



MSTAR ACADEMIES
CHARTER SCHOOL

“POTENTIAL MAGNIFIED”

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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: mStar Academies			
2. Name of applicant: Michele Noppers			
3. Authorized agent: Michele Noppers			
4. Mailing address: 624 Avalon Circle, Tooele, Utah 84074			
5. Phone number: 435-849-2434		6. Email address: michele.noppers@gmail.com	
7. District(s) where proposed charter school is located: Jordan, Granite, Murray			
8. District contact(s) and date complete application submitted to district(s). Submitted to Shelly Nordick Jordan School District on April 1, 2013.			
9. Form of Organization: _____ (x) Non Profit Other () Tribal Entity () 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)
Michele Noppers	michele.noppers@gmail.com	Founding Member	Founder/CEO
John McGroarty	john.mcgroarty@mstaracademies.com	Founding Member	Director of Curriculum and Academics

Albert Noppers	albert.noppers@mstaracademies.org	Founding Member	Director of Buildings and Technology
Tom Gregson	tom.gregson@mstaracademies.com	Founding Member	Director of Marketing and Public Relations
Ron Condie	ron.condie@mstaracademies.com	Founding Member	Director of Finance
Rebekkah Vielbaum	rebekkah.vielbaum@gmail.com	Founding Member	Government Liaison
11. Year school will start: 2015-2016		12. Number of instructional days: 180	
13. Grades served: K - 12		14. Hours of instruction: 7:50 – 3:20 pm	

15. Configuration of Grades : Grades K - 6								
	K	1	2	3	4	5	6	Total
Year 1 2015-2016 @ 75%	70	63	63	64	64	63	63	450
Year 2 2016-2017 @ 75%	80	76	76	77	78	78	74	540
Year 1 2015 -2016 @ 100%	75	83	83	84	83	84	83	
Year 2 2016 – 2017 @ 100%	105	103	103	104	103	103	104	
Grades 7 - 12								
	7	8	9	10	11	12	Total	
Year 1 2015-2016 @ 75%	60	40	50	75	50	25	300	
Total K – 12 @ 75%							750	
Year 2 2016-2017@ 75%	68	67	75	90	65	35		940
Year 1 2015-2016 @ 100%	80	70	75	57	75	68		
Total Year 1 2015 – 2017 @ 100%							1000	
Year 2 2016 – 2017 @ 100%	90	85	90	90	90	90		
Year 2 K- 12 Total @ 100%								1250

Does proposed grade configuration match resident district grade configuration? Yes (X) No ()

16. Target percentage of students with an Individualized Education Plan - 10%	17. Target percentage of students identified as minority - % 15
18. Target percentage of students qualifying for free or reduced lunch (i.e., economically disadvantaged) - % 35	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 (X)
20. Does the charter school intend to participate in Utah Retirement System? Yes No(X)	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). N/A
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. Michele Noppers, Albert Noppers, Ron Condie, John McGroarty, Tom Gregson, Rebekkah Vielbaum,	

I. Assurances

The applicant charter school hereby assures and certifies to the Utah State Charter School Board and Utah State Board of Education that: Read and Check

- ✓ The charter school will make provision for such fiscal control, fund and program accounting procedures as may be necessary to assure proper disbursement and accounting for all funds, and will utilize fiscal procedures that are consistent with generally accepted standards of fiscal management.
- ✓ The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.
- ✓ The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student.

- ✓ The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.
- ✓ The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt allowable fees annually in an open board meeting.
- ✓ A copy of the charter will be supplied to interested individuals or groups on request.
- ✓ The charter school will be fully accredited no later than its second year of operation.
- ✓ The charter school will acquire and maintain nonprofit corporate status.
- ✓ The charter school will acquire and maintain all required insurances, including General Liability Coverage for both Bodily Injury and Property Damage Liability at \$2 million per occurrence; perhaps, with an annual aggregate amount; Automobile Liability Coverage for Bodily Injury and Property Damage at \$2 million per occurrence including PIP coverage; Personal Injury / Civil Rights Coverage for claimed Constitutional violations and claimed violations of federal and state law at \$2 million per occurrence; Errors and Omission Coverage for, among other things, actions taken by directors and board members who govern the school at \$2 million per occurrence; Government Crime Policy including employee theft, faithful performance, and coverage for employee and officer bonds; Property Coverage's - 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/Administrator 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, Administrator, Assistant Administrator, Assessment Director, Special Education Director, Title IX Civil Rights Monitor Officer, Section 504 Coordinator, and Business Official.
- ✓ The charter school applicant acknowledges that neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities who operate the charter school.

- ✓ The charter school applicant 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.

I. Signatures

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

Name of Authorized Agent: Michele Noppers

Signature of Authorized Agent 

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

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

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.

SECTION 1: SCHOOL PURPOSE AND GOALS

Executive Summary

At mStar Academies, We believe in student achievement at the highest level. We incorporate a diverse learning population with experience and achievement to help our students magnify their full potential.

Key Founders

As a group, our founders have a broad collective experience base. As educators and colleagues they came together to look at educational choices within the community. With their love of children, community and quality education, the idea of mastery based achievement intertwined with a focus on multiple intelligences theory became the driving force for the organization of the school. As their excitement grew, they began to talk with other community members that shared the same desire for a quality educational choice for children and families. Each Board member brings a unique perspective and talent which helped unite them as a Board.

The Board members have previous experience within in elementary, junior high, high school and college; these founders give the mStar Academies Board a perceptive awareness of the vertical connections within the school necessary for the creation of a seamless school and professional connection.

Our Board members bring a wealth of experience from professional careers including curriculum development, accounting, educational and business marketing, finance, governmental relations, civil engineering, medical staffing and contracts, operations management, and motivational speaking and mentoring.

mStar Academies Vision Statement

mStar Academies will work to develop student intelligence through a collaborative environment structured to challenge intellectual thought and ability, creativity, develop a sense of civic responsibility, instill a lifelong love of learning and create connections to future potential.

mStar Academies Mission Statement

At mStar Academies we believe in the principles that our Nation was founded upon; that we welcome and learn from the countries represented therein. We revolutionize each student's learning by building upon successful principles found in both America's education system and that of leaders in the international marketplace. In doing so we are creating a strong foundation that gives our student's a competitive edge. We collaborate with institutes of higher education to provide our students with an accelerated learning experience that builds and enhances their strengths. This approach enables us to guide our students from Kindergarten through the 12th grade with the opportunity of acquiring a Bachelor's degree in addition to their High School diploma.

*“If a child can’t learn the way we teach, maybe we should teach the way they learn.”
Michael J. Fox*

School Description

mStar Academies was founded on the principle that all individuals have an untapped genius within them that when stimulated through knowledge, allows for a boundless opportunity for success. Our school’s educational program, based on Gardner’s Theory of Multiple Intelligences and Competency Based Education is designed to challenge current knowledge and create new possibilities of learning potential and standards. Through an inspiring curriculum within grades K -12, students will gain an understanding of the world that surrounds them.

Educational Program

The educational program at mStar Academies was designed specifically with the individual in mind. Focusing on intelligence and the various forms of it, students will be given a strong foundation in the core subject areas intertwined with community service learning, extra-curricular activities, and opportunities to develop a strong civic responsibility. Students will also have the option to pursue advanced learning through an established partnership with colleges and universities within the surround area. Each student will have the potential to graduate with both a High School Diploma and Bachelor of Science/Arts Degree in their chosen field of study, all completed within the High School years. Our main focus will be within the fields of medicine, science, technology and research, although other potential areas of academic study can be pursued, including Fine Arts.

MULTIPLE INTELLIGENCES

Howard Gardner’s theory of Multiple Intelligences provides the framework for teaching and learning at mStar Academies.

At the core of this theory is the recognition that people think and learn differently and that intelligence can be expressed in a multitude of ways. Our multifaceted approach to teaching incorporates each of the eight major intellectual domains defined by Dr. Gardner, and provides opportunities for each student to use his or her unique intelligence(s) to understand the subject matter. In addition we help students understand their strengths and challenges using multiple intelligences as a tool. Students learn to use strengths to acquire new information and work on more fully developing their knowledge in areas that are a challenge for them.

Intelligence Areas:

- Verbal Linguistic (Word Smart)
- Math-Logic (Number Smart)
- Spatial (Picture Smart)
- Bodily - Kinesthetic (Body Smart)
- Musical (Music Smart)

Interpersonal (People Smart)
Intrapersonal (Self Smart)
Naturalist (Nature Smart)

One of the challenges in any school population is the part of the student population that is either not being challenged educationally or who does not meet educational standards. We through our focus on individual learning styles and educational mastery will address these issues. We redefine smart.

Competency Based Education

Competency Based Education removes the restrictions of a time-based system. This ensures all students succeed in building college and career readiness. We will take advantage of the extraordinary technological advances in the classroom and enable our students to learn at their own pace, any time and everywhere.

- Students advance upon subject mastery.
- Competencies include measurable learning objectives that empower students.
- Assessment is a meaningful and positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs and styles.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with important skills.

School Demographic

Our students at mStar Academies will come from a diverse background that will offer students' social relationships that help establish cultural awareness and understanding. Students will come from the surrounding communities including the areas of West Jordan, West Valley, Sandy, Herriman, Murray, Salt Lake City and other areas to allow for these students to magnify their potential to the fullest and have the opportunities to succeed.

Students will develop a civic responsibility to their community by participating in activities including:

- Cultural development and awareness presentations, seminars, and field trips
- Development of relationships with governmental and community leaders
- Participation within civic based organizations
- Participation within service learning organizations and opportunities that develop a sense of community.

Purpose

The mStar Academies Board of Directors defines below how mStar Academies will meet the purpose of charter schools defined in Title 53A-1a-503.

1. *Continued improvement of overall student learning.*

One of our founding principles is improvement of overall student learning. We believe that creating a safe school environment with an exceptional leadership staff and faculty, our board will build a strong, collaborative learning atmosphere. Aspects of this effort will include the following:

- Teachers as Mentors. Our teachers are there to lead, guide and direct a student's education. A Mentor is someone who knows a child's learning style and educational path.
- Measurable and obtainable goals and objectives. We will use the Promethean Technology to track where each student is in their coursework each day. Every mentor, by using the Promethean tablet will have tractable results of a student's progress. Assessments are built into the curriculum and are viewable by the mentor in real-time.
- New students are tested at the beginning of each school year to determine their educational styles. Each mentor and trainer will keep a record of that student's learning style and direct that student to activities in each subject that will help the student to better learn the material.
- By understanding their learning styles a child is empowered to understand themselves and HOW they learn. Each child's uniqueness is then celebrated.
- CITO testing will begin in the 5th grade (or upon entry to the school for new, older students.) CITO testing is used to help students and administration identify the students area of talents and interest combined with their learning methods. This allows us to fine tune an educational program for each child, creating more educational options.
- Provide access to technology and online resources including e-books, research, learning sites, online communities, tools for presentations, student targeted planning, tracking and assessment models and tools.

- Student support through small group tutoring by teaching mentors, trainers and parents. Peer tutoring and after school homework clubs.
- Investment in each individual student’s potential, finding resolutions to problems, and helping each individual recognize their learning strengths through continual evaluation of learning styles and field of interest, assistance in goal setting to help them achieve their goals. (Silver, Strong, and Perini (2000))
- Guiding students to develop research and critical problem solving skills.
- Offering a challenging differentiated curriculum for all students.
- Using a variety of project strategies—individual projects, group projects, problem solving challenges, discovery problems, learning contracts.
- Using an accelerated, individualized and rigorous pace for instructional delivery especially with higher level classes.
- Provide a well-rounded foreign language program to all students.
- Teaching students to be leaders and allowing them to lead through cooperative group work and assignments.(Tohill,2009)
- Building a strong sense of community that will help foster future connections to an individual’s civic duty through family and community outreach programs.
- Ensuring all decision processes are foundationally based within the integrity of the individual.
- Clarifying expectations from our charter management company, the Board of Directors and School Administration through a collaborative union.

Mission Specific Goals

Indicator - Upholding mission and purpose		
<i>Measure</i>	<i>Metric</i>	<i>Board Goal</i>
Academic Focus	Students will be on an accelerated learning path. Each student that starts at least in the 7th grade with us will be given an opportunity to earn a bachelor's degree when they graduate high school with us at age 18.	100%
Service Learning	Students will complete at least one annual service project. The project will encompass the five stages of service learning (Investigation, Preparation and Planning, Action, Reflection, and Demonstration) as determined by the teacher.	100 % of students enrolled each academic year 95% completion rate
Academic Progress	Each student will have a bi-annual assessment to track academic progress to meet the overall school academic goals to potentially achieve a B.S. degree by graduation or a high level of college readiness.	100% of all students enrolled each academic year.
Academic Achievement	Students will achieve a minimum required GPA of 3.0 in all core subject areas and a 2.5 GPA overall as well as achieve a composite score of 21 on the ACT. Assessments are built into the curriculum and are available in real-time for teachers and administration.	Year 1: 90% Year 2: 95 % All other Years: 95%

- **Note: This chart is only representation of selected goals. The students will be required to meet citizenship and scholarship measures each year to apply to higher education programs offered by the school.**

#2 and #3: Develop innovative teaching instructional strategies and student learning processes and help our community become a collaborative unit.

mStar Academies will encourage innovative teaching methods through professional development structures based on Gardner's Theory of Multiple Intelligences that will motivate teachers and administrative members to become a community of learners. School-wide professional development efforts will target three key areas. These include:

- Instructional Practices and Curriculum – increasing knowledge of core content through learning of new instructional strategies and practices.
- Creative use of technology in the classroom. Movies, the internet, games, role playing, group learning; anything that brings education from theory to the real world application.
 - Classes will be upbeat, where real educational success is celebrated by all.
- Continuing Professional Development (Tohill, 2009). Specialized training is provided by mStar Academies Charter Development Company to encourage the Teachers as Mentors philosophy. Students are guided to evaluate information and make educated decisions for future growth.
 - Mentors and Trainers will have an in-depth twice a year 3 day training that is motivational and inspiring for mStar's teaching methodologies.
 - Free classes via the Coursera system are encouraged to add to each Mentors and Trainers degree.
 - ❖ Aides/Trainers, when possible will be student teachers in their last year of college that need classroom experience. This gives mStar a fresh group each year to work with as new teachers are needed that are already trained in mStar methodology.

Targeted professional development will meet the needs of the following recipients:

1. Grade levels, Departments, Special Education, Title 1 or vertical teams of teachers.

2. Teaching Assistants – Aids.
3. Individual staff members – identified areas for growth
4. Leadership – Board, Administration, Counselor, Case Management Team, Leadership Team

Teachers/Mentors, Aide/Trainers will be encouraged to share strategies, develop curriculum materials together and support each other in the classroom. Professional Teaching Practices has a direct impact on student achievement (Marzano, 2001, 2002, 2003). mStar Academies professional development will center on teaching practices that have a direct correlation to student success. The regular analysis of student outcome data and the adjustment of instructional practices provided by the Promethean Technologies are key to an effective learning community. At mStar Academies we will define proficiency and expect that all teachers/mentors align their instructional practices by developing differentiated, integrated material, expecting all students to demonstrate proficiency. This strategy will help us achieve our academic goals. mStar Academies will participate in all state testing requirements and use the results from those assessments to plan instruction. Progress monitoring in core subjects will align to the required standards and objectives in the Utah Core Curriculum. In addition students, via the Promethean technology the school uses are continuously evaluated. It is embedded in all teaching used. At the end of each day a Mentor and Trainer will know where each student is in their coursework.

Educator opportunity to design and implement instructional strategies:

Teacher/Mentors and Aid/Trainers will have the opportunity to work together in professional learning communities. These PLCs will help form foundational elements for curriculum development and design using Gardner’s Theory of Multiple Intelligences. Project learning and Competency based Learning; the foundational theories of our school. Each faculty member will also participate monthly in-service workshops and other professional development opportunities as well as those required to maintain a Utah Level 2 Teacher Certification.

The leadership teams of the school will be made up of administrative members, mentors, community and civic leaders, who will assist the school in development of specialized instructional opportunities for students and teachers through a collaborative connection.

A Mentor and Trainer mentoring program will be put in place that will help new Mentors, Trainers and seasoned veterans share knowledge and ideas. This opportunity will help these connections work on research-based instructional strategy development, educational curriculum development, and most importantly, development of a collaborative staff. Mentors will have the opportunity to visit other classrooms as part of the mentoring program. It is expected that everyone the student comes in contact with is considered a mentor from office and educational professionals to other staff members. This allows any member of the school staff to be in a frame of mind of constant contribution to each child’s welfare.

#4: Increase choice of learning opportunities for students:

- Students will learn the process of identifying a problem, generating possible solutions, selecting the best solution and implementing problem solving throughout the curriculum.
- Students will work collaboratively in cooperative learning groups. Cooperative learning groups will be used to develop peer interaction, leadership skills, and cooperation.
- All students will engage in service learning and develop a sense of civic responsibility through service experiences and reflection activities.
- mStar Academies teachers will train students to be critical thinkers using lessons such as cause and effect, sorting of relevant data, generalizations, argumentative writing, deduction.
- All students will keep reflection journals with emphasis placed on reflections of problem solutions and service learning.
- All students will have the opportunity to learn a second language.
- Students will develop leadership skills by working in collaborative groups, developing presentations and working through problem solving challenges with teams of students. Some flexible tasks will be assigned where students structure their own projects and investigations according to their own strengths and interests.
- In *Re-forming Gifted Education, How Parents and Teachers Match the Program to the Child* (Karen Rogers, Great Potential Press, 2002, pg. 138-140), the author suggests that the IB and AP tests may be the only national test that has not been “dumb-downed” since inception. The author also conducted a body of research on IB and AP programs and concluded that the academic gains of students in these courses were not only positive, but also predictors of college success. 6th-8th grade mStar Academies students would be encouraged to study AP coursework through their individualized middle school plan. High School students are encouraged to take upper education classes to help move them

onto achieving their Bachelor's at the same time they graduate with a High School Diploma. This will give students a head start on their college education in an age appropriate environment.

- Students will learn appropriate social skills and with Mentor and Trainer assistance, construct their own individual improvement plans. They will learn to solve their own problems.
- mStar Academies field trips may be developed around service learning opportunities and student involvement with planning, researching, and establishing a solution; participating in the activity will encourage civic responsibility.

#5 New forms of accountability and innovative measurement:

- Promethean technology will be used in each classroom. It allows the Mentors and Trainers to track in real-time where each student is, in any given subject.
- Each child will log into their account at the beginning of the day and know exactly where they stand and what direction they need to go in each day.
- Mentors and Trainers will facilitate an email each student's parent/guardian once every two weeks, updating them continuously on where their child is in each subject area.

SECTION 2: STUDENT POPULATION

Target Population

The target population for student of mStar Academies will be students from grades K – 12th grades. The average class size will be 25 students in the lower grades with an average of 20-25 students in the upper secondary grades based on chosen career pathway.

The vision, mission, and curriculum of mStar Academies will attract a wide variety of students and parents from the local surrounding communities. More specifically, the school's target population includes students that will thrive in an accelerated learning environment that is focused on student mastery and content application, divergent thinking, problem solving, and civic responsibility.

Students and families that see the value of an individualized academic program will also be part of the school's target population. The mStar Academies board believes that the school will attract students who sometimes feel are left behind in the district schools, including those advanced students who are currently unchallenged by the existing curriculum. Families that are interested in collaboration between extra-curricular activities and a strong academic program will also be attracted to our school. Interestingly, children with learning disabilities and those that are often viewed as underachievers bear similarities to the foregoing group, since many times these students are extremely gifted in areas of student interest. This group of students is therefore part of mStar Academies target population. The Board believes its approach to curriculum can provide an environment in which these students can excel.

Salt Lake County continues to expand within the school's desired geographical area. We are applying to build in the Jordan, Granite or Murray School districts. The board of directors feels that the school will draw individuals from many neighboring towns including Sandy, West Jordan, West Valley, Lehi, South Jordan, among others. We expect that mStar Academies will not only share the current academic demographics of the school district, but exceed them each year.

Special Population –

mStar Academies will meet the needs of students from a variety of special populations. This section will discuss the various special populations that may enroll at mStar Academies. This list is not at all inclusive and the mStar Academies staff will respond to each individual with research-based instructional strategies and assessment techniques.

English as a Second Language (ESL): Often students needing Alternative Language Services (“ALS”) services have educational experiences that challenge their individual educational development. ALS will be provided at mStar Academies in order for these students and their families to have meaningful access to the school’s educational services. Teachers will be encouraged to obtain ESL endorsements, providing them with the strategies to effectively instruct individual students. Targeted ALS professional development will be provided for all MStar Academies staff. The following components will be included in the ESL program:

- Initial identification of students through the home language survey distributed at registration;
- Utilizing the RTI (Response to Intervention) process to find children who might have been misidentified.
- Providing the needed services for proficient language acquisition including individual and group instruction when required.

mStar Academies will offer instruction in a second language(s) supporting language acquisition development in all students. Service Learning experiences that extend outside of the classroom and into the community may also benefit our ESL students. Cooperative Learning, implemented at mStar Academies, is a research-based strategy proven to increase the involvement of English Language Learners in classroom activities.

504 Eligible Students: mStar Academies understands the requirements of Section 504 in the school setting and will ensure that all requirements of that law are complied with, including providing accommodations to enable students to receive the benefits of this public school.

We will hire the necessary special education teachers appropriate to special needs student enrollment.

Gifted and Talented: “Gifted” means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their own age. (*How to Plan, Manage and Evaluate Programs for Gifted Youth K-12*, Jim Delisle, PhD. & Barbara A, Lewis, 2003) When educating the gifted student, emphasis should be placed upon students developing higher-level thinking and problem solving skills. The major components of leveling, problem solving, critical thinking, foreign language instruction, after school interest clubs, and the project-based qualities of service learning are part of the SA charter and will serve this group of students well. We also believe that our accelerated middle level program provides the framework to meet the needs of this subgroup. Providing opportunities for gifted students to serve the school and community will allow them to make worthwhile contributions to mStar Academies. The learning opportunities for gifted students are integrated into the mission and vision of mStar Academies.

Students under the jurisdiction of the court: mStar Academies may enroll students who are in foster care, state custody, or involved in a juvenile court judgment or action. The administration, school counselor, and Case Management Team will address any issues that arise concerning this group of students.

Admission Procedures/Lottery Policy

Admission Procedures

In accordance with state and federal law, admission to mStar Academies is not limited based on ethnicity, national origin, gender, religion, income level, creed, color, disabling condition, or proficiency in the English language. mStar Academies recognizes and adheres to the right to a free public education for all children, which is supported by the Individuals with Disabilities Education Act (IDEA 2004). No tuition is charged for attendance at mStar Academies.

mStar Academies will enroll all eligible students who submit an application by the stated deadline, unless the number of applications exceeds the capacity of the school's program, class, grade level, or the building. If the number of applications exceeds the capacity of a class, grade level, or the building, students shall be selected through a random lottery by an auditor certified computer program as outlined in Utah State Code 53A-1a-506(2)(b)(i and ii). mStar Academies shall give preference as allowed by law on the following basis:

- First Preference: to children of “Founders” (as defined in Appendix A);
- Second Preference: to children of “Mentors and Trainers”(as defined in Appendix A) of the school;
- Third Preference: to siblings of students presently enrolled in the school; and
- Fourth Preference: to children of “Employees” (as defined in Appendix A) of the school.

No more than 5% of the total student population will be enrolled as a result of priority based on the First, Second, and Fourth preferences listed above.

After the above-mentioned preferences have been granted, admission will be offered to any other students residing in Utah. After the application deadline, pupils for any remaining slots will be accepted in order of their lottery position. If an opening in the school occurs mid-year, the Director decides that new students should be accepted to fill the position, and no students remain from the original lottery, a notice for applications may be announced and applicants will be enrolled on the same basis as outlined above.

mStar Academies will follow state and federal laws regarding enrollment to ensure meeting all requirements necessary for school operations.

mStar Academies will have an open enrollment period beginning from the first day of February through the end of March within the same year prior to the start of the new school year.

Lottery Program

The first lottery will be held sometime in January or February. If more students apply than the number of available positions, students' names will be randomly ordered and chosen on that basis. Additional lotteries will be held on an as-needed-basis later in the spring and throughout the summer months.

Families will be notified via e-mail or phone of their child's acceptance into the school. Families selected will be notified of the next steps in the registration process and what timeline they will need to follow. Students not selected through the lottery program will need to re-enroll in the database for the next school year.

Every effort will be made to accept siblings in an individual family, but this may not be possible due to caps on class sizes. Sibling preference will be a first come, first serve basis according to when they were added on the sibling list. Students already enrolled in a current charter school will also not be required to participate in the lottery.

D. STUDENT ATTENDANCE AND ENROLLMENT

The educational experience of the mStar Academies founding Board members has taught them the importance of student attendance first hand. Attendance is especially important with a curriculum like ours. Students who fail to attend regularly will find it especially difficult to keep pace and to progress and reap the benefits that the mStar Academies program offers. Student engagement and participation is essential for students to develop the problem solving and critical thinking skills that we will instill. The Board will therefore work to implement an effective attendance policy and provide clear attendance expectations to students and families. The administration will then work closely with the parents and students who miss school to help them understand the importance of attendance and the consequences of missing school.

School administration and staff will keep accurate records of student attendance. This will enable administration and teachers to identify attendance issues before they negatively impact a student's education. The school believes in a proactive and collaborative approach to these issues that seeks to identify the root causes and work together to find ways to improve the student's attendance. We believe in this positive approach because it is consistent with the ideal that the school is most concerned with the student's well-being and not simply with the statistics for their own sake. mStar Academies also believes that this is the most effective way to improve attendance.

The Board also understands the importance of the school's enrollment and re-enrollment rates, and that they are the financial lifeblood of the school. The Board also believes that the demand for a school, as demonstrated by its enrollment and re-enrollment statistics, is an excellent indicator of whether the school is providing a quality educational experience.

Indicator – Student Attendance and reenrollment		
<i>Measure</i>	<i>Metric</i>	<i>Board Goal</i>
Student Attendance Rate	Student Membership/All students (180 Days)	95%
Within year enrollment rate	Percentage of students continuously enrolled throughout the year	95%
Year-to-year reenrollment rate	Percentage of students re-enrolled from one year to another	93%
Continuous reenrollment rate	Percentage of students continuously enrolled for all available years.	95% - year 3 to 5

SECTION 3: CALENDAR AND BELL SCHEDULE

Below is listed the mStar Academies 2015-2016 Calendar as well as the daily bell schedule through the years 2018-2019.

A. Calendar

The 2015-2016 calendar listed below specifies the following information:

- 180 instructional days below August 25, 2015 and June 3, 2016
- The calendar is divided into 4 quarters with the number of days for each quarter (42,39,38,42)
- School Holidays; in addition to state and federal legal holidays.
- Fall, Winter, and Spring Break
- Staff Development Days
- Parent Teacher Conferences

Board of Director Meetings will be held on a monthly basis, and specific dates will be publicly posted no less than 24 hours in advance of the meeting.

mStar Academies will proctor all state required testing within determined testing window dates as required by the State of Utah. mStar Academies will also access the need for additional assessments for the purposes of gathering student data, information, and scholastic statistics.

MSTAR ACADEMIES CALENDAR 2015-2016

- Calendar Subject to Change To Accommodate Special or Unique Circumstances.

AUGUST							SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER							JANUARY													
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
						1			1	2	3	4	5							1	2	3	1	2	3	4	5	6	7							1	2	3	4	5							1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9							
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16							
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23							
23	24	25	26	27	28	29	27	28	29	30	25	26	27	28	29	30	31	29	30	27	28	29	30	31	24	25	26	27	28	29	30																	
30	31																																31															
FEBRUARY							MARCH							APRIL							MAY							JUNE							JULY													
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
	1	2	3	4	5	6			1	2	3	4	5							1	2	1	2	3	4	5	6	7							1	2	3	4							1	2		
7	8	9	10	11	12	13	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9							
14	15	16	17	18	19	20	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16							
21	22	23	24	25	26	27	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23							
28	29						27	28	29	30	31	24	25	26	27	28	29	30	29	30	31	26	27	28	29	30	24	25	26	27	28	29	30															
																																	31															

Calendar Events 2015 – 2016:

End of Term:

1st quarter – October 29, 2015

2nd Quarter – January 21, 2015

3rd Quarter – March 31, 2015

4th Quarter – June 3, 2015

Holidays:

September 7, 2015 – Labor Day

October 15 – 16, 2015 - Fall Recess

November 26-26, 2015 – Thanksgiving

December 21- January 1, 2016 – Christmas Break

February 15, 2016 – President’s Day

April 14 - 18, 2016 - Spring Recess

May 30, 2016 – Memorial Holiday

Graduation: June 2, 2016

Total Student Days: 180

mStar Academies
2015-2016 TRADITIONAL SCHOOL YEAR CALENDAR

Induction Meetings for Elementary :Monday, August 17, 2015
 Induction Meetings for Secondary Teachers : Tuesday, August 18, 2015
 All Teachers Report: Wednesday, Thursday, Friday, August 19,20,21,2015
 Beginning of Classwork for Students : Monday, August 24, 2015
 Close of Classwork for Students :Friday, June 3, 2015
 *Check-out Day for Teachers: Monday, June 6, 2015

HOLIDAYS AND OTHER DAYS SCHOOL WILL BE CLOSED

Labor Day Recess Monday, September 7, 2015
 **Compensatory Recess for Middle School Parent-Teacher Conferences .. Friday, October 2, 2015
 (see High School and Middle School Conference schedule below)
 Fall Recess Thursday, Friday, October 17-18, 2015
 All-Grade Transmittal Day (Students do not attend.) Friday, November 6, 2015
 **Compensatory Recess for Elementary Parent-Teacher Conferences Friday, November 13, 2015
 (see Elementary School Conference schedule below)
 Thanksgiving Recess Wednesday, Thursday, Friday, November 25,26,27, 2015
 Winter Recess Monday, December 21, 2015 – Friday, January 1, 2016
 School resumes on Monday, January 4, 2016
 Dr. Martin Luther King Jr. Day Recess Monday, January 18, 2015
 All-Grade Transmittal Day (Students do not attend.) Friday, January 22, 2015
 Washington and Lincoln Day Recess Monday, February 15, 2015
 **Compensatory Recess for Middle Parent-Teacher Conferences Friday, March 4, 2015
 (see High School and Middle School Conference schedule below)
 Elementary Grade Transmittal Day (Students do not attend.) Friday, March 11, 2015
 **Compensatory Recess for Elementary Parent-Teacher Conferences Friday, March 11, 2014
 (see Elementary School Conference schedule below)
 Secondary Grade Transmittal Day (Students do not attend.) Monday, March 28, 2015
 Spring Recess Thursday, Friday and Monday, April 14,15& 18, 2015
 Memorial Day Recess Monday, May 30, 2014
 Graduation..... Thursday, June 3, 2015

FALL PARENT-TEACHER CONFERENCE SCHEDULE

High School October 14, 2015
 Middle School Wednesday and Thursday, October 7 & 8, 2015
 Elementary School Wednesday and Thursday, November 11 & 12, 2015

SPRING PARENT-TEACHER CONFERENCE SCHEDULE

High School March 2, 2015
 Middle School Wednesday and Thursday March 9 & 10, 2015
 Elementary School Wednesday and Thursday, March 9 &10, 2014

END OF QUARTERS

1st Quarter—Thursday, October 29, 201546 Days 2ndQuarter—Thursday, Jan. 21, 2016.....45 Days
 3rdQuarter—Friday, March 24, 201644 Days 4thQuarter-Friday, June 3, 201645 Days

* **184 Contract Days (students are in school 180 days)**
 ** **Counted as Days in School**

Bell Schedule

Regular Day Bell Schedule Elementary Classes			
Grade	Monday - Thursday	Friday	
1st - 6th Grade	8:00 am - 3:00 pm	8:00 am - 12:45 pm	
Example Grades 1-6			
8:00 - 8:55 am	English	8:00 - 8:40 am	Class
8:55 - 10:00 am	Class	8:30 - 9:10 am	Math
10:00 - 10:10 am	Recess	9:10 - 9:20 am	Recess
10:10 - 11:05 am	Math	9:20 - 10:00 am	Class
11:05 - 12:05 pm	Class	10:00 - 10:40 am	Class
12:05 - 12 :40 pm	Lunch	10:40 - 11:15 am	Lunch
12:40 - 1:40 pm	Class	11:25 - 12:05 pm	English
1:40 - 1:50 pm	Recess	12:05 - 12:45 pm	Class
1:50 - 3:00 pm	Class		

Kindergarten Morning		Kindergarten Afternoon	
8:00 - 8:30 am	Reading	12:00 - 12:30 PM	Reading
8:30 - 9:00 am	Math	12:30 - 1:00 pm	Math
9:00 - 9:30 am	Class	1:00 - 1:30 pm	Class
9:30 - 9:40 am	Recess	1:30 - 1:40 pm	Recess
9:40-10:10 am	Class	1:40 - 2:10 pm	Class
10:10 - 10:40 am	Class	2:10 - 2:40 pm	Class
10:40 - 11:10 am	Class	2:40 - 3:10	Class

**Regular Day Bell Schedule
Secondary Classes**

Period	Start Time	End Time	Instructional Minutes	Pass Time	Lunch / Break
1st Period	7:50	8:45	:55	:05	
2nd Period	8:50	9:45	:55	:05	
Break	9:45	10:00		:05	:10
3rd Period	10:00	10:55	:55	:05	
4th Period	11:00	11:55	:55	:05	
Lunch	11:55	12:20		:05	:25
5th Period	12:25	1:20	:55	:05	
6th Period	1:25	2:20	:55	:05	
7th Period	2:25	3:20	:55		

SECTION 4: MARKET ANALYSIS

A. Location

mStar Academies understands the importance of selecting a quality location for the school. We have spoken with many charter school boards, developers, contractors and financiers concerning this matter. In compiling the recommendations given to us, we have come up with the following criteria. In no particular order they are:

1. Proximity- mStar Academies will be looking for land that is in close proximity to neighboring families. We will not jeopardize attracting students due to a facility that is inconvenient to access.
2. Development Costs- Just because the land is “cheap” does not make it a good deal. We understand that the costs associated with items such as water, sewer and roads can add up quickly. We will ensure ample amount of time in the “due diligence” period to answer these questions in collaboration with HIGHMARK School Development Company, and Hodges Construction.
3. Growth- We will be looking for locations that will allow for growth, not only with the school, but population as well. According to the US Census, South Jordan, West Jordan, Herriman, Riverton, Draper, Sandy, West Valley and other neighboring cities are projected to have rapid growth for years that allows for new home development. New home development is an integral part of school growth.
4. Cost- We are mindful of a tight budget. The Board of mStar Academies will work diligently to ensure that the philosophy remains “education first, building second”. An affordable building starts with an affordable piece of ground to build it on.
5. Existing Facility- Although options are limited in this area, we are open to the idea of taking an existing facility and turning it into something amazing for the community for years to come. Not only does this option ideally help the school financially, but it also creates something that the community can be proud of. For an existing facility to be considered, it must be within an area that does not compromise the target population of mStar Academies.

For a full description of possible locations, please see Section 6 Capital Facility Plan. For the purposes of this section, the following subsections will be discussed: *Location, Planning, Market Content and Trends, Competitive Advantage, and Outreach.*

B. Current School Districts Demographic Information

The Jordan school district is the most technology centered, forward-focused district in the state. Through integrating a variety of systems and resources, including Route 21ⁱ, JSD has repeatedly stated their desire for a technology driven alternative education for their students. As stated on their website, JSD already plans on some kind of STEM (Science, Technology, Engineering, and Mathematics)ⁱⁱ school for middle-high school students. mStar Academies fits this stated desire perfectly.

Last year JSD served 2,724ⁱⁱⁱ students in a concurrent enrollment capacity, earning a total of 19,376 credits. This shows an impressive commitment to ensuring students graduate with as much of an edge as possible. mStar Academies will expand existing opportunities for the students of JSD to further their higher education while they are still living at home. This ability to increase education at a younger age will deepen the scope of the already stated goals of JSD. We feel that mStar Academies and JSD are the perfect fit.

Even though JSD has made impressive strides in raising the bar for quality and relevant education, they will still find mStar Academies very relevant to their student population. mStar Academies combines state of the art education, abundant resources, alternative learning styles, and unparalleled opportunities for advancement that will set JSD apart as the pre-eminent district in the state of Utah. In order to ensure that the community is aware of this potential mStar Academies will implement a variety of outreach/advertisement strategies which may or may not include; Radio ads, attending community events and meetings, participating in community projects, television, fliers, etc.

http://www.jordandistrict.org/wp-content/uploads/board_legislativepresentation.pdf - Pg.21

http://www.jordandistrict.org/wp-content/uploads/board_legislativepresentation.pdf -Pg.5

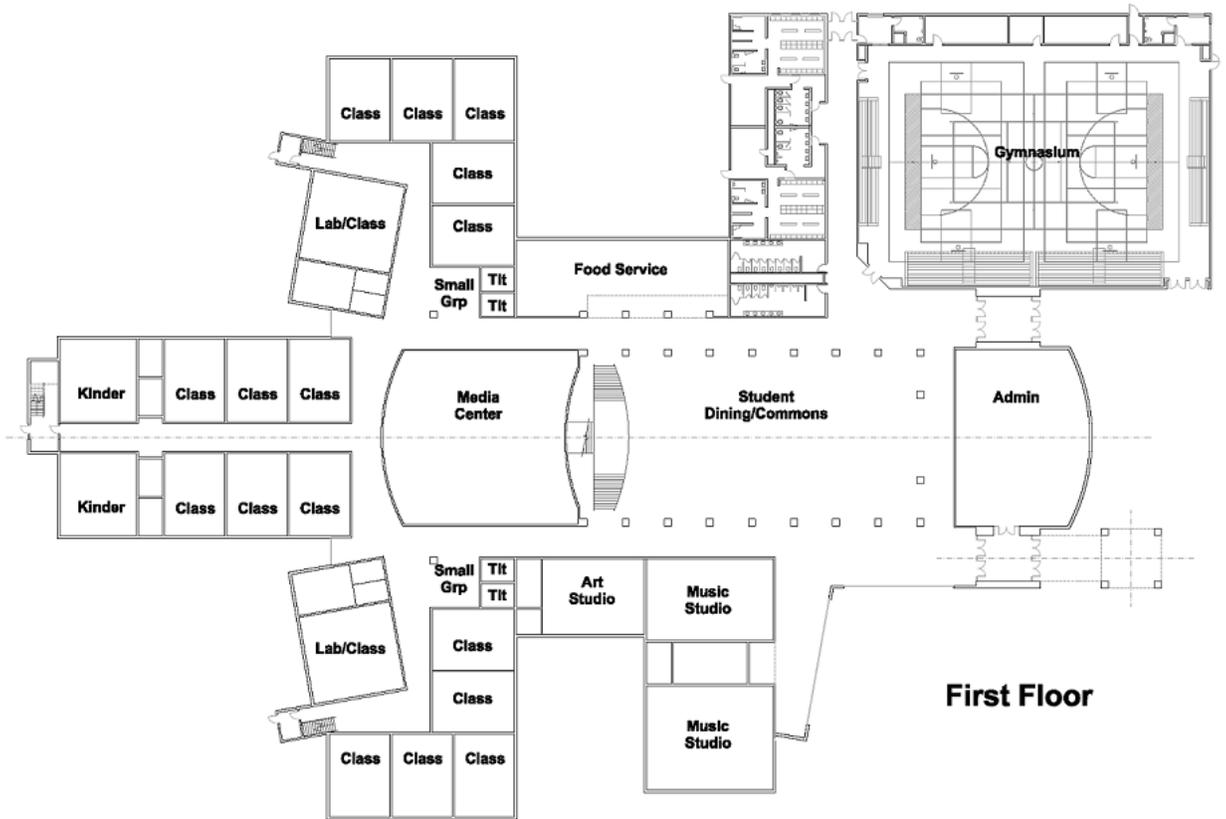
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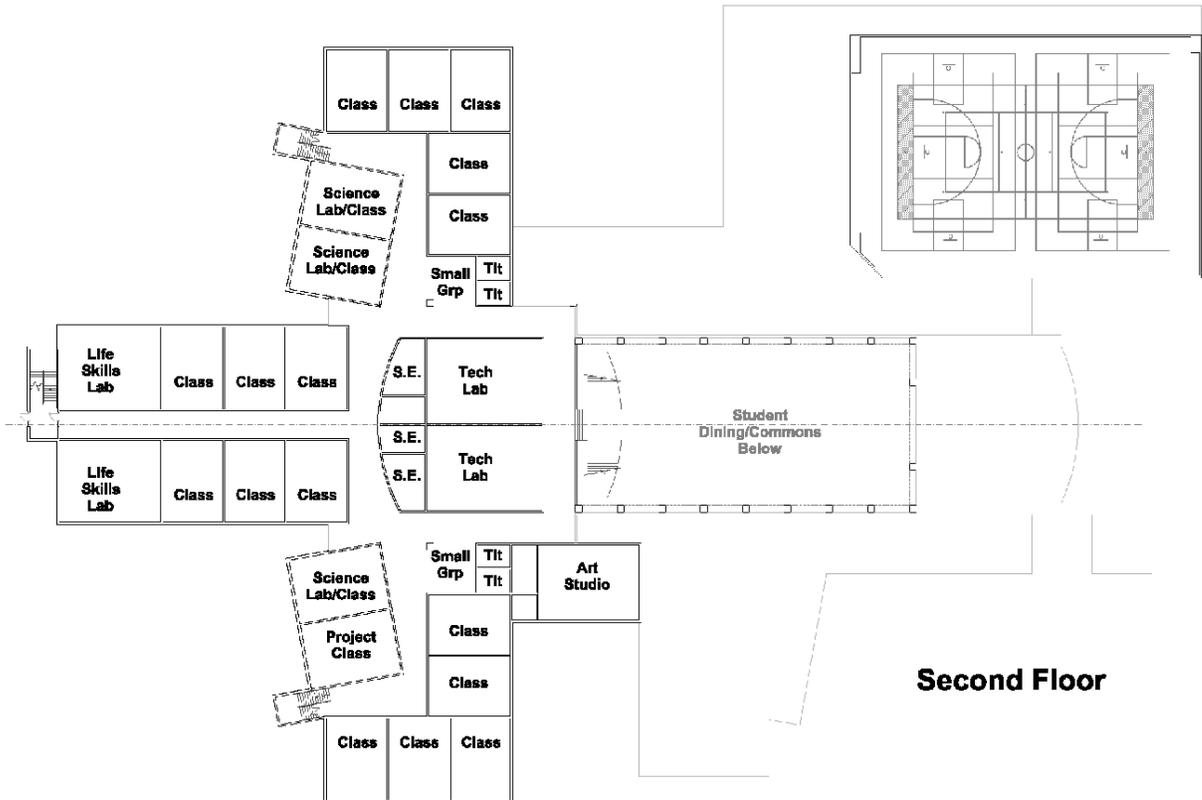
<http://www.jordandistrict.org/schools/high>

<http://www.daybreakutah.com/why>

http://www.jordandistrict.org/wp-content/uploads/board_legislativepresentation.pdf - Pg10

B. Planning





Second Floor

MA has not finalized a layout for the school, but has decided a community focus layout would most fit our style of teaching. This represents an example of the concept we are currently looking at. It does not list all of the classroom spaces needed. We do want to do a 2 story concept to save on land space and building costs. We are currently collaborating with Naylor Wentworth Lund Architects, Hodges Construction and HIGHMARK School Development on school design and location. Hodges Construction and HIGHMARK have 100% reputation for completing their projects on time for school opening.

