
Jan	Hire Head Secretary and Receptionist	ED
Jan.	Hold Lottery, follow-up process each month forward	ED
Feb.	Create Accounting Manual	Finance Committee
March	Develop School Calendar - first year, include 180 days, 990 instructional hours, testing schedule	CSB/ED
March	Organizational Chart and suggested salary schedule	ESP/ED
March	Daily Schedule - instruction, prep, bells	CSB/ED
March-May	Hire Assistant Director, Special Ed Dir., and Teachers	ED
March-Aug	School Socials to engage students who are enrolled at the school, and recruit new students	CSB/ED
April	School website contains all required info (R277-482)	CSB
April	Choose an IT provider	CSB
April-July	Intake process that identifies students w/disabilities	ED
April	Procedure to notify district of students that withdraw during the school year	CSB/ED
April	Board treasurer - attend spring finance training	Treasurer
April	School Land Trusts Training	CSB/ED
May	Select Auditor - board vote	CSB
May	Order Furniture and Equipment	Procurement
May	May Create Employee Benefits Handbook; Create Teacher Budget	ESP
May	Apply for necessary Insurances, preferably Risk Management	ESP

May	Decide on Health Insurance Agent	Finance Committee
May	Decide on 401k Financial Advisor	Finance Committee
May	Teacher Recruiting Event & Community Information	Outreach Committee
May	Order Curriculum; Order Technology	Procurement
May	Hire 2 Assistant Directors	ED/CSB
June	Head Secretary attends all SIS & UTREx trainings	Secretary
June	SIS work: enter school calendar, classes, staff, students, decide on attendance, etc	Secretary
June	Ex. Dir. & SpEd Director attends SpEd Law Conf & 504 training	Sp. Ed Dir./ED
June	School Safety and Emergency Response Plan	CSB/ED
June	Prepare Student Handbook	ED
June	Plan/system for measuring student performance, including baseline data; Procedure for administering medications; Procedure to document student immunizations; Procedure to screen & document hearing, vision, and posture	CC/ED
June	Approve final FY22 budget, and initial FY23 budget	CSB
July	Discipline policy distributed to parents and prominently displayed in building	ED
July	Have all full-time staff fill out Health questionnaire	ESP
July	All staff are entered into CACTUS, ARL and authorizations have been discussed	ESP/ED
July	Secretary & Receptionist receive training and follow GRAMA and FERPA records keeping laws	Secretary
July	Setup Direct Deposit ACH through Bank; Setup E-Verify; Setup EFTPS; Setup SUTA; Setup State Income tax withholding account; Setup Worker's Compensation coverage	ESP

July	Process for administering CBT	ED
July	All School Inspections Complete	CSBBO
August	Teachers Classrooms Ready	Teachers
August	Teacher Meet and Greet School Potluck/Picnic	All
August	Hold benefits meeting, have staff fill out all new hire paperwork	ESP
August	Sign up all full-time salaried staff for: Health Ins or HRA, dental, life, 401k, and any other benefits; Apply for DUNS # and CAGE #	ESP
August	Background checks on all classified staff	Secretary/ESP
August	Ribbon Cutting	All
August	First day of school	EVERYONE!

7E. Closure Plan

Summit Place School's board will review its compliance with and progress toward state-defined minimum standards and board-determined targets in the school's charter. The school's executive director is responsible to review all metrics. The director will also propose an action plan to address any targets that the school has not met or has regressed in performance. SPS's charter school board will notify its authorizer of its action plans if progress under those plans are not adequate after each year of its implementation. In the event of closure, whether by the revocation of the school's charter or a planned cessation of operations, SPS will ensure that adequate human, financial, and planning resources are in place for a smooth transition and legal compliance with Utah Code 53A-1a-510.5 and in a way that protects students, employees, debt holders, and taxpayers.

Once the closure process is initiated, the school's interests will shift from providing education and protecting the school's interests to protecting the state's and chartering entity's interests, as well as the obvious interests of students and families.

SPS will work with the State Charter School Board on identifying a potential new or expanding applicant who can assume ownership of school assets and liabilities, including the school's facility and existing lease or bond payments, sell school equipment or assets at market value, with proceeds either paying down existing debt, compensating for additional school closure services, or going back to the state as outlined in statute. All asset disposal or sales will be consistent with existing agreements and obligations.

SPS will ensure that building security is maintained throughout the closure process to protect assets and the facility, transfer all other assets to the state, the owner under law of all school assets in the event of closure, work with state charter school board on identifying a new or expanding charter school that can benefit from existing facility, equipment, and agreements, pay down any liabilities first with proceeds from any asset sale or cash on hand.

SPS will also initiate bankruptcy proceedings, if appropriate, inform bondholders and State Treasurer's office, if applicable, of closure as required in bond covenants or in state law, assist current employees with job placement services, ensure that benefits programs continue consistent with COBRA, assist employees with transfer of retirement assets into personal accounts or rollover into other retirement programs, and provide letters of recommendation for employees.

8. Contracts

Has the board entered into any contractual relationships for services (e.g. building development, school design, ESP) to be provided upon condition of approval as a charter school?

Yes, we have entered into a contractual relationship for services. (Complete this section)

No, we have not entered into a contractual relationship for services. (Skip this section)

Does the board intend to have a contractual relationship with an ESP?

Yes, we intend to contract with an ESP. (Complete this section)

No, we do not intend to contract with an ESP. (Skip this section)

The Summit Place School Board of Directors will issue an RFP for a Financial Management service provider once the school is approved by the state. SPS has not yet formally met with any service providers. The Founding Board feels confident that required reporting, proper payroll, and tax filings will be better served by an expert in the field of Charter School Management. SPS will follow procurement requirements in accordance with 63G-6A and R277 / 113.

Summit Place School will also enter into service agreements for a part-time school nurse, IT services, Special Education administration, and property services such as landscape maintenance. However, none of service agreements will meet the threshold requiring a formal RFP process. The board will collect bids and proceed appropriately.

Using an ESP for school management fits well with the purposes of SPS. In order to fulfil the mission and vision of the school, administrators need to be actively engaged in building community relationships. Internally, the Executive Director will work directly with an ESP. The Treasurer sitting on the Board will review the ESP's report each month prior to the board meeting, and address any concerns at that meeting. The Board Treasurer will be in contact with the ESP continually with set expectations of when tasks will be completed and contracts initiated. The Board Treasurer, the Executive Director, and a Financial Manager from an ESP will work as a team to ensure fiscal viability and accountability.

