

Terra Academy

A Public Charter School

Cassie Hays, Applicant

4/1/2013

REQUIRED INFORMATION

All information presented in this application becomes part of the charter agreement as defined in Board Rule R277-481 and may be used for accountability purposes throughout the term of the charter contract.

I. Charter School Information			
1. Name of proposed charter school Terra Academy			
2. Name of applicant Cassie Hays			
3. Authorized agent Cassie Hays			
4. Mailing address: Street, City, State, Zip 1160 Pollo Loco Rd. Vernal, Utah, 84078			
5. Phone number 435-790-1518		6. Email address cassiejhays@gmail.com	
7. District(s) where proposed charter school is located Uintah School District			
8. District contact(s) and date complete application submitted to district(s). (NOTE: repeat this statement for each district in which the school may be located.)			
Submitted to <u>Mark Dockins</u> (person) who works at <u>Uintah School District</u> School District on <u>4/1/2013</u> (date).			
9. Form of organization (check) <input checked="" type="checkbox"/> Nonprofit Corporation <input type="checkbox"/> Tribal entity <input type="checkbox"/> Other			
10. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add lines as necessary)			
Name	Email	Type of Member (e.g., parent, business)	Position on Board (e.g. chair, secretary)
Cassie Hays	cassiejhays@gmail.com	Founder/Potential Employee	Chair
Anna Etchberger	lianna.etchberger@usu.edu	Founder, Parent	Board Member
Kristy Aycock	aycockkristy@yahoo.com	Founder, Community Member	Secretary
Fred McKeachnie	jmckeachnie@gmail.com	Founder, Parent, Business	Board Member
Melissa Huber	mlssahuber@gmail.com	Founder, Parent	Board Member

11. Year school will start: fall of 2015	12. Number of instructional days 180
13. Grades served k-12	14. Hours of instruction 990
<p>15. Projected Enrollment (Complete growth model through the appropriate operational years):</p> <p>Operational Year 1: Total: <u>650</u> Grades K-6: <u>350</u>, Grades 7-8: <u>100</u>, Grades 9-12: <u>200</u> Ultimate enrollment: Total: <u>650</u> Grades K-6: <u>350</u>, Grades 7-8: <u>100</u>, Grades 9-12: <u>200</u></p> <p>Does proposed grade configuration match resident district grade configuration? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	
16. Target percentage of students with an Individualized Education Plan 10%	17. Target percentage of students identified as minority 17.9%
18. Target percentage of students qualifying for free or reduced lunch (i.e., economically disadvantaged) 36%	19. Is this a conversion? <input type="checkbox"/> Yes (include required signatures and proof of local board approval in Section 18) <input checked="" type="checkbox"/> No
20. Does the charter school intend to participate in Utah Retirement System? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	21. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers. Provide details regarding the need for the waiver as Attachment I).
<p>22. List persons whom you have designated as Founding Members of the school. Children of a Founding Member (an individual who has had a significant role in the development of a charter school application), children of an employee, and siblings of students currently attending the charter school are eligible for preferential enrollment under both State and Federal Charter School law. Also, identify the percentage of students eligible for preferential enrollment under the status of founder's child or employee child.</p> <p>Terra Academy will not exceed 5% preferential enrollment. The current founding members are: Cassie Hays, Lianna Etchberger, Melissa Huber, Jared McKeachnie, Kristy Aycock. Other founding members may be named, a list of which will be provided to the State Charter School office prior to the first day of school.</p>	
<p>II. Assurances</p>	
<p>The applicant charter school hereby assures and certifies to the Utah State Charter School Board and</p>	

Utah State Board of Education that: Read and Check

- √ The charter school will make provision for such fiscal control, fund and program accounting procedures as may be necessary to assure proper disbursement and accounting for all funds, and will utilize fiscal procedures that are consistent with generally accepted standards of fiscal management.
- √ The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.
- √ The charter school assures that resources will be available and a process established to develop a Individualized Education Map/Student Education Occupation Plan (SEP/SEOP) for each student.
- √ The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.
- √ The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt allowable fees annually in an open board meeting.
- √ A copy of the charter will be supplied to interested individuals or groups on request.
- √ The charter school will be fully accredited no later than its fourth year of operation.
- √ The charter school will acquire and maintain nonprofit corporate status.
- √ The charter school will acquire and maintain all required insurances, including General Liability Coverage for both Bodily Injury and Property Damage Liability at \$2 million per occurrence; perhaps, with an annual aggregate amount; Automobile Liability Coverage for Bodily Injury and Property Damage at \$2 million per occurrence including PIP coverage; Personal Injury / Civil Rights Coverage for claimed Constitutional violations and claimed violations of federal and state law at \$2 million per occurrence; Errors and Omission Coverage for, among other things, actions taken by directors and board members who govern the school at \$2 million per occurrence; Government Crime Policy including employee theft, faithful performance, and coverage for employee and officer bonds; Property Coverages - probably a standard all-risk property policy with possible endorsements for Business Interruption, Extra Expense and Tuition Fee coverage; Workers' Compensation Coverage at such amounts and limits as required by Utah law; and Treasurer's Bond.
- √ The charter school will maintain accurate student transcripts.
- √ The charter school is nonsectarian in its programs, admission policies, and employment practices and all other operations.
- √ The charter school Principal/Director shall attend a one-day special education training class

sponsored by the Utah State Office of Education prior to the first day of instruction and annually thereafter.

- √ The governing board will name and provide email contact information for the following individuals prior to opening and at any time the school makes changes to these positions: Board Chair, Executive Director, Principal, Assistant Principal, Assessment Director, Special Education Director, Title IX Civil Rights Monitor Officer, Section 504 Coordinator, and Business Official.
- √ The charter school applicant acknowledges that neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school.
- √ The charter school applicant certifies all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. The charter school applicant understands that incomplete applications will not be considered.
- √ The charter school applicant acknowledges that it has read all Utah statutes regarding charter schools and that, if approved, it is subject to and will ensure compliance with all relevant federal, state and local laws and requirements. The charter school applicant acknowledges that, if approved to operate a charter school, it must execute a charter contract with the Utah State Charter School Board within twelve months of the date of approval of the charter by the Utah State Board of Education and must begin providing educational services within the timeframe outlined in the charter. Failure to do so may result in revocation of the charter approval and, if applicable, termination of the contract and revocation of the charter.

The authorized agent of the applicant charter school certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that the applicant will comply with the assurances noted above if this application is approved. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.

III. Signatures

WE, THE UNDERSIGNED, do hereby agree to the certifications contained in Section II. Assurances above.

Name of Authorized Agent Cassie Hays

Signature of Authorized Agent

Cassie Hay

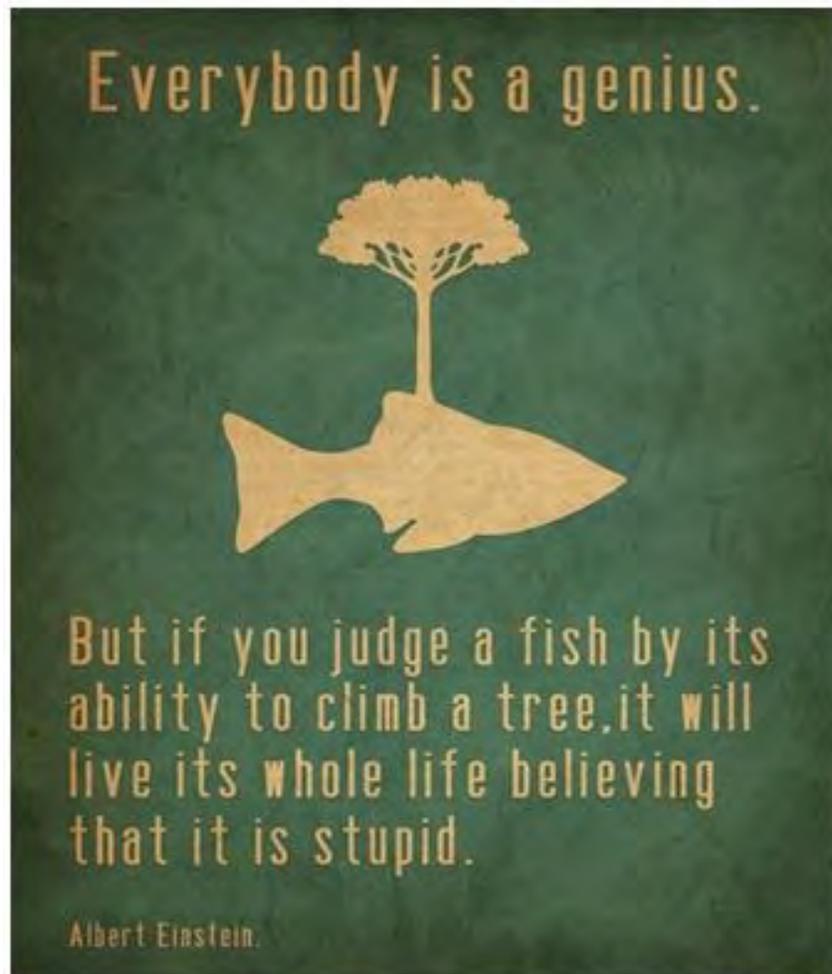
Name of Charter School Board Chair (if different than Authorized Agent)

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

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Section 1 School Purpose and Goals



Mission Statement

Terra Academy focuses on each student as a “unique” whole person in a global society by providing individualized instruction in a community learning model through educational experiences including a broad range of curricular options and project-based learning opportunities that nourish individual talents, skills, and desires.

Vision Statement

The vision of Terra Academy is to help students become lifelong independent learners, productive members of society possessing respect for other people and cultures, who are stewards of our environment.

Executive Summary

Albert Einstein’s statement of “Everybody is a genius. But, if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid” is a statement that the founders of Terra Academy have found to be true as we have worked with thousands of students over the course of 82 years, collectively. The ideas incorporated in the charter stem from the belief, held by the Founding Board of Terra Academy, that all children have something inside of them that is special and should be shared with the world; it is the educator’s job to collaborate with the child to help him or her find that “something” and help each child develop and reach that potential.

The word “terra” means earth, and was chosen for “Terra Academy” because it represents the foundation of growth and learning. Just as our Earth provides a great diversity of landscapes, climates, vegetation, and wildlife to give variety to sustain the individualistic necessities for life, education should also provide students with a great diversity of experiences and knowledge, as well as exposure to different peoples and cultures. In addition, we also have a great responsibility to care for our Earth; a responsibility that will be fostered in the lives of each student who attends Terra Academy with environmental stewardship through project-based learning opportunities. Terra will utilize “green” practices and curriculum whenever possible to help its students foster the responsibility of becoming a worldwide citizen and steward of their environment and planet. There are many reasons for creating a “green” school. A few of those that will be focused on by Terra Academy will be healthy nutrition and foods via our “Edible Schoolyard” and healthy nutritional practices, indoor air quality and daylighting of the school building. These practices are explained in more detail in Section 4.

Children are like the earth in many ways; they have diverse components, each of which need to be nurtured and cared for in order for them to thrive and succeed in life. As these elements were thoughtfully considered, the vision statement of the charter was articulated, which is to help students become lifelong independent learners, productive members of society possessing respect for other people and cultures, as well as becoming stewards of their environment.

A very wise grandmother once said “Wouldn’t life be dull if we were all cut from the same cookie cutter?” Unfortunately, in education we often have a very limited set of “cookie cutters” to work with. The National Dropout Prevention network states from research done over a number of years that dropout statistics show that numerous so-called “normal” students are not succeeding because they are not treated as individuals. “By not recognizing the unique learning needs of students, these students do not have the opportunity to achieve their potential” (Stainback and Stainback, 1992). They go on to say that individualized instruction is imperative for a student to succeed; students do not all learn the same way. They define individualized instruction as including, but not limited to, using project-based, cooperative, hands on and inquiry-based learning methods (National Dropout Prevention Center/Network, 2013).

In the Uintah School District, a scripted instructional method is currently used, which, in our opinion, is not the best mode of instruction for all students. There is limited opportunity for students to explore, in depth, a concept they are intrigued with or take the additional time they

may need to master a concept. Additionally, only this past year was a magnet program for gifted and talented developed for students in Uintah School District. Their program works outside the normal school hours which is somewhat limiting and the daily scripted instructional method may not provide gifted students with adequate opportunities to take things to “the next level”. The individualized approach to education at Terra Academy, project-based learning and enrichment activities, coupled with the ability for students to work and progress at their own pace, fills a critical gap for gifted and talented students in and around the Uintah School District.

Furthermore, due to significant growth in Uintah School District, the district has had a need for expansion and is trying to meet those needs. According to the Utah State Office of Education projected growth model, Uintah School District will grow over 4% annually for the next two years. In the 2013-2014 year alone, there were over 300 students who were not planned for. A charter school in this area is welcomed by the local school district. Located in Section Seventeen is a letter from Uintah School District Superintendent Dockins, written on behalf of the Uintah County School Board, requesting that the charter of Terra Academy be approved. Terra Academy works closely with the district and keeps them updated on the progress of this charter. Relations between the district and the charter are positive and they intend to work together amicably and for the benefit of students in the Vernal area.

The formation and development of Terra Academy has been many years in the making. The first spark of the fire is the eldest son of founder Cassie Hays, who showed an aptitude for science at an early age. Unfortunately, the local public school model did not provide him with enough “science” to fuel his little fire. It was then that the decision was made to do whatever was needed to make sure that this fire was never put out by the “norms” of a systematic approach to education for him or other children. This did not diminish the value of the Public Education system in Mrs. Hays’ eyes. Her view of public education is that it is an absolute necessity and needs to be an institution which is valued and supported first and foremost as an educational system. However, her son was not “cut” out to be in that system. With that, the idea morphed of giving students who do not fit that mold a fighting chance by way of educational options. Terra Academy has been a long time coming; years in fact. Mrs. Hays and her mother have spent many hours talking about things that can be done to improve education, particularly for those who are not able to meet their full potential through the traditional public school system.

Cassie Hays currently runs the online school in Uintah School District with her co-teacher Rebecca Halverson and has for seven years. She obtained her master’s degree in 2011 with the dream of running an innovative school for innovative students.

Kristy Aycock is a veteran educator who successfully helps students reach learning goals, but would like more autonomy in the classroom. She feels there are many ways to customize education for students and address student needs.

Jared McKeachnie brings fifteen years of business expertise to the governing board and is an involved parent with his own children’s education.

Lianna Etchberger is an Associate Professor at Utah State University, she works to improve the teaching at the university level to increase student learning. She has significant experience writing grants and will be a liaison between the school and Utah State.

Melissa Huber is a social worker who sees first-hand the struggles children face in and out of school. She would like to see an individualized approach to student learning and care.

Every child is a unique individual and that fact is celebrated at Terra Academy. An **Individualized Learning Map** and a **Student Goal Declaration Sheet** will be created for each child that is as unique as the talents, intelligence and strengths the student brings to his or her educational experience. Terra Academy embraces the differences and what those differences offer the world of tomorrow. As George W. Crane stated, “There is no future in any job. The future lies in the person who holds the job.” This is why it is of the utmost importance that schools help students identify their strengths and become independent, self-motivated learners. This is accomplished at Terra Academy through project-based learning, hypothesis inquiry, blended learning and peer group instructional models; all of which are defined and described in detail under Section 9. In order to customize the education of each student, curriculum will be a mixture of direct instruction and online independent work. With these models students will keep a cumulative “Student Portfolio” which represents the best of their hard work and shows their growth over time. No more throw away worksheets, or work that is done and immediately recycled once the grade is received. Terra Academy instills in students the fact that their time is worthwhile and everything they do is important in some way, is a building block for the future; every mistake can be turned into a learning experience. The cumulative portfolio will grow and evolve over time, displaying the tremendous individual growth and the various talents each student possesses. Students can be proud of the work in their portfolios and will use them to exhibit their talents and experiences over their educational career.

Mission Specific Goals

Indicator – Upholding mission and purpose		
Measure	Metric	Governing Board Goal
Terra Academy will focus and cater to students as lifelong and independent learners.	Each student will have an individualized educational map within 6 weeks of their first day of school. These will be reviewed yearly.	100%
Terra Academy will focus and cater to students as lifelong and independent learners.	Percentage of students with all of their goals completed by May 20 th of that year.	80%
Terra Academy will help students to have respect for other people and cultures as well as becoming stewards of their environment.	By May 20 th of each year, students will add to their portfolio at least one completed community based service or environmental stewardship project-based learning item or a reflective compilation essay updating continuing work of the project.	100%
Terra Academy will encourage students to become productive members of society.	Terra Academy graduates who continue on to post-secondary education.	80%

Purpose

In complying with 53A-1a-503, the main purpose Terra Academy provides is an increased choice in learning opportunities. Due to the rural location of the charter school, unless parents are willing and able to take advantage of online educational opportunities or take a traditional home-school approach, they do not have an alternate choice in learning, as all district schools utilize the same curriculum, teaching methods, and daily schedule. While Terra Academy is particularly well-equipped to help gifted and talented students reach their potential, the curriculum and methods are applicable and beneficial for all students.

Works Cited

National Dropout Prevention Center/Network, (2013). Individualized Instruction. Retrieved from <http://www.dropoutprevention.org/effective-strategies/individualized-instruction>

Stainback, W., & Stainback, S. (1992). Controversial issues confronting special education. Boston: Allyn and Baco

Section 2 Student Population

Target Population

While the educational experience provided by Terra Academy can be beneficial to all types of students, Terra Academy's programs and curriculums are particularly well suited for students who are gifted and talented, have an aptitude and/or passion for subjects that are not taught in depth in the local schools (i.e. science, history, fine arts, foreign languages) or for students who struggle with traditional teaching methodology.

The range of experiences and diversity of curriculum at Terra Academy is very beneficial for gifted and talented students for various reasons. Because students work at their own pace to a large extent, they have the ability to progress at a faster pace than they are able to in the current local school district environment. Often, many gifted and talented students become bored because they are not being challenged appropriately or given the opportunity to do assignments and projects that are meaningful to them. Terra Academy's "Individual Learning Maps" that assess aptitude and student preferences allow students the flexibility needed to progress according to their needs and provide them with the deeper learning in subjects they have a particular passion for. The project-based learning activities bring another dimension to the learning, allowing and encouraging greater exploration and understanding of concepts taught.

For students in the upper grades, the large selection of online classes far exceeds the class availability of smaller high schools. This allows students to take classes that interest them and best help them prepare for their future education and careers.

Additionally, the close proximity of the school to the Utah State University Uintah Extension campus and Uintah Basin Applied Technology will allow for students to enroll in early college classes without significant travel arrangements having to be made. Terra Academy has started reaching out to the Utah State University to create a partnership that allows students to access college classes and for the school to benefit from the vast knowledge and skill of University faculty. In addition, the options for Terra Academy to help act as a teaching school for the Education program at the University is there as well. Board Member Lianna Etchberger is a faculty member at Utah State University and is working to facilitate such a partnership.

Special Populations

Terra Academy recognizes the educational program offered will attract a diverse student population, and is prepared to meet the needs of each student through individualized learning maps. The combination of online learning, traditional teacher instruction, project-based learning and other activities allows for needs of all students to be met.

Our aim will be growth in student learning as well as closing gaps in student learning among student subpopulations, at risk students, including economically disadvantaged students, students from diverse ethnic groups, gifted and talented and students who are English Language Learners. Finally, we will improve the rate of graduation among students in the secondary grades.

Terra Academy will comply with all requirements associated with special populations, including English Language Learners, students requiring section 504 modifications, special education students, and gifted and talented learners. Terra will address all of these subpopulations through various traditional tools as well as newer online learning tools.

Gifted and Talented: Gifted and talented will already be addressed through the self-paced project-based blended learning model of Terra. This model inherently allows students to enrich their learning to the extent and pace needed to excel. Additionally, Terra will offer a wide variety of opportunities to expand core content areas as well as adding additional enrichment learning activities through extensive project-based learning endeavors.

English Language Learners (ELL): Uintah School District reported that there were 220 ELL students out of their total 7,202 student population (3%) in the 2012-2013 school years. This percentage may be underreported as the State of Utah's ELL rate is at 8-9%. It is extremely important to address their unique needs in the Terra Academy as our local population has a large influx of ELL children. English language learners have great opportunities with adaptive curriculums. First and foremost, the online learning tools available to Terra for English Language Learners are numerous. There are many different software platforms and translators out there that provide ELL students with tools to help them learn successfully.

Students with Disabilities (SWD): The rich learning model Terra offers its students will allow SWD to flourish and grow to the best of their ability. Online learning is being used in more and more ways to assist the learning disabled. Marcie Lipsitt from the National Center for Learning Disabilities states that "if done right, online learning can afford students with learning disabilities new opportunities" (Shah, Nirvi, 2011). Things like text to speech readers for those who have sight problems or severe reading disabilities or even basic tools within software like Microsoft Word for keyboard alternatives. In addition, online learning for autism is up and coming. However, Terra realizes and promotes the "individual" in every student. There is not one "right" way of learning for everyone and all students including the special population group will need to be addressed individually so as to receive the very best learning tools for their individual needs, something Terra is well equipped to do with our individualized learning maps.

At Risk Students: At risk students are those who are performing below grade level. "The way online learning is set up, it puts the control of the learning on the shoulders of students...they feel the confidence and control, which is why online learning can be good for this population" (Katie Ash, 2011). This is how Terra Academy will be able to provide "Individual Learning Maps" for this demographic of student to help them take responsibility for their learning, their progress and their successes.

Service learning will also become valuable in this population as a learning tool. It will help these students to become involved with their community and make ties to help them move forward and

become integral members of their local community and society as a whole. Furthermore, they will have a mentor who will follow through with them from the beginning to ensure that they are making the gains they need to make as well as supporting them and providing tools they may need due to their unique situations in life.

Economically Disadvantaged: Terra Academy's belief that a student's needs extend beyond academics lends itself to making sure students who are economically disadvantaged receive the services they need to be successful in the classroom. In 2012, Uintah School District had approximately 37.5% of their students on free and reduced lunch programs (Kids Count Data Center, 2013). We will provide any and all needed school supplies, they will have free access to all learning tools, curriculum, field trips, learning activities and extensive project based learning opportunities. In addition to fee waivers, the edible school yard and free and reduced lunch programs, students should receive equal access to nutritional meals and educational activities including free access to support systems. Our Parent Partnership Organization (see Section 8 for more information on PPO) will become involved in fundraiser opportunities for the economically disadvantaged as well as doing coordinated carpooling and transportation offerings. Additionally, the school will consider all needs of the student and make referrals for community services as needed by individual family situation.

Admission Procedure

Terra Academy will advertise an open enrollment period annually each spring. Enrollment will be held starting January 1 through March 1st or until the lottery is full. The lottery itself will be held in Mid March. In the event that more students request enrollment than the school has available seats for, a lottery will be held. This lottery will be in compliance with all applicable state and federal guidelines, as presently constituted and as they are updated in the future. Current state law is UCA 53A-1a-506.

For those members of the community who are designated as founding members, their children may receive preferential enrollment. A founding member is defined as a person who has played a key role in the establishment of the school, and will be determined by the founding board prior to the lottery for the school's first year. Children of full-time staff are also eligible for preferential enrollment. Students receiving preferential enrollment will not exceed five percent. A monetary fee or donation of time, goods, or services is prohibited by Terra Academy as a mode of securing student acceptance at the school, and a fee to attend the school is not assessed.

Siblings of current Terra Academy are exempt from the lottery, provided parents provide the school with notice of intent to enroll prior to the lottery.

A complete lottery policy is found in Appendix A of this charter document.

Student Attendance and Enrollment

The Academy will maintain an attendance rate equal to or better than the district standards. This means that students should be in attendance 93% of the school days each year. To assist in meeting this goal, the Academy will:

- Require that teachers contact absent students within one school day.
- Recognize students for good work and behavior in multiple ways.

- Provide a high quality educational experience with consistency and follow through.
- Display some of every student’s work in the classrooms and hallways.
- Require that teachers and/or the Principal are to determine causes for absences and contact parents of students with absences in excess of five percent. The five percent is the combination of both excused and unexcused absences. Individualized strategies will be developed to help these students improve attendance.
- Involve parents in correcting the problem.
- Ensure that students attend the required 990 hours per year.

Indicator - Student attendance and reenrollment		
Measure	Metric	Board Goal
Student membership rate	Student membership / All students	93%
Within year enrollment rate	Percentage of students continuously enrolled throughout the year	85%
Year-to-year reenrollment rate	Percentage of students re-enrolled from one year to the next	Year 1 80% Year 2 85% Year 3 90%
Continuous reenrollment rate	Percentage of students continuously enrolled for all available years	65%

Works Cited

Ash, Katie, (2011). Education Week Special Report: Special Populations-Students with Disabilities, ELLs, the Gifted and the At-Risk Get Virtual Help. Retrieved from www.edweek.org/go/elearning-specialpopulations

Kids Count Data Center, (2013). A Project of the Annie E. Casey Foundation, Free and Reduced Lunch Participation. Retrieved from <http://www.datacenter.kidscount.org/data/tables/4420-free-and-reduced-lunch-participation?loc=46&loct=5#detailed/5/6769-6797/false/868,867,133,38,35/any/9868>

Shah, Nirvi (2011). Education Week, E-Learning for Special Populations. Retrieved from <http://www.edweek.org/ew/collections/e-learning-2011-specialpopulations/digitaledition-specialpopulationsreport2011.html?intc=EW-EL0811-TOC>

Section 3 Calendar and Bell Schedule

1st-2nd grade	Pod A	3rd-5th grade	Pod B
8:00-8:30 AM	HR-Mentor/Life Skills	8:00-8:30 AM	HR-Mentor/Life Skills
8:30-11:30 AM	Learning Block 1	8:30-11:30 AM	Learning Block 1
11:30-12:30 AM	Lunch	11:30-12:30 AM	Lunch
12:30-3:15 PM	Learning Block	12:30 -3:15 PM	Learning Block 2
Kindergarten		Note: All Learning Blocks include a 15 minute non-instructional break for students.	
Morning	8:00-11:30 AM		
Afternoon	11:45-3:15 PM		
6th-8th grade	Pod C	9th-12th grade	Pod D
8:00-8:30 AM	HR-Mentor/Life Skills	8:00-8:30 AM	HR-Mentor/Life Skills
8:30-11:30 AM	Learning Block 1	8:30-11:30 AM	Learning Block 1
11:30-12:30 AM	Lunch	11:30-12:30 AM	Lunch
12:30 -3:15 PM	Learning Block 2	12:30 -3:15 PM	Learning Block 2

Instructional day is 5 hours and 45 minutes a day for 1035 hours of instruction over 180 days which exceeds the 990 hour requirement.

This is a FLEXIBLE SCHEDULE. With this flexible schedule, RtI is built in during Learning Block 2 as needed in the form of remediation or enrichment. This is known as the rotation block because the last hour or so of the day can be used for various needs as is spelled out by the student’s Individualized Education Map. (This is defined further in Section 9. Also, see below for examples of a typical “student day” at various grade levels in each Pod.)

Professional Learning Community time will also be built into the flexible schedule within the rotation blocks so that teachers, mentors and administrators are meeting every week on every student to determine needs, monitor progress and assess achievement of mastery.

Calendar

Date	Events
August 5-6	Registration
August 13-19	Teacher Preparation Days
August 20	First Day of School
August 27	First Day of Kindergarten
Sept 1	Labor Day (No School)
October 15	Professional Development
October 16-17	Fall Break
October 24	End of First Term (45 days)
Nov. 27-28	Thanksgiving
Dec 22-31	Winter Break
Jan 1	New Year’s Day
Jan 9	End of Second Term (42 days)
Jan 19	M.L. King Day (No School)
Feb 13	Professional Development
Feb 16	President’s Day (No School)
March 20	End of third term (48 days)
Apr 2- 3	Spring Break
Apr 2	Snow make-up days (if needed)
May 27	Last day of School/End of fourth term (45 days)

Terra Academy 2014-2015 School Calendar					Student Days
August					
M	T	W	Th	F	
04	05	06	07	08	
11	12	13	14	15	
18	19	20	21	22	3
25	26	27	28	29	8
September					
01	02	03	04	05	12
08	09	10	11	12	17
15	16	17	18	19	22
22	23	24	25	26	27
29	30				29
October					
		01	02	03	32
06	07	08	09	10	37
13	14	15	16	17	40
20	21	22	23	24	45
27	28	29	30	31	50
November					
03	04	05	06	07	55
10	11	12	13	14	60
17	18	19	20	21	65
24	25	26	27	28	67
December					
01	02	03	04	05	72
08	09	10	11	12	77
15	16	17	18	19	82
22	23	24	25	26	
29	30	31			
January					
			01	02	

05	06	07	08	09	87
12	13	14	15	16	92
19	20	21	22	23	96
26	27	28	29	30	101
February					
02	03	04	05	06	106
09	10	11	12	13	111
16	17	18	19	20	115
23	24	25	26	27	120
March					
02	03	04	05	06	125
09	10	11	12	13	130
16	17	18	19	20	135
23	24	25	26	27	140
30	31				142
April					
		01	02	03	143
06	07	08	09	10	148
13	14	15	16	17	153
20	21	22	23	24	158
27	28	29	30		162
May					
				01	163
04	05	06	07	08	168
11	12	13	14	15	173
18	19	20	21	22	178
25	26	27	28	29	180

CALENDAR LEGEND

First and Last Day	
End of Term	
Professional Development	
Early Dismissal	
SEP Conferences/Early out	
No school	

Example of a day in each Pod

Pod A 1st Grader

Mentor/Life Skills Block: Students work on identifying feelings and emotions as a class.

Learning Block 1: Students work on basic addition story problems with manipulatives with a partner while the instructor surveys. The students go outside for play. Upon returning, and they work with their teacher on “States of Matter” in Science, handling and seeing examples of each.

Lunch

Learning Block 2: When students return from lunch, they have story time, giving opinion of the story, citing specific examples of why they feel this way. Outdoor play again, this time in conjunction with time spent in the edible school yard garden identifying states of matter they find in the garden. Students then come in and watch an interactive lesson online of “Nomadic Children in Ancient Mesopotamia” with matching activity. Art is next with a follow up project depicting a specific emotion they learned about in Life Skills this morning. End of the day song as a class.

Pod B 5th Grader

Mentor/Life Skills Block: Students work on a service project for recycling receptacles at the local community park.

Learning Block 1: The teacher takes these students out to the edible school and they set up planting beds for fall using fractions, percentages and make predictions on how much to plant in the given space for the most production. They also talk about temperature importance for the

plants and what distinguishes the freezing point versus a light frost. Students stay out and take a play break. The students then begin an online lesson in math and work privately with mentors and a teacher there for help and any one on one instruction.

Lunch

Learning Block 2: The students break up into small groups to work on a writing assignment using information based text and specific examples to summarize what happened at the early stages of the American Revolution and what instigated it. Break time outside. This particular student then goes to a “Rotation Course” on robotics and learns the next level in programming.

Pod C 7th Grader

Mentor/Life Skills Block: Students watch drama and do group break out with 10th graders on Bullying

Learning Block 1: This young lady starts her day by working on an online lesson in grammar. She does well in this subject and is able to complete two lessons today. She takes a break outside with her classmates and then comes back to finish up Block 1 with a 7th grade Life Science lesson online. She then gets together with three other students and helps set up for the Life Science Lab after lunch.

Lunch

Learning Block 2: After lunch, this student goes into the science lab with about 10 other students and completes a lab on bacteria. The bacteria they look at under the microscope were collected the day earlier by students and instructor from a local pond. Break time again for about 15 minutes. She then goes into common area and works on finishing up an online lesson in “World Languages” and meets with a group of 5 other students and a mentor at the end of the day in a previously reserved “quiet room” with glass to plan their year-long service project needs research that they have been working on for two weeks now. T

Pod D 10th Grader

Mentor/Life Skills Block: A group of 10th grade students present a drama to the 6th graders on Bullying

Learning Block 1: This student starts out by working on a Secondary Math 2 assignment. He struggles with this a little and signs up for the RtI mini lesson being given this afternoon. This student then works online in US History A and then takes a break. Student finishes up Learning Block 1 with an online lesson in math and a reading of literature for his language arts class.

Lunch time

Learning Block 2: Later, this student will work with the secondary level math instructor and attend a small group of students working on linear equations for RtI purposes. At the end of the day, this particular student will travel to Utah State University where he is working on a service project using his knowledge of Science and classification to help identify and create taxonomy labels to plants in the college’s herbarium.

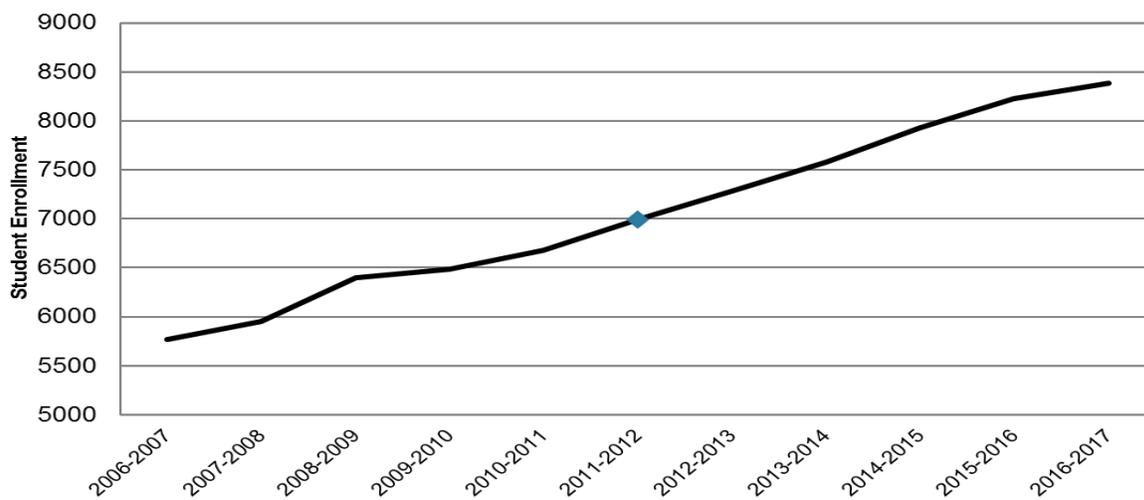
Section 4 Market Analysis

Market Context and Trends

Terra Academy is to be located in Vernal, Utah, which is within the boundaries of the Uintah School District. Current growth trends anticipate a twenty percent growth of school age students in the Uintah School District over the next four years. At the present time, the only public school choice parents and students have outside of the regular school district is through home-school online options. As stated in the executive summary earlier, Terra Academy feels that the scripted instructional method utilized by the local school district does not meet the needs of all students, particularly those who need alternative academic methodology, delivery and practices and would benefit from “Individualized Education Maps” and project-based learning offered by Terra Academy. There are vast amounts of research “that have proven that when implemented well, project-based learning (PBL) can increase retention of content and improve students' attitudes towards learning, among other benefits” (Vega, 2012)."

According to the Utah State Office of Education Fall Enrollment Report, Uintah School District is the sixth fastest growing district in Utah (Utah State Office of Education, 2011). The kindergarten class of 2011-2012 was 726, and the number of new kindergarteners for 2012-2013 was 785. The city of Vernal was ranked as the fifth fastest growing micropolitan area in the United States by the US Census Bureau in 2012, and ranked number ten nationally for the largest numeric increase in population. Additionally, the Census Bureau named Uintah County as the fastest growing county with a growth rate of four percent, nearly two and a half times higher than the statewide growth average of one point five percent.

In February 2012, Superintendent Mark Dockins presented growth trends since 2006 along with the projected enrollment growth through the 2016-2017 school years (see chart below). Tremendous challenges come with this kind of growth, particularly as it relates to facilities. The district will have to build new schools and in the short term has been considering year-round schools to accommodate growth. A charter school will help take some of the growth pressure off of the district while providing parents with another choice for their child's education, particularly those children who need a more individualized academic experience. The letter of support from Superintendent Dockins and the Uintah County School Board also indicates the need for Terra Academy to open their doors sooner rather than later. In the March 12th, 2013 Uintah School District board meeting, they verbally supported the need for the school.



Uintah School District Growth Trends and Projections, 2006-2017

Competitive Advantage

Although there is one charter school already located in Uintah School District, there is not one in Vernal that serves all grades k-12. Parents seeking an education different from that offered in the regular district schools can enroll their children in Uintah District’s online education program or enroll in an online charter school. There are currently two small private schools (combined total enrollment of less than 300) that are run by private Christian groups. For many parents, an online option is not feasible due to the parent(s) or guardian(s) needing to work, or they want their students to have the advantages of a personalized education while still attending school in a “brick and mortar” building. Terra Academy provides students with a personalized education that utilizes a combination of online learning and traditional instruction in a building designed to maximize the benefits of learning in an environmentally friendly way.

Numerous studies have shown that schools which are “green” show increased student learning achievement. Without toxins in carpets, paints and plastics, the attendance rates have shown to be increased. “Indoor air quality, which is a function of outdoor and indoor air pollutants, thermal comfort, and sensory loads (odors, “freshness”), can affect the health of children and adults and may affect student learning and teacher productivity”(Committee to Review and Assess the Health and Productivity Benefits of Green Schools, 2006)..Furthermore, the design of the building will incorporate daylight being in as many of the rooms as possible which is also shown to increase student education achievement success rates, as discussed in Section Five Capital Facility Plan.