The mStar Academies facilities will include a large community area within the middle of the campus. The school would also like to incorporate the following:

- Community areas for student social gatherings
- Wall Mounts – for hanging signs, decorations, etc.
- Gymnasium – extra storage for equipment
- Cafeteria – extra square footage to store tables at either end of the room
- Library/Computer Lab – clear visibility to all room locations from a centralized circulation desk and a divided area for student computer lab use.
- Playground and outdoor exercise area.

mStar Academies will make changes to the layout to incorporate the school mission and class requirements. Although, at the present time a definite floor plan cannot be decided upon due to the varied leasing/purchase options that are available to the school, mStar Academies has decided what would be needed and which options the school would like to have.

A. Contingency Plan

Our primary plan is to open our school within the Jordan School District boundaries; however we have also turned in Charters to both the Murray and Granite School Districts.

Market Content and Trends

New development has brought new transportation projects to the Jordan area. The new Mid-Jordan TRAX travels through West Jordan and connects to the main TRAX line. The Mid-Jordan light rail line offers six transit stops within the city and connects to the Utah Transit Authority's entire light rail system and connects to the regional commuter rail system. Mountain View Corridor, a west-side freeway, is complete and allows additional access.

Affordable housing, quality schools, top-notch public safety, are some of the features that has created a long term projection of continued growth for Jordan School District.

As part of the Jordan School District, West Jordan has two high schools, four middle schools, 16 elementary schools, a special needs school, and several charter schools. The Jordan school District boasts a graduation rate of 93%, with more than 80% continuing their education at institutions of higher learning. West Jordan is home to a branch of Salt Lake Community College, which awards more associate degrees than any other Utah institution. The West Jordan campus has more than 4,300 of SLCC's 32,000 student body.

Competitive Advantage

We believe that our competitive advantage will be found within the specialized academic program and educational model. In these communities, the value of education is demonstrated by the quality of schools and student population. Current schools within the districts are consistently scoring above average on standardized testing and other academic measurements. Our Multiple Intelligences and Competency based academic program will offer students a method to test their abilities and expertise in any given subject. The governing board of mStar Academies is committed to this program and believes that each student has within them an undiscovered genius that can lead to successful higher academic and career choices. One distinct characteristic is that our students will have the opportunity and potential to graduate from High School with a college degree of at least an A.S, if not their B.S or B.A. degree in a chosen field. This unique feature and our focus on Multiple Intelligence and Competency Based Education are what allows our school to stand out among others within the geographical area.

Outreach

A key element to mStar Academies is the mission to help students “magnify their potential” while developing their sense of responsibility to civic and community roles. Therefore, our goal is to market our school to areas within the Jordan School District including surrounding cities in a way that will ensure all interested students have an opportunity to enroll. Our marketing efforts will consist of traditional methods intertwined with utilization of local resources that will demonstrate the potential of our school and how it can give back to the community each year. We will seek opportunities to participate in community events and local charitable organizations as part of our service oriented directive.

Traditional marketing efforts will focus on holding regularly scheduled “public information sessions” in the West Jordan, Sandy, Herriman, Riverton, Salt Lake, Murray and West Valley areas. Word-of-mouth will become an effective tool in recruitment of students to our school. These meetings will provide a wonderful opportunity to showcase our school and teach the community about our program offerings and how unique our program is. We will visit the K-6 charter schools within the district and surrounding areas to give families a different option for secondary education. We will also distribute printed materials to those areas mentioned above as well as have open house information sessions on a monthly basis. All marketing materials will be distributed in both English and Spanish. Also, we believe that our website will offer valuable information to interested families.

We also intend on utilization of general communication channels to generate awareness of our school. Facebook, Twitter, and other social media sites will be used to distribute information, news, and enrollment information for the school. All communications will specify that mStar Academies is a public school open to all families including students with special needs.



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This statement with the information it contains is given with the understanding that all negotiations relating to the purchase, renting, or leasing of the property described above shall be conducted through this office. The above information while not guaranteed has been secured from sources we believe to be reliable. Owned and Operated by NRT LLC. ©2012



SITE POTENTIAL

- One Acre Pad Sites up to 22.50 Acres
- Built-to-Suit or Improved Pads Available
- Master Planned VMU
- C2 Zoning Potential

SOUTH JORDAN LOCATION

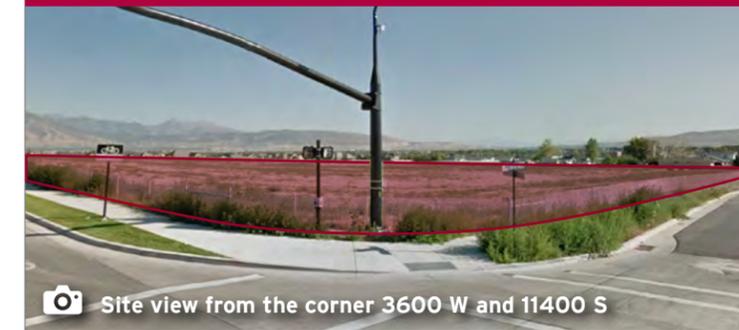
- Fastest Growing Area in the State
- 10th in Best Cities to Live - Gaberry Group
- 18th of 100 Best Cities to Live - CNN Money 2012

Demographics

	1 Mile	3 Mile	5 Mile
Population			
2012 Estimated	12,228	87,335	191,693
2017 Projected	15,010	99,320	214,757
Households			
2012 Estimated	3,200	23,960	54,059
2017 Projected	3,971	27,418	60,804
Income			
2012 Med HHI	\$72,382	\$78,392	\$70,548
2012 Ave HHI	\$81,485	\$87,752	\$81,385
2012 Per Capita	\$21,873	\$23,898	\$23,054
Employment			
Total Businesses	469	4,469	11,167
Total Employees	1,959	19,930	68,830

Approximately 22.50 Acre Mixed Use Development

Retail, Office & Multi-Family Potential



Site view from the corner 3600 W and 11400 S

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SITE FLEXIBILITY *Choose from 3 development opportunities*

- Seller has 22.50 Acres Under Control
- Ability to Site Big or Medium Box Users
- Drive Through Locations
- Commercial Pad Sites as Small as 1 Acre
- Buyer's Ability to Control the Full 22.50 Acres

**Act Quickly
While The Seller Still Has
The Ability To Meet Your Needs!**

1 BIG BOX Opportunity



Developer will sell up to 10.5 acres on the NW corner to a major retailer for \$14.99 SF*

** Price based on a 10 Acre parcel*

2 COMMERCIAL PADS Drive Through Opportunity



3 FULL PROJECT Opportunity



Significant discount for full development purchase of \$9.34 Million or \$9.53 per SF



SECTION 5: CAPITAL FACILITY PLAN

mStar Academies is committed to providing an atmosphere that inspires learning, growth, development and collaboration—employing a holistic approach to assist our students in becoming engaged within our modern society during this critical period of their lives.

We recognize the need to have multiple strategies to creating our facility. In the forefront is the option of new construction of a specifically designed facility which, though thoughtful and proactive planning, augments our school's educational philosophy and charter document. We believe this will best serve our student population. Another option is retrofitting existing space, either as a temporary or permanent location. These decisions will ultimately be made after our charter approval in early 2014 and will be based on property availability and suitability, the student population requirements of our service area, cost efficiencies of the local real estate market as well as other evolving circumstances, options and needs.

FACILITY REQUIREMENTS

At a minimum, the design plan for mStar Academies' new facility is a cost-conscious, energy-efficient, state-of-the-art learning environment for our students. mStar's instructional philosophy places importance on the influence of the facility's relationship to our educational purpose. It is therefore a priority of the mStar Board of Directors to secure a new, custom-designed and built facility through a reputable and stable financing partner that will allow mStar to eventually purchase the school building as soon as it is financially feasible for us to do so.

mStar plans to use developer financing that includes a reasonable and responsible lease with an option to purchase. This initial lease structure allows mStar to develop a history of credibility (as a school, organization, and lessee) and a fund balance. We understand that these two things (among other sustainable educational success factors) are what creditors and investors factor into their lending decisions. As a new school, mStar will not qualify for bonds or conventional loans from commercial banks because we do not have the history and financial track record necessary to underwrite a loan for the facility we envision.

Additionally, we will seek a financial partner that will help mStar not to exceed 20 percent of our school's yearly operating budget to the facility financing package. After a few years of successful operation, mStar will exercise the purchase option when a financed payment becomes fiscally prudent. At that time, we anticipate having the suggested cash balance that will allow mStar Academies to make the lease payments (again not exceeding 20% of our yearly budget) as well as the eventual long-term payments after we have secured conservative bond financing (as the market allows at the time).

Site Criteria

No site has yet been secured for the new mStar Academies, although there are several properties in Southwest Salt Lake County (within the borders of the Jordan School District) which are under consideration with our Board and advisory team. The following criteria have, and will be used to evaluate potential sites as we consider the various locations for the mStar Academies new school facility:

- **SAFETY**: Safe walking routes, protection from busy roads, neighborhood crime rate, proximity of police, fire departments, hospitals, etc. as well as any bars, tattoo parlors or alcohol distributors, general safety of property attributes (ditches, canals, etc.)
- **ACCESS**: The proximity of the school to our enrollment base (preferably next to a large residential neighborhood), adequate driveways and student drop off lanes for parents, closeness to public transportation, proximity to main roads and the freeway.
- **SIZE**: Sufficient acreage to build a facility of at least 120,000 square feet (approximately 12-10 acres), sufficient parking and adequate playground/fields area.
- **INFRASTRUCTURE**: Proximity of power, sewer, water lines and storm-water to lessen the building's development on our budget, as well as a study of geotechnical issues, soil quality/content, grades, possible land clearing or demolition issues, water rights, water table issues, and environmental and/or major seismic concerns.
- **PRICING**: At or below market pricing appropriate for a conservative budget.
- **COMMUNITY**: Support from the local neighborhood, businesses and municipality, zoning, ease of obtaining local permits, existing easement requirements, etc.

A final selection and contractual arrangement with potential property owners would take place as the charter is approved and financing is secured. The overall experience of our team will assist mStar Academies to select and purchase the best land in the best location at the best price. Together with our board and leaders, mStar can select and acquire the best plot of land that is easily accessible, in a great location, and zoned properly all within our school's budget.

Possible Locations and Revenue Planning: How it Affects our Facility

In our research over the past several months, we have located several possible sites for the school within the boundaries of the Jordan School District. These sites include areas that will facilitate new construction, as well as the secondary option to utilize an existing structure. With the selection of these sites in southwestern Salt Lake County, we have focused on land in areas that have high student populations within the Jordan School District that we believe are underserved due to the lack of space for the current and projected number of students.

We must first obtain our charter approval before we can determine a final and definite location and enter into legal contract agreements for the new construction (or retrofit) of a facility. As part of the process for developing our facility plan we have met with the staffs of HighMark School Development, Naylor Wentworth Lund Architects and Hogan & Associates Construction to discuss our needs and to seek their advice. They have been extremely helpful and we will continue to ask their guidance in the development of our facility plan.

Below is a preliminary chart showing conservative, approximated costs of mStar’s new campus, based upon current amounts of recent charter school projects (for comparison). This assumes the infrastructure costs of a 12-acre parcel of land (with no significant site problems) and current charter school construction costs* totaling from 110,000 to 130,000 square feet (not including land purchase amount).

Approximated mSTAR Campus (Land & Building) Costs				
	Cost PSF	110,000	120,000	130,000
Estimated SF Construction Cost (Building & Site)	\$150	\$16,500,000	\$18,000,000	\$19,500,000

(*as opposed to traditional K12, or school district, costs which are \$25 to \$40 per square foot higher than charter school construction)

Costs per square foot for charter schools are variable depending upon the total property acreage and the particular conditions of the site, design of the facility and the materials selected for its construction. mStar Academies and the Building Development Team will work to keep the project within the 20% yearly budget and the team will rely upon Hogan & Associates Construction to stay within the Guaranteed Maximum Price (GMP) during the construction phase.

PROPOSED BUILDING SPECIFICATIONS

The new mStar Academies facility will need to be created in such a way as to accommodate the needs of the school’s particular teaching program. Students in upper grades K-6 will have grade-specific classrooms. Students in upper grades 7-12 will rotate through the day between classes designed for the teaching of individual subjects. Because of this model, the classrooms for grades 7-12 will need to be adapted to the different subjects rather than grade levels.

There is a desire by the school to keep the middle school classes somewhat separated from the high school classes – most notably through possible separate wings of the school. It is understood that some middle and high school classes may be held in universal classrooms such as science, labs and so forth. While there will be some classrooms needed for large-group instruction, the average classroom square footage should be large enough to comfortably accommodate 20-25 students per classroom.

Approximated mSTAR Building Square Footage			
Room	#	sq ft	total sq ft
Academic Core Spaces			
Kindergarten Classroom	2	800	1,600
Kindergarten Restroom	2	60	120
Elementary Classroom (grades 1-5)	20	720	14,400

Elementary Science/Computer Lab	1	720	720
Middle School Classroom (grades 6-8)	7	720	5,040
Middle School Project Laboratory	1	900	900
Science/Tech/English/Math/Computer Lab	1	900	900
Individual Restroom	3	60	180
High School Classroom (grades 9-12)	9	720	6,480
Science Classroom - General/Physics	1	900	900
Science Classroom - Chemistry	1	900	900
Science Classroom - Biology	1	900	900
Science Prep	1	300	300
Teacher Prep Area/Workroom/Lounge	2	300	600
Project/Classroom	1	900	900
Instructional Material Storage	3	150	450
Small Group Room	0	150	0
Academic Core Spaces Subtotal			35,290
Special Education Spaces			
Self-contained Classroom	1	700	700
Workroom/Conference	1	150	150
Restroom/Shower	1	100	100
Special Education/Resource	1	700	700
Small Self-contained	1	350	350
Special Education Subtotal			2,000
Administrative Spaces			
Reception Area	1	300	300
Secretarial Area	1	250	250
Principal's Office	1	150	150
Assistant Principal's Office	1	120	120
Conference Room	1	250	250
Mail/Work/Copy Room	1	200	200
Administrative Storage	1	75	75
Vault/Records Storage	1	100	100
In-school Suspension	1	200	200
Restroom	2	60	120
Guidance Counselor's Office	2	120	240

Guidance Records/Storage	1	75	75
Guidance Conference Room	1	200	200
Parent/Volunteer Room	0	200	0
Nurse's Office/Clinic (including restroom)	1	350	350
Itinerant Personnel Office	1	120	120
Guidance Conference & Career Center	1	140	140
Administrative Spaces Subtotal			2,890
Media Center Spaces			
Reading Room/Circulation	1	3,500	3,500
Media Specialist Office	1	120	120
Workroom/Storage	1	210	210
Main Control/Equipment Room	1	300	300
Conference Room	1	150	150
Multimedia Production Room	1	300	300
Document Storage	1	100	100
Media Center Spaces Subtotal			4,680
Visual Arts Spaces			
Art Studio	2	1,200	2,400
Kiln/Ceramic	2	100	200
Art Material Storage	1	200	200
Visual Arts Spaces Subtotal			2,800
Music Spaces			
Music Room	1	1,200	1,200
Vocal/Instrumental Room	1	1800	1,800
Instrument Storage	1	400	400
Uniform Storage	1	150	150
Music Library	1	120	120
Ensemble Room	1	200	200
Practice Room	2	60	120
Music Spaces Subtotal			3,990
Physical Education Spaces			
Gymnasium	1	10,000	10,000

Student Locker Room	2	550	1,100
Student Restroom/Shower	2	200	400
Physical Education Storage	1	400	400
P.E./Athletic Office	2	75	150
Staff Shower	2	75	150
Athletic Director's Office	0	120	0
Lobby Services	0	100	0
Training Room	1	200	200
Physical Health Classroom	0	750	0
Multi-use P.E. Room	1	1,400	1,400
Physical Education Spaces Subtotal			13,800
Student Dining Spaces			
Student Dining	1	8,750	8,750
Stage	1	890	890
Staff Dining	0	0	0
Table Storage	1	400	400
Scene Shop and Storage	1	350	350
Make-up/Dressing Rooms	2	200	400
Theatrical Control Room	1	150	150
Drama Storage	1	150	150
Family Restroom	1	80	80
Student Dining Spaces Subtotal			11,170
Family and Consumer Science Spaces			
Life Skills Lab	2	1,200	2,400
Life Skills Storage	1	100	100
Laundry	1	150	150
Child Development	1	1,200	1,200
Life Skills Lab	2	1,200	2,400
Life Skills Storage	1	100	100
Laundry	1	150	150
Child Development	1	1,200	1,200
Family and Consumer Science Subtotal			3,850
Technology Education Spaces			

Modular Technology Lab	2	1,500	3,000
Storage	1	150	150
Technology Education Spaces Subtotal			3,150
Food Service Spaces			
Preparation Area	1	1,890	1,890
Serving Area	1	1,785	1,785
Dry Food Storage	1	578	578
Cooler/Freezer	1	525	525
Ware Washing	1	473	473
Dietician Office	1	75	75
Restroom/Locker Room	1	140	140
Food Service Spaces Subtotal			5,465
Custodial Spaces			
Workroom	1	250	250
Custodial Office	1	100	100
Custodial Spaces Subtotal			350
Building Services Spaces			
Large Group Restrooms	1	2,683	2,683
Custodial Closet	3	50	150
Electrical Closet	2	50	100
Telecommunications Room	1	64	64
Corridors	1	13,415	13,415
Mechanical/Electrical Space/Decks	1	6,171	6,171
Storage Area	1	150	150
Central Storage	1	170	170
Loading/Receiving	1	120	120
Restroom	1	60	60
Building Services Spaces Subtotal			23,083
Summary of Spaces			
Academic Core Spaces			35,290
Special Education Spaces			2,000

Administrative Spaces	2,890
Media Center Spaces	4,680
Visual Arts Spaces	2,800
Music Spaces	3,990
Physical Education Spaces	13,800
Student Dining Spaces	11,170
Family and Consumer Science Spaces	3,850
Technology Education Spaces	3,150
Food Service Spaces	5,465
Custodial Spaces	350
Facility Subtotal	89,435
Building Services	23,083
Facility Total	112,518
Building Construction Factor (6%)	6,751
Total Gross SF Developed	119,269

The following classroom descriptions are included to provide below to serve as guidance for the purposes of our submission. It is anticipated that future

modifications and adjustments will be warranted. Additional information on the proposed school facility includes:

- Reception area and administration suite central to both grade wings and at the entry for security
- Work spaces for two secretaries
- Waiting area large enough to accommodate a minimum of 10 at a time.
- Nearby book/retail store with payment window with a storage closet
- Two counselor offices and exterior shelving/storage space adjacent to these offices
- Conference rooms – one large enough for board and faculty meetings, one for small groups
- Secure space for files and archives
- Nurse’s office with quarantine room (can double as a lockdown room if necessary)
- A large room will be needed to accommodate the
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- Drama/Dance/Choir/Band classes. This room will also have two adjoining small practice rooms capable of holding three to four students at a time, will have an option of tiered seating compatible with choir and orchestra instruction and locking storage cabinets for instruments.
- For the drama and dance program this room (or another room) will have, hardwood (or similar) flooring, mirrors on one wall and adequate conduits for a future computer-controlled sound system.
- The visual arts classroom will require workstations and sinks and space, wiring and venting for a kiln. The room could also have shelves at the large windows of the hallway for displaying finished art.
- The library should accommodate a computer research area, book shelving, an open area for tables and small study groups/private study and an open desk and work space for library/media professionals with counters and cabinets. Shelving is required, with primary bookcases to be on the wall with a few additional lower built in shelves. The library should also have nearby storage room for equipment not stored in teacher's rooms (e.g. AV equipment). This room needs to be lockable.
- The computer and business technology labs will be capable of holding at least 30 students each. Labs need sturdy tables, state-of-the-art cabling for any hard-wire connections and electrical resources and for Wi-Fi. The computer labs should be adjacent to the server room and should have an independent cooling and heating system.
- The kitchen will be a warming kitchen only. The kitchen will be adjacent to an eating area that also serves as the gym. This room will be large enough to accommodate 240 students at a time. This area will also have a stage for the viewing of productions and assemblies.
- Science Classrooms for chemistry and biology will have separate lecture and lab areas with a lockable common storage room with shelving. Each lab classrooms should have lab benches (6 per room) piped accordingly with sinks. Each lab stations will accommodate four students and have six separate lockable cabinets for supplies. The rooms will have fume hoods and a demonstration table with removable guards.
- All classrooms will be wired for mounted LCD projectors with smart boards. White boards and bulletin boards in each classroom.
- Parking accommodations required in the school include the required parking spots, with a separate faculty parking area.

Accessibility

mStar Academies will meet ADA recommendations for building accessibility. All necessary areas of the school will have a restroom and drinking fountain that is wheelchair accessible. The school design will avoid hazards and blocks in pathways that are difficult for the impaired to navigate.

Whenever possible, special education students will be served within the regular classrooms. However, there is enough square footage space within our facility plan for a separate special education area for those times that other arrangements become necessary. The cafeteria and stage will have easy access for wheelchairs and walkers. The school building will have a single main

entrance for student safety but provide additional accessible exits for safe evacuation during emergencies.

CONTINGENCY OPTIONS

Although the initial plan for mStar Academies is to build a new facility that fits our curriculum, meets our goals for a state-of-the-art atmosphere of learning, and assists with marketing our school to parents, we realize that current economic conditions will require that we have a facility contingency plan.

Retrofitting an Existing Building

mStar Academies contingency plan will go into effect if we are unable to secure our primary planned financial arrangements after October 1, 2014. There are a few empty structures in the southwestern Salt Lake County that could be used as a site for the school. Some of these spaces include past retail, office, warehouse or light industrial buildings.

The first option for developing a facility is to retro-fit an existing structure. We have evaluated a cost of \$85 PSF to retrofit a building to the standards of mStar Academies would be desired. We have been advised that this is an effective cost for renovating such a structure to our standards. However, due to other circumstances we could go lower, but the issues of quality materials and subcontractors would be risks for retrofitting a building at a lower budget. Also, there may be unknown problems encountered with the building that we would need to fix in order to house the school. We would rely upon HighMark School Development, Naylor Wentworth Lund Architects and Hogan & Associates Construction, who are all experts at school renovations to thoroughly investigate the building(s) before we sign any contracts.

Purchase land and Lease Portables

We could also explore the cost of leasing portables. We have been quoted that a “campus” of portable classrooms and offices averages approximately \$300 per month per standard single-wide modular building. Chargeable one-time items like delivery and set-up can be equally expensive, as much as \$2,000 per unit, depending upon the company and product type. Sample portable campus designs feature classrooms of different size and use, an area for offices and a lunch room. A multi-purpose activity building and other components can be added as desired. Although this option is not desirable for many reasons, we believe that it could fit well within our overall yearly budget parameters.

TIMELINE

- 5/2014 - Contracts for a developer/financier and design/builder for the new school in place
- 6/2014 - Design phase begins; pre-construction work to prepare for on-site build. Financing period must be complete no later than 9/2014.
- 10/2014 - Construction start of new school facility.
- 8/31/15 – First day of school!

- Second Option (*if needed*): 10/2014 - If new facility falls through, implement the purchase or lease of an existing building.
- Second Option (*if needed*): 12/2015 – 2/2015 - Design with developer/construction company the renovated school building
- Second Option (*if needed*): 3/2015 – 8/2015 - Oversee the renovation of the building; move-in
- Second Option (*if needed*): 8/31/15 – First day of school!

- Third Option (*if needed*): 10/2014 - Implement the land purchase option for portables.
- Third Option (*if needed*): 1/2015 – 2/2015 - Design and negotiate with modular company for school building, sign 3 year lease agreement for modular buildings.
- Third Option (*if needed*): 3/2015 – 5/2015 - Oversee the land preparation for the modular buildings.
- Third Option (*if needed*): 5/2015 – 8/2015 - Oversee the delivery and installation of modular buildings.
- Third Option (*if needed*): 8/2015 - Move-in
- Third Option (*if needed*): 8/31/15 – First day of school!

DESIGN NARRATIVE

The new mStar Academies School will be an example of beautiful, energy-efficient, and flexible educational design that is a demonstration of environmentally sound practices implemented in sensible and affordable ways. We envision our building and site representing and enhance the philosophy, values, and teaching methodologies that make will make mStar Academies a unique and singular school.

We believe that the building and grounds can also serve as learning tools for students, parents, and visitors alike. We envision the walls, walkways, floors, and ceilings as canvas for teaching and reinforcing skills in estimating, measurement, recognition of patterns, shapes, numbers, and telling time. The Board will be heavily involved in the building elements and finishes and site and landscape features what can be articulated to provide rich hands-on opportunities in all subject areas.

- **mStar Academies Facility Site**
Site circulation will be organized in two zones with a drive through drop-off area separate from an automobile parking area for the parents. This clear separation keeps students safe during the busy arrival and departure periods and helps to maintain a continuous circulation flow. The pedestrian friendly entrance extends from sidewalk, to plaza, to building entry in order to encourage walking and cycling as a means of transportation. The building will be oriented running east-west to maximize northern and southern exposure at the primary learning areas. The main entry has a southern orientation, which

helps keep it clear and dry for coming and going during the winter months. An outdoor amphitheatre will be located close to the school's central axis for use by the entire school.

- **mStar Academies Facility Building Plan**

The school will be laid out in a compact 2-story floor plan, making it economical to build and conserving open space on site for outdoor learning, play, green space and possible future expansion. The building will be organized around four wings of four small classroom communities. Each will have outdoor learning space and courtyards between which will separate the main classrooms of each grade. Science, art, dance and music classrooms (the “shared” classrooms) are grouped together. The main entry will occur through a secure vestibule that opens into, and connects the two common areas. The administrative suite is located at the front of the school overlooking the parking and entry sequence in order to provide good supervision. The cafeteria/gymnasium is located adjacent to the commons. All classrooms will be oriented north and south for daylight conditions that provide the best and most controllable light. Wonderfully daylight classrooms, which are uplifting and comfortable, will be a hallmark of mStar Academies.

- **mStar Academies Facility Building Exterior**

The classroom, administration, and library volumes are situated around the building perimeter. Windows will be sized and situated to bring in generous amounts of daylight and give views to the exterior, both providing students with a connection to the outdoors. The south-facing windows will be equipped with light shelves to eliminate glare and bounce light deep into the rooms. The larger commons and gymnasium/theatre will be tucked inside the building to screen their height. They are built with masonry walls and the commons will be lined with high, clerestory windows to bring in natural light. Roofing material will be either a white single-ply membrane or light-colored asphalt shingles with a high SRI (solar reflectance index) so that the roof surface reflects the sun rather than absorbing heat, helping maintain a more comfortable microclimate.

- **mStar Academies Facility Building Interior**

Interior circulation will be very clear – all stemming from the central entry and the commons. The classrooms are organized into communities, each with its own circulation space, possibility of break-out nooks, and access to exterior learning areas. Views to the exterior will be afforded to each regularly occupied space in the building. Windows will be placed strategically at ends of the hallways such that views to the exterior are always available and to reinforce the connection between indoor and outdoor learning. All classrooms face north and south for daylight conditions that provide the best and most controllable light. Natural light is not only an energy-saving measure but improves student performance and mood. The right combination of window size, placement, and orientation make it possible to light each classroom primarily with natural light. In combination with a lighting control system, we will realize energy savings while providing comfortable and inspiring spaces for learning. The building interior will be colorful and cheerful. It will provide display rails and other opportunities for on-going

display of student work. Colors, patterns, and signage will be used to differentiate between the various program areas and to create identity within the larger school.

Available Land Examples:

- **309 W South Jordan Pkwy**
- **Property Details: Access property from the South Jordan Gateway and 10920 South.**
- **Price Information: \$2,400,000.00**
- **Lot Size: 4.75 Acres**



This is right in the heart of a residential district with great freeway and road access.

Existing Facility Option: 10421 South Jordan Gateway Blvd, South Jordan, UT
Property Information: *Office Space For Lease Sq Ft: 72781*



Financing

The Board at mStar Academies is currently considering several options for financing. The decision will largely depend on what is most viable for the school long-term. We are currently collaborating with Naylor Wentworth Lund Architects, Hodges Construction and HIGHMARK School Development on school design and location.

Other options include:

Tax Exempt Bonding through the State Charter School Finance Authority.

Bonding is expensive and complicated, but in the right market can make economic sense for a school. mStar Academies is working with several experienced bond agents that can help them through the process efficiently and economically. Our school will wait for Bond rates to fall back into the 6 – 7 % range before being willing to pursue this financing option. Current rates are over 8%, but some experts are expecting a turnaround within the next few years. Existing market conditions demand patience and prudence on behalf of the school. This option would take 3 – 6 months with current market conditions and would need to be started no later than April 2014. Although bonding is not typically done until year 3 or 4 of operations, we have spoken with schools, lenders and Financial Advisors that have done a Bond Anticipation Note. This form of lending allows for the school to own their building shortly after opening, with the flexibility to bond outright when sufficient requirements are met to obtain a rating from a company such as S&P. A BAN also saves the school property tax as well. This option is relatively new to the market.

Lease Purchase Option.

mStar Academies is also able to have a developer fund the construction of the facility and secure a lease with an option to purchase. mStar Academies will look to be able to purchase the building from the developer within the first 5 years of the lease using a Tax Exempt Bond offering depending on bond rates at the time. mStar Academies is prepared to exercise restraint in signing any contracts with any developer that may cause a budget hardship in the long-run. mStar Academies has spoken with developers in the area that would be willing to build and finance the facility. This option would take the least time to complete. However, it will be important to give a developer enough time to ensure they have sufficient time to complete the project. We would need to begin negotiations with a developer in early spring of 2014. Before we sign an agreement, we will require proof of resources.

The mStar Academies governing board is committed first and foremost to its students and its mission. Securing a facility that is too expensive or not economical is counterproductive to that commitment. mStar Academies will work to keep its facility debt service or lease payment at

around 20% or less of gross revenues. This will ensure school programs will not suffer at the hands of excessive building obligations. The long-term desire of the school is to have a financial structure worthy of being rated by a reputable bonding agency.

SECTION 6: DETAILED BUSINESS PLAN

I. Vision and Philosophy

The mission of mStar Academies is that *we believe in student achievement at the highest level. We incorporate a diverse learning population with experience and achievement to help our students magnify their full potential.*

mStar Academies is an innovative charter school within the Jordan School District option that will serve students in grades K – 12. Our school’s mission is to provide an inspirational academic program intertwined with collaborative structures that help discover the true “genius” of each individual within our school.

Within our academic program, students will be introduced to a challenging program of study that will test current knowledge and explore new boundaries of learning while progressing towards the end goal of potentially receiving a Bachelor’s Degree as well as a High School Diploma.

Students will be educated by professionals within various fields of study ranging from Medicine, Technology to the Arts and Education, while maintaining their sense of civic and community responsibility. Each individual within the school will become part of a collaborative unit that encourages and fosters their

learning potential. With this foundation, our students, staff, and faculty will become an integral part of the surrounding community and intertwine academics with experiences beyond the classroom walls.

Operational and Facility Costs

mStar Academies is committed to providing a quality educational program in a fiscally responsible manner. The school is also committed to ensuring all expenditures support our mission statement and are reevaluated and revised, as necessary, to do so. Our chosen curricular emphasis, developing the inner genius, support our mission statement and the budget reflects our associated costs. The budget categories, or “special purpose components,” largely impacted by the chosen instructional methods include Facility, Professional Development, and Expeditions (Supplies). The costs of the special purpose components support a facility with a community focus, professional development with alternative instructional methods and expeditions with engaging, authentic projects. More detail is provided below for each of the special purpose components.

Facility

Although the main focus with the facility will be cost effectiveness and long-term operating efficiency, the facility will be designed with teacher collaboration and experiential learning in mind. A floor plan for the school has not been finalized, however a community focus layout has been determined to be the most fitting for the style of learning that will be our school's focus.

Professional Development

At mStar Academies, professional development will become an integral aspect of every faculty and staff member of the school. Through selected activities, workshops, and seminars, our staff will have the opportunity to explore new educational theories, instructional management, teaching methods, and much more.

mStar Academies will provide both on-site and off-site learning experiences for the staff and faculty. Off-site training will be provided through institutes and site seminars that engage mentors as learners, demonstrate engaging content instruction, and foster their own development as learners, thinkers and ultimately mentors. Mentors will work closely together, and with other colleagues from other schools throughout neighboring cities.

A. Planning Year: mStar Academies

mStar Academies will hire a school Administrator by July of 2014 as funding is available. The Administrator will be closely working with the Board and the EMO on many start-up activities including but not limited to: hiring of staff and faculty, purchasing curriculum and school furniture, technology, and creation of academic policies and procedures. The Administrator will need a computer to accomplish this work, but we do not anticipate they will need to rent any space before moving into the school building. For the planning year, mStar Academies has budgeted for \$60,000 for the Administrator. Benefits are listed separately and also included in the budget.

In an effort to guarantee that the school will be fully equipped on opening day, purchases of textbooks, technology equipment, classroom furniture, and classroom supplies will be purchased at the end of the planning year with delivery scheduled as soon as the school building has received their certificate of occupancy. These purchases will be made using funding from the Charter School Revolving Loan, which the school anticipates applying for and receiving.

B. Operation Years 1-2

2015-2016 School Year

1. Enrollment: : mStar Academies is scheduled to open August 2015. The school will open the first year with 1000 students in Grades K – 12.

2. Revenues: In year one, mStar Academies anticipates receiving \$5,681,962 (for 1000 students) or \$4,254,602 (for 750 students) in State WPU funding programs and non-WPU programs.

- 1st and 2nd year assumptions
 - Grade Configuration – Grades K – 12
 - Maximum enrollment of 1000 students, minimum enrollment of 1000 students
 - 10% special education students
 - Special Ed Teachers

3. First Year Major Expenses (excluding payroll):

- Classroom Furnishings: Furnishings for the library, offices, and computer lab are included in the furnishings budget. This includes \$50,000 from the planning year budget.

4. Payroll & Benefits: Projected payroll amounts are shown in the budget.

1. Salaries:

- i. Administrator /Principal(121): mStar Academies has budgeted to hire a Administrator by December 31st of the planning year. The salary for the Administrator starts at \$80,000 with maximum enrollment. With %75 enrollment, the salary for the Administrator begins at \$80,000. As enrollment and budget allow, raises may be provided.
- ii. Teacher –Regular Education(131): The pay structure of mStar Academies provides increases in pay for teachers with certain years of experience and for teachers who pursue additional educational training. First year budget figures includes amounts to pay teachers with a Level 1 license (those that typically form the bulk of faculties at chartered public schools.) Budget figures also include amounts necessary to pay for teachers with additional training or years of experience, teachers with a Master’s degree, and teachers with PhDs.

The average salary for the First and Second Operational Years is: \$38,000

(Teacher –Special Education(131): To serve students with special needs, the instructional staff is budgeted, at maximum enrollment, to include at least two full-time employees (FTE) with special educator qualifications. In addition, consultative and other contractual services will be arranged as necessary to meet the requirements of students’ Individual Educational Plans (IEP). If enrollment decreases significantly, the number of students with special needs will decrease, and the special education staff will be reduced

to one and one half FTE. The salary for two FTEs for the First Operational Year is: \$38,000.

- iii. Assistant Administrators(121): An Assistant Administrator is budgeted for each year of operation. The beginning salary for the Assistant Administrators in year 2 is budgeted at \$70,000.
- iv. Secretary(152): To manage the daily operations of the school, at both maximum and 75% enrollment, the budget includes 1 FTEs, for a Head Secretary. For the first year, the beginning salary for 1 FTE at maximum enrollment is \$35,000 and at \$35,000 for 75% enrollment.
- v. Instructional Support Staff: The roles included in this category are listed below:
 - o Certified Librarian: Beginning in the first operational year, mStar Academies has budgeted for a full time Certified Librarian/ Media Personnel starting at \$35,000 at 100% enrollment, and \$35,000 at 75% enrollment.
 - o Performing and Visual Arts Teachers: Students have the opportunity to create, perform, and respond to a variety of art forms, and to connect the arts to expedition content. For this purpose, one FTE are dedicated to developing and teaching a visual and fine arts program. Many studies indicate how the influence of music impacts learning.
 - o Substitute Teachers Assumptions for this category include; substitute wages of approximately \$90.00 per day, 70 teachers and aides, each with an average of 7 absent days per school year, results in 490 total “substitute days” = 2.2 substitute teachers. We have rounded the number up to 3 per day for a total wages of \$48,600 or at 75% capacity = 2 substitute teachers per day the total is \$32,400. As the number of teachers fluctuates with enrollment, so do substitute wages.
- vi. Teachers Aides and Paraprofessionals: Aides will initially be hired, approx. 1 aide per class, all grades. Additional aides will be hired on an as needed basis. \$13,000 per aid is budgeted for 30, FTEs, totaling \$390,000 at maximum enrollment for year 1 with a 2% COLA for year 2 at \$13,400 per aide, totaling \$670,000. For 75% enrollment concerning year 1, aides will be reduced to 50 FTEs. If the school has not yet met full enrollment in

year 2, to accommodate for the hiring of an additional Assistant Director, 1 aide will be available to help the Assistant Director.

