



# Utah State Charter School Board

## New Charter School Application


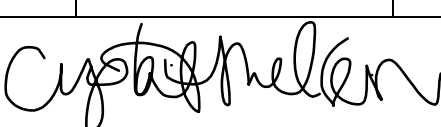
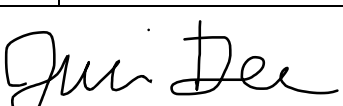

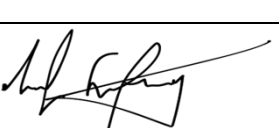
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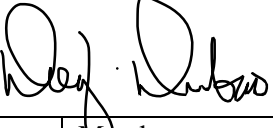

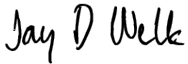
### Charter School Information

1. Name of Proposed Charter School: PEAK Academy
2. Name of Applicant: Ashley McCleary
3. Authorized Agent: Nathan Durbano
4. Mailing Address: P.O. Box 459 Morgan, UT 84050
5. Phone Number: (385) 350-1270
6. Email Address: agzmcclary@gmail.com
7. New School Location and Location's School District(s): Mountain Green in Morgan District
8. Date & To Whom Submitted at the District Office: Doug Jacobs, Morgan School District Superintendent, November 1, 2022

### Governance Structure

Name	Position	Area of Expertise	Any and All Charter Affiliations
Ashley McCleary	President	Parent/Business	
Signature: 			
Crystal Nielsen	Co-Chair	Parent/Education	North Star Academy
Signature: 			
Julie Dee	Secretary	Education	
Signature: 			
Nathan Durbano	Financial Coordinator	Strategic Business Partner	
Signature: 			
Mark Hadley	Member	Education	
Signature: 			

PEAK Academy

Marina Hallsten	Member	Education/Business	
Signature: 			
Doug Durbano	Member	Legal	
Signature: 			
Kellie Lockwood	Member	Administration Education	HighMark and City Academy
Signature: 			
Jay Welk	Member	Administration	Founder of Catalyst
Signature: 			

**Enrollment**

9. Year School will start: 2024

10. Grades Served: 6<sup>th</sup>–12<sup>th</sup>

11. Does the proposed grade configuration match the resident district grade configuration?

☒ Yes ☐ No

11.	Grades and Specific Number of Students Served by Grade													Max Enrollment
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 24							60	60	60	60	60			300
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 25							60	60	60	60	60	60		360
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 26							60	60	60	60	60	60	60	420

**Waivers**

12. Is this proposal seeking special treatment under UCA §53G-5-301?


☐ Yes ☒ No

13. Is this proposal seeking priority consideration under UCA §53G-6-504?

☐ Yes ☒ No

14. List any waiver requests here (i.e., Rule numbers and titles). R277-121:R277-419 4 Day School Week See Appendix E

**Signatures**

Signatures	
I, THE UNDERSIGNED, do hereby certify that, to the best of my knowledge and belief, the data in this proposal are true and correct. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.	
Name of Authorized Agent: Nathan Durbano	
Signature of Authorized Agent:	



## **1. Executive Summary**

**PEAK Academy - *Prosperity, Excellence, Accountability, and Knowledge through education***

**Our vision** at PEAK Academy is to provide our students with personalized learning experiences that encourage intellectual curiosity and professional life skills. With a focus on developing fiscal knowledge and responsibility, we strive to create successful, contributing members of society now, and in the future.

*PEAK Academy goals are to:*

- Provide a learning experience where personalized instruction and growth of each child are the core of the scholastic experience.
- Prepare our students with 21<sup>st</sup> Century Skills applied to real world situations, specifically entrepreneurial acumen and financial literacy.
- Offer our students a strong foundation for continued education via technical education programs and concurrent enrollment. (Educational partners include: Davis, Ogden/Weber technical colleges and Weber State University; Professional industry partners will supplement the educational experience).
- Provide rural Morgan County, and surrounding areas, with a diverse 6-12 grade learning option.
- Provide professional development for our educators where it is prioritized and supported.
- Demonstrate financial responsibility by teaching through our example of financial stewardship with state and public funding, fundraising and grants, and ultimately enrich our community as a whole.

**PEAK's acronym** name stands for: Prosperity, Excellence, Accountability, and Knowledge. The Board of Directors carefully selected these principles as our North Star by which to guide our decisions and purpose.

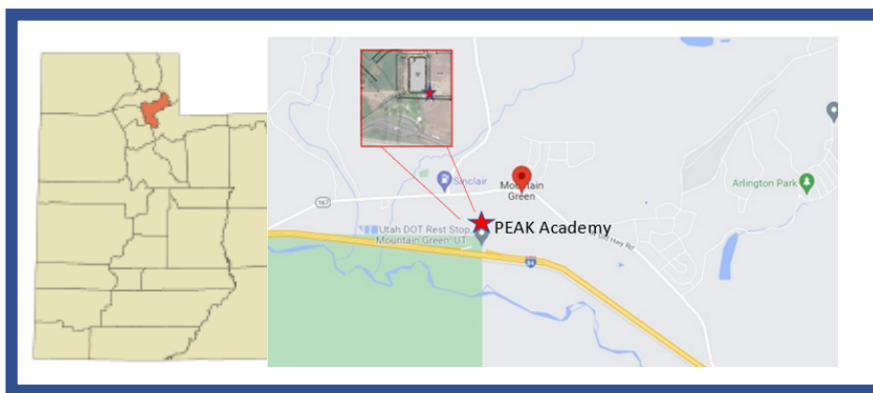
**PEAK Academy's program of instruction** will comply with Utah Core Curriculum Standards. We will employ the Utah State Board of Education's framework of Personalized Competency Based Learning (PCBL), Utah's Portrait of a Graduate, and Social-Emotional Learning (SEL) models. Our students will gain preparedness for post-secondary endeavors by engaging with curriculum and giving it real world application. Project Based Learning (PBL) will provide the tools for PEAK students to bridge the divide between traditional instructional practices and diverse learning needs. Students, along with stakeholders, will create a Personal Education Plan and learn to take responsibility for their own learning journey. They will be inspired daily to set goals, identify interests, fulfill needs, and build upon strengths to maximize their growth. At the completion of the PEAK educational experience, students will be prepared with 21<sup>st</sup> Century Skills to advance into continuing educational pathways or professional endeavors.

**Key elements that differentiate PEAK** from surrounding schools:

- The only charter school option in Morgan, UT
- Smaller class sizes

- Personalized Learning Model through Project Based Learning (PBL)
- Focus on entrepreneurial and fiscal literacy through math and supporting curriculum
- Requiring a technical certification in addition to a diploma for graduation
- Offering a four-day school week

**The Academy's location** will be in Mountain Green, Utah. Our hope is to provide the community with a functional and welcoming place to learn and gather. Grades 6-12 will be housed in a carefully planned and newly constructed facility with special attention given to addressing amenities for each age group. The proposed geographic area provides access from existing and future roadways, and PEAK Board members are working with land developers to secure a location for the build project. Location details are provided in the map below.



**A Recent Market Analysis shows** The Morgan school district has 3,247 students enrolled covering 2 elementary schools, 2 middle schools, and one high school. Schools in our district have a free or reduced lunch prevalence of 15.3% compared to 37% (2014 state average). The nearest high school charter school is Mana Academy in West Valley and is 49 miles away. The nearest similarly designed charter school is American Academy of Innovation, which is 62 miles away. HighMark is the nearest charter school, 11 miles away serving grades K-9. We consider HighMark a “feeder” school to PEAK for students interested in continuing along a charter school path for high school. Other feeder schools include local district students, as well as neighboring counties: Davis, Weber and Summit. As well as private schools in East Layton, South Ogden, Uintah, Riverdale and other surrounding cities. PEAK places high importance on serving a diverse student population, understanding that through diversity and inclusion we provide betterment to our students and community. In an effort to broaden diversity in terms of socioeconomic, racial, religious, political and gender influence, PEAK will proactively attract diverse students and staff.

Morgan County population is projected to grow from 12,861 to 18,184 by 2040. 34% of the residents of Morgan County are under the age of 18. Data shows the growth in Morgan County consists of larger household size, larger families, and more children per household than the national average. PEAK will fill an educational need as our community grows. 38.4% of the residents have a Bachelor's Degree or higher, with 15.27% having a Graduate degree, parents are motivated by academic excellence and are seeking education options closer to home.

**Budget and Finance overview.** PEAK’s commitment to fiscal responsibility and making sound financial decisions will ensure its ability to thrive now and in the future. In accordance with Utah codes and laws, PEAK will follow state mandated reporting, reporting timelines, financial officer and committee appointments, Tax and IRS disclosures and audit processes. The Board has adopted a comprehensive set of finance policies consistent with Utah Code. These policies cover use of funds, internal controls, purchasing, bank accounts, signatory authority, and other aspects of financial management.

The principles behind those policies will guide the school in financial management and transactions. These principles are based on the school’s legal financial obligations, Generally Accepted Accounting Practices (GAAP), transparency, sound decision-making, integrity, and value within all financial transactions.

PEAK Academy 3 Year Budget Summary

100% Enrollment

<b>First Year</b> Operational Total Expenditures	\$2.9M
Total Revenues	\$3.1M

<b>Second Year</b> Operational Total Expenditures	\$3M
Total Revenues	\$3.4M

<b>Third Year</b> Operational Total Expenditures	\$3.3M
Total Revenues	\$3.8M

State implementation funds, start up grants, and fundraising will contribute towards startup and year 1-3 operating costs.

PEAK expects a student body of 300 - 420 students (from year 1-3). PEAK intends to open the school in it’s initial ’24-’25 school year as a grades 6-10 school, with the addition of one grade every year until grades 11-12 are fulfilled. This will provide the school with time to attract and retain students in the high school grades and ensure adequate planning time for more complex high school curriculum and programs.

PEAK Academy will employ a Director, Assistant Director, Office Business Manager, 22 Teachers, full or part time CTE Director, Special Education Director, Counselor, Paraprofessionals, Custodian, athletic coaches and directors, as well as support staff.

**PEAK Academy’s Board of Directors** looks forward to working with the Utah State Board of Education and the Utah State Charter School Board to provide a meaningful scholastic experience. We feel confident in the vision for our school, and excited for what the future holds. We understand our important responsibility as we work together to make a lasting impact in the lives of our students and community.

## **2. Charter Agreement: Exhibit A**

PEAK Academy will satisfy the following state legislative purposes:

1. Continue to improve student learning.  
PEAK Academy is committed to advancing student learning. PEAK students will create a student Personal Education Plan (PEP). This will include the students preferred learning style in addition to current academic levels and individual interests. By incorporating project based learning and collaborative techniques, students will learn to apply knowledge to real life situations. PEAK's academic teaching methods will improve each student's ability to master concepts in all content areas as they increase their aptitudes in critical thinking and problem solving.
2. Encourage the use of different and innovative teaching methods.  
PEAK Academy will develop a curriculum committee to ensure our teaching methods are supported on evidence based practices. Additionally, PEAK will promote continual professional development. This will be facilitated by allocating funds for Board approved courses, programs, and/or conferences for our teachers to participate. Specific programs will be determined based on student needs and school desired intended learning outcomes.
3. Increase choice of learning opportunities for students.  
PEAK Academy will offer alternative and/or accelerated learning opportunities for students in multiple subjects including math, finance, trade licensure/certification. Morgan County currently has limited options for students to achieve their desired learning goals. PEAK is essential to the educational growth of our students and would provide a much needed and desired resource for our community.