Currently, the instructional practices used within the Uintah School District can be described as scripted instruction. Teachers have a set amount of time to cover a concept, and must teach it to the students as directed by the textbook scripted program. While this method works for some students, it is our belief that there are other methods which may better suit other students. For instance, gifted and talented or “at risk” students may need a more personalized approach. These students need more challenge and active engagement during the teaching process in order to gain

the maximum benefits of school and not be held back in their academic pursuits. Terra Academy creates an individualized education map for each student; combining project based learning with online curriculum and individualized instruction, to help each student reach his or her greatest potential. There are numerous studies on project based instruction increasing learning gains. For example, one study of 3rd through 5th grade urban students who received inquiry-based science instruction exhibited substantial learning gains that lasted over several years (Lee, Buxton, Lewis, & LeRoy, 2006). Furthermore, there are other studies which show older students in high school who utilized project based learning practices and “earned higher scores on an achievement test as compared to students who received traditional instruction and outscore(ing) their peers on 44% of the items on the National Assessment of Educational Progress science test during their twelfth-grade year” (Chang, 2001; Schneider, Krajcik, Marx, & Soloway, 2002). Project-based learning methods increase student learning.

Terra Academy is an attractive option for students because of the benefits of an individualized learning map where the curriculum and learning experienced are tailored to meet the needs of each student individually and include project based learning and student driven learning. In the context of the scripted instruction used by the local school district throughout the day, Terra Academy is particularly appealing to those students who benefit from being self-paced and who enjoy hands on learning and contributing to the greater school community through participation in group projects such as the school’s edible garden, outdoor classrooms and community service project learning.

Location

Terra Academy has found multiple sites that meet the requirements for the facility. The school would like to secure a piece of property that is approximately five to seven acres in size. The locations in the area nearest to the Utah State University Uintah Basin campus are most appealing to Terra Academy because they allow the target population of academic achievers easy access to college classes while still enrolled in high school as well as being on a public transit route. The identified property parcels are listed below, in the founding board’s order of preference.

1. **Leora Jacobe Property:** This property is located on 5th North approximately 1.3 miles from the Utah State University Uintah Basin Campus. The land consists of three connected plots owned by the same person for a total of approximately 18 acres (10 acres, 5 acres, and 3 acres. The land has an undeveloped water well and pond which would be ideal for the Edible Schoolyard and outdoor classrooms. The pond area would be made secure in order to keep the children safe, and anytime students have access to it they will be supervised by adult personnel. It is the hope that the well would be used as the water source for the Edible Schoolyard. The total asking price for these properties is approximately \$378,000.00. The access point to the property is sitting on a road that includes public transit. There is a very large public park across the road with baseball diamonds and a skating park which could be used by the school as needed. There is also

a walking park adjacent to the property. Utilities are present in the street at 500 North.



- Utah State University Uintah Basin Campus:** The current campus consists of 138 acres that were donated to the school by a local land owner and philanthropist. Currently, there are approximately 80 acres of land not being used by the school. Discussion has been had with the University, and school officials are open to leasing or selling land to Terra Academy. Unless and until the school is approved they will not disclose or negotiate on price. Terra Academy will not select this piece of property unless it is within the budget of the school.



- 1750 West Main Street Vernal, Utah:** This piece of property is located next to an LDS church building and is adjacent to the Utah State University Uintah Basin Campus. The current owner is willing to sell the land to Terra Academy for \$5.00 per square foot, fully improved. The land owner would like to see a charter school on this piece of property, and has the capacity to serve as the developer. He is also willing to sell the land independent of developing it should he not be selected as the developer.



4. **Private Property belonging to Bob Williams:** The owner has multiple properties around the Utah State campus, and is the donor of the land to USU. Price is not available at this time, but the owner is willing to negotiate with the school to help facilitate a location close to the USU campus. Current information from this estate is that they will be selling the land soon and are still negotiating a price and acreage for this land.

Outreach

Community outreach will be through both passive and active means. Terra Academy will actively recruit students by holding open houses, distributing flyers and having an information station at various community events. Flyers will be posted in diverse businesses, including grocery stores, dance studios, martial art studios, the Uintah Recreation Center, Uintah County Public Library, state and county buildings, 4-H/ USU extension office, grocery stores, farmers market, public notice boards in various businesses, and gas stations. In addition to a press release detailing the school's approval, we will have a public meeting with every newspaper, radio, and television station in Uintah County. Because of the smaller community in which Terra Academy is located, advertising the school is much easier than in an urban setting. All marketing materials will clearly define the mission of the school and the target population so those who are seeking the type of education Terra Academy offers know it is available.

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Section 5 Capital Facility Plan

Terra Academy will secure a facility to meet the needs of the kindergarten through twelfth grade population that will be environmentally friendly, possessing a design conducive to student learning, and minimize the cost of the building in order to put as much money as possible in the classroom.

Building

Terra Academy anticipates the need for a facility of approximately 50,000 square feet in able to accommodate the 650 students which will attend school there. Rooms will be grouped according to grade level, and efforts will be made to keep elementary and secondary students separated as much as possible, except for in cases of monitored student to student mentoring, cross grade level activities etc. There will be some shared spaces, such as the gymnasium, cafeteria, and library. It is anticipated the school will have fourteen classrooms for students in kindergarten through sixth grade, with collaboration areas for project based learning and other activities requiring additional space. The secondary grades will have approximately ten general use classrooms, a science room (including lab space), a music room, and an art studio. There will also be collaboration areas which will also function as common areas for students to socialize during breaks. All computers will be mobile laptops, which eliminates the need for dedicated computer lab space.

The school will work closely with the design team to ensure there is adequate parking as well as a safe drop off and pick up zone. Because many Terra Academy students will not live within walking distance, the school recognizes the need for increased parking and a safe and efficient route and process for pick up and drop offs.

The top three preferred locations for the school are all on accessible transit routes, and require minimal site work. Utilities are present in the street at all three locations, and will require minimal work to bring on to the properties. Currently, utility companies will not provide estimates without detailed site plans and specifications, but past projects would indicate a price of approximately \$250,000, all of which are to be included in the developer's contract, along with the site work.

Environmentally Conscious

Terra Academy will not require the school building to be LEED certified, but every effort will be made to use materials and design concepts that minimize the environmental impact and maximize student learning. 2013 data from the McGraw-Hill Construction SmartMarket Report on "new & Retrofit Green Schools-The Cost Benefits and Influence of a Green School on its Occupants" indicates that there is significant benefits on students in k-12 schools such as better health, increased performance and the individual's well-being. Not to mention, the report also states that test scores are increased at a rate of 70% and a substantial decrease in absenteeism (McGraw-Hill Construction, 2013). The non-profit organization US Green Builders Council has collected and analyzed data and found that the cost of building a green school is only one and a

half to two percent higher than building a traditional facility, but uses 33 percent less electricity and 32 percent less water (Whelan, Debra Lau, 2007). Current research from 2011 suggests even further that “green schools can be built at or below the cost of conventionally designed schools” (Rainwater, B., Hartke Ph.D., J, 2011). A growing number of studies show that a school’s physical condition—especially lighting and indoor air quality—directly affect student performance. “Daylighting in Schools” by the energy efficiency consulting firm Heschong Mahone Group, examined 21,000 students in three elementary school districts in California, Washington, and Colorado and found that students in classrooms with abundant daylight had up to 25 percent higher learning rates and test scores in reading and math than their peers in rooms with less natural light (Heschong Mahone Group, 1999). This research was funded by the State of California, and the data was reviewed and substantiated by the independent subcontractor RLW Analytics, Inc. and the Fresno Unified School District. School design criteria will require that daylight exposure be maximized in all areas. Preferred paints and furnishings will be made of low-volatile organic compounds (VOC), and carpets should be made of non-VOC materials as they impact air quality. Asthma accounts for more school absenteeism than any other chronic disease (Doull, 1996) and sixty percent of students with asthma miss school annually (Rana, 2000). Moonie et al found that students with asthma miss on average 1.3 more school days per year than students without asthma (Moonie et al, 2006). By using the materials described above in the building process the school hopes to decrease the number of sick days due to asthma and other respiratory disorders.

Energy conservation is also an important characteristic of the building. The school will incorporate the use of high efficiency HVAC systems, lighting, and energy saving accessories, such as motion detecting light switches and faucets. The total cost for such features will be approximately one to one and a half percent higher than traditional systems and fixtures for all sites. In consultation with the design team the school will determine if things like geothermal and solar power are options for the school. While the initial cost of building may be higher than usual school construction costs (assuming a one and a half percentage), Terra Academy recognizes the value associated with healthier children and the substantial costs in energy savings in the long term. The school will work with the selected developer to make sure these critical elements are included while maintaining a project cost that will keep the monthly lease rate and eventual purchase price within the budget established by Terra Academy.

Another aspect for a green school will be surrounding the facility with an environmentally conscious landscape design, which will include an edible school yard and utilize low maintenance native plants. The same care and considerations will be taken with the landscape as with the building itself.

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Financing

Upon approval of the Terra Academy charter, a request for proposal (RFP) will be issued for a developer to finance the construction of the school. The developer would be the owner of the building, which would be leased to the school until Terra Academy is able to purchase the facility. The school will follow the requirements as outlined in the “Charter School Leased Facility Construction Requirement” document issued by the Utah State Office of Education. As the proposals are evaluated, Terra Academy will take the following into consideration:

1. Proof of funds availability to complete the project
2. Willingness to incorporate the design principles and materials aforementioned
3. Ability to purchase land in a location acceptable to the school
4. Flexibility in the lease to purchase the building when market and school financial conditions allow
5. Allow the school to participate in the selection of the architect and builder
6. Ability to work with architectural and building team to complete construction on time
7. Willingness to comply with requirements in the “School Construction Resource Manual”
8. Reasonable lease rate
9. Reasonable and well-defined purchase price

The above criteria will be equally weighted and an aggregate score produced to determine the selection of the developer.

Long Term Financing

It is the hope and intent of the Terra Academy Board of Trustees to purchase the school facility within three to five years of opening. There are a number of options available, and the Board will consider all options when purchasing the building is an option. The school will ensure the initial lease terms and conditions allow for the school to purchase the building for a reasonable price within five years.

The first option the school will consider when purchasing the facility is a loan through the United States Department of Agriculture (USDA). The USDA has a program titled Community Facilities Guaranteed Loan Program. Through this program, the USDA partners with private lenders to build public facilities in rural areas, including charter schools. Given the rural location of Terra Academy in Vernal, the school would qualify for one of these loans.

The next option the school will consider is a tax-exempt bond issue. Depending on market rates and the school's operational history, Terra Academy may or may not seek to utilize the State Credit Enhancement Program. This loan utilizes tax exempt bonds to purchase the facility from the developer.

Unrated tax exempt bonds may also be an option. In the current market, schools with one to two operational years that have a low building cost have been able to utilize tax exempt bonds to purchase the facility sooner than the three to five years typically associated with charter school facility purchase. While the interest rate is higher than a rated deal, current market conditions are lower for a rated deal than they were for a rated deal one year ago. These bonds would also be issued through the Utah State Charter Finance Authority.

At the end of three years, the school expects to have met the following conditions, which make it a potential candidate for bond rating status and eligible for the state credit enhancement or a direct loan under the USDA rural development program:

1. Cash on hand equal to 60 days of operating expenses and growing
2. Full, stable enrollment with a substantial waiting list
3. Met the re-enrollment and retention rates outlined in this charter
4. Clean audit reports with no unresolved significant findings
5. Budgets that are consistent with actual income and expenses
6. Have no red categories on the authorizer's categories under its performance matrix

Section 6 Detailed Business Plan and Budget

Terra Academy's board will ensure that the school's operations are operated efficiently, according to applicable laws, within the board-adopted budget, and in a way that achieves the outcomes and mission established in this charter application. The school's budget, short of this charter, is the clearest and most relevant statement about the board's priorities. The board will ensure that the budget and all operations reflect the school's priorities and fulfill its mission.

Planning Year

Revenue

Terra Academy will seek and anticipates the receipt of two sources of state funding: a loan of \$150,000 from the state charter school revolving loan fund and a grant of \$120,000 from the state charter school startup grant fund. These make up the total budgeted revenue for the startup year, though the school will seek donations from parents, foundations, and the greater Vernal community.

Planning Year Salaries

Terra Academy will employ (or otherwise compensate through an employee leasing or service arrangement) the following employees during the planning year from approval of the charter to the beginning of the first operational year:

- A full-time school director
- A part-time counselor (who may become a full-time counselor when school opens)
- A full-time school secretary and student records manager

In addition to these employees, the school will also use the following in a purchased services arrangement:

- Business management services on a delayed payment plan
- A building officer responsible to oversee construction and facility compliance

Other Planning Year Expenses

During the planning year, the school will have other expenses for supplies, computers, procurement services, that are projected at \$16,000. Most supply purchases will be made in the first operational year after the school has received the state revolving loan and anticipated startup grant (see operational years sections below).

Operational Years

Enrollment

Terra Academy under this application will have capacity for 650 students, and given the explosive growth in Uintah County (see supporting letter from the local district superintendent), the school anticipates full enrollment in its first year. 650 students, according to the attached Charter School Funding Worksheet, produces revenue of just over \$3.5 million. This is a conservative number as it does not include other funding streams that the legislature institutes

each year (such as Online Testing funding, in place for this year but not on the funding worksheet).

Revenue

In addition to the state funding number above, Terra also assumes that it will qualify for federal revenue at an average amount for schools of similar size. The number of \$175,125 estimated in the budget is the result of an analysis of first-year charter schools of similar size in fiscal years 2011 and 2012 and from schools of a similar size that operate a lunch program. The school also assumes it will qualify for the state startup grant in an amount of \$100,000 in its first operational year.

Lunch revenue assumes participation of 55% of the student body daily in the lunch program, with half of those students being on free or reduced lunch, resulting in a mix of federal funding and local funding from direct sales of lunch to students.

Other local revenue assumptions:

- Student activities will generate average annual revenue of \$20 per student in admissions to activities and events
- The school's parent organization will be able to raise an average of \$50 per student per year in its fundraising activities, donations (including box tops, direct cash, etc.) and sales of school products for total revenue of \$32,500

Non-Payroll or Service Expenses

Technology: The budget includes \$250 to purchase internet connected computers for every pair of students at the school. This large investment will also require an investment in the school's infrastructure of \$20,000 for wireless arrays, filtering, servers, and other network equipment. An additional \$20,000 is budgeted for teacher and administrative computers. Ongoing costs to maintain and add to this strong foundation of technology is anticipated at 50% of the initial outlay, which covers a three-year refresh rate plus inflation and additional machines as the need arises. See the technology section of this charter application for further details and plans.

Furnishings and Fixtures: The budget includes expenses of \$180 per student for desks, chairs, filing cabinets, storage, and other classroom equipment.

Occupancy of facilities: The school has a budget of \$1300 per student, which at 650 students is a maximum budgeted debt service of \$845,000 per year. In year 1, the school anticipates taking occupancy on August 1, which will reduce occupancy costs to only 11/12 of the maximum. Year two reflects a full rent amount. \$20,000 is budgeted for the maintenance of the facility grounds.

Curriculum and classroom materials – The budget includes only \$40 per student for textbooks because most of the school's curriculum will be available online and included with the technology hardware purchased and noted above. Basic instructional supplies of markers, paper, pencils, and other basic classroom needs are budgeted at \$20 per student for the year. Future classroom supplies continue at that pace, while curriculum materials are anticipated to require replacement every two years, which amount is included in year two of the attached budget.

The school also anticipates spending an average of \$5 per book to start a library collection of 2 books per student in the first school year. The budget calls to add one book per student per year at a similar cost until the school reaches its target amount (see Library section of this application) of books, at which point the ongoing contribution to build the library will reduce, but that is past the timeframe of the state's budget template.

The school also anticipates purchases of \$5,000 for basic facility maintenance equipment, including vacuums and other cleaning tools. Utilities are anticipated at \$50,000 per year, and custodial supplies budgeted at \$20 per student ongoing.

Payroll, Benefits, and Purchased Services

Teachers: The board may, prior to opening, adopt a salary range schedule. While teachers will be hired at various salaries depending on education and experience, this budget anticipates an average teacher salary of \$37,000, which is consistent with the average salary of startup schools with similar grade configurations in Utah. \$25,000 has been budgeted for professional development in the first and second operational years to provide the training teachers need to begin and implement the program successfully.

Paraprofessionals: In the first year, the school will hire ten part-time paraprofessionals to assist teachers, serve as on-call substitutes, and provide special education instruction and services to students. At \$10 per hour and 6 hours per day, total budgeted amount for these paraprofessionals is just over \$100,000.

Support Services: Consistent with its mission, Terra Academy will have more counselors for its student body than is required by law. This budget calls for 2 FTE counselors at an average salary of \$40,000. The school's budget calls for a librarian paid on the same salary schedule as teachers. The school will also invest heavily in student support services consistent with its mission, including outsources special education services for speech and occupational therapy, and additional services for gifted and accelerated students with a total budget of \$125,000.

Administration: Terra academy will have one school director at a salary of about \$70,000 with a part time assistant director. Additionally, the school will have two FTE secretaries/receptionists with an average salary of \$30,000. The school may either contract out for business services or hire a business administrator. For purposes of this budget, the assumption is that an on-site business manager will be retained through a service provider, at a cost of \$92,000, which will replace the cost of a business office staff at the school, including their benefits.

Operations and maintenance: Terra Academy will hire a building maintenance manager at a salary of about \$32,000 per year with additional support of part-time custodial staff who will work part time at a rate of about \$9 per hour. Three percent raises are anticipated for these and all employees going into year two.

Food Service: The school's lunch program will involve two FTE food service employees at average compensation of \$21,630 per year. It is anticipated that only one person will be full-time and benefits eligible, with the other workers serving part-time only during the lunch preparation, service, and cleaning period of about 2.5 hours per day.

Benefits: Full-time employees will be eligible to participate in the school's medical, dental, vision, and other benefit plans. The cost to the school of these plans is budgeted at an average of \$6,000 per year in year one, rising to \$7,000 in year two. Terra does not anticipate participating in the State Retirement System, but will have a robust retirement program, which his anticipated to cost 4% of total salaries.

Audit and Controls

Terra Academy's Board is responsible to ensure that the school complies with all state-mandated reports and deadlines and instituting proper controls to mitigate risk factors present when dealing with public money. As required by law, Terra Academy will contract with an independent auditing firm to conduct an annual independent audit at the end of each fiscal year. The budget includes \$11,000 for this and related services, including an audit of enrollment on October 1 of each year. The audit report will be delivered to both the USOE and the Utah State Auditors' Office by November 30 each year in compliance with state requirements.

The board will adopt a budget each year by June 30 and monitor the school's financial performance related to that budget at its regular board meetings. The board may adopt a revised budget at any time during the year (again, before June 30) if actual expenses vary from the budget by more than five percent.

The board will ensure that all finance policies are adopted consistent with state law, including regular board and administrative oversight along with sufficient segregation of duties to limit the potential for fraud. Board finance reporting will include board review of all reports submitted to the state. The school will follow purchasing policies, and school finance policies will be reviewed each year to ensure that they comply with any legislative changes that may occur from time to time. The school will follow procurement code related to education service providers, building development and land acquisition, and all other purchases falling within the scope of state procurement code.

Contingency Budget

In case enrollment is below the board's budgeted expectation, this application includes a contingency budget that assumes only 75 percent of enrollment capacity is filled. Changes from the full enrollment are detailed below:

- Revenue falls consistent with enrollment, including a higher-than-likely drop in state funding. Local and federal sources that had been calculated on a per-student basis fall consistent with enrollment.
- The number of teachers falls from 30 to 25. Because teacher staffing levels cannot follow enrollment changes on a purely consistent basis, the larger staff reductions come in paraprofessionals, which drop from ten to five, with further reduced hours. Staffing levels for the special education services will not be affected, so general education paraprofessional support will be cut to very low levels.
- The school will eliminate one of its FTE counselors, still focusing on this key part of the school's mission, but building to full implementation of it.

- The librarian will be reduced to part time, and the number of library books purchased reduced, likely extending the time that the school will reach its fully stocked goal.
- The part-time assistant principal position will not be filled, and the secretaries reduced to 1.5 FTE.
- Maintenance staff will be slightly lower at a slightly lower rate of pay.
- Food service staff will be reduced by .5 FTE.
- The cost of lunches will be reduced commensurate with lower enrollment and lower revenue.
- Student services is reduced commensurate with enrollment, with general education services reduced more to protect required special education services.
- Professional development is protected as a key part of the school’s mission.
- Technology and curriculum purchases are reduced by half, requiring increased sharing of computers among students.
- Benefit increases will be passed on to employees in year two
- Minor other budget and equipment lines are reduces commensurate with enrollment

The contingency takes into account things that are unlikely to change with enrollment (occupancy, professional development), protects as possible things that are core to the mission (supplemental services, technology) and maintains adequate reserves to continue operations and build financial security.

<i>Indicator – Financial performance and sustainability</i>		
<i>Measure</i>	<i>Metric</i>	<i>Board Goal</i>
<i>Current ratio</i>	$\frac{\text{Current Assets}}{\text{Current Liabilities}}$	<i>Year 1: >1 Year 2: >1.1 Year 3: >1.2</i>
<i>Debt ratio</i>	$\frac{\text{Total Liabilities}}{\text{Total Assets}}$	<i>Year 1: >1 Year 2: >.9 Year 3: >.9</i>
<i>Occupancy costs</i>	$\frac{\text{Facility Costs}}{\text{Total Operating Revenues}}$	<i>Year 1: >20% Year 2: >22% Year 3: >21%</i>
<i>Maintain applicable bond covenants</i>	<i>No Default Certification, Audited Financial Statements</i>	<i>Upon completion of any facility acquisition bond, Terra Academy will maintain all applicable bond covenants.</i>
<i>Current assets to total annual operating expenses</i>	$\frac{[\text{Current Assets}]}{(\text{Total Annual Operating Expenses} \div 365)}$	<i>Year 1: >30 days Year 2: >45 days Year 3: >60 days</i>
<i>Adherence to Budget</i>	$\frac{(\text{Budgeted expenditure} - \text{Expenditure})}{\text{Budgeted expenditure}}$	<i>Terra Academy will adhere to its official budget within five percent of revenue and expenses.</i>

Section 7 Fiscal Procedures

Terra Academy will incorporate the following fiscal procedures to ensure that the School's assets are used for approved purposes. The fiscal procedures are categorized into financial reporting procedures and internal control policies.

Financial Reporting Procedures

Terra Academy will follow and employ Generally Accepted Accounting Procedures as they apply to charter schools. The school will use a calendar for financial reporting, budgeting, and appropriations consistent with the statutes and administrative rules that apply to public school finances. All budget proposals and amendments will be prepared by the business office and school administration and presented for board consideration in open and public board meetings. Please see the finance calendar below.

As a non-profit corporation operating under a charter granted by the State Charter School Board and consistent with statute, only Terra Academy has any responsibility to meet its financial obligations and commitments. Neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school.

The school has adopted purchasing policies that comply with State of Utah procurement policies outlined in Utah Code 63G-6 and Administrative Rule R33, or more stringent standards developed by the school's board from time to time. These policies will include following all state standards for facility planning and construction and other high value purchases and expenditures, including any service agreements related to school operation or education. All contracts for facilities or financing will be submitted to the State Charter School Board for review and advice prior to Terra entering into any such contract or agreement.

Complete Purchasing Policies are included in this application as Attachment C.

Calendar

- Draft budget for upcoming fiscal year prepared in April by business office using current funding formulas from the recent legislative session.
- Draft budget reviewed and amended by the board in May.
- Final budget approved by the board in June.
- Budget reviewed and amended, if necessary, in November after the official student count and updated revenue estimates.
- Budget reviewed and amended, if necessary, in February after the mid-year summary updates from USOE's finance office.
- Budget amended, if necessary, in June and submitted to the state as required consistent with actual expenses and revenue.
- Board will review monthly financial statements including Profit and Loss, Balance Sheet, and Bank Reconciliations.

Internal Control Policies

Terra Academy will adopt internal controls designed to ensure that the School's assets are used for approved purposes. The primary internal control is the segregation of duties for the following: authorizing transactions, making cash disbursements, record keeping, reconciliation, and maintaining custody of assets. See detailed financial policies for more information.

Finance Training

The school's business manager will attend USOE Finance and Statistics trainings regarding Minimum School Program and financial reporting requirements prior to beginning work for the charter school, and on a continuing basis thereafter. The board treasurer or designee will also attend, whether or not the business manager is an employee of the school or is part of a contract with a school business services provider. This training will give the school's board and business office the latest information on requirements and obligations of the school regarding finances, and provide the board with information necessary to hold the business office accountable for compliance with all finance regulations.

Business Manager Job Description

Primary Roles and Purpose:

The business manager is responsible for the non-instructional operations of the school. In this role, the business manager ensures that all school administration and instructional staff have the financial and physical resources to accomplish the school's mission.

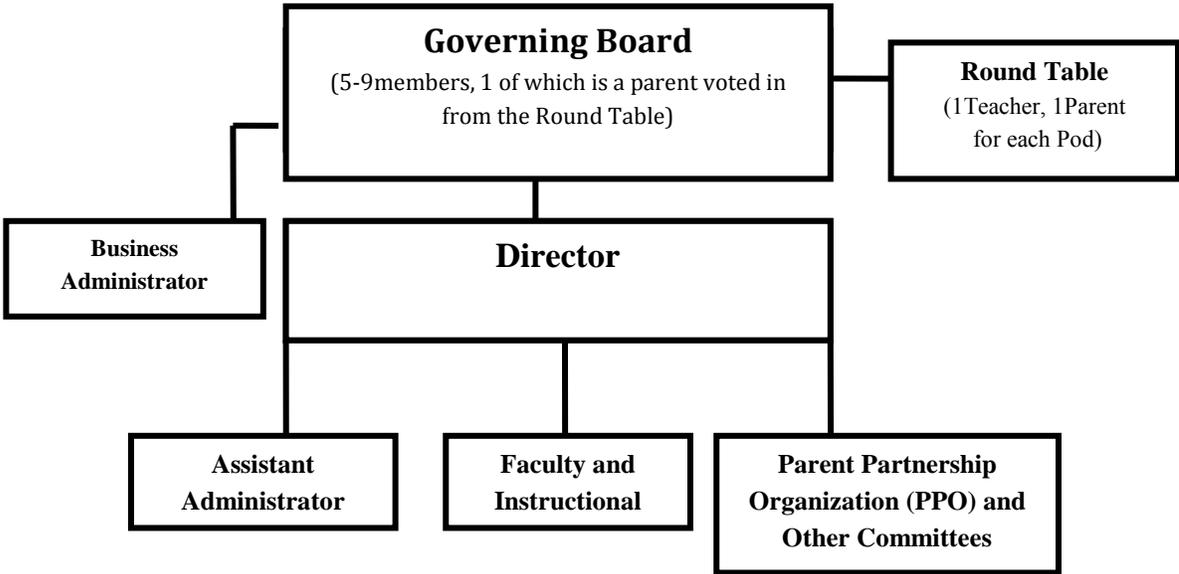
Responsibilities and Duties:

- **Financial Management**
 - Establish, maintain, and analyze and evaluate accounting practices, systems, and controls
 - Coordinate required state audits and reports with appropriate accounting firm and state agencies
 - Assess and process all purchase orders and check requests and manage budget by certifying available funds; get proper authorization according to school policy
 - Reconcile and manage all school accounts, including bank and purchase card accounts
 - attend board meetings;
 - be the custodian of all school funds after deposit in the school's account by action of the board Treasurer;
 - be responsible and accountable for all money received and disbursed;
 - keep 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;

- prepare and submit to the board each month a written report of the charter school's receipts and expenditures, balance sheet, and statement of cash flows, budget report;
- use uniform budgeting, accounting, and auditing procedures and forms approved by the Utah State Board of Education, which shall be in accordance with generally accepted accounting principles or auditing standards and Title 63J, Chapter 1, Utah Budgetary Procedures Act, and consistent with generally accepted standards of fiscal management to be used by the school;
- prepare and submit to the board a detailed annual statement for the period ending June 30, of the revenue and expenditures, including beginning and ending fund balances;
- assist the principal in the preparation and submission of budget documents and statistical and fiscal reports required by law or the State Board of Education;
- ensure that adequate internal controls are in place to safeguard the charter school's funds; and perform other duties as the board or principal may require.
- Monitor the overall school budget and see that programs are cost effective and funds are managed effectively
- Prepare all related reports including USOE reports, other state and federal reports, tax reports and other accounting reports as necessary
- Negotiate favorable purchasing agreements for materials and supplies; follow state procurement law and school purchasing policies

Section 8: Organizational Structure and Governing Body

Terra Academy



Governing Board

The Governing Board governs Terra Academy. The Governing Board will have no fewer than five but not more than nine members. They will consist of four appointed members and one elected member from the Round Table (as described herein). In the event that the Governing Board total members is at eight or above, two of those members must be from the Round Table.

The Founding Board, consisting of the members listed in this application will govern the school according to the Bylaws until the school opens. Within four months of the beginning of the first school year, the Governing Board will be appointed by the Founding Board. Should the Governing Board structure be incompatible with any future statute or rule governing Utah Charter Schools, the Governing Board will amend its bylaws, charter, and/or board makeup consistent with such changes.

The Governing Board may, at its discretion, appoint and delegate special task forces or committees, or the School Director to investigate and research specific items related to school policy, procedure, programs, and curriculum and make recommendations to the board for potential action.

Responsibilities of the Governing Board may include but are not limited to:

- Protect the legal interests of Terra Academy
- Exercise sound legal and ethical practices and policies
- Advocate good external relations with the community, school districts, media, parents, and students
- Hire and evaluate the school director and business manager, or service providers performing similar functions, and hold parties accountable to Governing Board goals
- Practice strategic planning and assess performance
- Ensure compliance with state law in all areas of school operation
- Analyze and go over assessment data yearly
- Adopt policies that further the school's interests, minimize risk, and to comply with requirements in rule or statute

Responsibilities of Chair

- Sets the agenda
- Presides at all meetings
- Appoints all committees
- Signs legal documents
- Chairs committee

Responsibilities of Vice Chair

- Performs duties of Chair if the Chair is absent or disabled
- Coordinates meeting agendas

Responsibilities of Treasurer

- Oversight of money received / disbursed
- Countersign disbursements w/ CAO or School Director
- Submission of monthly financial report and annual report
- Submission of annual budget
- Ensure adequate financial controls

Responsibilities of Secretary

- Writes and distributes meeting agendas to members
- Post public notice of meetings
- Keep minutes of meetings
- Attest to legal documents

Meeting frequency

The Governing Board meets once a month, or as needed and will give appropriate notice as required by law. Meetings will be guided by an agenda, to a) discuss the School's operations and hear reports and updates from its board members and school directors, b) consider and adopt policies, c) provide oversight of the school performance, and d) consider requests and concerns from the Round Table, parents, students, and teachers. A simple majority vote of the total board

membership constitutes action by the Governing Board, except as noted in the Bylaws. The Governing Board may not act unless a quorum of board members is present.

Selection of Governing Board Members

The bylaws of Terra Academy require the Governing Board have a minimum of five board members, but no more than nine. When the Founding Board appoints the first Governing Board during the first operational year, there will be five members. One member will be carried over from the Founding Board to ensure continuity; three additional members will be appointed by the Founding Board; lastly, one will be elected by the parents of the school as the elected parent representative of the Round Table to act as a voting member of the Governing Board within a month of the first day of school.

Appointed members will be required to read crucial charter sections that deal with the mission, vision, educational approach, and governance structure, and submit to the Founding Board, in writing, why he or she should be selected and what he or she has to offer the school. The Founding Board will then interview candidates for the open seat. A candidate must receive two-thirds of the votes from the Founding Board in order to be appointed to the Governing Board. The remaining seat will be filled by the Round Table elected representative. This will be done through an election process of one of the parents, of a student at Terra Academy who were initially elected to serve on the Round Table.

Appointed Governing Board members will serve a three year term, serving no more than two consecutive terms. The elected Round Table board member will serve a one year term and can serve no more than two consecutive terms as well.

The first Governing Board will serve slightly different terms in order to prevent a complete board turn over at three years. The board chair will serve one five year term, the vice-chair a three year term, and the treasurer one year. Both the vice chair and the treasure would have the option to apply for an appointment to a full three-year term at the conclusion of their initial term.

The Governing Board will interact directly with parents and other stakeholders when developing policy, hearing complaints alleging violations of policy, or when reviewing the school director's performance through surveys and verbal comment. The Governing Board Chair will serve as the voice of the Board in public matters and in communication with stakeholders. Otherwise, communication from the school to all stakeholders will be through the school Director.

Contingency Plan for movement from Founding Board to Governing Board

Since it is important to the Terra Academy founders that there be continuity throughout the entire process of creating this charter, we have requested that Cassie Hays act as head of the Founding Board until such time as the Director is to be chosen for the school. At that time, if she is chosen as the Director, she will forfeit her place on the Founding Board and Lianna Etchberger will become the new head of the Founding Board as well as becoming the new head of the Governing Board at the necessary time. Lianna is very familiar with what the vision and mission for the school is; creating more continuity and less "recreation" of the wheel after the fact. Furthermore, we would also like to see Kristy Aycock, who knows the curricular choices for the charter inside

and out, to become one of the teachers within the school to help further continuity at all levels of this project. In this way, we will have a person who is totally familiar with the goals of the charter in every level to help successfully facilitate the launch and operation of the school so that the school has all the help it can get to start on the right foot. It is our opinion that bringing in all new people at operation time, even if they are briefed thoroughly will derail the groundwork already put in place when we already have capable, passionate people ready to do the job necessary.

The existing Founding Board feels that we need originating members with in-depth knowledge of the original ideas and vision strategically placed all along the way to move the school in the right direction not only through completion of the “physical” school step but into the operating years as well to maintain the integrity of the original purpose of the creation of this charter. It could be likened to the building of a house. One person may have the vision of an incredible house but if you try to convey that vision to the builder and leave him to his own devices, you will find the final house nothing like what was originally planned. Now that is not to say that we don’t need all of the craftsmen to get the job done and contribute ideas along the way. That is why we will surround ourselves with so many caring and competent people to help get the job done right. However, we feel so strongly about this aspect of the charter you could say that it is part of its innovation.

Round Table

The “Round Table” consists of equal parent and teacher/mentor representation. In addition, the Director will also be a member of the Round Table. Members of the Round Table will be chosen through election process. Each “Pod” (A Pod consists of a breakdown of grade levels k-2, 3-5, 6-8 and 9-12) will elect a single parent and a single teacher to represent their “Pod”. Elections will be held by the end of the third week of the school start date. Parents will elect their parent representative and teachers will elect their teacher representative. One parent will be elected yearly after the Round Table is formed and will be the fifth position on the Governing Board. This elected parent will vote in accordance and on behalf of the Round Table’s consensus on matters subject to future board approval and will act as a liaison between the Governing Board and the Round Table (the school). It is important to note that the director and teachers who are members of the Round Table will never be able to be a representative on the Governing Board.

Parent Partnership Organization (PPO)

The Parent Partnership Organization is comprised of parents/guardians whose students attend the school. The PPO offers parents a means to support the school through volunteer opportunities, fundraising, community relations, and school promotional activities.

The responsibilities of this organization include but are not limited to:

- Organizing and supporting, through volunteer service, the policies and procedures outlined by the Governing Board.
- Coordinating the efforts of parent volunteers for classroom help, class activities, field trips, assemblies, extracurricular activities, carpooling and transportation of students, public relations, traffic control and other volunteer activities.

- Organizing and maintaining additional programs as coordinated by the Governing Board and the Round Table.
- Raising funds for supplementary materials and activities.
- Assist the board and the Round Table in other areas such as serving on sub-committees, etc.

Governing Board Performance and Stewardship Goals

Indicator – Board performance & stewardship		
Measure	Metric	Board Goal
Board member development	Percentage of board passing all available board training modules on the State Charter School Board website	100%
Regulatory and reporting compliance	Percentage of all required reports that are submitted to state agency complete, accurate, and on time	100%
Regulatory and reporting compliance	Articles of Incorporation, Governing Board Bylaws, and Charter are all in agreement and the school's Charter is not changed without proper amendment from chartering entity	100%
Qualified Teachers for assignments	Percentage of teachers qualified for the assignments.	100%

School Leaders

BACKGROUND INFORMATION SHEET

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

Name Cassie Hays

Role with school President of Founding Board, Original Founding Member

Expertise I have been a teacher for 16 years with a Bachelors in Secondary Education, Major in English, Minor in Biology. I also have my Masters of Science in Educational Leadership. I have been running the online school in Uintah school district for the last six years. This online school consists of three different curriculum platforms. I have extensive leadership skills in and out of the school. I was PTO president for three years at Discovery Elementary as well as the Community Council. I managed a very busy medical practice for over 13 years. I was asked to start the Farmers Market in Vernal by the local Chamber of Commerce. I did this six years ago and have been running it ever since. I am currently, and have been for over six years, a local 4-H leader.

Statement of Intent:

Since I started with this endeavor for Terra Academy, it has been my goal to provide options to students in the Uintah School District. I have a son who learns differently and requires a more individualized educational experience. He excels in Biology and has since a small boy. Our local district did not offer enough science in the elementary levels for him and I didn't want him to lose the love for learning because of this so I sought out some alternative forms of education for him. Unfortunately, there weren't any except the online school. Online learning has been a great option for us but I feel like it would be better if it were a blended model. This is how I came to the conclusion that we needed a charter school in our area for students who don't quite "fit" what the current local public school offers. I am absolutely committed to the goal in creating this charter even though my oldest son may now be too old to participate in my realized dream.