2. Employee Benefits:

- i. *Retirement Plan:* mStar Academies will not participate in the Utah State Noncontributory Retirement Plan. Instead for full time employees, the school will offer a participant-directed 401(k) retirement savings plan with “cliff vesting.” After two years of service, 100% of employer contributions are fully vested. The 7% contribution has been budgeted to stay steady in all scenarios presented as compensation to teachers when decreased enrollment or other budget cutbacks increase their work load and/or does not allow for a COLA
- ii. *Payroll Taxes:* Assumes current published rates for FICA, SUTA, Workers Compensation Fund, Medicare; overall approximately 10% of wages. See table below for annual breakout of payroll taxes.
- iii. *Health Insurance:* mStar Academies offers a health insurance plan for full-time employees and their spouses and families. The budget includes \$9,600 per year, per full-time employee for health benefits. Detailed in the table below are employee benefits for the first two operational years:

5. Audit and Controls:

The school will contract with an independent CPA firm to conduct an annual independent audit at the end of each fiscal year as required by Utah Code 53A-1a-507(4). The completion of this annual audit will be the responsibility of the Educational Management Organization. Under the direction of the EMO, a Request for Proposal for auditing services will be issued to area independent auditors, requiring response to include fee schedules and scope of services to be performed as required in the annual audit. The school will submit required monthly reports along with other required monthly reports. Audit and legal services are anticipated to be a part of the Official or Administrative Services in Support of Management.

6. Contract Services:

It is the school’s objective to start the first academic year with a Financial Team that understands Utah legislation regarding charter schools, accounting, bookkeeping, compliance, and financial management, while maintaining fiscal responsibility and sound fiduciary practices. To this end the Board intends to explore various options such as hiring an experienced business manager or contracting with an education service provider. If it is determined that the best interests of the school will be served by

engaging an education service provider, it is anticipated that the services provided may include some or all of the following: Board training, state compliance, special education consulting, Director mentoring, finance training, monthly and annual budget preparation, bookkeeping, employee recruitment, human resource management, payroll, UCA and grant application preparation, curriculum development, building maintenance, and other special projects and research as directed by the school's Board and Directors. The dollar amount shown in the budget is only an estimation based on research conducted through other Utah charter schools. If an experienced business manager can be found, it is anticipated that the budgeted amounts for an educational service provider will be sufficient to cover salaries and benefits for an experienced business manager, bookkeeper, and independent Certified Public Accountants that will be necessary to provide the services required. No contract will be offered or signed until the school has gone through the RFP process, conducts interviews, and considers all applicants. Other services such as snow removal, landscaping, custodial, etc. may also be handled on a contract basis.

7. Fundraising:

The school has not included any revenue derived from fundraising in the annual budgets that follow. In general, the Parent Teacher Organization will coordinate fundraising for the direct benefit of the school. Any donations that are given directly to the school will be considered additional revenue for the school year and will be used in addition to, not in replacement of regularly budgeted funds. Any restricted donations will be used in accordance to the donor's request. Any unrestricted donations will be used at the direction of the Board.

8. Balanced Budget:

The EMO, Board and the Director will review the budget at least monthly to assure financial stability. In addition to this, the Board will appoint a member to review and report on the on-going financial activities of the school. This Financial Coordinator will ensure that the Director is keeping within the parameters of the approved budget and that the school is properly reporting its activities in a timely manner. Examples include financial reports that will be submitted include: the Annual Financial Report and Annual Program Reports due October 1st of each year and the Monthly Financial and Enrollment Summary reports covering the first year and quarterly for each additional year, and the Negotiations Report.

WPU Budget Information Year 1

2016-2017 Operational Year

1. Enrollment: In the second year of operations, the student population will increase to 1250 students in Grades K – 12.
2. Revenues: In year two, mStar Academies anticipates receiving \$6,655,422 (for 1250 students) in State WPU funding programs and non-WPU programs.
3. Audit and Controls:

The school will continue to follow procedures established in Year One, as well as reviewing the annual audit performed by the independent CPA firm. Upon review of the audit, the Board will oversee the implementation of all management comments made by the CPA firm as well as the correction of any audit findings that come as a result of the audit. The Director and the financial team will be required to report on the progress of these items regularly in Board meetings and other correspondence with the Board, in particular with the Board member appointed to oversee finances.

4. Balanced Budget:

In continuance of the procedures established in the prior year, the Board and the Director will continue to review the budget monthly to assure financial stability. The Board member assigned to oversee financial matters will assure that the Director and financial team are expending funds in accordance with state law and grant regulations, and that all purchasing policies and procedures are followed. The school will strive to keep a reserve in the budget for emergency or targeted future expenditures.

WPU Operations Budget Year 2

See Attached file for budget

Contingency Budget

mStar Academies anticipates it will attain full enrollment by the beginning of the first and second years of operation. However, if full enrollment is not achieved, the school has prepared a contingency budget based on 75% enrollment. The school has determined the amount of non-contingency items (e.g. salaries, employee benefits, building lease, etc.) and contingency items (e.g. instructional supplies, textbooks, property, etc.) that would need to be removed from the contingency budget. The contingency budget is well within statutory limits, specifically maintaining a 5% reserve for both operational years that will be used in the event the school needs to carry out the school closure plan as outlined in Section 10. Funds would be utilized to maintain ongoing operational expenses (e.g. office rent, storage rent, utilities, office supplies) as well as overhead directly related to services provided by members of the school's closure team. The Board will evaluate whether it is more efficient to directly employ members of the closure team or treat individual members as independent contractors. Most likely, the employment status of individual closure team members will

vary depending on cost and services provided. Other “closure” related expenses will include the costs for independent audits and other outside professional services (e.g. trustee, accounting support, additional legal support) which will come from this fund as well.

Indicator – Financial Stability and Sustainability		
Measure	Metric	Board Goal
Current Ratio	Current Assets + Current Liabilities	> 1.15
Debt Ratio	Total Liabilities + Total Assets	< 0.9
Occupancy Costs	Facility Costs + Total Operating Revenues	< 22%
Maintain applicable bond covenants	No Default Certification, Audited Financial Statements	No Default. School upholds contractual obligations
Maintain applicable bond covenants	Current Assets + Total Annual Operating Expenses / 365	>30 days cash on hand
Adherence to Budget	Budgeted Expenditure – Expenditure/ Budgeted Expenditure	Overall budget to actual expenditures within 5% of budget

SECTION 7: FISCAL PROCEDURES

Fiscal Procedures

The mStar Academies Governing Board is ultimately responsible for the overall financial management of the school. The Board will designate one of its members to serve as the Treasurer of the school. This individual will have a financial background to enable him/her to perform this function. The Treasurer and the entire Governing Board will participate in regular board training with an emphasis on fiscal management and oversight and will ensure that the Business Administrator participates in USOE School Finance & Statistics training.

mStar Academies will follow these detailed fiscal procedures, which comply with Generally Accepted Accounting Principles (GAAP) and will ensure sound financial management.

Budget Process

The school will begin the annual budgeting process each January; beginning in 2015, with an enrollment target set by the Governing Board. The school's Business Administrator will coordinate the development of revenue and expenditure assumptions based upon this enrollment target. This will be a very iterative process and involve the appropriate stakeholders– Business Administrator, Governing Board, Principal, mStar Charter Development Company and community partners. Once an initial budget, based on planned events, has been drafted, it will be tested against a 75 percent level to ensure the school can withstand lower-than-expected enrollment. As more information is learned, assumptions will be revised and the impact discussed with the above mentioned parties.

mStar Academies follows a detailed annual budget development process:

- Starts in January with Board-set enrollment target
- Key assumptions determined
- Student-to-Mentor/Trainer ratios determined
- Mentor and Trainer compensation (base salary, merit increases, new positions)
- Physical expansion
- New initiatives (e.g., additional programs and classes)
- Per pupil funding rates determined – regular education, special education, add-ons
- mStar Academies Business Administrator along with the EMO if an EMO is contracted with, develops a draft budget
- Includes a financial narrative that explains all of the key assumptions and results
- Board designates individuals to review draft budget and narrative
- mStar Academies Business Administrator presents revised draft budget to Board in an open Board Meeting for adoption in May

- mStar Academies Business Administrator under advisement of EMO if an EMO is contracted with, will revise budget at start of school year that reflect updating of key assumptions (e.g., enrollment, actual salaries, etc.)
- Board will adopt this revised budget as its official school budget for the year.

Budget Reporting

Once the fiscal year begins, the school will maintain the discipline of a complete reforecast of the year on a monthly basis. During this reforecast all revenue and expenditure assumptions will be revised, as appropriate. The result of this process will be reviewed with the Governing Board at its regular meetings. At these meetings, a revenue and expense statement with a fiscal year forecast, balance sheet, bank account reconciliation, summary of all expenditures, and a payroll summary will be reviewed. By continually revising its forecast, the Governing Board will be aware of developing situations that require their attention and action.

Due to the importance of sound fiscal management, this discussion will be one of the first items on the Governing Board's agenda each meeting.

Budget Amendment Process

Any proposed budget changes throughout the year will be reviewed by the finance committee, approved by the Governing Board in an open meeting and reported to USOE.

Segregation of Duties

mStar Academies will develop and maintain simple check request and purchase order forms to document the authorization of non-payroll expenditures. All proposed expenditures must be approved by the Administrator, who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget and sign the check request form. All check requests and purchase orders over Five Thousand Dollars (\$5,000) must be co-signed by the Administrator and a Board member who has been approved as a signatory on the school's checking account. Payments for invoices for operational services contracted by the school do not need to be countersigned. All transactions will be posted on an electronic general ledger. The transactions will be posted on the ledger by the Business Administrator. To ensure segregation of recording and authorization, the Business Administrator may not co-sign check requests or purchase orders. An industry-standard accounting software program will be used to ensure proper bookkeeping is maintained and that reports will be provided in the format required by the USOE.

Banking Arrangements/Reconciliation

mStar Academies will maintain its accounts at a qualified depository institution. Funds will be deposited in non-speculative accounts including federally-insured savings or

checking accounts or invested in non-speculative federally-backed instruments. For all funds, the Board must appoint and approve all individuals authorized to sign checks in accordance with these policies. Bank statements from private banking institutions will be sent directly to the school's Business Administrator for reconciliation. A written report of results of the reconciliation will be provided to the Board Treasurer. A reconciliation of the school's savings and checking account, showing all transactions, will be provided to the Governing Board at every meeting.

Limits on Appropriation

By implementing the rigorous monthly reforecasting process, the Governing Board will be in a position to review and investigate projected expenditures against budgeted expenditures and make necessary adjustments, as appropriate. These adjustments may be an authorization to increase allowed spending, to reallocate funds from one account to another, or to direct the school to implement steps to reduce future spending.

Appropriations in excess of estimated revenue

As a result of the monthly reforecast activity, it is anticipated that any spending in excess of estimated revenue will be identified early and addressed in the normal course of operations (reducing planned future spending, pursuing new sources of revenue). Pioneer High School will also strive to maintain a contingency fund at a level that will permit it to absorb modest operating loss in a specific year. Finally, the school will implement a policy of carefully hiring staff only as enrollment, and its corresponding revenue, permit, thus minimizing the possibility of this situation from occurring. In addition, no budget will be approved that shows a deficit.

Expendable revenue

The Governing Board will use its sound budgeting and forecasting policy and procedures to monitor revenue and authorize expenditures according to any restrictions placed on such revenue. A detailed revenue and expense statement will be reviewed at each meeting of the Governing Board and will serve as the vehicle to authorize future expenditures, along with the adopted budget and other board policies.

Emergency Expenditures

Since a monthly reforecast is reviewed at each meeting of the Governing Body, the possibility of the need for an emergency expenditure will be minimized. That being said, if such a situation were to occur, then the school Administrator would consult with the Governing Board Chair to determine if an emergency Board meeting is appropriate. If the contemplated expenditure is within the level of approved expenditures, then a meeting may not be necessary; however, if it would exceed this level, then a meeting would likely be convened and a decision made. In case of emergency where timely Governing Board

consultation is not possible (unlikely as that may be), the Administrator of the school will be authorized to make purchases that exceed the \$1,000 normal limit but not to exceed \$5,000.

Independent Audit

The mStar Academies Governing Board will engage an independent accounting firm that will be responsible for preparing annual audited financial statements and an audit of administrative operations, as required by state statute or regulation. Funds are budgeted for this purpose as shown under Accounting Services in the Budget above. To provide USOE and the Governing Board with as much early notice as possible, this audit will be conducted as soon after the fiscal year end as practicable. Should any findings be presented in the audit report, the Board will work with the administrators to ensure that findings are addressed in a timely fashion such that no repeat findings should occur. The mStar Academies Governing Board has chosen to follow the Purchasing Policies & Procedures of the State of Utah. mStar Academies anticipates hiring a Business Administrator to carry out all key functions, with oversight by the Governing Board and its Treasurer, prior to the start of the 2015-16 school year.

This Business Administrator will attend USOE School Finance & Statistics training regarding Minimum School Program and financial reporting requirements prior to beginning work for the charter school. If additional financial staff is hired after the first year of operations, any new financial staff will also attend USOE School Finance & Statistics trainings regarding Minimum School Program and financial reporting.

Purchasing Policy & Procedures (PP&P)

mStar Academies has adopted a Purchasing/Disbursement policy and will be adopting a Capitalization and Expense Policy.

mStar Academies will follow the Utah Procurement Code (applicable rules and code provisions may be found at <http://purchasing.utah.gov>). For charter schools, these rules may be summarized as follows:

- For purchases less than \$1000, a quote is not required.
- For purchases between \$1000 and \$50,000, the school should secure at least two quotations. Quotations may be received by telephone, fax, or e-mail. These quotations must be documented and filed for auditing purposes. Since documentation is required, fax or e-mail is the preferred quotation medium,
- For purchases greater than \$50,000, a formal bid process must be used.

In addition, the school will implement a fixed asset inventory system, which will track all fixed assets to meet federal guidelines. mStar Academies will conduct regular inventory checks. Teachers will be responsible for individual inventory items assigned to their classroom and administrative and maintenance staff will be responsible for the inventory

items assigned to them. Procedures for disposal of fixed assets will also be adopted to ensure that inventory records can be reconciled at year's end, and that any fixed assets that were acquired with Federal funding assistance will be properly reported to the issuing agency as required by federal grant requirements.

USOE School Finance Training

The Board understands and will follow all requirements of the Utah State Procurement Code. We pledge that a representative of the financial team will attend the school finance and statistics training, and all required USOE School Finance Trainings will be completed prior to the opening of the school. The Board recognizes that these meetings provide an opportunity to obtain important financial information regarding changes in state law, reporting requirements, applicable deadlines, and other financial stipulations governed by laws, rules and regulations; therefore, mStar Academies is committed to attendance and participation in these trainings.

Management Company

Upon approval of mStar Academies' petition to charter, the Board will formally advertise a Request for Proposal to procure the services of an Education Management Company and/or Business Manager. It is our goal to start our first academic year with a management team that understands Utah legislation regarding charter schools, accounting and bookkeeping, compliance, and fiscal management, as well as supports the School's mission and educational philosophy. In order to accomplish this goal, we anticipate engaging the services of an educational management company. The attributes listed below will not be required but preferred in the selection process of an educational management company.

The duties of an Educational Management Company may include, but not be limited to:

- Fulfill all duties in accordance with state and federal law
- In conjunction with the Board, establish policies and procedures
- Implementation of accounting policies under Board approval
- Manage Accounts Payable / Receivable,
- Budget preparation and reporting
- Ensure the School maintains appropriate liability insurance
- Coordinate building/grounds construction management, operation and maintenance
- Assist the Director with recruiting and other Human Resources items
- Assist with the development of reasonably calculated procedures/policies to ensure compliance with appropriate laws and regulations
- State grant writing
- Assist with board training for effective leadership
- Special programs consulting
- Financial reporting to State
- Maintain board minutes/audio recordings, and
- Submit reports to state as needed
- Choose and update curricula as needed

The successful response to our RFP for a management company should address each of the following components:

- The Educational Management Company will be responsible and accountable to the Board for the administration, operation and performance of the School in accordance with the Charter.
- In connection with these duties, the Educational Management Company will report to the Board and advise it of the systems established to carry out these administrative duties.
- The Board will review the recommendations made by the Educational Management Company and act upon them in the manner the Board decides.
- The company should include audit performances, proof of qualified staff support. The candidate should also demonstrate experience in supporting a charter school throughout the planning, implementation and operational stages.
- If a Educational Management Company is chosen, it must demonstrate that its menu of services relieves the School from administrative and compliance burdens it would otherwise shoulder internally, thus allowing the School's administration to focus on student and school success.
- The Educational Management Company will provide an explicit operational budget that includes management fee expenses and how the fees will be associated with the services requested in the RFP.

The Educational Management Company may provide services requested by the board such as:

Start-up Activities:

Coordinate start-up activities pursuant to establishing the School as a legal entity. These activities may include, but not be limited to drafting Bylaws, Application for Recognition of Exemption Under Section 501(c)(3), and Utah Registration for Exemption from Corporate Franchise or Income Tax. The Management Company will also assist the Board to establish the timelines of miscellaneous activities pertaining to school implementation and operation.

Records Management:

Work in conjunction with the Board Secretary to coordinate and attend the meetings of the Board and maintain the minutes and records of those meetings and comply with the requirements of the Open Meetings laws regarding such meetings and record keeping. Reports may be submitted to the Board or Director for approval, as applicable, and will be in compliance with state and federal regulations and reporting requirements of the School. The School may request that the Management Company keep duplicate records.

Financial:

Bookkeeping services and coordinate with proven and reputable accounting firms to ensure the accuracy and timeliness of financial reporting and record keeping as may be required by the Authorizer and state law. The Educational Management Company will also provide accounting information to the Board and the School's Administrator on a regular basis as requested by the Board and will coordinate with, and assist, the Administrator in the identification and

recruitment of qualified teachers, paraprofessionals, administrators, and other staff members and education professionals for positions in the School.

Human Resources:

The Educational Management Company will assist in the preparation of employment agreements for new employees to be approved by the Board as school employees.

Assistance to Administration:

At the request of the Board and/or the Administrator, the Educational Management Company will assist the Administrator to identify and or develop curricula in connection with the operations of the School and for the procurement of proven student assessment methodologies and coordinate professionals to administer and evaluate results. Proposals from professionals offering to provide assessment and student evaluation services will be provided to the Board for its approval. The Board and the Management Company will cooperate in good faith to identify measures of, and goals for, school and student performance, including but not limited to parent satisfaction.

At the request of MA, appropriate representatives from the Management Company may attend required meetings and public hearings and report to the Board or school Administrator any items of relevance to the School.

Selection of the Management Company:

The selection of the Management Company will be determined by the Board's use of a scoring rubric that contains a numerical score for each of the services listed above. Preference will be given to the Educational Management Company that encompasses the attributes listed above. After consulting with other charter schools in Utah, MA has budgeted approximately \$400.00/student per year to cover the costs associated with hiring an Educational Management Company.

The Board will follow all applicable federal and state laws and regulations regarding RFP protocol for hiring a professional management company. No person that is an officer, Administrator or shareholder in any service organization serving the School will vote on any matter affecting their School's relationship with the service organization(s). Any existing Board member who is an employee of a proposed Educational Management Company or curriculum provider will not be allowed to be present when the proposed Management Company or curriculum provider is discussed or voted on. Furthermore, the sitting board member will abstain from voting on decisions that affect the relationship between their school and the Educational Management Company for the duration of their service on mStar Academies of Utah's Board.

SECTION 8: ORGANIZATION STRUCTURE AND GOVERNING BODY

The roles and responsibilities of the mStar Academies Governing Board include, but are not limited to:

1. Protect the legal interests of the charter school
2. Set Board policy
3. Govern the operations of the school
4. Exercise sound legal and ethical practices and policies
5. Manage liabilities wisely
6. Advocate good external relations with the community, school districts, media, neighbors, parents, and students
7. Hire and evaluate the Administrator
8. Affirm mStar Academies' mentors
9. Affirm contractors, service agreements, and hold contactors accountable for performance under such agreements
10. Comply with state and federal reporting requirements
11. Practice strategic planning
12. Ensure adequate resources and manage them effectively
13. Assess the organization's performance

The Board is dedicated to governing in the best interests of the stakeholders of mStar Academies including the students and their families, as well as the faculty and staff.

Role of the Board

mStar Academies will be governed by a Board of Directors (the "Board") consisting of five to seven members. The primary role of the Board is to serve as stewards of the taxpayer dollars invested in public charter schools. As such, Board members are accountable to the taxpayers as well as to the students who attend the School. The Board's primary role as stewards of the public trust is to be responsible for promoting the School's mission and ensuring that the School accomplishes the purpose for its existence by providing a quality education to its students. The Board's role as stewards also makes it responsible for instituting policies and oversight so that the School avoids situations and behaviors that are unlawful or unethical.

At all times, each Board member must promote and support the defining mission, philosophy and goals of the School. Board members are therefore expected to understand and familiarize themselves with the philosophies of the School's programs and instruction. The MA Board of Directors is committed to their own professional development both concerning board governance and Gardener's Theory of Multiple Intelligences, Competency Based Education and the

International Baccalaureate Program. Board Governance training will be ongoing and provided from a variety of sources including, but not limited to,

- Charter School Association,
- USOE,
- teachers and other professional personnel,
- board research and
- discussion on relevant books or materials such as Brian Carpenter’s *Board University*, John Carver’s *Board’s that Make a Difference*, and Marci Cornell-Feist resources. Gardener’s Theory of Multiple Intelligences, Competency Based Education and the International Baccalaureate Program professional development for the board members will be provided by the administration, teachers and educational management organization who are trained in the School’s Educational method. Board members will be required to participate in educational focus webinars, visit classrooms, read and participate related training materials and related programs.

In connection with the fulfillment of these duties, the Board is responsible for protecting the legal interests of the School; exercising sound legal and ethical practices; establishing policies for the School; managing School liabilities wisely; establishing good relations with the community, including school districts, media, neighbors, parents, and students; hiring and evaluating the administrator; engaging in strategic planning; ensuring adequate resources and managing them effectively; and monitoring and assessing the School’s overall performance.

Specifically, the Board’s duties will include:

1. Promote school’s vision
2. Ensure progress towards vision
3. Establish appropriate governance policy
4. Ensure compliance with charter and state law
5. Maintain fiscal responsibility by approving annual budget and review expenditures as necessary
6. Evaluate progress towards the School’s mission
7. Work with the Director to establish annual school improvement goals
8. Review curriculum outcomes
9. Develop administrator assessment and conduct annual evaluation
10. Select a professional and qualified Education Management Company or Business Manager that has a deep understanding of the School’s educational focus of Gardener’s Theory of Multiple Intelligences, Competency Based Education and the International Baccalaureate Program.

Moreover, as stewards, the Board will seek to engage stakeholders and to promote a free flow of information to and from those stakeholders—especially students and parents—in order to ascertain the expectations of stakeholders, determine the extent to which the School is accomplishing its mission, and evaluate how the School can improve. The Board will undertake

these efforts to establish a regular and free flow of information on these issues in order to assist the Board in its governance functions. This information may be gathered under the Board's direction by way of surveys, town hall meetings, focus groups, individual meetings, and other methods. However, although the Board will actively seek to establish relationships with members of the School community and solicit feedback, the Board will maintain its role of governance. As such, the Board will avoid becoming a processor of parent and teacher complaints that are, in fact, management issues that are more appropriately dealt with by the School's Administrator and other school staff. In addition, Board members will recognize that only the Board as a body has any authority. Individual Board members have no authority and will not attempt to exercise any authority in connection with the School unless specifically authorized by proper Board action.

The Board understands that the role of the current founding/start-up Board will change as the School becomes operational. Specifically, the Board will transition away from the hands-on role of a start-up board and become a governing board. It is through the exercise of the governance role that the Board will fulfill its responsibility as public stewards going forward. The Board recognizes that its job is fundamentally different than the job of the School's staff and will not duplicate staff's efforts at the board level. The Board recognizes that there is a tremendous amount of information and literature available to guide Boards in doing their work, including *Boards that Make a Difference* by John Carver and *Charter School Board University* by Brian L. Carpenter. In reviewing this literature, the Board believes that Carver Policy Governance and the guidelines advocated by Mr. Carpenter represent a viable model of board governance that provides a framework to help the Board effectively and professionally fulfill its responsibilities. As such, the Board may choose to implement Carver Policy Governance as it transitions from a start-up board to a governing board. Even if the Board does not choose to implement Carver Policy Governance, it will adopt Board operational policies to guide the Board in the fulfillment of its duties.

Board Selection and Composition; Filling of Vacancies

The Board may be comprised of parents/grandparents/guardians of students enrolled in the School as well as members of the community at large. The School's Bylaws will provide that each member of the Board will serve a four year term. However, the terms of the initial Board members will be staggered as follows in order to establish continuity in the Board going forward:

- the initial President will serve a five-year term;
- the initial Treasurer will serve a four-year term,
- the initial Vice President will serve a three-year term, and
- the initial Secretary will serve a two-year term.
- Vacancies on the Board of Directors will exist when the term of a Board member expires or upon the resignation or removal of a Board member.

Dismissal of a Board member is a measure of last resort. The Board recognizes that this is a drastic measure and one not to be taken lightly. Initially, a Board member may be removed by

the vote of two-thirds (2/3) of the remaining members. Reasons for removal of a Board member may include violation of the law or Board policy, unethical conduct, conduct harmful to the School's public image, or other conduct detrimental to the Board or the School as determined by the MA Board of Directors. However, the Board may revisit and revise the removal procedure in order to revise these procedures if necessary. For all vacancies, the Board will solicit nominations and letters of application from the school community and members of the community at large. If the vacancy exists because of the resignation or removal of a member, the remaining Board members will elect an individual to fill the remaining term of the departed member.

For vacancies created because of the expiration of a member's term, the new member will be elected by the remaining Board members for a new four year term. However, if a member's term expires, the director can serve another term, and if the member wishes to continue to serve and the remaining Board members wish to re-elect that member, the Board is not required to solicit applications.

Board Meetings; Quorum

The Board will meet once per month for an initial period and afterwards regularly as needed to conduct the Board's business and fulfill its responsibilities. A majority vote of the quorum present at a meeting will constitute action by the Board. The Board will operate in accordance with open meetings laws, including taking meeting minutes at all Board meetings and posting meeting agendas.

Board Officers

The Board's officers fulfill specific responsibilities and facilitate effective decision making by all board members. The officers will plan and execute the agenda of board meetings and serve as a communication link with other members of the Board. The Officers of the Board will consist of the President, Vice President, Secretary and Treasurer/Financial Coordinator.

Board officers will be nominated and elected by the remaining Board members. Board officer elections will be held during the June Board meeting each year. Board officers may be re-elected and will not be subject to term limits. No board member may hold more than one office at any given time.

Following are job descriptions of Board officer positions:

PRESIDENT

- Conduct board meetings
- Set agenda for board meetings
- Ensure achievement of goals as identified in the charter
- Communicate with School Administrator
- Formal review of School Administrator, at least once annually, in conjunction with a representative of the management company/business manager.

VICE PRESIDENT

- Conduct community meetings and presentations about the School as required

- Conduct community meetings and presentations on the School
- Conduct board meetings in the absence of the President

SECRETARY

- Prepare and post Board meeting agenda
- Record and distribute Board meeting minutes
- Board correspondence
- Prepare, maintain, and distribute Board policy files and records
- Maintain personnel performance files for Administrator (and possibly Assistant Administrator)
- Maintain file on performance of management company/business manager

FINANCIAL COORDINATOR

- Maintain board financial records
- Review financial reports
- Obtain bids, if required
- Purchasing oversight
- Review and instruct the Board on financial reports
- Ensure performance of and review annual audit

Special Task Forces/Committees & the Delegation of Action

The Board may, at its discretion, appoint special parent task forces or committees, and/or the School Administrator to investigate and research specific items related to the School's policy, programs, and curriculum in order to gather more information and data and further assist the Board in its governance functions. Where possible, the Board will give clear instructions and/or suggestions, delegating the implementation responsibility for proposed actions, after review of the Board.

Management Structure

SCHOOL ADMINISTRATOR

The selection and evaluation of the Administrator will be the Board's responsibility. The Administrator is the chief executive officer of the School and is responsible for all aspects of the School's management. The Board recognizes that it does not have direct responsibility for the management of the School. Therefore, although the Board is ultimately accountable to the School's stakeholders for the accomplishment of the School's mission, the Board will hold the Administrator responsible for taking the steps necessary to implement the vision and make it a reality.

The Administrator will be responsible for carrying out the following items in accordance with state and federal law:

1. Achieve vision of the Board and accomplish the School's mission

2. Implement and adhere to Board policy
3. Communicate with the Board as requested
4. Provide information requested by the Board
5. Establish and implement curriculum in order to ensure accomplishment of the School's educational mission
6. Hire school employees and execute employment agreements on terms consistent with relevant Board policies
7. Develop and implement effective professional development program for staff
8. Adhere to and properly oversee administration of the approved budget
9. Maintain personnel performance files for employees
10. Conduct staff evaluations
11. Oversee purchasing and requisition of supplies, curriculum, etc.
12. Coordinate with parent organization board, officers and committees to ensure that the parent organization acts as a resource to the School and works to further the School's mission
13. Develop and maintain Student, Parent and Teacher Handbooks
14. Develop and maintain operational processes and procedures for a safe and orderly School, including but not limited to:
 - a. Check in of students and visitors
 - b. Pick up/ drop off
 - c. Dress code enforcement
 - d. Attendance
 - e. Emergency response
15. Maintain positive public relations with parents, community, local school district and state
16. Oversee assessment of students and develop goals for continual improvement
17. Coordinate with the management company/business manager in connection with their areas of responsibility

The Administrator will hire necessary staff in accordance with a compensation philosophy/salary policy established by the Board. The Administrator's hiring of staff may be ratified by the Board. All employees of the School report to the Administrator, and the Board will not directly supervise, direct, evaluate, discipline, or terminate any employees other than the Administrator. The Administrator will report to the Board, and the Board will conduct regular evaluations with the Administrator in order to ensure that the Administrator is properly fulfilling his or her responsibilities and achieving the School's mission.

As part of the evaluation process, the Board will establish expectations that the Administrator engage with the School's stakeholders regarding key issues. The Administrator should be accessible to both the student and parent community as well as to the staff and should facilitate an open dialogue with those groups as issues and concerns arise.

Administrative Staff

Administrative staff may include one or more secretaries providing assistance to the Administrator and will report to the Administrator.

Teaching Staff

Teachers/Mentors will report directly to the Administrator. Further qualifications for teachers/mentors are listed under the Teacher/Mentor Qualifications section of this application.

Teachers/Mentors will provide instruction and direction to students in accordance with the approved curriculum, while meeting the curriculum required by the State of Utah and striving to meet the School's mission, philosophy and goals. Teachers/Mentors will be the primary interface to parents and volunteers. Teachers/Mentors will also supervise any other trainer/teacher's aide or volunteer assigned to their respective classrooms.

Teachers/Mentors must be enthusiastic proponents of the School's mission, philosophy, and goals. Teachers/Mentors, along with other staff members, will address issues and concerns with the appropriate parties—often the Administrator—as they arise in order to maintain a professional and collegial environment in the School. Information should flow freely up as well as down the School's organizational chart. The Board will expect the Administrator to work effectively to resolve employee concerns and disputes regarding management-level issues.

Trainers/Teacher's Aide

Trainers/Teacher's aides will report directly to their supervising teacher. Trainers/teacher's aides will provide instruction and direction to students in accordance with the approved curriculum and provide assistance to the supervising Mentor while striving to meet the School's mission, philosophy and goals. Trainers/teacher's aides will also supervise and assist volunteers assigned to their respective classrooms.

Facility Staff

Facility staff reports directly to the Administrator or other staff members as directed by the Administrator. Such staff may include a custodian and other necessary positions to fulfill its role. Facility staff will be responsible for the upkeep and maintenance of the School's facilities and grounds. The Administrator will have discretion to determine how these services will be provided and may instead choose to engage independent contractors to provide these services.

Volunteers

Volunteers will report directly to the Administrator, administrative staff, facility staff, mentoring staff or trainer/teacher's aides, depending on their assigned tasks. At a minimum, volunteers must be enthusiastic proponents of the School's mission, vision, and goals. Volunteer opportunities are listed in the Opportunities for Parental Involvement heading noted below in this application. In accordance with Utah Code 53A-1a-512.5 and in order to protect all students at mStar Academies, all individuals, including volunteers and employees, who spend a significant amount of unsupervised time with students will be required to complete and pass a criminal

background check prior to beginning service. The Administrator will be responsible for making sure all background checks are complete and on file at the School. Files will be updated at least annually and be managed by office staff under the direction of the Director. Mentors or other staff member wishing to have volunteers work directly with students without direct supervision will be required to have his or her request for a specific named volunteer who has passed the necessary background check approved by the Administrator.

Parent Organization

The parent organization for MA will be comprised of all parents/legal guardians of the students enrolled in the School. The role of this organization is to act as a resource for the School and to support the mission and purpose of the School. The parent organization’s officers will be elected for one year terms by the parent/legal guardians of the enrolled students, with each family receiving one vote.

Indicator – Board performance & stewardship

<u>Measure</u>	<u>Metric</u>	<u>Goal</u>
Board member development	Percentage of board passing all available training modules available on State Charter School Board website	100%
Regulatory and reporting compliance	Percentage of all required reports that are complete, accurate, and on time	100%
Regulatory and reporting compliance	Articles of Incorporation, Board Bylaws, and Charter are all in agreement and the school’s Charter is not changed without proper agreement from chartering entity	100% agreement
Board member participation	Percentage of meetings attended by individual Board members	80%

mStar Academies Founding Members:

Michele Noppers

Over the last 30 years Michele has worked with the youth both on an educational and volunteer level. As a volunteer for local young women's organizations and working in Scouting with young men, Michele has spent many long hours helping and listening to the concerns of youth. The idea of mStar Academies was born through her experiences working in education and physician recruiting where she saw firsthand the deficits in both the fields of education in regards to physician development. Michele also has expertise and experience in the fields of motivational speaking, marketing and project management. In addition she has served on a developmental governing board for the Glenn Kimber Ben Franklin Academy in Paso, Washington.

John McGroarty

John's passion for education began over 20 years ago. Through many years of professional educational experiences, this passion has continued to grow. He recently completed his coursework for his Doctorate in Education from Walden University with a specialization in Teacher and Administrative Leadership. He holds a Master's of Education in Curriculum and Instruction from the University of Phoenix and a B.S. in Human Development and Family Studies from the University of Utah. John has been the recipient of several awards and recognitions including Who's Who Among Colleges and Universities, Cambridge Who's Who Professional of the Year, Golden Key International Student Leader of the Year, and several academic recognitions and honor society memberships including Phi Kappa Phi.

Tom Gregson

Tom considers himself first and foremost a family man. They come first. He owes them many things including the diplomacy, negotiation, common courtesy, and people skills I use every day. "They regularly remind me that every person has the ability to make an honest contribution to society. I expect that of myself, and those with whom I work. "Having been a marketer for over five years at Western Governors University—truly a forward thinking institution—with an MBA, I have managed people and projects in a variety of scenarios. I understand customer service well and have managed effective online affiliate marketing strategies, one-to-one direct marketing campaigns, printed material portfolios, corporate merchandise collateral and data analysis, with significant exposure to SEO, paid search and email marketing. I have also been tasked with training many new employees, being trusted with the responsibility to download both company procedure and expectations effectively and efficiently.

Albert Noppers

With a Master's Degree in Civil Engineering from the famous MBO College in Almelo, Netherlands Albert is uniquely qualified for his role as the Building and Technology Director for

mStar Academies. He has traveled all over Europe and has the unique perspective of personal experience that a child can truly graduate from school at the age of 18 with the equivalent of a Bachelor's Degree and work experience. Albert has 10 years' experience in Civil Engineering and many years of experience teaching about technology and its applications. Albert has also created 2 very successful apprenticeships that were designed to give fledgling students an opportunity for work experience, helping them to be ready for their job market.

Ron Condie

Ron grew up on a farm in southeastern Idaho. He graduated from Brigham Young University with a degree in accounting. He worked for national accounting firms for many years and became a Certified Public Accountant. Over the past years he has been an accountant for small and medium sized businesses. In addition he has helped two different start-up companies by preparing their financial proposals and working with them to fruition.

Rebekkah Vielbaum

Rebekkah Vielbaum serves as our Government and Professional Liaison. She has worked in many community capacities, including serving on the Salt Lake Community Action Program's Board of Trustees. While on the SLCAP's Board of Trustees she served on the Finance, Advocacy, and Appropriations committees. Rebekkah worked in both legislating, and policy making during her years on the board. She is also currently a Pre-Med student at Utah State University.

Advisory Board

Ross, Wentworth and Lund Architects

Hodges Construction

Highmark School Financing

Joel Linares Grantsville City Attorney

Relationships Established for Continuing Education and Bachelor's Degree work

Salt Lake Community College (until IB program is in place)

Utah State University – Donna Dilingham-Evans Dean

BACKGROUND INFORMATION SHEET

Background Information Sheet – Michele Noppers

Name: Michele Noppers

Role with school: Founder and future Site Director

Expertise: Project Management, Marketing, Staffing, and Motivational Speaking

Statement of Intent:

After homeschooling my children for the majority of 15 years, working with current public school systems and with physician staffing, I recognized the need for an accelerated learning process for our children. Each child/person has a different skill set and a different learning style and there needs to be an individualized curriculum that highlights strengths. With mStar we provide the opportunity for that to happen. We sincerely believe in each individual's genius. I personally, have working on the pieces of the school for 5 years. I have visited a variety of school systems both in domestically and internationally and researched educational systems around the globe. We have put together a dynamic team of talented, dedicated individuals and we have put our hearts and souls into this effort. My intent was to put together a dynamic team that could create a curriculum and scholastic environment in which students can blossom and to provide services in the long-term that will help the school stay true to its mission.

Not-for-Profit History:

While in the state of Washington I worked for two years on the Governing Board with the Benjamin Franklin Academy during their startup year and through the first operational year. I have also worked in the Cub Scouts for over 6 years and as a leader with the young women organization of the LDS Church of 6 years.

Employment History:

Michele has owned her own business before moving to Utah, as an Events Manager, Wedding Coordinator, and Interior Designer specializing in high-end Faux Art. Working in tandem with contractors and owners. Ability to interpret client's vision and make it a reality whether event is large or small and intimate. Writing of proposals, budgets and reports. Work with Mentoring company that trains mentors.

Education History:

- Rick's College Rexburg, Idaho 09/78-04/79 G.E.
- BYU-Hawaii 04/88-04-90 Theatre Major/History Minor

Background Information Sheet – John McGroarty

Name: John David McGroarty

Role with school: School Administrator and mStar Academies Curriculum Advisor

Expertise: Curriculum Development, Teaching and Learning, Parental Involvement, Program Development and Community Relationships, Educational Technology, Scholarly Research and Study.

Statement of Intent:

My desire to create a unique learning environment through which students have the potential to achieve academic excellence while discovering their untapped genius has become another piece within a growing educational puzzle. Having recently completed my coursework for an Ed.D. in Teacher Leadership, I have learned how essential being able to incorporate individual attention to intelligences can benefit overall student learning and achievement, both within and outside the classroom setting.

Having worked in the educational field for over 12 years, my experience and background brings a wealth of knowledge and passion to the school. In completion of my undergraduate degree, I was charged with the responsibility to become a child advocate by my department chair. This has opened the door to unlimited potential for growth and improvement in both my professional and personal life.

My role as the school director will encompass this valuable experience and offer both the staff and students under my leadership a collective and collaborative unit where learning can flourish while maintaining academic excellence. I have served in various leadership capacities that have prepared me for this role including the following: *Golden Key International Honour Society Council of Student Members, Kappa Delta Pi Chapter of Walden University VP of Development and Membership, Student Advisory Council President – FCS Department University of Utah, Founder of Bridges Mentoring Program (2009 University of Phoenix Community Service Award), Chapter Leader of University of Phoenix Alumni Chapter, and the Golden Key Chapter President University of Utah.*

Not-for-Profit History:

As a member of the community both in Salt Lake City and Tooele County, I have been involved in several non-profit organizations such as the BSA, Project Youth, Habitat for Humanity, American Red Cross and several others. These community partners have oftentimes requested that I present to their non-profit boards. This close connection with non-profit organizations within the community has given me experience with non-profit organizational management and leadership.

Employment History:

Over the last 20 years, my professional experience has included opportunities in educational teaching, curriculum development and design and educational leadership. I have been working in several capacities from substitute teaching to an Adjunct Faculty at the collegiate level. I have also served as the Director of Curriculum for this school through which my Master's Degree in Curriculum and Instruction has offered the expertise required for successful curriculum development. I have also worked for a major government contractor as a business analysis, master scheduler, and production planner as well as completed both my Six Sigma Black Belt and Green Belt Certifications.

Education History:

- Bachelor of Science – Human Development and Family Studies – University of Utah 2006
- Masters of Education – Curriculum and Instruction – University of Phoenix 2008
- Doctorate in Education – Teacher and Administrative Leadership – Walden University - 2013

Background Information Sheet – Ron Condie

Name: Ron Condie

Role with School: Director of Finance

Expertise: Finance and Accounting Executive with expertise in planning, forecasting, budgeting, and reporting of accounting and financial results.

Statement of Intent:

I am and will be the Budgeting and Accounting Director. I have to date worked on year with the creation endeavor of this charter.