The key elements that separate PEAK Academy from other schools include:

- Offering educational choices to Morgan County and surrounding areas that do not currently exist
- Creating fiscally responsible individuals in a setting that promotes entrepreneurialism:
  - PEAK will utilize Project Based Learning allowing students to understand and practice all areas of fiscal and business responsibility, accountability, and independence as they mature to adulthood
- Conducting frequent mathematic and reading formative assessments to ensure they are progressing at an appropriate and challenging pace
- Cultivating personal responsibility through consistent goal setting and self-evaluation
- Establishing a review of each student referred to as PEP
- Requiring a Technical Certification from Davis Technology Center (DTC) for each student upon graduation
- Building cross-curricular and integrated learning opportunities aimed at developing and nourishing the growth of core skills across multiple subject areas

- PEAK will prepare our students to learn, and problem solve independently to better equip them for their desired college, trade, and career. This mastery of essential real-life skills and knowledge are imperative for our youth to be successful
- Facilitating inquiry driven problem-solving to encourage creative solutions
- Utilizing Project Based Learning (PBL) in interactive and exploratory small group settings
- Integration of PBL in both small group and classroom settings

Enrollment preferences will follow those permitted by §53G-6-502 and will be determined by the Board when the need arises. The Board acknowledges the importance of staying in compliance with this legislative rule and will seek approval from the governing state charter Board. Please reference proposal application for more details.

### Goals:

Measure	Metric	Targets			
		Exceeds	Meets	Does Not Meet	Falls Far Below
Students will embark on their career aimed journey by utilizing PBL designed to support their interdisciplinary needs	Each graduating senior will complete a Capstone Project that serves as the culminating requirements for our students to synthesize what they have learned to research and address a relevant business problem or need	≥ 95% students completion of capstone upon graduation	>85%	66-84%	65%
Empower love and accountability for learning and proactively set PEP goals	Students will participate in daily check-ins with stake holders to progress incrementally along personalized learning plan. Each plan will consist of 6 goals.	≥95% of students will accomplish all growth goals	≥85% will accomplish greater than half of their growth goals	66-84% will accomplish half of their growth goals	≤65% will accomplish less than half
Students will demonstrate a superior relative academic performance and entrepreneurship by graduating with DTC certificate in the pathway of their choice	Percent of students that have their DTC certificate upon graduation in comparison with other high school(s) in the Morgan district	>40% more students with DTC certification vs Morgan district	≥30%	21-29%	≤20%
Students will demonstrate academic gain by improving in mathematics	Improved math proficiency as demonstrated by assessments via state mandate testing from beginning to end of year testing demonstrated over a 3 year period for all students in grades 6-10 (12)	≥95% students completion upon graduation	≥85%	66-84%	≤65%

**3. Program of Instruction**

The goal of PEAK Academy is to provide students with an education that motivates, challenges, and inspires. Through Utah State Board of Education's (USBE) framework of Personalized Competency Based Learning (PCBL) and Utah's Portrait of a Graduate, PEAK students will gain knowledge and experience by engaging with the target content and applying it to real-world. Jean Piaget stated, "Education is a consequence of experience." By incorporating Project-Based Learning (PBL) with special focus on the 4 C's (Critical Thinking, Creativity, Collaboration, and Communication), students will be prepared with the 21<sup>st</sup> Century Skills essential for post-secondary success.

Entrepreneurial skills and financial literacy will be the core focus to be integrated with Utah's Common Core State Standards in conjunction with the PCBL framework, Utah's Portrait of a Graduate, PBL, and the 4 C's. PEAK will work to support each student toward realizing their talents and potential, allowing them to be prepared to lead and succeed in any post-secondary pursuit of their choice. It is necessary to leverage opportunities that empower educators to provide learning environments that set clear learning intentions and success criteria to allow students to advance their learning through differentiated supports and pathways. A Utah graduate needs to be competent in the areas of academics; wellness; civic, financial; and economic literacy; digital literacy; responsibility; accountability; resilience; lifelong learning and personal growth; respect; and service.

PEAK students, with the support of all stakeholders, will create a Personal Education Plan (PEP) to take responsibility of their own learning by creating goals and deadlines personal to them and their individual pathway. Personalized teaching and learning include educators engaging all students with high expectations for shared learning goals and empowering each learner to take ownership of their strengths, needs, and interests while tailoring flexible supports to maximize student growth and competence.

PEAK Academy believes incorporating student's individual strengths, interests, and goals with clearly defined content and well-organized projects will foster student collaboration, accountability, and deeper conceptual understanding. Our facilitators/educators will collaborate with one another in a team approach to bridge the divide between traditional instructional practices and our modern learners.

The academic program is focused on college preparation and Career and Technical Education (CTE) to prepare students for the workplace of today that requires employees have technical skills in addition to a college degree. PEAK Academy will provide students with this unique and practical educational experience needed for the development of 21<sup>st</sup> Century Skills through course offerings, hands-on technical training, and development of personal responsibility and satisfaction.

**3A. Method of Instruction*****Project-Based Learning (PBL)***

Project based learning (PBL) is a student-centered pedagogy that involves a dynamic classroom approach in which students acquire a deeper knowledge through active exploration of real-world challenges and problems. According to the Buck Institute of Education, “There is forty years of accumulated evidence that the instructional strategies and procedures that make up standards-focused Project-based Learning (PBL) is effective in building deep content understanding, raising academic achievement, and encouraging students motivation to learn.”<sup>i</sup>

PBL requires critical thinking, problem solving, collaboration, and various forms of communication to answer a driving question and create high-quality work. Students need to do much more than remember information; they need to use higher-order thinking skills and learn to be an efficient team member. PBL can be more effective for most students than traditional instruction of teaching mathematics, economics, science, social science, and clinical medical skills. In PBL, students are active and engaged in meaningful, high-quality work which can be more effective for long-term retention and skills development and prepares students to integrate and explain concepts.

“The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of the 21<sup>st</sup> Century competencies such as critical thinking, communication in a variety of media, and collaboration. PBL is an effective way to address such standards.”<sup>ii</sup>

To help ensure students are engaging in quality Project Based Learning, PBL Works<sup>iii</sup> has provided a framework for Gold Standard PBL.

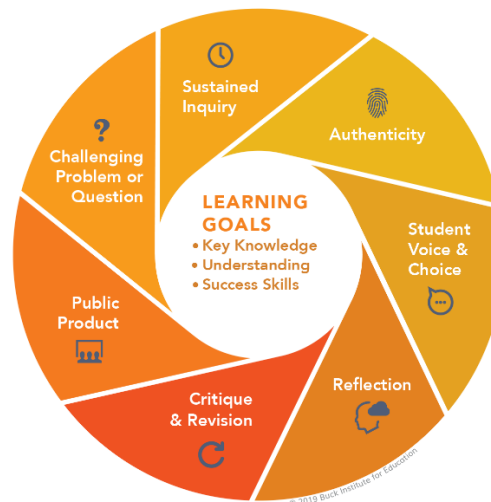
The Gold Standard PBL model encompasses two useful guides for educators:

- 1) **Seven Essential Project Design Elements** provide a framework for developing high quality projects for your classroom, and
- 2) **Seven Project Based Teaching Practices** help teachers, schools, and organizations improve, calibrate, and assess their practice.



## Gold Standard PBL

Seven Essential Project Design Elements



### A Challenging Problem or Question

The project is framed by a meaningful problem to be solved or a question to answer, at the appropriate level of challenge

### Sustained Inquiry

Students engage in a rigorous, extended process of posing questions, finding resources, and applying information.

### Authenticity

The project involves real-world context, tasks and tools, quality standards, or impact, or the project speaks to personal concerns, interests, and issues in the students' lives.

### Student Voice & Choice

Students make some decisions about the project, including how they work and what they create, and express their own ideas in their own voice.

### Reflection

Students and teachers reflect on the learning, the effectiveness of their inquiry and project activities, the quality of student work, and obstacles that arise and strategies for overcoming them.

### Critique & Revision

Students give, receive, and apply feedback to improve their process and products.

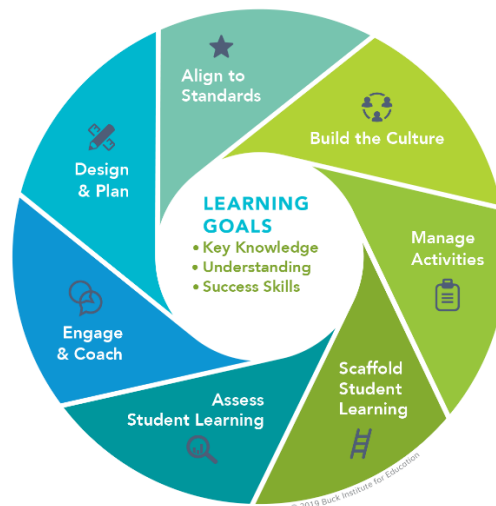
### Public Product

Students make their project work public by sharing it with and explaining or presenting it to people beyond the classroom.



## Gold Standard PBL

Seven Project Based  
Teaching Practices



### **Design & Plan**

Teachers create or adapt a project for their context and students and plan its implementation from launch to culmination while allowing for some degree of student voice and choice.

### **Align to Standards**

Teachers use standards to plan the project and make sure it addresses key knowledge and understanding from subject areas to be included.

### **Build the Culture**

Teachers explicitly and implicitly promote student independence and growth, open-ended inquiry, team spirit, and attention to quality.

### **Manage Activities**

Teachers work with students to organize tasks and schedules, set checkpoints and deadlines, find, and use resources, create products, and make them public.

### **Scaffold Student Learning**

Teachers employ a variety of lessons, tools, and instructional strategies to support all students in reaching project goals.

### **Assess Student Learning**

Teachers use formative and summative assessments of knowledge, understanding, and success skills, and include self and peer assessment of team and individual work.

### **Engage & Coach**

Teachers engage in learning and creating alongside students, and identify when they need skill-building, redirection, encouragement, and celebration.

Students will complete and be assessed on multiple projects per quarter to show proficiency in the multiple curriculum areas. These assessments of competency will help determine the level at which students need to continue to build to reach the desired proficiency level. In other words, these projects allow continual opportunities for students to learn and apply information and concepts to reach an expected level of proficiency. Furthermore, seniors will be expected to complete a Senior Capstone Project to show proficiency set forth by the board for graduation.