I bring to the charter the notion that we need to bring more of the "human" factor back into our schools. I truly feel that when we don't address student needs on an individualized level, we are letting amazing talents and possibilities slip by unnoticed and uncared for. If I would not have done what I did for my son, he would not have been working at a college level in Biology when he was only eleven years old. It was not me that spurred that interest and passion in him. However, I made sure that I gave him all of the opportunities and what he needed to develop it. I became a facilitator in making sure that his passion was realized. This is what we need to do for all students. Sadly, I have found as an educator over the past several years that parents don't know where to turn when their students exhibit a passion for something. It often gets squashed by the "norm" of what is "expected" of the student. We need to treat each student as an individual with special abilities unique to him or herself. We should celebrate those differences and not try to "conform" them to a standard that will mask their uniqueness.

I absolutely know that I have what it takes to make this school a success and I have surrounded myself with talented people, advisors and resources to make it happen. I feel like the experiences I have had in my life up until this point lend themselves to creating a wonderful opportunity and option for students in our district.

Not-for-Profit History:

I have over six years of experience in not-for-profit organizations like the 4-H program at the Utah State University Extension in Vernal as a leader, coordinator, speaker and teacher. Furthermore, I started and have run the local farmers market for over six years as well. I am very familiar with corporate structure and have been involved as a governing board member at a corporate level for many years. As far as group organization goes, I have extensive experience in this and have been the organizer for many groups over the years. Not only have I been the organizer for 4-H leaders and projects, I have also been the main organizer and board president

for the local farmers market which boasts over fifty vendors and over three-hundred patrons plus every Saturday through the summer. I have also been the leader of Parent Teacher Organizations and Community Councils at local schools for many years.

Employment History:

Nov. '08-Present-Uintah School District Vernal, UT

Lead Teacher for Uintah Online

January '07-Present– Ashley Valley Farmers Market Vernal, UT

Farmers Market Board President and Executive Coordinator

June '94-Sep. '10

Physician's Office Manager

Sep. '97-May '99-Uintah School District Vernal, UT

Secondary Education Teacher

Sep '90-May '94-Neurosurgical Clinic of Utah Salt Lake City, UT

Secretary

Sep '89-May '90– University of Utah Store Computer Sales

Computer Technology and Sales

Skills

Organization, Project Management, Leadership, Accounting and Money Management, School Budgets, Public Communications and Relations, Relationship Building, Team Player, Student Advocacy, Team Building, Assessments, Curriculum Studies, Teaching Strategies, Technology, Employee Hiring and Firing, iGeneration Training, Professional Learning Communities Training and Practice, “Aventa/Blackboard” Training, “k12” Teacher Training

Education History:

Education

M.S., Educational Leadership-2011

Western Governors University, Salt Lake City, UT

Master Gardener Certification-2003

Utah State University Extension, Vernal, UT

B.A. Secondary Education-1997

Major: English

Minor: Biology

Utah State University, Logan, UT

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Cassie Hays

Address 1160 Pollo Loco Rd. Vernal, UT 84078

City, State, Zip Vernal, UT 84078

<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES [] NO[x]</p>
<p>2. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education, A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. The background check applicant is responsible for the cost of the background check.</p>	<p>YES [x] NO[]</p>
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under <u>67-16-3(15)</u> declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES [] NO[x]</p>
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES [] NO[x]</p>

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Leona Academy CHARTER SCHOOL.

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

[Signature]
Applicant's Signature

Subscribed and sworn before me this 8 day of March Year 2013

County of Utah State of Utah

Notary Public [Signature] My Commission Expires 01/29/2017



BACKGROUND INFORMATION SHEET

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

Name Kristy Aycock

Role with school Board Member

Expertise Teacher

Statement of Intent:

I have helped write the curriculum documents for the charter. I developed the Behavior program that is mentioned in the documents. I have used this program with success in my current school. I have served on several school level and district level committees. I co-authored a Title One school wide plan for one of the elementary schools in my current district.

Not-for-Profit History:

I hold a Supervisory/Administration certificate and I have been in the public school system for more than 20 years.

Employment History:

I have been a classroom teacher for 18 years. I was also a music specialist in the schools for 5 years. I have developed several math programs that were successful in the school where I am currently working. I also developed and implemented the behavior modification program that is mentioned in the documents. I have completed the Supervisory/Administrative certificate with Utah State University.

Education History:

- I earned my BS in Elementary Ed with Utah State University
- I earned my MA in Learning and Technology with Western Governors University
- I earned my Supervisory/Administrative certificate with Utah State University

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Kristy Aycock

Address 3085 West 1500 So

City, State, Zip Vernal, UT 84078

<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	YES [<input type="checkbox"/>] NO [<input checked="" type="checkbox"/>]
<p>2. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. The background check applicant is responsible for the cost of the background check.</p>	YES [<input checked="" type="checkbox"/>] NO [<input type="checkbox"/>]
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under <u>67-16-3(15)</u> declared bankruptcy in the 7 years preceding the date of this application?</p>	YES [<input type="checkbox"/>] NO [<input checked="" type="checkbox"/>]
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	YES [<input type="checkbox"/>] NO [<input checked="" type="checkbox"/>]

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Terra Academy CHARTER SCHOOL.

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

Kirsty Aycock
Applicant's Signature

Subscribed and sworn before me this 19 day of MARCH Year 2013.

County of WINTAH State of UTAH.

Notary Public Christine Long My Commission Expires Feb. 3, 2016



BACKGROUND INFORMATION SHEET

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

Name _____ Jared McKeachnie _____

Role with school _____ One of the Founding Members _____

Expertise _____ Business and building organizations _____

Statement of Intent:

My role has been to help with the Real Estate, Business and organization of youth programs. My commitment level to this application went from starting the entire process on my own to joining with 4 others and their vision. I have reviewed the documents and been to all meetings regarding the charter school.

Not-for-Profit History:

I am the founder of a nonprofit soccer club in 2003 in Vernal Utah. I am currently the president of that club and fulfill the needs of 300 youth and their aspirations to become successful soccer players. I also coach recreation hockey for a nonprofit organization.

Employment History:

I am an insurance agent. I worked for 2 companies for the first 10 years of my carrier and then I started my own agency 7 years ago. I make all financial and management decisions for my company.

Education History:

I graduated from High School in 1991. I served a Spanish speaking mission for the LDS church. I went to college at Utah State University both in Vernal and in Logan. I stopped going after receiving 180 credits. I feel I am well rounded; from agriculture to Business, Athletics to Risk Management.

*The information provided will be subject to verification by the board.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

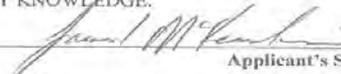
Name Jared McKeachnie
 Address 2249 S 1500 W
 City, State, Zip Vernal, UT 84078

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES [] NO[X]
2. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. The background check applicant is responsible for the cost of the background check.	YES [X] NO []
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	YES [] NO[X]
4. Do you have outstanding or unresolved civil judgments against you?	YES [] NO[X]

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Terra Academy CHARTER SCHOOL.

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



 Applicant's Signature

Subscribed and sworn before me this 5 day of March Year 2013.

County of Uintah State of Utah

Notary Public Megan Sue Harlan My Commission Expires Jan 28, 2015



BACKGROUND INFORMATION SHEET

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

Name Lianna Etchberger

Role with school Founding Board of Directors, curriculum specialist, liaison for local concurrent enrollment at Utah State University

Expertise Education research, undergraduate teaching, STEM education

Statement of Intent:

I have been a member of the Uintah Basin community for eighteen years. I am the mother of an 8th grader, and a university educator. I believe very strongly in the whole-child approach to learning that is presented for this charter school. I have studied evidence-based teaching and learning methods for many years. I am a strong supporter of the curriculum set forth in this proposal as it nurtures both student learning and teacher community and support. I believe in our public education system, that it should support learning for all children, and that families should have a choice in the learning environment that best suits their children. I believe that students should learn more than just reading and writing and math, but also collaboration, real-life problem solving, and a sense of their role in the larger community. Implementation of the Terra Academy Charter and its curriculum will afford our community a much-needed option for stimulating K-12 student learning and for educating productive citizens.

Not-for-Profit History:

I have submitted successful grant proposals to federal agencies to fund research projects in my role as a university associate professor. I have hired personnel, managed budgets and followed funding restrictions successfully. The university is a state institution funded largely by tax-payer dollars. I am familiar with the need to be respectful of the taxpayers in the spending decisions we make to avoid wasteful spending. I have demonstrated leadership skills by organizing research conferences and teaching workshops at the university. I served on the Vernal City Planning Commission for 6 months.

Employment History:

I am currently heading a group of faculty to coordinate the undergraduate biology curriculum at the USU campus where I teach. I have implemented a successful undergraduate research program in my lab. I have mentored several undergraduate students in research projects, and they have presented their results at regional conferences. I have taught biology at the Uintah Basin Regional Campus for 18 years. I have mentored other faculty from across the nation at the National Academies Summer Institute on Undergraduate Biology Education. I participated in the American Society for Microbiology Biology Scholars Program supported by National Science Foundation to improve undergraduate education in the life sciences through the scholarship of teaching and learning. I enjoy mentoring my USU colleagues: I have served as a USU Teaching Coach to new faculty, trained to be a Seldin Teaching Portfolio mentor, and organized the RCDE Teaching and Learning Journal Club. See also Not-for-Profit section above for a description of my grant management experience as evidence of my financial management qualifications.

Education History:

Professional preparation:

University of Arizona, Tucson	1992-1995	Postdoctoral Research	Molecular Genetics
State University of New York, Stony Brook	1992		Doctor of Philosophy
University of California, Los Angeles	1984	Bachelor of Science	Microbiology

Appointments:

Associate Professor of Biology (2009-present). Utah State University, Uintah Basin
Assistant Professor of Biology (2003-2009). Utah State University, Uintah Basin
Adjunct Lecturer in Biology (1995-2003). Utah State University, Uintah Basin

The information provided will be subject to verification by the board

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Lianna Karin Etchberger
 Address 635 South 350 West
 City, State, Zip Vernal, UT 84078

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES [] NO [x]
2. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. The background check applicant is responsible for the cost of the background check.	YES [X] NO []
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	YES [] NO [X]
4. Do you have outstanding or unresolved civil judgments against you?	YES [] NO [X]

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Terra Academy CHARTER SCHOOL.

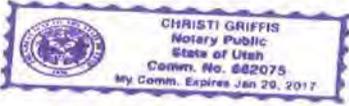
I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Lianna Etchberger
 Applicant's Signature

Subscribed and sworn before me this 13 day of March Year 2013.

County of Uintah State of Utah

Notary Public Christi Griffis My Commission Expires 01/27/2017



AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Melissa Huber

Address 761 S. 2000 E.

City, State, Zip Vernal, UT 84078

<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES [] NO[x]</p>
<p>2. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education, A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. The background check applicant is responsible for the cost of the background check.</p>	<p>YES [x] NO[]</p>
<p>5. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under <u>67-16-3(15)</u> declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES [] NO[x]</p>
<p>6. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES [] NO[x]</p>

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Terra Academy CHARTER SCHOOL.

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

Melvin H. Hickman

Applicant's Signature

Subscribed and sworn before me this 8 day of March Year 2013.

County of Uintah State of Utah.

Notary Public Scott Brady My Commission Expires 9-12-15



Articles of Incorporation

ARTICLES OF INCORPORATION
OF
TERRA ACADEMY, INC.

State of Utah
Department of Commerce
Division of Corporations and Commercial Code
I hereby certify that the foregoing has been filed
and approved on this 02 day of Oct, 2012
in this office of this Division and hereby issued
This Certificate is valid
Exemtee John Date 10-15-2012

Kathy Berg
Kathy Berg
Division Director

The undersigned adult natural persons, acting as incorporators, hereby establish a nonprofit corporation pursuant to the Utah Revised Nonprofit Corporation Act (Utah Code §16-6a-101, et seq., as amended) and adopts the following Articles of Incorporation.

FIRST: Name. The name of the Corporation is "Terra Academy, Inc."

SECOND: Duration. The Corporation shall have perpetual existence.

THIRD: Purposes. The Corporation is organized exclusively for charitable and educational purposes that qualify under Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

FOURTH: Powers. In furtherance of the foregoing purposes and objectives (but not otherwise) and subject to the restrictions set forth herein, the Corporation shall have and may exercise all of the powers now or hereafter conferred upon nonprofit corporations organized under the laws of Utah and may do everything necessary or convenient for the accomplishment of any of the corporate purposes, either alone or in connection with other organizations, entities or individuals, and either as principal or agent, subject to such limitations as are or may be prescribed by law. No substantial part of the activities of the Corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation. The Corporation shall not participate 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.

FIFTH: No Members. The Corporation shall have no voting members.

SIXTH: No Shares. The Corporation shall not issue shares of stock.

SEVENTH: Earnings. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to any director or officer of the Corporation, or any other individual (except that reasonable compensation may be paid for services rendered to or for the benefit of the Corporation affecting one or more of its purposes), and no director or officer of the Corporation, or any other individual, shall be entitled to share in any distribution of any of the corporate assets on dissolution of the Corporation or otherwise.

EIGHTH: Limitations. Notwithstanding any other provision herein, the Corporation shall not carry on any activities not permitted to be carried on by a corporation exempt from federal income tax as an organization described in Section 501(c)(3) of the Internal Revenue Code or by a trust or corporation, contributions to which are deductible under Section 170(c)(2)

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Utah
Nonprofit
Fiscal Number: 1044721
Filing Fee: \$30.00

of the Internal Revenue Code, and, during any period of time in which the Corporation is a "private foundation," as defined in Section 509(a) of the Internal Revenue Code;

(a) The Corporation shall not engage in any act of "self-dealing," as defined in Section 4941(d) of the Internal Revenue Code, so as to give rise to any liability for the tax imposed by Section 4941(a) of the Internal Revenue Code;

(b) The Corporation shall make distributions for each taxable year at such time and in such manner so as not to become subject to the tax imposed by Section 4942(a) of the Internal Revenue Code;

(c) The Corporation shall not retain any "excess business holdings," as defined in Section 4943(c) of the Internal Revenue Code, so as to give rise to any liability for the tax imposed by Section 4943(a) of the Internal Revenue Code;

(d) The Corporation shall not make any investments which would jeopardize the carrying out of any of the exempt purposes of the Corporation, within the meaning of Section 4944 of the Internal Revenue Code, so as to give rise to any liability for the tax imposed by Section 4944(a) of the Internal Revenue Code; and

(e) The Corporation shall not make any "taxable expenditure," as defined in Section 4945(d) of the Internal Revenue Code, so as to give rise to any liability for the tax imposed by Section 4945(a) of the Internal Revenue Code.

NINTH: 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, or the corresponding section of any future federal tax code, 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 a Court of Competent Jurisdiction 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.

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

ELEVENTH: Registered Agent and Office. The street address of the Corporation's initial registered agent is 2249 South 1500 West, Vernal, UT 84078. The name of the Corporation's initial registered agent is Jared McKeachnie. The signature of this registered agent is set forth on the signature page of these Articles of Incorporation.

TWELFTH: Board of Directors. The management of the affairs of the Corporation shall be vested in a board of directors, except as otherwise provided in the Utah Revised Nonprofit Corporation Act, these articles of incorporation or the bylaws of the Corporation. The number of

directors, their classifications, if any, their terms of office and the manner of their election or appointment shall be determined according to the bylaws of the Corporation from time to time in force. In no event shall any director have any personal liability for any debt or liability of the Corporation. Three directors shall constitute the initial board of directors. Their names and addresses are as follows:

<u>NAME</u>	<u>ADDRESS</u>
Jared McKeachnie	2249 S 1500 W Vernal, UT 84078
Cassie Hays	1160 Pollo Loco Rd. Vernal, UT 84078
William L. Reynolds	319 W 100 S. Ste A Vernal, Utah 84078

THIRTEENTH: Principal Office. The initial principal office of the Corporation in Utah shall be located at 2249 South 1500 West, Vernal, UT, which office may be changed at any time by the governing board. The Corporation may have such other offices, either within or outside Utah, as the Board of Directors may designate or as the affairs of the Corporation may require from time to time.

FOURTEENTH: Bylaws. The initial bylaws of the Corporation shall be as adopted by the Board of Directors. Such board shall have power to alter, amend or repeal the bylaws from time to time in force, and to adopt new bylaws. Such bylaws may contain any provisions for the regulation or management of the affairs of the Corporation which are not inconsistent with law or these articles of incorporation, as the same from time to time may be amended. However, no bylaw at any time in effect, and no amendment to these articles, shall have the effect of giving any director or officer of this Corporation any proprietary interest in the Corporation's property or assets, whether during the term of the Corporation's existence or as an incident to its dissolution.

FIFTEENTH: Incorporators. The names and addresses of the incorporators are as follows:

<u>NAME</u>	<u>ADDRESS</u>
Jared McKeachnie	2249 S 1500 W Vernal, UT 84078
Cassie Hays	1160 Pollo Loco Rd. Vernal, UT 84078

10-05-12 P 12:11 RCVD

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

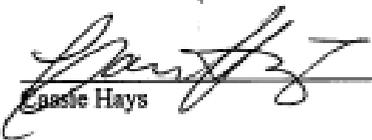
DATED this 27 day of September, 2012

INCORPORATORS:

REGISTERED AGENT:


Jared McKeachnie


Jared McKeachnie


Cassie Hays

VERIFICATION

STATE OF UTAH)
 : ss.
COUNTY OF UINTAH)

The undersigned Notary Public hereby certifies that on the 27 day of September, 2012, personally appeared before me Jared McKeachnie who being by me first duly sworn declared that he was the person who signed the foregoing document as incorporator and as registered agent and that the statements therein contained are true.




Notary Public for the State of Utah

STATE OF UTAH)
 : ss.
COUNTY OF UINTAH)

The undersigned Notary Public hereby certifies that on the 28 day of September, 2012, personally appeared before me Cassie Hays who being by me first duly sworn declared that she was the person who signed the foregoing document as incorporator and that the statements therein contained are true.




Notary Public for the State of Utah

10-05-12P12:11 RCVD

BYLAWS
OF
TERRA ACADEMY, INC.
ARTICLE 1
OFFICES

Section 1.01 Business Offices. The principal office of the Corporation in Utah shall be located 2249 South 1500 West, Vernal, Utah 84078. The Corporation may have such other offices, either within or outside Utah, as the Board of Directors may designate or as the affairs of the Corporation may require from time to time.

Section 1.02 Registered Office. If a registered office of the Corporation is required to be maintained in Utah, it may be, but need not be, the same as the principal office in such state and the address of the registered office may be changed from time to time by the Board of Directors.

ARTICLE 2

MEMBERS

Section 2.01 No Members. The Corporation shall have no members.

ARTICLE 3

BOARD OF DIRECTORS

Section 3.01 General Powers. The business and affairs of the Corporation shall be managed by its Board of Directors, except as otherwise provided in the Utah Revised Nonprofit Corporation Act, the Articles of Incorporation or these Bylaws.

Section 3.02 Number, Election, Tenure and Qualifications. The number of directors of the Corporation shall be no less than three (3) and no more than nine (9). Any action of the Board of Directors to increase or decrease the number of directors, whether expressly by resolution or by implication through the election of additional directors, shall constitute an amendment of these bylaws effecting such increase or decrease. Directors shall be elected or re-elected by the Board of Directors at each annual meeting of the Board, and each director shall hold office until the next annual meeting of the Board of Directors and thereafter until his or her successor shall have been elected and qualified, or until his earlier death, resignation or removal. Directors must be at least eighteen (18) years old but need not be

residents of Utah. Any director may be removed at any time, with or without cause, by the majority vote of directors other than the director who is to be removed.

Section 3.03 Vacancies. Any director may resign at any time by giving written notice to the chair or to the secretary of the Corporation. Such resignation shall take effect at the time specified therein, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors though less than a quorum. A director elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office. Any directorship to be filled by reason of an increase in the number of directors shall be filled by the affirmative vote of a majority of the directors then in office, and a director so chosen shall hold office until the next election of directors and thereafter until his or her successor shall have been elected and qualified, or until his or her earlier death, resignation or removal.

Section 3.04 Annual Meetings. A regular annual meeting of the Board of Directors shall be held during the month of September at the time and place, either within or outside Utah, determined by the Board, for the purpose of electing directors and officers and for the transaction of such other business as may come before the meeting. The Board of Directors may provide by resolution the time and place, within Utah, for the holding of additional regular meetings.

Section 3.05 Regular Meetings. Regular meetings of the Board of Directors chair will occur at least quarterly at the Corporation's primary location. Other regular meetings may be called by the directors as needs or propriety may determine at any time.

Section 3.06 Notice. Notice of each meeting of the Board of Directors stating the place, day and hour of the meeting shall be given to each director and the general public as required by law at least 24 hours in advance. Directors will be notified via email, and the general public in the manner required by law.

Section 3.08 Quorum and Voting. A majority of the directors shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, and the vote of a majority of the directors present in person at a meeting at which a quorum is present shall be the act of the Board of Directors. If less than a quorum is present at a meeting, a majority of the directors present may adjourn the meeting from time to time without further notice other than an announcement at the meeting, until a quorum shall be present. No director may vote or act by proxy at any meeting of directors.

Section 3.09 Compensation. Directors shall not receive compensation for their services as such, although the reasonable expenses of directors of attendance at Board meetings may be paid or reimbursed by the Corporation. Directors shall not be disqualified to receive reasonable compensation for services rendered to or for the benefit of the Corporation in any other capacity.

Section 3.10 Executive and Other Committees. By one or more resolutions, the Board of Directors may designate from among its members an executive committee and one or more other committees, each of which, to the extent provided in the resolution establishing such committee. The delegation of authority to any committee shall not operate to relieve the Board of Directors or any member of the Board from any responsibility imposed by law. Rules governing procedures for meetings of any committee of the Board shall be as established by the Board of Directors, or in the absence thereof, by the committee itself.

Section 3.11 Chairman. The Board of Directors may elect from its own number a chairman of the Board, who shall preside at all meetings of the Board of Directors, and shall perform such other duties as may be prescribed from time to time by the Board of Directors.

Section 3.12 Meetings by Telephone. Members of the Board of Directors or any committee thereof may participate in a meeting of the Board or committee by means of conference telephone or similar communications by which all persons in the meeting can hear each other at the same time. Such participation shall constitute presence in person at the meeting.

ARTICLE 4

OFFICERS AND AGENTS

Section 4.01 Number and Qualifications. The officers of the Corporation shall be a chair of the board, vice chair, a secretary and a treasurer. The Board of Directors may also elect or appoint such other officers, assistant officers and agents, including an executive director, a controller, assistant secretaries and assistant treasurers as it may consider necessary. One person may hold more than one office at a time, except that no person may simultaneously hold the offices of chair and secretary. Officers need not be directors of the Corporation. All officers must be at least eighteen (18) years old.

Section 4.02 Election and Term of Office. The elected officers of the Corporation shall be elected by the Board of Directors at each regular annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon as convenient thereafter. Each officer shall hold office until his or her successor shall have been duly elected and shall have qualified, or until his or her earlier death, resignation or removal.

Section 4.04 Removal. Any officer or agent may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not in itself create contract rights.

Section 4.05 Vacancies. Any officer may resign at any time, subject to any rights or obligations under any existing contracts between the officer and the Corporation, by giving written notice to the chair or to the Board of Directors. An officer's resignation shall take effect at the time specified in such notice, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. A vacancy in any office, however occurring, may be filled by the Board of Directors for the unexpired portion of the term.

Section 4.06 Authority and Duties of Officers. The officers of the Corporation shall have the authority and shall exercise the powers and perform the duties specified below and as may be additionally specified by the chair, the Board of Directors or these bylaws, except that in any event such officer shall exercise such powers and perform such duties as may be required by law.

(a) Chair/Vice Chair: Chair. The vice chair shall assist the chair and shall perform such duties as may be assigned to him or her by the chair or by the Board of Directors. The vice chair, at the request of the chair, or in the chair's absence or inability or refusal to act, shall perform the duties of the chair and when so acting shall have all the powers of and be subject to all the restrictions upon the chair.

(b) Secretary. The secretary shall: (1) keep the minutes of the proceedings of the Board of Directors and any committees of the Board; (2) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (3) be custodian of the corporate records and of the seal of the Corporation; and (4) in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to him or her by the chair or by the Board of Directors. Assistant secretaries, if any, shall have the same duties and powers, subject to supervision by the secretary.

(c) Treasurer. The treasurer shall: (1) be the principal financial officer of the Corporation and have the care and custody of all its funds, securities, evidences of indebtedness and other personal property and deposit the same in accordance with the instructions of the Board of Directors; (2) receive and give receipts and acquaintances for moneys paid in on account of the Corporation, and pay out of the funds on hand all bills, payrolls and other just debts of the Corporation of whatever nature upon maturity; (3) unless there is a controller, be the principal accounting officer of the Corporation and as such prescribe and maintain the methods and systems of accounting to be followed, keep complete books and records of account, prepare and file all local, state and federal tax returns and related documents, prescribe and maintain an adequate system of internal audit, and prepare and furnish to the chair and the Board of Directors statements of account showing the financial position of the Corporation and the results of its operations; (4) upon request of the Board, make such reports to it as may be required at any time; and (5) perform all other duties incident to the office of treasurer and such other duties as from time to time may be assigned to him or her by the chair or the Board of Directors. Assistant treasurers, if any, shall have the same powers and duties, subject to supervision by the treasurer.

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

ARTICLE 5

INDEMNIFICATION

Section 5.01 Indemnification of Directors, Officers and Others. The Corporation hereby declares that any person who serves at its request as a director, officer, employee, chairman or member of any committee, or on behalf of the Corporation as a trustee, director or officer of another Corporation, whether for profit or not for profit, shall be deemed the Corporation's agent for the purposes of this Article 5 and shall be indemnified by the Corporation against expenses (including attorneys' fees), judgments, fines, excise taxes, and amounts paid in settlement actually and reasonably incurred by such person who was or is a party or threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative by reason of such service, provided such person acted in good faith and in a manner he or she reasonably believed to be in the best interests of the Corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. Except as provided in Section 5.3, termination of any such action, suit or proceeding by judgment, order, settlement, conviction or upon a plea of no contest 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 or she reasonably believed to be in the best interests of the Corporation or, with respect to any criminal action or proceeding, a presumption that such person had reasonable cause to believe that his or her conduct was unlawful.

Section 5.02 Indemnification Against Liability to Corporation. No indemnification shall be made in respect of any claim, issue or matter as to which a person covered by Section 5.01 shall have been adjudged to be liable for negligence or misconduct in the performance of his or she duty to the Corporation unless and only to the extent that the court in which such action, suit or proceeding was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnification for such expenses which such court shall deem proper.

Section 5.03 Indemnification in Criminal Actions. No indemnification shall be made in respect of any criminal action or proceeding as to which a person covered by Section 5.01 shall have been adjudged to be guilty unless and only to the extent that the court in which such action or proceeding was brought shall determine upon application that, despite the

adjudication of guilt but in view of all the circumstances of the case, such person is entitled to indemnification for such expenses or fines which such court shall deem proper.

Section 5.04 Other Indemnification. The indemnification provided by this Article shall not be deemed exclusive of any other rights to which any person may be entitled under the Articles of Incorporation, any agreement, any other provision of these bylaws, vote of the disinterested directors or otherwise, and any procedure provided for by any of the foregoing, both as to action in his or her official capacity and as to action in another capacity while holding such office.

Section 5.05 Period of Indemnification. Any indemnification pursuant to this Article shall (a) be applicable to acts or omissions which occurred prior to the adoption of this Article, and (b) continue as to any indemnified party who has ceased to be a director, officer, employee or agent of the Corporation and shall inure to the benefit of the heirs and personal representatives of such indemnified party. The repeal or amendment of all or any portion of these bylaws which would have the effect of limiting, qualifying or restricting any of the powers or rights of indemnification provided or permitted in this Article shall not, solely by reason of such repeal or amendment, eliminate, restrict or otherwise affect the right or power of the Corporation to indemnify any person, or affect any right of indemnification of such person, with respect to any acts or omissions which occurred prior to such repeal or amendment.

Section 5.06 Insurance. By action of the Board of Directors, notwithstanding any interest of the directors in such action, the Corporation may, subject to Section 5.08, purchase and maintain insurance, in such amounts as the Board may deem appropriate, on behalf of any person indemnified hereunder against any liability asserted against him or her and incurred by him or her in his or her capacity of or arising out of his or her status as an agent of the Corporation, whether or not the Corporation would have the power to indemnify him or her against such liability under applicable provisions of law. The Corporation may also purchase and maintain insurance, in such amounts as the Board may deem appropriate, to insure the Corporation against any liability, including without limitation, any liability for the indemnifications provided in this Article.

Section 5.07 Right to Impose Conditions to Indemnification. The Corporation shall have the right to impose, as conditions to any indemnification provided or permitted in this Article, such reasonable requirements and conditions as the Board of Directors may deem appropriate in each specific case, including but not limited to anyone or more of the following: (a) that any counsel representing the person to be indemnified in connection with the defense or settlement of any action shall be counsel that is mutually agreeable to the person to be indemnified and to the Corporation; (b) that the Corporation shall have the right, at its option, to assume and control the defense or settlement of any claim or proceeding made, initiated or threatened against the person to be indemnified; and (c) that the Corporation shall be subrogated, to the extent of any payments made by way of indemnification, to all of the indemnified person's right of recovery, and that the person to be indemnified shall execute all writings and do everything necessary to assure such rights of subrogation to the Corporation.

Section 5.08 Limitation on Indemnification. Notwithstanding any other provision of these bylaws, the Corporation shall neither indemnify any person nor purchase any insurance in any manner or to any extent that would jeopardize or be inconsistent with qualification of the Corporation as an organization described in Section 501(c)(3) of the Internal Revenue Code or would result in liability under Section 4941 of the Internal Revenue Code.

ARTICLE 6

MISCELLANEOUS

Section 6.01 Account Books, Minutes and Records. The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees. All books and records of the Corporation may be inspected by any director or his or her accredited agent or attorney, for any proper purpose at any reasonable time.

Section 6.02 Fiscal Year. The fiscal year of the Corporation shall be from July 1 to June 30.

Section 6.03 Conveyances and Encumbrances. Property of the Corporation may be assigned, conveyed or encumbered by such officers of the Corporation as may be authorized to do so by the Board of Directors, and such authorized persons shall have power to execute and deliver any and all instruments of assignment, conveyance and encumbrance; however, the sale, exchange, lease or other disposition of all or substantially all of the property and assets of the Corporation shall be authorized only in the manner prescribed by applicable statute.

Section 6.04 Designated Contributions. The Corporation may accept any designated contribution, grant, bequest or devise consistent with its general tax-exempt purposes, as set forth in the Articles of Incorporation. As so limited, donor-designated contributions will be accepted for special funds, purposes or uses, and such designations generally will be honored. However, the Corporation shall reserve all right, title and interest in and to and control of such contributions, as well as full discretion as to the ultimate expenditure or distribution thereof in connection with any special fund, purpose or use. Further, the Corporation shall retain sufficient control over all donated funds (including designated contributions) to assure that such funds will be used to carry out the Corporation's tax-exempt purposes.

Section 6.05 Conflicts of Interest. If any person who is a director or officer of the Corporation is aware that the Corporation is about to enter into any business transaction directly or indirectly with himself or herself, any member of his or her family, or any entity in which he or she has any legal, equitable or fiduciary interest or position, including without limitation as a director, officer, shareholder, partner, beneficiary or trustee, such person shall (a) immediately inform those charged with approving the transaction on behalf of the Corporation of his or her interest or position, (b) aid the persons charged with making the decision by disclosing

any material facts within his or her knowledge that bear on the advisability of such transaction from the standpoint of the Corporation, and (c) not be entitled to vote on the decision to enter into such transaction.

Section 6.06 Loans to Directors and Officers Prohibited. No loans shall be made by the Corporation to any of its directors or officers.

Section 6.07 References to Internal Revenue Code. All references in these bylaws to provisions of the Internal Revenue Code are to the provisions of the Internal Revenue Code of 1986, as amended, and shall include the corresponding provisions of any subsequent federal tax laws.

Section 6.08 Amendments. The power to alter, amend or repeal these bylaws and adopt new bylaws shall be vested in the Board of Directors.

Section 6.09 Severability. The invalidity of any provision of these bylaws shall not affect the other provisions hereof, and in such event these bylaws shall be construed in all respects as if such invalid provision were omitted.

Section 6.10 Headings. The descriptive headings herein have been inserted for convenience only and shall not be deemed to limit or otherwise affect the construction of any provision herein.

[END OF DOCUMENT]

Meeting Minutes for Bylaws Approval

MINUTES OF MEETING OF THE BOARD OF DIRECTORS OF

Terra Academy

The acceptance of updated bylaws meeting of the board of directors of the above named corporation was held on: March 19, 2013 at Utah State University Extension Center, Vernal, Utah.

Present was:

Cassie Hays

Jared McKeachnie

Kristy Aycock

Cassie Hays was Chairman of the meeting.

Kristy Aycock was Secretary of the meeting.

1. The meeting was called to order. It was determined that a quorum was present either in person or by proxy, and the meeting could conduct business.

The following directors were present:

Names of directors:

Cassie Hays President

Jared McKeachnie Vice-President

Kristy Aycock Secretary/Treasurer

2. The Secretary determined and reported that notice of the meeting had been properly given by directors in accordance with the bylaws.

3. A motion was made and carried, that the Secretary was ordered to attach the documentation (if any) or the appropriate affidavit of mailing of notice or waiver of notice to the meeting minutes. If no notice is attached, all directors agreed that proper notice of the meeting had been given.

4. The directors verified and approved all documents presented.

5. The following other business was transacted:

Upon motion duly made, seconded and unanimously carried, it was resolved that the modified bylaws were presented and a vote was taken. The bylaws were unanimously accepted.

There was no further business, and upon motion made, seconded, and unanimously carried, it was
RESOLVED, that all the items and documents have been examined by all directors, and are approved and
adopted, and that all actions taken thus far have been ratified and approved by the directors of the
Corporation

There being no further business, upon motion made and carried, the meeting was adjourned.

Dated Nov 19 2013

Secretary [Signature]
Signature

Kristy Aycock
Printed Name

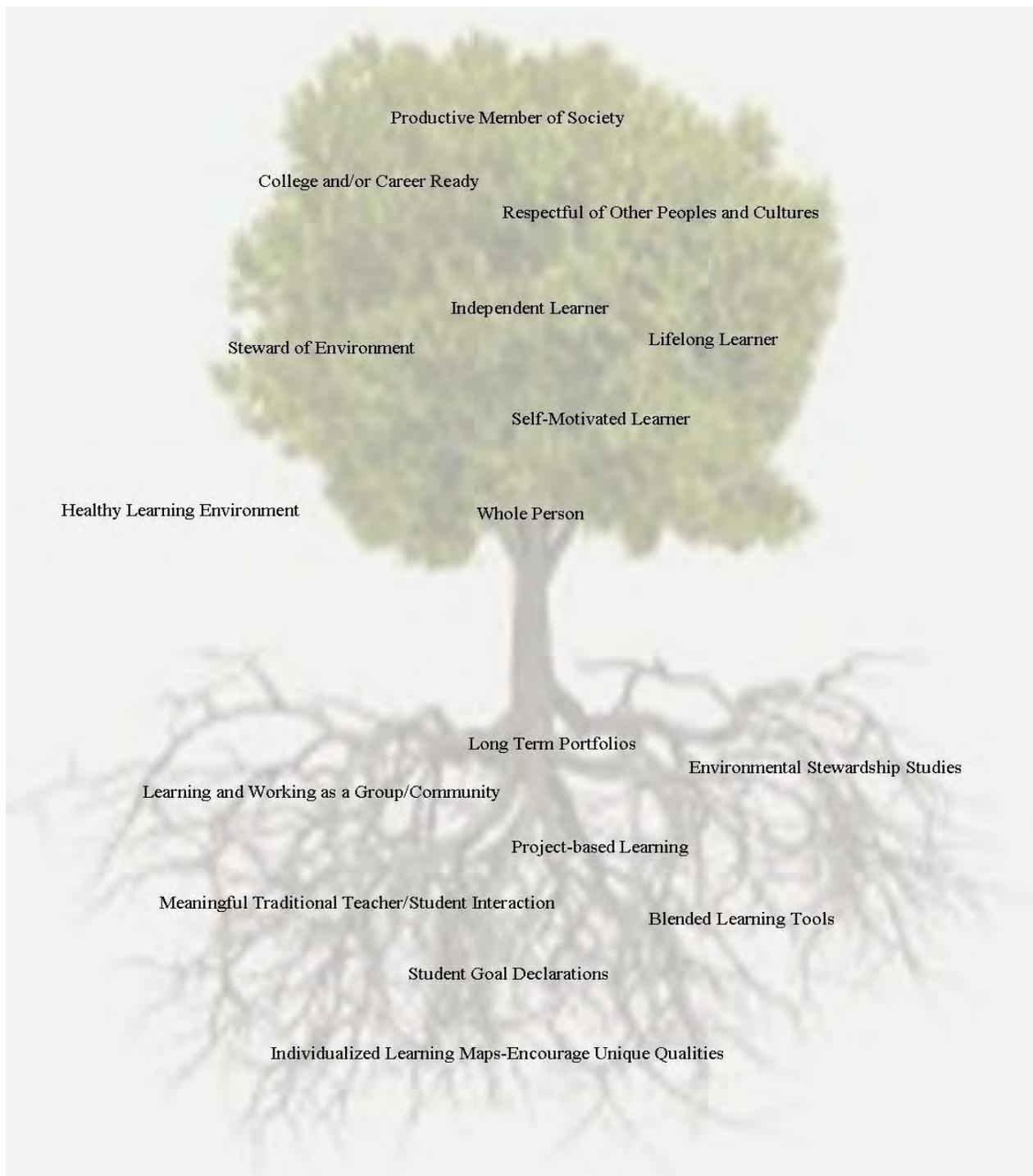
Witness [Signature]
Signature

Jared McKechnie
Printed Name

[Signature]
Signature

CRISSIE HAYS
Printed Name

Section 9 Comprehensive Program of Instruction



Educational Program

Terra Academy will address the need for individualized instruction in a community learning model providing a broad range of educational experiences where the educational focus is on students as a whole person in a global society. Our main goal and vision is to assist young people into becoming lifelong independent learners, stewards of our environment, as well as becoming productive members of society by nourishing their individual talents and skills.