Not-for-Profit History:

I have served in a variety of ecclesiastical positions.

Employment History:

Four and one half years with a national CPA firm.

Vice President – Finance for a company in the entertainment industry.

Controller for a real estate development company

Business partner in a construction company

Manufacturer's Representative for a company producing a physical therapy device.

Part-time Instructor of Accounting in a community college.

Education History:

- Brigham Young University - B.S. Accounting 1965
- State of Utah CPA 1968

Background Information Sheet – Tom Gregson

Name: Tom Gregson

Role with School: Director of Marketing and Public Relations

Expertise: Conversion management, Affiliation management, Marketing Coordination, Reporting, Merchandising, Advertising, Program Management

Statement of Intent:

I consider myself first and foremost a family man. They come first. I owe them many things including the diplomacy, negotiation, common courtesy, and people skills I use every day. "My family reminds me regularly that every person has the ability to make an honest contribution to society. I expect that of myself, and those with whom I work. "Having been a marketer for over five years at Western Governors University—truly a forward thinking institution—with an MBA, I have managed people and projects in a variety of scenarios. I understand customer service well and have managed effective online affiliate marketing strategies, one-to-one direct marketing campaigns, printed material portfolios, corporate merchandise collateral and data analysis, with significant exposure to SEO, paid search and email marketing. I have also been tasked with training many new employees, being trusted with the responsibility to download both company procedure and expectations effectively and efficiently.

Not-for-Profit History:

I have served in many capacities for non-profit organizations including the Boy Scouts of America, several Ecclesiastical positions within the LDS church, and many more.

Employment History:

In my employment, I have worked in several positions within the marketing and public relations field including 5 years at Western Governors University in several roles including: Marketing Coordinator, Affiliation management , and conversion management roles. I was also the Manager of a Music school in Canada for about 2500 students for over 7 years.

Education History:

- MBA Western Governors University 2010
- Sound Engineering Diploma – 1998

- B.A. in Music – University of Lethbridge -1997
- Attended Utah State University for Music – 1991 to 1993

Background Information Sheet – Albert Noppers

Name: Albert Noppers

Role with school: Director of Buildings and Technology

Expertise: Civil Engineering

Statement of intent

My role within this organization will be one of organizing and supervising all of the building processes and the setup from infrastructure. This infrastructure not only consist of roadways but also all of the electronic highways, meaning that whatever is required to have a superb way of communication, I will get it organized and setup. From mainframe to the individual communication device, I will be the one that gets it organized. The buildings that are needed I will get designed and when constructed will be supervised by me.

Not for profit History

I have been in construction for over 15 years when I was living in the Netherlands. I started as an apprentice and worked my way up on the ladder to project manager. During the first couple of years in construction I also completed a Master's Degree in Civil Engineering. One of my last projects that I worked on was an eighty million dollar project which consisted of a complete reconstruction of an infrastructure to create a safe environment for cyclists. This project included a rerouting of a canal. My expertise for computer electronics I gained with working as a manager in a computer store. Due to my background in Project Management, within four months I was running the place and reversed the situation they were in. They were about to go bankrupt. I developed a new customer service system that created so much revenue that within the first year I worked there I turned the store into a profitable one. With all the expertise that I have gained throughout all of my years I am very capable of handling complex and budget limiting projects.

Employment History

I was born and raised in The Netherlands. The schooling system we have over there differs very much from the US system. After finishing High School, I got drafted for the Military. About two years later, having finished my Military service I started working in a wood factory. Within four years I worked myself up from worker to project manager and designer. Some of my designs are still being used. I had the opportunity to go back to school to get my Masters in Civil Engineering. My counselor from school told me this would be a degree that would take seven years. Instead after one year we realized I was going too fast. My Bachelors in this field of Civil Engineering I finished in one year instead of three years, I was outpacing the writing of the new curriculum. They had started a new type of learning method just before I started this degree. For

the Master's part of the degree there hadn't been material developed yet. My teacher decided to create study material while I was teaching the new students. We did this for two years. He was able to write the materials and I was able to finish my masters with this info in two years. Overall my 7 year program was completed in 3 1/2 years. In the mean time I worked in this field of study. I started as an apprentice and after three years I was in management.

After my Civil Engineering career I started working in a computer store. I was able to work myself up to management. I took an almost bankrupt store, made it profitable in 1 year and by the time I left Holland 4 years later, it was a multi-million dollar business. At that point I moved to the United States of America. I am now in the process of completing my AA in order for my degree to count here in the United States. I have 2 more semesters for completion.

Education

- MS in Civil Engineering MBO College Almelo, Netherlands
- I am currently enrolled in USU for completion of my AA in order for my degree to count here in the United States.

Background Information Sheet – Rebekkah Vielbaum

Name: Rebekkah Vielbaum

Role with school: Secretary and future Government Liaison

Expertise: Not for Profit and Legislation expertise

Statement of Intent:

I currently serve as the Secretary. I will be moving on to a position of Government Liaison after April 1st. I bring my expertise as someone experienced with Non-Profit Organization's and the running of their boards. I also bring my experience in advocacy efforts and the ins and outs of appropriations. I am committed to this enterprise as both a personal and professional interest. My commitment to bettering our community, especially in relation to children, has always been high as evidenced by my voluntary work in years past.

Not-for-Profit History:

My primary experience is with the Salt Lake Community Action Program and Head Start programs. I served as the Head Start Policy Council Chair, and with that position I sat on the Community Action Program's Board of Trustees. The Head Start Policy Council is a council of elected family members that partners with staff members in decision-making responsibilities for the program. During my term as Policy Council Chair those decisions included budgets, staff hiring and firing, curriculum, advocacy, community projects, etc. As the Chair I was also responsible for trainings, general operation of the Policy Council, and reporting to the SLCAP Board of Trustees. Also during my time with the Head Start Policy Council I was heavily involved with their advocacy efforts, including testifying before Senate Committees, and participating in a press conference. When my term as Policy Council Chair expired I moved to a different

position on CAP's Board of Trustees, where I continued to serve. While on the Board of Trustees I sat on their Advocacy, Appropriations, and Budget committees. Advocacy included, but was not limited to, fostering Business relationships with donors/possible donors, political involvement, fundraising, etc. The Appropriations committee listens to applicants who are applying for funding that CAP oversees, determines which programs remain consistent with and further the mission and vision of SLCAP. Once the committee votes they make their recommendations to the Board of Trustees. Programs who are approved also report directly to the Appropriations committee. The Budgets committee includes everything that it implies.

Education History:

I am currently enrolled as a Science Major, and I am applying to USU's Nursing program in the Fall of 2014. From there it will be a Bachelors of Science from USU, and then continuing on to either medical school or Physician's Assisting.

ARTICLES OF CORPORATION

OF

mStar Academies

The undersigned natural persons over the age of eighteen (18) years, acting as incorporators of a nonprofit corporation under the Utah Revised Nonprofit Corporation Act, adopt the following Articles of Incorporation for said corporation:

ARTICLE I NAME

The name of this non-profit organization will be mStar Academies

ARTICLE II DURATION

This corporation shall continue in existence perpetually unless dissolved pursuant to law.

ARTICLE III PURPOSES

- (1) To operate exclusively as a nonprofit corporation under the laws of the state of Utah
- (2) To engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing and following purposes.
- (3) To engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code of 1986 or corresponding provisions of any subsequent Federal tax laws (the "Code") and are consistent with those powers described in the Utah Revised Nonprofit Corporation Act, as amended.
- (4) To solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any activity "in furtherance of, incidental to, or connected with any of the other purposes."
- (5) No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, directors, officers, or other persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the

corporation and to make payments and distributions in furtherance of the purposes set forth herein.

ARTICLE IV VOTING MEMBERS

This corporation shall not issue shares of stock evidencing membership and shall have no voting members.

ARTICLE V POWERS

A. Powers in General.

Subject to the pursuits and objectives declared in Article III and any other limitations herein expressed, this corporation shall have the power to do any and all things which a nonprofit corporation may do under the laws of the State of Utah, including, but not limited to, the following:

- (1) To receive, acquire, hold, manage, administer, and expend property and funds for purposes authorized by Section 501(c)(3) of the Code;
- (2) To take property and funds by will, gift, or otherwise. The corporation shall not have the power to take or hold property or funds for any purpose other than purposes authorized by Section 501(c)(3) of the Code;
- (3) To hold, in its own name and right, real and personal property of every nature and description without limitation as to extent, character or amount, and with all the powers of control, management, investment, change, and disposal incident to the absolute ownership of property or funds by a private person, subject only to the terms of particular trusts and to the general trust that all its properties and funds shall be held for purposes authorized by Section 501(c)(3) of the Code;
- (4) To borrow money either upon or without security, giving such promissory notes or other evidences of indebtedness and such pledges, mortgages, or other instruments of hypothecation as it may be advised;
- (5) To appoint and pay officers and agents to conduct and administer the affairs of the corporation;
- (6) To adopt Bylaws prescribing the duties of the officers and agents of the corporation, the detail of the organization, the time and manner of its meetings, and any and all detail incident to its organization and the efficient conduct and management of its affairs;
- (7) To do any and all things which a natural person might do, necessary and desirable for the general purposes for which the corporation is organized;
- (8) To receive and use funds obtained from private donations, devises and bequests, and from all lawful sources to be applied for purposes authorized by Section 501(c)(3) of the Code;

(9) No recital, expression or declaration of specific or special powers or purposes hereinabove enumerated shall be deemed exclusive, it being intended that this corporation shall have any and all other powers necessary or incidental to the accomplishment of its objects and purposes and each and all of the powers now conferred or that may hereafter be conferred by the laws of the State of Utah on nonprofit corporations.

B. Powers Relating to Specific Objects and Purposes.

This corporation shall have the powers necessary or incidental to the carrying on of its objects and purpose.

C.Restrictions.

Notwithstanding any statement to the contrary in these Articles of Incorporation, no part of the net earnings of the corporation shall inure to the benefit of any director or officer of the corporation or any private individual, except that reasonable compensation may be paid for services rendered to or for the corporation affecting one or more of its purposes; and no director or officer of the corporation or any private individual shall be entitled to share in the distribution of any of the corporate assets on dissolution of the corporation. No substantial part of the activities of this corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except as permitted by Section 501 of the Internal Revenue Code of 1986 or corresponding provisions or any subsequent Federal tax laws), and the corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office. This corporation shall not carry on, otherwise than as an insubstantial part of its activities, activities which are not in furtherance of one or more of the aforementioned purposes for which the corporation is organized. The corporation shall hold its assets subject to and in accordance with Utah Code § 53A-1a-510.5 and -517.

**ARTICLE VI
REGISTERED OFFICE AND AGENT**

The street address of the corporation's initial registered office is 624 Avalon Circle, Tooele, Utah 84074. The name of the corporation's initial registered agent at said initial registered office is Michele Noppers.

**ARTICLE VII
INCORPORATORS**

The names and the addresses of the incorporators are as follows:

Michele Noppers
624 Avalon Circle
Tooele, Utah 84074

John McGroarty
733 Fox Run Drive
Tooele, Utah 84074

Albert Noppers
624 Avalon Circle
Tooele, Utah 84074

Tom Gregson

Ron Condie
262 N 690 E

Tooele, Utah 84074

Tooele, Utah 84074

ARTICLE VIII DIRECTORS

The number of directors of the corporation shall be no less than five (5) and no more than seven (7), as fixed from time to time pursuant to the provisions of the corporation's Bylaws. The number of directors constituting the present Board of Directors is five (5), and the names and addresses of the persons who are to serve as directors until their successors are selected and qualified are:

Michele Noppers
624 Avalon Circle
Tooele, Utah 84074

John McGroarty
733 Fox Run Drive
Tooele, Utah 84074

Albert Noppers
624 Avalon Circle
Tooele, Utah 84074

Tom Gregson

Tooele, Utah 84074

Ron Condie
262 N 690 E
Tooele, Utah 84074

Rebekkah Vielbaum

Tooele, Utah 84074

ARTICLE IX LIMITATIONS ON LIABILITY

The directors, officers and employees of the corporation shall not be personally liable in those capacities for the acts, debts, liabilities or obligations of the corporation.

ARTICLE X BYLAWS

Provisions for the regulation and management of the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE XI AMENDMENT OF ARTICLES OF INCORPORATION

These Articles of Incorporation may be amended at any time in any manner which is permissible under the laws of the State of Utah; provided, however, that these Articles of Incorporation shall in no event be amended in any manner so as to change this corporation from a nonprofit corporation to a corporation organized or operated for pecuniary profit; nor shall the Articles of Incorporation be amended so as to make the purposes of the corporation inconsistent with the purposes as specified in Article III herein.

ARTICLE XII DISSOLUTION

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, transfer the assets of the Corporation to the Utah State Board of Education.

ARTICLE XIII DEBTS AND OBLIGATIONS

Neither the corporation's chartering entity nor the State of Utah, including any agency of the State of Utah, is liable for the debts or financial obligations of the corporation or officers or agents of the corporation.

BYLAWS

OF

mStar Academies

ARTICLE 1 NAME, PURPOSE

The name of the organization is **mStar Academies** ("the corporation")

The corporation was formed to manage, operate, guide, direct and promote the mStar Academies, a Utah Public Charter School. The corporation is organized under the Utah Nonprofit Corporation Act for public purposes and is not organized for the private gain of any person.

ARTICLE II MEMBERS

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

ARTICLE III MEETINGS OF DIRECTORS

1. Annual Meeting. The Board of Directors of the corporation (the "Board") shall hold an annual meeting for the purposes of organization, selection of Directors and officers, and the transaction of other business.

2. Regular Meetings. Regular meetings will be held as scheduled by the Board, with a published schedule and proper notice. Regular meetings of the Board, including the annual meeting, shall be

held without call or notice on such dates and at such times and places as may be from time to time fixed by the Board.

3. Special Meetings. Special meetings of the Board for any purpose(s) may be called at any time by the President/Chief Acting Officer, Secretary, or one-third of the members of the Board.

4. Notice. Special meetings of the Board and regular meetings that are held other than at the regularly scheduled time or place may be held only after each Director has received four (4) days' notice by first class mail or forty-eight (48) hours' notice given personally or by telephone or other similar means of communication.

5. Mandatory Meetings. Any meeting can be designated as a mandatory meeting by the President or by two-thirds (2/3) of the Board. Said mandatory meetings will comply with the above mentioned guidelines. Wherever possible, excepting specific approval by the President, attendance to mandatory meetings must be in person and by the actual board member, not in proxy. Not attending a mandatory meeting is grounds for dismissal from the board. Exceptions are handled in section eight (8) below.

ARTICLE IV BOARD OF DIRECTORS, OFFICERS

1. Board Role, Size, Composition. The Board is responsible for overall policy and direction of the school and delegates responsibility for day-to-day operations to the Administrator and committees established by the Board. The Board shall consist of no fewer than five (5) and no more than seven (7) members appointed by a majority vote of the Board. At least one member of the Board shall be a parent of a student currently enrolled at mStar Academies. The Board members shall receive no compensation other than reasonable expenses.

2. Meetings. The Board shall meet at an agreed upon time and place. Board members shall be informed either orally, or in writing (including email, text message, etc) of a board meeting in a reasonable amount of time. A reasonable amount of time shall be at least twenty four (24) hours in advance, but may be as much a twelve (12) months. Regular meetings shall be attended by a quorum, as defined below, and all board members agree to make all reasonable efforts to attend every meeting either in person or via telecommunications as approved by the President under conditions set forth in section nine (9) below.

3. Terms. Board members will serve staggered terms as set and established by the Board. Terms will be staggered in order to create an orderly rotation of Board members. Each of the five initial Board members will be selected to serve a term from one to five years so that one Board member's term expires each year for the first five years. After the expiration of these initial terms, Board members will serve three (3) year terms.

4. Quorum. A quorum consists of a majority of the current Board members. A quorum of Board members must be present at any meeting of the Board before business can be transacted or motions made or passed.

5. Proxy. Proxies shall be available as an option for board members who cannot, through extenuating circumstances, attend a board meeting. Proxies shall be available for regular board meetings, and shall communicate the member's vote, business items, etc. Said Proxy must be a person who already sits on the board, or an Approved Alternate. Approved Alternates must be submitted to the President in writing no less than seven (7) days prior to the meeting that they will be attending. The President shall inform the Member of the approval or disapproval of the proposed Alternate within three (3) days of the request. Approved Alternates are NOT invited to sit as full board members, but only to communicate the member's votes or such business as falls under the member's jurisdiction or stewardship when the member is unable to attend. Sending an Alternate must be approved by the President and happen no more than two (2) times in a calendar year, nor shall these be consecutive. In the event that an Alternate is requested, or required, by either the member or the board as a whole, or the President, more than once in a six (6) month period the board shall consider that member as being on probation and shall proceed to inform the member of this in writing. Members shall be able to ask other board members to act as their proxy. These shall be called "Sitting Proxies" and shall not be under the restrictions of Approved Alternates. Sitting Proxies maintain their ability to cast their vote as a board Member, and communicate the vote of their partner. Members shall make all reasonable efforts to inform the President before the meeting when a "sitting proxy" has been requested. Proxies and Sitting Proxies are not available for mandatory meetings.

6. Officers and Duties. There shall be at minimum five (5) officers of the Board consisting of a President, a Vice-President, Secretary, Treasurer and Parent Representative. The officers shall be elected by a majority vote of the Board at the annual meeting of the Board.

(a) The President shall convene and preside over regularly scheduled Board meetings and special meetings.

(b) The Vice-President will chair committees on special subjects as designated by the Board.

(c) The Secretary shall be responsible for keeping records of Board actions, including overseeing the taking of minutes at all Board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each Board member, and assuring that corporate records are maintained.

(d) The Treasurer shall make a report at each Board meeting. Treasurer shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to Board members and the public.

(e) The Parent Representative will bring concerns of the parents and community and items of business as needed to the Board and shall be the parent of an active student of mStar Academies. Parent members shall be appointed by the parents by vote, to serve for a term of one (1) year. Votes shall be held within thirty (30) days of the beginning of every new school year. In the event that a parent representative is not chosen by the parents, the Board will invite a parent of a current student to serve in this capacity.

7. Vacancies. Vacancies on the Board will exist (1) on the death, resignation, or dismissal of any member, or (2) when the term of a current Board member has expired. In order to fill such a vacancy, the Board will solicit nominations and letters of application from the school community or members

of the community at large. The Board may then appoint an approved applicant to fill the vacancy. Board members will be appointed by the vote of a majority of the remaining members of the Board.

8. Resignation and Absences. Resignation from the Board must be in writing and received by the Secretary. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective.

9. Distance Attendance. Board members who live at a distance that makes in-person attendance unfeasible are allowed to attend meetings via electronic communications. Possible modes of communication shall include; video teleconference, Skype, Facebook, conference call, or phone call. Distance attendance can also be approved by the President on a case-by-case basis.

10. Dismissals. Board members may be removed from the board based upon the following criteria; (a) they have committed a felony (b) They do not attend a mandatory meeting (c) They request, or one must be called upon in their behalf, an Alternate more than two (2) times in a six (6) month period or (c) other concerns are brought before the Board and deemed grounds for dismissal by two-thirds (2/3) of the members. Dismissals must be approved by a two-thirds (2/3) vote.

ARTICLE V COMMITTEES

The Board may create committees as needed to fulfill its responsibilities. The Board President appoints all committee chairs.

ARTICLE VI DIRECTOR AND STAFF

Administrator/Principal.

The Director/Principal is hired by the Board. The Director/Principal has day-to-day responsibility of the school, including carrying out the school's goals and Board policy. The Director/Principal will attend all Board meetings, report on the progress of the school, answer questions of Board members and carry out the duties described in the job description. The Board can designate other duties as necessary.

ARTICLE VII INDEMNIFICATION

1. Indemnification of Directors and Corporation Agents. The corporation hereby declares that any person who serves at its request as a Director, officer, employee, Chair, or member of any committee, or on behalf of the organization as a trustee, Director, or officer of another organization, whether for profit or not for profit, shall be deemed the corporation's agent for the purposes of this Article and to the extent allowed by law, shall be indemnified by the corporation against expenses (including attorney's fees), judgment, fines, excise taxes, and amounts paid in settlement actually and reasonably incurred by such person who was or is a party or threatened to be made a party to any threatened, pending, or completed action, suit or proceeding, whether civil, criminal, administrative,

or investigative by reason of such service, provided such person acted in good faith and in a manner he reasonably believed to be in the best interest of the corporation and, with respect to any criminal action or proceedings, had no reasonable cause to believe his conduct was unlawful. Except as provided in Article VII, Section 3, below, termination of such action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not of itself create either a presumption that such person did not act in good faith and in a manner which he reasonably believed to be in the best interest of the corporation or, with respect to any criminal action or proceeding, a presumption that such person had reasonable cause to believe that his conduct was unlawful.

2. Indemnification Against Liability to the Corporation. No indemnification shall be made with respect to any claim, issue, or matter as to which a person covered by Article VII, Section 1 shall have been adjudged to be liable for negligence or misconduct in the performance of his/her duty to the corporation unless and only to the extent that the court in which such action, suit, or proceeding was brought shall determine upon application that, despite the adjudication of the liability, but in view of all the circumstances of a case, such person is fairly and reasonably entitled to indemnification for such expenses which such court deems proper.

3. Indemnification of Criminal Actions. No indemnification shall be made in respect of any criminal action or proceeding as to which a person covered in Article VII, Section 1 shall have been adjudged to be guilty unless and only to the extent that the court in which such action or proceeding was brought shall determine upon application that, despite the adjudication of guilt, but in view of all the circumstances of the case, such person is entitled to indemnification for such expenses, or fines which such court shall deem proper.

4. Period of Indemnification. Any indemnification pursuant to this Article shall: (a) be applicable to acts or omissions which occurred prior to the adoption of this Article, and (b) continue as to any indemnified party who has ceased to be a 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, 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

5. Advances of Costs and Expenses. The corporation may pay costs and expenses incurred by a Director, officer, employee or agent in defending a civil or criminal action, suit or proceeding, in advance of the final disposition of the action, suit or proceeding upon receipt of an undertaking by or on behalf of the person that he or she shall repay the amount advanced if it is ultimately determined that he or she is not entitled to be indemnified by the corporation as authorized by these Bylaws.

6. Personal Liabilities of Directors and Officers. No Director or officer of the corporation shall be personally liable to the corporation for civil claims arising from acts or omissions made in the performance of his or her duties as a Director or officer, unless the acts or omissions are the result of

his or her fraud, or malicious or willful misconduct, or the illegal use of alcohol or a controlled substance.

**ARTICLE VIII
MISCELLANY**

1. Intellectual Property. All writings given by Board members in relationship to mStar Academies, it’s officers, employees, students, facilities, partners, curriculum, meetings, etc shall be the property of mStar Academy LLC, as agreed upon in the contract between mStar Academies and mStar Academy LLC.

2. Conflict of Interest. mStar Academies Governing Board members shall not be financially compensated for service on the board, excepting reimbursement for reasonable expenses accrued in performing necessary tasks for board business. Board members shall remain free of any conflict of interest as outlined by law. Employees of mStar Academies LLC, it’s affiliates and partners, are not allowed to serve on the Governing Board. Such individuals may be called upon to advise the Board when called upon, but shall not have a vote. Board members may not have immediate family members who work for mStar Academies LLC. If a conflict of interest arises the Board member will be given thirty (30) days to rectify the situation at the end of which, if the conflict of interest is not satisfactorily settled, the Board member will be required to abdicate their position or be dismissed.

The mStar Academies board is committed to fulfilling the mission of mStar Academies. The board understands the following goals needed to evaluate and adjust them as needed due to USOE and School Board changes.

<i>Measure</i>	<i>Metric</i>	<i>Board Goal</i>
<i>Board Member Development</i>	Percentage of Board passing all available Board training modules on the State Charter School Board website	<i>100%</i>
<i>Regulatory and reporting compliance</i>	Percentage of all required reports that are submitted to state agency complete, accurate, and on time	<i>100%</i>
<i>Regulatory and reporting compliance</i>	Articles of Incorporation, Board Bylaws, and Charter are all in agreement and the school’s Charter is not changed without proper amendment from chartering entity	<i>100%</i>

mStar Academies

Board Meeting Minutes

Saturday March 30, 2013

Location: 624 Avalon Circle, Tooele, Utah 84074

In Attendance: Michele Noppers, John McGroarty, Albert Noppers, Ron Condie, Rebekkah Button

Not In Attendance: Tom Gregson

MINUTES

8:30 am – Welcome and Call to Order by Michele Noppers

BUSINESS ITEMS:

Michele Noppers motioned to approve the Articles of Incorporation. John McGroarty seconded the motion. Voting was unanimous and motion passes.

- ❖ Approve mStar Academies Articles of Incorporation

John McGroarty motioned to approve the Bylaws. Rebekkah Button seconded the motion. Voting was unanimous and motion passes.

- ❖ Approve mStar Academies Bylaws

Albert Noppers motioned to approve the Purchasing Policy. Michele Noppers seconded the motion. Voting was unanimous and motion passes.

- ❖ **Approve mStar Academies Purchasing Policy and Procedures**

- ❖ Approve mStar Academies Officers of the Board

Michele Noppers motioned to approve the Board Members as listed below. John McGroarty seconded the motion. Voting was unanimous and motion passes.

- Michele Noppers nominated the following:
 - John McGroarty – Board Director of Curriculum
 - Albert Noppers – Board Director of Facilities and Technology
 - Ron Condie – Board Director of Finance
 - Rebekkah Button (Vielbaum) – Board Director of Governmental Relations
 - Tom Gregson – Board Director of Marketing and Public Relations

Ron Condie nominated Michele Noppers as Board President. John McGroarty seconded the motion. Voting was unanimous and motion passes.

- Michele Noppers- Board President

8:45 AM – ADJOURNED by Michele Noppers

SECTION 9: COMPREHENSIVE PROGRAM OF INSTRUCTION

Educational Program

The education program at mStar Academies will build upon a foundation of academic excellence using creative problem solving, collaboration and cooperation intertwined with a mastery-based content requirement. Our program will consist of an innovative course of study that incorporates both traditional curriculum elements with technology and higher level learning processes. The mStar Academies vision allows for students to develop their “genius” at a pace that is designed for the individual rather than large group settings. All coursework will challenge the critical thinking and application of each student through *competency-based assessments and evaluations*. The teachers will guide the students using Gardner’s (2003) Theory of Multiple Intelligences as the foundational element for instruction.

Innovative Program of Instruction

The program of instruction will consist of a balance of digital and traditional curriculum design methods primarily focused within the areas of mathematics, science, research, and technology spending approximately a minimum of 45 minutes a day utilizing educational sound digital courseware and programs that respond to the individual needs of the study. This format for learning is part of the mStar Academies philosophy that allows for student learning to be accomplished in less time with a higher mastery level. When not using computerized instructional methods, students will receive instruction from and participating in a collaborative learning with Mentors, Trainers and Administration who are trained and excited about the possibilities for student achievement within this academically challenging environment. During the balance of the school day, students will spend time on required core subjects such as science and mathematics, along with opportunities to expand their current knowledge in areas such as foreign language, performing arts, and specialized program areas that will be explained in greater detail below. Instructors will be cross-certified to teach many courses that qualify for concurrent enrollment within most university programs as well to ensure students opportunities to pursue higher education learning while still within the high school environment.

We will also include professors from local universities that wish to either help teach a specific class or offer materials to help supplement instruction so that students can get college credit. Once the IB program is formally adopted, all IB Diploma coursework will help get students closer to achievement of a B.S. Degree by the time they finish High School, or have a substantial amount of college work completed so that higher education coursework can be minimal.

Students will have access to the latest educational technology provided through various resources such as Promethean planet among others. Student learning will also have the use of specific technology through laptops, e-learning materials, and other instructional aids that help connect student learning to real-world applications. Since our curriculum will be considerably competency-based mastery for achievement of credit, established criteria for meeting not only school academic policies, but state and federal academic levels will be carefully reviewed for each class to make sure a high level of understand has been achieved.

Our program of instruction will also contain a key element through which students have the opportunity to participate in a concurrent enrollment program with options for independent study through local Universities and Colleges.

As stated within the Utah Concurrent enrollment handbook, “Identification of qualified adjunct faculty is the responsibility of the participating LEA. Final approval of adjunct faculty will be determined by the appropriate department at the college or university offering the course. Selection criteria for adjunct faculty teaching concurrent enrollment courses should be the same as those criteria applied to other adjunct faculty appointments in specific departments. These criteria may vary from one institution to another. Generally, a minimum of a master’s degree in the subject or related area is required for adjunct faculty status. Each faculty member hired to teach potential concurrent coursework will be given the opportunity to pursue an advanced degree to help with qualifications. These opportunities will allow faculty to incorporate the innovative program of instruction at any level within the school.

Theoretical Foundation

Gardner's theory of Multiple Intelligences is strongly supported by many education professionals because it offers a model on one of the most fundamental aspects of educational thought: all children have strengths. For many, the process of curriculum development relied on state and federal mandates to ensure consistency in preparation of students for annual core testing. MI, however, is designed to be a more student-centered model, relying on changes made to accommodate learning from the student's perspective. Methodological changes made in the curriculum must emphasize using students' talents in the same way, at the same time, and in the same amount of time. Since analytics learn differently from global, and auditory, visual, tactual, and kinesthetic students each begin, reinforce, and retain what they have learned through different perceptual strengths (Denig, 2004). The realization that all children have strengths is a major breakthrough in our recent educational thought. Looking at each child as an individual, with their own talents and abilities, and then tailoring an educational program using that information will not only help foster the learning process to a higher level, but help create resources such as learning teams and professional learning communities that will connect students with adults who hold a vested interest in their success. These connections tie valuable aspects of our educational system together in a unified system.

Supplemental Curriculum

Reading/Literature Curriculum

Students will receive specific instruction to increase overall reading/comprehension skills at all academic levels. Beginning with the Riggs *Writing Road to Reading Program*, students will gain a mastery of both the written and spoken language. This instruction will come in the form of special groups, learning activities that are age and grade specific, as well as individual attention to literary improvement.

The Riggs Method incorporates the phonics-based spelling with rules system dating from the Webster-Oxford standardization of English spelling, but also provides realistic phonemic/graphemic correspondences from contemporary dictionaries. It is possible to teach correct spelling as well as regional dialects and varied pronunciations across the English-speaking world. This phonetic system and the rules of English were regularly taught in colleges of education and were incorporated in orthography student texts during the pre-"Dick and Jane" era (the 1920's and before), in a time when children who were privileged to attend school almost all became highly literate. It simply requires a realistic alignment of worldwide speech patterns with the English spelling system

This program will help students develop the following literary skills:

- "Explicit" Phonics with dictated Initial Letter Formation
- The Alphabetic Principle
- Phonemic & Graphemic Awareness
- Correct Spelling w/47 Rules
- Fluent Oral and Silent Reading
- Oral and Print Comprehension
- Vocabulary
- Pronunciation & Speech
- Creative & Organizational Composition
- Grammar/Syntax/Punctuation/Capitalization
- Analytical & Inferential Thinking
- Auditory/Visual/Verbal/Motor Cognitive Development in:
 - Attention
 - Discrimination
 - Association
 - Memory

Each student at mStar Academies will be involved with this program at various levels throughout their education at the school.

Performing Arts

Students will have the opportunity to participate in several performing and visual arts organizations. From a wide variety of groups ranging from a high school chorale and wind ensemble to theatre productions intertwined with visual graphic arts classes; students will develop a well-rounded educational experience.

Character Education

Students will receive training in character education in each of their classes. It is an integral part of what our culture is at mStar Academies. The training will be scoped, sequenced and age appropriate. Lessons are aligned with language arts, social studies, science, and math standards. The curriculum will be Positive Action, a nationally recognized, evidence-based program that improves academics, behavior, and character. Components include drug education, a family program, bullying prevention, and conflict resolution.

Also used will be Character Counts, an approach to character education which focuses programs and materials on six ethical values called the Six Pillars: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. At mStar Academies, we believe that each individual has a value in society and that value should be explored, developed, and shared with both students, staff, faculty, and community. Through specific activities during the year, incorporating character development, students will be introduced to character building projects and instruction to further enhance the learning process. Some activities could include:

School-wide projects to build character
Service Learning Opportunities
Collaboration with Community Organizations
And much more...

Methods of Instruction

All curriculum required by the Utah State Core standards will be taught in accordance with current USOE requirements. If any particular method described below lacks any of the required standards, supplemented instruction will be given to adequately cover subject matter. Curriculum will also meet new national core standards requirements. The overall curriculum design will follow ideals and methods based on the current IB program for school students, although the specific IB program will not be used until approval as an IB school can be accomplished.

Students will be involved in an educational program that offers a complete program of study, taking into consideration individual talents, abilities, strengths and weaknesses. All students will have the opportunity to create their own individual learning program in a collaborative effort with mentors and trainers (teachers and assistants). The program below will outline this curriculum structure and how mStar Academies will provide that quality education beginning with the earliest grade levels and culminating with potentially a B.S. Degree in their chosen field. It is the plan that beginning in the second year of operation, mStar Academies will

purse certification as an IB school. This transition would be quite smooth because of the currently established learning program modeled after the IB program of study.

Students will also have the opportunity to demonstrate competency-based mastery of content areas through specifically designed evaluations and testing. This will help students progress academically at a rate accustomed to their individual learning processes which will afford teachers to explore new instructional methods to help students achieve academic success.

ELEMENTARY SCHOOL PROGRAM

Overall Learning Program

Each student at mStar Academies within the elementary school program will have a learning experience that involves not only individual development, but also group skill development and instruction tailored to meet the needs of our changing society. Students beginning at this age will be offered a learning experience that involves the use of Promethean technology and academic programs which will supplement current student learning. Students will also have the opportunity to demonstrate content mastery to move forward in learning.

A typical school day will consist of the following program areas:

Math: Singapore Math

Guided Reading: Riggs Writing Road to Reading

Social Studies and Science: National Geographic Reading Expeditions and Core Academy

Art: Meet the Masters” program

Music: Kodaly Concept for the elementary schools

Foreign language: World Language Core Curriculum

Health and Fitness: Weekly Health and Fitness program classes

Language Arts: Pearson’s instructional methods

Students will be introduced to a trans-disciplinary program that will integrate different academic areas into the overall learning processes at the school. Integration of subject matter will help students learn material at a quicker rate and enable higher retention capabilities. For example, rather than learning about Egypt during set time of the day, and then being done with it, teachers should combine their study of Egypt with other areas as opportunity presents itself. A writing lesson could combine a writing skill with the social studies content of Egypt.

The learning process at mStar Academies will also help students develop specific character traits that increase learning potential and understanding while further developing individual characteristic such as inquiry skills, communication skills, and reflection abilities. Each student will develop a learner profile consisting of the following categories as reflected through IB coursework ideals:

Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, and Reflective

Each of these character traits will incorporate student learning and growth while maintaining the high academic standards of mStar Academies. Each month of the school year will focus on one of the above character traits through specific learning objectives, activities, and student recognition programs. Each of these attributes will also be evident in hallways and on individual classroom walls.

Elementary Curriculum

The elementary school curriculum will center on direct experiences enhanced through multiple intelligence-based learning instructional strategies. Each elementary classroom within the lower grades will incorporate the centers structure with the following structure to help incorporate MIs in the classroom:

- Personal Work Center (Intrapersonal Intelligence)
 - Students will explore areas of study through research, reflection, or individual projects.
- Working Together Center (Interpersonal Intelligence)
 - Students will develop cooperative skills working together on projects, brainstorming, creativity and development of learning games.
- Music Center (Musical Intelligence)
 - Students will compose simple songs through exploration of musical instrumentation, be introduced to musical theory, history and culture.
- Art Center (Spatial Intelligence)
 - Students will explore areas of interest through application of art media and supplies, manipulables, puzzles, charts and pictures.
- Building Center (Kinesthetic Intelligence)
 - Students will be able to build models, dramatize events, and explore movement through dance.
- Reading Center (Verbal/Linguistic Intelligence)
 - Students will learn, read, and write in various forms while creating an analytical sense of the world around them. They will be able to organize and express themselves through both written and spoken language.
- Math and Science Center (Logical/Mathematical Intelligence)
 - **Students will work with math games, manipulatives, mathematical concepts, science experiments, deductive reasoning, and problem solving.**

mStar Academies believes in education of the “whole child” as represented through Gardner’s Theory of Multiple Intelligences.

One of the benefits of being able to create a new, innovative curriculum is the flexibility to accommodate many learning styles. Student instruction during these years will:

- addresses students’ academic, social and emotional well-being
- encourages students to develop independence and to take responsibility for their own learning
- supports students’ efforts to gain understanding of the world and to function comfortably within it
- help students establish personal values as a foundation upon which international-mindedness will develop and flourish.

The written curriculum for elementary school students will consist of several academically-based experiences to develop written and critical thinking skills through a trans-disciplinary theme. Students will develop self-awareness about who we are, how we relate to the world around us, our expressions, and overall connections to life itself. Students begin to learn their place in society and how that place can become something incredible.

Kindergarten Program:

Kindergarten students begin the education right from the start of their educational journey where students learn through direct application of MIs. These are demonstrated through developmental activities and learning processes which focus on each student’s individual MIs which are noted during pre-school evaluations. Students will begin developing the foundations for successful future learning through age appropriate developmental instructional design methods. Students begin to also develop character traits that will open up the possibilities for exploration, creativity, and thought even within a younger mind.

All kindergarten students will have the opportunity to explore how learning can help them develop social skills and other specific character traits necessary to become successful learners in society. Mentors will provide students with a positive learning atmosphere that will include connections with community, parents, and others to enhance the learning process.

Grades 1 – 3:

Students will continue the pathway through further development of skills and abilities through implementation of MIs in the classroom. These students will begin more direct experiences through both in-class and outside exploration. Each grade will have various themes throughout the year that will offer students the opportunity to develop individual and collective learning processes. Mentors and trainers will work together to provide a well-balanced curriculum through activities, projects, and various field trips. Research skills will continue to be developed through incorporation of various activities such as learning about library resources, using various resources from literature, mathematics, and other core subject areas. These grades will also begin an “around the world” passport where students will begin in the U.S. and then travel throughout the world learning about culture, history, and people through which project based learning will be the core of study. Each mentor and trainer will serve as “tour guides” for this journey. At the end of each year, these grades will hold a world conference through which

best work will be presented through art, music, and other academic resources accomplished by students throughout the school year.

Grades 4 – 6:

Students will continue this pathway of learning through incorporation of MI based instruction. Students are constantly on the move, learning through exploration. Each student will have the opportunity to refine elementary critical thinking skills through various activities and project-based learning. Increased collaborative effort between students will help students ensure learning processes and progressions are being accomplished. Within these grades, students inquire into, and learn about, these globally significant issues in the context of units of inquiry, each of which addresses a central idea relevant to a particular trans-disciplinary theme. Lines of inquiry are identified in order to explore the scope of the central idea for each unit. These inquiries are substantial, in-depth and usually last for several weeks. There are seven subject areas which include arts; language; mathematics; physical, social and personal education; science; and, social studies. These subject areas provide students with knowledge, skills, and concepts which students can explore to understand the interconnected nature of the subject areas and the trans-disciplinary themes.

This approach will be intertwined with Gardner’s Theory of MIs through application and implementation of coursework that is specifically designed to not only meet the requirements of the IB modeled program, but also help satisfy academic requirements of many subject areas with one specific course of learning. For example, a student’s science program will include written assignments that allow credit for learning in English, application of Mathematical principles, and development of art and musical coursework. Each student will be exposed to this framework of learning which, as a result of a collaborative effort between mentors, trainers, and other members of the community, will have a well-rounded educational program.

SECONDARY SCHOOL PROGRAM

Secondary Schools (Grades 7 – 12)

Middle School (Grades 7 – 8):

The secondary school curriculum begins with the middle school years where students will embark of a journey of multi-disciplinary study which will incorporate MIs as part of their curriculum design. This program will be modeled after the current IB program for middle school students with the incorporation of MI theory-based instructional design and a trans-disciplinary learning program. The passport of learning begun within the elementary schools will continue at this point with further incorporation of world study.

The middle school program will meet the following standards:

- addresses students’ intellectual, social, emotional and physical well-being
- enables students to understand and manage the complexities of our world, and provides them with the skills and attitudes they need in order to take responsible action for the future
- ensures breadth and depth of knowledge and understanding through the study of eight subject areas
- requires the study of at least two languages to support students in understanding their own culture and that of others
- provides the opportunity for students to undertake an independent project into an area of interest

This curriculum will offer students an avenue to expand creativity, encouraging development of critical thought and reflective practices. Each student will have the opportunity to develop, through a challenging course of study,

The middle school program offers students a balanced approach of learning and study organized through eight specific subject groups:

- Foreign Language
- Science/Social Studies
- Mathematics
- Arts
- Physical Education
- Technology
- Language Arts/Reading

With the incorporation of MIs in the classroom, each student will participate in a learning program in-line with the Core Standards of Utah for middle school students. Introduction of technology and other resources including interactive experiences will further enhance the students learning process. Subject areas of the middle school years will also focus on continued development of the “whole child”*.