Project-Based Learning improves students' mastery of 21<sup>st</sup> Century Skills. "In the 21<sup>st</sup> Century workplace, success requires more than basic knowledge and skills. In PBL, students not only understand content more deeply but also learn how to take responsibility and build confidence, solve problems, work collaboratively, communicate ideas, and be creative innovators." <sup>iv</sup>

### ***21<sup>st</sup> Century Skills***

PEAK Academy will accomplish this by incorporating the standards in USBEs Portrait of a Graduate with the Utah Core Standards in individual lesson planning across all curriculum areas. Students will participate in multiple activities and assessments throughout their individual classrooms.

More than 250 researchers across 60 institutions around the world, categorized 21<sup>st</sup> Century Skills into four broad categories:

- Ways of Thinking: Creativity, critical thinking, problem-solving, decision-making, and learning
- Ways of Working: Communication and Collaboration
- Skills for Living in the World: Leadership, Citizenship, Life and Career, and Personal and Social Responsibility
- Tools for Working: Information and communications technology and information literacy

In a 2019 Dissertation for The School of Education St. John's University New York by Dr. William Xavier Torl: 21<sup>st</sup> CENTURY LEARNING SKILLS AND EDUCATION AND EMPLOYABILITY, data collected showed that according to the focus group, critical thinking was the most important 21<sup>st</sup> Century learning skill, co-occurring 23 times. Consider the following quote: "the number one skill that I think in a 21<sup>st</sup> Century learning environment students need to possess is the ability to think critically; being able to synthesize; being able to consider different points of view; being able to consider that there are multiple answers or ways of solving or coming to a conclusion; a student being able to rationalize with evidence to justify and support their claims." Followed by effected oral and written communication, ability to collaborate, and motivation. These soft skills are the necessary foundations that some traditional education programs omit. Arming students with these 21<sup>st</sup> Century Skills provides them readiness for their professional future<sup>v</sup>.

Microsoft partners in Education and the Pearson Foundation commissioned a study published in May 2013 for the purpose of exploring "the relationship between 21<sup>st</sup> Century Skills developed in the classroom, student aspiration in schools, and perceived quality of work later

in life. 21<sup>st</sup> Century Skills are advanced skills that prepare and equip youth for the challenges and demands of work in the 21<sup>st</sup> Century.” vi

The following are results of the study:

- 59% of those surveyed between the ages of 18-35 report that they developed most of the skills they use in their current job outside of school.
- Developing 21<sup>st</sup> Century Skills in the last year of school is positively correlated with improved perceived work quality later in life. In fact, those who have high 21<sup>st</sup>-Century Skill development are twice as likely to have higher work quality compared to those who had low 21<sup>st</sup> Century Skill development.
- Across the 21<sup>st</sup> Century Skills included in this study, real-world problem-solving is the significant driver of higher work quality; however, less than two-thirds (63%) of respondents reported developing this skill often in the last year of school and that number drops to less than half (39%) for high school graduates.
- In their last year of school, those who often used 21<sup>st</sup> Century Skills are more likely to have had greater student aspiration and engagement; and student aspiration and engagement is also positively correlated to work quality later in life.
- Across the student aspiration conditions, good teacher-student relationships are a primary driver; students who feel their teachers care and support them are more likely to perceive themselves as successful and valued in their jobs later in life.
- Although a wide majority (86%) of respondents say they used computers and technology to complete assignments or projects in their last year of school, only 14% report they used technology for collaboration, indicating that students are not developing the type of advanced technology skills that would be used later in the workplace.

The founders of PEAK Academy affirm the importance for these skills in the workplace and will bridge the gap by teaching students critical thinking skills in the context of academic rigor while teaching CTE skills necessary for the professional world. The 4 C's of Learning Skills play a critical role and will be implemented in conjunction with the Literacy Skills and Life Skills to support the development of the complete student.



## Literacy Skills



information



media



technology

## Life Skills



flexibility



leadership



initiative



productivity



social skills

### ***COVID-19 Impact***

The COVID pandemic impacted the development of 21<sup>st</sup> Century Skills, specifically the 4 C's. In addition, the pandemic negatively affected proficiency in math, reading and literacy levels across all grade levels. According to the World Economics Forum report, the top skills in the lead up to 2025 are:

- Analytical Thinking
- Active Learning
- Complex Problem Solving
- Critical Thinking and Analysis
- Resilience, Stress Tolerance and Flexibility
- Creativity, Originality, and Initiative
- Leadership, and Social Influence
- Reasoning, Problem Solving, and Ideation
- Emotional Intelligence
- Technology, Design and Programming

“COVID-19 is the worst crisis to education and learning in a century,” according to the World Bank. Education and training systems need to respond to this challenge.”<sup>vii</sup> PEAK Academy will take this challenge in anticipating the fluidity of the jobs market, adopting a learning mindset, and help students to be open to mastering something new. Jobs will evolve – irrefutably – and it’s essential to be ready equipped with the necessary skills to function in the role as they do.

### ***Instruction and Assessment:***

PEAK Academy will teach and comply with the Utah Core Curriculum Standards and assess students’ growth in a variety of ways. Through PBL and the “I do, We do, You do” teaching model, students will be assessed by presentation design, presentation delivery,

final products, debates, infographics, writing pieces, documentaries, performances, demonstrations, and digital portfolios are just a few. The educator presents students with the Essential Question or problem and teaches the formulas and concepts necessary to solve the problem (“I do”). Students are then separated into groups where they work together using the various learning modalities and techniques. By collaborating in this manner, students are building interpersonal and leadership skills, taking responsibility for their own learning, and building critical thinking skills (“we do”). Finally, students are assessed using both formative and summative methods to demonstrate proficiency (“you do”).

Educators can assess students on these projects by embedding assessment throughout the process of learning. Assessments will cover four areas: content knowledge, conceptual knowledge, problem-solving ability, and teamwork. Educators, as facilitators, will evaluate through asking essential questions, providing feedback for reflection, and presenting to an authentic audience. Projects will be designed using real-world problems to master curriculum across multiple subjects using differentiated instruction. Educators will create detailed rubrics for each project that will be easily accessible and understood by any student. Deadlines, objectives, materials needed, and grading standards must all be included. The student’s PEP will be a culminating project beginning in 6<sup>th</sup> grade and complete with a parent presentation at the end of 12<sup>th</sup> grade which will include their Senior Capstone Project. Assessments will also include state and national assessments required by USBE.

### ***Emphasis on Career Technical Education***

The importance of developing 21<sup>st</sup> Century Skills is evidenced through research already presented in this application. CTE courses play a large part in development of 21st Century Skills and are also critical in helping students prepare for work in the marketplace. While about 66 percent of all jobs require some post-secondary training, only 24 percent of all jobs in Utah require at least a bachelor’s degree. <sup>viii</sup> CTE courses fill the 42 percent difference, making CTE an important and necessary part of our educational system. It is estimated that students without a strong math, science, and computer background will find about 80 percent of future jobs within their reach. <sup>ix</sup> Eighteen of the twenty fastest growing occupations within the next decade will require CTE skills.

CTE courses help students further develop and apply concepts taught in a traditional classroom setting and teach specialized skills not taught as part of the traditional core curriculum. A combination of traditional academic studies (60%) and CTE coursework (40%) is the most effective dropout prevention program in the American high school. <sup>x</sup>

USBE states, “Career Pathways show students a direct connection between doing well in high school and being able to transition smoothly to post-secondary opportunities or getting a good job when they graduate. Students who focus on a Career Pathway acquire the skills necessary for entry into well-paid careers with high potential for rapid financial growth, increased levels of responsibility, and a high degree of personal satisfaction. Our vision is to see that every student takes advantage of the opportunity to earn college credit while in high school, understanding that through advanced academic training they will save time and money, which will enable them to quickly earn an industry license or an associate degree.” <sup>xi</sup>

Utah Career Pathways align with and are categorized by the national Career Clusters®. Each Career Pathway culminates in an industry recognized credential of value.

CTE coursework in Utah is divided into thirteen clusters:

- Agriculture, Food, & Natural Resources
- Architecture & Construction
- Arts, Audio/Visual Technology & Communication
- Business, Finance & Marketing
- Computer Science & Information Technology
- Education & Training
- Engineering & Technology
- Health Science
- Hospitality & Tourism
- Human Services
- Law, Public safety, Corrections & Security
- Manufacturing
- Transportation, Distribution & Logistics

PEAK Academy may offer classes in the designated areas above with emphasis in Computer Science & Technology; Business, Finance, & Marketing; Engineering and Technology; and Health Services selected from the list of classes in the CTE Pathways program administered by the Utah State Office of Education. Students will be encouraged to take classes in multiple cluster areas, providing them with insight into various occupational choices and building a diverse battery of 21<sup>st</sup> Century Skills. As students are exposed to the various clusters, work on projects, and discover their interests and aptitudes, they may begin specializing in a particular area of emphasis. These areas can be supported with concurrent enrollment classes (CE), Advanced Placement classes (AP), or internships and job shadowing.

The Pathways program allows students the opportunity to take a test at the end of a class, when passed with a score of 80% or higher, provides them with a Skills Certificate. While it is not an official certification, it provides documentation that can be placed on resumes and submitted to potential employers. In conjunction with the College and Career Readiness (CCR) plan for each student, Comprehensive Counseling and Guidance, as defined and outlined by the Pathways program, will be implemented to help each student prepare for the future and make a successful transition from high school to their selected post-secondary educational or career choice. Plans will be personalized using the student's PEP to determine the direction for each student based on their determined career route. This can include ACT test preparation and remediation, college tours and job fairs, internships, and job shadowing.

### **3B. Curriculum**

☒ We intend to use curriculum that has already been developed.

☐ We intend to develop curriculum.



PEAK Academy will teach and comply with the Utah Core Curriculum Standards.

Regardless of future education and career plans, it is critical that all students have a solid foundation in literacy. PEAK Academy will emphasize the use of best practices in literacy instruction for students to develop a deep understanding of concepts and ideas encountered as they read. Literacy instruction in 6<sup>th</sup> through 12<sup>th</sup> grades is commonly referred to as reading to learn rather than learning to read. Comprehensive literacy instruction:

- Is a balanced approach that involves emphasis on meaning-making and skills instruction.
- Incorporates evidence-based best practices to suit the needs of all students in whole-group, small-group, and individualized instruction settings.
- Acknowledges reciprocity among reading processes (e.g., decoding, vocabulary, comprehension, motivation) and between reading and writing.
- Recognizes comprehension is the ultimate goal of literacy instruction.
- Emphasizes meaningful construction through open and collaborative literacy tasks and activities that require critical thinking.
- Offers opportunities for students to apply literacy strategies in the context of meaningful tasks for real-world purposes.
- Provides for differentiated assessment and instruction in accordance with the diverse strengths and needs of students (i.e., struggling readers, ELLs). <sup>xii</sup>

PEAK Academy will incorporate numeracy best practices in the classroom. According to the National Council of Teachers of Mathematics (NCTM)<sup>xiii</sup> educators need to focus on these best practices to develop numeracy skills.