Appendix A: BACKGROUND INFORMATION SHEETS**Marlene Drake Background Information Sheet**

Name: Marlene S. Drake

Role with application: Board President

Expertise: Education

Statement of Intent: I presently serve as the President of the Summit Place School board. I plan to serve in this capacity until the school is opened and running smoothly. Once a director for our school is hired, and the school has been operating successfully for a year, I plan to organize a selection process whereby my replacement can be determined and a new president chosen. Hopefully this will be a parent or community member who has actively shown an interest in promoting and preparing our school for success. Our board will need to facilitate change and forward progress by planning to invite new board members to share new ideas and expertise from time to time.

Non-Profit-History: My non-profit experience is primarily church related, as that has been an important part of raising my four children into morally strong, responsible adults. I served as a Ward Young Woman President (overseeing a group of 30 young women ages 12 - 18 for our church of 500 members) for 2 years in Colorado and as a Stake Young Women 1st Counselor (a larger group of 8 wards serving over 3,000 members) for another year in Tennessee. Additionally I have served as the Relief Society President (overseeing the welfare and families of 220 women) in the Summit Ridge 4th Ward for one year, and served again as the Relief Society President when the new Summit Ridge 5th Ward was created (serving 130 women).

Employment History: Although I am currently retired, for 28 years I was employed as a teacher in Colorado elementary schools. During that time I taught elementary music for 7 years, and grades 3, 4, 5, and 6 for the remaining 21 years. As the District Social Curriculum Committee Co-Chairman, I oversaw the complete revision of our district's social studies curriculum K-12. I also served on the committees that revised both our math and language arts curriculums K-12 as well. As a result of these experiences I understand the importance of looking at a curriculum as a whole, and at the expectations for our students at each grade level in terms that are measurable, reasonable, and achievable for each student, while taking into account ways to serve those who need additional support or need advancement opportunities.

Education History: I have two degrees: a Bachelor of Music from Utah State University (1971-1974) and Elementary Education M.A. (1990-1992) from the University of Northern Colorado. I received two weeks of instruction in using technology in the classroom by the Intel company in 2002. I learned how to use basic programs and was introduced to many of the online tools available through apps or online sites that could be used for students to collaborate and demonstrate their mastery of standards. I then held classes for two years to teach these skills to teachers at all levels K-12 in the Little Public Schools District.

Designated a "Master Teacher of Technology" "in my district I often had guests who visited to observe how my students used technology throughout the day as they completed assignments independently in all areas of the curriculum using their individual laptops with programs and apps available to them.

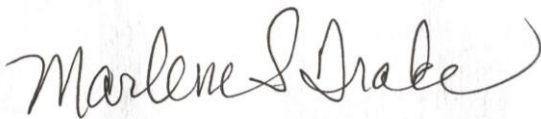
I loved teaching and I loved my students. It is important to me that our school have a positive “vibe” - that teachers be energized and involved with their students, and that our parents and community at large have opportunities to be actively involved, for that is when students are most empowered and will shine.

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by [53G-5-302](#). A background check requires fingerprinting consistent with Board Rule and State law. 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 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO SCSB STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE.

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

Applicant’s signature



Todd Hepworth Background Information Sheet

Name: Todd Hepworth

Role with application: Governing Board Secretary and Treasurer

Expertise: Education

I intend to become an employee of the school. I intend to resign my position on the governing board and submit my application to the board to be considered for the position of Executive Director. I plan to make this transition on or before January of 2022.

Statement of Intent: My current role on the governing board is Secretary and Treasurer. I hope my future role will be Executive Director, as explained above. I currently serve as Director for another charter school. In that position, I have led the school during our successful exit from Chapter 13 bankruptcy. I have also led the school during the planning and implementation of COVID-19 procedures. I have expertise in overall school leadership, with specific emphasis on school leadership in crisis situations. Additionally, I have 13 years of experience as a teacher and am licensed in Texas and Utah. My commitment to this application is to ensure it is accurately completed and submitted in accordance with requirements. My commitment to Summit Place School is to help the school be successful in every phase of startup, and to lead the school through the first years of operation.

Not-for-Profit History: I have previously served as an Assistant Director at a charter school. I currently serve as the Executive Director of a charter school. In my position, I prepare regular reports for the school board. Those reports include information required by the board to make governing decisions. I provide information on financial accountability, student academic progress, school operations, personnel effectiveness of 65 employees, and other administrative considerations. I understand how board decisions impact the effectiveness of school operations. Before I became an educator, I served as an Air Force officer. I created and implemented deployment plans for personnel and mission effectiveness in remote locations.

Employment History: In my position as Director at a charter school, I work with teachers to develop a scope and sequence to ensure students receive required instruction throughout the year. I lead teachers in understanding academic standards and in developing lessons which are aligned with standards and assessments. I evaluate school-wide academic progress by analyzing assessment data. I lead the MTSS team in developing plans for students who need academic and behavioral interventions. I administer a multi-million dollar budget which includes income from many different revenue streams such as government allotments, federal and state grants, and restricted funds. The budget also includes expenses for personnel, curriculum and educational supplies, facility operations, contracts with service providers, child health and nutrition, compliance expenses such as audits, special programs, etc.

Education History: Master of Education in Educational Leadership and Policy, University of Texas at Arlington, 2017. Specialist Certificate in Elementary Literacy, Teachers College of Columbia University, 2015. Teacher Certification, University of Texas at Arlington, 2007. Air Force Officer Commission, Academy of Military Science, 1995. Bachelor of Arts, Communication and Linguistics, Boise State University, 1992.

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by 53G-5-302. A background check requires fingerprinting consistent with Board Rule and State law. 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 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

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Applicant's signature

A handwritten signature in black ink, appearing to be "T. W. Hey", written over a horizontal line.