**Students will explore this course of study through a competency-based learning program where educational content mastery will direct progression through the academic curriculum.*

Curriculum within the middle school will also focus on five different areas to help improve attributes, values, and skills. At mStar Academies, we will explore each of these five areas intertwined with both personal and group development through implementation of MI-based projects and activities. These five areas include:

- *Approaches to Learning*
- *Community and Service*
- *Health and Social Education*
- *Environments*
- *Human Ingenuity*

Each of these areas will contain curriculum focused instruction that will help each student create a successful pathway of learning to further enhance the current school mission, vision, and values. One of the benefits of this instructional method is the ability for mentors and trainers to intertwine instructional design based on one or more areas to help students achieve their full learning potential.

Approaches to Learning:

This area will focus on how students actually gain the knowledge required to demonstrate the content-based mastery achievement and move through curriculum and study. Each student will have the opportunity to develop their own personalized educational plan (PEP) that will create the pathway of learning specific to that individual and best help them learn the material presented to them. Through implementation of MIs in the classroom, each student and mentor will work in collaborative effort to master content material, state and federally based requirements and overall academic achievement. Each student will subsequently have a “PEP” talk with a counselor, mentor, and administrator each year to track progress. This progress will also be accomplished through the Promethean software being used in the school.

Community and Service:

Each student will have the opportunity, even at the middle school level, to be part of a community-based service project each year through which current knowledge and understanding will have real-world application. These service projects will not only help students develop that love for community and service, but also develop skills that can transfer to further educational endeavors. Each service project will be specifically geared towards a learning objective at the time with several happening during the year. Some potential examples include, Habitat for Humanity, the Road Home, and other volunteer organizations. Students will also have the opportunity to create their own service learning experience through connections made from various out of school trips and projects.

Students learn the purpose for every task and are active participants throughout Riggs lessons. Daily observations and assessments enable teachers to tailor instruction to meet each child's individual needs: English Language Learners of all ages, Special Needs Students and Gifted.

- Riggs teachers believe that students' physical and mental well-being is a primary concern and that all children can learn.

Health and Social Education:

“Healthy citizens are the greatest asset any country can have.”
- Winston Churchill

Being healthy can often be challenging for many individuals. At mStar Academies, we believe that the health and social education is a priority for all students, especially those within the middle school environment. Health and social education provides the opportunity for students to become aware of potential hazards and make informed choices relating to respecting their own body and mind. Students will be introduced to coursework, projects, and experiences that help them develop these essential character traits to further help both physical and social development.

Environments:

At mStar Academies, our goal is to make students aware of their interdependence with the environment so that they accept their responsibility for maintaining an environment fit for the future. Students are confronted with global environmental issues that require balanced understanding in the context of sustainable development. Knowing the world around them, how that world interacts with their own individual learning process, and how that knowledge and experience can transfer to further education and adulthood experiences, is a crucial aspect of the mStar Academies learning pathway. Each student will participate in experience that help create a sense of environment within each student’s life while achieving academic requirements for grade and content completion.

Human Ingenuity:

One of our main focuses is concerned with the products of the creative and inventive genius of people, and with the impact of this creativity on society and on the human mind. Our students learn to appreciate and experience the human capacity and drive to transform, enjoy and improve the quality of life over time. The coursework completed by each student will also have that element of creative and inventive elements to help further develop that “inner genius” as we believe exists within each student.

This area will be supported through student learning that helps develop valuable skills and knowledge based on learning strategies developed through Gardner’s Theory of MIs. All of these areas will also be based on the collaborative learning process which will ultimately help shape the life of each mStar Academies student and prepare them for future roles in society.

Typical Middle School Day of Learning:

Students begin each day at the school with a review of the mission and values of the school to renew their commitment to the learning process, ideals, and standards of mStar

Academies. Each student will continue on the learning pathway set through their individual learning plan specifically designed for each individual. The middle school program promotes creativity, develops independent thinkers and invites every student to discover unrealized skills and talents. Curricula are designed around major content concepts and interdisciplinary themes at every grade level. Through an inquiry-based, differentiated and integrated academic experience, our students develop fundamental understanding in a multi-cultural environment, representing the diverse nature and social awareness of the real world.

One unique aspect of our middle school program is the culmination activity for each student. This cornerstone to our academic program is the oral defense. The oral defense is an end-of-year presentation of in-depth curricular understanding that directly applies to the real world. The formal presentations of learning (POL) or oral defenses support critical thinking skills, public speaking skills, technology and leadership. Students will design their oral defense around a topic that directly corresponds to their subject matter and individualized learning plan with the support of their advisor and classroom teachers. The aim is to have students find clarity and confidence in their learning in ways that aligns and supports their path toward college and competitive workforce environments.

A middle school student will experience a curriculum that will consist of the following subject areas that will be intertwined with other core areas to incorporate the total learning environment for each student:

English Language Arts: The emphases in English are two-fold: to teach students to read increasingly difficult material with deeper understanding and to encourage students to be life-long readers. Vocabulary development is extensive. Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. A variety of materials are used. Students read novels, short stories, essays and poetry. Reading skills, literary analysis and higher-level comprehension work is incorporated while using the Utah Core Standards as a guide. Students participate in extensive free-choice reading in addition to the required assigned reading. Classes are literature-based and thematically organized around the four domains: narrative writing, expository writing, descriptive writing, and persuasive writing. Emphasis will be placed on teaching students to become independent and critical thinkers. Students will show proficiency through written assignments, research-based projects, comprehension questions, and open-ended projects.

Mathematics: The goal of mathematics instruction is to produce students who recognize and appreciate mathematical components of their world and see mathematical fluency as an important contribution to the future. Seventh grade math begins to prepare students to be successful in upper level mathematics classes in High School and beyond. A unique aspect of this program is the incorporation of real-world activities to enhance the learning process. Each student will have the opportunity to develop their own mathematics project that will help foster learning processes and styles of each student.

Science: Emphasis is on making the connections and seeing relationships between concepts and ideas. The interdisciplinary thematic teaching approach helps students investigate high interest problems showcasing scientific thinking processes and the application of scientific principles. Students develop critical thinking skills with problem solving, decision-making, research and inquiry. As students move through the program, they are challenged by more sophisticated thinking processes using experimental manipulative and other laboratory-oriented projects that are related to current scientific issues. Through MI-based learning, students will use inquiring activities and skills to focus on specific scientific issues currently found within our society and develop projects and presentations to showcase learning and study.

Social Studies: The history curriculum is designed to include guiding questions that promote a culturally sensitive historical perspective and inspire civic-minded participation through community outreach. An in depth study of Ancient Civilizations among US History is facilitated in order to help students apply what they've learned to create presentations, projects, simulations and productions. Last, students investigate historically based societal issue by researching the literature, media, and analyzing data of the time, and communicating findings in presentations and/or research papers.

Foreign language: The language study continues from the Elementary school program. Students entering the middle school without prior language training will begin with the basic language study and then progress through the program. Foreign language students will have the experiences of an "immersion" program through which personal experience, cultural events, and historical backgrounds among other areas will be studied. Students will also have the opportunity to participate in a language learning immersion service learning project each year that will also help make essential connections between school and community.

Art/Music: Students will participate in either a music or art class each year during the middle school years to develop creative talents and abilities. Specific classes will help foster creative learning processes within students as well as incorporate study of music history and culture to enhance the learning environment.

Technology: To maintain progression within the technological advances, students will participate in technology classes that help develop key transferable skills of learning to real-world applications. At mStar Academies, each student will have access to technology through learning based on Promethean Educational Materials provided to each student. Learning activities will incorporate such skill-based development classes such as programming and web design. Whether in whole-class, individualized, small-group or peer-to-peer learning scenarios, the goal of the 21st century learning environment is to bring together data, resources, tools and expertise to positively impact teaching and learning.

Student achievement is driven by providing a learning environment and learning scenarios that are personalized, timely and relevant. Understanding what students have achieved, where they should head next and how they can collaborate to effectively reach that destination requires a

coordinated effort, bringing together best-of-breed learning and assessment tools with engaging, targeted content and instruction.

Physical Education: Physical education, nutrition, as well as our healthy food policy, promotes a connection to an active life-style as well as healthy eating habits. Our physical education program emphasizes the importance of activity, and physical education specialists use a variety of strategies to promote engagement and teambuilding as well as fitness. Dance and the use of music are both integral components of our program.

High School Curriculum (Grades 9 – 12):

The High School years begin where the middle school left off with each student being prepared for future roles in society and continuation of the academic program already in progress from the middle school years. Students who finish their education through mStar Academies will potentially have the ability to complete a B.S. Degree by their senior year. We understand that not all students will complete this challenging pathway, but each student will be given the opportunity.

For each student at mStar Academies, the choice of a particular subject from each of the five groups is required. Each course within the High School curriculum will be specifically designed to not only meet current State and Federal Graduation Requirements, but also be geared toward individual multiple intelligence-based learning styles. Each student at mStar Academies will continue along the pathway set by their individual learning plan developed early in middle school and begin to focus on future potential and higher educational direction. A collaborative effort with selected Colleges and Universities will also allow students in the upper grades to pursue their college degree through concurrent enrollment in courses taught by university and college faculty. Students potentially will also have the opportunity to pursue online learning through university study as well as long as criteria met through concurrent enrollment is met. This will afford the student more opportunity to take college-level classes while still in high school.

A tailored educational program based on ideals, methods and principles of the current IB diploma program will allow each student at mStar Academies will complete during their time at the school three requirements:

- Extended Essay Completion
- Theory of Knowledge
- Creativity, Action and Service

Each of these areas will help students further develop personal and educational skills and attributes that can serve as a foundation for future learning and growth.

Extended Essay:

This essay offers our students to investigate a topic of special interest, usually one of the student's six DP subjects, and acquaints them with the independent research and writing skills expected at university. It is intended to promote high-level research and writing skills, intellectual discovery and creativity - resulting in approximately 40 hours of work. It provides students with an opportunity to engage in personal research on a topic of their choice, under the guidance of a supervisor. This leads to a major piece of formally presented, structured writing of no more than 4,000 words, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject. It is recommended that students follow the completion of the written essay with a short, concluding interview - viva voce - with the supervisor. In countries where normally interviews are required prior to acceptance for employment or for a place at university, the extended essay had proved to be a valuable stimulus for discussion.

Theory of Knowledge

The interdisciplinary TOK course, taught during their freshman year, is designed to develop a coherent approach to learning that transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The theory of knowledge course is in part intended to encourage students to reflect on the huge cultural shifts worldwide around the digital revolution and the information economy. The extent and impact of the changes vary greatly in different parts of the world, but everywhere their implications for knowledge are profound. Theory of knowledge encourages critical thinking about knowledge itself and aims to help young people make sense of that they encounter. Its core content focuses on questions such as the following:

What counts as knowledge?

How does it grow?

What are its limits?

Who owns knowledge?

What is the value of knowledge?

What are the implications of having, or not having, knowledge?

TOK activities and discussions aim to help students discover and express their views on knowledge issues. The course encourages students to share ideas with others and to listen and learn from what others think. In this process students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened.

At mStar Academies, our students will take their knowledge further through specific coursework designed to challenge current methods of critical thought, creative effort, and academic understanding. Each course will also involve a unique approach to learning that helps further develop the TOK gained from this initial experience. Coursework will be designed to incorporate many different course disciplines into one specific learning experience with each holding future application to higher education learning.

Creativity, Action and Service

This area of focus is at the heart of mStar Academies, involving students in a range of activities that take place alongside their academic studies throughout the year. The component's three strands, often interwoven with particular activities, are characterized as follows:

- Creativity - arts and other experiences that involve creative thinking
- Action - physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere during the school year.
- Service - an unpaid and voluntary exchange that has a learning benefit for the student.

Creativity, action, service (CAS) encourages students to be involved in activities as individuals and as part of a team that take place in local, national and international contexts. Creativity, action, service enables students to enhance their personal and interpersonal development as well as their social and civic development, through experiential learning, lending an important counterbalance to the academic pressures of the academic study. This activity will be both challenging and enjoyable - a personal journey of self-discovery that recognizes each student's individual starting point.

Activities will provide:

- real, purposeful activities, with significant outcomes
- personal challenge - tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress and reporting
- reflection on outcomes and personal learning.

The mStar Academies focus within this area also will involve student participation in activities and projects that will develop that sense of inner creativity through involvement in school groups and organizations. Each of these three areas also will include the opportunity to work with their particular assigned trainer and mentor to develop individual aspects to enhance current learning and study.

Curriculum Based Learning Program:

The mStar Academies curriculum will offer students both the challenge and depth of study to prepare for future academic and professional endeavors. Each course will be developed based on IB learning principles in mind, but also have the flexibility to be tailored to the individual student's learning styles.

Each student will not only participate in general education coursework that will meet graduation requirements, but also help students through a competency-based learning program, progress at a pace that is suitable to their own learning styles and abilities. What will make these courses unique over traditional learning is that incorporation of technology will be a central component of learning through both online, and e-learning courses. Each student will be given a majority of

their materials through this environment thus developing those valuable skills of distance education intertwined with traditional learning methods. Each student will choose coursework from the following areas:

- Studies in Language and Literature
- Language Acquisition
- Individuals and Societies
- Experimental Sciences
- Mathematics and Computer Science
- The Arts

Studies in Language and Literature

Coursework within this first area will be developed through collaboration between mentors, higher education faculty, and administration to help ensure a positive learning experience for the student. Each course within this area will meet current USOE requirements for Language and Literature, but also have within the course structure, activities and projects that will be flexible in that learning can be tailored to individual learning styles. Each student at mStar Academies will develop:

- personal appreciation of language and literature
- skills in literary criticism
- an understanding of the formal, stylistic and aesthetic qualities of texts
- strong powers of expression, both written and oral
- an appreciation of cultural differences in perspective

The further development of literary skills will also meet the efforts of our nation's educational focus on literacy through courses such as World literature, Literature and Performance, and other specific courses designed through connections with MIs.

The range of texts studied in these language courses is broad, and students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts. A specific aim is to engender a lifelong interest in literature and a love for the elegance and richness of human expression.

Language Acquisition:

In our society, the acquisition of a secondary language is almost becoming a necessity. We believe in offering our students the opportunity to explore not only the English language, but also other languages such as Spanish, Chinese, and French. All of these languages are in high demand within the world's business and professional societies and having students with these valuable skills will not only prepare them for future educational coursework, but also professional roles and responsibilities.

Another key element within this area is the development of knowledge within that particular language about culture and history. Where possible, courses will be taught by native speakers who bring to mStar Academies that personal knowledge, insight, and background that will offer students a greater learning opportunity for immersion within the scope of that language. Specific coursework will again be developed with MIs as a foundational element creating

Each student will have the ability to explore both modern and classical languages while at mStar Academies. Courses will each have both content mastery as well as practical application in various environments. Coursework will also involve connections to other core subject areas through implementation of literary, mathematical, scientific and social instructional elements.

Individuals and Societies:

At mStar Academies, each student will begin to create their own unique development of “inner genius” through which educational knowledge will be gained. This course structure area will incorporate the areas of business, psychology, social studies, and other social science related coursework. Each course that applies to this area of study will also incorporate learning styles to create more individual attainment of content mastery while creating a well-rounded educational experience.

Global experiences are a core focus at mStar Academies. We believe that each student should experience learning from a global perspective with learning based on a global scale. Coursework will incorporate world influences both from culture and society. Each subject taken by students will further develop personal critical thought and inquiry of how global connections can be made through simple efforts of application of knowledge and learning.

Coursework will potentially include:

- Business and Accounting
- Human Resource Management
- Global Environments
- Oceans and the World around Them
- World History
- 20th Century Historical Exploration
- Philosophy of Art and Literature
- General, Child and Abnormal Psychology
- And much more....

Experimental Sciences:

At mStar Academies, the exploration of science begins with coursework in basic biology, chemistry, and physical science. Theoretical concepts, models and techniques will be taught in conjunction with technological advances in software and program development. The scientific method will serve as a foundation within these subject areas. Students will be required to

complete at least one course series within this area which will not only meet current graduation requirements. The development of scientific study and knowledge will help students obtain a higher level of critical thought through application and incorporation of other subject area knowledge. Coursework could include:

Biology: This could include Biology, Micro-biology, and Environmental Biology

Computer Science:

Chemistry: Introductory, Biological Chemistry, Organic Chemistry etc.

CAD/Design Coursework

Physics

And much more....

Mathematics and Computer Science:

Development of mathematical knowledge is a critical aspect of the educational journey at mStar Academies. Each student will be required to follow a course of study of mathematics that will meet core standards requirements. The objective of these courses is to help students' development mathematical knowledge, logical thinking, refinement of abstract and rationalization talents, and other key mathematical skills to help prepare for future educational coursework. Such courses include:

Algebraic Expression and Thought

Geometrical Relationships

Calculus I- III

Computer Science Courses

Mathematical Concepts

And others....

The Arts:

Development of creative aspects of an individual is another key element in the overall characteristic of a student at mStar Academies. Each student will have the opportunity during their educational experiences to participate in coursework and organizations that will help enhance current creative talents and abilities. Participation in performance and visual arts groups will allow students to showcase these talents. Such groups could potentially include:

Men's Chorus

Women's Chorus

Barbershop

Visual Arts Society

Orchestra and Wind Ensemble

Each subject is designed to foster critical, reflective and informed practice, help students understand the dynamic and changing nature of the arts, explore the diversity of arts across time, place and cultures, and express themselves with confidence and competence.

Concurrent Enrollment

The purpose of concurrent enrollment (CE) is to provide prepared high school students with a challenging and rigorous college-level experience in their last two years of high school. Students in the program receive both college and high school credit. The program allows students to become better prepared for the world of work or complete selected college courses corresponding to the first year of coursework at a Utah public college or university. Concurrent enrollment offerings in mathematics, science, social studies, language arts, fine arts, humanities, world languages, career and technical programs, and education have been offered in high schools throughout the state.

mStar Academies will offer students the opportunity to pursue concurrent as soon as they meet the following requirements:

- Junior or senior class standing; sophomores by exception with LEA and USHE department approval.
- A grade point average, ACT score, or a placement score (generally considered to be a B average or ACT score of 22 or higher) which predicts a student's likelihood of achieving a B or better in the concurrent course.
- Parent or guardian approval to register for a concurrent enrollment course(s).
- Counselor or principal and college approval to register for concurrent enrollment course(s). Teachers may recommend students to either a counselor or principal.
- Student interest in a concurrent course(s) that is appropriate for the student's SEOP.

Each student will be individually analyzed for these requirements as soon as they achieve sophomore class status as determined by school policy. Because of the innovative curriculum design of the school, students may achieve this status as early as their freshman year of High School.

Additionally, students may have the opportunity to pursue Higher Education credit through Advanced Placement testing and successful demonstration of mastery scores.

Support for Standards and Use of Data

Teachers will align curriculum to the Utah State Core Curriculum Standards and Objectives. Professional learning communities, grade levels or departments will review data Professional

development and staff meetings will cover implementation of the core. Publishers and specialists will be asked to work with staff as they implement effective progress monitoring to assess student progress.

mStar Academies will use the Data Display provided by The Utah State Office of Education and at no cost to the school, to disaggregate and manipulate data to make placement decisions and assess student proficiency on the state standards and objectives. The Director will be responsible to complete an annual report to the public concerning mStar Academies student progress. This data is also key to leveling elementary students in literacy and math. End of level assessments, state assessment data and teacher recommendation are three measured that may be used when placing students into instructional groups.

The Director and Curriculum Specialist will be responsible for the selection and implementation of curriculum, state testing, data collection and progress monitoring. Together they will have the necessary qualifications for exceptional implementation of and training in assessment and data analysis. Their qualifications are outlined in Section 15. The Leadership Team, including lead teachers, curriculum specialist, and Director will assist in the selection process of approved textbooks or new curriculum. The technology specialist, special education director, and school counselor will be active participants as curriculum alignment; progress monitoring and core curriculum decisions are made.

Teacher training will be given in the following and other areas as identified through teacher input, student outcomes, and assessment changes.

USOE data display

Curriculum based assessments

Skyward (Student Information System)

Data analysis

Instructional strategies and adjustments in instruction based on individual and classroom student data

Parent Training will be offered to assist parents in interpreting student data and accessing online performance reviews such as the USOE Data Display

Academic achievement is a priority for the mStar Academies Board of Directors. Regular reports on academic achievement will be presented to the Board. Annual achievement goals will be set by the Director in conjunction with the Board based on benchmark data, CRT results, and achievement scores from surrounding schools.

SECTION 10: SCHOOL CLOSURE PLAN

In the event that mStar Academies will close, whether by itself or at the request of the Utah State Board of Education, the school will ensure that all students, families, and Utah State assets are protected throughout the closure process. The dissolution of a charter school in Utah is regulated and defined by 1) the school's Articles of Incorporation, 2) Utah Statute governing Charter School Closures 53A-1a-510.5 and 53A-1a-517, 3) Utah Statute governing non-profit corporations 16-6a-1402 through 16-6a-1405, 4) IRS Regulation 1.501(c)(3)-1(b)(4), and 5) the Charter School Agreement between MSTAR ACADEMIES and the Utah State Board of Education. The plan below describes the chronological steps to school closure that will ensure the protection of state assets. Specific descriptions of the Use of Experts and of Student and Family Transitions are covered in the paragraphs that follow.

Decision to Close

The resolution by mStar Academies Governing Board to close shall be done in an open public meeting, which has been properly noted in accordance with Utah Open Meeting Laws. The resolution will include the basis for closure and an overall summary description of the closure plan. Every voting member must be entitled to vote on the proposed closure and will have his/her comments included in the minutes of the meeting.

Assignment of Trustee

mStar Academies will assign a Trustee who will ensure all applicable laws are followed during the closing process. The Trustee may be an individual or an organization. The Trustee will engage the services of Experts and Professionals to assist in the school closure that shall include at a minimum legal, financial and educational counsel. Specific jobs of Professionals are outlined in the Use of Experts paragraph below. Depending upon the financial state of the school at closing, it is anticipated that the School Board will allocate at least \$25,000 from school reserves to cover the costs of the professional services of the Trustee and contracted Experts.

Closure plan to Chartering Entity

A Detailed Closure plan shall be delivered to the Utah State Charter School Board as soon as practicable, but no more than 30 days from the public meeting at which the closure was approved by the mStar Academies Governing Board. The plan shall include at a minimum (a) a

custodian for the protection of student files and school business records, (b) a base office to be used during the closing, (c) the office address, contact information and hours of operation, (d) insurance that covers the school through the closing process, (e) plans for a complete financial audit, (f) an inventory of all assets of the charter school, including buildings, (g) a list of all creditors of the school and specifically identify secured creditors and assets that are security interests, and (h) specific plans to protect all school assets against theft, misappropriation, and deterioration.

Notice of Decision

As soon as practicable after the decision is made to close, notification of the decision, in writing, shall be provided by the school to the Utah State Charter School Board, Utah State Board of Education, parents of students, creditors and the Jordan School District. The notice will include the proposed date of closure, the school's plans to help students identify and transition into a new school, and contact information for the school during the transition.

Articles of Dissolution

As required for a non-profit corporation in Utah, upon the decision to close the mStar Academies Governing Board will prepare and file with the State of Utah Articles of Dissolution. In addition to other state requirements, the Articles will include the specific number of votes cast for the proposal to dissolve and the name of each member who voted. Such Articles shall be filed no more than 30 days from the date of the open meeting where the closure vote was taken.

Disposition of Assets

Under the Direction of the mStar Academies Governing Board, the assigned Trustee shall ensure all assets of the school are disposed of in accordance with Utah Non-profit law, Charter School law, the Charter School Contract and any IRS code regulating the disposition of Assets related to a 501(c) (3) organization. Disposition of Assets are to be done in the following order:

- (a) Cash and other Liquid Assets shall be used to satisfy school liabilities.
- (b) Other Assets which have been pledged to guaranty a liability shall be transferred to the control of the lien holder.
- (c) Remaining assets, if any, after the satisfaction of all school liabilities shall be distributed in accordance withUCA 53A-1a-517 and number 7 below.

All liabilities and obligations of MStar Academies at closing shall be paid and discharged or adequate provisions shall be made to discharge the liabilities and obligations to the extent possible.

Distribution of Net Assets

Remaining assets, if any, shall be returned to the Utah State Charter School Board. With the authorization of the Utah State Charter School Board, the trustee may liquidate assets at fair

market value or assign the assets to another public school. Any such assets not so disposed of will be disposed of by the Jordan District Court. (See UCA 53A-1a-517)

Winding Up and Budget

It is anticipated that an orderly school closure could take as long as one calendar year. Once all assets have been properly disposed of in accordance with state law, all records have been transferred or secured and all families have made an appropriate transition to another school, the Trustee will complete a final closure report. The report will be delivered both to the chair of mStar Academies Governing Board and the Utah State Charter School Board. Upon delivery of the final report, the non-profit organization and board shall be considered dissolved. mStar Academies will work to ensure it builds appropriate reserves and operates with at least a 3% safety margin. It is anticipated that in the unlikely event the school closes, it would have at least 90 days cash on hand plus the 3% of gross revenues operating margin to cover closure costs.

Identification of Missed Targets

Both mStar Academies charter application and the charter school agreement that the school will enter into with the state if the charter is approved contain goals that specify key performance indicators and goals in the areas of achievement, attendance and performance. Although Utah charter schools are generally successful, some schools experience problems with finance, governance, academics and other operational factors. The mStar Academies Board will review and reassess goals annually, which will include monitoring and reporting on key areas throughout the year in each of the areas listed in the chart below. This will ensure that the mStar Academies Board is accountable to the various stakeholders and address problem areas in their infancy.

<i>Annual Goal</i>	<i>Responsible Individual</i>	<i>Frequency of Review</i>	<i>Report Findings to</i>
<i>Board Performance & Stewardship</i>	Board Chair	<i>Semi-Annually</i>	<i>Board of Directors</i>
<i>Financial Performance & Sustainability</i>	Treasurer	<i>Quarterly</i>	<i>Board of Directors</i>
<i>Student Attendance & Re-enrollment</i>	Administrator	<i>Quarterly</i>	<i>Board of Directors</i>

Each responsible individual will review mStar Academies progress and will regularly report back to the Board. The Board will evaluate the information from these expected reports with a comprehensive annual review of mStar Academies goals in an effort to, among other things, identify and remedy potential problems before they get out of control.

The Board also recognizes its responsibility to notify the State Charter School Board, in advance of any potential missed targets included in the state reviews.

Developing Closure Plan, Assembling Closure Team and Monitoring Implementation

The Board will first determine how often it needs to meet in order to ensure efficient conclusion of the school's affairs. The Board anticipates that the closure process will be extremely time consuming and labor intensive and will therefore convene as often as necessary to establish a timeline and closing plan for the school. The purpose of these Board meetings will be to develop a plan to address the following issues:

Comply with Notice Requirements

The Board will consider what notifications have been sent and what notifications need to be sent and prepare a communication plan to ensure that school stakeholders receive adequate notice and all necessary information regarding the school's closure. The Board will ensure that all notice requirements are satisfied.

Financial Review

The Board will review the school's budget and evaluate the school's financial position and necessary budget amendments. The Board will ensure that adequate funding exists for ongoing operational expenses related to the winding up of the school.

Establish Closure Team

The Board will act promptly to establish a closure team with which the Board will work to develop an official "Closure Plan". The Board will identify the roles that need to be filled and assign individuals to those posts. The Board will promptly submit the Closure Plan to the Utah State Charter School Board as required by Utah Code § 53A-1a-510.5(3)(a).

Meet with School Staff and Faculty

The Board and members of the closure team, as appropriate, will meet periodically with faculty and staff to discuss the reasons the school is closing, discuss how the school will maintain continuity of instruction, describe the plan for students and student records, share timelines for closure, provide updates on the progress of the closure plan, discuss what support is available for employees, and provide informational updates.

Team

The school closure team would consist of individuals with backgrounds in education and school administration, accounting and finance, general secretarial duties, and law. The Board will consider the team members' areas of expertise as well as the school's likely needs and will select one individual to serve as chairman of the team.

The Board will determine when the steps of the closure plan have been accomplished such that formal corporate dissolution may take place.

Notice

If early identification and remedial action do not resolve some major operational deficiency and either the Board decides to close the school or the State Charter School Board mandates school closure, the Board will provide written notice of the decision to the following, as applicable: the State Charter School Board, the State Board of Education, parents of students, school employees, the school's creditors, and the school district (Utah Code § 53A-1a-510.5(2)(a)). Written notice will be given as soon as possible following the decision and contain, at minimum, the required elements found in Utah Code § 53A-1a-510.5(2)(b), including the proposed date of the school closure, the school's plan to help students identify and transition to a new school, and contact information for the school during the transition.

Student Transition

The Board will select closure team members to manage and ensure support for students and transitioning student records. Student transition assistance will include providing all parents with key transitional information along with the information required in Utah Code § 53A-1a-510.5(2)(b). Notices will include contact information for team members who can answer questions about school closure and student transition, assist students in identifying and selecting a new school—including assistance identifying other charter schools as well as neighborhood district schools, explain the process for accessing and transferring student records, and respond to other general questions. Resources and information for students and parents will also be placed on the school's website and updated regularly. The school will identify families that lack Internet access during the school's registration process, and closure information and updates will be mailed to those families. The individual overseeing notification will maintain and update the mailing list of these families, update information for parents and students on the school's website, and effectively communicate with parents regarding the issues facing students and their families. In addition, the individual(s) will be charged with sending all student records to the receiving school upon request. This individual will maintain a list of all students whose records have not been transferred. The Board may assign this individual(s) to establish a follow up procedure to determine where each student enrolled at the time of closing and where they will continue their education. This will help ensure that all of the school's students are enrolled in a new school in a timely manner.

Employee Transition

A team member will also be assigned to manage transition issues for employees. The Board will ensure that employees receive appropriate notice of the closure plan. The assigned team member will also be responsible for providing employees with notice of their last day of employment, the date of termination of benefits and associated rights such as COBRA benefits, and employees' eligibility for additional benefits or support. The Board will attempt to minimize the negative impact associated with losing employment by notifying employees as soon as possible and cooperating to the greatest extent possible with employees' efforts to secure new employment by responding to reference requests, etc.

Records

The Board will identify the individual(s) responsible for preparing, in accordance with Utah Code § 53A-1a-517, a comprehensive fixed asset schedule within 14 days of the decision to close the school. The school's assets will be inventoried, and the schedule will note which assets are loaned to the school, encumbered by terms of contingent gift, grant, donation, or security interest, or purchased with federal funds. The responsible individual(s) will update the asset schedule quarterly until the school's dissolution complete.

Assets that are held subject to written conditions or limitations will be disposed of in accordance with applicable codes, rules, conditions or limitations. Throughout the dissolution process, the Board will ensure that the school's assets are protected against theft, misappropriation, and deterioration. Assets that are not held subject to rules, conditions, or limitations will be liquidated in a manner to ensure the highest possible price, whether by auction or otherwise. All sales transactions will be properly documented in order to account for the disposition of the school's assets. In accordance with Utah Code § 53A-1a-510.5(4), proceeds from the sale of the school's assets will be used to satisfy or discharge the school's liabilities and obligations. Any remaining assets will be distributed for an exempt purpose to the Utah State Charter School Board in accordance with the restrictions contained Section 501(c)(3) of the Internal Revenue Code.

The responsible individual(s) will ensure that assets covered under 34 CFR 80.32, will be managed and disposed of in accordance with applicable federal rules or other applicable restrictions (see 34 CFR 80.32(d) and 34 CFR 80.32(e)). In addition, all the school's business records and records relating to federal grants will be kept in accordance with 34 CFR 80.42 as applicable.

The responsible individual(s) will provide the Board with a list of business entities that have a contractual relationship with the school (Utah Code § 53A-1a-510.5(5)). After review of each contractual relationship, the Board will determine the appropriate method and time frame for terminating these relationships, including determining which relationships need to be maintained throughout the school's closure plan.

Reports

The Board will submit all documentation required by the Utah State Charter School Board throughout the closure process, including documentation that verifies its compliance with procedural requirements and proper management of financial issues related to the school closure. Additionally,

the Board agrees to conduct a final financial audit subsequent to the formal and final corporate dissolution.

One or more members of the transition team will be responsible for ensuring that all required reports continue to be prepared and submitted throughout the closure process. The preparation of reports will likely require expertise in both school administration and finance. The Board therefore anticipates assigning the team member responsible for school operations and the team member responsible for financial matters to work together, as necessary, to ensure timely and accurate submissions.

Financial Reserve

Funding for the projected expenses associated with the school's closure plan will be taken from the school's budgeted reserves in the amount of \$101,126 identified as "Necessary Closure Fund" and in the school's budget as described in *Section 6: Detailed Business Plan*.

SECTION 11: DISMISSAL PROCEDURES

Disciplinary Process

mStar Academies discipline policy is to provide a safe and orderly environment for each student to learn. We wish to provide a school free from violence, harassment, intimidation, substance abuse, bullying, or any gang related activity that will disrupt the orderly and safe operation of the school. With any disciplinary action, staff members shall consider all mitigating circumstances and provide appropriate due process for each student. Mitigating circumstances include, but are not limited to the following factors:

- prior conduct
- impact upon the safety or well-being of faculty/students
- attitude and honesty of student
- age, health, and maturity of student
- seriousness of offense
- cooperation of parents
- willingness to make restitution
- compliance with local, state, and federal laws

All types of misconduct and related criminal behavior are prohibited, whether listed specifically or not, and violators shall be subject to the discretionary authority of the principal/Administrator or his/her designee. All disciplinary actions for misconduct shall include a conference between the principal/ Administrator or his/her designee and the student, followed as soon as is reasonably practical by notification to parent(s) or guardian.

mStar Academies will establish a Discipline Review Committee (DRC) to assist the Administrator when a student exhibits ongoing behavioral problems in school. This council will consist of the following individuals: mStar Academies Director, a designated faculty member, and the school's counselor. In an effort to achieve success for the student, the DRC will make recommendations for a behavior modification plan to be put into place, which may include suspension or expulsion. Efforts will be made to meet with the student and parents in a timely manner to resolve the situation. If a solution cannot be reached, the DRC may make recommendations to the Administrator for further action to be taken.

A police referral will be made when a student has committed a crime or violated local, state, or federal law. The parent/legal guardian shall be held financially and legally liable for any and all damages caused by his/her student.

Suspension and Expulsion

It is the purpose of this policy to promote a safe and orderly school environment for all students, staff, and property. This will be accomplished through being aware and identifying the offense and following through with disciplinary action, suspension, expulsion, and/or prosecution. The school's policy and rules are to be followed during school hours and activities, ex: Recess, Passport Around the World, and extra curriculum activities. Any criminal acts or disruptive behavior of any kind will not be tolerated and anyone involved with these activities will be subject to school disciplinary action, prosecution, or both.

General guidelines for minor misconduct may include:

- Written notice sent home to parents for a signature.
- Discussion with the teacher.
- Teacher conference with parent(s).
- Contract restrictions between students.
- A contract that will be signed by both student and parent, to which they will be held accountable for.
- Refocus Area. An area that the student can refocus under supervision out of the classroom.
- Discussion with the Administrator.
- Administrator conference with parent(s).

Written standards for student behavior expectations, including school and classroom management of teaching student expectations, including self-discipline, respect, citizenship, social skills, and civic skills will be posted within the school building for students to foster from.

Systematic methods for reinforcement of expected behaviors mStar will have on-going staff development shall be provided for all staff regarding:

- Effective instructional practices for teaching and reinforcing behavior expectations
- Effective intervention strategies
- Effective strategies for evaluation of the efficiency and effectiveness of interventions

The Administrator will determine by consensus student behavior or minor misconduct that should be dealt with in the classroom and school. Minor misconduct will be handled by teachers in the classroom. Chronic or excessive minor misconduct are referred to the Administrator.

The following are minor misconducts:

1. Dress code violations
2. Disrespect, including put downs, teasing, talking back, and defiance
3. Public display of affection
4. Inappropriate language or gesture
5. Tardiness
6. Disruptive behavior
7. Noncompliance

mStar will provide training and strategies for students and staff in the following:

- Overt aggression
- Relational aggression
- Cyber bullying
- Intervention skills
- Social skills
- Adult supervision of students
- Provide for student assessment of the prevalence of bullying in school

Offenses that may result in suspension include, but are not limited to:

- Physical fighting with the intent to do bodily harm to another person, both physical and verbal aggression or threatening behavior.
- Bulling anyone on or about school property, while traveling to and from school related events including cyber bullying or retaliation.
- Hazing abusive and illegal behaviors that harm students and environment by creating fear, distrust, and meanness
- Profanity, Inappropriate Language, and/or obscene gesture to any anyone in or around school grounds.
- Harassment, including sexual, racial, or religious harassment.

A. *Bullying* means intentionally or knowingly committing an act that endangers the physical or emotional health or safety of a student or school employee regardless of whether the person against whom the conduct is committed directed, consented to or acquiesced in the conduct.

- a) Any brutality of a physical nature such as whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
- b) Forced or involuntary consumption of any food, liquor, drug, or other substance;
- c) Forced or coerced actions or activities of a sexual nature or with sexual connotations;
- d) Other physical activity that endangers the physical health and safety of a school employee or student;
- e) Physically obstructing a student's or school employee's freedom to move; or
- f) Emotional intimidation or exposure to ridicule; and
- g) Is done for the purpose of controlling the student or school employee in some way or placing the student or school employee in fear of:
- h) Physical or emotional harm to the student or school employee; or
- i) Harm to property of the student or school employee.

B. *Hazing* means intentionally or knowingly committing an act of bullying, as defined in this policy, which is done for the purpose of:

- a) Initiation or admission into, affiliation with, holding office in, or as a condition for, membership or acceptance, or continued membership or acceptance, in any school or school sponsored team, organization, program, or event; or
- b) If the person committing the act against a student or school employee knew that the student or school employee is a member of, or candidate for, membership with a school, or school sponsored team, organization, program, or event to which the person committing the act belongs to or participates in.
- c) The conduct described above constitutes hazing, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

C. *Cyber bullying* means the use of email, instant messaging, chat rooms, cell phones, social networking sites, or other forms of information technology to deliberately harass, threaten, or intimidate someone for the purpose of controlling the student or school employee in some way or placing the student or school employee in fear of:

- a) Physical or emotional harm to the student or school employee; or
- b) Harm to property of the student or school employee.

D. *Retaliation* means an act or communication intended:

- a) As retribution against a person for reporting bullying, hazing or cyber bullying; or
- b) To improperly influence the investigation of, or the response to, a report of bullying, hazing or cyber bullying.

A student may be expelled for any of the following reasons:

- Causing serious injury to another person
- Weapons real, replica, or pretend device. A weapon consist of an instrument, material, or substance, animate or inanimate
- Tobacco, drugs, and/or alcohol. A controlled substance or an illegal drug.

- Arson in or around the school
- Criminal behavior
- Theft
- Gang-related activity

Disciplining Disabled Student

When making decisions on behavioral interventions for students receiving Special Education services, the IEP team shall refer to the USOE Special Education Least Restrictive Behavior Interventions (LRBI) Guidelines for information on procedures. When a student that qualifies as a disabled student under IDEA or 504, violates a code of student conduct, discipline will be handled on a case-by-case basis. Staff can remove a student with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting or suspension. If appropriate, state and federal procedures will be followed. Voyage complies with discipline procedures. We will establish, maintain, and implement the discipline policies and procedures for disabled students. A copy of the USOE Special Education LRBI (section V) will be at the end of the section.

In all cases of suspension and expulsion, MStar Academies will follow procedures for notification and due process as outlined in the Model Student Suspension/Expulsion Policy as found on the USOE website. The following is the policy:

Any student suspended for more than 10 days shall have the right to appeal the decision before the Disciplinary Board. Expulsion of a student is an extreme measure and will be taken as a last resort after all other efforts have been made. Upon recommendation of the Director and Governing Board, the student will be expelled from school. Expulsion may be considered for a student who has serious circumstances of misbehavior. Students who are expelled shall have the right to appeal the decision before the Disciplinary Board. Due process afforded a student for short term and long term expulsion will be outlined as follows:

Short-term Suspension

If the Administrator intends to suspend a student for less **than 10 school days* the following procedures should be followed:

- A. Parent(s) will be notified immediately of the school's intent to suspend:
 1. If the school intends to suspend the student immediately, parents should be notified immediately.
 2. Students should never be released until a parent or emergency contact is notified.
- B. Student should hear a brief explanation of reason(s) for suspension prior to suspension.
- C. A student should have the opportunity to tell their side of the story prior to suspension.
- D. This student/administrator or student/teacher conversation or meeting should be documented by the teacher/director in writing or on a permanent computer file.