- Establish mathematics goals to focus learning. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.
- Implement tasks that promote reasoning and problem solving. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem-solving and allow multiple entry points and varied solution strategies.
- Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.
- Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.
- Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.
- Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.

- Support productive adversity in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.
- Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

### ***General Curriculum***

Curriculum will be selected by a committee of all stakeholders which will include content specific teachers, administration, curriculum specialists and parents. The Curriculum Committee is chartered with overseeing the academic quality and content of the curriculum. To fulfill this assignment, the committee will initiate specific strategies to promote academic breadth, depth and integrity, and to facilitate innovation in the programs offered to students. Educators will use PBL, PCBL, Social-Emotional Learning (SEL), and Portrait of a Graduate standards in conjunction to develop the whole child ready for whatever post-secondary path they choose.

To fulfill its purpose the Curriculum Committee shall:

- Review and evaluate proposals to initiate or change courses and programs.
- Assure that a curriculum is well developed, clear and complete, and that its supporting documents adequately supplement the proposal.
- Make recommendations to assist individuals to strengthen their course or program proposals.
- Evaluate the impact of a curriculum proposal on the resources and other curricula of the school.
- Initiate activities that promote enhancement of the learning process.
- Provide guidelines and criteria for the development of new courses and programs.
- Review and revise procedures associated with curriculum development.
- Encourage and facilitate innovation in the curriculum.
- Assure that assessment is built into the curriculum proposal; and
- Assure that the curriculum offered is complementary and integrated.

### ***Professional Development***

Continuous professional development is vital for both students and educators. PEAK Academy understands the investment of quality professional development to ensure professional growth for educators and academic growth for students. The demand of teaching is continually evolving, and teachers need to keep up with the latest developments in their field. Leadership will determine the areas of professional development needed for teachers on an individual basis and may include, but are not limited to:

- Observing classrooms instruction by peer education
- Watching online TED Talks or other informational media
- Participating in LinkedIn Learning courses for teachers
- Utilizing peer mentors specialist in designated topics
- Attending workshops or conferences to dig deeper into a subject



- Taking part in independent reading and research
- Joining a professional organization for teachers
- Attending the Weber State Teacher Development Course

### **3C. Select Programs**

- ☒ Career education is a focus of the charter school.
- ☐ We intend to offer distance and/or online education.
- ☒ We intend to partner with a four-year college or university and offer early college options.

PEAK Academy's purpose is to provide a personalized learning experience that encourages intellectual curiosity, creates compassionate members of society, and develops personal and fiscal responsibly now and for future success.

To achieve future success, PEAK's goal is to advance student learning by preparing students with an academic plan and student PEP to guide them to a successful transition into technical education colleges such as the Davis, or Ogden Weber Technical Colleges or Weber State University. At PEAK Academy we will formulate agreements with these colleges and university to teach our students both hybrid and in-person classes.

Depending on demand, we will provide space/classrooms in our facility for both the colleges and university (concurrent enrollment) to hold onsite classes within PEAK Academy. This classroom will be set aside for these classes and will be an encouraging environment promoting each of the colleges and university to invite students to continue their learning pursuits and give them a real-life experience of campus life. The availability of college classes at PEAK Academy will provide improved access while allowing students to continue with the high school experience.

Relationships with technical colleges and universities will require quarterly meetings with administration, faculty, and staff. These meetings will organize the programs and review successes and challenges facing this collaboration. Exploring other options will be part of the meeting agenda.

Some of the classes being explored are:

- Automation and Robotics
- Information Technology (IT)
- Web and Graphics
- Additional courses as warranted based on need

These classes and many more could take place at the technical colleges and be taught by existing faculty who have special credentials. Likewise, university concurrent enrollment classes could also be taught at PEAK Academy.

Administrative collaboration with the colleges and universities will be the key to the success of both students and PEAK Academy. PEAK Academy will strive to build and encourage relationships with presidents and vice presidents of academic training, working directly with directors and deans for day-to-day success.

Additionally, Industry relationships will be encouraged to help students advance their training into the workforce. Those that will participate are:

- Northrop Grumman
- Intermountain Health
- BD Medical
- Hill Air Force Base
- Lifetime Products
- Parker Hannifin

Classes not completed at the academy will be bridged through scholarships and other forms of financial aid. PEAK Academy, along with collaborations with the colleges and universities will do all they can to provide the means that every student can continue to complete their education they have begun.

Students who seek employment after completing CTE classes will be supported by both the academy and the colleges to provide an opportunity for employment. Colleges are held accountable for the success and employment of students. They will be key to the success of placing students with employers. Each college has courses embedded in the programs that teach job seeking skills and workplace relations to assist students in the transition into lifelong employment.

All students at PEAK Academy will be welcome and encouraged to attend advanced classes and we will strive to help all students be successful. Some CTE programs will have admission requirements. Students who struggle to meet those requirements will have remedial classes held to assist in their success for admission. The same will apply for those seeking employment. Employment skills will be taught to ensure successful outcomes.

PEAK Academy will partner with Weber State University and Davis Technical College to offer both advanced academic courses and career focused programs. Weber State University offers a wide variety of concurrent enrollment courses to aid student in meeting advanced academic goals. To ensure that the courses can be offered, the criteria for course instructors will be solicited from Weber State to ensure the faculty hired at PEAK Academy meet the requirements for the concurrent enrollment courses. Additionally, PEAK Academy students can participate in early college courses by attending select courses at either the Ogden campus or the Davis campus. Davis Technical College programs will be available to students while they are attending PEAK Academy.

**3D. Focus on Career Education**

Through our use of Career and Technical Education (CTE) classes and our affiliation with the Center for Advanced Professional Studies (CAPS) Network, we aim to provide our students with a learning experience of working side-by-side with community partners, engaging students in meaningful work and building personal connections with the community. To accomplish this, we will provide the students with mentors, externships, student internships, real world projects, appropriate equipment and an advisory/steering committee.

As business and industry needs of today are evolving, PEAK Academy recognizes the importance of preparing our students for various fields and wish to simplify the transition from high school to career and college. Additionally, we are committed to providing our students with every opportunity to succeed in their careers, further education and industry, while earning a sustainable wage. We plan to offer in depth learning, coursework and mastery in Career and Technical Education pathways such as:

*Unmanned Systems*

Drones are being used in many facets such as photography, construction, agriculture, transportation, research, mining and in the military to name a few. “According to Grand View Research, the global commercial drone market will grow from \$21 billion in 2021 to \$501 billion in 2028.<sup>xiv</sup> By implementing this course at PEAK Academy, we will provide our students with the knowledge needed to help them start their own drone services, be hired as pilots and attain Crew Resource Management skills. Additionally providing them with potential earnings upon graduation in the drone industry starting at \$55,000. This industry continues to grow as does the need for operators. PEAK Academy hopes to provide our students with licensure such as FAA Part 107 Remote Pilot License through the CE credit AV 1900/1910. Potential industry partners could include Hill Air-Force Base, Parker Aerospace and UDOT.

*Computer Science and Information Technology*

Cybersecurity is growing in demand with the increased use of the internet, the need for protecting sensitive information is ever increasing. “According to Grand View Research, the global cyber security market will grow from \$180 billion in 2021 to \$372 billion in 2028.<sup>xv</sup> Cybersecurity Ventures’ predicts over 3.5 million cybersecurity jobs unfilled in 2025.<sup>xvi</sup> The U.S. Bureau of Labor and Statistics projects this will be the 10<sup>th</sup> fastest growing occupation over the next decade.<sup>xvii</sup>

Cybersecurity protects our most important and private information from bank accounts to military communications. The shortage of cybersecurity workers puts our digital privacy and infrastructure at increasing risks. Education is critical to addressing this problem. PEAK Academy will provide students with opportunity to receive certifications such as CompTIA Security. Possible post-secondary education options could include an associate’s degree from Southern Utah Universities (SUU) Applied Science in Computer and Information Systems Security, Brigham Young Universities (BYU) BS in Information Technology emphasis in Cybersecurity, and Utah Valley Universities (UVU) BS in Information Technology emphasis Computer Forensics and Security Emphasis. Additionally, students

can obtain a master's degree from SUU and UVU in cybersecurity. Potential industry partners could include Hill Air-Force Base, Chase Bank, and Wells Fargo.

### *Programming and Software Development*

Robotics is being used in multiple areas such as the automobile industry, manufacturing processes and increasingly in the healthcare industry performing surgeries. "According to Statista, the global robotics market will grow from \$132 billion in 2021 to \$209 billion in 2025."<sup>xviii</sup>

Robotics in schools can help students funnel their knowledge into creativity and innovation. Through robotics, students are able to learn the importance of perseverance and determination as they program physical robots, learning from their errors and course correcting.

With robotics, young minds will be ready to tackle the challenges ahead as they adapt and grow long after graduation. Possible post-secondary education could include a BS from UVU, ranked #1 in Utah for its robotics program or a Master's degree from the University of Utah (U of U) in Software Development. Potential industry partners could include Hill Air Force Base, 309<sup>th</sup>, and Software Engineering Group (SWEG).

### *Audio/Visual*

Broadcasting and Digital Media dominate how people share and receive information. Innovation is the new norm with regards to media and is a trend that isn't likely to change as we look forward to future media concepts. Influential trends in digital media include social media, digital advertising and increased access to the internet. Since the COVID-19 pandemic, the use of digital media in personal and professional communication has only accelerated. As stated in an article from Maryville University, "As students and current industry professionals consider the future of media, it's clear that new technology innovations will provide new businesses and career opportunities."<sup>xix</sup>

Kids love to create content, as is evident from student involvement in the new Davis Catalyst Center. Students produce material in various mediums including the complete production of podcast called "Put a Lid on It". At PEAK Academy we hope to prepare our students for the new landscape of communication professions and provide them with opportunities such as this podcast production, etc. Possible post-secondary education could include the UVU Digital Audio Degree. Potential industry partners include Revel TV, Associations of Music Producers (AMP), AVID, and Epic Games.

Other courses available may be Business, Finance and Marketing, Engineering and Technology, and Medical Innovations Pathway. Possible post-secondary education could include degrees from the U of U, Utah State University (USU) or UVU. With potential business partners being Biomerics, BioFire, Nelson Labs and Merit Medical, Northrop Grumman, U.S. Air-Force, and Parker Aerospace.

*Community Partners*

“For a partnership to be a long-term success, community partners need to see how working with students furthers their mission”.<sup>xx</sup> Recruitment for Community and business partners will begin at least six weeks prior to the upcoming semester. This time will allow potential clients to gain an understanding of the model and begin to identify projects and students to align with them. Community and business partners must be willing to commit the time necessary to meet with students and instructors to explore ideas for projects and engage throughout the project. Community partners will identify projects within their businesses that best align with not only the students’ abilities, but will be mindful of the timeline provided. Educators/Instructors will work alongside the community partners to produce fun learning environments. Community partners are also expected to provide constructive feedback throughout and upon completion of the project. They will agree to hearing the students’ final presentation upon completion of the project. This collaboration will bring community partners, instructors and students together in meaningful ways. The creation of a great school-community relationship will create a sense of belonging among students, teachers and parents alike. It will also increase student learning opportunities while creating inclusive learning environments.