Brad Gunnell Background Information Sheet

Name: Bradley D. Gunnell

Role with application: Board Member

Expertise: Legal

Select the statements that are applicable and, if applicable, proceed as directed:

I intend to become an employee of the school. *Provide your role and the timeline for your transition from the governing board to this role.*

I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

Statement of Intent: As a member of the Summit Place School board, I will seek to understand and anticipate the issues facing the School now and in the future, and to work with the other board members and school administrators to make sure the right vision and policies are in place to make the School successful. I bring experience as an attorney working both as an in-house advisor to organizations, but also in helping start-up businesses begin their journeys on the right path. I understand the foundations of successful organizations, and I bring the expertise to help lay that foundation for this school. My experience in working with numerous boards and serving on boards and commissions provides me with the context to understand the unique oversight role of a board without confusing that role with micromanagement. I believe that the Summit Place School as presented in this application would fill a growing need for our community in Santaquin, and I am committed to seeing this School succeed.

Not-for-Profit History: I have advised the board of the non-profit organization Mentor's International (offices in Draper, Utah) on a pro-bono basis on a number of occasions in past years. Working with the Mentor's team has exposed me to the unique roles, duties, and responsibilities of those who serve on boards or as administrators to these non-profit organizations who work towards a goal greater than the bottom line of the organization. Beyond that work with the non-profit Mentor's, I have served as a manager of for-profit entities (e.g., Wasatch Energy Management, LLC) and also advised managers, officers, and boards for various other for-profit entities as legal and corporate counsel.

Employment History: My legal practice has been primarily in-house advising a number of organizations navigating complex regulatory environments. This experience includes helping organizations (i) raise startup or additional capital under SEC and state regulatory schemes, (ii) create cross-industry partnerships with Canadian lithium extractors and US oil producers, (iii) operate extractive projects subject to simultaneous oversight of the Bureau of Land Management; State Institutional and Trust Lands Administration; Division of Oil, Gas, and Mining; EPA; Division of Air Quality; Tribal authorities; and the Bureau of Indian Affairs; (iv) begin operations in emerging sectors with little immediate oversight, but with the assumption that oversight will come (e.g., early cryptocurrency mining investment funds); (v) advising non-profit boards; and more. I understand that no matter where an organization is located or what industry it is in, without a solid foundation built with an eye towards its aims, it will struggle to succeed. My professional experience is in building

those foundations. My past experience in working with numerous boards and serving on boards and commissions—advising the boards of Rockies Standard Oil Company, Wasatch Energy Management, and on the Santaquin City Planning Commission, among others—have provided me with the context to understand the unique oversight role of a board without confusing that role with micromanagement. My professional experience has included positions as a manager at various levels in organizations with oversight over the financial dealings of the particular office (as office manager) or the entire organization (e.g., as a manager of Wasatch Energy Management), with oversight of in- and out-flows and budgeting responsibilities.

Education History: I graduated from Brigham Young University in 2007 with a BS in Sociology (focusing on sociology as applied to organizations) and a minor in Business Management. After working for a year, I enrolled at Baylor Law School in Waco, Texas. As I intended to continue working primarily in the oil and gas industry, I elected to go to Baylor where oil and gas related courses were offered instead of staying at BYU where they were not. In time at Baylor, I made the Dean's list in 8 out of 9 terms, served as Executive Editor of the Law Review, and graduated *cum laude*, with a final class rank of 16 out of 170 graduates—and did so while completing law school in 27 months. I have passed the full bar exams of Texas, Colorado, and Utah. As part of my licensure requirements, I complete 17+ hours of continuing legal education each year by attending seminars I select based upon their potential to shore up areas of the law I encounter where I can benefit from additional expertise. While nominally an attorney and while I do spend a fair amount of my time wearing that hat, my education and experience is rooted in understanding organizations, what makes them successful, and how to build successful organizations and how to revitalize ailing organizations.

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by [53G-5-302](#). A background check requires fingerprinting consistent with Board Rule and State law. 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 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

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Applicant's signature



Jesse Christopher Background Information Sheet

Name: Jesse Christopher

Role with application: Board Member

Expertise: Business

Statement of Intent:

Currently, my role is to be a board member only and I am content with that, although I would be willing to serve in a different capacity if the need arose.

My career is currently as the vice-president for a post-secondary school that offers a master's degree program. I understand and have experience with running a school with an online platform. In today's environment with the possibility of needing to have students study from home for a time, it will be good for Summit Place School to have someone available to guide the process should the need arise. I received my bachelor's degree from the Brigham Young University Marriott School of Business. I believe it is beneficial for a charter school board to have someone with a business perspective to be able to provide another viewpoint in discussions and decisions.

The idea of having a charter school to be able to provide this type of education and another option for middle-school-age children is not only exciting but timely. I have been unimpressed with the foresight of the local school district in relation to the growth in Santaquin. From what I understand a strong majority of students in the Payson schools are from Santaquin. It will be exciting for parents to have an option to have their children study closer to home. I am excited to support and be a part of that option.

Not-for-Profit History:

I have been involved with two non-profit organizations: The Church of Jesus Christ of Latter-Day Saints, and the Boy Scouts of America.

I have had many leadership roles in the church and have gained experience with organizations that work well and run smoothly and organizations that do not. Lessons learned from observing both situations put me at an advantage to be able to help organize and make groups efficient.

I have served in the Boy Scouts of America as a Den Leader, a member of a Troop Executive Scout Committee, an Assistant Scout Master, and as a Scout Master. These experiences have helped me learn how to relate to youth, and how to organize effective groups for youth.

My experience in this area has been mostly with group organization. I am excited to learn and understand more about nonprofit governance and governing board aspects of charter schools.

Employment History:

As the vice-president of a for-profit post-secondary school, I have had the opportunity to develop academic programs and watch them run. Focus on the outcome of the program is most important.

Knowing at the beginning of the development stage what the student should be able to do at the end of the program guides the development and administration of a program. Focusing on the development of students rather than enrollment generally puts the focus in the right place. Enrollment happens naturally when students are developing the way that they should. Advertisements are necessary, but much more efficient when current students are reaching their goals. Tracking student records and keeping them clean and organized is a necessity of any academic program. Databases should be accessible and usable rather than treated as a storage facility.

I also have the opportunity of running our business. I have responsibility for advertising, accounting, social media, tech support, student support, admissions, etc. There are many different parts of an educational program that need to work together to be effective. Having the same vision helps to guide decisions for each individual department. At times, a part of the business might disagree with the decisions being made. Usually referencing the goals of the organization and the overarching vision puts disagreements to rest. With my business degree, I had classes in accounting and finance and have had the opportunity to put that knowledge to use with my current position. Good financial principles are not discriminatory towards different types of organizations. Educational Programs can benefit from good financial decisions and policies in the same way that any business can.