Long-term Suspension

If a student is suspended for **more than 10 school days*, school policy shall provide for the following minimum standards:

- A. Notice of reasons for suspension to student and parent(s), preferably in writing.
- B. Notice of Opportunity for a timely hearing
- C. If a parent requests a hearing, the parent shall have and receive notice of:
 - 1. Names of witnesses against student and opportunity to present witnesses (witnesses' names may be protected if school determines they would suffer physical/psychological harm; student cannot *compel* witnesses);
 - 2. Reasonable time to prepare the case;
 - 3. The opportunity for counsel, if school uses an attorney;
 - 4. The right to notice of procedures for the hearing in writing, in student handbook or on school's website;
 - 5. the right to have the hearing recorded;
 - 6. a *fair* hearing officer (credible and objective person or panel – not necessarily uninformed);
- D. The decision must not be based *solely* on hearsay; rules of evidence do not control.
- E. The student has no official protection against self-incrimination; though if criminal charges are also pending, this may require consultation with local law enforcement.
- F. A decision must be made *only on evidence presented at the hearing*.
- G. Student/parent has the right to written findings.
- H. Decision is by a preponderance (>50%) of the evidence.
- I. Student should have at least one level of appeal.
- J. Student/parents must “exhaust administrator remedies” and participate and cooperate in one of these processes, prior to appealing a decision to District Court.

***Time periods are based on "school days" not "calendar days."**

IV. OTHER ISSUES TO CONSIDER IN THE DEVELOPMENT OR REVIEW OF SCHOOL POLICY

- A. If the administrator offers student/parent *opportunity* to explain or have a hearing, and student or parent refuses or waives the right, due process is satisfied.
- B. Make-up work - A school policy shall allow/disallow make-up work for student absences during suspensions/expulsions or provide criteria under which make-up work is allowed.

Most courts favor allowing students to do make-up work for classes that they miss. Note: The make-up assignments may not and need not be exactly what the student missed.

C. School holidays, teacher workdays, school-wide activities or team assessments should not be used as excuses for delaying due process or for short-term suspensions resulting in long-term suspensions. If a school foresees delays, the school should use the more formal due process.

D. A school policy should provide for administrators, rather than teachers, to make longer-term suspension decisions.

- E. Rule of thumb: The longer the suspension, the greater the process that is due.
- F. Even a short-term suspension that causes a student to miss significant work (e.g. midterms, finals, final reports) may necessitate greater due process.

DISCIPLINE PROCEDURES. (§300.530)

DISCIPLINE PROCEDURES FOR STUDENTS WITH DISABILITIES

Consistent with the requirements of Part B of the IDEA and these Rules, each LEA shall establish, maintain, and implement policies and procedures for disciplining students with disabilities.

AUTHORITY OF SCHOOL PERSONNEL

1. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a student with a disability who violates a code of student conduct.
2. School personnel may remove a student with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) consecutive school days (to the extent those alternatives are applied to students without disabilities), and for additional removals of not more than ten (10) consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
3. After a student with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the LEA must provide services to the extent required.
4. For disciplinary changes in placement that would exceed ten (10) consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities, except after the 10th day of removal that constitutes a change in placement, the LEA must provide services to the student.

SERVICES

- 1) A student with a disability who is removed from the student's current placement must:
 - a) Continue to receive educational services, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and

b) Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

2) The services may be provided in an interim alternative educational setting.

3) An LEA is only required to provide services during periods of removal to a student with a disability who has been removed from his or her current placement for ten (10) school days or less in that school year, if it provides services to a student without disabilities who is similarly removed.

4) After a student with a disability has been removed from his or her current placement for ten (10) school days in the same school year, if the current removal is for not more than ten (10) consecutive school days and is not a change of placement, school personnel, in consultation with at least one of the student's teachers, determine the extent to which services are needed, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

5) If the removal is a change of placement, the student's IEP team determines appropriate services to be provided during the removal.

CHANGE OF PLACEMENT DUE TO DISCIPLINARY REMOVALS (§300.536)

1) For purposes of removals of a student with a disability from the student's current educational placement, a change of placement occurs if:

a) The removal is for more than ten (10) consecutive school days; or

b) The student has been subjected to a series of removals that constitute a pattern:

i) Because the series of removals total more than ten (10) school days in a school year;

ii) Because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and

iii) Because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

2) The LEA determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

MANIFESTATION DETERMINATION (§300.530)

1) Within ten (10) school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the student's IEP team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or

b) If the conduct in question was the direct result of the LEA's failure to implement the IEP.

2) The conduct must be determined to be a manifestation of the student's disability if the LEA, the parent, and relevant members of the student's IEP team determine that the misconduct was caused by or had a direct and substantial relationship to the student's disability, or was the direct result of the LEA's failure to implement the IEP.

3) If the LEA, the parent, and relevant members of the student's IEP team determine that the misconduct was the direct result of the LEA's failure to implement the IEP, the LEA must take immediate steps to remedy those deficiencies.

4) If the LEA, the parent, and relevant members of the IEP team make the determination that the conduct was a manifestation of the student's disability, the IEP team must:

a) Either:

i) Conduct a functional behavioral assessment (FUBA), unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan (BIP) for the student; or

ii) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and

b) Unless the misconduct falls under the definition of special circumstances in V.E.5, return the student to the placement from which the student was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.

5) **Special circumstances.** School personnel may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

a) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an LEA;

b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an LEA, or

c) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an LEA.

d) Definitions. For purposes of this section, the following definitions apply:

i) Controlled substance means a drug or other substance that cannot be distributed without a prescription, identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC 812(c)).

ii) Illegal drug means a controlled substance but does not include a drug controlled, possessed, or used under the supervision of a licensed health-care professional or one legally possessed or used under the Controlled Substances Act or under any other provision of Federal law (21 USC 812).

iii) Serious bodily injury means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty (18 USC 1365). Serious bodily injury does not include a cut, abrasion, bruise, burn, disfigurement, physical pain, illness, or impairment of the function of a bodily member, organ or mental faculty that is temporary (20 USC 1365).

iv) Weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2-1/2 inches (18 USC 930).

PROCEDURAL SAFEGUARDS NOTICE

On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct, the LEA must notify the parents of that decision, and provide the parents the procedural safeguards notice.

DETERMINATION OF SETTING (§300.531)

The student's IEP team determines the interim alternative educational setting for services if the behavior that gives rise to the removal is not a manifestation of the student's disability, the removal constitutes a change of placement, or the behavior falls under the special circumstances in V.E.

APPEALS BY PARENT OR LEA (§300.532)

1) The parent of a student with a disability who disagrees with any decision regarding placement, or the manifestation determination, or an LEA that believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others may appeal the decision by requesting a hearing. The hearing is requested by filing a due process hearing complaint.

2) Authority of hearing officer.

a) A due process hearing officer hears, and makes a determination regarding an appeal.

b) In making the determination, the hearing officer may:

i) Return the student with a disability to the placement from which the student was removed if the hearing officer determines that the removal was a violation of the discipline procedures under Part B of the IDEA or these Rules or that the student's behavior was a manifestation of the student's disability; or

ii) Order a change of placement of the student with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the hearing officer determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

c) The appeal procedures may be repeated if the LEA believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.

3) Expedited due process hearing.

a) Whenever a hearing is requested, the parents or the LEA involved in the dispute must have an opportunity for an impartial due process hearing.

b) The LEA is responsible for arranging the expedited due process hearing with the USOE, which must occur within twenty (20) school days of the date the complaint requesting the hearing is filed. The hearing officer must make a determination within ten (10) school days after the hearing.

c) Unless the parents and LEA agree in writing to waive the resolution meeting, or agree to use mediation:

- i) A resolution meeting must occur within seven (7) calendar days of receiving notice of the due process complaint; and
- ii) The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) calendar days of the receipt of the due process complaint.
- d) The decisions on expedited due process hearings are appealable.

PLACEMENT DURING APPEALS (§300.533)

When an appeal has been made by either the parent or the LEA, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period specified whichever occurs first, unless the parent and the SEA or LEA agrees otherwise.

PROTECTIONS FOR STUDENTS NOT DETERMINED ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES (§300.534)

- 1) A student who has not been determined to be eligible for Special Education and related services under Part B of the IDEA, and who has engaged in behavior that violated a code of student conduct, may assert any of the protections provided for in this part if the LEA had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.
- 2) An LEA must be deemed to have knowledge that a student is a student with a disability if, before the behavior that precipitated the disciplinary action occurred:
 - a) The parent of the student expressed concern in writing to supervisory or administrative personnel of the appropriate LEA, or a teacher of the student, that the student is in need of Special Education and related services;
 - b) The parent of the student requested an evaluation of the student; or
 - c) The teacher of the student, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of Special Education of the LEA or to other supervisory personnel of the LEA.
- 3) An LEA would not be deemed to have knowledge that a student is a student with a disability if:
 - a) The parent of the student:
 - i) Has not allowed an evaluation of the student; or
 - ii) Has refused services under this part; or
 - b) The student has been evaluated in accordance with and determined to not be a student with a disability under Part B of the IDEA.
- 4) If an LEA does not have knowledge that a student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the disciplinary measures applied to students without disabilities who engage in comparable behaviors.
 - a) If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.
 - i) Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

ii) If the student is determined to be a student with a disability, taking into consideration information from the evaluation conducted by the LEA and information provided by the parents, the LEA must provide Special Education and related services.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES (§300.535)

1) Nothing in Part B of the IDEA prohibits an LEA from reporting a crime committed by a student with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student with a disability.

2) Transmittal of records.

a) An LEA reporting a crime committed by a student with a disability must ensure that copies of the Special Education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the LEA reports the crime.

b) An LEA reporting a crime under this section may transmit copies of the student's Special Education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

SECTION 12: COMPLAINTS

Policy

Procedures to address complaints with staff and/or students:

- 1) Directly to the individual(s)
- 2) Administrator
- 3) Board Members Meeting
- 4) Town Meeting

1) A concern that involves the staff should be addressed directly with the individual(s) involved.
a) Parents who have concerns about their child's classroom experience should first address those concerns directly with their child's teacher. i) A parent-teacher conference

b) Staff who have concerns, they should first discuss those concerns with the individual(s) that are involved.

2) If the parent and staff are unable to resolve their concerns and issues directly with the persons involved, their concerns may then be addressed to the director. a) Unresolved concerns taken to the director should be made by appointment. Appointments may be made by phone, written request, email, or in person.

b) Appointments will be scheduled within five (5) school days of the request.

c) Complaints to the director will be documented.

3) If the issue concerns or complaints remain unresolved after meeting with the director, they may then be taken to the school board. a) All complaints to the school board need to be made in writing or via email.

b) Concerns and complaints taken to the school board will be addressed at the monthly board meeting.

c) Decisions on concerns and complaints taken to the school board will be sent to all the individual(s) involved within five (5) school days of board meeting.

d) Complaints taken to the school board will be documented.

4) Town meetings will be held once a trimester for all community to attend and express any concerns or suggestions. a) Complaints will be documented.

Procedure for Parents/Guardian to Remove Board Members

B) Parents vocalize concerns during the public comment period of a board meeting. a) Members of the public have 2 minutes to speak to the board or 5 minutes if they represent a group.

C) Semi-annually, parents/guardians can organize a petition drive in which 2/3 of the school's legal guardians must sign (email signatures are not accepted). a) The board must be notified in

writing that a group is starting a petition. The group has two weeks from that date to collect the necessary signatures.

b) Each legal guardian of a student (i.e. both parents) who are listed on official school records as such have the option to sign.

c) A petition can only be circulated twice a year.

d) The petition must list the name of the one board member the group who would like to be removed.

D) The Board Member is removed if a 2/3 majority request the removal. a) Collected signatures are verified by school administration.

b) Board Chair (Vice-Chair if member to be removed is the Chair) must receive notice of collected signatures and place item on the next board meeting agenda.

c) During an open public meeting the Board Member is replaced by another Member appointed by the Board of Directors.

The following briefly describes Utah’s Dispute Resolution System available to parents of Special Education students:

There are four procedures available (to resolve disputes involving Special Education students), which follows:

1. Analytical Facilitation,
2. Formal State Complaint,
3. Mediation, and
4. Due Process Hearings.

These procedures are not sequential. However, Analytical Facilitation CANNOT proceed if a formal complaint, mediation, or due process hearing request is filed. A formal complaint CANNOT proceed if a due process hearing request is filed.

1. Analytical Facilitation

- State early dispute decree procedure available at any time, before a state complaint, mediation, or due process hearing appeal is filed.
- Both parties must reach an agreement.
- Issues of disagreement need to be identified, including how they allegedly infringe IDEA procedures.
- No timeline required.

2. State (Formal) Complaint

- Filed with School Director and copied to Utah State Office of Education,

Special Education

250 East 500 South PO Box 144200

Salt Lake City, Utah 84114-4200

- State Complaint Form on website or may be a letter with required elements.
- Describe alleged violations of IDEA with respect to individual student.
- Illustrates proposed solutions to the problems.

- Charter School has thirty (30) days to investigate and write decision.
- Parent may appeal decision to USOE within ten (10) days of Charter School decision.
- USOE completes independent investigation within sixty (60) days, unless parties agree to extend for some significant reason.

3. Mediation

- Any party may request at any time during the IDEA process.
- Both parties must agree to mediate or mediation will not occur.
- Filed with Charter School Director and copied to Utah State Office of Education,

Special Education

250 East 500 South PO Box 144200
Salt Lake City, Utah 84114-4200

- Illustrates the problem at hand.
- Describe alleged violations of IDEA with respect to individual student.
- Illustrates proposed solutions to the problems.
- USOE assigns mediator and absorbs expenses of the mediation sessions.
- Attorneys not usually present.
- Discussions during mediation are confidential.
- Mediation agreement is binding and may be enforced in court of law.
- No timeline.

4. Due Process Hearing Request

- Filed with Charter School Director and copied to Utah State Office of Education,

Special Education

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- Illustrates the problem at hand.
- Describe alleged violations of IDEA with respect to individual student.
- Illustrates proposed solutions to the problems.
- Mandatory Resolution Session initiated within fifteen (15) days; resolution completed within thirty (30) days, if resolution is possible.
- Hearing completed within forty-five (45) days; timeline starts after resolution session time is completed. Due Process Hearing is like court; rules of evidence, witnesses sworn in, procedures during hearing.

SECTION 13: PARENTAL INVOLVEMENT

Opportunities

Access to Board

mStar Academies Governing Board will consist of at least one parent of a child that current attends the school. Parents are influential to the overall management of the school and are always encouraged to give comments/feedback/suggestions. Parents, teachers, and community members are always welcome to attend the Governing Board meetings and voice their opinions. Parents are also encouraged to apply for the individual school's Parent Organization Executive Committee for review.

Governing Board Membership

As vacancies on the Governing Board become available, parents of the school will be encouraged to turn in applications for open positions. These individuals will be then interviewed and selected by the current Governing Board membership for service.

Parent Organization Executive Committee

mStar Academies will establish a Parents Organization Executive Committee (POEC) consisting of parent volunteers whose goal will be to fulfill the mission and vision of MSTAR ACADEMIES, implement extracurricular activities, act as a liaison between the parents of students at MSTAR ACADEMIES and the Governing Board. Parents will also be strongly encouraged to volunteer on a regular basis. There will be many opportunities to volunteer in classrooms and other service opportunities. We will encourage but not require parents to volunteer 30 hours per year.

Student Led Conferences

At the end of each semester, parents will participate in a parent conference led by their own child. The child will show and tell what they have learned and where they may need to improve.

Volunteering

Part of the vision of mStar Academies is a belief in the active involvement of parents/guardians within the ultimate success of the school. Therefore, many opportunities for parental involvement will be given.

mStar Academies also encourages volunteer parental involvement to assist in the daily operation of our school. All volunteerism is strictly optional, but highly encouraged to assist in the development of the student population and the school as a whole.

mStar Academies also suggest that parents/guardians/families donate a minimum of 30 hours a year of volunteer time. Volunteers will be asked to sign in and record their time spent volunteering in mStar Academies administrative office. Training will be provided if necessary. Volunteers will also be recognized at a special celebration at the end of the year for their efforts.

mStar Academies will also supply a family handbook at the beginning of each year that will include a 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 in areas of expertise or interest.

A volunteer coordinator may be selected from the PAC to help facilitate volunteer opportunities. The volunteer coordinator may perform the following tasks: track volunteer hours, notify parents for opportunities that correspond to the information received from the volunteer request form, post special requests for volunteer service in mStar Academies newsletter and maintain regular communication with mStar Academies 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 Advisory Committee

Volunteering in the classroom

Community Service

Lunchroom

Playground/Recess

Providing extra help to the paid school staff such as in the office

Newsletter

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 carpool

Background checks on all of MA's volunteers are very important to the safety of the staff and students. Background checks will be required from all volunteers spending unsupervised time with students, processed at their own expense. Waivers may be available to pay for a low-income household background check and will be done on a case-by-case basis. MA will keep

current files on every employee and volunteer who spends unsupervised time with students at the school. All employees and volunteers who will be fingerprinted and have background checks will also be required to read and sign the mStar Academies Code of Conduct, and will be reviewed regularly.

SECTION 14: EMPLOYEES

Administrative/Professional Staff

School Administrator

mStar Academies will hire an Administrator to work under the direction of the School Board. The Administrator will have full administrative responsibilities for MA, and an Assistant Administrator, a Business Office Manager, and an Administrative Assistant will support him. mStar Academies plans to partner with an education service organization that will provide some support and guidance to starting and running the school.

The MA Board plans to partner with our education service organization (EMO) to identify and hire a qualified school Administrator to oversee the day-to-day operations of the school. The Administrator will be the key leader responsible for implementing the mission of the school and assuring that policies and procedures are being followed. The Administrator will also be the key manager in supervising, evaluating and mentoring all school staff. The Administrator is accountable to the Board and will be evaluated twice each year by the Board. We see this role as crucial to the success of the school in implementing the vision and mission of the school while creating a positive atmosphere for learning. The Administrator will set the tone of the school, and will fulfill all responsibilities in accordance with state and federal law and follow best practice.

MA will seek qualifications in a Director that include, but are not limited to, the following:

- Utah Administrative License (highly preferred, but not required)
- Preferred elementary and/or junior high principal past experience
- Master's degree in a related field
- Endorsements such as Reading and/or ESL, as well as speaking a second language (preferred, but not required)
- Commitment to MA's mission and vision
- Willingness to gain knowledge in MA's entire curriculum
- Experience working with USOE (highly preferred, but not required)

The responsibilities and duties of the Administrator may include, but are not limited to, the following:

- Carry out the vision of the Board of Directors and mission of the school
- Implement Board Policy
- Establish & implement curriculum
- Participate in all hiring and termination needs, and report these activities to Board of Directors

- Hire and oversee teachers, students and implementing the curriculum. Oversee employment issues and discipline of staff
- Oversee Professional Development of all school staff
- Instructional Leader
- Assistance and support to teachers
- Participate in development of, adhere to, and properly oversee Board approved budget with assistance Business Administrator or other school staff as assigned
- Maintain personnel performance files for school employees
- Conduct staff evaluations on a regular basis including annual formal teacher evaluations.
- Oversight of student registration and student placement in compliance with state and federal law
- Preparation and completion of federal and state reports
- Identification of school acquisition needs
- Interpretation of student and school progress and performance
- Coordinate with Parent Advisory Committee and Board of Directors
- Develop and maintain Parent, Student and Teacher Handbooks
- Develop and maintain policies and procedures for a safe and orderly school
- Establish operational procedures, such as: check in of students and visitors, pick up/drop off, dress code enforcement, attendance, emergency response
- Maintain positive public relations with parents, community, local school district and state
- Oversee adequate assessment of students and ensure road map for continual improvement of instruction
- Possess extensive knowledge of MA's academic program and methodologies and have a thorough understanding of the Utah state core curriculum;
- Collaborate with teachers in assessing the implementation of the curriculum;
- Serve as a point-person for fellow faculty, providing knowledge, guidelines and advice regarding instruction of the assigned curriculum;
- Monitor with the team of Specialists the effectiveness of the academic program in test scores, individual student achievement, and parent satisfaction;
- Implement effective educational process through the collection and interpretation of student data;
- Attend special in-house as well as off-campus trainings, as directed by the Board;
- Coordinate teacher trainings through professional entities as well as conduct necessary training;
- Through proper procedures, work with the other instructors on the purchase, distribution, inventory, and evaluation of curriculum materials;
- Oversee instructional and managerial program to validate effectiveness of program outcomes and use results to make adaptations;
- Research current and proposed instructional programs, materials, and methods
- Other duties as assigned by the Board

Administrative Assistant/Secretary

The Administrative Assistant/Secretary reports to the Director and provides both administrative and clerical support to the Director and other school staff as required. The Administrative Assistant/Secretary will be expected to maintain a professional and organized front office; directing staff, students and parents appropriately, as well as supervising any other secretarial or clerical staff.

- Welcome visitors and arrange for their comfort. Screens unexpected visitors in accordance with predetermined policy. Interacts with all individuals in a positive manner.
- Receive and route all incoming calls. Provide timely messaging support for all school staff. Accurately document information on calls.
- Maintain a schedule of appointments and make arrangements for conferences, interviews, student enrollment, registration, and special event needs.
- Take dictation of various types, including correspondence, reports, notices, and recommendations.
- Obtain, gather, and organize pertinent data as needed, and put it into usable form. Types reports, notices, and correspondence as assigned.
- Learns new skills in existing software as well as new administrative software as required.
- Provides for timely agenda and handouts. Maintains thorough documentation of all meetings. Provides timely minutes of meetings to staff and administration.
- Other duties as assigned by the Administration

Business Manager

mStar Academies will hire a business administrator consistent with R277-470-9 to fulfill the following roles. The Business Administrator reports to the Director. This list may be modified at any time by the Board.

Establish, in conjunction with the Director and the Board, accounting policies and procedures

Implementation of accounting policies under Board approval

Financial reporting to the Board

Maintain appropriate liability insurance

Building/grounds construction management, operation and maintenance

Maintain school Financial Records and coordinate annual audits

Implementation of auditor recommendations where found warranted

Grant writing

Special programs consulting

Financial reporting to State

Maintaining Board minutes/audio recordings and submitting reports to State Human

Resources for all employees, including:

- a. Collect resumes

- b. Payroll, benefits, etc.
- c. Involvement in terminations
- d. Staff complaints/ issues i.e. Background checks, drug testing, etc.
- e. Maintain personnel performance files
- f. Legal issue research and resolution, with Board approval
- g. Janitorial service contracting (if needed)
- h. Other duties as assigned by the Director

Counselor

The Counselor will report to the Director. Utilizing leadership, advocacy, and collaboration, the school counselor promotes student success, provides preventive services, and responds to identified student needs by implementing a comprehensive school-counseling program that addresses academic, and personal/social development for all students. The duties responsibilities of the School Counselor include, but are not limited to, the following:

- Develop and maintain a written plan for effective delivery of the school counseling program based on NAAS standards and current individual school data

- Communicate the goals of the comprehensive school-counseling program to education stakeholders

- Maintain current and appropriate resources for education stakeholders

- Uses the majority of time providing direct services through the Guidance Curriculum, Individual Student Planning and Preventive and Responsive Services and most remaining time in program management, system support and accountability

- Conduct a yearly program audit to review extent of program implementation

- Collect and analyze data to guide program direction and emphasis

- Measure results of the school counseling program activities and share results as appropriate

- Monitor student academic performance, behavior and attendance and assist with appropriate interventions

-

The major function of the Counselor is the delivery of a counseling program as outlined below:

Guidance Curriculum

1. Provides leadership and collaborates with other educators in the school-wide integration of the State Guidance Curriculum Standard Course of Study

2. Implements developmentally appropriate and prevention-oriented group activities to meet student needs and school goals

Individual Student Planning

1. Assists all students, individually or in groups, with developing academic, career, and personal/social skills, goals and plans

2. Accurately and appropriately interprets and utilizes student data

3. Collaborates with parents/guardians and educators to assist students with educational and career planning

Preventive and Responsive Services

1. Provides individual and/or group counseling to students with identified concerns and needs
2. Consults and collaborates effectively with parents/guardians, teachers, administrators and other educational/community resources regarding students with identified concerns and needs
3. Implements an effective referral and follow-up process
4. Accurately and appropriately uses assessment procedures for determining and structuring individual and group counseling services

System Support

1. Provides appropriate information to staff related to the comprehensive school counseling program
2. Assists teachers, parents/guardians and other stakeholders in interpreting and understanding student data
3. Participates in professional development activities to improve knowledge and skills
4. Uses available technology resources to enhance the school-counseling program
5. Adheres to laws, policies, procedures, and ethical standards of the school counseling profession

Other responsibilities

- Provide teacher support through absentee notification, parent mailings, arranging conferences, making copies and other duties as assigned by the Administrator.
- Order and verify receipt of supplies and other materials within established time and budget constraints.
- Maintain general supply inventory to ensure necessary materials are on available to staff when needed for classroom, administrative, and cleaning support. Management of school equipment and supplies.
- Maintain appropriate student and administrative records according to school policy including student and employee attendance, grades, transcripts, student records, etc.

Teachers/Mentors

Studies show that the quality of a child's teacher/mentor is the best indicator of the success of the child. All teachers in public schools, including public charter schools, must hold a Utah educator license including appropriate endorsements for their teaching assignments as outlined in R277-520. If assigned to a highly qualified assignment, which falls under No Child Left Behind, then teachers must meet R277-510.

As required by the State of Utah, all of our teachers will meet highly qualified standards and will be licensed, certified teachers or be qualified to teach under the USOE's Alternative Route to Licensure Program, or otherwise authorized through the State Board of Education. According to No Child Left Behind Act a highly qualified teacher/mentor must have:

1. A bachelor's degree; and
2. An educator license with a secondary area of concentration and endorsement in the content area assigned; and
3. At least one of the following in the assignment content area:
 - (a) A university major degree, master's degree, doctoral degree, or
 - (b) National Board Certification in a related NCLB core academic content area; or
 - (c) course work equivalent of a major degree (30 semester or 45 quarter hours) in a related NCLB core academic content area; or a passing score at the level designated by the USOE on a Board-approved subject area test. If no Board approved test is available, an endorsement is sufficient for highly qualified status; or documentation of satisfaction of the veteran teacher requirements for the assignment as described in R277-510-8

Teachers who do not qualify as “highly qualified” under No Child Left Behind (NCLB) and R277-510 will be encouraged to do what is necessary to achieve that status. MA will keep an ongoing record of the teachers who are qualified and provide resources on an individual teacher basis to help the other teachers qualify. As an incentive, teachers who are qualified under NCLB and R277-510 may receive an annual financial bonus in an amount to be determined by the Board.

mStar Academies will look to have a higher percentage of the faculty of the school with a Master's Degree in a core subject area to allow concurrent enrollment participation.

MA plans to offer a variety of elective classes, as well as integrate the arts and technology into the class offerings K-7. In hiring, preference will be given to individuals who share our vision and have a skill set that will contribute to the mission of the school. Literacy is a high priority to MA, and teachers with reading endorsements will be recruited whenever possible.

MA is committed to not only meeting state and federal licensing requirements, but to hiring teachers and staff who are confident, capable individuals who are striving to better themselves in order to better the lives of the students they teach. In addition,

MA must be able to maintain accurate and complete student records, and prepare reports on students and activities as required by law and school policy. Also, MA will require its teaching staff to establish and enforce rules for behavior and policies/procedures to maintain order among the students for which they are responsible. Teachers must have the ability to monitor teacher assistants to ensure that they understand the school curriculum and can teach it in the teacher's absence. Finally, teachers will be required to attend staff meetings, professional

meetings, educational conferences, and teacher training workshops in order to maintain and improve professional competence; and serve on committees as required by the school.

Para-Professionals

Employees classified as paraprofessionals may provide individual or small group assistance or tutoring to students under the direct supervision of a licensed teacher during times when students would not otherwise be receiving instruction from a teacher; assist with classroom organization and management, such as organizing instructional or other materials; provide assistance in computer laboratories; conduct parental involvement activities; provide support in library or media centers; act as translators; or provide supervision for students in non-instructional settings. If hired for a program supported by Title I funds, they must meet the qualifications in R277-524.

MA's goal is to follow NCLB requirements for Title I schools. Each individual working with Title I students will be required to have an associate's degree or two years of college or equivalent (48 college semester hours or 60 quarter hours) or passing score on the paraprofessional practice test, including a fingerprint FBI background check. These requirements do not apply for those who provide translator services or who are involved in areas dealing with parental involvement only. Paraprofessionals not serving identified targeted assistance students do not need to meet requirements, but our goal is to have paraprofessionals as qualified as possible, which includes instructional assistants and classroom aides.

Background Check

Any employee or volunteer who will have significant unsupervised time with students must submit to a criminal background check consistent with R277-516-4.

Evaluations

Although charter schools are exempt from the Utah Code specific to Educator Evaluation, they are not exempt from evaluating their educators. Quality educator evaluation practices are research-based (examples can be found in UCA 53A-10), provide for employee remediation, notice of warning or reprimand, criteria for dismissal, and meet the requirements for Entry Years Enhancement (EYE) found in R277-502 and R277-522.

Continuous review of employee performance is important for developing and furthering the mission of mStar Academies. Employees need feedback, both positive and constructive, to enable them to improve their skills and to recognize the progress and work they have accomplished. Employee evaluations, both formal and informal, will be regular, standardized, and as frequent as possible. Feedback will be both written and verbal. MA shall maintain a confidential personnel file for each employee. The personnel file will contain the evaluation documents discussed in this section, as well as any other employment related documents or correspondence.

All instructional and professional staff will create and maintain a Personal Development Portfolio containing goals and the employee's plans for meeting those goals. Prior to the beginning of the school year, the Director and employee will meet and discuss goals and develop a professional growth program. The Director will meet and discuss goals and develop a professional growth program with the Board. The portfolio will include samples of classroom or schoolwork, personal reflections, and any other material deemed appropriate as evidence of continuous improvement. The portfolio will be used in the formal review process.

All employees will receive at least two formal evaluations per calendar year and several informal evaluations. A formal evaluation is a pre-determined evaluation, wherein the teacher will be informed of the time, methodology, and expectations of the evaluator. This information will be introduced to all teachers at the beginning of the school year so they understand the purpose and methods they will be evaluated against. In a formal evaluation, each employee will meet in a pre-conference with the evaluator prior to the evaluation to review lesson plans and evaluation criteria. After observing the teacher, the evaluator will provide a description of the lesson, its objective, the lesson format, methods and materials used, employee's strengths, areas for improvement, follow-up items from previous evaluations, instructional goals, interpersonal goals, goals for professional development/coursework, and any other relevant comments. (These criteria can be adapted as necessary to conduct self-assessments, peer reviews, informal reviews, etc., and for non-teaching staff.) Comments should be positive and the evaluator should limit recommendations to two or three significant items. Recommendations will be revisited in future evaluations to assess progress.

A post conference will be held as soon as possible, with the intent of being no longer than 24 hours after a formal evaluation was held to discuss the strengths and areas where improvement is needed. If an evaluation reveals poor job performance, remediation will be suggested and a mentor teacher provided to help the teacher make the required changes or improvements, such recommendations will be reviewed for progress as necessary. If there has been no progress at the time of review or a disciplinary problem is at issue, a formal corrective action plan may be the next step to suggest a specific course of action that may improve performance. If it is determined that an action plan is prudent under the circumstances, the Director will organize a plan detailing the problem, the steps that both the employee and the Director will take, and the timeline for implementing the plan. The employee should have input and suggest changes. If the employee fails to follow the corrective measures established by the school, or it is determined that the employee's performance does not meet the standards of MA, involuntary termination may be initiated by the school. Involuntary termination is a decision made by the Director, in consultation with the Board, after a determination that termination is in the best interest of the school, its vision, and/or its teaching philosophy. Also see the above section: Terms and Conditions of Employment.

Relatives

Charter schools are exempted from Prohibiting Employment of Relatives and thus can employ family members, absent transparency there may be a perception of preferential treatment in doing so. Provide the school's employment of relatives' policy as Attachment F.

mStar Academies will have a policy regarding the employment of relatives, which is meant to ensure employment at the school is based solely on merit and job availability, and to avoid the actual or perceived preferential treatment of relatives. Although MA does not wish to prohibit employment of relatives, it does provide the following safeguards:

- (1) Any decision regarding the hiring, termination, job performance review, salary or discipline of a MA employee shall not be made by a relative;
- (2) Candidates for employment at MA must disclose any family relationships prior to employment; and
- (3) Relatives may not act in a direct supervisory role over one another.

For purposes of this section, "relative" is defined as any MA Board member or faculty member's father, mother, foster parent, grandparents, grandchildren, husband, wife, son, daughter, sister, brother, aunt, uncle, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law, or any other individual when both reside in the same household. If, as a result of marriage, an employee is in violation of this policy, an alternative reporting procedure shall be established by the immediate supervisor and reported to the Director or Board.

Protections against preferential treatment will also be contained in MA's conflict of interest policy, which will require board members and faculty to disclose all financial interests or family relationships they have in any service provided to the school. The procedures for determining when a conflict of interest exists, for addressing the conflict, and for recording the resolution of the conflict will be included in MA's Policy Handbook

Terms and Conditions of Employment

Utah laws governing the operation of charter schools require the governing body to establish terms and conditions of employment. Though charter schools are exempted from the Orderly Termination Act, policies and procedures must meet minimal standards set forth in other applicable laws

mStar Academies will strive to create a learning environment and positive work place for all staff by working with employees to correct issues as they arise and maintain standards of acceptable conduct. MA will be an at-will employer and will follow all Utah State and Federal Equal Employment Opportunity Laws regarding both Americans with Disabilities Act, Civil Rights, ADEA and ADA protections. MA will not discriminate against any applicant or employee on the basis of race, color, religion, sex, national origin, age, or disability. Before beginning employment, employees at MA will sign a Letter of Understanding defining their employment. This agreement may be terminated at will by either party, with or without cause, and with or without notice. The existence of the Letter of Understanding does not create any expectation of continued employment at MA. Employees will be given a policy and procedure

handbook at the time of hire. Employees will also have access to this same policy and procedure handbook at any time while they are at work and online. Employees will be expected to read and acknowledge that they have read this handbook. Employees will then be responsible for the information contained therein.

The MA Board will work to find the Director first. The Director will then hire all MA staff positions with a committee to assist. Job openings will be posted on appropriate education job sites both in and out of state. Recruitment will be a priority for the Board before MA opens. MA's Director and Board will have hiring committees, consisting of teachers, parents, and Board members for open positions.

MA is not legally obligated to provide notice or follow specific criteria prior to terminating an employee. However, MA's goal is to retain employees, and therefore, the school will work with employees to help improve performance.

SECTION 15: SERVICES

Administrative

As with any functioning organization, the smooth operation of mStar Academies will require a number of different administrative functions to be performed in harmony, including but not limited to:

- Leadership in instructional methods,
- Supervision and improvement of instruction,
- Interpretation of student and school progress and performance,
- Community relations,
- Staff professional development,
- Human resource management,
- Student discipline,
- Student placement,
- Operation and maintenance of school facilities,
- Management of school equipment and supplies,
- Preparation and completion of federal and state reports, and
- Assistance and support to teachers.

This section describes the school's plan for ensuring that all of the school's administrative responsibilities are fulfilled.

Instructional Methods

The mStar Academies Director will serve as the school's educational leader. As such, one of the Director's primary responsibilities will be establishing an educational environment conducive to effective teaching and learning and ensuring that teachers understand and employ the most effective instructional methods possible. The Director's duties as instructional leader will therefore include establishing and maintaining necessary standards, integrating problem solving skills throughout the curriculum, understanding and helping faculty to understand and support the accelerated middle level program, understanding of and ability to instill effective instructional methods such as cooperative learning, maintaining familiarity with research supporting instructional methods, familiarity with instructional practices in successful schools, familiarity with the instructional methods of the school's teachers, participation in training to

remain current in educational research, providing in-service to teachers and serving as an instructional resource for teachers. The Director will establish and implement plans for consistently improving instruction in the school. The administrative team, including when fiscally prudent a curriculum specialist and Assistant Director, will work with the Director on these matters.

Analysis and Interpretation of Student Achievement Data

The Director will take the lead in implementing assessment strategies, reviewing and analyzing student achievement data, and formulating plans to improve student learning. A key aspect of this role will be to help teachers use available data to identify and minimize/remove obstacles to effective learning. The Director and administrative team will work with the faculty in a collaborative manner to ensure that mStar Academies goals are achieved.

Curriculum Services

The curriculum specialist will help the Director in implementing the school mission, including the integration of problem solving skills, divergent thinking skills, service learning, and cooperative learning.

The Curriculum Specialist together with the administration will be responsible for the implementation of an engaging program that will attract parents by providing a rigorous, engaging curriculum to support student entrance into our accelerated learning programs of study.

Special Education Services

mStar Academies will have a full-time special education lead teacher. The special education lead teacher will coordinate the provision of all special education-related services and will conduct IEP meetings. The special education staff will provide support and training for mStar Academies non special education staff to ensure knowledge of and compliance with IDEA and the Utah Special Education Rules' requirements.

The school intends to contract with third parties for specialized services related to its students' special education needs, including speech and language services, occupational therapy, psychologists, nursing services, etc.

Professional Development

mStar Academies is committed to providing its teachers with numerous opportunities to improve and develop their teaching skills. The Director will be responsible for ensuring that the school develops an effective professional development program that meets the needs of individual teachers and contributes to improved teacher performance and thereby increases student

achievement. Professional development for Para-professionals will also be provided on a regular basis on school programs such as reading and math instructional support. The administrative team will work with the Director in these matters.

Employment Issues

The Director is responsible for all employee recruitment, interviewing, hiring, discipline and firing at MStar Academies. The Director is responsible for all employee performance evaluation, and the Assistant Director, when hired, will participate in evaluations as appropriate. In the event the school contracts with an ESP (“Educational Service Provider”), the ESP may assist the Director with certain human resources-related duties as agreed upon.

Student Discipline

Teachers have the primary responsibility of maintaining classroom discipline for the students under their supervision. Behavioral matters that cannot be handled by the classroom teacher will be referred to the Director. The Assistant Director will participate in student discipline matters as requested by the Director or in the Director’s absence.

Providing a Safe, Orderly and Caring Environment for Students

In *What Works in Schools* (Marzano, ASCD, 2003) Marzano recommends five action steps to achieve a safe environment. The MStar Academies Board and Directors will take responsibility to establish policies and procedures to achieve a safe and orderly learning environment, will expect the Director to implement those policies, and will hold the Director accountable for achieving a safe and orderly learning environment. The Board sees this as one of the Director’s key responsibilities. The five steps include:

1. Establishing rules and procedures for behavior problems that may be caused by school routines or physical characteristics. This might include assembly or special event rules, sign positions and student traffic patterns to be used in the halls, reducing crowd density by using appropriately assigned entrances and exits.
2. Establish clear school-wide rules for general behavior. Rules for bullying, verbal harassment, obscene language, gang behavior, class disruptions, fighting, theft, truancy, repeated class disruptions and disregard for others safety will be determined.
3. Establish and Enforce consequences for violations of rules and procedures.
4. Establish a program that teaches self-discipline and responsibility.
5. Establish a system that allows for the early detection of students who have high potential for violence and extreme behavior. If a child feels unsafe, threatened or insecure the brain blocks off the pathways to learning and it attends more to basic human needs. (Given 2002, Sousa, 2001, Wolf, 2001) Students need to feel they can make a contribution to the classroom, make the lesson is meaningful to them, and they may ask questions about what they do not understand. MStar Academies teachers affirm the students’ safety by listening to them, and showing interest in their ideas, perspectives and solutions to problems. Students need to know they can

accomplish what is assigned. The leveling in literacy and math allows students to work at their instructional level. Giving students choices, solving their own problems and reflecting on what they have learned empowers students. Differentiation by the mStar Academies classroom teacher is an important factor in meeting students need for a safe and secure environment. Teachers have the remarkable ability to shape the lives of their students in a safe environment where students dare to risk and ask questions, developing their own opinions and conclusions.

Management of School Facility

The Director is responsible for ensuring that facility management issues are handled properly, which includes functions necessary for the school to be kept safe and in good repair, including janitorial services, landscaping, snow removal, building maintenance, etc. The front office staff will assist the Director in these duties, and in the event the school contracts with an ESP, the ESP may also provide services that assist the Director in this area.

The school may contract with third parties for janitorial, landscaping and snow removal services.