Upon graduation from PEAK Academy, students will have created their own portfolio showcasing their various completed projects with community partners. As students develop self-awareness of their areas of competence, their interests, and preferred ways of relating to the world, they are in a better position to make wise decisions regarding their future education and or employment. Included in their portfolio will be an autobiography assignment which will prompt the reflection of their educational experience thus far. We want our students to reflect on their educational experiences, courses (including dual credit), internships, projects, learning activities, clubs, service hours and athletics to understand education is more than just classroom time. All of these activities have required engagement and reflection and allow students to see the various skills that have been developed, including learning from failures. Through this process students will gain a greater self-awareness of who they are, how they relate to others, skills they possess, career interests, and knowledge they have. This will prepare them for the transition into their next stage of life. Students will leave PEAK Academy prepared with effective oral communication skills, the ability to work with others in teams through the development of collaborative skills, strong writing skills, sound critical reasoning, design thinking skills, leadership qualities, project management skills, professionalism/work ethic, and the ability to apply their knowledge to real-world settings. Through their articulation of such competencies in their autobiographies, students will see the traits and talents they possess, giving them confidence that they are prepared for employment or higher education.

*Special Education*

PEAK Academy is dedicated to assisting students of all ability levels in reaching their full potential. At PEAK Academy teachers will focus on the students’ strengths and build the curriculum to meet each student's unique abilities. As a secondary school, the curriculum will also provide opportunities for students to develop and implement life skills (job coaching, budgeting, riding public transportation, etc.).

Inclusion is a key aspect for a student's involvement at PEAK Academy. Using research-based programming, small group instruction and collaboration between the general and special education teams, the students will have the tools to be successful. PEAK Academy is focused on providing small group instruction while implementing PLB, which will also allow educators to see which students are struggling and which are excelling academically. An example of research-based programming is response to intervention (RTI) method which helps design group and individual learning.

#### *Child Find*

In order to locate students needing special education services, PEAK Academy will actively participate in child find activities such as: school open house, booths at community events, displaying banners and distributing fliers throughout the community. Before school begins, initial paperwork will provide information concerning if the student has a current IEP or 504 plan in place. Administration will follow up with the previous school to obtain records. Services will start immediately based off of the records obtained. Yearly meetings will be held consisting of the IEP/504 team to determine if the students-needs are being met and what updates need to be made to the plan.

#### *Services and Procedures*

Once a child is identified as potentially needing special education services, a request for an initial evaluation is made to the special education department. This request can be generated by a parent or teacher. Before testing can begin, the parents must sign a "consent to test" form. Upon receipt of the consent to test, the initial evaluation to determine eligibility services must be completed within 45 days. Evaluations will utilize a variety of formal and informal assessments. Observations may also be included as part of the assessment. Parents will receive a copy of the evaluation results, and if the student is determined to be eligible for Special Education, an IEP or 504 meeting will occur.

Parents will receive a prior written notice concerning the meeting, which will indicate the time, location, purpose of the meeting, as well as who will be in attendance. Parents must also receive a copy of procedural safeguards prior to the beginning of services, and annually thereafter. The IEP/504 meeting is held within 30 calendar days of eligibility determination with the IEP/504 team, which will include all of the following:

- Parent(s)
- At least one of the student's regular education teachers
- Special education teacher
- Local Education Agency (LEA) representative

The team may also include any of the following:

- Related service providers
- The student

Through the use of evidence-based instruction, data collection and questionnaires, the general and special educator will design and implement an Individual Education Plan (IEP). During the IEP process, the type(s) of service the student needs, along with where they will occur (pull out session, general education setting with assistance from a paraprofessional or a self-contained classroom) and the frequency and duration (once a day,



twice a week, etc.) will be determined. The IEP must include a statement of the student's present levels of academic achievement and functional performance, including how the student's disability impacts the student's involvement and progress in the general education curriculum. It must also include measurable goals designed to meet the student's needs that allow the student access, involvement, and progress in the general education setting. The IEP is valid for one year, and must be reviewed and have a new IEP in place prior to the expiration of the current IEP. A meeting to review and/or revise a current IEP may be held at any time, and must follow the procedural safeguards of a regular IEP meeting.

#### *504 Services*

In cases where the student requires accommodations such as but not limited to: reading test questions out loud, extended time for test taking, diabetes assistance, an accommodation plan will be put in place. The team will consist of:

- Parent(s)
- General educators
- Special education teacher
- Local Education Agency (LEA) representative
- Student (if appropriate)

The accommodations team will meet yearly to maintain or update the accommodation plan.

#### *Educators/Related Services*

At PEAK Academy we believe the classroom is a place for students to feel safe, and to create opportunities for growth and learning while also building the foundations for a successful future. Having qualified teachers will assist PEAK Academy in being successful. Teachers will be licensed and endorsed to work in the special education field. Teachers will participate in continual education to keep their license and their practices current. The same requirements will be expected for related services (occupational therapist, psychiatrist, physical therapist, speech therapist, etc) in their related field of study. Paraprofessionals will receive training on how to teach specific skills pertaining to the student's IEP goals while also obtaining data to show improvement or decline. The general and special educators will be in charge of training paraprofessionals.

#### *Transitioning Students*

PEAK Academy wants every student to leave school with the skills needed to achieve success and have a positive impact in society. Transitioning from high school to post high school can be challenging and difficult for students and parents. PEAK Academy's special education team will provide the materials, education and resources for parents and students to make the transition successful. The team of educators will use questionnaires to assess student progress and address any concerns parents may have in advance of the time their children will complete their schooling. Staff will use proven assessment tools, such as: Choosing Outcomes and Accommodations for Children (COACH), or Functional Assessment Curriculum for Teaching Everyday Routines (FACTER). Information gathered from assessments will help determine IEP goals that will focus on making a smooth transition out of the school experience, while also helping students to maintain and grow academically.

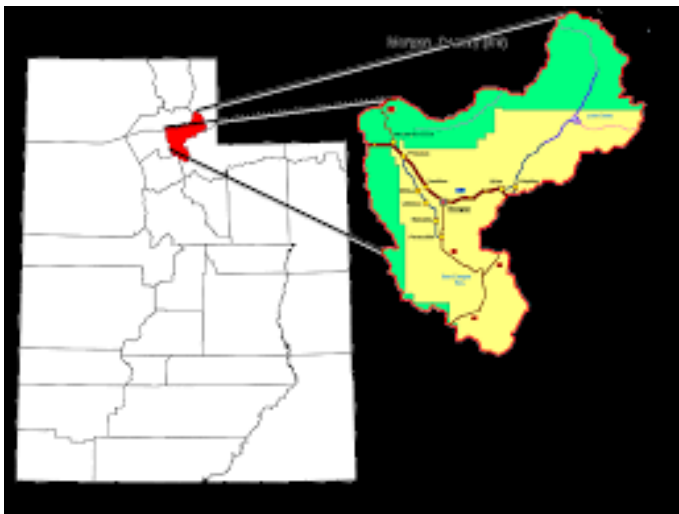
#### 4. Market Analysis

##### **Location**

PEAK Academy intends to locate itself in the Morgan County School District, specifically in Mountain Green. The new town center being developed at the junction of I-84 and Trappers Loop is where PEAK Academy currently has a Letter of Intent (LOI) from a local developer. The proposed location of PEAK Academy will allow parents and students to easily access the school as its location will be near a junction off I-84. The current LOI is an 8 acre parcel adjacent to a new housing development encompassing both multi-house and single-family homes. Board members are currently working with a local land developer that has participated in construction of 14 charter schools in the state of Utah. This location is only 8 miles from the mouth of Weber Canyon and Highway 89, 13 miles from Huntsville over Trappers Loop, 9.3 from South Weber, and 12 miles from South Ogden with Snow Basin 10 miles away and Summit County approximately 20 miles to the East.

The Morgan School District currently has 3,247 students enrolled, including Mountain Green Elementary, Mountain Green Middle School, Morgan Elementary, Morgan Middle School and Morgan High school.

Morgan County currently has one high school with the nearest charter high school, located in West Valley to Mana Academy, being 49 miles away. The nearest charter high school with a program similar to PEAK Academy is American Academy of Innovation, located 62 miles away. HighMark is the nearest charter school serving grades K-9 located 11 miles to the West servicing 659 students.



Morgan County is the 11<sup>th</sup> smallest county in Utah and has an estimated population of 12,861 with a growth rate of 2.25% in the last year.<sup>xxi</sup> The 2010 population was 9,469 and has since that time seen a growth of 35.82%.<sup>xxii</sup>

Morgan County's population is projected to grow from 12,861 to 18,184 by 2040. There are 3,825 housing units in Morgan County as of July 1, 2021 with 88.5% being owner occupied.<sup>xxiii</sup> 34.1% of residents in Morgan County are persons under the age of 18.<sup>xxiv</sup>



There are 3.48 persons per household compared to the national average of 2.60, with a child dependency ratio of 67.4 and average family size of 3.7.<sup>xxv</sup> Households in Morgan County from 2020 is 3,574 with an annual growth of rate of 2.1% with 6,310 households in 2040<sup>xxvi</sup>. The increasing household size in the county indicates a general trend towards larger families, more children per household and a younger population.

### **Educational Needs/Target Population**

Students who learn better with a “hands on” experience, as is offered in the PBL model, and those who wish to be involved with local industry and business are most likely to attend PEAK Academy.

The Morgan School District offers CTE classes and programs at Morgan High. The State Board of Education requires only one credit of CTE over the four-year high school program. For the majority of students, this means their CTE exposure and experiences are limited at best. Research in Section 3: Program of Instruction, demonstrates the importance CTE coursework and application plays in the development of 21<sup>st</sup> Century Skills. By requiring only 1 CTE credit for graduation, the likelihood of students developing these critical skills prior to their graduation are limited. At PEAK Academy, our emphasis on 21<sup>st</sup> Century Skills being taught in all of our CTE classes, as well as application in other classes, group projects and collaborations allow our learners the opportunities to develop a necessary skill set for various careers and continued education.

PEAK Academy will be the only school in the area to use PBL as its instructional foundation. The success of project-based learning is given in detail in Section 3: Program of Instruction. Through PBL, students can be challenged at individual and appropriate levels. This method of instruction will challenge high academic achiever's while allowing lower performing and ELs to receive remediation, specialized scaffold instruction, and any other assistance to assist them in achieving content mastery without missing class-time. Facilitators will be attentive to varying learning styles and students will be taught to adapt material to their individual learning style. In these ways education is able to becoming more meaningful and students are more likely to achieve content mastery.