Education History:

I have a bachelor's degree of science in Information Systems from Brigham Young University.

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by 53G-5-302. A background check requires fingerprinting consistent with Board Rule and State law. 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 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

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

Applicant's signature



Mike Weight Background Information Sheet

Name: Mike Weight
 Role with application: Board Member
 Expertise: Information Technology

Statement of Intent:

Currently, my role is to be a board member only, if there are opportunities to help the school at a later time, I would be willing to do so.

Over the last 20 years I have been involved with helping different entities, businesses, government, and schools, to implement their IT equipment, communications, and configurations. The experience that I have had there has given me a broad perspective on the diverse needs of these organizations. This will help as we look at the diverse needs of our community and the children that Summit Place School will provide opportunities for educational experiences.

I am really excited to help with this process that will provide a local school for our children instead of having to bus them to the next town. We are looking forward to working with Santaquin city and our neighbors to provide a closer physical location and a more exciting learning environment for the students.

Not-for-Profit History:

I have helped with three not-for-profit organizations: The Church of Jesus Christ of Latter-Day Saints, the Boy Scouts of America, and Kansas State SRS.

At Kansas State SRS I was the team leader of an implementation team in charge of reconfiguring and converting the statewide email infrastructure. This involved working with different state organizations and coordinating efforts in 50 plus field offices.

For The Church of Jesus Christ of Latter-Day Saints, I have held multiple leadership positions and had to work with local and area authorities to help with charity and other organizational work. In dealing with the many situations there, I gained a better understanding of the diverse needs in the communities served.

Within the Boy Scouts of America, I have gained a better understanding of the educational needs of our youth and the positive way that good teaching techniques can influence and help them to better themselves. The personal growth and development of the Scouts was incredible to see.

Employment History:

Novell Inc., Provo, UT – 1999-2014

Brigham Young University, Provo, UT – 2014-2016

Adobe, Lehi, UT - 201

Throughout my tenure in the IT industry I have worked in various capacities mainly in IT management roles for infrastructure and the teams that are responsible for that infrastructure. I have also managed service and support teams and customer needs. During this time I have been given the opportunity to interact and work with people all over the United States and in many other countries around the world.

This has broadened my perspective on organizational and individual needs within the many diverse populations I have come in contact with.

Education History:

I have a bachelor's degree of science in Information Technology from University of Phoenix.

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by 53G-5-302. A background check requires fingerprinting consistent with Board Rule and State law. 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 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO SCSB STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE.

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

Applicant's signature



Appendix B: Articles of Incorporation

EXPEDITE
ARTICLES OF INCORPORATION
OF
SUMMIT PLACE SCHOOL

Date: 10/21/2020
Receipt Number: 8562332
Amount Paid: \$105.00



RECEIVED
OCT 21 2020

Utah Div. of Corp. & Comm. Code

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 Summit Place School.

State of Utah
Department of Commerce
Division of Corporations and Commercial Code
I hereby certified that the foregoing has been filed
and approved on this 21 day of OCT 20 20
in this office of this Division and hereby issued
This Certificate thereof.

Article II
DURATION

The period of duration of this corporation is perpetual.

Examiner **THB** Date 10/22/2020

Jennifer Storzler
Division of Corporations and Commercial Code

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."

11996745-0140

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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).

The corporation is intends to become an authorized charter school in the state of Utah. Neither the charter school authorizer nor the State, included any agency of the State, is liable for the debts or financial obligations of the corporation or persons or entities that operate the organization.

**Article IV
MEMBERS/STOCK**

The corporation shall not have Members or Stock.

**Article V
BY-LAWS**

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

**Article VI
DIRECTORS**

The number of directors 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:

Marlene Drake: 509 Firestone Drive, Santaquin, UT 84655

OCT 21 '20 AM 7:31

Todd Hepworth: 6060 N. 240 W., Santaquin, UT 84655
Brad Gunnell: 110 W. 200 N., Santaquin, UT 84655
Mike Weight: 567 Summit Trails, Santaquin, UT 84655
Jesse Christopher: 541 Little Rock Drive, Santaquin, UT 84655

**Article VII
INCORPORATORS**

Marlene Drake: 509 Firestone Drive, Santaquin, UT 84655
Todd Hepworth: 6060 N. 240 W., Santaquin, UT 84655
Brad Gunnell: 110 W. 200 N., Santaquin, UT 84655
Mike Weight: 567 Summit Trails, Santaquin, UT 84655
Jesse Christopher: 541 Little Rock Drive, Santaquin, UT 84655

**Article VIII
REGISTERED OFFICE AND AGENT**

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

Summit Place School
606 N. 240 W.
Santaquin, UT 84655

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:

Todd Hepworth

I hereby acknowledge and accept appointment as corporate registered agent:



Signature

OCT 21 '20 AM 7:31

**Article IX
PRINCIPAL PLACE OF BUSINESS**

The principal place of business of this Corporation shall be 606 N. 240 W. Santaquin, UT 84655. 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**

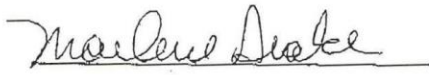
Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or shall be distributed to the federal government or to a state or local government for a public purpose. 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.

**Article XII
WITNESS**

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In witness whereof, we, **Marlene Drake, Todd Hepworth, Brad Gunnell, Mike Weight, and Jesse Christopher** have executed these Articles of Incorporation in duplicate this 21ST DAY OF **MAY, 2020:**

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.



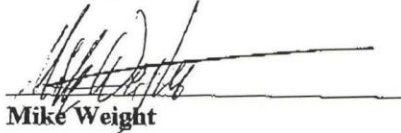
Marlene Drake



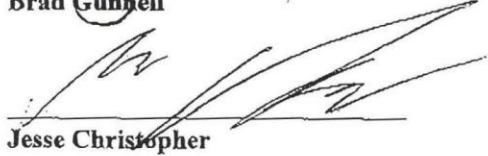
Todd Hepworth



Brad Gunnell



Mike Weight



Jesse Christopher

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Appendix C: Governing Board Bylaws

BYLAWS OF THE SUMMIT PLACE SCHOOL

ARTICLE I Name & Purpose

SECTION 1.1: Name. The name of the organization is the Summit Place School (the “corporation”).