Management of School Equipment and Supplies

The Director will oversee equipment purchases and repairs, subject to the school's Purchasing and Disbursement Policy. The front office will assist the Director as requested in such matters. Teachers are responsible for preserving equipment within their rooms and notifying the front office when repairs are required. The school will perform an annual equipment inventory for insurance purposes and to determine what equipment needs to be replaced.

Teachers will notify the front office of their supply needs. The front office will coordinate ordering office and classroom supplies as supervised by the Director.

The school intends to contract with a third party for the school's IT services. The school will seek a provider that is familiar with the unique IT needs of a charter school and that can help coordinate the full scope of the school's computer and IT needs as set forth in the Technology Plan in this section.

Business Administration Services

mStar Academies intends to contract with a third party such as an educational services provider for many of the school's business administration needs as discussed more fully below.

Preparation and Completion of Federal and State Reports

The Director will ensure timely completion and submission of required state and federal reports. The front office staff will assist with certain reports as appropriate. In the event the school contracts with an ESP, the ESP may provide services related to the preparation and submission of certain reports. SA will keep an up-to-date calendar of all required state and federal reports.

Community Relations

The Board of Directors will handle most community relations matters involving the school's interactions with individuals and groups outside the school community. The Director will assist in such matters as appropriate.

The Director will be responsible for management-related community relations matters involving students, parents and employees. However, the Board will perform community relations duties within the school community when matters arrive pertaining to the Board's governance responsibilities.

Clerical and Secretarial Services

The employees in the school's front office will handle a number of responsibilities. As discussed in Section 14, the school will likely employ a head secretary that will supervise other front office staff and report to the Director. These staff members will serve as the front-line information resource to students, faculty and staff. The front office must provide quality customer service to the public, students, parents and other mStar Academies staff. The front office will also assist and support the Director and faculty and will perform a variety of office duties

Budget

The proposed budget for the school allocates adequate funding for the administrative services plan, library plan (discussed below), and technology plan (discussed below) described in this section.

The school has budgeted \$80,000 per year for the Director's salary, including a six-month salary of \$40,000 for the planning year

Library Plan

mStar Academies will house a Library that fully complies with the Library Information Services Standards set by the Northwest Accredited Commission (NWAC, 2011), 6.17-6.20, and as required by Utah State Code R277-410(3)(c). This includes having a certified Media Specialist, providing regular and frequent access to the library for students and staff, allowing various resources and technologies and the establishment of policies for the section and removal of resources as well as the internet usage.

The mission of mStar Academies is create a learning environment that fosters in students the development of divergent thinking and problem solving skills, providing opportunities which enable all students to develop a sense of civic responsibility and achieve their highest potential. The Library is one of the many resources mStar Academies will offer that facilitates the School's

mission. The Library will offer students multiple opportunities to engage in a quality education, preparing them to achieve high academic standards. The vision of the Library, along with the goals and activities and their associated activities and measures are as follows:

Staffing

In accordance with the library standards for staffing as set forth by the NAAS's Library Standards (6.17), mStar Academies intends to hire and maintain a full-time certified Library Media Specialist (see Section 6: Budget) and additional library support staff as needed to assist in resources check in/out, literature circles, small group instruction, as well as assisting students with the Pioneer Online Database and other instructional and reference resources within the Library. The Media Specialist and any additional library staff will be supportive and knowledgeable about the standards and expectations of mStar Academies mission and vision. They will promote independent learning, problem solving skills as well as student directed literacy projects, higher order thinking skills, and provide opportunities for leadership and peer collaboration within the library's environment. The Media Specialist will provide supportive and cooperative learning experiences for students, teachers, and staff. Whole-class groups, small groups, and individual students will be instructed on using print and online research resources and staff on library resources, including curriculum-related print materials, electronic resources, computer applications, and equipment use.

Acquisition of Books and Materials

The Library will support its vision and the mission of the School by promoting the use of a variety of literature as well as media that enriches and enhances teaching materials and students' educational experience. The Library collection at MStar Academies will meet the collection requirements of the accelerated program, including printed books, periodicals and e-books. The Library's collection will be built on a foundation of scholastically-recommended books which would include classic children/young adult literature and local periodicals reflecting students' individual reading levels and interests. It will also include a variety of age-appropriate fiction, non-fiction and reference materials and various forms of multi-media learning resources. Students, parents and teachers will be able to find up-to-date information on subjects in which they are interested. These tools will allow the Library to maintain the School's mission of providing a quality education for all students, giving students resources in order to achieve their highest academic growth and potential. mStar Academies library resources will keep pace with changes in technology and intends to utilize e-learning tools and online libraries as best practices dictate.

Library Financial Plan and Budget

mStar Academies Library will have an annual, ongoing budget that ensures the continuing development of a balanced, relevant, and current collection, including supplies and operational materials. As indicated in the budget (Section 6), the school has budgeted sufficient funds for library books and periodicals for the initial acquisition of the library's collection and has also included the funding necessary to renew the collection annually at a minimum rate of 5%. Equipment and software required to access and use current electronic resources will be funded as either part of the school's library and/or technology budget. Since one-time federal, state, or other grant funds can supplement the library's budget, MStar Academies intends to apply for grants that may be available. Additional library funds may also be generated through fundraising activities such as book fairs, book exchanges and donations, business partnerships, read-a-thons and family or other private financial donations.

Technology Plan Support for the Library

mStar Academies is committed to enhancing and supporting curricular goals through library and technology resources. Its mission to create a learning environment for students to excel academically will be supported by the school library, which will be equipped in its first operating year with three computers, two printers, two digital TV's, two DVD and/or Blu-Ray Players, one LCD projector, one interactive whiteboard and one scanner. The library will also have access to a mobile computer lab that will be used for research purposes, small group instruction, testing, etc. The Media Specialist will use this technology to track school media, and support the teaching staff by accessing additional media available throughout the world via the internet. Software will be installed and connected to local and wide-area networks for internet access. Computers and software will be in compliance with copyright laws and policies set forth in the school's policies and legislative mandates.

Library Policy

The Media Specialist, working in conjunction with the School's Director, will implement Board policies and develop procedures for the Library's operation. This will include, but is not limited to: a statement of philosophies and general policy, a challenged materials statement and procedures, an acceptable use policy and document for students and staff, a guide for collection development, including weeding (NAAS, 6.20). The written policy may also include: job descriptions, information on the daily library operations, polices regarding circulation, fines, etc.

Facilities

mStar Academies Library will be inviting, conducive to student learning, and accessible to all members of the school community. It will be located in an area of the building that is easily accessible to all students in accordance with federal law (ADA, IDEA). The environment will be aesthetically pleasing in its arrangement of furniture, title stacks, study/working and reading areas while maintaining a physical organization that allows students to easily access the resources they need and permits the Media Specialist to readily see and supervise all library activities such as small group instruction, computer usage, and student interactions. Proper lighting for designated areas and

tasks will be installed and sufficient electrical and networking outlets will be available to accommodate the library's technology and allow for rearranging of library resources.

The library space at mStar Academies will be configured for teaching students, just as academic classrooms are designed to facilitate instruction. Whiteboards, projection screens, and LCD projectors in the library will serve as important instructional delivery tools. Small group tables in the Library will allow implementation of MStar Academies' instructional methods. The Library will also have a multipurpose space for read-aloud, group literacy-building instructional activities, school Board meetings, and after-school clubs as well as an audio/visual room for storage of the mobile laptop carts, televisions, portable projectors, instructional videos/DVD collections, etc.

Technology Plan

Charter School
 School Administrator
 Technology Coordinator

mStar Academies
John McGroarty
Albert Noppers, Director of Facilities and Technology

The idea for our school is to be almost completely paperless. We want to use electronic schoolbooks etc. All students are going to have their own flash drive, which they can use to log in at the specific classes. All progress will be recorded on their flash drive and the servers of the school. This requires that all possible classrooms will have computers/laptops on the desks with network access. This technology also gives the teacher immediate feedback in how the class is doing in general and on an individual bases.

All classrooms are going to have the smart board technology (Promethean). This enables the teachers to interact not only with the classroom onsite but also the satellite school classes. Students that are struggling with certain classes will have the ability to use the Smarten Technology, a device that records a lecture while writing down the information.

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)	Laptop in every classroom	920	30	5	3		30 %	30 %
A. < 4 yrs. old								
B. > 4 yrs. old								
C.								

# of above computers that are Internet capable	100%							
Peripheral Devices	classroom	Admin	Other locations	Main Storage	Library			
A. Printers	30	3	4	1	1			
B. Scanners	0	0	0	0	0			
C.Promethean Smart board Projectors	1	35	0	1	1			
D. TVs (digital signal)	0	0	0	0	0			
E. DVD Players	0	0	0	0	0			
F. LCD Projectors	Included with C	0	0	0	0			
G.								
Network Equipment								
A. Hubs	35	1	1		1			
B. Routers		1	1		1			
C. Servers	Included with C	1	1	0	1			
D.Main servers	0	0	0	2	0			
Total Classrooms								
Number of classrooms wired for internal connections	8	35	4	1	1			

SECTION 16: EXTRA-CURRICULAR

Extra-curricular activities will play an important and significant role in the school life as a whole at MStar Academies. The school will be in compliance with Title IX requirements outlined in the Utah State Office of Education regulations and will provide proportionate athletic opportunities according to school enrollment. No person will be discriminated or denied participation on the basis of gender under any education program receiving federal funding. Extra-curricular activities will be structured so as provide the students a medium for developing self-confidence, self-reliance, self-expression and assertiveness

EXTRA-CURRICULAR ACTIVITIES:

The Board has chosen extra-curricular activities that align with our vision statement focusing on the development of problem solving, Service Learning and civic duty, Creativity

through the performing arts and Healthy Lifestyles through athletic recreational sports. These extra –curricular activities will be selected based on available funding, student interest and the school’s mission and vision.

To encourage healthy lifestyles, we plan to develop sports programs for our secondary students like dance, volleyball, wrestling, tennis and golf. The Board will consider adding extra-curricular activities based on stakeholder interest, funds, and availability of staff /coaches. We have selected these activities based on the interest we believe is prevalent communities who would enroll into mStar Academies. We are committed to offering a majority of sports that can be lifelong activities and are outside of strong sports organizations already within the school district boundaries. All of the mStar Academies competitive sports we have mentioned are offered at local district high schools and will allow our graduates to make a smooth transition into those activities.

SECTION 17: SPECIAL EDUCATION

Services and Placement

Several elements of mStar Academies instructional approach are designed to enable the school to more effectively respond to diverse demands and help accelerate the learning of students with disabilities. These include:

Least Restrictive Environment (LRE)

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

Team-Based Approaches

A key factor in learning is motivation. The team approach is designed to help motivate students to more fully engage themselves in the learning process. The team approach also provides a good mechanism for facilitating peer tutoring and other assistance to students with

special needs. mStar Academies will use its school wide structure of “crew” to provide this team-based culture for all students, including those with disabilities. At mStar Academies, we strive to build a school culture where students feel safe, respected, and pushed to be their best selves.

Qualified Staff

The Director of mStar Academies will have in-depth working knowledge of IDEA 2004. mStar Academies will plan for at least 2 full time Special Education staff to handle at least 10% of enrolled students at the school. Both will be required to know and understand the elements of IDEA 2004. The Special Education staff will be required to take annual trainings on Child Find and IEP delivery as provided by the Utah State Office of Education. They will be responsible for assessments of students with special needs, and will also be responsible for helping teachers identify other students who may have special needs. They will host an annual Child Find training for all mStar Academies staff. They will also facilitate the contracting of any additional professional help needed to carry out all IEP requirements. mStar Academies administration will closely monitor Special Education caseloads. mStar Academies realizes the Special Education population of the school will grow, especially during the first year as students with Special Education needs are identified. If needs exceed the FTE and current number of Para-professionals, additional staff will be hired, as appropriate to the situation. Funding will come from Special Education monies, and if necessary, the general school budget, in compliance with mStar Academies Fiscal Policy.

Continued Academic Support – Individual Educational Plans (IEPs)

The school will provide eligible students with disabilities a free appropriate public education (FAPE) in the least restrictive environment (LRE). To assist each student to achieve commensurate with his or her abilities, Special Education will be offered, including modification of instructional level, content or performance criteria; adaptations to the environment, curriculum, instruction or assessment; and accommodations to allow students to access and demonstrate learning. mStar Academies will provide a continuum of Special Education services, and will service all students with disabilities, regardless of severity. Outsourcing will be utilized if necessary to service IEP’s; funds have been budgeted for this purpose. However, it is anticipated that most of the special needs will be appropriately addressed by the school’s full-time Special Education staff.

Policies.

The charter school develops, provides professional development on for appropriate staff, and implements USOE-approved Special Education Policies and Procedures Manual which are aligned with IX.A.-IX.B. A model policy and procedures manual is available at <http://www.schools.utah.gov/sars/Instructional-Services.aspx>. Each charter school must submit a Special Education Policies and Procedures Manual for USOE approval prior to December 1st of their first year in operation.

Child Find

All members of the instructional staff will be trained annually by the Special Education staff in confidentiality and “child find” procedures. MStar Academies will ensure identification of Special Education students includes the notification of, and ongoing communication with parents. The Special Education staff will oversee all aspects of child find, including: Awareness, Outreach, Screening, Evaluation and Collaboration.

Teachers may refer students to the Special Education teacher for testing, or parents can also seek testing for their child if they suspect a problem. After a child has been identified as needing assessment, the Special Education teacher will do a preliminary evaluation to determine if other specialists are needed. This shall be done in a timely manner consistent with State and Federal guidelines. Then, with parental permission, assessments will be made, and an Individualized Education Program can be implemented, if necessary. IEP’s will be under the direction of the Special Education staff, along with an IEP team. This team will include the parents, the teacher, the Director and any specialists as needed. The student may also be involved, if appropriate. Once identified, the IEP Team will determine levels of need and Special Education of the child, and will refer the child for needed available special services. Referring teachers will submit appropriate screening forms and document all previous classroom interventions that are pertinent to the child’s placement.

If a child is found eligible for Special Education services, an IEP will be developed. The IEP team will convene within 30 calendar days of eligibility to develop an IEP. No Special Education services will be provided prior to the development of the IEP.

Accessibility

Because mStar Academies is a Non-profit provider (Charter School), we will use current ADA requirements when building or renovating a structure for the school. Accommodations will comply with regulations regarding exclusion, segregation, and unusual treatment. mStar Academies will meet architectural standards for existing and new buildings per ADA accessibility guidelines for Buildings and Facilities (ADAAG). mStar Academies will consider appropriate reach ranges for individuals in wheelchairs when procuring furniture and tables, school design items such as water fountains and restrooms, and designated parking within the schools parking lot.

Annual Review/Records

Each student’s IEP will be reviewed on an annual basis of not less than 1 year. Any team member may request additional IEP meetings when necessary. Prior to each IEP meetings, written notice will be sent out to each member of the IEP team including parents, teachers, counselors, and administrative members. During the IEP review, goals and objectives will be addressed along with necessary re-evaluation of any item. Documentation of the IEP process and annual goals review will be documented on the original IEP being reviewed. A revised IEP will

be reviewed not less than 1 year apart unless required or requested. The special education will request, review, and maintain all IEP records per USOE and IDEA 2004 requirements.

APPENDIX A: CHARTER SCHOOL LOTTERY POLICY

PURPOSE

mStar Academies(the “School”)has established an official admission procedure for accepting applications for enrollment at the School. This Policy provides appropriate procedures to be followed in the enrollment and lottery process and is made in compliance with governing laws, rules, regulations, and guidelines.

POLICY

Admission to mStar Academies will not be made and preference in admission will not be given on any basis that violates governing laws, rules, and regulations, including IDEA 2004 and civil rights laws.

Notice of the opportunity to submit an application and procedures for enrollment at the School will be published on the School’s Internet website beginning no later than sixty (60) days before the School’s initial open enrollment period. The School’s website will also provide the following enrollment information:

- (i) a description of the procedures for applying for admission to the School;
- (ii) the opening date of the School’s calendar; and
- (iii) a description of how a student may transfer from the School to another charter school or district school.

Applications for enrollment at the School will be made electronically. If the School receives more applications for a grade than there are available seats in that grade, the School will accept students through a random electronic lottery system, except that the School may give preference in its random lottery to certain categories of students as permitted by

applicable law. This preferential status shall be given in the following order and to the following categories of students not to exceed 5% of the student population:

First Preference: to children of “Founders” (as defined below);

Second Preference: to children of “Teachers” (as defined below) of the School;

Third Preference: to siblings of students presently enrolled in the School; and

Fourth Preference: to children of “Employees” (as defined below) of the School.

No more than 5% of the total student population will be enrolled as a result of priority based on the First, Second, and Fourth preferences listed above.

A “Mentor” is defined as a certified employee working in a teaching capacity for more than $\frac{3}{4}$ of the school day.

An “Employee” is defined as an individual employed by mStar Academies that works more than 20 hours per week for the School. “Employee” does not include contractors or subcontractors.

A “Founder” is defined as an individual who plays a significant role in the development of the school as determined *and* approved by the School’s Board of Directors. Notwithstanding, no student shall be given priority notice or guaranteed admission to the School. Students selected through the random lottery will receive written notice from the School within five (5) business days offering admission to the School. The offer of admission will include, among other things, a deadline for accepting the offer. Failure to timely accept an offer of admission will permit the School to offer admission to another student identified through the random lottery.

Prospective Founders must commit to provide at least sixty(60) volunteer hours before the opening of the School and an additional thirty(30) hours during the move-in phase in fall 2015 or make an “equivalent contribution” to the development of the school as determined by the Board .Founder status will not be conferred based on donations made to the School. Individuals who fail to meet these requirements can have their Founder Status revoked. Each Founder and each employee is allotted preferential enrollment for one (1) child.

The initial lottery of mStar Academies will be held during the week of January 6, 2015. Subsequent lotteries will be conducted from time to time as needed until the targeted enrollment

numbers are met. In subsequent years, the first lottery will be held in January or February of each year, following which, additional lotteries will be conducted from time to time as needed until the targeted enrollment numbers are met in the given year. The School may at the discretion of the School's Administrator, continue to enroll students from the lottery throughout the school year to fill vacant seats when students withdraw as permitted by applicable law.

APPENDIX B: BUDGET FO

See Attached excel file

Revenue		Planning Year		
Total Revenue From Local Sources (1000)		\$0		
Charter School Startup Grant		\$110,000		
Charter School Revolving Loan		\$240,000		
Total Revenue from State Sources (3000)		\$350,000		
Restricted Federal Through State		\$0		
Total Revenue from Federal Sources (4000)		\$0		
Private Grants & Donations :		\$0		
Source(s) (specify)		\$0		
Loans:				
Commercial		\$0		
Contributions and Donations from Private Sources		\$0		
Other (specify)		\$0		
Total Revenue from Other Sources (5000)		\$0		
Total Revenue		\$350,000		
Expenditures		Number	Salary or Cost	Total
--- SALARIES ---				
10.131	Salaries - Teachers			\$0
10.132	Salaries - Substitute Teachers			\$0
10.161	Salaries - Teacher Aides and Paraprofessionals			\$0
10.100	Salaries - Other 1000-INSTRUCTION			\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$0
21.141	Salaries - Attendance and Social Work Personnel			\$0
21.142	Salaries - Guidance Personnel			\$0
21.143	Salaries - Health Services Personnel			\$0
21.144	Salaries - Psychological Personnel			\$0
21.152	Salaries - Secretarial and Clerical			\$0
21.100	Salaries - Other 2100-STUDENT SUPPORT			\$0
	Total 21 (2100)-STUDENT SUPPORT Salaries (100)			\$0
22.145	Salaries - Media Personnel - Certified			\$0
22.162	Salaries - Media Personnel - Noncertified			\$0
22.100	Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT			\$0
	Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$0
24.121	Salaries - Principals and Assistants			\$60,000
24.152	Salaries - Secretarial and Clerical			\$0
24.100	Salaries - Other 2400-SCHOOL ADMINISTRATION			\$0
	Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)			\$60,000
26.100	Salaries - Operation & Maintenance of Facilities			\$0
	Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)			\$0
31.100	Salaries - FOOD SERVICES			\$0
	Total 31 (3100)-FOOD SERVICES Salaries (100)			\$0
45.100	Salaries - Building Acquisition			\$0
	Total 45 (4500)-BUILDING ACQUISITION Salaries (100)			\$0
TOTAL - ALL SALARIES (100)				\$60,000
--- BENEFITS ---				
10.210	Retirement - INSTRUCTION	0%		\$0
21.210	Retirement - STUDENT SUPPORT	0%		\$0
22.210	Retirement - INSTRUCTIONAL STAFF SUPPORT	0%		\$0
24.210	Retirement - SCHOOL ADMINISTRATION	0%		\$0
26.210	Retirement - OPERATION & MAINT OF FACILITIES	0%		\$0
31.210	Retirement - FOOD SERVICES	0%		\$0
45.210	Retirement - BUILDING ACQUISITION	0%		\$0
	TOTAL - ALL RETIREMENT			\$0
10.220	Social Security/FICA/UNEMP/WCF - INSTRUCTION	10%		\$0
21.220	Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT	10%		\$0
22.220	Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SUPPORT	10%		\$0

24.220	Social Security/FICA/UNEMP/WCF - SCHOOL ADMINISTRATION	13%		\$7,800
26.220	Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF FACIL	10%		\$0
31.220	Social Security - FOOD SERVICES	10%		\$0
45.220	Social Security/FICA/UNEMP/WCF - BUILDING ACQUISITION	10%		\$0
	TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF			\$7,800
10.240	Insurance (Health/Dental/Life) - INSTRUCTION	0%		\$0
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT	0%		\$0
22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPORT	0%		\$0
24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	20%		\$12,000
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF FACILITIES	0%		\$0
31.240	Insurance (Health/Dental/Life) - FOOD SERVICES	0%		\$0
45.240	Insurance (Health/Dental/Life) - BUILDING ACQUISITION	0%		\$0
	TOTAL - ALL INSURANCE (Health/Dental/Life)			\$12,000
10.200	Other Benefits (<i>specify</i>) - INSTRUCTION	0%		\$0
21.200	Other Benefits (<i>specify</i>) - STUDENT SUPPORT	0%		\$0
22.200	Other Benefits (<i>specify</i>) - INSTRUCTIONAL STAFF SUPPORT	0%		\$0
24.200	Other Benefits (<i>specify</i>) - SCHOOL ADMINISTRATION	0%		\$0
26.200	Other Benefits (<i>specify</i>) - OPERATION & MAINT OF FACILITIES	0%		\$0
31.200	Other Benefits (<i>specify</i>) - FOOD SERVICES	0%		\$0
45.200	Other Benefits (<i>specify</i>) - BUILDING ACQUISITION	0%		\$0
	TOTAL - ALL OTHER BENEFITS (<i>specify</i>)			\$0
	TOTAL ALL BENEFITS (200)			\$19,800
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---				
10.300	Purchased Prof & Tech Services - INSTRUCTION			
21.300	Purchased Prof & Tech Services - STUDENT SUPPORT			
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF SUPPORT			
24.300	Purchased Prof & Tech Services - SCHOOL ADMINISTRATION			\$50,000
26.300	Purchased Prof & Tech Services - OPERATION & MAINT OF FACILITIES			
31.300	Purchased Prof & Tech Services - FOOD SERVICES			
	Purchased Prof & Tech Services - LEGAL			\$3,000
45.300	Purchased Prof & Tech Services - BUILDING ACQUISITION			
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$53,000
--- PURCHASED PROPERTY SERVICES ---				
26.400	Purchased Property Services			
26.460	Construction and Remodeling			
45.400	Purchased Property Services			
45.460	Construction and Remodeling			
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$0
--- OTHER PURCHASED SERVICES ---				
26.500	Other Purchased Services - OPERATION & MAINT OF FACILITIES			
26.500	Other Purchased Services - BUILDING ACQUISITION			
	TOTAL - ALL OTHER PURCHASED SERVICES (500)			\$0
--- SUPPLIES ---				
10.600	Instructional Supplies - INSTRUCTION			
10.641	Textbooks - INSTRUCTION			
21.600	Supplies - STUDENT SUPPORT SERVICES			
22.600	Supplies - INSTRUCTIONAL STAFF SUPPORT			
22.644	Library Books - INSTRUCTIONAL STAFF SUPPORT			
22.650	Periodicals - INSTRUCTIONAL STAFF SUPPORT			
22.660	Audio Visual Materials - INSTRUCTIONAL STAFF SUPPORT			
24.600	Supplies - SCHOOL ADMINISTRATION			\$15,000
26.600	Supplies - OPERATION & MAINT OF FACILITIES			
31.600	Supplies - FOOD SERVICES			
31.630	Food - FOOD SERVICES			
45.600	Supplies - New Buildings - BUILDING ACQUISITION & INSTR			
45.641	Textbooks - New Buildings - BUILDING ACQUISITION & INSTR			
45.644	Library Books-New Libraries - BUILDING ACQUISITION & INSTR			

TOTAL - ALL SUPPLIES (600)				\$15,000
--- PROPERTY ---				
10.700	Property (Instructional Equipment) - INSTRUCTION			\$80,000
21.700	Property - STUDENT SUPPORT SERVICES			
22.700	Property - INSTRUCTIONAL STAFF SUPPORT			
24.700	Property - SCHOOL ADMINISTRATION			\$50,000
26.700	Property - OPERATION & MAINT OF FACILITIES			
31.700	Property - FOOD SERVICES			
31.780	Depreciation - Kitchen Equipment Depreciation - FOOD SERVICES			
45.710	Land and Improvements			
45.720	Buildings			
45.731	Machinery			
45.732	School Buses			
45.733	Furniture and Fixtures			
45.734	Technology Equipment			
45.735	Non-Bus Vehicles			
45.739	Other Equipment			
TOTAL - ALL PROPERTY (700)				\$130,000
--- OTHER OBJECTS ---				
10.800	Other Objects- INSTRUCTION			
21.800	Other Objects- STUDENT SUPPORT SERVICES			
22.800	Other Objects- INSTRUCTIONAL STAFF SUPPORT			
24.800	Other Objects- SCHOOL ADMINISTRATION			\$20,000
26.800	Other Objects - OPERATION & MAINT OF FACILITIES			
31.800	Other Objects - FOOD SERVICES			
	Other Objects - Advertising			\$25,000
45.800	Other Objects - BUILDING ACQUISITION & INSTR			
	TOTAL - ALL OTHER OBJECTS			
10.810	Dues and Fees - INSTRUCTION			
21.810	Dues and Fees - STUDENT SUPPORT SERVICES			
22.810	Dues and Fees - INSTRUCTIONAL STAFF SUPPORT			
24.810	Dues and Fees -SCHOOL ADMINISTRATION			\$1,000
26.810	Dues and Fees - OPERATION & MAINT OF FACILITIES			
	TOTAL - ALL DUES AND FEES			
TOTAL - OTHER OBJECTS (800)				\$46,000
1000	Total Local			\$0
3000	Total State			\$350,000
4000	Total Federal			\$0
TOTAL REVENUES				\$350,000
100	Salaries			\$60,000
200	Employee Benefits			\$19,800
300	Purchased Professional and Technical Services			\$53,000
400	Purchased Property Services			\$0
500	Other Purchased Services			\$0
600	Supplies			\$15,000
700	Property			\$130,000
800	Other Objects			\$46,000
TOTAL EXPENDITURES				\$323,800
Excess or Deficiency of Revenues over Expenditures				\$26,200
Other Sources of Funding (5000)				\$0
Net Asset Balance (Fund Balance)				\$26,200
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)				7%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev =>5%)				7%
Necessary Closure Fund (2 months Purch Prop Serv + Other)				\$7,667

Charter School Name: mStar Academies		Fiscal Year: 07/01/2015 - 06/30/2016					
First Operational Year		100% Enrollment			75% Enrollment		
Number of Students:		1,000			750		
Grade Configuration:		K thru 12			K thru 12		
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		\$120,000			\$90,000		
Student Activities		\$0			\$0		
Other		\$75,000			\$55,000		
Total Revenue From Local Sources (1000)		\$195,000			\$145,000		
State Educational Funding		\$5,294,267			\$3,948,402		
Implementation Grant		\$0			\$0		
Total Revenue from State Sources (3000)		\$5,294,267			\$3,948,402		
Lunch and Breakfast Reimbursement		\$180,000			\$135,000		
Donated Commodities (CNP)		\$0			\$0		
Restricted Federal Through State		\$0			\$0		
Programs for the Disabled (IDEA)		\$0			\$0		
No Child Left Behind (NCLB)		\$0			\$0		
Total Revenue from Federal Sources (4000)		\$180,000			\$135,000		
Private Grants & Donations:		\$0			\$0		
Source(s) (specify)		\$0			\$0		
Loans:		\$0			\$0		
Commercial		\$0			\$0		
Contributions and Donations from Private Sources		\$0			\$0		
Other (specify)		\$0			\$0		
Prior Year Carryforward		\$26,200			\$26,200		
Total Revenue from Other Sources (5000)		\$26,200			\$26,200		
Total Revenue		\$5,695,467			\$4,254,602		
Expenditures							
		Number	Salary or Cost	Total	Number	Salary or Cost	Total
--- SALARIES ---							
10.131	Salaries - Teachers	40.00	\$38,000	\$1,520,000	30.00	\$38,000	\$1,140,000
10.132	Salaries - Substitute Teachers	3.00	\$16,200	\$48,600	2.00	\$16,200	\$32,400
10.161	Salaries - Teacher Aides and Paraprofessionals	30.00	\$13,000	\$390,000	22.00	\$13,000	\$286,000
10.100	Salaries - Other 1000-INSTRUCTION			\$0			\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$1,958,600			\$1,458,400
21.141	Salaries - Attendance and Social Work Personnel	2.00	\$35,000	\$70,000	1.50	\$35,000	\$52,500
21.142	Salaries - Guidance Personnel	1.00	\$45,000	\$45,000	1.00	\$45,000	\$45,000
21.143	Salaries - Health Services Personnel	1.00	\$45,000	\$45,000	1.00	\$45,000	\$45,000
21.144	Salaries - Psychological Personnel			\$0			\$0
21.152	Salaries - Secretarial and Clerical	2.00	\$35,000	\$70,000	2.00	\$35,000	\$70,000
21.100	Salaries - Other 2100-STUDENT SUPPORT			\$0			\$0
	Total 21 (2100)-STUDENT SUPPORT Salaries (100)			\$230,000			\$212,500
22.145	Salaries - Media Personnel - Certified	1.00	\$35,000	\$35,000	1.00	\$35,000	\$35,000
22.162	Salaries - Media Personnel - Noncertified			\$0			\$0
22.100	Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT			\$0			\$0
	Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$35,000			\$35,000

24.121	Salaries - Principals and Assistants	2.00	\$70,000	\$140,000	2.00	\$70,000	\$140,000
24.152	Salaries - Secretarial and Clerical			\$0			\$0
24.100	Salaries - Other 2400-SCHOOL ADMINISTRATION			\$0			\$0
	Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)			\$140,000			\$140,000
26.100	Salaries - Operation & Maintenance of Facilities	3.00	\$32,000	\$96,000	2.00	\$32,000	\$64,000
	Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)			\$96,000			\$64,000
31.100	Salaries - FOOD SERVICES	8.00	\$22,000	\$176,000	6.00	\$22,000	\$132,000
	Total 31 (3100)-FOOD SERVICES Salaries (100)			\$176,000			\$132,000
45.100	Salaries - Building Acquisition			\$0			\$0
	Total 45 (4500)-BUILDING ACQUISITION Salaries (100)			\$0			\$0
	TOTAL - ALL SALARIES (100)			\$2,635,600			\$2,041,900
--- BENEFITS ---							
10.210	Retirement - INSTRUCTION	4%		\$78,344	4%		\$58,336
21.210	Retirement - STUDENT SUPPORT	4%		\$9,200	4%		\$8,500
22.210	Retirement - INSTRUCTIONAL STAFF SUPPORT	4%		\$1,400	4%		\$1,400
24.210	Retirement - SCHOOL ADMINISTRATION	4%		\$5,600	4%		\$5,600
26.210	Retirement - OPERATION & MAINT OF FACILITIES	4%		\$3,840	4%		\$2,560
31.210	Retirement - FOOD SERVICES	4%		\$7,040	4%		\$5,280
45.210	Retirement - BUILDING ACQUISITION	0%		\$0	0%		\$0
	TOTAL - ALL RETIREMENT			\$105,424			\$81,676
10.220	Social Security/FICA/UNEMP/WCF - INSTRUCTION	13%		\$254,618	13%		\$189,592
21.220	Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT	13%		\$29,900	13%		\$27,625
22.220	Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SUPP	13%		\$4,550	13%		\$4,550
24.220	Social Security/FICA/UNEMP/WCF -SCHOOL ADMINISTRATION	13%		\$18,200	13%		\$18,200
26.220	Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF FACI	16%		\$15,360	16%		\$10,240
31.220	Social Security - FOOD SERVICES	13%		\$22,880	13%		\$17,160
45.220	Social Security/FICA/UNEMP/WCF - BUILDING ACQUISITION	10%		\$0	10%		\$0
	TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF			\$345,508			\$267,367
10.240	Insurance (Health/Dental/Life) - INSTRUCTION	10%		\$195,860	10%		\$145,840
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT	10%		\$23,000	10%		\$21,250
22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPORT	10%		\$3,500	10%		\$3,500
24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	10%		\$14,000	10%		\$14,000
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF FACILITIE	10%		\$9,600	10%		\$6,400
31.240	Insurance (Health/Dental/Life) - FOOD SERVICES	10%		\$17,600	10%		\$13,200
45.240	Insurance (Health/Dental/Life) - BUILDING ACQUISITION	0%		\$0	0%		\$0
	TOTAL - ALL INSURANCE (Health/Dental/Life)			\$263,560			\$204,190
10.200	Other Benefits (<i>specify</i>) - INSTRUCTION	0%		\$0	0%		\$0
21.200	Other Benefits (<i>specify</i>) - STUDENT SUPPORT	0%		\$0	0%		\$0
22.200	Other Benefits (<i>specify</i>) - INSTRUCTIONAL STAFF SUPPORT	0%		\$0	0%		\$0
24.200	Other Benefits (<i>specify</i>) - SCHOOL ADMINISTRATION	0%		\$0	0%		\$0
26.200	Other Benefits (<i>specify</i>) - OPERATION & MAINT OF FACILITIES	0%		\$0	0%		\$0
31.200	Other Benefits (<i>specify</i>) - FOOD SERVICES	0%		\$0	0%		\$0
45.200	Other Benefits (<i>specify</i>) - BUILDING ACQUISITION	0%		\$0	0%		\$0
	TOTAL - ALL OTHER BENEFITS (<i>specify</i>)			\$0			\$0
	TOTAL ALL BENEFITS (200)			\$714,492			\$553,233

--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - INSTRUCTION						
21.300	Purchased Prof & Tech Services - STUDENT SUPPORT (includes IB Application fee)			\$45,000			\$40,000
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF SUPPORT						
24.300	Purchased Prof & Tech Services - SCHOOL ADMINISTRATION						
26.300	Purchased Prof & Tech Services - OPERATION & MAINT OF FACILITIES			\$2,000			\$1,500
31.300	Purchased Prof & Tech Services - FOOD SERVICES						
45.300	Purchased Prof & Tech Services - BUILDING ACQUISITION						
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$47,000			\$41,500
--- PURCHASED PROPERTY SERVICES ---							
26.400	Purchased Property Services						
26.460	Construction and Remodeling						
45.400	Purchased Property Services						
45.460	Construction and Remodeling						
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$0			\$0
--- OTHER PURCHASED SERVICES ---							
26.500	Other Purchased Services - OPERATION & MAINT OF FACILITIES						
26.500	Other Purchased Services - BUILDING ACQUISITION						
	TOTAL - ALL OTHER PURCHASED SERVICES (500)			\$0			\$0
--- SUPPLIES ---							
10.600	Instructional Supplies - INSTRUCTION						
10.641	Textbooks - INSTRUCTION						
21.600	Supplies - STUDENT SUPPORT SERVICES			\$2,000			\$1,500
22.600	Supplies - INSTRUCTIONAL STAFF SUPPORT			\$6,500			\$4,900
22.644	Library Books - INSTRUCTIONAL STAFF SUPPORT						
22.650	Periodicals - INSTRUCTIONAL STAFF SUPPORT						
22.660	Audio Visual Materials - INSTRUCTIONAL STAFF SUPPORT			\$6,500			\$4,900
24.600	Supplies - SCHOOL ADMINISTRATION			\$15,000			\$10,000
26.600	Supplies - OPERATION & MAINT OF FACILITIES			\$85,000			\$65,000
31.600	Supplies - FOOD SERVICES			\$20,000			\$15,000
31.630	Food - FOOD SERVICES			\$200,000			\$150,000
45.600	Supplies - New Buildings - BUILDING ACQUISITION & INSTR			\$65,000			\$50,000
45.641	Textbooks - New Buildings - BUILDING ACQUISITION & INSTR			\$100,000			\$75,000
45.644	Library Books-New Libraries - BUILDING ACQUISITION & INSTR			\$100,000			\$75,000
	TOTAL - ALL SUPPLIES (600)			\$600,000			\$451,300
--- PROPERTY ---							
10.700	Property (Instructional Equipment) - INSTRUCTION			\$180,000			\$135,000
21.700	Property - STUDENT SUPPORT SERVICES						
22.700	Property - INSTRUCTIONAL STAFF SUPPORT						
24.700	Property - SCHOOL ADMINISTRATION						
26.700	Property - OPERATION & MAINT OF FACILITIES			\$3,000			\$2,000
31.700	Property - FOOD SERVICES			\$10,000			\$7,500
31.780	Depreciation - Kitchen Equipment Depreciation - FOOD SERVICES						
45.710	Land and Improvements						
45.720	Buildings			\$833,000			\$624,750

45.731	Machinery						
45.732	School Buses						
45.733	Furniture and Fixtures			\$200,000			\$150,000
45.734	Technology Equipment						
45.735	Non-Bus Vehicles			\$50,000			\$25,000
45.739	Other Equipment						
TOTAL - ALL PROPERTY (700)				\$1,276,000			\$944,250
--- OTHER OBJECTS ---							
10.800	Other Objects- INSTRUCTION						
21.800	Other Objects- STUDENT SUPPORT SERVICES						
22.800	Other Objects- INSTRUCTIONAL STAFF SUPPORT						
24.800	Other Objects- SCHOOL ADMINISTRATION						
26.800	Other Objects - OPERATION & MAINT OF FACILITIES						
31.800	Other Objects - FOOD SERVICES						
45.800	Other Objects - BUILDING ACQUISITION & INSTR						
	Other Objects Revolving Loan Payment			\$25,000			\$25,000
TOTAL - ALL OTHER OBJECTS							
10.810	Dues and Fees - INSTRUCTION						
21.810	Dues and Fees - STUDENT SUPPORT SERVICES						
22.810	Dues and Fees - INSTRUCTIONAL STAFF SUPPORT						
24.810	Dues and Fees -SCHOOL ADMINISTRATION			\$7,000			\$5,000
26.810	Dues and Fees - OPERATION & MAINT OF FACILITIES			\$1,000			\$1,000
TOTAL - ALL DUES AND FEES							
TOTAL - OTHER OBJECTS (800)				\$33,000			\$31,000
Total Building Acquisition & Instruction (4500)				\$83,000			\$56,000
830	Interest			\$0			\$0
840	Redemption of Principal			\$0			\$0
Total other financing sources (uses) and other items				\$0			\$0
1000	Total Local			\$195,000			\$145,000
3000	Total State			\$5,294,267			\$3,948,402
4000	Total Federal			\$180,000			\$135,000
TOTAL REVENUES				\$5,669,267			\$4,228,402
100	Salaries			\$2,635,600			\$2,041,900
200	Employee Benefits			\$714,492			\$553,233
300	Purchased Professional and Technical Services			\$47,000			\$41,500
400	Purchased Property Services			\$0			\$0
500	Other Purchased Services			\$0			\$0
600	Supplies			\$600,000			\$451,300
700	Property			\$1,276,000			\$944,250
800	Other Objects			\$33,000			\$31,000
TOTAL EXPENDITURES				\$5,306,092			\$4,063,183
Excess or Deficiency of Revenues over Expenditures				\$363,175			\$165,219

Other Sources of Funding (5000)			\$26,200			\$26,200
Net Asset Balance (Fund Balance)			\$389,375			\$191,419
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			7%			5%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev =>5%)			6%			4%
Necessary Closure Fund (2 months Purch Prop Serv + Other)			\$5,500			\$5,167