The location of PEAK Academy is central to a strong demographic area with motivated parents wishing to excel student achievement. Parents in our community identify the importance of education as is evident in the fact that 38.4% have a Bachelor's Degree or higher compared with the National average of 32.9%<sup>xxvii</sup> and 15.27% having a Graduate degree<sup>xxviii</sup>. PEAK Academy is appealing to our target population by not only preparing our students for college, but developing real-world application opportunities, business knowledge and 21<sup>st</sup> Century Skills. Additionally, PEAK courses provide opportunities for students to cooperate and gain experience with and in local industry. We believe the facilitation of these programs, paired with a solid academic education and the integration of CTE programs will draw many students from our target areas.

### **Enrollment Projections**

Upon opening PEAK intends to serve grades 6-10 with a student body totaling 300. We realize our upper grades are less likely to fill within the first couple of years, students also

realize that students enrolled will not always re-enroll with our school. Through our research we have found those students attending HighMark wish to stay with a charter after their 9<sup>th</sup> grade year, but there are no available options. For this reason, we anticipate acquiring a portion of their graduating 8<sup>th</sup> and 9<sup>th</sup> grade classes. We also anticipate students coming to us from Providence Montessori, located in South Ogden, which ends in 6<sup>th</sup> grade. As listed above in regards to HighMark parents, parents with students attending Providence Montessori also wish to have their children participate in schools with smaller class sizes. They feel in smaller schools they have better communication with staff and administration, have more opportunities to be involved, and like the emphasis on business, personalized education and student choice that our charter provides. Parents who are already willing to drive their students to locations further than their designated public-school districts are willing to continue doing so for the desired education of their child. Huntsville residents are also anxious to have an alternative to Weber and Morgan High Schools and Waypoint Academy, an all-boys school serving grades 8-12. We believe that we will maintain our student body and grow each subsequent year adding 11<sup>th</sup> grade our second year and 12<sup>th</sup> grade our third year. Each grade will add an additional 60 students bringing our total student body to 420 by our third year. Actual number of students per grade will be based on enrollment.

Upon meeting capacity of students for our school, we will start a lottery process and or consider an amendment to be submitted to the State Charter Board for additional seats.

*Lottery procedures may include but are not limited to*

- Students applying will each receive a number through a random lottery
- Grades will be filled beginning with tenth grade down
- Sibling of students and returning students will be given preferential enrollment as listed under UCA-53-1a-506(2)(b)(i and ii)
- Siblings not selected will be placed on the sibling priority list to be contacted when correlating grades open a seat
- Sibling priority list will be organized based on original lottery number

*Enrollment Preferences*

- Children of Founding Board Members, which is defined as those who have active participation in the development of the school as outlined by the Founding Board
- Students enrolled in prior year
- Siblings of students currently attending PEAK Academy
- Children of full-time teachers and staff as outlined by law
- To ensure the diversity of our student body preference will be offered to students qualifying for free and reduced lunch at a percentage to be determined

*Enrollment Exceptions*

- Founding members children who leave will not have priority if they wish to return
- Extenuating circumstances to bypass the above may include, but not limited to family illness and military duty, others may be reviewed by the Board on a case-by-case basis
- Students choosing to leave, but still have a sibling attending will not be put on the sibling list, but will revert back to the general lottery

In the past, Charter schools serving high schools exclusively have had a difficult time filling to capacity, resulting in the need for outsourcing additional grades to a third party, broadening school programs or adding additional grades. Through the research done by PEAK Academy, we believe that housing approximately 100 students per grade, in grades six through twelve, giving us a maximum enrollment of 675 will allow our school to be financially viable. Additionally, we believe this number will allow us to meet the vision and mission of our school. Students will meet in class sizes of approximately 25. Dividing up into groups for their project-based learning will allow the teacher to meet with smaller groups, provide personalized instruction and limit time to the whole class.

### **Community Outreach and Recruiting**

PEAK Academy intends to use both passive and active methods for community outreach and student recruitment. A website will be created in addition to alternative media platforms such as Facebook, Twitter, and Instagram. Delivery of printed materials, billboards off Highway 89, and fliers in surrounding business spaces will be employed. We have already acquired and will continue to grow an email list of those wishing to stay informed of the progress of PEAK Academy. Progress information, important dates and any other notifications pertaining to PEAK Academy will be distributed through the means listed above.

We intend to attend and participate in CTE extra-curricular programs such as statewide leadership programs that students attend. Our participation in variable areas of such events will help us target students who have specific interests in to our program.

PEAK Academy will hold an annual open enrollment from January 1 through February 15. During this time extensive advertising for the school within our community and target areas will occur. Upon completion of our facility, we will hold an open house to provide the community with opportunities to come tour our building and learn of our mission and vision, student expectations, and programs offered.

Challenges facing PEAK Academy are a small community that has passion for local high school and a mountain location creating difficulties with recruitment and possible transportation issues. We plan to annul these challenges through various means. Facing local community issues, we will collaborate with local schools in various aspects, create partnerships with the superintendent, athletic director, and local businesses and other community influencers. We will consort to generate the best student education experience. Additionally, through organic growing industry, Morgan's economy is growing and is expected to continue as high-wage industries like professional, scientific and technical services and finance and insurance create jobs in the county.<sup>xxix</sup> Upon seeing these developments in the community, parents and students alike are already exploring various education options. PEAK Academy will offer the variety and industry-driven education many are seeking.

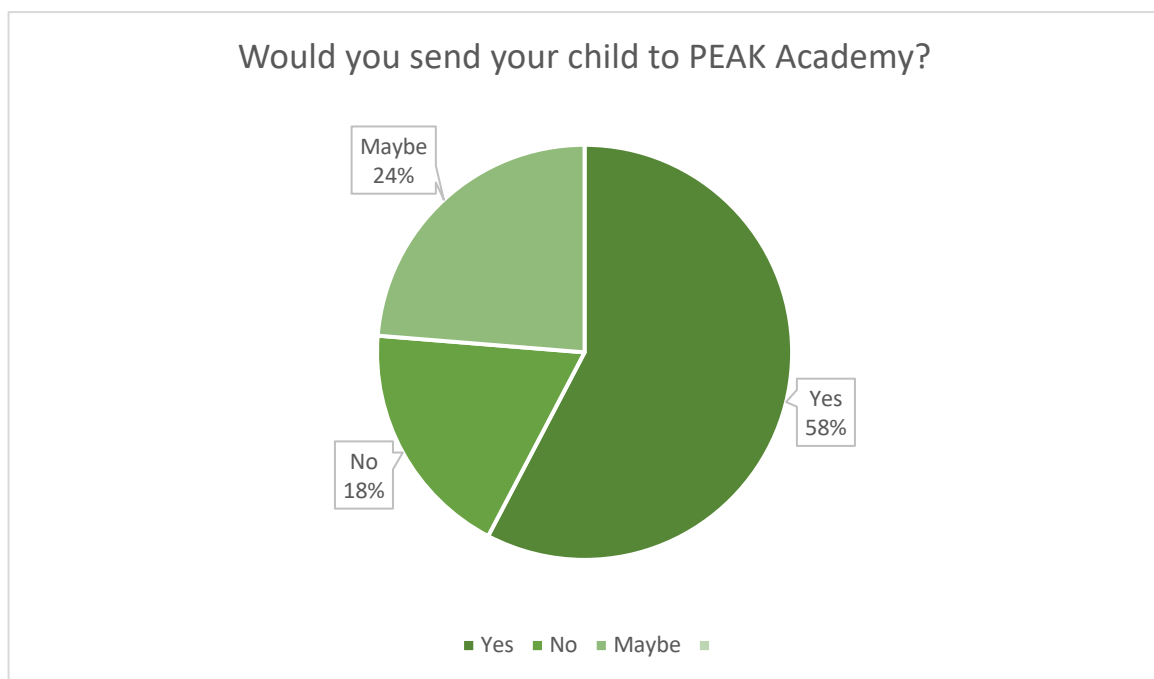
Transportation solutions may include coordinating a ride-share program with students in the same area, but outside of Morgan school district. Additionally, we may outsource a 3<sup>rd</sup>

party transportation company to accommodate those within a preset distance with specified location and timed pick-up and drop-off.

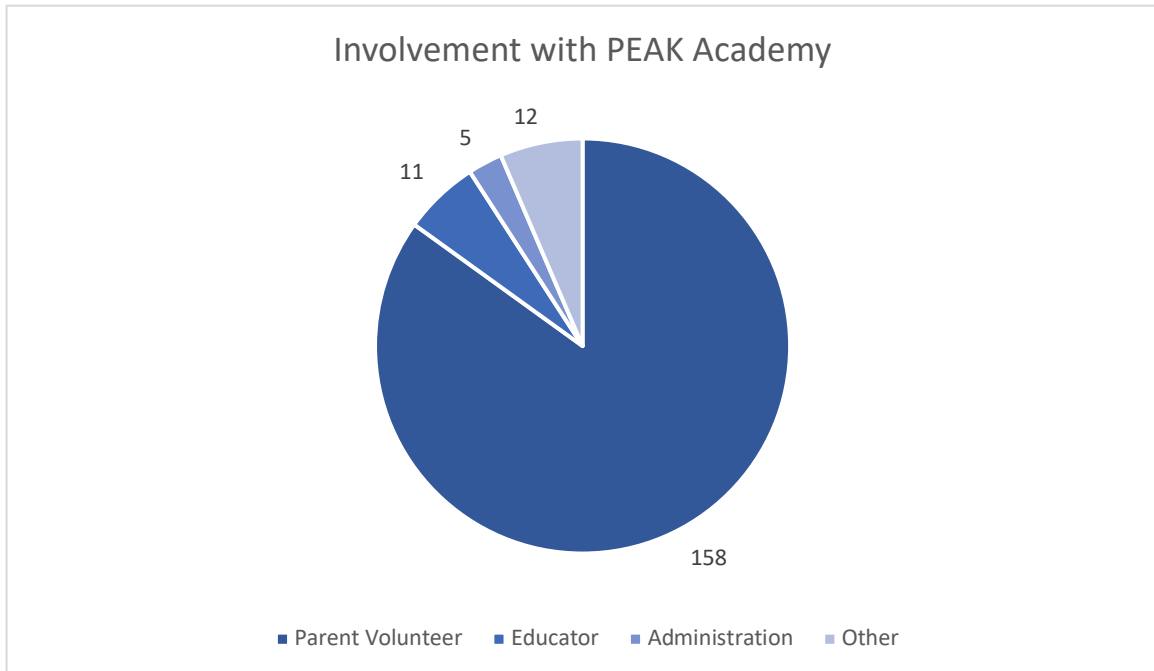
At PEAK Academy, we anticipate student outreach to extend into Summit Counties, Weber, and Davis Counties. Advertising to these surrounding areas will help us negate challenges with recruitment.