SECTION 1.2: Purpose. The corporation was formed to manage, operate, guide, direct and promote a Utah Public Charter School. The corporation is organized under the Utah Revised Nonprofit Corporation Act (the “Act”) for public purposes and is not organized for the private gain of any person.

ARTICLE II Members

SECTION 2.1: No Members. The corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Governing Board. All rights which would otherwise by law vest in the members shall vest in the board.

ARTICLE III Meetings of Governing Board

SECTION 3.1: Annual Meeting. The Governing Board of the corporation shall hold an annual meeting for the purposes of organization, selection of Directors and officers, and the transaction of other business.

SECTION 3.2: Regular Meetings. Regular meetings will be held as often as the Governing Board determines is appropriate but in no event less than ten (10) times per year. Regular meetings of the Board, including the annual meeting, shall be held on such dates and at such times and places as may be from time to time fixed by the Board and in accordance with SECTION 3.5.

SECTION 3.3: Special Meetings. Special meetings of the Board for any purpose(s) may be called at any time by the President of the Board, the Secretary, or one-third of the members of the Board.

SECTION 3.4: Notice. Special meetings of the Board and regular meetings that are held other than at the regularly scheduled time or place may be held only after each Governing Board Member has received twenty-four (24) hours’ notice given personally or by telephone, e-mail or other similar means of communication.

SECTION 3.5: Open Meetings. In conducting board and committee business and holding meetings the Governing Board will ensure compliance with the Utah Open and Public Meetings Act (UCA § 52-4-201).

Section 3.6 Meetings by Telephone or other Electronic Device. Members of the Board of Trustees 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.

ARTICLE IV Governing Board Members and Duties

SECTION 4.1: General Powers. Subject to the limitations of the Act, the corporation’s Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation’s activities to any person(s), company, councils or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation’s activities,

and the Board may, subject to contractual obligations as may exist, rescind any such assignment, referral or delegation at any time.

SECTION 4.2: Specific Powers. Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

4.2.1: To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;

4.2.2: To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefore which are not inconsistent with the law, the corporation's Articles of Incorporation or these Bylaws, as it deems best;

4.2.3: To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;

4.2.4: To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefore;

4.2.5: To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;

4.2.6: To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;

4.2.7: To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and

4.2.8: To carry out such other duties as are described in the Charter.

SECTION 4.3: Governing Board Role, Size, Composition. The Board is responsible for overall policy and direction of the school and delegates responsibility for day-to-day operations to the Executive Director. The Board may also establish other councils and committees to assist in the policy and operations of Summit Place School.

4.3.1: The Board shall consist of no fewer than 5 and no more than 9 members.

The Executive Director, Business Manager, and up to two faculty members shall be ex officio non-voting members of the Board.

SECTION 4.4: Quorum. A quorum consists of a majority of the current Governing Board. Every act or decision done or made requires a majority vote of the Board present at a meeting duly held at which a quorum is present. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Governing Board Members, if any action taken is approved by at least a majority of the required quorum for such meeting. Notwithstanding the foregoing, the provisions of UCA §16-6a- 825 shall apply.

SECTION 4.5: Terms.

4.5.1: Each member's term shall be three (3) years. Each member shall serve until his or her term expires and his or her successor is elected and qualified, or until his or her earlier resignation or removal. No member may serve more than two (2) full terms in succession unless exception is made to extend the term of a member by one (1) year in circumstances where, absent the exception, more than three (3) members' terms would expire in a given year.

4.5.2: The terms of members of the Governing Board shall be staggered so that no more than three (3) members' terms shall expire in any given year.

SECTION 4.6: Resignation & Removal. Resignation from the Board must be in writing and received by the Secretary. The resignation is effective upon receipt or at the time specified in the writing. If the

resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Governing Board Member may be removed with or without cause by the vote of two-thirds (2/3) of the remaining Governing Board Members.

SECTION 4.7: Vacancies. Vacancies on the Board will exist: (1) on the death, resignation, or removal of any Governing Board Member; or (2) when the term of a current Governing Board Member has expired. A Governing Board Member elected to fill a vacancy created by the death, resignation, or removal of a Governing Board Member shall be elected to fill the unexpired term of his/her predecessor in office and shall be eligible for nomination and election to his or her first full three-year term at the conclusion thereof.

SECTION 4.8: Governing Board Elections. In order to fill a vacancy of member on the Board, the Board will solicit applications from the school community or members of the community at large. The Board may then elect a candidate to fill the vacancy. Governing Board Members will be elected by the vote of a majority of the remaining members of the Board. Governing Board Members elected to fill the seats of Board members whose terms have expired shall be elected at the annual meeting of the Governing Board.

In electing members, preference shall be given to individuals who have demonstrated a commitment to the mission and vision of the Summit Place School, such as through active service on a school committee or previous work experience or training.

Newly elected board members shall participate in an orientation process and attend two Board meetings prior to voting as members of the Governing Board.

SECTION 4.9: Fees and Compensation. Governing Board Members shall not receive compensation for their services; however, the Board may approve the reimbursement of a Governing Board Member's actual and necessary expenses incurred in the conduct of the corporation's business.

SECTION 4.10: Standard of Care

4.10.1 A Governing Board Member shall perform all duties of a Governing Board Member in good faith, in a manner such Governing Board Member believes to be in the best interests of the corporation and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.

4.10.2 In performing the duties of a Governing Board Member, a Governing Board Member may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by: (i) one or more officers or employees of the corporation whom the Governing Board Member believes to be reliable and competent in the matters presented; (ii) legal counsel, independent accountants or other persons as to matters that the Governing Board Member believes to be within such person's professional or expert competence; or (iii) a committee of the Board upon which the Governing Board Member does not serve as to matters within a designated authority, provided the Governing Board Member believes that the committee merits confidence and the Governing Board Member acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

ARTICLE V: Officers

SECTION 5.1: Officers. The officers of the corporation shall be President, Secretary, and Treasurer. All officers must be Governing Board Members of the corporation. The corporation may also have, at the discretion of the Board, one or more Vice Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be elected or appointed. Any number of offices may be held by the same person.

SECTION 5.2: Election. The officers of the corporation shall be chosen at the annual meeting of the Board by and shall serve at the pleasure of the Board and shall hold their respective offices for the length of their current term until their resignation, removal or other disqualification from service, or until their respective successors shall be elected. Board members may serve as various officers during their term, but not in the same position for more than one consecutive term.