For better understanding, some of the terms used throughout our charter document and in the Curriculum and Instruction section are defined by Terra Academy as follows:

Individualized Education Map: This is a document that is created at the beginning of the year to map out each student’s educational learning objectives. This will be similar to an objective based report card in that it has the objectives listed for that student which will be checked off when that student masters the learning objective. It will be used in conjunction with formative assessment practices to track students over time on mastery of required concepts. In addition, this map will be available in “real time” to parents, teachers and mentors to help facilitate a student’s mastery of said objectives.

Whole Person/Child: This refers to the child and his/her education as a holistic process. We feel that the child must have basic needs met in order to learn and that one part of a child’s life affects the others. Thus, the child must be looked at as a “whole” person, and not be defined as one of his/her parts.

Lifelong Learner: A lifelong learner is a person who voluntarily pursues knowledge throughout their life time for personal and/or professional reasons.

Independent Self-Motivated Learner: A learner who becomes self-directed and self-motivated. One who is able to independently organize, seek out resources and plan their learning needs and process as well as follow that plan to the end goal of mastery.

Blended Learning: In our situation, blended learning is the use of various tools including “online” tools and curriculum to enhance the learning process. It is a blending of traditional teaching and online methods to provide curriculum as general instruction, diversification, remediation, customization or enhancement as the student’s needs dictate.

Project-based Learning: This is the use of knowledge to solve realistic and real-world problems. The student’s largely control their own learning and teachers become facilitators instead of direct instructors. Often, students will work cooperatively in groups or pairs to achieve the outcomes.

Student Goal Declaration: This is a sheet which lists short and long term goals for the year for each student. The declaration is created with teacher, student and parent input. These goals are often tied to their education but could also be something they are reaching to achieve in their personal lives as well. Once again, we will use this to address the whole person in each student.

Student Portfolio: The student portfolio is a living document that is incredibly dynamic and reflects the student's achievements over time. The portfolio will, again, be a reflection of the student as a whole person. Almost anything that is positive can go into the portfolio for the student to share and keep record of. It will be worked on continuously and follow them through graduation. Not only will this help the student to look back on past accomplishments, it will also be a reminder that the work they have done has meaning, is important and has shaped the person they are becoming for the future.

Daylighting: Daylighting is a term used to describe the use of daylight in every classroom so that every student is exposed to sunlight while they are indoors. Daylighting increases learning and can also prevent depression. More of this is documented throughout in the Facility plan.

Edible School Yard: This is the outdoor classroom garden. It will be used to teach students various curricular subjects, community service, nutrition and health, will be used in project-based learning, is a living sustainability lab and will also be eventually used to supplement Terra Academy's school lunch program.

Rotation Block: The rotation block will generally be at the end of the day. This block will work for various purposes. It will be a time where students can do large project-based learning applications, service projects, RtI and enrichment activities. We will use this block as a flexible time slot to customize each student's learning.

Pod: A pod will consist of 3 grade levels (except 9-12, where there is four). These pods will be used as a way of identifying groups of students for physical and grade level placement as well as helping to simplify logistical planning within the building.

Professional Learning Communities: These will be groups of teachers, mentors and administrators working together on a very routine basis to determine what we expect our students to learn, how we will know when they have learned it, what we do if they have not learned it and what we do if they did learn it.

RtI (Response to Intervention): For Terra Academy, RtI will be the tools we use to move forward if a student did not learn the objectives successfully. Furthermore, we will use this also for the students who did learn it or for those who need enrichment. These will be specific steps put in place to make sure that the student is always moving forward toward mastery in their learning.

Methods of Instruction

Our methods of instruction will be, first and foremost, individualized; addressing the student as a whole person. Next, we will utilize interactive peer groups, collaboration, portfolios, hypothesis learning, multiple intelligences, diversified instruction, project based learning; addressing all students including special populations. Terra Academy asserts that no one learning model fits every student and that the utilization of diversified learning resources and strategies is beneficial to the student in fitting their unique learning needs. Terra Academy utilizes sound, proven learning tools to help further our students' mastery of skills. Some of those tools include the

project based learning, “k12” online learning platform and Tokyo Shoseki Mathematics. “There is forty years of accumulated evidence that the instructional strategies and procedures that make up standards-focused Project Based Learning are effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn (Buck Institute for Learning, 2009). In addition to project based learning, we will utilize Tokyo Shoseki’s Mathematics International which is the most widely used textbook in Japan. Why is this important? Because ...“the high performance of Japanese students in international mathematics assessments has been highlighted by the Trends in International Mathematics and Science Study (TIMSS) in 1995, 1999, 2003, 2011” as excelling in comparison to other countries including the United States (National Center for Education Statistics). “The most widely used textbook in Japan (is) Tokyo Shoseki’s Mathematics International (Lesson Research, 2012).

Direct teacher instruction will mostly be utilized in, but not limited to, Language Arts, Reading and Math based core. In addition to this instruction, students will be physically divided into “Pods”. Grades k-2, 3-5, 6-8 and 9-12 will be sectioned into “Pods”. In this way, students will have opportunities to work individually or in small groups with differentiated assignments, allowing instructors more time to work one on one with individual students. Online learning will be done with the core subjects of History and Science core as well as used as a method of diversified and enrichment instruction. Enrichment labs, projects and activities will be done with an individual instructor in addition to the online portion. Project-based learning will be done at the end of most days (rotation block) where individuals and/or groups will work on planned, individualized projects with the help and guidance of facilitators/instructors who will help guide the project-based time for students. The activities will consist of both short and long term projects.

The founders of Terra Academy believe the way people learn is self-paced; everyone learns differently and at different rates. Terra Academy provides students a chance to learn in a more natural way by moving through skills at a pace based on that particular student’s needs. Terra Academy will still provide an individualized education map to keep students on target for their grade level as much as possible. However, they will encourage students to learn at their own pace as needed. For secondary students, grades 9-12, the self-paced aspect will still hold true but students will still have an individualized education map to help them create goals to complete their graduations credits in a timely manner. This educational program is geared to the student as a “whole” uniquely individual person; including their likes, dislikes, passions, talents and struggles. Furthermore, we spend more energy encouraging and building upon a student’s talents and passions while spending less energy focusing on what they “can’t” do. By building on this base, we help students build confidence in themselves, explore and branch out, and take risks and accept road blocks and hurdles as learning opportunities. Students have the environment to try, make mistakes, and feel that it is alright, and learn to get up and try again until they have accomplished a task.

The Terra Academy Board of Trustees understands the state core curriculum can and will change, and therefore requires the Principal and teachers to review the core mapping prior to opening of the school, and annually thereafter as needed. Any gaps will be addressed by teacher produced material, curriculum supplements, or by changing the curriculum which will be determined based on the size of the gap, and resources and funding to economically and effectively teach the Utah based Core.

Math

“American students and teachers are greatly disadvantaged by our country’s lack of a common, coherent curriculum and the texts, materials and training that match it.”

Schmidt, W.H., Houang, R.T., and Cogan, L.S. (2002)

Terra Academy is going to implement but not limit itself to the Tokyo Shoseki Mathematics program. Because there are so many different matters covered throughout the year in the United States, the material is very unfocused, broad and redundant (Schmidt, McKnight, Cogan, Jakwerth & Houang, 1999). “The high performance of Japanese students in international mathematics assessments has been highlighted by the Third/Trends International Mathematics and Science Study (TIMSS) in 1995, 1999, and 2003. Explanations for their high performance have included student-centered, problem solving lessons, a focused and rigorous curriculum and textbooks, and teacher content knowledge, which have prompted some researchers to recommend the development of focused and coherent curricula for improving teachers’ content and pedagogical knowledge and student learning in the U.S.” (Global Resources, 2012). We believe that student-centered, problem solving lessons and a focused and rigorous curriculum is essential for students to achieve mastery learning. Typical mathematics textbooks in America cover approximately 30 topics, compared to approximately ten topics in Japan. We need to concentrate on teaching each topic in a way that gives students time to struggle with the problem being addressed before being told the answer. This is the only way they can acquire the knowledge and skills that will be useful for them later.

One way to improve students’ achievement is to organize the curriculum so that the subjects are covered more in depth one year instead of skimming over the surface year after year. We will strive to ensure that all students are given the needed time to completely understand the instructional objectives covered in class. Overall, research has shown that the mathematical levels required in Japan are around 2 years ahead of that in the United States. With this in mind, we will use various additional resources, if needed, to accommodate and address the individualized needs of each student. Individualized learning maps will be created and addressed through the use of the common core. We will utilize the common core as the base core objectives for each student’s skeletal education map. We will apply the common core requirements to the student’s map. We will keep a mastery check off list which will be digital so that the parents have continuous access. This check of list will be visited by the student and the instructors on a regular basis so we have an overall view of where the student is at any time.

Integrated Spelling, Vocabulary and Writing

Using an integrated spelling and writing program, new spelling and vocabulary words are presented to students in context, contained within a paragraph format. Spelling will always be tested in context, allowing not only for words to be spelled correctly, but also in their proper form within sentences, tying together the students' use of proper spelling with experiences in applying capitalization, punctuation, handwriting, form and organization.

There is a large body of evidence indicating the importance of vocabulary as a basis for the development of comprehension. Instruction of vocabulary will go beyond the typical teaching of vocabulary words with definitions. "The findings suggest many districts could be at a disadvantage in meeting the increased requirements for vocabulary learning from the Common Core State Standards, said study co-author Susan B. Neuman, a professor in educational studies specializing in early-literacy development at the University of Michigan in Ann Arbor" (Sparks, 2013).

In addition, successful writing leads to successful communication. Terra Academy will utilize various writing resources including the Six Traits of Writing model, the Utah Write web resources, and the Spaulding Writing Scope and Sequence to help our students write more proficiently and learn to apply their writing to real world communication.

Handwriting is incorporated into everyday curriculum especially at the lower grades. The act of hand writing is a very important step in learning. Many compare it to crawling before walking. Laura Dinehart, assistant professor at Florida International University School of Education examined data on 1,000 second graders stating that "... academic achievement by those with better penmanship is seen in both reading and math, and it's reflected in both teachers' grades and standardized test scores" (Krache, 2012).

Language/ Literature and Reading

Instruction will be based on Utah Common Core Objectives. In addition to reading leveled libraries made available to students, integrated spelling and vocabulary, writing, additional online curriculums, programs and resources, the language arts program will be founded on high-quality literature. Without a strong reading foundation, students will struggle in all other endeavors in education.

Grades K-2 will make available, leveled libraries for a balanced literacy approach to instruction. Teachers will promote reading strategies, increasing comprehension and encouraging independent reading. Grades 3-6 will continue this process with rich classic literature and exciting new authors to provide a framework for teaching reading comprehension, critical thinking, and expressive writing, all in the context of students sharing ideas about great literature. Exposure to literature will be accomplished with e-readers and traditional books including a wide variety of genres, authors and writing styles to help students find literature that ignites their desire for reading. Comprehensive reading skills will be taught increasingly in coordinating with the student's Individual Education Map.

History/ Geography

An online curriculum in history and social studies will be used in the Terra Academy in addition to other resources; project-based learning and historical reenactments. Currently, the K¹² curriculum seems to best fit the needs of Terra Academy, and it is anticipated that it will be the primary source of online curriculum to start with. However, as curriculums change and are added to, the school may opt to use an alternative if helps to meet the mission and vision of the school better. “K¹² History—with integrated topics in geography and civics—opens young minds to far-off lands, distant times, and diverse cultures, emphasizing the story in history—a story that includes not only great men and women but also everyday people. Kindergarten students tour the seven continents and are introduced to some famous Americans. Students in grades 1–4 study civilization from the Stone Age to the Space Age, and older students explore major themes and topics in World and American History in greater depth” (k12 Corp., 2013). This can be reviewed at www.k12.com.

Science

Terra Academy plans to use the award winning online K¹² Science curriculum along with other curricular resources, labs, outdoor classrooms and project-based learning (PBL). K¹² Science balances hands-on experiments with the systematic study of terms and concepts in life, earth, and physical sciences. The program nurtures curiosity as students practice observation and analytical skills. Students learn how scientists understand our world and how the world is shaped by ongoing scientific and technological advances. This can be reviewed at www.k12.com.

CTE

CTE Intro is Utah's exploratory Career and Technical Education Core Curriculum requirement. The purpose of this program is to allow students to be involved in activity-centered lessons which utilize technology, develop beginning skills, and explore careers. The CTE course will integrate the concept of self-knowledge, career planning, occupation exploration and education. Students will be provided with the direction, decision-making, and planning resources to investigate careers that are available. We will make efforts to go above and beyond the limited careers given in standard CTE courses.

This course will also incorporate service projects within the community, education in entrepreneurship and real life experiences with professionals within the community. We will endeavor to make close ties with local businesses, professionals and agencies within the area to provide unlimited resources to students in their CTE experience.

Health/ Wellness and PE

When speaking of the “whole person” concept, Terra Academy believes the health of a child directly affects their performance in everyday life and education. It is our duty to give students a sound foundation in health and fitness as a starting point for building a successful education. More and more data shows how large the impact health and wellness has on a student’s academic achievements (Hollar, 2012). Terra Academy’s physical education and health curriculum will be developed by the teacher to meet and exceed the Utah based requirements. In addition to state

based physical education curriculum standards, Terra Academy will offer various options in fitness including kids yoga and meditation classes.

Fine Arts

The Fine Arts have been slowly declining from our schools for various reasons. Terra Academy believes that art feeds the soul and provides students with exposure and opportunities to explore and partake in the arts. The curriculum will include music, choir, dance, theatre, drawing and painting with enhancements in cultural learning. We will have a systematic approach going over theory and application in an effort to help students appreciate the qualities of various forms of artistic renditions as a spectator as well as a participant. The Fine Arts will also be used in PBL.

Rotation Courses

Rotation courses will be courses such as project-based learning, community service, student portfolios, consumerism and entrepreneurship, edible school yard, cooking, building, citizen and character development. These will be done daily on a rotation basis.

Educational Technology

Educational technology will be integrated into the curriculum within core subject areas and not as a separate focus.

NOTE: The school reserves the right to substitute textbooks, online programs, learning resources (or curriculum) on this list for similar texts, online programs, learning resources (or curriculum) if we feel it is best for our students overall learning goals. We will only substitute curriculum for like curriculum.

Online Learning Courses

In regards to our blended learning model, we will utilize the H.E.A.T framework which calls for Higher Order Thinking, Engaged Learning, Authentic Connections and Technology Use. This framework will be a guide to ensure that online learning practices meet or exceed the educational requirements for our students. The curriculum we initially plan to utilize is the K¹² curriculum and Aventa curriculum or a curriculum equivalent to those. Both programs are comprehensive, high quality programs that offer a wide variety of courses from grades k-12. The courses will be administered as appropriate and in accordance with the student's individualized education map. A student will never be forced to take online courses if the course does not meet his or her educational needs. Online courses will be used to exceed and enrich student learning not to replace the teacher or quality hands on experiences. We believe the use of online learning enables instructors to expound upon their online learning with project-based learning, labs, hands on experiments, manipulative and peer group interaction.

Assessments

Assessments will be in adherence with State regulations. All assessments given will be utilized to drive and make changes in instruction. Weekly meetings will be held which include teachers and mentors to go over student progress. Assessment data will be used in these meetings to help students gain higher achievement in their “student goals” and their “individualized education maps”. Furthermore, assessment data will be compiled and presented to the board at an annual data meeting which will include the Director in attendance.

Formative Assessments: Formative assessments will be done primarily by the teacher monitoring student performance in the classroom. Formative assessments do not have to be a formal benchmark assessment but can be smaller assessments based on individual required objectives. In addition there will be an assessment given in the fall and mid-winter to show growth. Additional required assessments in reading and writing will also be given as required by the state.

Summative Assessments: The required Utah summative assessment will be given at the end of each year for grades k-12 or as required.

RtI (Response to Intervention)

The RtI process at Terra Academy will include a specific set of steps that will be timely, effective and beneficial for the student when determining if a student needs additional help and extra resources or if a student needs enrichment to move further on. The RtI process will be an integral part of the PLC process and will take place every week to keep the students on the right track to success.

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Education Requirements

All Terra Academy requirements and courses are in accordance with Utah Board of Education Rule [R277-700-5](#). Students in grades 7-8 shall earn a minimum of 12 units of credit to be properly prepared for instruction in grades 9-12.

Grades 7-8 Requirements

1. General Core (10.5 units of credit)

- Language Arts (2.0 units of credit)
- Mathematics (2.0 units of credit)
- Science (1.5 units of credit)

- Social Studies (1.5 units of credit)
- The Arts (1.0 units of credit)
- Physical Education (1.0 units of credit)
- Health Education (0.5 units of credit)
- Career and Technical Education, Life, and Careers (1.0 units of credit)
- Educational Technology (credit optional)
- Library Media (integrated into subject areas)

Middle School Course Catalog

All Core courses in Math, Language Arts, Science and Social Studies will be offered in addition to the courses below.

Family and Consumer Science*: In this course, students develop skills and knowledge to help them transition into adult roles within the family. They learn to make wise consumer choices, prepare nutritious meals, contribute effectively as part of a team, manage a household budget, and balance roles of work and family. They gain an appreciation for the responsibilities of family members throughout the life span and the contributions to the well-being of the family and the community.

* = .5 credit course

Art 6*: In this one-semester course, students learn how to identify and discuss formal elements, principles of design, and stylistic characteristics found in artworks from various world regions. They explore the fundamental concepts of art, how to evaluate art, and how to discern the intended function of natural history museums through hands-on activities, discussions, written assignments, and objective assessments. The course begins with an orientation that provides an introduction to art appreciation and a timeline of ancient history. Students move on to study art from various world regions, including Mesopotamia and the Indus River Valley, Egypt, China and Japan, Greece, Italy, and the Americas.

Art 7*: A follow-up course to Art 6, Art 7 continues students' instruction in the fundamental concepts of art, the evaluation of art, and understanding the mission of natural history museums. In this one-semester course, students explore world regions and study the unique art and architecture that defines the Medieval and Renaissance periods. Using relevant terminology, they learn how to identify and discuss formal elements, principles of design, and stylistic characteristics found in artworks from various world regions. Course content begins with a timeline of Medieval/Renaissance history and discussion of art criticism and is supplemented with hands-on activities, discussions, written assignments, and objective assessments.

Art 8*: Art 8 is intended for eighth-grade students and is a follow-up course to Art 7. The one-semester course continues students' exploration of world regions as they study the unique art and architecture that defines modern-day civilizations. In Art 8, students learn how to converse with others about art and the function of art in modern society as they analyze artworks and identify

valid resources for the study of art history and the applied arts. Students do hands-on activities, participate in discussions, turn in written assignments, and take assessments on art from India, China, Japan, Europe, the United States, the Americas, Africa, and the Pacific cultures. Course content includes instruction on writing about art and a discussion of art historians.

Career Explorations 8*: Intended for eighth-grade students, this one-semester course provides an overview of careers available today and helps students identify careers that may suit them. Course content covers the importance of work to individuals and society; the difference between a job and a career; identifying personal strengths, weaknesses, and interests and how they apply to possible careers; the importance of proper work etiquette; and an exploration of various careers in several career clusters. Students complete self-evaluations to determine which careers may be of interest to them. Assignments, including research and interviews, supplement the instructional content and provide a hands-on approach to creating a career plan for the future.

Health 6*: This one-semester course for sixth-graders provides students with the knowledge and skills necessary for making healthy choices throughout their lives. In Health 6, students learn how to recognize unhealthy and risky behaviors, manage peer pressure, and develop strategies for improving personal and community health. They also gain an understanding of the many different influences on one's health and the interrelationships that occur between mental, physical, social, spiritual, and environmental health. Students have opportunities to demonstrate the skills they've learned in healthy decision making, problem solving, and goal setting, effective communication, and refusal negotiation. Content is supplemented with vocabulary quizzes, discussion sessions with peers, multimedia interactive tutorials, lab activities, and interactions with the teacher.

Health 7*: Health 7 is a one-semester course for seventh-graders that builds on content introduced in Health 6. The course begins with a unit on personal and community health. The next unit, on prevention and strategies for risky health behaviors, includes topics such as alcohol and drug abuse, violence, STDs and HIV infection, and nutrition and exercise. The third unit covers factors influencing health practices, behaviors, and attitudes; in this unit, students explore social factors, environmental factors, the media, and resources for health information. The fourth unit presents content to help students develop their communication skills and coping mechanism. The course concludes with a unit on decision making and life skills for healthy living.

Health 8*: Designed for middle school students in the eighth grade, Health 8 gives students the knowledge and skills necessary to develop and maintain a healthful lifestyle. In this one-semester course, students learn health information and practices for understanding and managing many aspects of their physical, social, intellectual, spiritual, and emotional health throughout adolescence and into adulthood. Topics include nutrition; adolescent development; pregnancy and childbirth; the prevention of diseases, injuries, STDs, and AIDS; substances such as alcohol, drugs, tobacco, and steroids; anxiety disorders; relationships; responsibility; stress management; decision making; self-esteem; and consumer health. Vocabulary quizzes, discussion sessions with peers, interactive tutorials, lab activities, and interactions with the teacher supplement the instructional content.

Music 6*: In this one-semester music appreciation course for sixth-graders, students learn foundational skills such as performing, listening, analyzing, and responding to music. They are exposed to fundamentals of music, such as rhythm, harmony, form, and texture. They learn to read and write music notation and to create and arrange music within specified guidelines. Integrated assignments incorporate other areas of study, such as science, social studies, and math. Students are exposed to a wide variety of musical styles, including classical, jazz, blues, rock, pop, and bluegrass. They also learn about the use of technology in music, including MIDI, interactive programs, audio equipment, mixers, and recording equipment.

Music 7*: After students complete this one-semester music appreciation course, which is a follow-up to Music 6, they will be able to analyze and evaluate music. The course begins with a study of the fundamentals of music, such as musical notation, composition, harmony, rhythm, duration, and intensity. It then covers the role of technology, genre and style, social and cultural impact, and geographic diversity. Students complete activities that require higher critical thinking skills and integrate other areas of study, such as math, social studies, and science. They learn to understand music's role in history, make critical judgments and informed music choices, and reflect on musical periods and styles.

Music 8*: Music 8 is a one-semester music appreciation course for eighth-grade students that teaches them how to critically analyze music, use proper music terminology to describe musical concepts, and create music. The course includes fundamentals such as musical notation; the concepts of melody, harmony, tone, and pitch; the various families of musical instruments; and the function and benefits of rehearsal and practice sessions. Students learn about different genres of music, including classical, country, blues, Latin, and gospel. Integrated assignments incorporate other content areas of study, such as social studies, science, and math. Students learn to relate music to geographic regions, such as Africa, Asia, Central America, Europe, and North and South America.

Physical Education 6*: This one-semester Physical Education course introduces students to the essential principles that can help them live healthy, active lifestyles. Students learn about team sports, dance, and lifetime activities such as yoga/Pilates, kickboxing, golf, fitness walking, and badminton. They are introduced to a variety of dance styles from around the world, including square dance, folk dance, aerobic dance, hiphop, and rhythmic gymnastics. Students learn fitness basics, including target heart rate, fitness testing, goal setting, and weight training, and they learn the importance of warm-up and cool-down sessions. The course also addresses the concepts of conflict resolution and making smart choices. Fundamentals of nutrition are covered, as well as the importance of getting adequate rest and maintaining a positive attitude.

Physical Education 7*: In this one-semester seventh-grade Physical Education course, students are exposed to diverse activities, including rock climbing, orienteering, kickboxing, and table tennis. Course content includes multiple training methods, including cross training, plyometric training, core muscle training, and aerobic dance. Students learn about stress management exercises, including yoga/pilates and breathing exercises. Fitness basics are presented, including target heart rate, fitness testing, and goal setting. Students learn about static

and dynamic balance and about the science behind sports. Principles of strength training are covered, along with safety precautions one should take when lifting weights. At the end of this course, students can perform the Presidential Physical Fitness Tests and graph their scores.

Physical Education 8*: Designed for eighth-grade students, Physical Education 8 teaches students to make informed decisions about fitness activities. Students learn about the role of physical activity in maintaining a healthy quality of life. Each student designs and participates in a fitness program that meets his or her individual fitness needs and interests and learns how to evaluate his or her personal physiological response to exercise. Course content covers the fundamentals of physical fitness and stress management and introduces students to a variety of lifetime sports and games, including canoeing, cycling, tennis, lawn games, and wall ball. Students learn how to apply the critical elements of multiple training methods, including aerobics, cardio bands, and kickboxing.

* = .5 credit course

Middlebury Chinese 1: This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of High School Chinese I. Students begin their introduction to Chinese by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Both Chinese characters and pinyin are presented together throughout the course and specific character practices are introduced after the first quarter. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Middlebury Chinese 2: Students continue their language-learning adventure by progressing to this next level of middle school Chinese. The instruction is equivalent to that found in the second semester of High School Chinese I. Students begin their introduction to Chinese by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Both Chinese characters and pinyin are presented together throughout the course and specific

character practices are introduced after the first quarter. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

French 1: Students receive a thorough grounding in the basics of the French language in this introductory, two-semester course. French 1 has been designed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards call for a method of teaching that focuses on successful communication through speaking, listening, reading, and writing. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams. Learning activities in each unit are focused on a specific theme.

Middlebury French 1: This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of High School French I. Students begin their introduction to French by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

French 2: French 2 continues the learning process that began with French 1 and adheres to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Instructional material introduces students to new grammar and vocabulary and allows them to build conversational and reading skills to cover many common situations in daily life. Unit topics include daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Unit activities blend different forms of communication and culture to ensure that standards are met. The successful completion of French 1 is a prerequisite for this course.

Middlebury French 2: Students continue their language-learning adventure by progressing to this next level of middle school French. The instruction is equivalent to that found in the second semester of High School French I. Students begin their introduction to French by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

German 1: German 1 provides an introduction to the basics of the German language and the German-speaking world. This two-semester course has been constructed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards dictate a pedagogical method that focuses on successful communication through speaking, listening, reading, and writing. Unit topics consist of the alphabet and numbers; greetings; introductions; the calendar (days, months, and seasons); weather; time; colors; familiar objects and places; family; food; pastimes; and school objects and routine. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Middlebury German 1: This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of High School German I. Students begin their introduction to German by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

German 2: Instructional content in German 2 introduces students to new grammar and vocabulary and allows them to build conversational and reading skills to cover many common situations in daily life. Like German 1, this follow-up course adheres to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Learning activities in each unit are focused on a specific theme. The units for both semesters cover a broad range of useful everyday subjects, including daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Students must successfully complete German 1 in order to enroll in this course.

Middlebury German 2: Students continue their language-learning adventure by progressing to this next level of middle school German. The instruction is equivalent to that found in the second semester of High School German I. Students begin their introduction to German by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Spanish 1: Spanish 1 gives students an introduction to the basics of the Spanish language and the Spanish-speaking world. This two-semester course aligns with the national standards of the American Council on the Teaching of Foreign Languages (ACTFL), which dictate a pedagogical method that focuses on successful communication through speaking, listening, reading, and writing. Course unit topics include the alphabet and numbers; greetings; introductions; the calendar (days, months, and seasons); weather; time; colors; familiar objects and places; family; food; pastimes; and school objects and routine. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Middlebury Spanish 1: This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of High School Spanish 1. Students begin their introduction to Spanish by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on

providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Spanish 2: Students receive additional grounding in grammar and vocabulary in this two-semester course. Instructional material encourages students to build conversational and reading skills to cover many common situations in daily life. Like Spanish 1, this follow-up course adheres to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Learning activities in each unit are focused on a specific theme. The units for both semesters cover a broad range of useful everyday subjects, including daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Students must successfully complete Spanish 1 in order to enroll in this course.

Middlebury Spanish 2: Students continue their language-learning adventure by progressing to this next level of middle school Spanish. The instruction is equivalent to that found in the second semester of High School Spanish I. Students begin their introduction to Spanish by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Middlebury Latin 1: This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of High School Latin I. Since mastering a classical language presents different challenges from learning a spoken world language, students learn Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, provide students with a strong foundation for learning Latin. Each unit consists of a new vocabulary theme and grammar concept, reading

comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Middlebury Latin 2: Students continue their language-learning adventure by progressing to this next level of middle school Latin. The instruction is equivalent to that found in the second semester of High School Latin I. Since mastering a classical language presents different challenges from learning a spoken world language, students learn Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, provide students with a strong foundation for learning Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

World Language Survey*: In this World Languages course students will be introduced to 6 different languages within 18 weeks. The languages in this course include Spanish, French, German, Latin, Chinese and Japanese. Each language will be taught in a period of 3 weeks. This multilingual course is designed to give students an opportunity to gain understanding of a language that they might want to further study in the future. Each language is equally represented, thus allowing the student to conceptualize and practice the language one at a time.

The course takes a multi-perspective approach for teaching the culture of the people that speak the language along with fundamental communication skills in the target language. Activities that engage students and make language learning exciting and fun will be incorporated to build acquisition. The language will be taught using the communicative method which combines listening, speaking, reading and writing in the target language with the use of multimedia resources.

* = .5 credit course

Middle School Photography: Drawing with Light*: Students see photographs every day on television, on the Internet, and in magazines and newspapers. What makes a great photograph? How did the artist capture a story? What makes a great picture? What are careers in photography? In this course, students learn and apply fundamental skills to use a camera and take photographs of animals, people, and landscapes. Students gain an understanding of how photography can be a means of documentation or high art. Students examine photographic careers and explore self-reflection to progress their creative growth as they develop a photographic portfolio. This course helps students select subjects, take a photograph, and print and display memories!

* = .5 credit course

High School Graduation Requirements

All graduation requirements at Terra Academy are in compliance with State Board of Education Rule. The minimum number of credits required to graduate is twenty four, and must meet the credit requirements as outlined below.

- **English/Language Arts (4 Credits)**
- **Mathematics (3 Credits):** Successful completion of Secondary Mathematics I, II, and III or higher.
- **Science (3 Credits):** Two credits from the four science foundation areas; earth systems, biological science, chemistry, or physics and one credit from the foundation courses or the applied or advanced science core list.
- **Social Studies (3 Credits):** One credit in United States history, and one-half of a credit in geography, civilization, United States government and citizenship, and general financial literacy.
- **Directed Coursework (3 Credits):** One and a half credits in fine arts, one CTE credit, and one half credit computer technology.
- **Physical Education Health (2 Credits):** One half credit in each of the following; health, participation skills, fitness for life, individual lifetime activities.
- **Electives (6 Credits):** Of the students' choosing from the school course offerings.

High School Course Catalog

Terra Academy will utilize an online curriculum catalog for secondary school students. It is anticipated that during the opening year, the school will utilize the Aventa courses. The great

diversity of classes far exceeds the number provided through the local school district. Terra Academy recognizes that courses will change from time to time, and while the school reserves the right to change online providers, will always make sure students have a large variety of classes to select from. The course catalog from Aventa is inserted into this document, as it will be the course catalog the students will likely use initially. It is updated annually.

All Core courses in Math, Science, English and History will be offered in addition to the options below.

AP Art History: This course is designed to broaden students' knowledge of architecture, sculpture, painting, and other art forms within various historical and cultural contexts. In AP Art History, students identify and classify artworks from prehistory through the 20th century, formally analyze artworks by placing them in the historical context within which they were created, consider the visual traditions of the cultures that created artworks, and understand interdisciplinary and cultural influences on works of art. In addition to visual analysis, the course considers issues such as patronage, gender, and the functions and effects of artworks. This course uses a textbook. Prior art training is not necessary for enrollment.

AP Biology: This course guides students to a deeper understanding of biological concepts including the diversity and unity of life, energy and the processes of life, homeostasis, and genetics. Students learn about regulation, communication, and signaling in living organisms, as well as interactions of biological systems. Students carry out a number of learning activities, including readings, interactive exercises, extension activities, hands-on and virtual laboratory experiments, and practice assessments. These activities are designed to help students gain an understanding of the science process and critical-thinking skills necessary to answer questions on the AP Biology Exam. The content aligns to the sequence of topics recommended by the College Board.

AP Calculus AB: AP Calculus AB is a college-level course that introduces limits, differentiation, and integration of functions. Students find and evaluate finite and infinite limits graphically, numerically, and analytically. They find derivatives using a variety of methods, including the chain rule and implicit differentiation. They use the first derivative test and the second derivative test to analyze and sketch functions. Each unit of this course includes exam-preparation content for the Advanced Placement Calculus AB examination. Students enrolling in the AP Calculus AB course must have knowledge of algebra, geometry, trigonometry, analytic geometry, and elementary functions. AP Calculus AB uses a textbook, and a graphing calculator is required.

AP Chemistry: This two-semester course is equivalent to a full-year introductory college course in general chemistry. Topics presented in AP Chemistry include components of matter, stoichiometry of formulas and equations, chemical reactions, kinetic-molecular theory, thermochemistry, electron configuration, chemical bonding, intermolecular forces, properties of mixtures, periodic patterns, organic compounds, equilibrium, and thermodynamics. Students

learn fundamental analytical skills to logically assess and solve chemical problems. They develop the skills necessary to arrive at conclusions based on informed judgment, using mathematical formulation principles, chemical calculation, and laboratory experiments. Students learn to present evidence in clear and persuasive essays and prepare for the Advanced Placement Chemistry exam. The course uses a textbook, and a chemistry lab kit is required.

AP Computer Science A: AP Computer Science A is the equivalent of a first-semester, college-level course in computer science. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. It also includes the study of data structures, design, and abstraction. Students enrolling in AP Computer Science A should have knowledge of mathematics at the Algebra II level as well as some previous programming experience, a basic understanding of networks, and knowledge of the responsible use of computer systems (including system reliability, privacy, legal issues, intellectual property, and the social and ethical ramifications of computer use). To take this course, students need regular access to a computer system with recent technology.

AP English Language: This course prepares students for the Advanced Placement exam in English Language and Composition. The literary component of the course covers a range of genres, including nonfiction, fiction, drama, and poetry. While analyzing these works, students consider style (a language-based approach to exploring meaning in a piece of writing through tone, diction, and syntax) and rhetoric (the examination of the argument and structure of a piece of writing by considering aspects of the author's credibility, irony, and use of logic). Writing assignments cover both expository and argumentative aspects of writing. Prior coursework in English through the high school sophomore level is required for enrollment in AP English Language.

AP English Literature: AP English Literature prepares students for the Advanced Placement exam in English Literature and Composition. In this course, students acquire the reading and critical thinking skills necessary to understand challenging material, analyze that material to deduce meaning, and apply what they learn. They also acquire the composition skills needed to communicate their understanding effectively to a variety of audiences. Students read and analyze classic works of literature that contain literary qualities that merit study and provoke deep thought. Students also read modern and contemporary works as they examine a variety of literary genres, including plays, short stories, poetry, essays, and novels. Prior coursework in English through the high school junior level is required for enrollment in this course.

AP Environmental Science: Students examine the natural world's interrelationships in AP Environmental Science. During this two-semester course, they identify and analyze environmental problems and their effects and evaluate the effectiveness of proposed solutions. They learn to think like environmental scientists as they make predictions based on observation, write hypotheses, design and complete field studies and experiments, and reach conclusions based on the analysis of resulting data. Students apply the concepts of environmental science to

their everyday experiences, current events, and issues in science, politics, and society. The course provides opportunities for guided inquiry and student-centered learning that build critical thinking skills. Prerequisites for enrollment include two years of prior coursework in laboratory sciences (Biology, Chemistry, Earth Science, or Physics).

AP European History: This course surveys the social, economic, cultural, intellectual, political, and diplomatic history of modern Europe and its place in the history of the world—from the fall of Constantinople to the fall of the Berlin Wall and collapse of the Soviet Union. The course is equivalent to a college freshman or sophomore modern European history course. Students develop an understanding of the major periods, ideas, movements, trends, and themes that characterize European history from approximately 1450 to the present. They also develop the ability to analyze historical evidence and express their understanding and analysis in writing. This course prepares students for the Advanced Placement European History exam.

AP French Language and Culture: The AP French Language and Culture course is an advanced language course in which students are directly prepared for the AP French Language and Culture test. It uses as its foundation the three modes of communication: interpersonal, interpretive and presentational. The course is conducted almost exclusively in French. The course is based on the six themes required by the College Board: (1) global challenges, (2) science and technology, (3) contemporary life, (4) personal and public identities, (5) families and communities, and (6) beauty and aesthetics. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. Students should expect to listen to, read, and understand a wide-variety of authentic French-language materials and sources, demonstrate proficiency in interpersonal, interpretive, and presentational communication using French, gain knowledge and understanding of the cultures of the Francophone world, use French to connect with other disciplines and expand knowledge in a wide-variety of contexts, develop insight into the nature of the French language and its culture, and use French to participate in communities at home and around the world. The AP® French Language and Culture course is a college level course. The intensity, quality, and amount of course material can be compared to that of a third-year college course.