Charter School Name: mStar Academies		Fiscal Year: 07/01/2016 - 06/30/2017					
First Operational Year		100% Enrollment			75% Enrollment		
Number of Students:		1,250			940		
Grade Configuration:		K thru 12			K thru 12		
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		\$150,000			\$112,500		
Student Activities		\$0			\$0		
Other		\$94,000			\$70,500		
Total Revenue From Local Sources (1000)		\$244,000			\$183,000		
State Educational Funding		\$6,655,422			\$5,008,114		
Implementation Grant		\$0			\$0		
Total Revenue from State Sources (3000)		\$6,655,422			\$5,008,114		
Lunch and Breakfast Reimbursement		\$225,000			\$169,000		
Donated Commodities (CNP)		\$0			\$0		
Restricted Federal Through State		\$0			\$0		
Programs for the Disabled (IDEA)		\$0			\$0		
No Child Left Behind (NCLB)		\$0			\$0		
Total Revenue from Federal Sources (4000)		\$225,000			\$169,000		
Private Grants & Donations:		\$0			\$0		
Source(s) (specify)		\$0			\$0		
Loans:		\$0			\$0		
Commercial		\$0			\$0		
Contributions and Donations from Private Sources		\$0			\$0		
Other (specify)		\$0			\$0		
Prior Year Carryforward		\$389,375			\$191,419		
Total Revenue from Other Sources (5000)		\$389,375			\$191,419		
Total Revenue		\$7,513,796			\$5,551,533		
Expenditures		Number	Salary or Cost	Total	Number	Salary or Cost	Total
--- SALARIES ---							
10.131	Salaries - Teachers	50.00	\$39,200	\$1,960,000	38.00	\$39,200	\$1,489,600
10.132	Salaries - Substitute Teachers	8.00	\$12,900	\$103,200	6.00	\$12,900	\$77,400
10.161	Salaries - Teacher Aides and Paraprofessionals	50.00	\$13,400	\$670,000	38.00	\$13,400	\$509,200
10.100	Salaries - Other 1000-INSTRUCTION			\$0			\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$2,733,200			\$2,076,200
21.141	Salaries - Attendance and Social Work Personnel	2.00	\$36,000	\$72,000	1.50	\$36,000	\$54,000
21.142	Salaries - Guidance Personnel	2.00	\$46,500	\$93,000	1.00	\$46,500	\$46,500
21.143	Salaries - Health Services Personnel	1.00	\$46,500	\$46,500	1.00	\$46,500	\$46,500
21.144	Salaries - Psychological Personnel			\$0			\$0
21.152	Salaries - Secretarial and Clerical	2.00	\$36,000	\$72,000	2.00	\$36,000	\$72,000
21.100	Salaries - Other 2100-STUDENT SUPPORT			\$0			\$0
	Total 21 (2100)-STUDENT SUPPORT Salaries (100)			\$283,500			\$219,000
22.145	Salaries - Media Personnel - Certified	1.00	\$36,000	\$36,000	1.00	\$36,000	\$36,000
22.162	Salaries - Media Personnel - Noncertified			\$0			\$0

22.100	Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT			\$0			\$0
	Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$36,000			\$36,000
24.121	Salaries - Principals and Assistants	2.00	\$72,000	\$144,000	2.00	\$72,000	\$144,000
24.152	Salaries - Secretarial and Clerical	0.00	\$36,000	\$0	0.00	\$36,000	\$0
24.100	Salaries - Other 2400-SCHOOL ADMINISTRATION			\$0			\$0
	Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)			\$144,000			\$144,000
26.100	Salaries - Operation & Maintenance of Facilities	3.00	\$33,000	\$99,000	3.00	\$33,000	\$99,000
	Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)			\$99,000			\$99,000
31.100	Salaries - FOOD SERVICES	10.00	\$22,700	\$227,000	8.00	\$22,700	\$181,600
	Total 31 (3100)-FOOD SERVICES Salaries (100)			\$227,000			\$181,600
45.100	Salaries - Building Acquisition			\$0			\$0
	Total 45 (4500)-BUILDING ACQUISITION Salaries (100)			\$0			\$0
	TOTAL - ALL SALARIES (100)			\$3,522,700			\$2,755,800
--- BENEFITS ---							
10.210	Retirement - INSTRUCTION	4%		\$109,328	4%		\$83,048
21.210	Retirement - STUDENT SUPPORT	4%		\$11,340	4%		\$8,760
22.210	Retirement - INSTRUCTIONAL STAFF SUPPORT	4%		\$1,440	4%		\$1,440
24.210	Retirement - SCHOOL ADMINISTRATION	4%		\$5,760	4%		\$5,760
26.210	Retirement - OPERATION & MAINT OF FACILITIES	4%		\$3,960	4%		\$3,960
31.210	Retirement - FOOD SERVICES	4%		\$9,080	4%		\$7,264
45.210	Retirement - BUILDING ACQUISITION	0%		\$0	0%		\$0
	TOTAL - ALL RETIREMENT			\$140,908			\$110,232
10.220	Social Security/FICA/UNEMP/WCF - INSTRUCTION	10%		\$273,320	10%		\$207,620
21.220	Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT	10%		\$28,350	10%		\$21,900
22.220	Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SUPP	10%		\$3,600	10%		\$3,600
24.220	Social Security/FICA/UNEMP/WCF -SCHOOL ADMINISTRATION	10%		\$14,400	10%		\$14,400
26.220	Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF FAC	10%		\$9,900	10%		\$9,900
31.220	Social Security - FOOD SERVICES	10%		\$22,700	10%		\$18,160
45.220	Social Security/FICA/UNEMP/WCF - BUILDING ACQUISITION	10%		\$0	10%		\$0
	TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF			\$352,270			\$275,580
10.240	Insurance (Health/Dental/Life) - INSTRUCTION	10%		\$273,320	10%		\$207,620
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT	10%		\$28,350	10%		\$21,900
22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPORT	10%		\$3,600	10%		\$3,600
24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	10%		\$14,400	10%		\$14,400
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF FACILITIES	10%		\$9,900	10%		\$9,900
31.240	Insurance (Health/Dental/Life) - FOOD SERVICES	10%		\$22,700	10%		\$18,160
45.240	Insurance (Health/Dental/Life) - BUILDING ACQUISITION	0%		\$0	0%		\$0
	TOTAL - ALL INSURANCE (Health/Dental/Life)			\$352,270			\$275,580
10.200	Other Benefits (specify) - INSTRUCTION	0%		\$0	0%		\$0
21.200	Other Benefits (specify) - STUDENT SUPPORT	0%		\$0	0%		\$0
22.200	Other Benefits (specify) - INSTRUCTIONAL STAFF SUPPORT	0%		\$0	0%		\$0
24.200	Other Benefits (specify) - SCHOOL ADMINISTRATION	0%		\$0	0%		\$0
26.200	Other Benefits (specify) - OPERATION & MAINT OF FACILITIES	0%		\$0	0%		\$0

31.200	Other Benefits (<i>specify</i>) - FOOD SERVICES	0%		\$0	0%		\$0
45.200	Other Benefits (<i>specify</i>) - BUILDING ACQUISITION	0%		\$0	0%		\$0
	TOTAL - ALL OTHER BENEFITS (<i>specify</i>)			\$0			\$0
	TOTAL ALL BENEFITS (200)			\$845,448			\$661,392
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - INSTRUCTION						
21.300	Purchased Prof & Tech Services - STUDENT SUPPORT			\$20,000			\$15,000
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF SUPPORT includes annual IB fees			\$44,633			\$39,633
24.300	Purchased Prof & Tech Services - SCHOOL ADMINISTRATION			\$390,000			\$300,000
26.300	Purchased Prof & Tech Services - OPERATION & MAINT OF FACILITIES			\$2,000			\$1,500
31.300	Purchased Prof & Tech Services - FOOD SERVICES						
45.300	Purchased Prof & Tech Services - BUILDING ACQUISITION						
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$456,633			\$356,133
--- PURCHASED PROPERTY SERVICES ---							
26.400	Purchased Property Services						
26.460	Construction and Remodeling						
45.400	Purchased Property Services						
45.460	Construction and Remodeling						
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$0			\$0
--- OTHER PURCHASED SERVICES ---							
26.500	Other Purchased Services - OPERATION & MAINT OF FACILITIES						
26.500	Other Purchased Services - BUILDING ACQUISITION						
	TOTAL - ALL OTHER PURCHASED SERVICES (500)			\$0			\$0
--- SUPPLIES ---							
10.600	Instructional Supplies - INSTRUCTION			\$75,000			\$55,000
10.641	Textbooks - INSTRUCTION			\$80,000			\$60,000
21.600	Supplies - STUDENT SUPPORT SERVICES			\$2,500			\$1,800
22.600	Supplies - INSTRUCTIONAL STAFF SUPPORT			\$10,000			\$7,500
22.644	Library Books - INSTRUCTIONAL STAFF SUPPORT			\$20,000			\$15,000
22.650	Periodicals - INSTRUCTIONAL STAFF SUPPORT						
22.660	Audio Visual Materials - INSTRUCTIONAL STAFF SUPPORT			\$4,000			\$3,000
24.600	Supplies - SCHOOL ADMINISTRATION			\$20,000			\$15,000
26.600	Supplies - OPERATION & MAINT OF FACILITIES			\$85,000			\$65,000
31.600	Supplies - FOOD SERVICES			\$25,000			\$18,750
31.630	Food - FOOD SERVICES			\$250,000			\$187,500
45.600	Supplies - New Buildings - BUILDING ACQUISITION & INSTR						
45.641	Textbooks - New Buildings - BUILDING ACQUISITION & INSTR						
45.644	Library Books-New Libraries - BUILDING ACQUISITION & INSTR						
	TOTAL - ALL SUPPLIES (600)			\$571,500			\$428,550
--- PROPERTY ---							
10.700	Property (Instructional Equipment) - INSTRUCTION			\$210,000			\$150,000
21.700	Property - STUDENT SUPPORT SERVICES						
22.700	Property - INSTRUCTIONAL STAFF SUPPORT						

24.700	Property - SCHOOL ADMINISTRATION					
26.700	Property - OPERATION & MAINT OF FACILITIES			\$3,000		\$2,000
31.700	Property - FOOD SERVICES			\$5,000		\$3,700
	Property - SPORTS,DRAMA,etc			\$200,000		\$150,000
31.780	Depreciation - Kitchen Equipment Depreciation - FOOD SERVICES					
45.710	Land and Improvements			\$833,000		\$624,750
45.720	Buildings					
45.731	Machinery					
45.732	School Buses					
45.733	Furniture and Fixtures			\$50,000		\$37,500
45.734	Technology Equipment					
45.735	Non-Bus Vehicles					
45.739	Other Equipment					
	TOTAL - ALL PROPERTY (700)			\$1,301,000		\$967,950
--- OTHER OBJECTS ---						
10.800	Other Objects- INSTRUCTION					
21.800	Other Objects- STUDENT SUPPORT SERVICES			\$15,000		\$11,000
22.800	Other Objects- INSTRUCTIONAL STAFF SUPPORT					
24.800	Other Objects- SCHOOL ADMINISTRATION					
26.800	Other Objects - OPERATION & MAINT OF FACILITIES					
31.800	Other Objects - FOOD SERVICES					
45.800	Other Objects - BUILDING ACQUISITION & INSTR					
	Revolving Loan Payment			\$30,000		\$30,000
	TOTAL - ALL OTHER OBJECTS					
10.810	Dues and Fees - INSTRUCTION					
21.810	Dues and Fees - STUDENT SUPPORT SERVICES					
22.810	Dues and Fees - INSTRUCTIONAL STAFF SUPPORT					
24.810	Dues and Fees -SCHOOL ADMINISTRATION			\$7,000		\$5,000
26.810	Dues and Fees - OPERATION & MAINT OF FACILITIES			\$1,000		\$1,000
	TOTAL - ALL DUES AND FEES					
	TOTAL - OTHER OBJECTS (800)			\$53,000		\$47,000
	Total Building Acquisition & Instruction (4500)			\$886,000		\$671,750
830	Interest			\$0		\$0
840	Redemption of Principal			\$0		\$0
	Total other financing sources (uses) and other items			\$0		\$0
1000	Total Local			\$244,000		\$183,000
3000	Total State			\$6,655,422		\$5,008,114
4000	Total Federal			\$225,000		\$169,000
	TOTAL REVENUES			\$7,124,422		\$5,360,114
100	Salaries			\$3,522,700		\$2,755,800
200	Employee Benefits			\$845,448		\$661,392

300	Purchased Professional and Technical Services			\$456,633		\$356,133
400	Purchased Property Services			\$0		\$0
500	Other Purchased Services			\$0		\$0
600	Supplies			\$571,500		\$428,550
700	Property			\$1,301,000		\$967,950
800	Other Objects			\$53,000		\$47,000
TOTAL EXPENDITURES				\$6,750,281		\$5,216,825
Excess or Deficiency of Revenues over Expenditures				\$374,141		\$143,289
Other Sources of Funding (5000)				\$389,375		\$191,419
Net Asset Balance (Fund Balance)				\$763,515		\$334,708
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)				11%		6%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)				5%		3%
Necessary Closure Fund (2 months Purch Prop Serv + Other)				\$8,833		\$7,833

CHARTER SCHOOL WORKSHEET

FY 2015 - 2016

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

mStar Academies

TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	75	0.55	41.25
Estimated ADM (1-3)	250	0.9	225
Estimated ADM (4-6)	250	0.9	225
Estimated ADM (7-8)	150	0.99	148.5
Estimated ADM (9-12)	275	1.2	330
Special Ed Pre-School	0		
Special Ed ADM (K)	2		
Special Ed ADM (1-12)	15		
Special Ed (Self-Contained)	0		
Number of Teachers (K-6)	23		
Number of Teachers (7-12)	17		
WPU Value	\$2,899		
No. of Teachers (FTE) (CACTUS)	40		
School Administrators (CACTUS)	2		
Prior Year WPUs	0		
Low Income Students-prior year	0		

(Except for CTE Add-on and Special Ed.)

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	969.7500	\$ 2,811,305
Professional Staff	0.05700	55.2758	160,244
Restricted Basic School:			
Special Ed--Add-on	1.0000	16.1000	42,810
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$250.68 per K-8 ADM		181,743
Total WPU Programs		1041.1258	\$ 3,196,103
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$37.63 per WPU		\$ 39,178
Special Populations			
Enhancement for At-Risk Students	\$35.36 per student		35,360
Enhancement for Accelerated Student	\$6.65 per student		6,650
Other			
School Land Trust Program	\$37.68 per student		4,982
Reading Achievement Program	\$15.33 per student-Guarantee Program \$1.49 per K-3 student		-
	\$30.82 per low income student		-
Charter Administrative Costs	\$100 per student		100,000
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		208,600
ESA-School Administrators	\$3,104 per qualified administrator		6,208
Library Books and Resources	\$0.98616 per student	1000	986
Local Replacement Dollars	Average \$1,689 per student		1,689,000
Total Non-WPU			\$ 2,090,964
One Time			
Teacher Materials/Supplies ^{1, 2}	\$180 per eligible F.T.E.	23	4,140
		17	3,060
Total One Time			\$ 7,200
ESTIMATED Total All State Funding			\$ 5,294,267
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			Updated 04-09-13

CHARTER SCHOOL WORKSHEET

FY 2015 - 2016

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

mStar Academies

TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	70	0.55	38.5
Estimated ADM (1-3)	190	0.9	171
Estimated ADM (4-6)	190	0.9	171
Estimated ADM (7-8)	100	0.99	99
Estimated ADM (9-12)	200	1.2	240
Special Ed Pre-School	0		
Special Ed ADM (K)	1		
Special Ed ADM (1-12)	11		
Special Ed (Self-Contained)	0		
Number of Teachers (K-6)	18		
Number of Teachers (7-12)	12		
WPU Value	\$2,899		
No. of Teachers (FTE) (CACTUS)	30		
School Administrators (CACTUS)	2		
Prior Year WPUs	0		
Low Income Students-prior year	0		

(Except for CTE Add-on and Special Ed.)

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	719.5000	\$ 2,085,831
Professional Staff	0.05700	41.0115	118,892
Restricted Basic School:			
Special Ed--Add-on	1.0000	11.5500	30,711
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$250.68 per K-8 ADM		137,874
Total WPU Programs		772.0615	\$ 2,373,308
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$37.63 per WPU		\$ 29,053
Special Populations			
Enhancement for At-Risk Students	\$35.36 per student		26,520
Enhancement for Accelerated Student	\$6.65 per student		4,988
Other			
School Land Trust Program	\$37.68 per student		-
Reading Achievement Program	\$15.33 per student-Guarantee Program \$1.49 per K-3 student		3,986
	\$30.82 per low income student		-
Charter Administrative Costs	\$100 per student		75,000
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		156,450
ESA-School Administrators	\$3,104 per qualified administrator		6,208
Library Books and Resources	\$0.98616 per student	750	740
Local Replacement Dollars	Average \$1,689 per student		1,266,750
Total Non-WPU			\$ 1,569,694
One Time			
Teacher Materials/Supplies ^{1, 2}	\$180 per eligible F.T.E.	18	3,240
		12	2,160
Total One Time			\$ 5,400
ESTIMATED Total All State Funding			\$ 3,948,402
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			Updated 04-09-13

CHARTER SCHOOL WORKSHEET

FY 2016 - 2017

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

TEMPLATE

mStar Academies

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	105	0.55	57.75
Estimated ADM (1-3)	310	0.9	279
Estimated ADM (4-6)	310	0.9	279
Estimated ADM (7-8)	175	0.99	173.25
Estimated ADM (9-12)	350	1.2	420
Special Ed Pre-School	0		
Special Ed ADM (K)	3		
Special Ed ADM (1-12)	18		
Special Ed (Self-Contained)	0		
Number of Teachers (K-6)	29		
Number of Teachers (7-12)	21		
WPU Value	\$2,899		
No. of Teachers (FTE) (CACTUS)	50		
School Administrators (CACTUS)	3		
Prior Year WPUs	1036.475		
Low Income Students-prior year	0		

(Except for CTE Add-on and Special Ed.)

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	1209.0000	\$ 3,504,891
Professional Staff	0.05700	68.9130	199,779
Restricted Basic School:			
Special Ed--Add-on	1.0000	19.6500	52,249
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$250.68 per K-8 ADM		225,612
Total WPU Programs		1297.5630	\$ 3,982,531
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$37.63 per WPU		\$ 48,827
Special Populations			
Enhancement for At-Risk Students	\$35.36 per student		44,200
Enhancement for Accelerated Student	\$6.65 per student		8,313
Other			
School Land Trust Program	\$37.68 per student		47,100
Reading Achievement Program	\$15.33 per student-Guarantee Program		6,362
	\$1.49 per K-3 student		1,544
	\$30.82 per low income student		-
Charter Administrative Costs	\$100 per student		125,000
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		260,750
ESA-School Administrators	\$3,104 per qualified administrator		9,312
Library Books and Resources	\$0.98616 per student	1250	1,233
Local Replacement Dollars	Average \$1,689 per student		2,111,250
Total Non-WPU			\$ 2,663,891
One Time			
Teacher Materials/Supplies ^{1, 2}	\$180 per eligible F.T.E.	29	5,220
		21	3,780
Total One Time			\$ 9,000
ESTIMATED Total All State Funding			\$ 6,655,422

¹Steps one through three get \$250; steps four or higher get \$175

²Steps one through three get \$200; steps four or higher get \$150

CHARTER SCHOOL WORKSHEET

FY 2016 - 2017

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

mStar Academies

TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	80	0.55	44
Estimated ADM (1-3)	230	0.9	207
Estimated ADM (4-6)	230	0.9	207
Estimated ADM (7-8)	135	0.99	133.65
Estimated ADM (9-12)	265	1.2	318
Special Ed Pre-School	0		
Special Ed ADM (K)	2		
Special Ed ADM (1-12)	14		
Special Ed (Self-Contained)	0		
Number of Teachers (K-6)	22		
Number of Teachers (7-12)	16		
WPU Value	\$2,899		<i>(Except for CTE Add-on and Special Ed.)</i>
No. of Teachers (FTE) (CACTUS)	38		
School Administrators (CACTUS)	2		
Prior Year WPUs	772.0615		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	909.6500	\$ 2,637,075
Professional Staff	0.05700	51.8501	150,313
Restricted Basic School:			
Special Ed--Add-on	1.0000	15.1000	40,151
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$250.68 per K-8 ADM		169,209
Total WPU Programs		976.6001	\$ 2,996,749
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$37.63 per WPU		\$ 36,749
Special Populations			
Enhancement for At-Risk Students	\$35.36 per student		33,238
Enhancement for Accelerated Student	\$6.65 per student		6,251
Other			
School Land Trust Program	\$37.68 per student		35,419
Reading Achievement Program	\$15.33 per student-Guarantee Program		4,752
	\$1.49 per K-3 student		1,150
	\$30.82 per low income student		-
Charter Administrative Costs	\$100 per student		94,000
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		198,170
ESA-School Administrators	\$3,104 per qualified administrator		6,208
Library Books and Resources	\$0.98616 per student	940	927
Local Replacement Dollars	Average \$1,689 per student		1,587,660
Total Non-WPU			\$ 2,004,526
One Time			
Teacher Materials/Supplies ^{1, 2}	\$180 per eligible F.T.E.	22	3,960
		16	2,880
Total One Time			\$ 6,840
ESTIMATED Total All State Funding			\$ 5,008,114
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			Updated 04-09-13

APPENDIX C: PURCHASING POLICIES AND PROCEDURES

Purpose

The purpose of this policy is to enable administration to make minor purchases that are necessary for the day-to-day operation of mStar Academies (the "School"), without approval of the Board of Directors (the "Board").

Purchasing

The responsibility for approving purchases is delegated to the Administrator of the School by the Board as set forth below.

During the first operating calendar year of the School, all purchases over \$5,000.00 must receive Board approval. For subsequent years, purchases up to \$2,500 must be approved by the Administrator, purchases between \$2,500.00 and \$5,000.00 must be approved by either the Board President or Board Financial Coordinator, and purchases over \$5,000 must be approved by the full Board. Invoices, purchase orders, and authorized facsimiles must be signed by the appropriate authorized individual.

Employee's purchases that require reimbursement are discouraged.

Purchases for travel that require the use of a credit card are to follow the purchasing/disbursement process utilizing a purchase order. The School will retain a credit card for making such purchases and only utilize the credit card when required to do so.

Disbursements

The responsibility for disbursement is delegated to the authorized administrators as designated by the Board as set forth below.

Disbursements are handled in such a manner as to ensure that the proper funds and accounts are charged; that the disbursement is used only for authorized purposes; and that laws, rules and regulations governing the disbursements, and handling of public funds are followed.

The following controls are established to assure that all payments are made on a timely basis and in accordance with all purchase order and contracts:

- Purchase order shall be completely filled out prior to purchase.
- Purchase order shall be signed by appropriate authorizing personnel.
- Completed purchase orders are to be sent to the School's authorized administrator.
- Prior to payment being made, the School's authorized administrator will require a valid invoice and properly completed purchase order.
- Disbursements are to be made primarily by check with counter signatures to provide additional control.
- If approved by the Board, blank warrants/checks may be kept in locked storage under the control of a designated, responsible employee at the School. Access to blank checks must be limited to this employee and a designated alternate. When blank checks are received; the date, quantity, and inclusive serial numbers are recorded and added to the total balance on hand. When a blank check is used, the stub along with a copy of the receipt is to be signed by the Director and forwarded to the authorized administrator. The use of these blank checks should be kept to an absolute minimum.

Conflict of Interest

All procedures and policies relating to the acquisition of goods or services must also conform to school's conflict of interest policy.

APPENDIX D: COMPLAINTS

Policy

Procedures to address complaints with staff and/or students:

- 1) Directly to the individual(s)
- 2) Director
- 3) Board Members Meeting
- 4) Town Meeting

1) A concern that involves the staff should be addressed directly with the individual(s) involved.
a) Parents who have concerns about their child's classroom experience should first address those concerns directly with their child's teacher. i) A parent-teacher conference

b) Staff who have concerns, they should first discuss those concerns with the individual(s) that are involved.

2) If the parent and staff are unable to resolve their concerns and issues directly with the persons involved, their concerns may then be addressed to the director. a) Unresolved concerns taken to the director should be made by appointment. Appointments may be made by phone, written request, email, or in person.

b) Appointments will be scheduled within five (5) school days of the request.

c) Complaints to the director will be documented.

3) If the issue concerns or complaints remain unresolved after meeting with the director, they may then be taken to the school board. a) All complaints to the school board need to be made in writing or via email.

b) Concerns and complaints taken to the school board will be addressed at the monthly board meeting.

c) Decisions on concerns and complaints taken to the school board will be sent to all the individual(s) involved within five (5) school days of board meeting.

d) Complaints taken to the school board will be documented.

4) Town meetings will be held once a trimester for all community to attend and express any concerns or suggestions. a) Complaints will be documented.

Procedure for Parents/Guardian to Remove Board Members

B) Parents vocalize concerns during the public comment period of a board meeting. a) Members of the public have 2 minutes to speak to the board or 5 minutes if they represent a group.

C) Semi-annually, parents/guardians can organize a petition drive in which 2/3 of the school's legal guardians must sign (email signatures are not accepted). a) The board must be notified in writing that a group is starting a petition. The group has two weeks from that date to collect the necessary signatures.

b) Each legal guardian of a student (i.e. both parents) who are listed on official school records as such have the option to sign.

c) A petition can only be circulated twice a year.

d) The petition must list the name of the one board member the group who would like to be removed.

- D) The Board Member is removed if a 2/3 majority request the removal. a) Collected signatures are verified by school administration.
- b) Board Chair (Vice-Chair if member to be removed is the Chair) must receive notice of collected signatures and place item on the next board meeting agenda.
- c) During an open public meeting the Board Member is replaced by another Member appointed by the Board of Directors.

The following briefly describes Utah’s Dispute Resolution System available to parents of Special Education students:

There are four procedures available (to resolve disputes involving Special Education students), which follows:

1. Analytical Facilitation,
2. Formal State Complaint,
3. Mediation, and
4. Due Process Hearings.

These procedures are not sequential. However, Analytical Facilitation CANNOT proceed if a formal complaint, mediation, or due process hearing request is filed. A formal complaint CANNOT proceed if a due process hearing request is filed.

1. Analytical Facilitation

- State early dispute decree procedure available at any time, before a state complaint, mediation, or due process hearing appeal is filed.
- Both parties must reach an agreement.
- Issues of disagreement need to be identified, including how they allegedly infringe IDEA procedures.
- No timeline required.

2. State (Formal) Complaint

- Filed with School Director and copied to Utah State Office of Education,

Special Education

250 East 500 South PO Box 144200
Salt Lake City, Utah 84114-4200

- State Complaint Form on website or may be a letter with required elements.
- Describe alleged violations of IDEA with respect to individual student.
- Illustrates proposed solutions to the problems.
- Charter School has thirty (30) days to investigate and write decision.
- Parent may appeal decision to USOE within ten (10) days of Charter School decision.
- USOE completes independent investigation within sixty (60) days, unless parties agree to extend for some significant reason.

3. Mediation

- Any party may request at any time during the IDEA process.
- Both parties must agree to mediate or mediation will not occur.
- Filed with Charter School Director and copied to Utah State Office of Education,

Special Education

250 East 500 South PO Box 144200
Salt Lake City, Utah 84114-4200

- Illustrates the problem at hand.
- Describe alleged violations of IDEA with respect to individual student.
- Illustrates proposed solutions to the problems.
- USOE assigns mediator and absorbs expenses of the mediation sessions.
- Attorneys not usually present.
- Discussions during mediation are confidential.
- Mediation agreement is binding and may be enforced in court of law.
- No timeline.

4. Due Process Hearing Request

- Filed with Charter School Director and copied to Utah State Office of Education,

Special Education

250 East 500 South PO Box 144200
Salt Lake City, Utah 84114-4200

- Illustrates the problem at hand.
- Describe alleged violations of IDEA with respect to individual student.
- Illustrates proposed solutions to the problems.
- Mandatory Resolution Session initiated within fifteen (15) days; resolution completed within thirty (30) days, if resolution is possible.
- Hearing completed within forty-five (45) days; timeline starts after resolution session time is completed. Due Process Hearing is like court; rules of evidence, witnesses sworn in, procedures during hearing.

- It is advisable for both parties to have attorneys.
- Hearing Officer Decision binding upon both parties.

APPENDIX E: CONFLICT OF INTEREST AND EMPLOYMENT OF RELATIVES

Purpose

mStar Academies (the “School”) understands the importance of fairness and openness in the School’s business and employment transactions. The purpose of this policy is to protect the School and ensure fair and open dealings in connection with any transaction or arrangement that could benefit the private interest of an officer or Director of the School and when a family member of a Board member is considered for employment at the School.

Policy

Board Member Conflict of Interest

Board Member Compensation

A Board member shall not furnish to the School directly and for compensation any labor, equipment, or supplies. Compensation includes direct or indirect remuneration as well as gifts or favors that are not insubstantial.

A Board member shall not have any direct or indirect financial interest in a contract or other arrangement with the School. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family: (i) an ownership or investment interest in any entity with which the School has a transaction or arrangement; (ii) a compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or; (iii) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

Employment of Relatives

For purposes of this policy, “Family Member” means immediate family and close relatives including father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, grandparent, step-family members, adoptive relatives, or anyone residing on a permanent basis in the employee’s home.

The School’s employment decisions will be based solely on merit and job availability.

A Board member or spouse, parent or child of a Board member may not be an employee of the School. If any other relative of a Board member is considered for employment in the School, the Board member must (a) disclose the relationship in writing to the other Board members and the Director, (b) submit the employment decision for the approval, by majority vote, of the Board, (c) abstain from voting on the issue, and (d) be absent from any meeting when the employment of the

relative is being considered or determined. Volunteer activities of a member of the Board or Board member's spouse are not prohibited.

Family members of applicants will be excluded from any hiring committees and decision making pertaining to the hiring, salary, bonuses, discipline or termination of family members. Board members who are family members of an employee will abstain from any votes related to the salary, job performance evaluation, bonuses, discipline or termination of their family member.

No employee with supervisory responsibility may hire or recommend for hire a family member.

No employee will directly supervise or evaluate a family member.

Family members may not be employed under the same immediate supervisor.

When other qualified candidates have not applied, task assignments of short duration (generally less than sixty (60) working days) may be exempt from these guidelines.

ACCEPTABLE USE POLICY

I) Policy

mStar Academies (also referred to as “the School”) recognizes the value of making electronic information resources available for qualifying students and the corresponding need for a policy governing the use of these resources. Responsibility is delegated to the Director to implement this policy according to its established guidelines.

II) Students

This Acceptable Use Policy shall be administered and implemented according to the terms and conditions outlined in the following guidelines:

A) Scope

This policy references the use of electronic information resources made available to MStar Academies students. These resources include, but are not limited to, voice mail, electronic mail, the Internet, and other network files or accounts provided to students. Student use of electronic information resources must be in support of education and research and must be consistent with the educational objectives of mStar Academies. While access to all materials on a worldwide network cannot be controlled, Internet access at mStar Academies is filtered and monitored on an ongoing basis.

B) Terms and Conditions of This Policy

i) Acceptable Network Use

- (a) Students will use the Internet and other electronic information resources in an appropriate manner, abiding by the rules and regulations described in this policy.
- (b) Students who formally publish school related information on the Internet must have proper approvals and abide by applicable publishing guidelines and procedures.
- (c) 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.

ii) Unacceptable Network Use

- (a) Students may not intentionally transmit or receive material in violation of law or school policy. 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.

(b) 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 mStar Academies.

(c) Students may not use the network for product advertisement or political lobbying.

(d) 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 school is prohibited.

(e) Students may not intentionally harm or destroy school 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 school's network to illegally access other systems.

iii) **Expectation of Privacy**

(a) All files, disks, documents, etc., which have been used or created with the school's electronic information resources are not considered private.

(b) Electronic mail transmissions are not private.

iv) **Submission of Agreement Form**

(a) To qualify for electronic information resource services, students must be willing to abide by the rules of acceptable use and submit a signed acceptable use agreement form to the school. The required signatures on the agreement form indicate that the student and parent/legal guardian have carefully read, understand and agree to abide by these terms and conditions regarding proper behavior and use of the network. The signatures on the acceptable use agreement form are legally binding.

v) **Disciplinary Action**

(a) 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.

vi) **Service Disclaimer**

(a) MStar Academies makes no warranties of any kind, either expressed or implied, for the electronic information resources it is providing. MStar Academies 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. MStar Academies specifically denies any responsibility for the accuracy of information obtained through the electronic information resources.

III) **Employees**

A) **Purpose**

mStar Academies' Board of Directors encourages the responsible use of computers; computer networks, including e-mail and the Internet; and other electronic resources to promote and achieve the School's mission and goals. Because the Internet is an unregulated, worldwide vehicle for communication, information available to staff and students is difficult to control. Additionally, improper use of the School's electronic resources by employees has the potential to damage the School's image and to impair its electronic resources, thereby causing financial harm to the School. Therefore, the Board adopts this policy governing employees' use of electronic resources and requires employees to agree to these terms in order to establish standards and provide guidance to employees. Employees shall not engage in any activity that does not conform to this policy and any additional guidance established by the Board and/or the Principal from time to time.

B) **Policy**

i) **The School's Rights** It is the mStar Academies' policy to maintain an environment that promotes ethical and responsible conduct in all network activities by staff and students. The School recognizes its legal and moral obligation to protect the wellbeing of students in its charge and to preserve the integrity of its electronic resources. To this end, the MStar Academies retains the following rights:

(a) mStar Academies may limit or restrict, with or without notice, access to the School's electronic resources for those who do not abide by this policy or other direction governing the use of the School's electronic resources.

(b) mStar Academies may determine, in its sole discretion, what materials, files, information, software, communications, and other content or activity are permitted or prohibited.

(c) mStar Academies may delete or remove, with or without notice, any files, programs, data or other materials from any of the School's electronic resources.

(d) mStar Academies may provide additional policies or guidelines regarding acceptable use of electronic resources.

(e) All data, files, programs, and materials downloaded with or used, sent, received, or stored upon the School's electronic resources are the School's property, and the School may deal with such items as it deems appropriate.

(f) mStar Academies may log network use and monitor server space utilization by users and assumes no responsibility or liability for files deleted due to violation of server space allotments.

(g) mStar Academies may remove a user account on the network with or without notice.

(h) mStar Academies may monitor all of user's activities on the School's electronic resources, including but not limited to real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.

(i) mStar Academies may provide internal and external controls of network usage as appropriate and feasible, including but not limited to restricting online destinations through software or other means.

C) Employees' Responsibilities Regarding Students' Use of Electronic Resources

Employees who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment online shall make reasonable efforts to monitor the use to assure that it conforms to the mission and goals of the School and to MStar Academies' Acceptable Use Policy governing students' use of electronic resources. Staff should make reasonable efforts to become familiar with the Internet and its use so that effective monitoring, instruction, and assistance may be provided.

D) User Responsibilities

Use of the computers and other electronic resources provided by the School is a privilege that offers a wealth of information and resources to assist employees in fulfilling their responsibilities and promoting the School's mission and vision. In order to maintain this privilege, users must agree to comply with all the provisions of this Policy. Users aware of any violation of this Policy by any employee should report the violation to the Principal. *Violation of this Policy is grounds for discipline, up to and including termination.*

E) Acceptable Use

i) All use of the School's computers and electronic resources, including but not limited to e-mail, network and Internet access, whether inside or outside the School, must be in support of educational, research or professional development objectives consistent with the MStar Academies' mission.

ii) Network accounts are to be used only by the authorized user of the account for the authorized purpose.

iii) Users must protect the privacy of students, School employees and other members of the School community and must strictly maintain the confidentiality of information regarding such individuals.

iv) Use of the School's electronic resources, whether inside or outside the School, must comply with the School's employee handbook, as established from time to time.

v) Employees must comply with applicable copyright laws, ethical rules, and other applicable laws and regulations.

vi) Users must scan all downloaded files with virus detection software before opening.

vii) Users must exhibit exemplary behavior when using the School's electronic resources in order to professionally represent and preserve the image the School.

viii) Users must use proper precautions to protect computer equipment and other electronic resources in order to reduce repair costs, maintain the integrity of the network, and protect the School's assets.

ix) From time to time, the School will make determinations on whether specific uses of the School's electronic resources are consistent with the intent of this policy.

F) Unacceptable Use

i) Excessive use of MStar Academies' electronic resources, including but not limited to the use of laptop computers inside or outside the School, for personal matters is prohibited.

ii) Any use of the network for commercial or for-profit purposes is prohibited.

iii) Any use of the network for product advertisement or political lobbying is prohibited.

iv) Attaching personal equipment to the School's network is prohibited.

v) Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or impersonate or misrepresent other users of the School's network.

vi) No use of the network shall serve to disrupt the use of the network by others.

vii) MStar Academies' electronic resources may not be destroyed, modified, or abused in any way.

viii) Use of electronic resources in a manner that threatens or impairs the integrity or security of the network is prohibited.

ix) Use of the network for hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors is prohibited.

x) Downloading or installation of any software, including shareware and freeware, for use on School computers is prohibited without the approval of the Director or network administrator.

xi) Use of any software in violation of the applicable license or use agreement is prohibited.

xii) Use of the network to access, process, send or receive pornographic, sexually explicit or otherwise inappropriate material (as determined by the School Director) is prohibited.

xiii) The School's electronic resources may not be used for downloading entertainment software, files or other material not related to the mission and objectives of the School. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the School.

xiv) Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of federal copyright law (Title 17, U.S.C.).

xv) Use of electronic resources for any unlawful purpose is prohibited.

xvi) Use of the School's electronic resources to access, process, send or receive materials containing profanity, obscenity, racist terms, or other harassing, abusive, intimidating, threatening, discriminatory or otherwise offensive language or images is prohibited.

xvii) Use of electronic resources for playing games is prohibited unless it is for instructional purposes or otherwise approved by the School's Director.

xviii) Participating in activities, including but not limited to the preparation or dissemination of content, which could damage the School's professional image, reputation and/or financial stability.

xix) Permitting or granting access to the network, including but not limited to granting use of an e-mail or network account or password, to another individual, including but not limited to someone whose access has been denied or terminated, is prohibited.

xx) Establishing connections to live communications, including text, voice or video, is prohibited unless specifically authorized by the network administrator.

xxi) Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.

xxii) The provisions of the MStar Academies' Social Media Policy also applies.

G) Disclaimer

i) MStar Academies cannot be held accountable for the information that is retrieved via the network. Pursuant to the Electronic Communications Privacy Act of 1986 (18 U.S.C. § 2510, et seq.), notice is hereby given that there are no facilities provided by the School's system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

ii) The School is not responsible for any damage users may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by the School's negligence or your errors or omissions.

iii) Use of any information obtained is at the user's own risk.

iv) The School makes no warranties (expressed or implied) with respect to the content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting

any information, or any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.

v) The School reserves the right to change its policies and rules at any time.

H) Privacy Use of and access to the MStar Academies' electronic resources is provided as a tool for the School's business. The School reserves the right to monitor, inspect, copy, review, store or remove, at any time, without prior notice, any and all usage of the network and the Internet, including but not limited to e-mail, as well as any and all materials, files, information, software, electronic communications, and other content transmitted, received or stored in connection with this usage. All such information, content, and files are the property of the School. Employees should have no expectation of privacy regarding them. Network administrators may review files and intercept communications for any reason, including but not limited to maintaining system integrity and ensuring employees are using the system consistently with this policy.

I) At-Will Employment

Nothing in this policy is intended to create additional rights for any employee or to otherwise alter or amend the at-will nature of the employment relationship between the school and the employee.

APPENDIX G: EXTRA CURRICULAR ACTIVITIES POLICY

Purpose

Extracurricular activities will play an important and significant role in the school life as a whole at mStar Academies (the “School”). This policy provides the standards for establishing extracurricular activities at the School.

Policy

The School will comply with Title IX requirements and all applicable state laws and regulations in connection with its extracurricular activities. No person will be discriminated or denied participation in the School’s on the basis of gender.

Extracurricular activities must support the mission and vision of the School. The School will therefore sponsor extracurricular activities that promote problem-solving skills, service learning, civic duty, creativity through the performing arts, and healthy lifestyles through athletic recreational sports. In addition, the School’s extracurricular activities must be structured so as provide students a medium for developing self-confidence, self-reliance, self-expression and assertiveness.

The School’s Administrator will be responsible for evaluating proposed extracurricular activities, determining which activities to approve, and ensuring that all activities are conducted in a safe and responsible manner.

APPENDIX I: LIST OF ADMINISTRATIVE RULES

At this time mStar Academies is not requesting any waivers from Administrative Rules.

- i. <http://route21.p21.org/>
 - ii. http://www.jordandistrict.org/wp-content/uploads/board_legislativepresentation.pdf – Pg.21
 - iii. http://www.jordandistrict.org/wp-content/uploads/board_legislativepresentation.pdf - Pg10
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