SECTION 5.3: Subordinate Officers. The Board may elect, and may empower the President to appoint, such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

SECTION 5.4: Removal. Any officer may be removed, either with or without cause, by the Board at any time.

SECTION 5.5: Resignation. Any officer may resign at any time by giving written notice to the Board; such resignation may not prejudice the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein; the acceptance of such resignation shall not be necessary to make it effective.

SECTION 5.6: Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

SECTION 5.7: President. The President shall preside at all meetings of the Board and shall exercise such powers and duties as the Board may prescribe from time to time.

SECTION 5.8: Vice Presidents. In the absence or disability of the President, the Vice President(s), if any are appointed shall, in order of their ranks as fixed by the Board or, if not ranked, the Vice President designated by the Board, perform all duties of the President and, when so acting, shall have all the powers of, and subject to all the restrictions upon, the President. The first Vice President shall have responsibility for maintaining Governing Board Agreements and Board Books, overseeing the professional development activities of the Board, conducting recruitment and orientation of new Board members and have such other powers and perform such other duties as the Board may prescribe from time to time.

SECTION 5.9: Secretary. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Utah, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses.

SECTION 5.10: Treasurer. The Treasurer of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Governing Board Member. The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositaries as may be designated from time to time by the Board. The Treasurer shall disburse, or cause to be disbursed, the funds of the corporation as may be ordered by the Board, and shall render, or cause to be rendered, to the Governing Board Members, upon request, an account of all transactions as Secretary or President and of the financial condition of the

corporation. The Treasurer shall have such powers and perform such other duties as may be prescribed from time to time by the Board.

ARTICLE VI Indemnification

SECTION 6.1: Indemnification of Governing Board Members and Corporation Agents.

corporation hereby declares that any person who serves at its request as a Governing Board Member, officer, employee, or member of any committee, or on behalf of the organization as a trustee, Governing Board Member, or officer of another organization, whether for profit or not for profit, shall be deemed the corporation's agent for the purposes of this Article and to the extent allowed by law, shall be indemnified by the corporation against expenses (including attorney's fees), judgment, 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 service, provided such person acted in good faith and in a manner he reasonably believed to be in the best interest of the corporation and, with respect to any criminal action or proceedings, had no reasonable cause to believe his conduct was unlawful. Except as provided in Article VI, Section 3, below, termination of such action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere 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 interest of the corporation or, with respect to any criminal action or proceeding, a presumption that such person had reasonable cause to believe that his conduct was unlawful.

SECTION 6.2: Indemnification Against Liability to the Corporation. No indemnification shall be made with respect to any claim, issue, or matter as to which a person covered by Article VI, Section 6.1. shall have been adjudged to be liable for negligence or misconduct in the performance of his/her 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 the liability, but in view of all the circumstances of a case, such person is fairly and reasonably entitled to indemnification for such expenses which such court deems proper.

SECTION 6.3: Indemnification of Criminal Actions. No indemnification shall be made in respect of any criminal action or proceeding as to which a person covered in Article VI, Section 6.1. 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 6.4: 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 Governing Board member, Board Member, 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, 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 of such person, with respect to any acts or omissions which occurred prior to such repeal or amendment.

SECTION 6.5: Advances of Costs and Expenses. The corporation may pay costs and expenses incurred by a Governing Board Member, officer, employee or agent in defending a civil or criminal action, suit or proceeding, in advance of the final disposition of the action, suit or proceeding upon receipt of an undertaking by or on behalf of the person that he or she shall repay the amount advanced

if it is ultimately determined that he or she is not entitled to be indemnified by the corporation as authorized by these Bylaws.

SECTION 6.6: Personal Liabilities of Governing Board Members and Officers. No Governing Board Member or officer of the corporation shall be personally liable to the corporation for civil claims arising from acts or omissions made in the performance of his or her duties as a Governing Board Member or officer, unless the acts or omissions are the result of his or her fraud, or malicious or willful misconduct, or the illegal use of alcohol or a controlled substance.

Bylaws adopted by the Santaquin Science School Board of Directors on May 21st, 2020:

Marlene Drake, President

Mike Weight, Member

Appendix D: Minutes from Governing Board meetings

Attach a copy of the minutes in which the board approved the Articles of Incorporation and Bylaws. If waivers are requested, include the minutes for which this motion appears. If there are executed contracts or MOUs, include the minutes for which these motions appear.

Santaquin Science School
Board of Trustees
Initial Board Meeting Agenda
May 21st, 2020
Minutes in Italics

1. WELCOME AND CALL TO ORDER

- a. Opening Remarks: Todd Hepworth, meeting organizer.
- b. Pledge of Allegiance (in suitable environment.)
- c. Introduction of members in attendance.

6:03 p.m.: Todd Hepworth welcomed board members.

Roll Call and introductions:

Todd Hepworth present.

Marlene Drake present.

Brad Gunnel present.

Jesse Christopher present.

Mike Weight present.

Jeff Biesinger present (representing Red Apple ESA.)

2. DISCUSSION ITEMS

- a. Partnership with Teton Science School.
- b. Philosophical alignment – Place Based Learning.
- c. Costs for charter development, professional development, network membership.
- d. Expectation for Parliamentary Procedure.
- e. Adherence to open meetings laws.

6:08 p.m.: Todd Hepworth presented information about Teton Science School and Placed-based Learning, costs associated for partnership in Place network.

Jeff Biesinger presented information about procedure and open meeting requirements.

3. ACTION ITEMS

- a. Elect Board Officers: President, secretary, treasurer.
- b. Execute the Articles of Incorporation.
- c. Adopt bylaws.

Santaquin Science School

Charter School Proposal for Opening 2022-2023 53

6:19 p.m.: Jesse Christopher nominated Marlene Drake as President of the Board.

Mike Weight seconded the nomination.

Marlene Drake accepted the nomination.

Voting was unanimous in favor.

Marlene Drake is the elected President of the Board of Directors for Santaquin Science School.

Brad Gunnel nominated Todd Hepworth as Secretary and Treasurer of the Board.

Marlene Drake seconded the nomination.

Todd Hepworth accepted the nomination.

Voting was unanimous in favor.

Todd Hepworth is the elected Secretary and Treasurer of the Board of Directors for the Santaquin Science School.

Board members reviewed the Articles of Incorporation.