AP Macroeconomics: Macroeconomics is the study of how economic systems work as a whole. In this one-semester course, students learn how the economy is measured by indicators such as gross domestic product (GDP), among others. They examine concepts such as inflation, unemployment, world trade patterns, and the role of the Federal Reserve Bank. Students engage in decision making to create an environment in which high employment rates and higher living standards can be achieved by using fiscal and monetary policy. Topics presented in the course include measuring economic performance; aggregate demand and aggregate supply; money,

monetary policy and economic stability; monetary and fiscal policy; and international economics. This course prepares students for the AP Macroeconomics exam.

AP Microeconomics: Microeconomics is the study of economics on the level of individual areas of activity and how individuals make choices with limited resources. In AP Microeconomics, students examine concepts such as supply and demand, factors of production, roles of labor and management, the relationship between the environment and the economy, and the effect of government on individual decision making. Students study the stock market as an investment option and trace various stocks throughout the semester, using the Wall Street Journal and the Internet as resources. Topics presented include the nature and functions of product markets, theory of the firm, factor markets, and role of government. This course prepares students for the AP Microeconomics exam.

AP Physics B: AP Physics B surveys the algebra-based major areas of physics—mechanics, fluids, waves, optics, electricity, magnetism, and modern physics (atomic and nuclear). Students learn to think like scientists: they make predictions based on observation, write hypotheses, design and complete experiments, and reach conclusions based on the analysis of resulting data. They apply the concepts of physics to their everyday experiences, current events, and issues in science and engineering. AP Physics B provides opportunities for guided inquiry and student-centered learning that build critical thinking skills. This course prepares students for the Advanced Placement Physics B exam. Prerequisites include Algebra II and Trigonometry; one year of Physics is highly recommended.

AP Psychology: This one-semester course surveys the major topics in the field of psychology as well as terminology, methodology, and the historical and current understanding of human behavior and thought processes. Concepts, terminology, and research findings are presented at the level of an introductory college psychology course. Students learn how psychologists analyze human experiences and apply what they have learned. Organized in seven units, the course presents the following topics: introduction to psychology, the biological basis of behavior, human development and awareness, human cognition, human motivation and emotion, human interaction, and course review. The course prepares students to take the Advanced Placement Psychology exam. Prior coursework in Biology is suggested. This course uses a textbook.

AP Spanish Language: The AP Spanish Language course is an advanced language course in which students are directly prepared for the AP Spanish Language test. It uses as its foundation the three modes of communication: interpersonal, interpretive and presentational. The course is conducted almost exclusively in Spanish. Students should expect to listen to, read, and understand a wide-variety of authentic Spanish-language materials and sources, demonstrate proficiency in interpersonal, interpretive, and presentational communication using Spanish, gain knowledge and understanding of the cultures of the Spanish-speaking world, use Spanish to connect with other disciplines and expand knowledge in a wide-variety of contexts, develop

insight into the nature of the Spanish language and its culture, and use Spanish to participate in communities at home and around the world. The AP Spanish Language course is a college level course. The intensity, quality, and amount of course material can be compared to that of a third-year college course.

AP Statistics: Statistics concerns the collection, organization, and interpretation of data. In AP Statistics, students interpret the output generated by statistical software programs. This two-semester course presents the following topics, among others: organizing data, examining relationships, producing data, probability, random variables, binomial and geometric distributions, sampling distributions, and inference. This course prepares students to take the Advanced Placement Statistics exam. Students who enroll in AP Statistics must have access to a computer equipped with software capable of doing data analysis. In addition, one of the following Texas Instruments calculators is required: TI-83, TI-83+, TI-84, TI-84+, or TI-89. Prerequisites for AP Statistics include Algebra I and Algebra II.

AP U.S. Government: This course presents an analytic perspective on American politics, covering the ideals, institutions, and processes that direct the daily operations of government and shape public policy. In AP U.S. Government, students examine the constitutional structure of government, participatory politics, the formal institutions of power, and the extra-constitutional influences on government institutions. They interpret and analyze the political landscape to develop an understanding of the strengths and weaknesses of the U.S. system of government. This one-semester course addresses the following topics, among others: American political culture, the Constitution, federalism, civil liberties, civil rights, public opinion, media, political parties, campaigns and elections, interest groups, Congress, the presidency, the federal bureaucracy, and the federal courts.

AP U.S. History: AP U.S. History focuses on the development of analytical skills to enable students to critically interpret the nation's history. In this course, students assess historical primary and secondary sources, weighing the evidence presented, to arrive at informed conclusions. They learn to think like historians as they evaluate sources and interpretations, develop thesis statements, support interpretations with evidence, and communicate their conclusions. In the process, they gain an appreciation for how historic events have shaped modern political, social, cultural, and economic life. The course provides opportunities for guided inquiry and student-centered learning that build critical thinking skills. Prior coursework in Social Studies or History is a prerequisite for enrollment in this course.

AP World History: AP World History covers the history of the world from 600 CE to the present and includes an introduction unit on the period from 8,000 BCE to 600 CE. The course emphasizes patterns of change and the connections between the various world cultures throughout the time period studied in the course. Students gain an understanding of the global experiences of humanity and can apply that knowledge to their growth and development as world citizens. This two-semester course prepares students to take the AP World History exam. It also

provides them with an understanding of why the world developed the way it did. This course uses a textbook.

Grammar and Composition: This refresher course helps students bone up on grammar and usage basics and enhance their communication skills through writing exercises and discussions with their peers. Students start by completing a diagnostic writing assignment to identify strengths and areas for improvement. They receive step-by-step instruction on the writing process, follow activities to develop their grammar skills, and have multiple opportunities to practice formal and informal writing. Students use literature and expository pieces as models for their own writing. They participate in threaded online conversations with the teacher and their fellow students to discuss their writing, receive construction feedback for revision, and comment on other students' work. Throughout the course, rubrics help students remember what is expected of them and help them produce their best work.

Creative Writing: Students create original essays, poems, and short stories in this course, which uses two textbooks and focuses on the four-step process writing model. They read professionally written forms of creative writing as models and then integrate their impressions of these works with their personal life experiences as they compose their own writing projects. Students are encouraged to write about topics they find engaging as they practice writing on the following themes: narration, definition, process analysis, cause and effect, and comparison/contrast. After students turn in each assignment, the teacher supplies detailed suggestions for revision. This feedback helps students learn how to improve their self-expression and self-editing skills.

Journalism*: In this course, students produce news stories, editorials, features, and sports articles as they learn the basics of journalism. The course uses a textbook and covers laws and ethics, freedom of the press, and the principles of journalistic writing. Students learn how to generate ideas and conduct interviews. They improve their writing skills by concentrating on properly organizing their ideas and using correct grammar and vocabulary as they compose their articles and assignments. In the process, they learn how to think critically about the main ideas, points of view and bias, validity of sources, and the relevance of the various topics they write about.

* = .5 credit course

Personal Finance*: Understanding financial management concepts is an important life skill that forms the crux of the one-semester Personal Finance course. Students learn to understand the consequences of their financial choices, from credit and debt to insurance, taxes, investments, and discretionary spending. Instructional material surveys typical personal financial needs and emphasizes the basics of budgeting. Through activities and projects with practical applications, students taking this course learn to better prepare for and secure their financial futures. Unit topics in this elective course include money management (personal financial planning and

checking), financial security (savings, investments, and risks), credit management, risk management, and taxes and employment forms.

* = .5 credit course

American Government*: This course covers the historical background, guiding principles, and political institutions that together constitute the government of the United States. Students examine the structure, function, and power of government at the local, state, and national levels. They gain an understanding of the principles of popular sovereignty, separation of powers, checks and balances, republicanism, federalism, individual rights, and the roles of individuals and groups in the American political system. Instructional material for this one-semester course is presented in seven units, including introduction to government and politics, roots of the American constitution, principles of American government, the federal system, civil rights and liberties, participation in a democracy, and institutions of government.

Civics*: Civics is the study of citizenship and government. This one-semester course provides students with a basic understanding of civic life, politics, and government, and a short history of government's foundation and development in this country. Students learn how power and responsibility are shared and limited by government, the impact American politics has on world affairs, the place of law in the American constitutional system, and which rights the American government guarantees its citizens. Students also examine how the world is organized politically and how civic participation in the American political system compares to that in other societies around the world today.

Economics*: This one-semester course provides students with an introduction to basic economic principles, such as how governments use limited resources to best satisfy people's wants and needs. Key topics include the law of supply and demand; allocation of goods and services; monetary and fiscal policy, saving, borrowing, and spending; the Federal Reserve System and the money supply; unemployment; and inflation. Students learn about the important roles that competition, scarcity, incentives, profit, interest rates, trade, and government regulation play in an open free market economy, and how fundamental decisions about the four factors of production (land, labor, capital, and entrepreneurship) are made.

Contemporary World Issues: Students analyze governments, economies, peoples, and cultures from around the world in this course. Instruction emphasizes the structures and policies of the United States and how they compare to other systems in the international community. Students apply critical thinking and research skills to examine current events and contemporary issues, including human rights, the strengths and weaknesses of globalization, America's role in the international economy, the severe environmental threats facing many regions around the world today, how religion is often used to facilitate and justify violence, and America's "War on Terror" and its impact on the Middle East and Islamic culture.

Family and Consumer Science*: In this course, students develop skills and knowledge to help them transition into adult roles within the family. They learn to make wise consumer choices, prepare nutritious meals, contribute effectively as part of a team, manage a household budget, and balance roles of work and family. They gain an appreciation for the responsibilities of family members throughout the life span and the contributions to the well-being of the family and the community.

Psychology*: In this course, students investigate why human beings think and act the way they do. This is an introductory course that broadly covers several areas of psychology. Instructional material presents theories and current research for students to critically evaluate and understand. Each unit introduces terminology, theories, and research that are critical to the understanding of psychology and includes tutorials and interactive exercises. Students learn how to define and use key terms of psychology and how to apply psychological principles to their own lives. Unit topics in this one-semester course include methods of study, biological basis for behavior, learning and memory, development and individual differences, and psychological disorders.

* = .5 credit course

French I: Students receive a thorough grounding in the basics of the French language in this introductory, two- semester course. French I has been designed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards call for a method of teaching that focuses on successful communication through speaking, listening, reading, and writing. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams. Learning activities in each unit are focused on a specific theme.

Middlebury French I: Students begin their introduction to French by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

French II: French II continues the learning process that began with French I and adheres to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Instructional material introduces students to new grammar and vocabulary and allows them to build conversational and reading skills to cover many common situations in daily life. Unit topics include daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Unit activities blend different forms of communication and culture to ensure that standards are met. The successful completion of French I is a prerequisite for this course.

Middlebury French II: Students continue their study of French by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also are able to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, and take frequent assessments where their language progression can be monitored. By semester 2, the course is conducted almost entirely in French. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

French III: This course builds on knowledge that students acquired in the beginning-level courses, French I and II, and aligns with national ACTFL standards. Students learn to express themselves using present, past, future, and conditional tense verbs in increasingly complex grammatical constructions. They become familiar with idiomatic expressions common to daily French speaking and build vocabulary in order to be able to converse on a wider variety of themes in French. Instruction includes more material on French culture, geography, and history than in earlier courses, giving students the opportunity to learn about France and other francophone countries around the world.

Middlebury French III: Students further deepen their understanding of French by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in more formal spoken and written contexts. Students should expect to be actively engaged in their own language learning, use correct vocabulary terms and phrases naturally, incorporate a wide range of grammar concepts

consistently and correctly while speaking and writing, participate in conversations covering a wide range of topics and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, read and analyze important pieces of Hispanic literature, and take frequent assessments where their language progression can be monitored. The course is conducted almost entirely in French. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

French IV: Students complete their high school French language education with this two-semester course that, like all of its predecessors, conforms to the national standards of the ACTFL. The instructional material in French IV enables students to use the conditional and subjunctive tenses, and talk about the past with increasing ease, distinguishing which tense to use and when. It also helps students hone their listening skills to enhance their understanding of native speech patterns on familiar topics. Students expand their knowledge of French-speaking countries' culture, history, and geography and learn about francophone contributions in the arts. Students must pass French III as a prerequisite.

German I: German I provides an introduction to the basics of the German language and the German-speaking world. This two-semester course has been constructed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards dictate a pedagogical method that focuses on successful communication through speaking, listening, reading, and writing. Unit topics consist of the alphabet and numbers; greetings; introductions; the calendar (days, months, and seasons); weather; time; colors; familiar objects and places; family; food; pastimes; and school objects and routine. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Middlebury German I: Students begin their introduction to German by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

German II: Instructional content in German II introduces students to new grammar and vocabulary and allows them to build conversational and reading skills to cover many common situations in daily life. Like German I, this follow-up course adheres to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Learning activities in each unit are focused on a specific theme. The units for both semesters cover a broad range of useful everyday subjects, including daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Students must successfully complete German I in order to enroll in this course.

Middlebury German II: Students continue their study of German by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also are able to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. By semester 2, the course is conducted almost entirely in German. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

German III: This course expands the scope of concepts and information that students mastered in the German I and II courses and aligns with national ACTFL standards. Students learn increasingly complex grammatical constructions, such as present, imperfect, perfect, and future tenses; reflexive and modal verbs; prepositions; conjunctions; relative pronouns; and adjective endings. Unit themes in this two-semester course include vacations, travel, leisure time, healthy living, body parts and ailments, family members, rights and responsibilities, household chores, university study, military service, personal relationships, the importance of appearance, emotions, fairy tales, and animals. Unit activities blend different forms of communication and culture.

German IV: German IV builds on the foundation of the first three courses. Students continue to sharpen their speaking, listening, reading, and writing skills while also learning to express themselves on topics relevant to German culture. Authentic texts, current culture, and literature from Germany, Austria, and Switzerland all form part of the instructional material for this course. Each unit focuses on a particular region or city and includes such themes as culture, tourism, and current events. These units cover topics such as contemporary and classical music,

expressing opinion, German history, transportation, family weekend travel, shopping, free-time activities, technology, multiculturalism, education, and careers.

Japanese I: Students become familiar with the fundamental concepts and constructions of the Japanese language as well as the rich and ancient world of Japanese culture in this two-semester course. Japanese I has been designed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Unit topics consist of the alphabet and numbers; greetings; introductions; the calendar (days, months, and seasons); weather; time; colors; familiar objects and places; family; food; pastimes; and school objects and routine. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Japanese II: In Japanese II, course content blends different forms of communication and culture via unit activities to ensure that students meet all standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards call for a focus on successful oral and written communication as well as a thorough grounding in Japanese culture. Unit themes for both semesters cover a broad range of useful everyday subjects, including daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Students must successfully complete Japanese I in order to enroll in this course.

Latin I: This two-semester course provides an introduction to the fundamentals of Latin grammar. Students develop the skills necessary to translate basic sentences from Latin into English and from English into Latin, and to read simple connected passages of Latin prose and poetry. In the process, students learn how verb conjugations and noun declensions work in a highly inflected language and how to analyze the structure of Latin sentences. The course includes a cross-cultural component, introducing students to the world of ancient Rome by allowing them to acquire knowledge—through word study—of Roman institutions, practices, religious beliefs, and ideological ways of thought.

Middlebury Latin I: Since mastering a classical language presents different challenges from learning a spoken world language, students learn Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, provide students with a strong foundation for learning Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of

pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Latin II: Latin II builds on the foundation in Latin grammar provided by the Latin I course and also includes an in-depth study of Roman mythology and history. Students expand their use of declensions, adjectives, adverbs, and cases. These skills enable them to translate longer Latin texts into English that require a more complex knowledge of grammar rather than just vocabulary. To practice oral Latin skills, students engage in conversations, seek and give items of information, express feelings and emotions, and exchange opinions. Latin II also takes students on a tour of the ancient classical world, including literature, historical workers, and the lives of famous and influential Romans.

Middlebury Latin II: Students continue with their study of Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, prepare students for a deeper study of Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated on medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, understand and use common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Mandarin (Chinese) I: Mandarin (Chinese) I introduces students to the study of the Chinese language. Students learn listening, speaking, reading, and writing skills through activities that are based on pedagogically proven methods of world language instruction. Instructional material introduces simple grammatical concepts in innovative ways and provides practice activities with a variety of learning styles in mind. This two-semester course sprinkles culture throughout the

units to help students focus on the Chinese-speaking world, its culture, people, geographical locations, and history. Unit themes include greetings, numbers, family members, school life, clothing, daily routine, shopping, and restaurant menus. The course is aligned with national ACTFL (American Council on the Teaching of Foreign Languages) standards.

Middlebury Chinese I: Students begin their introduction to Chinese by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Both Chinese characters and pinyin are presented together throughout the course and specific character practices are introduced after the first quarter. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Mandarin (Chinese) II: This two-semester course is a continuation of the introductory-level Mandarin (Chinese) I course. It presents students with new, more complicated areas of Chinese language learning. Units cover a variety of material that is useful to students learning everyday conversational arts. Themes include daily routine, animals, hobbies, the body, descriptions, home life, shopping, entertainment, sports, and travel. Throughout the course, students learn to express themselves using an ever increasing vocabulary of present tense verbs, articles, and adjectives. They gain the skills and confidence necessary to talk about daily activities, leisure-time pursuits and hobbies, body parts and their function, and people and culture.

Middlebury Chinese II: Students continue their study of Chinese by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also are able to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Character recognition and practice are a key focus of the course and students are expected to learn several characters each unit. However, pinyin is still presented with characters throughout the course to aid in listening and reading comprehension. Students should expect to be actively engaged in

their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking countries, and take frequent assessments where their language progression can be monitored. By semester 2, the course is conducted almost entirely in Chinese. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Spanish I: Spanish I gives students an introduction to the basics of the Spanish language and the Spanish-speaking world. This two-semester course aligns with the national standards of the American Council on the Teaching of Foreign Languages (ACTFL), which dictate a pedagogical method that focuses on successful communication through speaking, listening, reading, and writing. Course unit topics include the alphabet and numbers; greetings; introductions; the calendar (days, months, and seasons); weather; time; colors; familiar objects and places; family; food; pastimes; and school objects and routine. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Middlebury Spanish I: Students begin their introduction to Spanish by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Spanish II: Students receive additional grounding in grammar and vocabulary in this two-semester course. Instructional material encourages students to build conversational and reading skills to cover many common situations in daily life. Like Spanish I, this follow-up course adheres to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Learning activities in each unit are focused on a specific theme. The units for both semesters cover a broad range of useful everyday subjects, including daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Students must successfully complete Spanish I in order to enroll in this course.

Middlebury Spanish II: Students continue their study of Spanish by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also are able to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, read and analyze important pieces of Hispanic literature, and take frequent assessments where their language progression can be monitored. The course is conducted almost entirely in Spanish. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Spanish III: This course builds on the grammatical concepts and vocabulary that students mastered while completing the Spanish I and II courses. Spanish III fully aligns with national ACTFL standards. Students learn increasingly complex grammatical constructions, such as present, imperfect, perfect, and future tenses; reflexive and modal verbs; prepositions; conjunctions; relative pronouns; and adjective endings. Unit themes in this two-semester course include chores, directions, feelings, future plans and travel, geography, countries and nationalities, health, household items, measurements, occupations, and personal history. Unit activities blend different forms of communication and culture.

Middlebury Spanish III: Students further deepen their understanding of Spanish by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in more formal spoken and written contexts. Students should expect to be actively engaged in their own language learning, use correct vocabulary terms and phrases naturally, incorporate a wide range of grammar concepts consistently and correctly while speaking and writing, participate in conversations covering a wide range of topics and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, read and analyze important pieces of Hispanic literature, and take frequent assessments where their language progression can be monitored. The course is conducted almost entirely in Spanish. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Spanish IV: Fourth-year Spanish expands on the foundation of Spanish grammar and vocabulary that students acquired in the first three courses. As with all the earlier offerings, this culminating-level Spanish language course conforms to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to sharpen their speaking, listening, reading and writing skills while also learning to express themselves on topics relevant to Spanish culture. The two-semester course is divided into ten units whose themes include people, achievements, wishes and desires, activities, celebrations, possibilities, the past, the arts, current events, and wrap up and review.

* = .5 credit course

Computer Fundamentals: In this introductory course, students will become familiar with the basic principles of a personal computer, including the internal hardware, the operating system, and software applications. Students will gain practice in using key applications such as Microsoft Word, Excel and PowerPoint as well as understand social and ethical issues around the Internet, information and security. This is a two-semester course package. In the first semester, the focus is on the fundamentals, learning and using the applications, and understanding the basic roles and responsibilities of the software, hardware and operating system. In the second semester, the focus is on gathering and analyzing data, and using the right tools and methods to collect and present data. A copy of Microsoft Windows with Microsoft Office, Microsoft Works, Word Perfect, or Open Office (shareware) although the screen shots & videos are done in Microsoft Office 2003 and Microsoft Windows XP is required.

Digital Photography*: In this one-semester course, students will learn the basics of photographic composition and lighting, develop an understanding of using a digital camera and the basics of preparing a digital darkroom. Students will also learn basic color theory and the fundamentals of image processing. Software skills are taught through practical, hands-on activities that get students involved in the learning process and help them retain the content. By the conclusion of this course, students are capable of producing their own unique and highly personalized images. This course is designed for the student who has no background in photography.

Game Design*: Game Design introduces students to the basic skills necessary for game design. Instructional materials highlight the various games in the industry and analyze their approach in terms of design and development. Students explore both the artistic and technical processes of developing game elements such as story, levels, sound, and user interfaces. They merge all these elements into a functional prototype to demonstrate their understanding of the game design process. Unit topics in this one-semester course include history, player elements, genres, elements of game play, setting platform, game generations, and player modes. The following software is required for this course: Blender (freeware), TrackMania Nations (freeware), and Multimedia Fusion Developer (demo).

Java Programming*: This introductory-level, one-semester course is designed for people who have very little programming experience. In Java Programming, students gain an understanding of Java platforms and learn how to build a stand-alone application, such as a countdown clock or leap year indicator. Students also learn the techniques of Java and how Java can be used in cross-platform programming. At the end of the course, students are able to write basic programs using Java and are prepared to pursue further instruction in any programming language. Prior coursework in computer fundamentals and programming are prerequisites for Java Programming. JDK 1.5 or a higher version Java application is required for this course.

VB.Net Programming*: Students learn basic programming and the essential concepts of VisualBasic.net (VB.NET) in this one- semester course. As an introduction to VB.NET, students are taught the basic uses of the programming language, its similarities to the English language and others, its architecture, program flow, and its flexibility as a programming language. The course helps participants understand the processes involved in software development and object-oriented programming. This is an introductory course that could lead to careers such as software engineer, developer, or game designer. Prior coursework in computer fundamentals is a prerequisite. Visual Studio 2008 Express Edition is required software for this course.

Web Design*: This one-semester course introduces students to the mechanics and elements of web design and HTML, the concepts of planning and organizing websites, and the documentation and copyright issues associated with website design. Students engage in a variety of project-based assessments to evaluate their understanding and progress. After completing the course, students are able to understand the planning and organization of a website, the elements of design and HTML, and the copyright and fair use doctrines that apply to website creation. Students also learn how to use a WYSIWIG editor and other online tools to create a website. The NVu software package is required for this course.

* = .5 credit course

Accounting: Through this course, students gain a foundation in the skills needed for college accounting courses, office work, and managing their own small businesses. This introduction to accounting gives students who have never had prior accounting training an overview of the three forms of accounting: financial, cost, and management accounting. The course helps build an appreciation for the role of accounting in managing a profitable business. Instructional material covers the basic concepts conventions, and rules of the double entry system and includes techniques for analyzing ratios from a balance sheet. The concept of ethics, integrity, confidentiality, and rigor are woven through all the units.

Art Appreciation*: This one-semester course introduces students to various forms of the visual arts, such as painting, sculpture, and film. Students learn how to critically examine a work of art in historical, social, and cultural contexts; identify and compare key characteristics in artworks; and understand the role art has played throughout history. Through hands-on activities, virtual museum tours, discussion, and research, students develop the ability to explain the significance

of artworks in Western and non- Western cultures; identify the medium and technique used to create works of art; and analyze formal elements, principles of design, and stylistic characteristics found in artworks from various art historical periods.

Career Planning*: Students use an informative interactive process to explore career and life options in this one- semester elective. They begin with a thorough examination of their own interests, aptitudes, achievements, and personality styles. Instructional material then helps them match job market information, interview techniques, training requirements, and educational paths to potential careers that suit their strengths and personal priorities. Successfully completing this course gives students the ability to identify and describe their personal interests, aptitudes, and lifestyle goals; locate and evaluate information about different careers; identify the skills and knowledge needed for careers of interest and how to obtain them; and create an entrepreneurial business plan.

Driver's Education*: Driver's Education can provide a foundation for a lifetime of responsible driving. Instructional material in this course emphasizes the mechanics of driving operations and the rules of safe driving. Among other topics, students learn how to assess and manage risk, handle social pressures, understand signs and signals, comprehend the rules of the road, and start, steer, stop, turn, and park a car. They also learn how to contend with driving environments including light and weather conditions, share the roadway, respond to an emergency, buy and maintain a car, plan a trip, take a state driving test, and partner with their parents or guardians to promote safety on the road. Students use a textbook for this one-semester course.

Health*: This high school course helps students develop the knowledge and skills they need to make healthy decisions that allow them to stay active, safe, and informed. Students learn about the components of a healthy lifestyle and learn strategies for making healthy choices. Instructional material introduces students to the concepts of mental health, emotional health, social health, consumer health, and physical health. It presents opportunities for students to apply their value systems to decisions concerning their own health. Students develop communication skills in this one-semester course that allow them to demonstrate healthy choices with respect for self, family, and others.

Life Skills*: This one-semester elective is designed to increase students' knowledge of and ability in using the skills necessary for everyday living. Life Skills emphasizes defining personal values, goal-setting and planning, and solving problems. Instructional material focuses on dealing with media and peer pressure, communication and relationships, working with others, avoiding and/or resolving conflict, decision making, wellness and personal safety, aspects of good citizenship, environmental awareness, and how students can contribute to their own community. The course is organized in six units, which cover the following topics: course introduction, thinking about yourself, thinking for yourself, taking care of yourself, caring for your relationships, and caring about your world.

Music Appreciation*: Students receive an introduction to the elements, instrumentation, and history of music in this one- semester course. Instructional materials emphasize the significance of surroundings and time periods and how they influenced the music of the day. Students listen to and evaluate several types of music and are assessed on their comprehension through projects, presentations, and exams. After different instrumentations in music, and develop critiques of musical pieces based on information in the course.

Nutrition and Wellness*: This one-semester elective course provides students with an overview of good nutrition principles that are necessary for physical and mental wellness and a long, healthy life. Instructional materials include discussions of digestion, basic nutrients, weight management, sports and fitness, and life- span nutrition. The Nutrition and Wellness course emphasizes an understanding of today’s food and eating trends and gives students the capacity to intelligently evaluate all available sources of nutrition information and make informed decisions. Unit topics include a course introduction, wellness and food choices in today’s world, digestion and major nutrients, and body size and weight management.

Physical Education: This high school course focuses on the fundamental components and principles of fitness. Physical Education examines safety guidelines, proper technique, and exercise principles such as FITT: Frequency (how often you exercise), Intensity (how hard you work during exercise), Time (how long you exercise), and Type (what type of activity you do). Students assess their current level of fitness in relation to the five components of physical fitness: flexibility, cardiovascular health, muscular strength, muscular endurance, and body composition. This two-semester course equips students with strategies to help them begin, design, and maintain an exercise program to keep them fit for life.

* = .5 credit course

Archeology: Detectives of the Past*: George Santayana once said, “Those who cannot remember the past are condemned to repeat it.” The field of archeology helps us to better understand the events and societies of the past that have helped to shape our modern world. This course focuses on this techniques, methods, and theories that guide the study of the past. Students will learn how archaeological research is conducted and interpreted, as well as how artifacts are located and preserved. Finally, students will learn about the relationship of material items to culture and what we can learn about past societies from these items.

Astronomy: Exploring the Universe*: Why do stars twinkle? Is it possible to fall into a black hole? Will the sun ever stop shining? Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe that surrounds us. This course will introduce students to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, students will examine the life cycle of stars, the properties of planets, and the exploration of space.

Criminology: Inside the Criminal Mind*: In today's world, crime and deviant behavior rank at or near the top of many people's concerns. In this course, we will study the field of Criminology – the study of crime. We will look at possible explanations for crime from the standpoint of psychological, biological and sociological perspectives, explore the categories and social consequences of crime, and investigate how the criminal justice system handles not only criminals, but also their misdeeds. Why do some individuals commit crimes why others do not? What aspects in our culture and society promote crime and deviance? Why are different punishments given for the same crime? What factors...from arrest to punishment...help shape the criminal case process?

Gothic Literature: Monster Stories*: From vampires to ghosts, these frightening stories have influenced fiction writers since the 18th century. This course will focus on the major themes found in Gothic literature and demonstrate how the core writing drivers produce, for the reader, a thrilling psychological environment. Terror versus horror, the influence of the supernatural, and descriptions of the difference between good and evil are just a few of the themes presented. By the time students have completed this course, they will have gained an understanding of and an appreciation for the complex nature of dark fiction.

Great Minds in Science: Ideas for a New Generation*: Is there life on other planets? What extremes can the human body endure? Can we solve the problem of global warming? Today, scientists, explorers, and writers are working to answer all of these questions. Like Edison, Einstein, Curie, and Newton, the scientists of today are asking questions and working on problems that may revolutionize our lives and world. This course focuses on 10 of today's greatest scientific minds. Each unit takes an in-depth look at one of these individuals, and shows how their ideas may help to shape tomorrow's world.

Hospitality & Tourism: Traveling the Globe*: With greater disposable income and more opportunities for business travel, people are traversing the globe in growing numbers. As a result, hospitality and tourism is one of the fastest growing industries in the world. This course will introduce students to the hospitality and tourism industry, including hotel and restaurant management, cruise ships, spas, resorts, theme parks, and other areas. Student will learn about key hospitality issues, the development and management of tourist locations, event planning, marketing, and environmental issues related to leisure and travel. The course also examines some current and future trends in the field.

International Business: Global Commerce in the 21st Century*: From geography to culture Global Business is an exciting topic in the business community today. This course is designed to help students develop the appreciation, knowledge, skills, and abilities needed to live and work in a global marketplace. It takes a global view on business, investigating why and how companies go international and are more interconnected. The course further provides students a conceptual tool by which to understand how economic, social, cultural, political and legal factors influence both domestic and cross-border business. Business structures, global entrepreneurship,

business management, marketing, and the challenges of managing international organizations will all be explored in this course. Students will cultivate a mindfulness of how history, geography, language, cultural studies, research skills, and continuing education are important in both business activities and the 21st century.

Law & Order: Introduction to Legal Studies*: Every society has laws that its citizens must follow. From traffic laws to regulations on how the government operates, laws help provide society with order and structure. Our lives are guided and regulated by our society's legal expectations. Consumer laws help protect us from faulty goods; criminal laws help to protect society from individuals who harm others; and family law handles the arrangements and issues that arise in areas like divorce and child custody. This course focuses on the creation and application of laws in various areas of society. By understanding the workings of our court system, as well as how laws are actually carried out, we become more informed and responsible citizens in our communities and of our nation.

Mythology & Folklore: Legendary Tales*: Mighty heroes. Angry gods and goddesses. Cunning animals. Since the first people gathered around fires, mythology and folklore has been used as a way to make sense of humankind and our world. Beginning with an overview of mythology and different kinds of folklore, students will journey with ancient heroes as they slay dragons and outwit gods, follow fearless warrior women into battle, and watch as clever monsters outwit those stronger than themselves. They will explore the universality and social significance of myths and folklore, and see how these are still used to shape society today.

Philosophy: The Big Picture*: This course will take you on an exciting adventure that covers more than 2,500 years of history! Along the way, you'll run into some very strange characters. For example, you'll read about a man who hung out on street corners, barefoot and dirty, pestering everyone he met with questions. You'll learn about another eccentric who climbed inside a stove to think about whether he existed. Despite their odd behavior, these and other philosophers of the Western world are among the most brilliant and influential thinkers of all time. As you learn about these great thinkers, you'll come to see how and where many of the most fundamental ideas of Western Civilization originated. You'll also get a chance to ask yourself some of the same questions these great thinkers pondered. By the time you've "closed the book" on this course, you will better understand yourself and the world around you...from atoms to outer space...and everything in between.

Real World Parenting*: What is the best way to care for children and teach them self-confidence and a sense of responsibility? Parenting involves more than having a child and providing food and shelter. Learn what to prepare for, what to expect, and what vital steps parents can take to create the best environment for their children. Parenting roles and responsibilities, nurturing and protective environments for children, positive parenting strategies, and effective communication in parent/child relationships are some of the topics covered in this course.

Social Problems I: A World in Crisis*: Students will become aware of the challenges faced by social groups, as well as learn about the complex relationship among societies, governments and the individual. Each unit is focused on a particular area of concern, often within a global context. Possible solutions at both the structural level as well as that of the individual will be examined. Students will not only learn more about how social problems affect them personally, but begin to develop the skills necessary to help make a difference in their own lives and communities, not to mention globally.

Social Problems II: Crisis, Conflicts & Challenges*: The Social Problems II course continues to examine timely social issues affecting individuals and societies around the globe. Students learn about the overall structure of the social problem as well as how it impacts their lives. Each unit focuses on a particular social problem, including racial discrimination, drug abuse, the loss of community, and urban sprawl, and discusses possible solutions at both individual and structural levels. For each issue, students examine the connections in the global arena involving societies, governments and the individual.

Sociology I: The Study of Human Relationships*: The world is becoming more complex. How do your beliefs, values and behavior affect the people around you and the world in which we live? Students will examine social problems in our increasingly connected world, and learn how human relationships can strongly influence and impact their lives. Exciting online video journeys to an array of areas in the sociological world are an important component of this relevant and engaging course.

Sociology II: Your Social Life*: Sociology is the study of people, social life and society. By developing a “sociological imagination” students will be able to examine how society itself shapes human action and beliefs...and how in turn these factors re-shape society itself! Fascinating online videos journeys will not only inform students, but motivate them to still seek more knowledge on their own.

Veterinary Science: The Care of Animals*: As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. Taking a look at the pets that live in our homes, on our farms, and in zoos and wildlife sanctuaries, this course will examine some of the common diseases and treatments for domestic animals. Toxins, parasites, and infectious diseases impact not only the animals around us, but at times...we humans as well! Through veterinary medicine and science, the prevention and treatment of diseases and health issues is studied and applied.

World Religions: Exploring Diversity*: Throughout the ages, religions from around the world have shaped the political, social, and cultural aspects of societies. This course focuses on the major religions that have played a role in human history, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, and Taosim. Students will trace the major developments in these religions and explore their relationships with social institutions and

culture. The course will also discuss some of the similarities and differences among the major religions and examine the connections and influences they have.

* = .5 credit course

Health*: This one-semester course presents a range of topics and instructional material that is designed to help students develop strategies for making healthy choices, staying safe, being active, and remaining informed about health issues. Among other topics, students explore factors of psychological health, aspects of social and consumer health, details about nutrition, types of infectious and noninfectious diseases and the prevention of disease, first aid and CPR, human sexuality, and drug and alcohol awareness. They learn about the components of a healthy lifestyle and learn decision making and communication skills to help them protect their health and demonstrate respect for family members and others in their lives.

* = .5 credit course

Indicator - Student achievement level		
Measure	Metric	Board Goal
Growth on Utah State Assessment	Growth score from UCAS each year.	Elementary growth score 240 or greater and secondary growth score of 235.
Achievement on Utah State Assessment	Proficiency score for UCAS each year.	Elementary achievement proficiency scores of 240 or secondary achievement 118.
High school graduation rate	Percentage of students graduating high school calculated using Utah's graduation rate four year formula	90%
College entrance exam composite measure	Percentage of all eleventh grade students who take the ACT reaching 18 or higher composite score.	85%
Proficiency levels on state assessments by subject	Percentage of students scoring at proficiency on CRT, by subject, by disaggregated groups	80%
Students reading on grade level in early elementary.	Percentage of 3 rd graders reading on grade level.	80%

Section 10 School Closure Plan

The board will review its compliance with and progress toward state-defined minimum standards and board-determined targets in the school's charter. The Director is responsible to review all metrics and report to the Board annually, as the measure for each target becomes available. The director will also propose an action plan to address any targets that the school has not met or has regressed in performance.

The school board will notify its authorizer of all such action plans if progress under such plans is not adequate after each year of its implementation. In any case, the board will inform the authorizer of progress toward all metrics after four years of operation or upon earlier request or according to authorizer policy. All action plans and the director's report on progress and compliance with targets will be available to all stakeholders as part of the public board meeting records for each meeting where such reports are given.

In the event of closure, whether by the revocation of the school's charter or a planned cessation of operations, Terra Academy 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.

Over the first five years, the school will set aside in a separate account \$10,000 per year to be used in the event of school closure to engage a charter school or business transition firm to perform closure operations over a period of 90 days. Services will include asset disposal, student transfers, family support, debt negotiation, employment termination, and working with state agencies on protecting taxpayer assets, including equipment and property.

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.

The closure plan and procedures will include the following:

Student Transfer

- Appoint a registrar to complete all aspects of student records related to closure.
- Coordinate with surrounding school districts and charter schools, and private schools if necessary, to accept transfer students.
- Coordinate with students and families on finding the school that will best meet each student's needs for future education.

- Ensure that all student records, including special education records, are sent to all schools accepting transfer students.
- Counsel with students and families to reduce the anxiety that may be part of the closure and move to a new school.

Asset disposal

- 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.
- 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.