### Local Survey

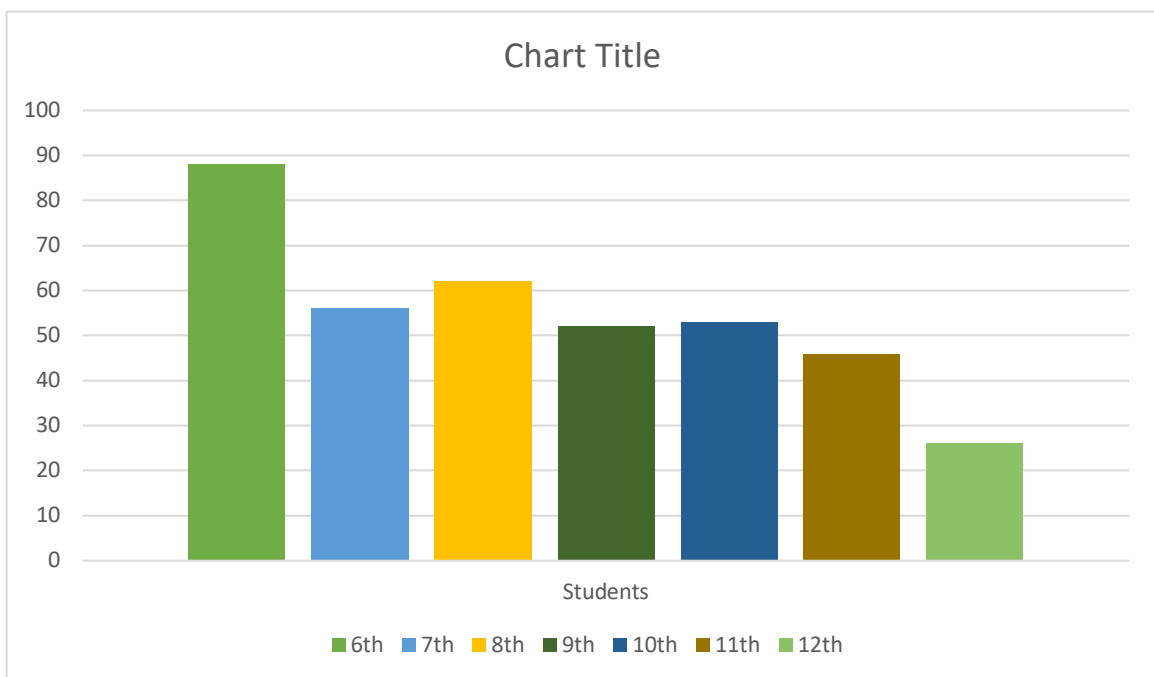
A survey of 340 parents in August to September of 2022, with responses reaching from Porterville through the county down the canyon to South Ogden and Washington Terrace, and over Trappers Loop to Huntsville and Eden, shows that 58% of respondents would send their child and or children to PEAK Academy, with an additional 24% answering maybe.



When asked what involvement, if any, parents would be interested in once PEAK Academy is opened, 158 respondents said they would like to be parent volunteers and 11 said they would like to be educators, with 6 interested in administration and 12 expressing interest in other positions the school will have available such as nurse, counselor, food services and others.



When asked what grades survey participants would be interested in, respondents answered as follows:

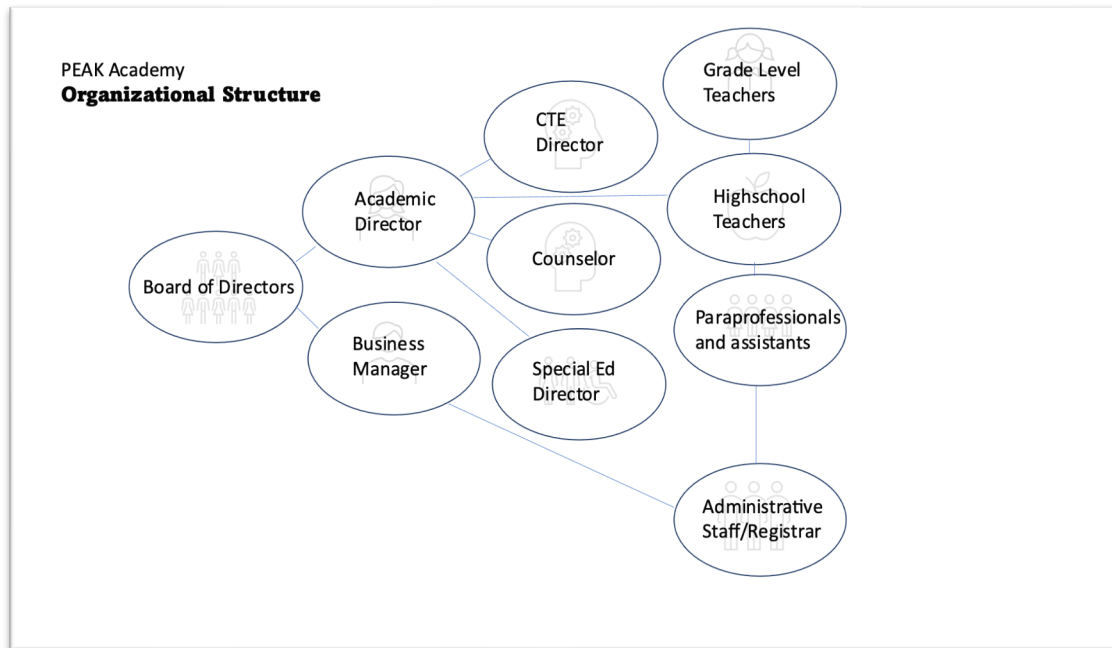


With a total student count based on this small survey sampling of approximately 370 students.

Please see attached letters of support from Morgan County Superintendent and Chamber of Commerce President in Appendix H.

## 5. Governance

PEAK Academy is a Utah nonprofit corporation organized and existing pursuant to the *Utah Revised Nonprofit Corporation Act*. (See *Appendix B: Articles of Incorporation*.) As a distinct and legally independent entity specifically incorporated for the purpose of operating as Utah public charter school, PEAK Academy will hold the charter and be ultimately responsible for the financial decision-making and operations of the school.



As set forth in its Articles of Incorporation, a Board of directors consisting of 7 or 9 members governs PEAK Academy. The business and affairs of the school, and all corporate powers of the entity, are exercised under the direction of the Board of directors. Currently, the Board of directors consists of 9 members. Each member possesses skills and experience in areas that support the successful implementation (start up) and ultimate governance of the school. While there is a difference in the expertise needed to “start up” and the expertise needed to govern the school, the Board of director’s current composition includes individuals whose experience will benefit the school in both phases.

Two of the primary responsibilities of the Board of directors are to protect the legal interests of the charter school and to ensure the school meets the commitments in its charter. Regarding protection of the legal interest of the school, the Board of directors has enumerated a host of responsibilities and powers in its articles of incorporation and throughout its charter (see Appendix B Articles of Incorporation, Articles III and V). These powers and responsibilities range from things such as hiring and evaluating the school’s Academic Director to the purchase, ownership and sale of real and personal property. Its authority is to be exercised using sound legal and ethical practices and policies. In addition, the Board of directors is responsible for ensuring that the school meets the commitments contained in its charter. These responsibilities include setting the school’s vision/mission and adopting policies that align with that mission; advocating for good external relations

with the community, school districts, media, neighbors, parents, and students; hiring and evaluating the administrator and the ESP (if one is acquired); practicing strategic planning; ensuring adequate resources and managing those resources effectively; and assessing the organization's performance.

### **Additional Board Member / Filling Board Vacancies**

The Board members of PEAK Academy are dedicated to providing their expertise to the school in an effort to meet its mission, but they recognize that the school's needs and individual Board member's circumstances will change over time and may result in changes to the Board's composition. The Board of directors is committed to reviewing the school's needs and determining whether additional or replacement Board member(s) would be in the school's best interest. If the Board determines to fill an open seat or if a vacancy on the Board exists due to resignation, dismissal, or term expiration, the Board of directors will request applications from the school community or members of the community at large. The Board of directors may then elect an approved applicant to fill the vacancy. Board members will be elected by the vote of a majority of the remaining members of the Board.

### **Governing Board Professional Development & Evaluations**

PEAK Academy's Board of directors is comprised of individuals some of whom have dedicated themselves to public education and believe in the importance of developing a commitment to lifelong learning. This shared vision of the importance of learning corresponds with the Board of Directors' vision at PEAK Academy to provide our students with personalized learning experiences that encourage intellectual curiosity and professional life skills. With a focus on developing fiscal knowledge and responsibility, we strive to create successful, contributing members of society now and in the future. Therefore, the Board is dedicated to ensuring it continues to evaluate its effectiveness and expand its knowledge and capacity. The current Board also consists of experienced business, legal, and development experienced Directors.

During the planning year, the Board of Directors' professional development plan will focus on the materials and trainings provided by USBE specialists and the Utah Association of Public Charter Schools. Areas of development will include procurement, facilities, open and public meetings, school finance, special education, and school lunch programs.

The Board of directors will conduct, at a minimum, one self-evaluation each year on or around its annual meeting. The Board will utilize student/school data and survey information from stakeholders, staff, and/or students to guide its evaluation. One of the purposes of this evaluation is to determine whether PEAK Academy is meeting the vision, mission and educational philosophy outlined in its charter. Another purpose will be to identify current/future school needs and to determine what additional expertise is needed on the Board. This evaluation will help to identify the professional development needs of the existing Board members and serve as a tool to assist in the development of an annual professional development schedule. Examples of this professional development plan might include: attendance at USBE sponsored trainings, charter school association trainings, third party or staff trainings at Board meetings, annual Board retreat trainings, collaboration with stakeholders from other successfully governed charter schools, or group review of recognized Board training literature (e.g. Brian Carpenter's *Charter School Board*



*University, Marci Cornell-Feist's Board Meetings: A Guide for Charter Schools, John Caver's Boards that Make a Difference).*

In addition to conducting its self-evaluation, the Board of directors will be responsible for evaluating the performance of its Academic Director and education service provider (ESP if acquired). At the beginning of each year, the Board will provide the Director with an evaluation tool that sets forth the Board's performance expectations and goals. The Director will be expected to include elements of the evaluation tool in his/her Board meeting reports to allow each Board member to monitor the Director and the school's performance throughout the year. At the end of the year, the Board will use the evaluation tool to provide the Director with his/her annual evaluation.

If an ESP is ever acquired the Board of directors will also be responsible for evaluating the performance of its ESP if applicable. The Board will utilize the ESP's agreement and proposal information to establish the evaluation criteria for assessing the ESP's performance throughout the term of the agreement. The ESP will be expected to report at Board meetings and provide monthly financial reports to the Board to allow the Board to monitor the ESP's performance throughout the year. In the event the ESP does not meet its obligations under the agreement, the Board of directors will ensure the ESP is notified of its failure and take remedial steps or other actions as necessary.

### **Legal Compliance & Acknowledgements**

As noted below, members of the Board of Directors have significant experience with public education and the legal requirements that apply to public charter schools. Whether it is an issue regarding governance (such as Utah's Open and Public Meetings Act), the Board understands its responsibility to ensure PEAK Academy operates in compliance with applicable law. Therefore, the Board of Directors acknowledges and/or makes the following assurances:

In accordance with Utah Code Ann. §53A-1a-511(8), the Board of Directors acknowledges that the school will be subject to Title 52, Chapter 4, Open and Public Meetings Act; and Title 63G, Chapter 2, Government Records Access and Management Act. In connection therewith, the Board of directors will participate in any ongoing and required trainings in this regard.