Marlene Drake moved to execute the Articles of Incorporation.

Jesse Christopher seconded the motion.

Board members voted unanimously to execute the Articles of Incorporation for Santaquin Science School.

Board members reviewed the Bylaws.

Jeff Biesinger answered questions about the Bylaws.

Mike Weight moved to adopt the Bylaws as written.

Jesse Christopher seconded the motion.

Board members voted unanimously to adopt the Bylaws for Santaquin Science School.

6:31 p.m. Todd Hepworth and Jeff Biesinger presented more information about school board operations.

Jesse Christopher left the meeting to attend to other business.

The next board meeting was scheduled for June 4, 2020, at 6:00 p.m.

4. ADJOURN

6:46 p.m. Mike Weight moved that the board adjourn.

Marlene Drake seconded the motion.

Members voted unanimously to adjourn the board meeting.

The meeting was adjourned.

Santaquin Science School

Charter School Proposal for Opening 2022-2023

Minutes of the Summit Place Institute

Charter School Board Meeting

October, 8th, 2020

Board meeting was called to order by the President, Marlene Drake, at 5:35 pm.

Roll call showed that Brad Gunnell and Mike Weight were also in attendance, making a quorum of the board.

Due to the excused absence of Todd Hepworth minutes were not read from the previous meeting.

First order of business: Amendment to the Articles of Incorporation

It was moved by Brad Gunnell that an amendment be made to the Summit Place Articles of Incorporation to read,

“Neither the charter school authorizer or the State of Utah, including any agency of the state, is liable for the debts or financial obligations of the Summit Place Institute or person or entities that operate the Summit Place charter school.”

It was seconded by Mike Weight. (Note: at this point in the meeting, Jesse Christopher joined.)

Voting to make such amendment was unanimous. Brad volunteered to make this addition to the Articles and to submit them to the State Board so that this change would not hold up our entire application process.

Mike Weight made the motion that Brad take this action. This motion was seconded by Jesse Christopher. The voting for this motion was unanimous. Brad has been assigned to take care of this action by the end of next week.

It was suggested that we set aside an additional date in case there are still areas of the application that are unresolved near the end of October. After checking calendars, it was decided to reserve the evening of Monday, October 26th as a date to keep in reserve for additional discussion, if needed.

The meeting of the Summit Place Institute School Board was adjourned until October 15th at 5:30 p.m. at 6:05 p.m.

Minutes of the Summit Place School
Charter School Board Meeting
October 15, 2020

Board meeting was called to order by the President, Marlene Drake, at 5:35 p.m.

Roll call showed attendees were:

Marlene Drake
Jesse Christopher
Todd Hepworth
Mike Weight

All members present agreed that the minutes sent out by Marlene Drake on October 8th were correct. A unanimous vote of the board caused them to be adopted as written.

First Order of Business: Brad Gunnell had previously informed board members that our name, “Summit Place Institute” had not been accepted by the State Board. Due to the short time left before our final application is due, and the need to have the name as part of our Articles of Incorporation before that submission, a discussion on other names occurred.

It was moved by Mike and seconded by Jesse that the name of our school be changed to “Summit Place School”. Voting was unanimous in favor of this change. Brad will resubmit our Articles of Incorporation to the State Board for approval and inform us of their acceptance.

Following this vote was a discussion of possible LOGOs for our school. Marlene showed pictures of 7 possibilities that we could use after paying a \$20 fee. It was decided to use the following LOGO temporarily and for our Facebook page. We will ask local artists to create something more permanent later, once our full application has been accepted. This LOGO is:



The meeting was then adjourned until October 22 at 5:30 p.m.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO THE UTAH STATE CHARTER SCHOOL BOARD TO VERIFY ANY INFORMATION PROVIDED. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

A handwritten signature in black ink, appearing to read "T. W. [unclear]", written over a horizontal line.

Applicant's Signature

Appendix E: List of Waiver Requests – if applicable

Summit Place School does not request any waivers.

Appendix F: Executed contract(s) or MOUs – if applicable

Summit Place School has not executed any contracts or MOUs.

Appendix G: Startup and Implementation Grant Application

Start Up and Implementation Grant Application

Grant Assurances

Grant funds may only be used for the following:

- *Post-award planning and design of the educational program;*
- *Research-based professional learning activities for teachers, staff, and board;*
- *Informing the community about the school;*
- *Acquiring necessary equipment and educational materials and supplies;*
- *Acquiring, developing or aligning curriculum, and;*
- *Other initial operational costs, such as:*
 - *Costs associated with creating and implementing office functions;*
 - *Costs associated with the installation of computers, data systems, networks, and telephones;*
 - *Personnel expenses incurred either before or after the school's opening; and*
 - *Rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school's opening.*

The board understands that:

- Funding is based on projected authorized enrollment.
- No funding level is guaranteed.
- The school shall participate in monitoring activities, including attendance at mandatory trainings and compliance with statute and rule. Failure to comply may result in a loss of funds.
- A budget report on the expenditure of grant money is due to the SCSB at the end of each year and a final report is due at the end of the 2nd implementation year.
- Should the charter school change to non-charter status within ten years of receiving grant funds, grant funds must be reimbursed to SCSB.

Budget Categories	Startup Year	Implementation Year 1	Implementation Year 2	Total
Salaries (100)	\$	\$60,000	\$50,000	\$110,000
<i>Details</i>		A portion of the Directors salary will be paid for by the implementation grant, as he/she will be training staff, implementing procedures,	The Director will continue to implement vision in year 2. This will assist in paying for he/she to continue staff training, receive training on place based learning,	

		assisting in selecting benefits, etc.	hire additional staff, etc	
Benefits (200)	\$	\$	\$	\$
<i>Details</i>				
P & T Services (300)	\$100,000		\$	\$100,000
<i>Details</i>	SPS will hire a consultant for first year (\$50,000) part-time Admin Assistant (\$13,000) 2 Assistant Directors (\$18,000 total) Business services provider (\$15,000) Start-up IT Services (\$4,000)			
Property Services (400)	\$	\$	\$	\$
<i>Details</i>				
Other Services (500)	\$	\$	\$	\$
<i>Details</i>				
Travel (580)	\$	\$	\$	\$
<i>Details</i>				
Supplies and Materials (600)	\$	\$	\$	\$
<i>Details</i>				
Property (700)	\$75,000	\$65,000	\$	\$140,000
<i>Details</i>	SPS will need to purchase all new FF&E and IT equipment. We	SPS would like to purchase a chromebook for each student, so		

	will allocate \$75,000 from this grant to assist in paying for those items. Items to be purchased include desks, tables, chairs, filing cabinets, computers, servers and server racks, etc	that they can have access to classroom materials, google classroom, and google docs. the \$65,000 from this grant will pay for the majority of that cost.		
Total	\$175,000	\$125,000	\$50,000	\$350,000



Board Chair Signature

10/30/2020
Date

Budget - List total dollar amount required by category, as well as the details of what will be purchased in each category

The budget and break even spreadsheets for the preoperational year and the first two years of operation are included with this application in a separate MS Excel file entitled “**Summit Place School Budget and Break Even**”.