Liabilities

- Seek to find other schools or organizations that can assume the ownership of current and long-term agreements. 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.
- 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.

Employees

- 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
- Provide letters of recommendation for employees, as appropriate

Section 11 Dismissal Procedures and Suspension/Expulsion

Terra Academy believes all students have a right to learn in a safe and respectful environment, and student discipline is essential to maintaining a healthy educational environment. To that end, school behavioral expectations are explained and enforced from the first day of school. It is expected that teachers maintain order in the classroom and in other areas of the school where they supervise students. Other faculty and staff support the culture of respect in the school. In the event of a student violating behavioral expectations, disciplinary action may be taken by school administration in compliance with school policy and applicable state and federal laws and regulations.

The Board authorizes the administration to take appropriate action to preserve order among students and staff and to protect school property. The Board of Trustees will not, as a general rule, review student suspensions.

Acts of violence, use or possession of a weapon or facsimile, criminal behaviour toward persons or school property or activities shall be dealt with in accordance with state law (Utah Code §53-A-11-901) as it explains suspension/expulsion of students from public schools and in accordance with [Utah Special Education Rules](#) and IDEA 2004.

Due Process Procedure and Disciplinary Action

Due process is the administrative procedure followed when a students' attendance at Terra Academy is in question due to violation of the disciplinary code. Fairness and reasonableness are to be used when deciding on disciplinary actions. Terra Academy administration investigates and handles disciplinary matters in compliance with the school's suspension/expulsion policy (Attachment D) and all applicable state and federal laws, including IDEA.

Section 12 Complaints

Terra Academy values the input of stakeholders and acknowledges the importance of good communication and mutual respect in working out differences. Terra Academy encourages members of the school community to try to work out issues in a cooperative manner with the involved parties in an informal way if possible, first working directly with the individual(s) directly involved in the situation, and working through the procedures of the official complaint policy, as outlined in Attachment E. All complaints, formal and informal, should be acknowledged and resolved in a timely manner, as described in the complaint policy.

Section 13 Parental Involvement Opportunities

Terra Academy believes the active involvement of parents is critical in the ultimate success of the school. Terra Academy strongly encourages volunteer parental involvement to assist in the daily operation of our school. All volunteerism is strictly optional, but is highly encouraged for the benefit of students and the school as a whole.

Terra Academy suggests that parents/guardians/families donate a minimum of 30 hours of volunteer time per year. This is not a fee, and is not mandatory, but highly encouraged. Volunteers are required to sign in and record their time spent volunteering in Terra Academy's administrative office. Training may be provided for volunteers as needed.

Terra Academy will distribute a family handbook at the beginning of each year that will include a volunteer request form enabling parents to sign up for service in areas of expertise or interest. This will allow parents to provide the most meaningful service, and simultaneously provide the school with the ability to coordinate parent service with existing needs. Other specific volunteer opportunities and needs may also be published in Terra Academy's newsletter and on the school's website as needed.

At the end of the academic year, Terra Academy will send out a survey to all school families asking for suggestions and input concerning items such as classroom management, extracurricular activities, elective courses, and volunteer opportunities for consideration of the Director. This allows the school to improve programs through use of volunteer observations and suggestions.

Terra Academy will advertise the monthly Board meeting place and time to parents and the public in compliance with Utah's Open Public Meeting regulations. In addition, parents will have the opportunity to attend and make public comment if they desire by completing a request to be added to the meeting agenda in advance of the meeting.

A Parent Partnership Organization (PPO) will be formed, which is Terra Academy's equivalent of a Parent Teacher Organization (PTO). The PPO is meant to provide parents of Terra Academy students the opportunity to participate in school decision-making and coordination of volunteer efforts as they work in consultation with the Director. The key officers of the PPO will be elected from parents/guardians of children enrolled in the school by the parents/guardians of the school. Students, parents, and teachers are encouraged to be involved in the PPO.

A volunteer coordinator may be selected from the PPO to help facilitate volunteer opportunities. The volunteer coordinator may perform any of the following tasks, or others as assigned by the

Director: track volunteer hours, notify parents of opportunities that correspond to the information received from the volunteer request form, post special requests for volunteer service in the school newsletter, and remain in regular communication with the Director to assess and meet classroom, school, fundraising, and extra-curricular needs.

Opportunities for parents to volunteer may include, but are not limited to the following:

- Parent Partnership Organization
- Classroom Volunteering
- Community Service
- Lunchroom
- Playground/Recess Duties
- Provide extra office help to the paid school staff
- Newsletter
- School Website
- Edible School Yard (during school year and during summer)
- Cafeteria Food Programs (ie: Farms to Schools)
- Project-based Learning Labs
- Book Drives and Book Fairs
- Student Art Competitions
- Historical Reenactments
- Website/Computer support
- Special Needs, such as assisting the Special Education team when appropriate
- Music
- Dance
- Visual Arts
- Theater
- Special Events
- Field trips
- Library
- Grounds and building maintenance
- Fundraising
- School tours
- Before and after school programs/performances
- Student carpooling

Background Checks

All volunteers at Terra Academy will be supervised by school staff, and will not have unsupervised access to students. At its discretion, the school may require background checks on volunteers who spend significant amounts of time with students at the school. All volunteers will be required to read and sign the Terra Academy Code of Conduct on an annual basis.

Section 14 Employees

The most important resource the school has to impact student learning is the teachers and administrators that provide instruction and ensure a quality program. 's board will ensure that properly licensed, endorsed, and highly qualified teachers and paraprofessionals will be hired and developed at the school. Priority will be given to employees who demonstrate an understanding of and dedication to 's unique mission. This section will outline the school's hiring process, internal HR record keeping standards, essential responsibilities for each key position, and procedures for evaluating and terminating employees.

At-Will Employment

Terra Academy is an at-will employer. The school will not sign contracts for any length of time for any employee, with the potential exception of the school's Director. All HR policies, forms, manuals, and procedures will protect the school's at-will employment status. Nothing in this charter, including any description of possible procedures relating to any HR transaction shall be construed to limit the at-will nature of employment at Terra Academy.

Hiring

Terra Academy will use a process similar to this outline when hiring for all positions:

- Board will adopt policy, and administration will adopt procedure, to ensure that all state and federal employment and tax laws are followed.
- Identify specific needs to be addressed.
- Identify the essential functions for the created positions, craft job descriptions, identify prevailing market wages for similar positions in similar schools and ensure that any new hire is acceptable given budget constraints.
- Post the position widely using any and all available resources, with a priority given to lower-cost resources that return quality applicants.
- Review submitted resumes for compatibility and experience with essential job functions. Contact selected candidates for interviews and verify their licensure and endorsement for the position, if applicable.
- Interview candidates with at least two school representatives who each score the applicant's suitability for the position independently.
- If necessary, bring the top candidates for a follow-up interview.
- Check references of candidates considered for eventual hire.
- Select and notify the best-suited candidate(s) and congratulate the new employee(s) on their new future with Terra Academy.
- Ensure that all employees who will have significant unsupervised access to students have a criminal background check, consistent with R277-524.

HR Procedures and Records

Once an employee is selected for employment, the process for completing new-hire paperwork and documentation, including any required background checks, will be handled by the school's business office. The procedures will be similar to those outlined below:

- Employee will complete necessary tax and work-status forms, internal forms for employee records and emergency contact information, and provide copies of relevant licenses or other certifications.
- Employee will sign a compensation agreement, if applicable for the position.
- School will provide to employee, and document the receipt of, employee handbook, relevant school policies, and all paperwork necessary to enroll in school's benefit programs.
- Employee will receive means of access to the school's facility and all tools and technology required for the position.
- Business Office will set up the employee in school's payroll system, submit any benefits paperwork to the providers of such benefits, and ensure that all relevant taxes are paid.
- Each employee will have up to three files. (All work-status forms will be kept separately in a work-status folder for all employees.)
 - An "Employee Records File" that contains tax forms, internal forms for emergency contact information, background check records, and written agreements regarding compensation.
 - An "Employee Benefits File" that contains benefit and health information.
 - An "Employee Performance File" that contains internal records of evaluations, licenses and certificates, and records of employee performance.

Evaluations

All employees will be evaluated regularly to ensure that performance is measured, results are shared, and incentives are in place for continued development and improvement for all employees. Summative evaluations will include surveys conducted for parent, student and co-worker feedback which will also be included in the evaluation process. All employees will be evaluated using outcome-based measurements based on the essential job functions in each job description. An evaluation procedure of key employees is described below.

Compensation through Evaluations

It is recognized that students are more likely to succeed if they receive quality instruction. In order to help our instructors gain the necessary skills to become master teachers, we will provide numerous opportunities of professional development and in-services to achieve specific skills to increase levels in student learning. Some of these skills include but are not limited to: Bachelor's degree, Master's degree, years of teaching experience, quality performance on class observations and evaluations, professional development hours, implementation of classroom management strategies, mentoring skills, parent interaction, planning and organization skills, etc.

There will be a detailed compensation plan for teachers to work through to gain additional compensation above their base level pay by acquiring and demonstrating implementation of higher level skills. There will be similar compensation plans for other employees such as student mentors, assistant director, etc.

Teachers

- Formative Evaluations will be based solely on quarterly surveys based off of administrator, parent, student and co-worker feedback. These evaluations will be used to improve educational instruction, direct professional development as well as give positive feedback to encourage and praise employees.
- Director and other administrators will observe all teachers formatively, each quarter providing a written feedback after each observation.
- Teachers will have one annual development conference and one annual summative year-end evaluation with the school Director conducting the conference.
- Evaluations will include consideration of student outcomes, parent surveys, and the results of direct observations. All observations will be based equally.
- Compensation for pay scale increases will be based largely on the result of these evaluations. This procedure will be determined by the Governing Board.

Assistant Director

- The Director will evaluate all other school administrators annually.
- Formative Evaluations will be based solely on quarterly surveys based off of administrator, parent, student and co-worker feedback. These evaluations will be used to improve educational instruction, direct professional development as well as give positive feedback to encourage and praise employees.
- Director and other administrators will observe all teachers formatively, each quarter providing a written feedback after each observation.
- Teachers will have one annual development conference and one annual summative year-end evaluation with the school Director conducting the conference.
- Evaluations will include consideration of student outcomes, parent surveys, and the results of direct observations. All observations will be based equally.
- Compensation will be based largely on the result of these evaluations.

School Director

- The school Director will be evaluated annually by the Board of Trustees using a summative evaluation.
- Evaluation will be based exclusively on the outcomes of the school according to the goals in this charter, other goals adopted and communicated to the Director in advance, as well as surveys from parents, students and school employees. All of these will be equally weighted to create a final summative evaluation of the Director.
- The evaluation will be completed by the entire board based on data, and submitted to the Director in writing, along with an update of goals for the coming year.

Employment of relatives

Terra Academy will be consistent in all policies regarding employees, to include state and federal law. The school recognizes that nepotism or the perception of it can undermine a successful workplace. In all cases, Terra Academy will judge and evaluate employees on objective standards of performance targeted to improve student achievement.

To avoid nepotism or the appearance of it, no family relationships (sibling, child, parent, or half- or step- sibling, child, or parent, and sibling- or parent-in-law) shall exist between lines of authority within the school. Relatives of employees or board members may exist consistent with applicable law and rule, but employees may not be hired, promoted, or otherwise placed in positions where any supervision of relatives will occur.

Terms of Employment

Terra Academy is an at-will employer. Employers may choose to terminate employment at any time for any reason or for no reason, and so may Terra Academy employees. Terra Academy recognizes that the best way to impact children's learning is to attract and retain quality teachers.

Terra Academy intends to have a workplace culture that is enjoyable and empowering for the school's faculty and staff. High turnover will not be conducive to such a culture. While the school reserves the right to make all employment terminations at its discretion, the school has no intent to be inconsistent or reactionary in making employment decisions. Employment actions, including discipline, probation, or termination of employment will be made when the school has evidence that such an action is in the best interests of the school and its students.

The school will ensure that all employee rights are protected in all employment matters and procedures.

Job Descriptions

Job descriptions are subject to change as needed to better serve.

School Director

Educational and Program Management

- Evaluate instructional program effectiveness
- Develop and enforce policies and procedures
- Ensure that administration and instructional staff coordinate student /teacher placement for new school years
- Devise, implement and evaluate instructional development programs
- Supervise teachers and aides, regularly observe classes and groups, and coordinate the development of training programs in methods, content, and structure
- Work with other administration (including members of the Board of Trustees) on the purchase, distribution, and evaluation of curriculum materials and financial reporting
- Work with other administration (including members of the Board of Trustees) to develop required plans for state and federally funded programs
- Work with other administration and the Business Manager to coordinate state and federal reports of fiscal data
- Manage the instructional professional development program
- Collaborate with staff for united school improvement plan.
- Document operations of charter programs to develop accurate budgets, procurement and spending
- Work with Business Manager to maintain fiscal control; Report accurate fiscal information

- Ensure school facilities are managed effectively. Oversee facilities to ensure maintenance provides a clean and safe school
- Collaborate with staff to implement a student discipline plan that encourages a positive learning environment and enhances student's behavior
- Provide for uniform enforcement of school standards and oversee appropriate and reasonable student discipline as issued in accordance with school policy
- Hold and attend parent/teacher/student conferences in regards to student and school issues

Staff Management, Training and Motivation

- Interview, select, and orient all new employees
- Provide training, tools, and all necessary information for each staff member to successfully perform their job functions
- Instruct staff about performance requirements in relation to instructional strategies, classroom management, and communication with the public
- Observe all classes regularly, both formally and informally
- Hold employee evaluation conferences based on records of performance observations
- Ensure collaboration, partnerships and team building among staff, including decision-making and problem solving
- Oversee and assess the performance of all school employees
- Promote a positive, nurturing school environment
- Evaluate the effectiveness of outside service providers
- Hold employee evaluation conferences based on records of performance observations
- Instruct staff of performance requirements in relation to instructional strategies, classroom management, and communication with the public
- Ensure effective, research-based professional development is provided and implemented

Fiscal and Legal Compliance

- Abide by all state and federal laws that apply to charter schools and charter policy
- Ensure compliance of budget guidelines.
- Work with Business Manager to maintain fiscal control.
- Ensure school-wide compliance with all policies and procedures.
- Abide by all state and federal law that apply to charter schools, charter policy and Board policy
- Gather, manage and file all hardcopy and computerized fiscal reports, records and other documents required including accurate and timely Board, state and federal reports
- Attend all required Board and state meetings, including the monthly Charter Directors' Meeting and Round Table meeting
- Attend other meetings and training that provide legal guidance
- Participate in the school's annual fiscal audit and oversee the preparation of the school's Annual Budget, Annual Financial and Annual Program Reports

Special Education

- Coordinate with the Special Education teacher on student Individual Education Maps to ensure all modifications are met
- Ensure that Special Education teacher attends regular LEA meetings provided by the State and follow up on content of trainings
- Keep abreast of changing laws and regulation that apply to Special Education
- Ensure General Education teachers are trained on Special Education needs of students and the school's vision of inclusion
- Ensure annual and periodic special education data uploads and reporting meets appropriate state and federal requirements

Evaluation and Reporting

- Provide/receive student performance measurements to/from classroom teachers who will keep an accurate, up-to-date record of student performance and progress throughout the year.
- Meet with parents as requested to discuss needs and progress of students.
- Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Public Relations and Communications

- Create and maintain a professional relationship with colleagues, students, parents, and community
- Coordinate with the school's parent organization to increase parental involvement and activity within the school
- Communicate and assist in teacher communication with parents regarding student progress
- Convey the charter's mission to students, parents, staff, and the overall community and encourage support in accomplishing the mission
- Illustrate understanding of charter and community needs and begin activities to meet those needs
- Build positive relations with state education departments and other charter school operators

Assistant Administrator

Educational and Program Management

- Assist and supervise with Director in the instructional and curriculum services to address student achievement.
- Assist in devising, implementing and evaluating instructional development programs.
- Supervise teachers and aides, regularly observe classes and groups, and coordinate the development of training programs in methods, content, and structure
- Oversee initial assessments for new students
- Implement effective educational process through the collection and interpretation of student data

- Work with the School Director, Business Manager and other administration (including members of the Board of Trustees) on the purchase, distribution, and evaluation of curriculum materials and financial reporting
- Work with the School Director and other administration (including members of the Board of Trustees) to develop required plans for state and federally funded programs
- Manage the instructional professional development program

Classroom Management and Organization

- Train teachers in methods of classroom preparation to enhance instruction as prescribed by charter's curriculum and methods
- Train teachers and instructors on how to manage student behavior in agreement with the school's code of conduct and related policies and programs
- Share responsibility during the school day for the supervision of students in all areas of the school, including pick-up and drop-off, recess, lunch, assemblies, field trips, and other responsibilities as assigned.
- Assist students with disabilities to encourage their access to full participation in the school's regular programs

Supervisory Responsibilities

- Assist the Director to oversee and assess teachers, instructors, aides, support personnel, special education and other staff
- Evaluate the effectiveness of outside service providers

Evaluation and Reporting

- Provide/receive student performance measurements to/from classroom teachers who will keep an accurate, up-to-date record of student performance and progress throughout the year.
- Meet with parents as requested to discuss needs and progress of students.
- Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

School Secretary

Registration, Records, Data and Correspondence

- Prepare data for school, state, and federal enrollment reports
- Organize and manage hardcopy and electronic school and student files
- Act as school registrar for student information and records
- Receive, sort and deliver mail and other documents to staff
- Record and track parent volunteer hours
- Draft correspondence, forms, reports, etc. as requested by the School Director and other administrative staff
- Oversee school calendar, scheduling, and appointments for administrative staff and the school facility

- Attend meetings with school Director and take meeting minutes
- Training all users on the school's chosen Student Information System (SIS)
- Disperse and manage paperwork for newly enrolled students
- Assist, manage and access information for various school and government required reports
- Complete regular updates of the SIS system
- Assist Administration and teachers in accessing information and running necessary reports
- Run Year-end and/or rollover processes and School Finance & Statistics Data Uploads and set-up up new year programming
- Record and track attendance as required for school and state reports
- Maintain and ensure the confidentiality of records and information regarding students, parents, and staff in accordance with accepted professional ethics, state and federal laws

Customer Service

- Answer incoming calls, take accurate messages, and transfer to appropriate staff
- Coordinate substitutes with School Administration
- Assist with the daily arrival and departure of students
- Greet and assist students, parents and the general public
- Assist with school events, including parent/teacher conferences as requested
- Work with the Parent Organization
- Coordinate information with school newsletter

Teacher

Classroom Management

- Develop, in accordance with Charter guidelines and policy, reasonable rules of classroom behavior and appropriate techniques that are consistently applied.
- Take necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Share responsibility during the school day for the supervision of students in all areas of the school, including pick-up and drop-off, assemblies, field trips, and other responsibilities as assigned.
- Provide for the supervision of assigned students when circumstances require a brief absence from the assignment.

Classroom Instruction

- Plan and implements a program of instruction that adheres to Charter philosophy, goals and objectives as outlined in academic program and the Common Core.
- Make purposeful and appropriate lesson plans that provide for effective teaching strategies and that engage all students.
- Plan and implement a differentiated program of study designed to meet needs of each individual student.

- Create a classroom environment conducive to learning by employing a variety of appropriate teaching techniques and methods, including direct instruction, guided practice, cooperative learning, and hands-on activities.
- Use reflection, innovation, and creativity when designing instruction. Ensure that activities and instruction are tied to relevant and meaningful outcomes. Promote the ability of students to articulate what they are learning and why at any point in the learning process.
- Make use of all available resources, using the provided texts as only one among many sources.
- Prepare substitute folder containing appropriate information as required by the Director.
- Plan and oversee purposeful assignments for aides and volunteers as needed.
- Accommodate students with IEPs as required.
- Recognize learning problems and make referrals as appropriate.

Evaluation and Reporting

- Evaluate accomplishments of students on a regular basis using multiple assessment methods such as teacher-made tests, samples of students' work, criterion-referenced tests, norm-referenced tests, and other methods.
- Keep an accurate, up-to-date record of student performance and progress throughout the year.
- Meet with parents formally periodically during the year, and on an ongoing basis as needed, requested, or assigned.
- Provide progress and interim reports as required or as requested by parents or school administration.
- Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Professional Development

- Attend workshops, seminars, conferences, and/or advanced course work at institutions of higher learning as assigned.
- Attend and participate in all Charter professional development days and activities.
- Keep current in subject matter knowledge and learning theory and be willing to share this knowledge for continual improvement of the school's curriculum.
- Become acquainted with supplemental services beneficial to students as an extension of regular classroom activities.
- Keep educators' license and endorsements up-to-date and applicable to assignments.

Supervisory Responsibilities

- Oversee and assess instructors, aides, support personnel and other staff working under the direction of the teacher
- Provide feedback to the school Director and special education teacher for special education aides assigned to a teacher's classroom
- Evaluate the effectiveness of outside service providers providing services within a teacher's classroom

Special Education Teacher

Program Management and Compliance

- Assist in the creation and outfitting of facilities for students with disabilities
- Continually supervise curriculum program to ensure it is pertinent to student's needs
- Administer guidance in composing and implementing outside service contracts for special education students
- Direct the fiscal aspects of the special education department with the Business Manager and confirm that programs are cost effective and funds are managed within budgets
- Perform all state and federal special education reporting at year end and periodically and as required during the school year
- Coordinate and lead the school's state and federal audits of special education reporting and data
- Enter special education data accurately into the school's Student Information System to ensure accuracy in reporting and appropriate and adequate funding is received
- Ensure that adequate supplies and equipment are available
- Evaluate special education program quality through assessment findings, including student achievement data
- Stay abreast of and abide by state and charter regulations and policies for charter schools
- Advise on policy and program improvements
- Confirm that policies established by federal and state law, and the charter policy in area of Special education are being met
- Gather, manage and file all hardcopy and computerized reports, records, and other documents required by charter, state and federal regulations

Evaluation and Reporting

- Provide student performance measurements to classroom teacher who will keep an accurate, up-to-date record of student performance and progress throughout the year.
- Meet with parents as requested to discuss needs and progress of students.
- Use effective oral and written communication.
- Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Mentor

Classroom Management

- Assist with the management of student behavior and discipline.
- Assist teachers with students with disabilities.
- Use classroom management plan consistent with school-wide standards and Least Restrictive Behavioral Environment
- Share responsibility during the school day for the supervision of students in all areas of the school, including pick-up and drop-off, recess, lunch, assemblies, field trips, and other responsibilities as assigned.

- Assist students with disabilities to encourage their access to full participation in the school's regular programs

Classroom Instruction

- Progress monitor groups of students, meet with them daily to ensure adherence to individualized education map, student goals and various projects and lessons the student is working on.
- Assist students while they are working during online instruction blocks.
- Act as a classroom substitute when necessary or when the classroom teacher is unavailable.
- Assist teachers with any instruction as assigned, including providing individualized instruction, working with small groups, teaching sections of lessons, and all other assignments consistent with school standards and teacher plans.
- Work with teachers to accommodate students with IEPs as required
- Recognize learning and behavior problems and communicate student needs to general and special education teachers as appropriate.

Evaluation and Reporting

- Provide student performance measurements to classroom teacher.
- Meet with parents as requested to discuss needs and progress of students.
- Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Librarian

General Duties

- Create a media center environment that is conducive to active and participatory learning, resource-based instructional practices, and collaboration with teaching staff.
- Oversight and management of library collection.
- Provide the leadership and expertise necessary to ensure that the school library program (SLP) is aligned with the mission, goals, and objectives of .
- Serve on academic decision making teams at the school as requested by the Director.
- Work with the Director and Board of Trustees to develop and update library and media acceptable use policies as needed.
- Encourage the use of instructional technology to engage students and improve learning.
- Demonstrate a commitment to maintaining intellectual freedom.
- Promote the ethical use of information.

Instruction

- Assist teachers in ensuring students are effective users of ideas and information.
- Assist students in becoming critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.
- Teach Utah Core Library Media Standards to students during library time.

- Help instill a love of learning in all students.
- Ensure equitable access to information.
- Share expertise by presenting at faculty meetings, parent meetings, and school board meetings.

Guidance Counselor

Administrative Responsibilities

- Oversee state standardized testing, as well as administer aptitude and vocational tests.
- Prepare students for graduation, checking to make sure students have all the required credits.
- Assist students preparing for college or other continuing education by making information available to and assisting them with the application process.
- May be responsible for class scheduling as well as other administrative duties as assigned by the Director.

Mental Health Responsibilities

- Work in conjunction with the Director to handle all types of crisis, including student personal crisis and emergencies.
- Work, if necessary, to provide individual and group counseling and oversee peer mediation programs and other mental health initiatives in which the school is participating.

School Psychologist

Responsibilities

- Assess students for mental, emotional or behavioral disorders or illnesses.
- Diagnose students' troubles and determines and prescribes appropriate treatment.
- Provide individual and group services to children and/or parents that emphasize improved educational performance and/or conduct.
- Screen and evaluate referred children including selecting appropriate instruments, administering tests, observations, and writing reports which state the evaluation findings and provide for educational program recommendations.
- Participate as a member of the multi-disciplinary team and the individualized education program (IEP) committee contributing evaluation findings and collaborating on the child's educational map.
- Provide collaborative consultation and documentation of results including assisting basic education staff with suggestions and implementation of RtI, pre-referral intervention strategies, and providing recommendations and modifications to assist basic education staff in working with special education students in the classroom setting.

- Consult with parents, teachers, and other appropriate staff regarding the child’s program and any adaptations/materials needed to facilitate improved performance in the classroom or at home.
- Provide direct services through a variety of methods (e.g. classroom presentations, co-teaching in general education settings, in-services to staff/parents, etc.) as needed.
- Maintain appropriate data on students to document current levels of performance and other pertinent information. Re-evaluate, as appropriate, to determine extent of progress and effectiveness of therapy.
- Establish and monitor the necessary caseloads, procedures, and resources to manage school psychologist services to students/staff and work cooperatively to accomplish the goals of the IEP.

Custodial, Janitorial, and Maintenance Staff

Facilities and equipment

- Keep all aspects of the school building in good repair.
- Keep all equipment in good condition, performing routine maintenance and repairing as needed.
- Fix any problems or disrepair in the school building.
- Change light bulbs as needed.
- Assist school staff and outside vendors with deliveries, including unloading, uncrating and assembling goods and materials.
- Assist school staff with transportation errands to retrieve goods and materials procured or donated to the school.
- Transport, assemble, clean, repair or perform other tasks related to the procurement and use of both new and used goods, materials and equipment.
- Open, close, and secure the building and respond to alarm calls after hours.
- Arrange with outside vendors for non-routine projects and the repair and maintenance of non-routine equipment.

Grounds

- Remove snow from sidewalks and apply ice melt as needed.
- Keep the grounds in good condition.
- Repair sprinklers as needed; ensure sprinkler coverage of the landscaping.
- Mow lawns and keep them free of weeds and debris.
- Arrange with outside vendors for non-routine projects and the repair and maintenance of non-routine equipment.

Custodial/Janitorial

- Clean carpets throughout the school.
- Perform general janitorial tasks that can be completed during school hours, including maintaining restrooms.
- Clean the lunchroom each day.
- Complete periodic cleaning checklists and submit to administration weekly or as requested.
- Complete and oversee all aspects of school cleanliness, including periodic cleaning duties and oversight and execution of cleaning and maintenance checklists over holiday breaks and summer break.
- Respond to janitorial problems (clogged toilets, bathroom accidents, student illnesses, and missing supplies) as they occur during the school day or evening hours.

- Coordinate with janitorial staff and/or contracted services to complete daily janitorial tasks.

School Chef

Head School Chef provides support to the food service activities at assigned location with specific responsibilities for preparing and serving food items to students and/or school personnel; verifying quality of food and supplies; maintaining facilities in a safe and sanitary condition and guiding assigned personnel in the performance of their job functions.

Duties include, but are not limited to the following:

- Clean utensils, equipment, and the storage, food preparation, serving areas and cafeteria for the purpose of maintaining sanitary conditions.
- Cook food, either prepared and/or from scratch, for the purpose of meeting projected meal requirements.
- Estimate food preparation amounts and adjusts recipes, if required, for the purpose of meeting projected meal requirements and minimizing waste of food items.
- Evaluate prepared food for flavor, appearance and temperature for the purpose of presenting items that will be accepted by students and staff.
- Implement menu plans for the purpose of meeting students' mandated daily nutritional requirements.
- Inspect food items and/or supplies for the purpose of verifying quantity, quality and specifications of orders and/or complying with mandated health standards.
- Inventory food, condiments and supplies for the purpose of ensuring availability of items required for meeting projected menu requirements.
- Maintain equipment, storage, food preparation and serving areas in a sanitary condition for the purpose of complying with current health standards.
- Manage assigned site operations (e.g. supervises personnel, delegates, create menus, monitors meal expenditures, evaluates new products and/or menus, record keeping, budgeting, ordering, arranging for substitutes, complying with guidelines and regulations, etc.) for the purpose of providing efficient food services in compliance with established nutritional and health requirements.
- Monitors kitchen and cafeteria areas for the purpose of ensuring a safe and sanitary working environment.
- Oversee the preparation, cooking, serving of food and beverage items (e.g. regular food items, special diets, students with allergies, etc.) for the purpose of meeting projected meal quantities and mandated nutritional and health standards and ensuring appealing presentation.
- Participate in meetings, in-service training, workshops, etc. for the purpose of conveying and/or gathering information required for job functions.
- Report equipment malfunctions for the purpose of maintaining equipment in safe working order.
- Work in conjunction with the administration to incorporate the Edible School Yard in the daily plans for food preparation for the school.
- Work with administration in additional program such as Farms to Schools to provide healthy alternatives to traditional school menus.

Section 15 Services

Terra Academy will ensure that the school has robust supporting services for its students, teachers, administration, and facility. The school anticipates that most of its support services will be provided by employees. However, in each case and for each service, the school's management will determine whether it may be more cost effective if provided by employees or by contracted providers.

Several factors will factor in the decision of whether or not to hire directly or contract for services. Factors the school will consider will include:

- Cost comparison for comparable services
- Risk of liability
- Availability of local resources, in both individuals and companies
- Training expense compared to available expertise
- References from other schools and track records of potential service providers
- Other factors that may vary by position or service required

While the draft budget included with this application assumes some services (business management, speech therapy) will be provided by contracted providers and others (library, school administration) will be handled by employees, the school will always analyze the best value before making a final decision or executing any contract or hiring any employee. In all cases, the school will consider state guidance regarding Education Service Providers and will follow its Education Service Provider policy, which is included in this section.

The school will consider whether or not the best value for the below services (the list may not be exhaustive, and Terra Academy reserves the right to contract for services not included on this list if it determines that such contracts represent the best value) will be provided by employees or contracted providers:

- School Management
- Business Management
- Counseling
- Facilities Maintenance
- Snow Removal and landscape maintenance
- Speech Therapy and other special education services
- Special Education instruction and oversight
- Information Technology support
- Curriculum development
- Professional Development

- Courses that may be taught remotely
- Data reporting

With respect to the contracting with Educational Service Providers, the Board of Trustees may not cause or allow conditions that are unfair or undignified or in violation of the charter.

Accordingly, they shall not:

1. Rely on legal counsel for review of any ESP Agreement that also represents the ESP or its principals. The ESP agreement shall be an arms-length, negotiated agreement between and informed Board of Trustees and the ESP.
2. Sign any contract with an ESP, which would purport to amend or change Terra Academy charter or contain any provisions inconsistent with the Charter.
3. Fail to budget adequate resources to fulfill its charter requirements which may include, but are not limited to: oversight of the ESP, payment of staff costs, leases or mortgage requirements, required insurance, annual financial audit accreditation, the Board's legal counsel, and any other such cost necessary for Terra Academy operations.
4. Fail to follow procurement code.
5. Sign a contract that charges the school for marketing and development of the ESP.
6. Sign a contract that fails to contain insurance provisions outlining the coverage's the ESP will obtain. The ESP's insurance is separate from and in addition to the insurances the Board of Trustees is required to obtain.
7. Sign a contract with provisions that interfere with the Board's duty to exercise its statutory, contractual, and fiduciary responsibilities governing the operations of Terra Academy. No provisions of the ESP agreement should prohibit the Board of Trustees from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with Utah's Open & Public Meeting Act.
8. Sign a contract that fails to contain a provision that all finance and other records of the ESP related to Terra Academy will be made available to Terra Academy independent auditor and State Charter School Board. ESP agreements shall not permit the ESP to select and retain an independent auditor for Terra Academy.
9. Sign a contract that does not stipulate that if an ESP purchases equipment, materials, and supplies on behalf of or as the agent of Terra Academy using Terra Academy funds, that such equipment, materials, and supplies are and remain the property of Terra Academy.
10. Sign a contract that does not provide that Terra Academy owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by Terra

Academy; or (ii) were developed by the ESP at the direction of the Board of Trustees with school funds dedicated for the specific purpose of developing such curriculum or materials.

11. Sign ESP contracts involving employees that are unclear about which person or positions are employees of the ESP, and which persons or positions are employees of Terra Academy. If the ESP leases employees to Terra Academy, the ESP agreement shall provide that the leasing company accepts full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for its employees lease to Terra Academy or working on Terra Academy operations. If Terra Academy is staffed through an employee leasing agreement, legal confirmation should be provided to the Board of Trustees that the employment structure qualifies as employee leasing.

12. Sign a contract with an ESP where a lease, executes promissory note, or other negotiable instruments, or enters into a lease-purchase agreement or other financing relations is contained in the ESP contract.

13. Sign a contract that does not allow for Terra Academy to use one of the following methods for paying fees or expenses:

a. Reimburse the ESP for approved fees or expenses upon properly presented documentation approved by the Board of Trustees.

b. Advance funds to the ESP for the fees or expenses associated with Terra Academy operation providing that documentation for the fees and expenses are provided for by Board of Trustees ratification.

Technology Plan

Charter School	Terra Academy
Principal	Cassie Hays
Technology Coordinator	Earl Lewis (University of Utah Technology Coordinator.)

Plan Objectives:

- The plan establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education (e.g., library services, CBT, assessment, etc.).
- The plan has a professional development strategy to ensure that staff knows how to use these new technologies to improve education.
- The plan includes an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education.
- The plan provides a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy.

Description of Technology Plan:

Terra Academy's technology plan is an incredibly important tool for our school in that we will be utilizing a blended curriculum model. That is to say that significant portion of courses our students take will be taken online. All students in Terra Academy will be taught tools to utilize computers and online resources to enhance and further their learning goals. All of the online curriculum will be integrated into our regular academic resources and classes so that the students will always have assistance and resources provided in conjunction with online curriculum. Furthermore, the online courses will be treated as a foundation of knowledge in which the teachers build upon.

There are several online curriculums which we will use. All programs will go through extensive scrutiny by the teachers and principal before they are added or taken from the curriculum plan. Every program used in Terra will ultimately be utilized for its benefit to assist and further student learning. Programs which we will begin using with the charter have are well established and are considered to be highly effective. In addition to the main programs used for our students we will also use additional online writing programs to further success in writing, we will utilize online "e-books" for students to increase reading levels as well as using some online reading programs for RtI purposes in assisting students who exhibit low reading levels.

Technology is a very important component to our school and our students. We feel that the more the students are able to utilize technology in successful and beneficial ways, the further it will enhance their capabilities of becoming self-learners as well as making them more ready to go into college and the professional world after graduation. Below are the goals and strategies which our school will implement for utilization of the technology components, the maintenance and the utilization for learning.

Goal 1: Infrastructure and Equipment

Terra Academy will supply the students and teachers with adequate equipment and network access to utilize the online curriculum on a daily basis. We will provide the infrastructure to the extent we need it to supply our school with any server based needs it requires. However, in an effort to stay "green", we will use as much "web-based" software, storage and programming as possible. As a foundation, we will be using Google Education/ Google Apps for our infrastructure which includes email, file storage, office software etc. Google is carbon neutral and have a "zero" impact on the environment. Furthermore, we will continue utilizing Google for their Google Chrome Books as our laptops for students which are cost efficient for schools and built specifically for educational use.

A) Adequate Connectivity Strategy:

-Action: We will equip the school with the most current fiber optic connectivity through UEN to provide the fastest internet connection possible.

-Action: We will provide wireless capability throughout the entire building along with a few various hard wired sites in situations where the wireless may be down.

B) Adequate Technology for Classrooms and Teacher Strategy:

-Action: We will provide each teacher with their own lap top computer which includes a CD/DVD player

including multiple ports for expanded usability with projectors etc.

-Action: We will provide each classroom with a portable projector for classroom presentation.

C) Adequate Student Computer Access Strategy:

-Action: We will create 2-3 mobile computer labs for the younger grades k-2 and 3-5.

-Action: Every student 6-9 will have their own laptop within their classroom for use.

-Action: We will add an additional mobile lab during the second year of operation.

-Action: We will add an additional mobile lab during the third year of operation and each year thereafter as needed to equip each student with their own laptop within the classroom.

-Action: A small bank for computers will be placed in the library for research aid (this may be 1-5 computers, one initially).

-Action: The librarian, custodian and lunchroom will also be provided with a computer for paperless access to information on the school etc.

D) Adequate software/site and/or student use licenses for students for curriculum foundations, learning extensions, project-based learning and RtI uses strategy.

-Action: We will be purchasing licenses for numerous online based curricula for students according to their individual education plan needs. At a minimum, each student will have access to at least two online curriculum/ RtI providers at any one time. Students will use the online educational tools every day for at least 10-30% of their day, depending on grade level and need. All online curriculum decisions will be made in conjunction with teachers, parents, IT staff and administration as is necessary for student needs. Student individual educational needs will be put at the forefront for these decisions.

Goal 2: Implementation of Technology

It is imperative that all students learn the ins and outs of technology and the educational opportunities and resources available to them from such technological advances. As our world becomes more technologically oriented at an ever more rapid pace, it is necessary to help students develop and maintain skills for use of technology for higher learning and life-long learning endeavors.

A) Support for teachers adequate usage of up-to-date technology strategy:

-Action: Provide teachers with new and updated hardware and software for use in the educating students.

-Action: Provide staff with ongoing support and education in software and hardware being used. (See professional development below)

B) Support for students adequate usage of technology to assist in their individualized learning map.

-Action: Teach students how to adequately use the online curriculums they are enrolled in.

-Action: Teach students proficient keyboarding skills.

-Action: Teach students how to use word processing and online writing to publish their work and to become better writers.

-Action: Utilize online testing programs for formative and summative assessments.

C) Utilization of technology to gather and analyze data strategy:

Action: We will compose and keep a dynamic data record on each student which will be ongoing from the time the student starts at Terra Academy until he/she leaves. This sheet will consist of assessment information, objective/ standard mastery, RtI, behavior, citizenship, teacher concerns and remarks, accomplishments, rewards etc.

Action: Use data analysis programs to sort data in order to provide the Administration, State, and Board with information about school needs, strength and weaknesses.

D) Use of technology to increase parent education and involvement in Terra Academy strategy:

Action: Create a school website for parents, students and families to get information on current events, programs and access to secured individual student information.

Action: Utilize the student access point for students and parents to monitor progress, classroom information, mentor information and to manage payment accounts for lunches, fees etc.

Action: Utilize the student access points for teacher to post, but not limited to, current information on classroom, assignments, students, tests, activities, handouts and current studies.

2) What is your school's professional development strategy to ensure that staff (e.g., teachers, administrators, and support personnel) knows how to use these new technologies to improve education?

Terra Academy will use the following strategies in professional development in relation to technology:

-Action: Each staff and faculty member will receive training on how to adequately and effectively use technology in the classroom prior to beginning to teach.

-Action: There will be an annual IT training before each school year starts where equipment updates and program updates and adoptions will be taught.

-Action: Teachers will attend monthly in-services with hands-on training to learn how to use and implement current and new technology at Terra Academy.

-Action: Pod group teachers will be asked to conduct in-services to the remaining staff on how they are utilizing technology in creative ways to enhance student learning.

-Action: Teachers and staff will set annual goals in their professional learning plans in conjunction with the administration (and IT if necessary) in the use of technology and/or implementation of new technology in their teaching and developing of student individualized learning maps.

-Action: The IT personnel/department will be available to answer all questions and provide additional training as is needed by individual teachers and staff.

3) What is your school's evaluation process to enable the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise?

Terra Academy will use the following evaluation process to monitor the effectiveness of technology in the school:

-Terra Academy will utilize the “ Round Table” which includes the Administrator, 4 parent reps (one for each of the four Pods), 4 teachers (one from each of the four Pods) to evaluate effectiveness on a regular basis as well as the acquisition and installation of technology prior to the school opening. If it appears that the Round Table cannot accomplish the goals as stated, they will create a contingency plan. The Round Table and Board will go over the contingency plan and remediate in a timely manner as to have the least amount of impact on teachers, faculty and students. After the school is opened, the committee will be responsible for making sure the technology is replaced and updated in a timely manner, including presentation to the Board if any new technologies may be beneficial to student learning.

-Under direction of the Administrator and in conjunction with the Round Table, Terra Academy will collect baseline data on both staff and student proficiency skills. The data will be used to set technology goals for instruction and implementation. Ongoing assessment will measure effectiveness in these areas for as needed modifications in technology and online curricula.

-Students will be tested on their use of technology through regular assessments in order to ensure they have adequate technology skills for their appropriate grade level. The protocol will be determined by the Round Table. Additionally, teachers will monitor progress and use on a daily basis to make sure students are not lacking the skills needed to be successful in using the current technology in their individual student learning maps. Students who are not performing at adequate levels will be offered supplemental instruction as determined by their teachers.

-A survey will be conducted four times a year from students, teachers and parents which will include feedback on what they feel is and is not working in regards to technology in the school. The feedback will be used to make modifications or changes as needed to the technology plan of Terra Academy.

-The Round Table will hold an annual strategic planning meeting to update the Terra Academy technology plan. Parent, school, teacher and student concerns will be addressed to make changes and modifications to the technology plan as well as planning the implementation of any new technology to increase student learning and accomplish Terra Academy’s mission.

- The plan includes an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education.
- The plan provides a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy.

During the first and possibly second operational years, IT services will be the responsibility of a staff member or members (most likely the CTE teacher(s)), under the direction of the Administrator. Should Terra Academy require support beyond this, budgetary adjustments will be made in order to create a dedicated IT position (full or part time).



Projection Assessment of telecommunication services, hardware, software, and other services (Yr 1)

	Computer Lab	Classroom	Library	Admin. Office	Other Locations	Planned Future Acquisitions		
						Yr 2	Yr 3	Yr 4
Computers - List by type (e.g., laptop, desktop)	Mobile labs 1 labs (25 laptops ea.)	176 Laptops	2 Laptop	4 Laptop	1 lunchroom laptops 1 maintenance 1 special ed 1 counselor	50	50	50
A. < 4 yrs old	25	176	2	4	4			
B. > 4 yrs old								
C.								
# of above computers that are Internet capable	25	176	2	4	4			
Peripheral Devices								
A. Printers/Scanner Fax		4	1	2		2	2	
B. Scanners								
C. Assistive / adaptive devices		Docking Stations 26	Docking Stations 1	Docking Stations 4				
D. TVs (digital signal)			4	1	1 lunchroom	2	2	2

E. DVD Players			4	1		2	2	2
F. LCD Projectors	1 mobile	26	1			3	3	0
G. Telephones		26	2	4	4	2 m o b i l e		
Network Equipment								
A. Hubs								
B. Routers	7 for current					1		
C. Servers	1					1		
D. Main Switch	1							
Total Classrooms								
Number of classrooms wired for internal connections		26	Yes	Yes	Yes			
Telecommunication Links								
A. Gigabit Ethernet								
B. Multiple T1s or T3			2	2				
C. Microwave								
D.								

Section 16 Special Education

Services and Placement

All special education services at Terra Academy will be in compliance with the Individuals with Disabilities Education Act (IDEA) as it was reauthorized in 2004 and State of Utah Special Education Rules. Section 504, accommodations for regular education students are also followed as directed by law. The Director will oversee the special education department, staffed by properly licensed teachers and paraprofessionals. In addition to special education teachers and aids, Terra Academy will hire or contract with ancillary service providers, including but not limited to, psychologists, speech-language pathologists, occupational therapists, and physical therapists as needs are identified in individual education maps (IEP). Terra Academy administration will closely monitor special education caseloads, and follow special education caseload guidelines from the USOE. Funding will come from special education monies, and if necessary, the general school budget, in compliance with Terra Academy Fiscal Policy.

All students are entitled to a free and appropriate public education (FAPE). Terra Academy provides services along a continuum, making sure students receive their educations in the least restrictive environment. Some general education students may require one or more accommodations to receive FAPE, and will then be placed on a 504 plan. Students requiring academic instruction or related services in addition to those provided in the regular classroom setting will have an IEP in place. The IEP will determine type(s), frequency and location(s) of service; services may happen in or outside of the regular classroom, for varying amounts of time, based on individual student needs. Some students may receive services through a regular education teacher who is receiving consultation and support from the special education staff. Direct services to students may include receipt of supplemental instruction individually or in a small group setting within the classroom by a special education or regular classroom teacher, an instructional aide being assigned to help within or outside of the classroom, instruction outside of the classroom setting (pull-out), placement in a self-contained classroom, or home and hospital instruction. Terra Academy has classrooms dedicated to special education, and the entire school building, including restrooms, classrooms, playgrounds, playground equipment, and building accesses will meet the Americans with Disabilities Act (ADA) accessibility requirements.

Terra Academy will utilize the response to intervention RtI approach for all students who may be struggling with academic skills. With this approach, a teacher identifies the area(s) in which a student is struggling. Strategies are then determined by the teacher and parent, with or without special education consultation, which may be beneficial to the student. If these are not successful, special education consultation and testing will begin in accordance with procedural safeguards. It is the intent of Terra Academy to provide all students with skills and supports necessary for academic success. One of these tools may be extended school year (ESY) services, which will be addressed in the IEP meeting. Any student qualifying for ESY will receive

academic services during the summer at no cost to the family. ESY services may also address social, behavioral, and communication needs.

Qualified Staff

All special education staff at Terra Academy will be properly licensed and endorsed to work within the special education program. Terra Academy assures that necessary educational staff and related service providers will be available to ensure all requirements of FAPE are met, in compliance with USBE-SER IX.F. The special education teacher(s) will hold a valid educator's license with the appropriate special education endorsement, and all related services providers (i.e. speech language pathologist, occupational therapist, physical therapist, social worker, adaptive physical education specialist, and psychologist) will have valid licenses specific to their disciplines, in compliance with USBE-SER IX.D and IX. H. The Director of Terra Academy is responsible for making sure all providers are properly licensed and certified.

The Director of Terra Academy will be familiar with special education policy and procedure, and will receive ongoing training in Special Education Rules and Regulation through interaction with the Utah State Office of Education Special Education Department. He or she works closely with the special education staff of the school, and all receive annual training regarding policy, procedure, and best practices. An annual report to the Board of Trustees will indicate the type and amount of training received, as well as a schedule for trainings in the coming year.

The Director and Business Manager will receive training regarding allowable uses of restricted IDEA and Utah State special education funds in compliance with EDGAR, OMB A-133, and USBE-SER IX and X. They will be responsible for ensuring adequate documentation is maintained and available to support the use of all restricted funds.

Policies

Terra Academy will provide the Utah State Office of Education a Special Education Policies and Procedures Manual for approval prior to November 1 of the first operational year. This manual will be in compliance with Utah State Board of Education Special Education Rules and IDEA, as it was reauthorized in 2004. Staff will be provided with ongoing professional development in key areas identified by the Director and special education department.

Child Find

In order to locate students needing special education services, Terra Academy will actively participate in child find activities. Upon entrance to the school, initial paperwork will ask if the student has a current IEP. If an IEP is in place, records from the previous school will be requested and special education services will begin immediately in accordance with the existing IEP. The IEP team will then determine whether to adopt the existing IEP or convene a meeting for the purpose of constructing a new IEP. Teachers will receive training on identifying students who may have special education needs at the beginning of each year, with ongoing training through staff meetings or written communication from the Director and/or special education

department. In addition, teachers will be provided additional training in all other relevant topics in regards to special education as needed throughout the year.

Procedural safeguards are in place and compliant with IDEA laws. When a child is identified as potentially needing special education services, a request for an initial evaluation is made to the special education department. This request can be generated by a parent or teacher. Before testing can begin, the parents must sign a “consent to test” form. Upon receipt of the consent to test, the initial evaluation to determine eligibility for IDEA Part B services must be completed within 45 days. If the referral is generated by Terra Academy and parents do not return or refuse to sign the consent to test, the initial evaluation may occur under the due process procedures established by the Utah State Office of Education Special Education Rules. Evaluations will utilize a variety of appropriate assessments, both formal and informal, and will be comprehensive enough to adequately address all areas of need. All assessments will be valid and reliable, and administered by trained and qualified personnel. Observations may also be included as part of the assessment. Parents will receive a copy of the evaluation results, and if the student is determined to be eligible for Special Education, an IEP meeting is scheduled.

Parents will receive a prior written notice about the meeting, which will indicate the mutually agreed upon time, location, purpose of the meeting, as well as who will be in attendance. Parents must also receive a copy of procedural safeguards prior to the beginning of services, and annually thereafter. The IEP meeting is held within 30 calendar days of eligibility determination with the IEP team, which will include all of the following:

- Parent(s)
- At least one of the student’s regular education teachers
- Special education teacher
- Local Education Agency (LEA) representative (Director or Special Education Director at Terra Academy)
- Someone who can interpret assessment results to the team, and may be one of the team members listed above

The team may also include any of the following:

- Related service providers
- The student, whenever possible and appropriate
- Someone with special knowledge or expertise if invited by the parent, or Terra Academy with parental consent

Should a parent not be able to attend the IEP meeting, alternative participation methods such as conference calls or video conferences may be utilized. A meeting may be conducted without a parent present if Terra Academy has made and kept record of attempts to arrange a mutually

agreed upon time and place. Records will include actual and attempted communication made and results thereof. Copies of correspondence and any responses, as well as detailed records of visits made to the parent's home or place of employment and results of those visits.

During the IEP the type(s) of service the student needs, along with where they will occur and the frequency and duration (defined as placement) will be determined. The IEP must include a statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general education curriculum. It must also include measurable goals designed to meet the student's needs resulting from the disability that allow the student access, involvement, and progress in the general education curriculum. They must meet any other educational needs resulting from the disability, assistive technology the student may need, how progress will be measured and reported, and alternative assessment means and methods with justification if it is determined the student is unable to use the regular State-wide assessments. Other elements may be included as determined by State and Federal law. The IEP is valid for one year, and must be reviewed and have a new IEP in place prior to the expiration of the current IEP. A meeting to review and/or revise a current IEP may be held at any time, and must follow the procedural safeguards of a regular IEP meeting.

Special Education Records

If parents have complaints, all grievance policy, as laid out in the most current Utah Special Education Rules will be followed (last updated 12/09, pages 109-116). This includes requests for amendment of student records as well.

The special education department, under the direction of the Director, will maintain proper forms and paperwork that are available and used, including, but not limited to:

- Procedural Safeguards Notice
- Prior Written Notice
- Notice of Meeting
- At Risk Documentation
- Referral
- Consent to Evaluate/Re-evaluate
- Review of Existing Data
- Evaluation Summary Report
- Determination of Eligibility
- Individual Education Program

- Transition Plan
- Services Plan
- Consent for Initial Placement
- Change of Placement
- Notice Regarding Age of Majority
Rights
- Summary of Academic Achievement
and Performance
- Record of Access
- Access Authorization

When a student on an IEP or 504 plan transfers to Terra Academy from another school, the special education department will conduct a review of the records within thirty days, 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 Federal Education Right to Privacy Act (FERPA) laws will be followed at Terra Academy. The confidentiality of personally identifiable information at collection, storage, disclosure, transfer, and destruction stages will be protected and handled in a timely manner. The Director has responsibility for ensuring this confidentiality, in conjunction with the special education director. 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 Special Education 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 Terra Academy has been advised the parent does not have legal access to due guardianship, separation, or divorce situations.

Parents must receive notice prior to records being transferred, and when collected personally identifiable information is no longer needed, the parents (or student if age 18 or older) must be notified, and information must be destroyed at their request. A permanent record of student's name, address and phone number, grades, attendance record, classes attended, grade level completed, and year completed shall be maintained without limitation. Records may be considered "no longer needed" and may be destroyed three years after the student graduates or three years after the student turns 22. In accordance with FERPA, the rights of privacy afforded to parents are transferred to the student at age 18, unless declared incompetent by a court order. Prior written notice will be provided to the student and the parent.

Section 17 Additional Information



Board of Education

Allen A Huber, President • K. Mark Caldwell, Vice President
Rodney S. Anderson, M.D., Member • James F. Allen, M.D., Member • Shane K. Oaks, Member

March 18, 2013

Utah State Office of Education
Charter Director

RE: Terra Academy Charter School

To Whom It May Concern:

This is a letter of support for Terra Academy Charter School. Uintah School District supports the concept of Terra Academy's charter. Mrs. Hays has presented the scope of the proposed charter school to the School Board and to District Administration and both groups support her efforts.

Uintah School District and the Uintah Basin community have experienced explosive growth over the course of the last five years. Last year our district enrollment growth was three hundred new students. Every year prior for the past four years the growth averaged two hundred new students per year. Uintah School District is in the final stages of a ten year building plan. As part of that plan we increased school capacity in each of our elementary schools up to seven hundred students. We are already nearing capacity in each of our elementary schools. Both of our intermediate schools are currently at or above school enrollment capacity. The proposed charter school will most likely relieve a level of this unexpected growth.

Beyond the enrollment growth the district is experiencing, the pedagogical concept of the blended technology courses is something that the district is supportive of as well. Our district has been trying to integrate technology in many levels and we celebrate other attempts at innovative pedagogical practices.

This district is supportive and looks forward to working with the Terra Academy Charter School in the near future. We support Terra Academy's application for a waiver for a 2014 fall opening.

Please let me know if I can provide any additional information.

Sincerely,

Mark Dockins
Superintendent
Uintah County School District

Mark Dockins, Superintendent • J. Randall Upton, Business Administrator
635 West 200 South • Vernal, UT 84078-3099
435.781.3100 • 435.781.3107 fax
www.uintah.net



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STATE OF UTAH

REPRESENTATIVE
JOHN MATHIS
DISTRICT 55
DUCHESE AND UINTAH
COUNTIES



384 E. 2500 S.
VERNAL, UTAH 84078
HOME (435) 789-7316
(435) 828-8570
e-mail: jmathis@le.utah.gov

March 7, 2013
To Whom it May Concern:

I would like to voice my support of Terra Academy Charter School. I believe this is a valiant cause, and it will have a positive impact in the area.

I support the Terra Academy Charter School's mission: to assist young people in becoming respectful, lifelong, independent learners, as well as becoming productive members of society with mutual respect for other people and cultures. Education for our children is a noble cause, and one of the main concerns I deal with as a legislator. It is important for organizations to have high expectations.

I am equally impressed and supportive of the proposal to provide every child access to a quality education through increased learning opportunities, programs designed to help each child succeed, and an environment set up around each child's needs. It is difficult to focus on the individual in large groups. However, more children will be able to be individually influenced when given the opportunity to attend schools such as Terra Academy.

There could not be a better time for the introduction of such a program than there is now. Uintah County has seen growth in the community that justifies additional educational opportunities for students and parents. Fostering competition in education increases the academic proficiencies that are needed for higher learning both locally and globally.

With a vision of providing a learning community, which includes students, families, and staff, everyone contributes to a school environment that values intellectual, emotional, and social growth. Through the cultivation of individuality and interdependence, I support fostering self-awareness and social responsibility in students. I believe that education should not be left solely up to the state, and the Terra Academy Charter School provides an opportunity for the whole community to be involved and positively impacted.

The Center of Education Reform has found that "charter schools have a proven effect on the strength and safety of the community," and I believe that to be true. I share the Terra Academy Charter School's vision of bringing families closer through education by creating and inspiring good citizens and future leaders.

Thank you for your consideration.

Sincerely,

Representative Mathis

Appendix A: Lottery Policy

Federal and State laws prohibit the selection process from discriminating against anyone regarding religion, gender, race, national origin, color, disability or age. This policy is in compliance with current Utah State Code and Rule.

Opening Year Lottery

Terra Academy will conduct an open enrollment period from January 1 through March 1, during which the school will conduct extensive advertising of the school. Families will be able to attend an open house in order to better understand the mission, expectations and programs of the school. Enrollment for the lottery will be done electronically through the school's website. A lottery open to the public will be held mid-March, as determined by school administration. The lottery procedure will be as follows:

1. Each student applying will receive a number through a random lottery.
2. Grades will be filled beginning with twelfth grade and working down.
3. Siblings automatically gain admittance once one member of the family is selected in the opening year lottery, unless there is no room in the specified grade.
4. Siblings who are not selected through the lottery will be placed on the sibling priority list. These students will be the first contacted when seats in corresponding grades become available.
5. The sibling priority list will be compiled based on original lottery number.

General Lottery Procedure

Terra Academy will conduct an open enrollment period annually from January 1 through March 1, during which time advertising of the school will occur within the community. Families will be able to attend an open house in order to better understand the mission, expectations and programs of the school, and enrollment for the lottery will be done electronically through the school's website. A lottery open to the public will be held mid-March, as determined by school administration. The lottery procedure will be as follows:

1. Under Utah code 53A-1a-506(2)(b)(i and ii) returning students and siblings of returning students will be given preferential enrollment on a space available basis.
2. Any siblings not given preferential enrollment due to space unavailability will be placed at the top of the wait list.
3. If there are additional seats available and more students applying than available seats, a lottery will be held.
4. Each student applying will receive a number through a random lottery.

5. Available seats will be filled starting with twelfth grade and working down through kindergarten.
6. Siblings of students selected in the general lottery will be granted sibling preference in compliance with Utah Code 53A-1a-506(2)(b)(i and ii) or placed on the sibling priority list. Students who gain enrollment via sibling preference will maintain such preference as long as the originally selected sibling remains enrolled at the school.
7. The sibling priority list will be compiled based on original lottery number.
8. Students not selected in the lottery or on the sibling preference list will be placed on the waiting list after sibling preferences in order of lottery selection number.

Enrollment Preference

In compliance with Utah Code [53A-1a-506\(2\)\(b\)\(i and ii\)](#) the following categories of prospective students receive enrollment preference, not to exceed five percent of maximum enrollment which only applies to students of founders and children of teachers/staff:

- a. Students of Founding Members. Founding Members are defined as those who have actively participated in the development of the school as determined by the founding board.
- b. Students enrolled the previous year.
- c. Siblings of students currently enrolled.
- d. Children of full-time teachers and other staff as allowed by law.

Exceptions to Enrollment Preference

Terra Academy recognizes that it is not in the best interest of a child to be moved from school to school. Unnecessary change can cause lack of continuity in curriculum and can hamper a feeling of community for the child and family. For that reason exceptions to the enrollment preference list are as follows:

- a. Children of founding members who leave the school will not be given priority if they return unless there are extenuating circumstances such as, but not limited to, family illness or military duty. Such situations will be reviewed by the Board of Directors on a case by case basis.
- b. Students who leave the school, and have a remaining sibling, will not be put on the sibling preference list if they wish to return. They may participate in the general lottery.

Accepting Admission and Forfeiting Admission

Students who are selected through the first lottery to attend Terra Academy will be notified by email, phone call, and/or U.S. mail of their acceptance. It is the parent or guardians'

responsibility to make sure all contact information is correct and accurate. Parents will have two weeks from the date of the first lottery to respond by returning the acceptance form by email, in person or via U.S. mail. Forms returned by U.S. mail must be delivered to the school by the due date.

Students who do not respond within the two week period forfeit their enrollment spot and can reapply for the lottery during the next open enrollment period, generally the following year or placed at the bottom of the wait list for the current year. If there are additional available seats, another round of acceptance phone calls and emails will be issued. Students in the second and subsequent rounds will have 48 hours from the notification date to respond or their seats will be forfeited. Forms returned by U.S. mail must be postmarked by the due date or it will not be accepted.

Appendix B: Budget

Charter School Worksheet

FY 2015-2016

Projection Only

Terra Academy

Charter School Name: Terra Academy		Fiscal Year: 2015					
First Operational Year		100% Enrollment			75% Enrollment		
Number of Students: 650				0			0
Grade Configuration: K-12							
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales				\$77,220			\$57,915
Student Activities				\$13,000			\$9,750
Other				\$32,500			\$0
Total Revenue From Local Sources (1000)				\$122,720			\$67,665
Total Revenue from State Sources (3000)				\$3,769,660			\$2,827,245
Lunch and Breakfast Reimbursement				\$73,125			\$54,844
Donated Commodities (CNP)				\$0			\$0
Restricted Federal Through State				\$0			\$0
Programs for the Disabled (IDEA)				\$62,000			\$62,000
No Child Left Behind (NCLB)				\$40,000			\$30,000
Total Revenue from Federal Sources (4000)				\$175,125			\$146,844
Private Grants & Donations:				\$0			\$0
Source(s) (specify)				\$0			\$0
Loans:				\$0			\$0
Commercial				\$0			\$0
Contributions and Donations from Private Sources				\$0			\$0
Other (specify)				\$0			\$0
Total Revenue from Other Sources (5000)				\$0			\$0
Total Revenue				\$4,067,505			\$3,041,754
Expenditures							
		Number	Salary or Cost	Total	Number	Salary or Cost	Total
131	Salaries - Teachers	32.00	\$37,000	\$1,184,000	25.00	\$34,000	\$850,000
132	Salaries - Substitute Teachers	160.00	\$90	\$14,400	125.00	\$90	\$11,250
161	Salaries - Teacher Aides and Paraprofessionals	12.00	\$10,568	\$126,814	6.00	\$6,840	\$41,040
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$1,325,214			\$902,290
210	Retirement			\$53,009			\$36,092
220	Social Security			\$101,379			\$69,025
240	Insurance (Health/Dental/Life)	30.00	\$6,000	\$180,000	25.00	\$6,000	\$150,000
200	Other Benefits (specify)			\$26,504			\$18,046
	Total Benefits (200)			\$360,892			\$273,163
300	Purchased Professional and Technical Services			\$0			\$0
600	Instructional Supplies			\$13,000			\$9,750
641	Textbooks			\$26,000			\$19,500
	Total Supplies (600)			\$39,000			\$29,250
700	Total Property (Instructional Equipment) (700)			\$238,250			\$142,950
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
	Total Instruction (1000)			\$1,963,355			\$1,347,653
141	Salaries - Attendance and Social Work Personnel			\$0			\$0
142	Salaries - Guidance Personnel	2.00	\$40,000	\$80,000	\$1	\$40,000	\$40,000
143	Salaries - Health Services Personnel			\$0			\$0
144	Salaries - Psychological Personnel			\$0			\$0
152	Salaries - Secretarial and Clerical			\$0			\$0

100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$80,000			\$40,000
210	Retirement			\$3,200			\$1,600
220	Social Security			\$6,120			\$3,060
240	Insurance (Health/Dental/Life)	2.00	\$6,000	\$12,000	\$1	\$6,000	\$6,000
200	Other Benefits			\$1,600			\$800
	Total Benefits (200)			\$22,920			\$11,460
300	Purchased Professional and Technical Services			\$125,000			\$93,750
600	Supplies			\$0			\$0
700	Property			\$0			\$0
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Student Support Services (2100)				\$227,920			\$145,210
145	Salaries - Media Personnel - Certified	1.00	\$37,000	\$37,000	0.50	\$36,000	\$18,000
162	Salaries - Media Personnel - Noncertified			\$0			\$0
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$37,000			\$18,000
210	Retirement			\$1,480			\$720
220	Social Security			\$2,831			\$1,377
240	Insurance (Health/Dental/Life)	1.00	\$6,000	\$6,000			\$0
200	Other Benefits			\$740			\$360
	Total Benefits (200)			\$11,051			\$2,457
300	Purchased Professional and Technical Services			\$25,000			\$25,000
600	Supplies			\$0			\$0
644	Library Books	1300.00	\$5	\$6,500	650.00	\$5	\$3,250
650	Periodicals			\$0			\$0
660	Audio Visual Materials			\$0			\$0
	Total Supplies (600)			\$6,500			\$3,250
700	Property			\$5,000			\$1,000
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Instructional Staff Support Services (2200)				\$84,551			\$49,707
121	Salaries - Principals and Assistants	1.50	\$70,000	\$105,000	1.00	\$70,000	\$70,000
152	Salaries - Secretarial and Clerical	2.00	\$30,000	\$60,000	1.50	\$30,000	\$45,000
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$165,000			\$115,000
210	Retirement			\$6,600			\$4,600
220	Social Security			\$12,623			\$8,798
240	Insurance (Health/Dental/Life)	3.00	\$6,000	\$18,000	2.00	\$6,000	\$12,000
200	Other Benefits			\$3,300			\$2,300
	Total Benefits (200)			\$40,523			\$27,698
300	Purchased Professional and Technical Services			\$103,000			\$60,000
600	Supplies			\$6,500			\$4,875
700	Property			\$16,000			\$8,000
800	Other Objects			\$3,250			\$2,438
810	Dues and Fees			\$6,500			\$4,875
	Total Other Objects (800)			\$9,750			\$7,313

Total School Administration (2400)				\$340,773			\$222,885
100	Salaries			\$42,800			\$40,000
210	Retirement			\$1,712			\$1,600
220	Social Security			\$3,274			\$3,060
240	Insurance (Health/Dental/Life)	1.00	\$6,000	\$6,000	1.00	\$6,000	\$6,000
200	Other Benefits			\$856			\$800
	Total Benefits (200)			\$11,842			\$11,460
300	Purchased Professional and Technical Services			\$0			\$0
400	Purchased Property Services			\$794,583			\$794,583
460	Construction and Remodeling			\$0			\$0
	Total Property (400)			\$794,583			\$794,583
500	Other Purchased Services			\$12,000			\$5,000
600	Supplies			\$63,000			\$51,050
700	Property			\$5,000			\$2,000
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Operation & Maintenance of Facilities (2600)				\$917,226			\$899,093
100	Salaries	2.00	\$21,000	\$42,000	1.50	\$21,000	\$31,500
210	Retirement			\$1,680			\$1,260
220	Social Security			\$3,213			\$2,410
240	Insurance (Health/Dental/Life)	1.00	\$6,000	\$6,000			\$0
200	Other Benefits			\$840			\$630
	Total Benefits (200)			\$11,733			\$4,300
300	Purchased Professional and Technical Services			\$0			\$0
600	Non-Food Supplies			\$2,925			\$2,194
630	Food			\$70,200			\$52,650
	Total Supplies (600)			\$73,125			\$54,844
700	Property			\$2,000			\$1,500
780	Depreciation - Kitchen Equipment Depreciation			\$0			\$0
	Total Property (700)			\$2,000			\$1,500
800	Other Objects (Specify)			\$0			\$0
Total Food Services (3100)				\$128,858			\$92,144
100	Salaries			\$0			\$0
210	Retirement			\$0			\$0
220	Social Security			\$0			\$0
240	Insurance (Health/Dental/Life)			\$0			\$0
200	Other Benefits			\$0			\$0
	Total Benefits (200)			\$0			\$0
300	Purchased Professional and Technical Services			\$0			\$0
400	Purchased Property Services	1.00	\$40,000	\$40,000	0.50	\$40,000	\$20,000
460	Construction and Remodeling			\$0			\$0
	Total Property (400)			\$40,000			\$20,000
500	Other Purchased Services			\$0			\$0
600	Supplies - New Buildings			\$0			\$0
641	Textbooks - New Buildings			\$0			\$0
644	Library Books - New Libraries			\$0			\$0
	Total Supplies (600)			\$0			\$0
710	Land and Improvements			\$0			\$0
720	Buildings			\$0			\$0
731	Machinery			\$0			\$0
732	School Buses			\$0			\$0
733	Furniture and Fixtures			\$0			\$0
734	Technology Equipment			\$0			\$0
735	Non-Bus Vehicles			\$0			\$0
739	Other Equipment			\$0			\$0

	Total Property (700)			\$0		\$0
800	Other Objects (<i>Specify</i>)			\$0		\$0
Total Building Acquisition & Instruction (4500)				\$40,000		\$20,000
830	Interest			\$3,000		\$3,000
840	Redemption of Principal			\$37,500		\$37,500
Total other financing sources (uses) and other items				\$40,500		\$40,500
1000	Total Local			\$122,720		\$67,665
3000	Total State			\$3,769,660		\$2,827,245
4000	Total Federal			\$175,125		\$146,844
TOTAL REVENUES				\$4,067,505		\$3,041,754
100	Salaries			\$1,692,014		\$1,146,790
200	Employee Benefits			\$458,960		\$330,537
300	Purchased Professional and Technical Services			\$253,000		\$178,750
400	Purchased Property Services			\$834,583		\$814,583
500	Other Purchased Services			\$12,000		\$5,000
600	Supplies			\$188,125		\$143,269
700	Property			\$266,250		\$155,450
800	Other Objects			\$50,250		\$47,813
TOTAL EXPENDITURES				\$3,755,182		\$2,822,191
Excess or Deficiency of Revenues over Expenditures				\$312,323		\$219,562
Other Sources of Funding (5000)				\$0		\$0
Net Asset Balance (Fund Balance)				\$312,323		\$219,562
Reserves as Percentage of Total Revenue				8%		7%
Percentage of Funding Contributed to Reserve Balance				0.076784951		7%
Necessary Closure Fund				\$147,472		\$143,733

Appendix C: Purchasing Policies and Procedures

100 INTERNAL CONTROL POLICIES

Terra Academy, under the direction of the Board of Trustees, is required to establish and maintain adequate accounting records and internal control procedures. Internal control consists of five components: control environment, risk assessment, control activities, information and communication, and monitoring. The objectives of internal control relate to financial reporting, operations, and compliance.

Terra Academy and all levels of administration are responsible for preventing and detecting instances of fraud and related misconduct and for establishing and maintaining proper internal controls that provide security and accountability of the resources of the school. Administration is also responsible for recognizing risks and exposures inherent to these areas of responsibility and for being aware of indications of fraud or related misconduct.

Any employee with reasonable basis for believing fraudulent or related misconduct has occurred should report such incidents to the designated authorities within the school or the State Office of Education.

Internal control policies provide Terra Academy with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information.

101 Compliance with Laws

Terra Academy will follow all the relevant laws and regulations that govern Charter Schools within the State of Utah. Additionally, Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received. The following are specific policies of Terra Academy:

A. Political Contributions

No funds or assets of Terra Academy may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of Terra Academy for political contributions in any form—whether in cash or other property, services, or the use of facilities—is strictly prohibited. Terra Academy also cannot be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities:

1. Contributions by an employee that are reimbursed through expense accounts or in other ways.
2. Purchase by the organization of tickets for political fundraising events.
3. Contributions in-kind, such as lending employees to political parties or using the school's assets in political campaigns.

B. Record Keeping

To provide an accurate and auditable record of all financial transactions, the school's books, records, and accounts are maintained in conformity with generally accepted accounting principles as required by state law applicable to Charter Schools.

Further, the school specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the school.
2. Receipts and disbursements must be fully and accurately described in the books and records.
3. No false entries may be made on the books or records nor any false or misleading reports issued.
4. No false or fictitious invoices may be paid.

102 Board of Trustees Authorities

The Board of Trustees is responsible for the operation of Terra Academy in accordance with state and federal laws. The Board of Trustees is also responsible for operating the school in accordance with the representations made in its charter.

Specifically, the Board of Trustees shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the School's name, with the charter authorizer's approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of key employees (iv) key employees' salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of property (ix) opening or closing checking or savings accounts, and (x) selection of Terra Academy's certified public accountants and (xi) other activities associated with the operations of Terra Academy.

The Board of Trustees will meet regularly to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, subcommittee reports, new business and other items.

103 Signature Authorities

To properly segregate duties within Terra Academy, the President, the Treasurer of the Board and the School Director and one director's designee are the only individuals with signatory authority and are responsible for authorizing all cash transactions.

104 Government Records Access Management Act (GRAMA)

Terra Academy will provide access to Terra Academy's records if requested to the State Office of Education, State Charter School Board, or any group or individual formally requesting such information consistent with applicable statutes or rules.

105 Security of Financial Data

- A. The school's accounting software will be reviewed to ensure that general and application controls to unauthorized access to data is precluded (i.e., proper password protection and authorizations for inquiry or browse only functions.)
- B. The system's accounting data shall be backed up regularly by the Business Manager to ensure the recoverability of financial information in case of hardware failure. The backup should be stored in a fire safe area and properly secured.
- C. All other financial data, petty cash box, unused checks and unclaimed checks will be secured by the Business Manager from unauthorized access.

106 Security of School Documents

Originals of the following corporate documents are maintained and their presence shall be verified on a periodic basis:

- A. Charter and all related amendments
- B. Charter School by-laws
- C. Minutes of the Board of Trustees and subcommittees
- D. Banking agreements
- E. Leases
- F. Insurance policies
- G. Vendor invoices
- H. Grant and contract agreements
- I. Fixed asset inventory list
- J. Contract and grant billings

107 Use of School Assets

School employees should not use any of the school's assets for personal use without prior approval of the School Administration and with proper justification.

108 Use Of School Credit Cards

Charter School credit cards and purchase cards should only be issued with the formal approval of the Board of Trustees and with proper justification. The cost/benefit to Terra Academy should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued they should be assigned to certain Charter School employees and should be used only for school-related expenditures. All charges must be supported by invoices or travel reports to be eligible for payment by Terra Academy.

Monthly credit card statements are reconciled to invoices and travel reports and are approved by Terra Academy Director or Business Manager.

200 FINANCIAL MANAGEMENT POLICIES

Charter school accounting policies and financial reporting adopted by the school should be consistent with a special purpose governmental entity that engages in business type activities. The Board of Trustees has oversight of the management of Terra Academy inclusive of establishing the governance structure and the financial management policies as set forth in the school's charter.

201 Basis of Accounting

Terra Academy will maintain its accounting records and related financial reports on the modified accrual basis of accounting, with accrual taking place annually.

202 Accounting Policies

The accounting policies and financial reporting adopted are consistent with state law and generally accepted accounting practices.

203 Revenues

Under the modified accrual basis of accounting, revenues are recognized when earned, consistent with generally accepted accounting principles applicable to special purpose governmental units.

204 Expenditures

Under the modified accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

205 Cash Management

A. The school maintains cash accounts at institutions authorized under the Utah Money Management Act.

- B. A schedule of aged accounts and grants receivable is prepared monthly and reviewed by the Business Manager for collection. Appropriate collection procedures are initiated, if necessary.

206 Budgets

- A. Terra Academy prepares an annual operating budget of revenues and expenses and a cash flow projection. These budgets and projections are reviewed and approved by the Board of Trustees at an open and public meeting and modified, as necessary.
- B. Financial statements displaying budget vs. actual results are prepared by the Business Manager and reviewed by the Treasurer and presented to the Board of Trustees at each monthly board meeting.