Appendix I: Letters of Support



October 13, 2020

Utah State Charter School Board (USCSB)
P.O. Box 14420
250 East 500 South
Salt Lake City, Utah 84114-4200

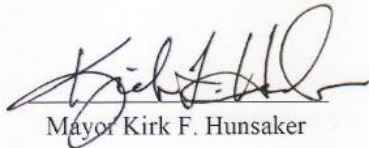
Re: Letter of Support – Proposed Summit Place Charter School

Chair Person DeLaina Tonks and Distinguished Members of USCSB

On behalf of the City of Santaquin, I want to express my support for the Summit Place School (SPS) proposed for development within Santaquin City limits. Santaquin City highly values and supports the proposal as shared with us by Marlene Drake, President of the SPS Board. We recognize the ever-growing need within our community for additional educational venues and wholeheartedly support the educational endeavors of the SPS Board. Santaquin City is growing by more than 1,000 new residents per year; most of whom are comprised of young families with children in need of a good education.

Please accept this letter of our community's support of this great endeavor. Please feel free to contact me if you have any follow-up questions or if you require additional information.

Warm Regards,



Mayor Kirk F. Hunsaker

October 27, 2020

Utah State Charter School Board
250 East 500 South
Salt Lake City, UT 84042

RE: Recommendation for Summit Place School

Dear Utah State Charter School Board:

I would like to submit a letter of positive recommendation in support of the creation of Summit Place School in Santaquin, UT. As a former city council member of Santaquin City, one of the most common outcries from our citizens is that we do not have a middle school or high school of our own. To give some history on this situation, Nebo School District built a high school in Salem, UT based on projected growth at the time. Due to the economic depression over the past several years, the building boom did not happen in Salem, but further south, in Santaquin where land was more affordable. There were not enough students to fill the school and now a majority of Payson residents are bussed to Salem, while Santaquin, Goshen, Genola, and children as far as Elberta are being bussed 45 minutes to attend school in Payson. Summit Place School in the Summit Ridge development of Santaquin City would give these families a placed based, hometown education choice that is desperately needed. Currently some families have children in four different schools in two different cities. This causes many burdens on working families.

Santaquin City is largely known as an agricultural community. As more high density is brought into our city to support the rapid growth, it is at risk of losing that identity to becoming a "bedroom community". As one of the larger farming families in this community I think it's imperative to have an opportunity like the one provided by Summit Place School to educate our youth in the importance of living, working, shopping, and supporting our own community. There are many opportunities for service and innovation in their own backyard. Watching the community come together to bring an essential service like their own secondary school to their city will have a lasting impact on the future of our city. Summit Place School will also alleviate the immediate need for more elementary classrooms, as over 900 more houses are being added to Summit Ridge in this coming year without adequate space for them all at Santaquin Elementary where they would be zoned to attend.

I have personally had the opportunity to work closely with many of the Summit Place School board members. I know this school will be a success because they are known as leaders in our community. They support our youth currently through PTA, sports, church, government, volunteer, and other business opportunities. Santaquin residents are proud of their city and are ready to have their own schools. We have the numbers to support them, now we need the infrastructure. It is for these reasons that I support the creation of Summit Place School, with the hopes that it will soon pave the way to add 9-12 grades in the future.

Best Regards,
Chelsea Rowley (801) 754-1451

Loretta Moshier

White Feather Rocks

33 West Main, Santaquin, UT 84655

To Whom it may concern,

I recently met Marlene Drake, and discussed with her the plans for a proposed charter school in the Summit Ridge area. I totally support this endeavor and can see the many benefits of a school in that area. Santaquin can always use alternatives for educational choice, and the plans to eventually expand to a local high school are exciting. I know that with the current growth rate, Santaquin could not only support a new school, but that it would be wonderful to have another hometown school to support. With our business, we have always done all that we could to support education in any way. We discussed with Ms. Drake the possibility of integrating classes with our shop to help students with earth sciences. We look forward to this project, and would like to help in anyway possible to move this forward.

Loretta Moshier

801-754-3484

October 23, 2020

To whom it may concern,

We give our support for the building of Summit Place School. We believe it will be a good thing for the community and people of Santaquin, especially because there's no middle school or high school here yet. It also seems to be a good location.

Kevin Kraut
Old Pioneer Press, owner



October 29, 2018

Dear Members of the Utah State Charter School Board,

I am writing in support of the charter school application for Summit Place School.

I believe that the Summit Place School will be a much-needed asset in southern Utah County. Currently, I feel that the southern portion of the Nebo School District is ignored and underserved. I feel that another alternative to the elementary schools in the area would be a welcomed addition.

We have several children with different learning needs that cannot always be dealt with in typical schools. Some students that excel are held back from pursuing education at a faster pace for the benefit of the remainder of the class. Other students who struggle may not get the necessary attention to get them caught up with their classmates. My own children have described how the teachers rely upon them to teach difficult concepts that they understand to other children that don't. While that is an admirable trait that my children have developed, this speaks to me that we are in desperate need to reduce class sizes and that is what this charter school is prepared to offer as well as differing learning methods to help students learn in their own unique way.

Olson's Greenhouse Gardens, INC will support this school by opening our greenhouses on occasion for children to learn about our environment. We have several employees with Horticultural degrees that will add depth to their learning that regular elementary schools could not provide.

Thank you for your service to our state, and I hope you will approve Summit Place School's application.

Sincerely,

A handwritten signature in black ink, appearing to read "Tim McKenna".

Tim McKenna
[CFO, Olson's Greenhouse Gardens, INC]