207 Insurance and Bonding

- A. The school maintains minimum levels of coverage, as deemed appropriate by the Board of Trustees, for the follow policies:
 - 1. General liability
 - 2. Business & personal property (including auto/bus)
 - 3. Computer equipment
 - 4. Workers' compensation
 - 5. Personal injury liability
 - 6. Unemployment
 - 7. Board Insurance
 - 8. Employment Practice Liability
- B. The school requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Trustees.

208 Employee Retirement Program

Terra Academy shall participate in a retirement program as determined by the Board of Trustees and administered by the Business Manager.

209 Record Retention and Disposal

- A. Records are maintained for the following minimum periods:
 - 1. Books, records, documents, and other supporting evidence including paid, cancelled, or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employee timesheets and other public documents are retained according to state law.

- B. The following records supporting federal contracts, as required by U.S. Office of Management and Budget, are retained for the indicated minimum periods or consistent with state law:
1. For three years after submission of the final report of expenditures: general ledger, trial balance, accounts payable and accounts receivable ledger, payroll register, and petty cash book, check register and checks, invoices.
Except for:
 - a) If any litigation, claim, or audit is started before the expiration of the 3-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.
 - b) Records for real property and equipment acquired with Federal funds shall be retained for 3 years after final disposition.
 2. Permanently: Audit reports, annual corporate reports, charter, board minutes, tax and legal correspondence, labor contracts, insurance claims and policies, and retirement and pension records.
 3. The disposal date determined under this policy is the end of the fiscal year, or the date of final payment of government grants.
- D. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.
- E. All financial records are maintained in alphabetical order, organized by vendor.
- F. In connection with the disposal of any records, a memorandum of record disposal is prepared by the Business Manager listing the record or the class of records disposed of. The Board of Trustees certifies this memorandum of records disposal.

210 Financial Reporting

The Business Manager maintains supporting records in sufficient detail to prepare the School's financial reports, including:

- A. Annually:
1. Financial statements for audit
 2. Annual budget, finance, and program reports
- B. Monthly:
1. Balance Sheet

2. Internally generated budget vs. actual financial statements with explanations for significant variances
 3. Bank Reconciliation statements
- C. Quarterly:
1. IRS Form 941 and payroll tax returns and comparable state taxing authority returns, unless outsourced
 2. Other reports upon request

211 Audit

The Board of Trustees contracts annually with a qualified independent certified public accounting firm to conduct an audit of Terra Academy's financial statements in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the United States, 2003 Revision (GAS) and, if applicable, the U.S Office of Management and Budget's Circular A-133. The selected audit firm must be familiar with these standards and related State of Utah regulations in order to properly conduct the audit engagement.

300 POLICIES RELATED TO ASSETS AND LIABILITIES

301 Assets

Economic resources that are recognized and measured in conformity with generally accepted accounting principles. Assets also include certain deferred charges that are not resources, but are recognized and measured in conformity with generally accepted accounting principles. The following sections describe policies related to the recognition of assets.

302 Petty Cash Payments

- A. Petty cash payments are made from a fund not to exceed \$200, and should be for cash advances, local expense reimbursement, and small-dollar vendor purchases, provided proper documentation is furnished with each request. No individual payment shall be greater than \$100.
- B. The petty cash account is balanced on a monthly basis by the Business Manager.

303 Criteria for Capitalizing and Depreciating for Property and Equipment

All tangible personal property with a useful life of more than one year and a unit acquisition cost of \$5,000 or more per item is capitalized and recorded in the statement of net assets. Depreciation associated with the fixed asset will be calculated based on its useful life and straight-line depreciation method. The depreciation expense will be recorded in the statement of revenues, expenses, and changes in net assets. Depreciation will occur annually.

304 Impairment of Assets

A recognized impairment of an asset is reflected when circumstances warrant. The appropriate adjustment is made for any impaired assets, accompanied by a description of the impaired asset and the measurement assumptions used in determining the impairment. All impairments should be reported to the Board of Trustees for approval of the adjustment to the fixed asset subsidiary ledger.

305 Betterments

Expenditures for significant betterments of existing leased/owned properties are recorded in fixed assets at cost. Maintenance and repairs are expensed as incurred. Depreciation associated with the betterment will be calculated based on its useful life and straight-line depreciation method. The depreciation expense will be recorded in the statement of revenues, expenses, and changes in net assets.

306 Liabilities

Economic obligations that are recognized and measured in conformity with generally accepted accounting principles. Liabilities also include certain deferred amounts that are not obligated, but are recognized and measured in conformity with generally accepted accounting principles. The following sections describe policies related to the recognition of liabilities.

307 Accounts Payable

Only valid accounts payable transactions based on documented vendor invoices, receiving reports, or other approved documentation are recorded as accounts payable.

308 Accounts Payable Payment Policy

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

309 Accrued Liabilities

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs. Liabilities are accrued annually.

310 Accrued Teachers' Salary

The portion of any teachers' salaries paid for a school year that extends into the next fiscal year (e.g., a twelve-month salary schedule from September 1 to August 31 of the following year) should be accrued at the end of the fiscal year for which services were rendered.

311 Debt

- A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year.
- B. All short-term and long-term debt is approved by the Board of Trustees.
- C. Loan agreements approved by the Board of Trustees should be in writing and shall specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

312 Net Assets

Net assets are recorded in accordance with generally accepted accounting principles applicable to special purpose governmental units. Net assets include the following:

- Unrestricted
- Restricted
- Investment in Capital Assets, net of related debt

400 COST ACCOUNTING POLICIES

401 Consistency in Cost Accounting

Practices used by Terra Academy in estimating costs in grant/contract proposals are consistent with its accounting practices used in accumulating and reporting costs. Accounting practices used by Terra Academy in accumulating and reporting actual costs are consistent with its practices used in estimating costs in its grant and contract proposals.

402 Cost Accounting Period

The fiscal year of Terra Academy is July 1st through June 30th. The same accounting period is used for all adjusting entries and accruals.

403 Gain or Loss on Disposition of Assets

Gains and losses from the sale or other disposition of property are recorded as revenue in the year in which they occur, and are reflected as such on applicable financial statements.

500 PROPERTY MANAGEMENT POLICIES

501 Property and Equipment

Terra Academy maintains detailed records of all government-furnished property and equipment, with an identification and segregation of property and equipment acquired through government contracts or grants.

502 Identification of Property

Terra Academy tags all property upon receipt and assigns an identification number to the property and all applicable documents.

503 Recording and Reporting of Property

A. Terra Academy maintains a log identifying all property in its possession, as follows:

1. Name and description, including serial number, model number, or other identification
2. Source of grant or program funding used for purchase, if applicable
3. Whether title vests with Terra Academy or another entity
4. Location and condition of the equipment
5. Ultimate disposition data, including date of disposal and sales price or method of disposal

504 Physical Inventories

- A. Terra Academy performs a physical inventory of all depreciated property in its possession or control on an annual basis.
- B. The physical inventory records include each asset, the related control number, location, and a brief description of its condition.
- C. The physical inventory is reconciled to the detailed fixed asset subsidiary ledger, and differences, if any, are investigated and reconciled.

505 Disposal of Property and Equipment

- A. No item of property or equipment shall be removed from the premises without prior approval from the Business Manager and/or the Board of Trustees.
- B. Terra Academy has adopted standard disposition procedures for the school staff to follow, which include an Asset Disposal Form, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.
- C. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the general ledger.

601 Procurement – Goods and Services

Terra Academy procures only those items and services that are required to perform the mission and/or fill a bona fide need. Procurements are made using best value contracting which includes assessing the best value considering quality, performance, timing, and price. However, the school will use a competitive procurement process, which requires sound business practices for purchases less than \$1,000. The school will also select the best value by obtaining three written quotes for items greater than \$1,000 and less than \$50,000. Finally, a formal bid process will be used for items greater than \$50,000, in which three bids will be received and evaluated using a formal evaluation process. All purchases must comply with Utah Code section 63G-6 and with Administrative Rule R33.

- A. The School adheres to the following objectives:
1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
 2. Make all purchases in the best interests of the school and its funding sources.
 3. Obtain quality supplies/services needed for delivery at the time and place required.
 4. Buy from responsible and dependable sources of supply.
 5. Obtain maximum value for all expenditures.
 6. Deal fairly and impartially with all vendors.
 7. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in Terra Academy supplier relationships.
- B. Terra Academy will execute a Purchase Order for all purchases over \$1000 and it shall be approved by the Board Treasurer for purchases less than \$25,000 and by the Board of Trustees for purchase greater than \$25,000.
- C. All lease agreements or facility purchase agreements will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the Board Chair. The agreement will identify all the terms and conditions of the lease. Prior to Board approval, any contract or agreement relating to the facilities or financing

of the facilities must be submitted to the school’s chartering entity for review and advice.

602 Emergency Purchases

An “emergency purchase” is the purchase of goods or services that are so badly needed that the school will suffer financial or operational damage if they are not secured immediately. A decision to purchase may be declared in an emergency at the school’s discretion and “best value” procurement guidelines must be followed. In addition, the purchase must be authorized by the Treasurer or designee.

700 PAYROLL AND TRAVEL POLICIES

701 Payroll Policies

- A. Employee’s time is properly approved by both the individual and the supervisor and reported to the Business Office or designated representative.
- B. All employee payroll amounts are calculated based upon approved rates included in the individual’s personnel file.
- C. Any changes to the pay rates or benefits are properly authorized.
- D. All payroll taxes and benefits are properly calculated and any deposits made in a timely manner.
- E. All payroll tax reports are prepared in a timely manner and reviewed by a designated individual for accuracy prior to filing.

702 Employee Mileage Reimbursement

- A. All employees are reimbursed at the standard mileage rate per mile, as determined by the Board of Trustees, for use of their own vehicle for approved business-related travel. In addition, parking fees and tolls paid may be reimbursable if properly supported.
- B. All employees requesting such mileage reimbursement are required to furnish a Travel Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within 30 days after the travel date. Each employee is responsible for detailing the travel and related expenses and including the required supporting documentation.
- C. The travel report must be signed by the employee and approved by their direct supervisor.

801 Consultant Utilization

The utilization of all consultants and contract personnel are sufficiently evidenced by:

- A. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
- B. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.
- C. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and Terra Academy's rights to educational curricula and intellectual property developed.

802 Independent Contractors

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code and Utah law. In particular, consultants will:

- A. Be free from the employer's control and direction in performing the service, both under a contract and in fact.
- B. Provide a service that is outside the school's usual course of business or provide a service on a temporary basis.
- C. Must be engaged in an independent trade, occupation, profession, or business of the same type.
- D. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits.
- E. Use his or her own stationery or time sheet in billing for services.

MINUTES OF MEETING OF THE BOARD OF DIRECTORS
OF

Terra Academy

The acceptance of updated bylaws meeting of the board of directors of the above named corporation was held on: March 19, 2013 at Utah State University Extension Center, Vernal, Utah.

Present was:

Cassie Hays

Jared McKeachanie

Kristy Aycock

Cassie Hays was Chairman of the meeting.

Kristy Aycock was Secretary of the meeting.

1. The meeting was called to order. It was determined that a quorum was present either in person or by proxy, and the meeting could conduct business.

The following directors were present:

Names of directors:

Cassie Hays President

Jared McKeachanie Vice-President

Kristy Aycock Secretary/Treasurer

2. The Secretary determined and reported that notice of the meeting had been properly given by directors in accordance with the bylaws.

3. A motion was made and carried, that the Secretary was ordered to attach the documentation (if any) or the appropriate affidavit of mailing of notice or waiver of notice to the meeting minutes. If no notice is attached, all directors agreed that proper notice of the meeting had been given.

4. The directors ratified and approved all documents presented.

5. The following other business was transacted:

Upon motion duly made, seconded and unanimously carried, It was resolved that the modified bylaws were presented and a vote was taken. The bylaws were unanimously accepted.

6. Purchasing Policies and Procedures were adopted for Terra Academy as presented as in the charter in accordance with State of Utah procurement policies outlined in Utah Code 63-G-6 and Administrative Rule R33.

There was no further business, and upon motion made, seconded, and unanimously carried, it was

RESOLVED, that all the items and documents have been examined by all directors, and are approved and adopted, and that all actions taken thus far have been ratified and approved by the directors of the Corporation.

There being no further business, upon motion made and carried, the meeting was adjourned.

Dated: Nov 19, 2013

Secretary Kristy Aycock Kristy Aycock
Signature Printed Name

Witness: Jared McKeachie
Signature

Jared McKeachie
Printed Name

[Signature]
Signature

CASSIE HAYS
Printed Name

Appendix D: Suspension/Expulsion Policy

I. Purpose

The purpose of the policy is to foster a safe, positive environment for learning by teaching the practice of self-discipline, citizenship skills, and social skills.

II. Teaching self-discipline, citizenship and social skills

In every area of education if students lack skills we teach them. We believe the same should be true for student behavior, including self-discipline, citizenship skills, and social skills. At Terra Academy we will provide supports to students and the community at large by expressly teaching students these skills.

A. Plans and policies shall be developed for classroom and student management which will include:

1. Written standards for student behavior expectations, including school and classroom management
2. Effective instructional practices for teaching student expectations, including self-discipline, citizenship, civic skills, and social skills
3. Systematic methods for reinforcement of expected behaviors
4. Uniform methods for correction of student behaviors
5. Uniform methods for at least annual school-level data-base evaluations of efficiency and effectiveness

B. On-going staff development shall be provided for all staff regarding:

1. Effective instructional practices for teaching and reinforcing behavior expectations
2. Effective intervention strategies
3. Effective strategies for evaluation of the efficiency and effectiveness of interventions

C. Terra Academy School personnel shall determine the range of student behaviors and establish a continuum of administrative procedures that may be used by school personnel to address student behavior, including:

1. Classroom level strategies
2. Building level strategies

III. Range of Behaviors and Continuum of Procedures

Terra Academy personnel shall determine by consensus student behavior infractions that should be dealt with at the classroom level and building level.

A. Minor infractions are defined as infraction of school rules that are usually handled by teachers in the classroom. Chronic or excessive minor infractions can become major infractions and result in office discipline referral to school administration. Minor infractions can result in a loss of privileges, phone calls home, and in-school suspension. The following are minor infractions:

1. Dress code violations
2. Disrespect, including put downs, talking back, and defiance
3. Public displays of affection
4. Inappropriate language and actions
5. Tardies
6. Disruptive behavior including talk-outs, chronic talking, and out of seat
7. Horseplay
8. Chewing gum
9. Bus misconduct
10. Noncompliance

B. Major infractions are defined as severe infractions of school rules that result in immediate office discipline referrals to school administration and usually lead to out of school suspension. Major infractions include:

1. Safe school violations, including assault, threats to kill/harm, discrimination
2. Drug, alcohol, and tobacco violations
3. Physical aggression including fighting and throwing objects at a person
4. Any criminal action occurring at school such as vandalism, fire setting, possession or use of combustibles, forgery, and theft
5. Chronic or excessive abusive language, truancy, tardies, or non-compliance
6. Bullying and harassment

C. The following school personnel shall be authorized to issue notices of disruptive behavior. These personnel shall provide documentation of habitually disruptive student behavior prior to court referral.

1. Building administrators

IV. Training

Terra Academy will provide training and strategies for students and staff in the following:

1. Overt aggression
2. Relational aggression
3. Cyber bullying
4. Intervention skills
5. Social skills
6. Adult supervision of students

7. Provide for student assessment of the prevalence of bullying in school

V. Prohibited Conduct and Related Discipline

Prohibited conduct is forbidden at school, on school property, including school vehicles, and at any school activity. A serious violation that threatens or harms a school, school property, a person connected with school, or property associated with a person connected with school is forbidden regardless of where it occurs.

A. A student WILL be removed from school for at least 1 year for a serious violation involving the following:

1. A real weapon or
2. Explosive or flammable material or
3. Actual or threatened use of a look-alike weapon with intent to intimidate or cause disruption.

Exceptions may be made on a case by case basis through the Board of Trustees.

B. A student WILL be removed from school for the following:

1. Possession, control, actual or threatened use of a real weapon, explosive, noxious, or flammable material;
2. Actual or threatened use of a look-alike weapon with intent to intimidate or cause disruption;
3. The sale, control or distribution of a drug, controlled substance, imitation controlled substance, or drug paraphernalia;
4. Using or threatening to use serious force;
5. The commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor; or
6. A serious violation of Section II.C affecting a student or staff member.

C. A student MAY be removed from school for the following:

1. Willful disobedience or violating a school or district rule;
2. Defying authority;
3. Disruptive behavior;
4. Foul, profane, vulgar, or abusive language;
5. Defacing or destroying school property;
6. Truancy;
7. Theft;
8. Posing a significant threat to the welfare, safety or morals of a student, school personnel, or the operation of the school;
9. Fighting;

10. Bullying (including, but not limited to, behavior intended to cause harm or distress in a relationship with an imbalance of power, especially if repeated over time);
11. Possessing, using, controlling, or being under the influence of alcohol, a drug, an imitation drug, drug paraphernalia, or misusing any substance;
12. Possessing or using tobacco;
13. Hazing, demeaning, or assaulting someone, or forcing someone to ingest a substance;
14. Inappropriate exposure of body parts;
15. Sexual or other harassment; or
16. Gang-related attire or activity.

The decision to remove or to discipline in some other way is made by the Director based on all the circumstances.

D. The type and length of discipline is based on factors such as previous violations, severity of conduct, and other relevant educational concerns.

E. When appropriate, students will be placed on remedial discipline plans.

F. School personnel may use reasonable physical restraint, if necessary, to protect a person or property from physical injury or to remove a violent or disruptive student.

G. If damage or loss of school property occurs, official report cards, diploma, and transcripts may be withheld until payment for the damage is received or the lost property is recovered.

VI. Habitual Disruptive Behavior

A. Definitions

Qualifying minor means a school-age minor who is at least 9 years old or turns 9 years old at any time during the school year.

Disruptive behavior means behavior outlined in Sections IV. .A, B and C above.

B. Notice of Disruptive Student Behavior

1. A Notice of Disruptive Student Behavior may only be issued to a qualifying minor.
2. A Notice of Disruptive Student Behavior may only be issued by a school administrator or a designee.
3. A Notice of Disruptive Student Behavior shall be issued when the student has:
 - a. engaged in disruptive behavior (that does not result in suspension or expulsion) 3 times during the school year; or
 - b. engaged in disruptive behavior that results in suspension or expulsion once during the school year.
4. A Notice of Disruptive Behavior requires that the student and parent meet with school authorities to discuss the disruptive behavior.

5. The student and/or parent may contest a Notice of Disruptive Student Behavior in the following manner:
 - a. If the notice is written by an assistant administrator or other designee, the appeal is made to the Director;
 - b. If the notice is written by the principal, the appeal is made to the Board of Trustees.
6. A school representative shall provide to the student's parent a list of resources available to assist the parent in resolving the student's behavior.
7. The school shall establish procedures for the school counselor or other designated school representative to work with a student in order to attempt to resolve the student's behavior problem before the student becomes subject to the jurisdiction of the Juvenile Court.

C. Habitual Disruptive Student Behavior Citation

- a. The Habitual Disruptive Student Behavior Citation may only be issued to a student who has received a Notice of Disruptive Student Behavior and:
 - a. Engages in disruptive behavior (that does not result in suspension or expulsion) at least 6 times during the school year;
 - b. Engages in disruptive behavior that does not result in suspension or expulsion at least 3 times during the school year and engages in disruptive behavior that results in suspension or expulsion, at least once during the school year; or
 - c. Engages in disruptive behavior that results in suspension or expulsion, at least twice during the school year.
- b. A Habitual Disruptive Student Behavior Citation may only be issued by the school Director.
- c. The citation shall be mailed by certified mail to, or served on, the parent of the student.
- d. A student to whom a Habitual Disruptive Student Behavior Citation is issued shall be referred to the Juvenile Court.
- e. Within five days after the citation is issued, a representative of Terra Academy shall provide documentation to the parent and the court of the efforts made by a school counselor or representative.
- f. The Director will cooperate with the Juvenile Court in providing other information as needed, including but not limited to attendance, grades, and behavioral reports.

VI. Searches

1. School personnel may search students, lockers, personal property, and vehicles parked on school property based on reasonable suspicion.
2. School personnel may also conduct random searches that might include all lockers and other school property.

VII. Suspension and Expulsion Defined

1. Suspension is disciplinary removal from school with an offer of educational services.

2. Expulsion is a disciplinary removal from school by the Board of Trustees for more than 10 school days without an offer of alternative educational service.

VIII. Readmission and Admission

1. If a student is removed from school under II.A, readmission depends upon satisfactory evidence that the student will not be a danger to self, others, or school property.
2. If a student is removed from school under II.B or C, the student may be readmitted after the parent/guardian meets with school officials to make a plan to correct the behavior(s) and after the student completes both the days of suspension and any conditions imposed.
3. Terra Academy may deny admission to a student who has been expelled from any school in the last twelve months.

IX. Due Process

1. If a student is removed from school or otherwise disciplined under this policy, the student has the right to meet with the site administrator to tell his/her side of the story.
2. If the Director recommends removal for more than 10 school days, a committee composed of the Board of Trustees will hear the case at the school with the student, the parent or guardian, the Director, and others as necessary. This hearing will be held within 10 school days of removal from school.
3. If a student is removed from school for more than 10 school days, an appeal of the decision may be made in writing to the Board of Trustees within 10 school days of the decision. The parent or guardian is responsible to plan and to pay for any educational services not provided by the district during the suspension.

X. Students with Disabilities

If a student has a qualified disability, the Director will explain the separate procedures that may apply based on the procedural safeguards under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.

Appendix E: Complaint Policy

Definitions

Complaint: A complaint from any individual within the Terra Academy School community (i.e. student, parent, employee, including students with IEPs or Section 504 accommodations) who:

1. Sets forth the allegation that there has been a violation of any policy, accepted practices, or state or federal law; and
2. Specifically identifies the policy, practice, or statute violated.

Complainant: Any individual or group of individuals aggrieved by a decision or condition falling under policy, accepted practices, or state or federal law.

Organizational Structure: The hierarchy of the Terra Academy School for addressing all Complaints is outlined in the table below. The organizational structure varies depending on the area of alleged violation. Below is the hierarchy used for Complaint procedures in this policy:

Classroom Instruction (including 504 accommodations)	Special Education	Other Operations
1 st Classroom Teacher	1 st Special Education Teacher	1 st Directly involved party
2 nd Assistant Administrator	2 nd Special Education Director	2 nd Business Manager
3 rd School Director	3 rd School Director	3 rd School Director
4 th Board of Trustees	4 th Board of Trustees	4 th Board of Trustees

Procedure

Step I:

Any individual making a Complaint is encouraged to resolve the problem, if possible, through a discussion with the person or persons suspected of a violation, beginning at the lowest level of organizational structure.

1. Students and parents should discuss classroom concerns first with classroom teachers.
2. Employees should discuss concerns first with directly involved parties.

When individuals hear complaints or receive formal Complaints, they should make sure that Complainants or potential Complainants have first attempted in good faith to resolve problems with persons directly involved.

Step II:

In the event that the informal discussion with directly involved parties does not resolve the issue, the Complainant shall file a formal written Complaint form with the next responsible individual in the organizational structure. Complaint Forms are available from the office manager or from the school's website.

1. The Complaint must be filed within twenty (20) working days of the date the Complainant knew, or should have known, of the circumstances that precipitated the Complaint.
2. The responsible individual shall respond in writing, within five (5) working days following receipt of the Complaint.
3. If the next responsible party is the School Director, Step II does not apply, and the Complainant moves to Step III.

Step III:

If the response (decision) at Step II does not resolve the problem, the Complainant shall forward the Complaint to the School Director to initiate Step III.

1. The School Director shall investigate the complaint with the parties concerned in the Complaint within fifteen (15) working days of the Complaint having been filed at Step II. NOTE: The School Director may choose to convene a Complaint committee of two to three additional administrators or members of the faculty as part of the investigation of a complaint and in order to recommend a decision on the issue of Complaint.
2. At the conclusion of the investigation, the School Director shall render a decision and issue a written report setting forth his/her findings and recommendations for the resolution of the Complaint within five (5) working days.
3. The Complaint shall be considered resolved if the Complainant and the Board of Trustees accept the recommendations of the School Director.
4. If no written report has been issued within the time limits set forth in "3" above, or if the Complainant shall reject the recommendations of the School Director, the Complainant shall have the right to appeal to the Board of Trustees for review of the Complaint at Step IV.

Step IV:

Complainants may appeal to the Board of Trustees for a hearing of Due Process.

1. A written request for Board of Trustees' review of the Complaint must be submitted to the Board Secretary within 10 days of the date of the School Director's report or the

expiration of the time limits set forth in Step III.

2. The Board of Trustees shall review the Complaint and the School Director's report, and may hold a hearing.
3. The Board of Trustees may affirm the Director's recommendations, amend the recommendations, or affirm the recommendations in part and amend in part.
4. The Board of Trustees written decision shall be issued within 21 working days of receipt of the Complainant's written appeal by the board secretary.
5. If no written decision has been issued within the time limit set forth in "4" above or if the Complainant shall reject the decision of the Board of Trustees, the Complainant shall be free to pursue such litigation or statutory remedy as the law may provide.

Miscellaneous Provisions

1. Complainant will be informed that the time limits set forth in this policy may be modified or extended if mutually agreed by the complainant, or his/her designated representative and the School Administration. If either party wishes to change the timeline set forth in this policy, the party will request the modification(s) from the other party and both parties will be required to agree to the modification(s). The Complaint officer will issue a letter of understanding to the parties outlining the modified timeline.
2. No person shall suffer recrimination or discrimination because of participation in this Complaint procedure.
3. Employees shall be free to testify regarding any Complaint filed hereunder.
4. Confidentiality will be observed pending resolution of the Complaint.
5. A representative of his/her choice may accompany the Complainant in all stages of these proceedings.
6. The business manager will maintain records of all Complaints. The records will be kept in a separate and confidential file. Information regarding Complaints will be classified as private.
7. Gossip among school employees will not be tolerated. When employees have concerns they should follow the procedure in this policy to resolve such concerns. Gossip undermines the efforts of all employees to operate a successful school and may be grounds for disciplinary action, up to and including termination of employment.

Complaints Involving IDEA or Section 504 Accommodations

Terra Academy encourages parents to use the informal complaint procedure listed above when concerns involving special education arise, including allegations of due process violations. If these concerns are not adequately addressed, a formal complaint can be made using the following process, as contained in the most recent Utah State Office of Education Special Education Rules (currently December 2009).

The complaint must include the following:

- a. A statement that Terra Academy has violated a requirement of Part B of the IDEA or the current Utah State Office of Education Special Education Rules.
 - b. The facts on which the statement is based.
 - c. The signature and contact information for the complainant.
 - d. If alleging violations with respect to a specific student:
 - (1) The name and address of the residence of the student;
 - (2) In the case of a homeless student, available contact information for the student and the name of the school the student is attending;
 - (3) A description of the nature of the problem of the student, including facts relating to the problem; and
 - (4) A proposed resolution of the problem to the extent known and available to the party at the time the complaint is received.
3. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received by Terra Academy, unless a longer period is reasonable because the violation is continuing or the complainant is requesting compensatory services for a violation that occurred not more than two (2) years prior to the date the complaint is received by Terra Academy.
4. Terra Academy shall resolve the complaint within thirty (30) calendar days unless exceptional circumstances exist (e.g., delay by a complainant to provide necessary information). An extension of time shall not exceed ten (10) calendar days. Within this time limit, Terra Academy shall:
- a. Carry out an independent on-site investigation, if Terra Academy determines that such an investigation is necessary.
 - b. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint.
 - c. Review all relevant information and make a determination as to whether Terra Academy is violating a requirement of Part B of the IDEA or of these Rules.

- d. Issue a written decision to the complainant, with a copy sent to the State Director of Special Education that addresses each allegation in the complaint and contains:
 - (1) Findings of fact and conclusions, and
 - (2) The reasons for Terra Academy's final decisions.
- e. Permit an extension of the time limit if:
 - (1) Exceptional circumstances exist with respect to a particular complaint; or
 - (2) The parent, individual, or organization and Terra Academy agree to extend the time to engage in mediation, or to engage in other alternative means of dispute resolution available in the State; and
- f. Determine procedures for the effective implementation of Terra Academy's final decision, if needed, including technical assistance activities, negotiations, and corrective actions to achieve compliance.
- g. Inform the complainant in writing of the right to appeal the decision for review to the USOE, and the procedures for doing so. The appeal request must be received by the State Director of Special Education within ten (10) calendar days of the receipt of Terra Academy's final decision.

Terra Academy COMPLAINT FORM

NAME _____ POSITION TITLE _____
(If parent or student, put "parent" or "student")

DAYTIME PHONE _____

INSTRUCTIONS: The Complaint procedure has four steps. The first is informal resolution, the second and potentially third are a formal written Complaint to administration and/or the school director, and the fourth a review by the Board of Trustees. This form may be used by an employee, parent, or student to initiate a formal Complaint at Step 2.

If you are considering initiating a Complaint, you should review the complete Complaint policy, available from the office manager.

STEP 1 INFORMAL RESOLUTION

Step 1 of the Complaint process is the informal resolution. You and any involved party are encouraged to resolve the issue at this step.

STEP2 FORMAL COMPLAINT

From the date of the grievable event, you have 15 working days to file a formal, written Complaint. The written Complaint is considered filed when it is submitted to a member of school administration or the Board of Trustees, as outlined in policy.

You must provide the following information:

1. The date of the event that is a violation of law or policy leading to the complaint. _____
2. A specific statement of the law, rule, policy and/or acceptable practice violated. What action or conduct constituted the violation and what happened?

Total number of pages attached _____

3. The resolution or remedy you want. _____

Total number of pages attached _____

4. Complainant signature and date filed with administration.

Complainant's Signature

Date

Administrator's Signature

Date received from employee

STEP 3 FORMAL COMPLAINT

If you do not resolve your Complaint at Step 2, you may advance the Complaint to Step 3 by notifying the school director or Board of Trustees, as outlined in policy. The notification must be in writing and must be received within 10 working days of receipt of administration's response at Step 2.

Appendix F: Employment of Relatives

Terra Academy will be consistent in all policies regarding employees, to include state and federal law. The school recognizes that nepotism or the perception of it can undermine a successful workplace. In all cases, Terra will judge and evaluate employees on objective standards of performance targeted to improve student achievement.

To avoid nepotism or the appearance of it, no family relationships (sibling, child, parent, or half- or step- sibling, child, or parent, and sibling- or parent-in-law) shall exist between lines of authority within the school. Relatives of employees or board members may exist consistent with applicable law and rule, but employees may not be hired, promoted, or otherwise placed in positions where any supervision of relatives will occur.

Appendix G: Acceptable Use and Social Media Policy

The Board recognizes the need for a policy governing the use of the electronic information resources by students as outlined in Utah State Code §53A-3-422.

Students will use the Internet and other electronic information resources in an appropriate manner, abiding by the rules and regulations described in this policy.

Students who formally publish school-related information on the Internet must have proper approvals.

Students are expected to abide by generally accepted rules of network etiquette. These rules include, but are not limited to, being polite, never sending or encouraging others to send abusive messages, and never using inappropriate language.

Students may not intentionally transmit or receive material in violation of law. This includes, but is not limited to, pornographic, indecent or sexually suggestive materials, weapons, controlled substances or alcohol, or incendiary devices. A student may not be in possession of or use pornographic material on school property. Users are prohibited from posting or sending content that contains threats or is hatefully or racially, ethically or otherwise objectionable.

Students may not participate in or promote any illegal or inappropriate activities, disruptive use of the network, or activities of any kind that do not conform to the rules, regulations and policies of Terra Academy.

Students may not use the network for product advertisement or political lobbying.

Students may not reveal personal information such as names, addresses, telephone numbers, passwords, credit card numbers or social security numbers. Releasing personal information of others or that of organizations associated with the district is prohibited.

Students may not intentionally harm or destroy district data, the network, or network performance. This includes, but is not limited to, creation and introduction of computer viruses, unauthorized access to restricted systems or programs, or using the district network to illegally access other systems.

Student files, disks, documents, etc., which have been used or created with district electronic information resources are not considered private. Electronic mail transmissions are not private.

Students who violate the terms and conditions of this policy will be subject to disciplinary action, including the possibility of suspension or expulsion from school and appropriate legal action. Access to electronic information may be limited, suspended or revoked.

Terra Academy makes no warranties of any kind, either expressed or implied, for the electronic information resources it is providing. Terra Academy will not be responsible for any damages a student suffers while using these resources. These damages may include, but are not limited to, loss of data as a result of delays, employee errors or omissions, or non-deliveries or service interruptions caused by a network system. Use of information obtained by the network system is at the employee's own risk. Terra Academy specifically denies any responsibility for the accuracy of information obtained through the electronic information resources.

Appendix H: Extra-Curricular Activities Policy and Fee Schedule

The Board of Trustees recognizes the importance of offering a comprehensive, balanced school program to all Terra Academy students. Extracurricular activities which are designed to enhance the total development of the student - mental, physical, social, and emotional - shall be available. Reasonable rules and regulations which govern the eligibility of students are established to ensure that participation in extracurricular activities does not interfere with the academic achievement of participating Terra Academy students.

Generally

Student activities are extracurricular and supplement the regular school curriculum. Student activities are voluntary and do not carry credit toward graduation. They take the form of special interest groups, honor societies, athletic teams and other extensions of classroom work. All student organizations and activities shall be under the direct supervision of the school director(s) or a designee, and shall supplement the regular program of the school. They should be evaluated periodically to ensure that interruption of the instructional programs is avoided.

Categories

Extracurricular activities are divided into four general categories:

1. Interscholastic and intramural athletics.
2. Activities stemming directly from classroom studies (e.g., student government, musical productions, band, dramatics, debate, the school newspaper and literary publications).
3. Activities designed to promote interest in academic achievement and/or specific subject areas.
4. Activities that promote general educational goals and are school-oriented.

Access to Extracurricular Activities

Access to and participation in extracurricular activities shall be open to all Terra Academy students as provided in state and federal regulations, including Title IX, and school board policy.

Supervision

The administration shall appoint qualified members of the faculty, or in the absence of qualified faculty members, may appoint qualified community members as a sponsor for each activity. The sponsor shall be responsible for the guidance and general supervision of the activity and shall ensure that all actions conform to school policies and regulations and state law. The supervisor will ensure that all students have been properly picked up before leaving the school grounds. School policy and fees regarding late pick up will apply for all extracurricular activities.

Fees

A school activity fee schedule will be approved annually by the Board of Trustees. In accordance with state and federal law, fee waivers for students qualifying for free and reduced lunch will be available.

Appendix I: URS Declaration of Participation



URS State Retirement Office
 PO Box 1590
 Salt Lake City, Utah 84110-1590
 (801) 366-7310
 (801) 753-7518
 FAX (801) 366-7728

DECLARATION OF PARTICIPATION OR INTENT FOR A CHARTER SCHOOL

INSTRUCTIONS:

1. Please type or print clearly using black ink.
2. Complete Sections A and B. Sign and return to the Retirement Office.

SECTION A - CHARTER SCHOOL INFORMATION

Name of Charter School: TERRA ACADEMY

Street Address: 1105 POLLO LOCO RD. Phone Number: 435-740-1518

City: VERNAL State: UT Zip: 84058

SECTION B - SELECTION OF OPTION

Please mark the box which indicates your selection.

Option 1. As a charter school, in accordance with Utah Code Ann. § 51A-1a-512, to maintain compliance with Title 49 we make the election of nonparticipation as an employer in the defined benefit (pension) retirement programs with Utah Retirement Systems. We acknowledge participation may be granted upon application at a future date.

Option 2. As a charter school, in accordance with Utah Code Ann. § 51A-1a-512, we make the irrevocable election to participate in the retirement programs of Utah Retirement Systems in compliance with Title 49. We further acknowledge any retirement benefit offered must include participation with Utah Retirement Systems. Our representative will contact URS to begin the application process.

ATTACH A COPY OF THE RESOLUTION ADOPTED BY YOUR GOVERNING BODY THAT SUPPORTS THIS DECISION.

Name of Charter School Authorized Representative (and Title (please print)): CASSIE HAYS Effective Date: 3/13/13

Signature of Charter School Authorized Representative: 

URS-4 (REV 4/10/09)

Terra Academy

Resolution Utah Retirement Systems Non-Participation versus Participation

Establishing decision to make the election of nonparticipation or participation in the Utah Retirement Systems Program

WHEREAS, the chair of Terra Academy, Cassie Hays, has forwarded a memorandum to all Terra Academy Governing Board Members relative to the election to participate or nonparticipation in the Utah Retirement Systems as an employer in the defined benefit.

Each member was directed to officially vote to between:

Option 1: As a charter school, in accordance with Utah Code Ann. 53A-1a-512, to maintain compliance with Title 49 we make the election of nonparticipation as an employer in the defined benefit (pension retirement programs with Utah Retirement Systems. We acknowledge participation may be granted upon application at a future date.

Option 2: As a charter school, in accordance with Utah Code Ann. 534-1a-512, we make the irrevocable election to participate in the retirement programs of Utah Retirement Systems in compliance with Title 49. We further acknowledge any retirement benefit offered must include participation with Utah Retirement Systems. Our representative will contact URS to begin the application process.

Vote:

Cassie Hays Nonparticipation

Jared McKeachnie Nonparticipation

Kristy Aycock Participation

Melissa Huber Nonparticipation

Lianna Etchberger Nonparticipation

Certified to be a true and correct copy of a Resolution adopted by the Terra Academy Charter Governing Board at its meeting on March 11, 2013



Cassie Hays
Governing Board Chair