Inasmuch as PEAK Academy is recognized as a distinct and legally independent entity that is responsible for the financial decision-making and business operations of the school, the Board specifically acknowledges its understanding of this responsibility and assures that these responsibilities cannot and will not be relinquished.

### **Board of Directors: Experience & Background**

PEAK Academy's Board of Directors consists of a group of individuals who have demonstrated their capacity to implement and govern a successful charter school. As described in Appendix A, members of the Board have expertise in public school administration, business, finance, law, human resources, procurement, and nonprofit governance.



The Board of Directors' involvement with charter school operations and governances has provided its members with the practical experience to know how, and when, it is appropriate to engage professionals to provide specific support to the Board (e.g. legal services, real estate services, audit support). Inasmuch as it is difficult to organize a volunteer Board with professional backgrounds in every aspect of charter school governance, the Boards' capacity to identify specific needs and procure professional services to meet those needs will enhance its ability to successfully govern PEAK Academy.

In addition, our Board members' experience with charter school administration, governance and public education in general has created a shared awareness of the important role the school will play in representing its community. Our Board members have spent their careers and donated their time to enhancing public education, and we are committed to ensure that PEAK Academy establishes a reputation for excellence and represents its community well. For more detailed information on our Board of Directors individual education, experience and intent see Appendix A.

## 6. Staffing

### ***STAFFING PLAN – ROLES, RESPONSIBILITIES, AND QUALIFICATIONS***

PEAK Academy takes great pride in our leadership and administrative team. We are confident that with the correct people leading our school, all students will feel at home in their learning and take personal pride in their education. A positive learning environment with qualified and exceptional teachers is essential our school's success and will govern how and where we allocate funds to best serve our students.

#### **Director:**

PEAK Academy's Director will provide effective leadership throughout all parts of the school and will be involved with the various management decisions that take place daily. It is essential that our Director be knowledgeable in and oversee the implementation and management of all facets of the school. These include but not limited to the creation and implementation of policy, program management, compliance with state law, reporting, managing faculty, professional development, budgeting, student discipline, public relations, and other general operations. He or she will also have key roles in developing and managing partnerships with DTC, local businesses, and other organizations that support the school's mission.

#### **Director Responsibilities:**

##### *Leadership*

- Provide visionary, collaborative and innovative educational leadership
- Demonstrate leadership experience and success in challenging and engaging students at all points along the educational performance continuum
- Demonstrate strong decision making, problem solving and conflict resolution skills; able to make difficult decisions without being divisive
- Demonstrate strong financial intelligence and long-term vision for fiscal stewardship; allocates resources according to school and Board goals
- Demonstrate exceptional written and verbal communication skills
- Participate with the Board of Directors in executing the identified vision and strategic plan to guide the school
- Identify, assets, and inform the Board of Directors of internal and external issues that affect the school
- Act as a professional advisor to the Board of Directors on all aspects of the school's activities
- Foster effective collaboration and communication between the Board and rest of the administrative and educational team
- Act as a spokesperson for the school to create a positive public image that maintains an open flow of communication and promotes retention and new enrollment
- Conduct official correspondence on behalf of the Board as appropriate and jointly with the Board when appropriate
- Represent the school at community activities to enhance the school's community profile

*Operational Planning and Management*

- Develop an operational plan which incorporates goals and objectives that work towards the strategic direction of the school
- Ensure the operation of the school meets the expectations of the Board and parents
- Oversee the efficient and effective day-to-day operation of the school
- Manage all administrative aspects of school operations including management of all teaching staff and supervision of all administrative staff
- All hires will run through the Director with as needed assistance from the Assistant Director. All hires will be approved by the Board before contracts are offered
- Manage relationship with authorizer through ongoing communication to ensure compliance with required reporting schedule and other requirements
- Maintain knowledge of ongoing state policies and laws that apply to charter schools; apply that knowledge to ensure compliance
- Attend all Board, staff and committee meetings as able
- Attend all USBE trainings and all other state meetings or trainings as able

*Instructional Planning and Management*

- Oversee the planning, implementation and evaluation of PEAK Academy's curricula, programs, and services
- Ensure that the curricula, programs, and services offered by the school contribute to the organization's mission and reflect the priorities of the Board
- Monitor the delivery of instruction, programs, and services of the school to maintain and improve quality
- Set performance goals for teachers and monitor teacher performance
- Implement a performance evaluation process for all staff which includes instructional monitoring on an on-going basis and conducting an annual performance review
- Collaborate with teaching faculty and the Curriculum Specialist to develop and maintain curriculum standards, set student performance goals, and ensure teachers are meeting all curriculum objectives
- Participate in committees as necessary
- Be involved in student instruction as needed

*Parent/Teacher/Student Relations*

- Maintain effective communication systems within the school community and build positive relationships with parents to address questions and concerns
- Act as liaison for staff, faculty, student, and parent conflict; facilitate communication and collaboration in accordance with school and Board policies
- Oversee exit interview process
- Supervise the school discipline and guidance process, to conduct suspensions and expulsions
- Possess ability to identify and address student needs and concerns

*Financial Planning and Management*

- Work with the Business Manager, Assistant Director, and the Board to prepare and approve a comprehensive budget
- Work with the Board to secure adequate funding for the operation of the school
- Participate in fundraising activities as appropriate

- Approve expenditures within the authority delegated by the Board
- Ensure sound bookkeeping and accounting procedures are followed by the Business Manager
- Provide the Board with comprehensive, regular reports on the revenues and expenditure of the organization
- Communicate with stakeholders to keep them informed of the work of the school and to identify changes in the community served by PEAK Academy
- Establish good working relationships and collaborative arrangements with community groups, funders, politicians, and other organizations to help achieve the goals of the school

#### *Human Resources*

- Establish an energetic, positive, healthy and safe work environment in accordance with all appropriate legislation and regulations
- With the Assistant Director and Board, determine staffing requirements for optimal organizational management and program delivery
- The Director is responsible for teacher/staff interviewing, hiring, evaluation and recruitment.
- Holds the responsibility of student recruitment and retention
- Oversee Assistant Director as he/she allocates funds for staff benefits and compensation
- Oversee recruiting, hiring, retention, and dismissal of all personnel
- Oversee the Instructional Coach to ensure appropriate professional development
- Oversight of positive employee relations
- Recruit, interview and select staff that have the right technical and personal abilities to help further the school's mission
- Coach and mentor staff as appropriate to improve performance
- Discipline staff when necessary, using appropriate techniques; release staff when necessary, using appropriate and legally defensible procedures

#### *Oversight of Legal Issues*

- Comply with state regulations and licensing requirements
- Ensure legal basis for all school policies and administrative actions
- Oversee coherent policy of student conduct, special needs requirements, and supervision
- Oversee legal compliance of policies, procedures, and staffing

#### *Budgeting and Planning*

The Director is ultimately responsible for budget oversight. In conjunction with the Assistant Director and Business Manager, all state and federal reports will be filed timely, all expenses will be accounted for, budget revisions will be made within Board-approved appropriation limits and will be documented and discussed, and any spending above budgeted amounts will be immediately reported to the Board.

- Make budget and resource recommendations in accordance with the school's strategic plan to achieve the school's stated student outcomes
- Supervise annual fiscal audit with Assistant Director and Business Manager
- Collaborate with the Board of Directors, Assistant Director, Business Manager, and Finance Committee to strategically plan for and create a 5-year budget

- Work with the Assessment Director, Curriculum Specialist, and Instructional Coach to project academic program needs, capital project planning, and needed professional development

*Other duties as Needed*

**Director Qualifications:**

- Have expertise on curriculum, instruction, and assessments required by Utah as well as state and federal regulations that affect PEAK Academy, including Utah Core Curriculum
- Have at least three years of executive leadership experience
- Have a master's degree in school administration or a relevant field (*Preferred*)
- Have experience managing a complex budget, including working with restricted revenue streams
- Be a highly collaborative, results-oriented, adaptable, problem-solving self-starter who seeks feedback to continue professional growth
- Have excellent written and verbal communication skills and be a person who can build strong relationships with faculty, staff, students, parents and members of the community at large. These skills should make the director capable of sound decision making with respect to hiring, managing, supervising and mentoring other teachers and staff.
- Possess good listening skills and be able to take constructive feedback
- Be organized, efficient and capable of disseminating information to the various councils, faculty, students, and parents
- Commitment to and experience working with students with unique academic and personal needs
- Be positive, thoughtful, passionate, motivating, and empowering with staff and students
- Previous experience working in a Middle School or High School
- Have a teaching license (*Preferred*)
- Have experience with charter schools
- Experience using data to inform instructional planning and practice
- Comfortable using Microsoft Excel, sharing and analyzing student performance results, and constantly working to improve practices
- Experience working in an entrepreneurial, dynamic school or similarly demanding environment
- Be computer savvy, with proficiency in email, word processing, spreadsheets, Google Docs, etc.

**Assistant Director Responsibilities:**

The Assistant Director works hand in hand with the Director to ensure the successful leadership and management of PEAK Academy. Additionally, the Assistant Director works closely with faculty to promote the highest quality of education possible.

*Leadership*

- Provide visionary, collaborative and innovative educational leadership
- Has successful teaching and administration experience

- Demonstrates leadership experience and success
- Demonstrates strong decision making, problem solving and conflict resolution skills
- Demonstrates strong financial intelligence
- Demonstrates exceptional written and verbal communication skills
- Participate with the Board of directors in executing the identified vision and strategic plan to guide the school
- Act as a spokesperson for the school to create a positive public image that maintains an open flow of communication and promotes retention and new enrollment
- Represent the school at community activities to enhance the school's community profile

#### *Operational Planning and Management*

- In conjunction with the Director, ensure the operation of the school meets the expectations of the Board and parents
- Work with the Director to ensure efficient and effective daily operation
- Manage relationship with authorizer through ongoing communication to ensure compliance with required reporting schedule and other requirements
- Provide support to the Board and Director by collaborating with them and other committee chairs and staff to prepare meeting agendas and supporting materials to ensure meetings are effective and efficient
- Attend all Board, staff and committee meetings as able
- Attend USBE trainings and/or any other state meetings when Director is unable to attend
- Oversee physical facility to ensure a safe school environment and ensure our school is in adherence to all local, state, and federal guidelines
- Assists in assigned duties from the Director

#### *Instructional Planning and Management*

- Oversee implementation of policies and procedures related to admissions, waitlists, handbooks, general communication, and student records
- Participate in committees as necessary
- Oversee all programs related to school function including after school programs in compliance with regulatory issues
- Oversee the planning, implementation, execution and evaluation of special projects
- Participate in on-going instructional performance monitoring under the Director and Instructional Coach's direction
- Oversee state-required assessments
- Be involved in student instruction as needed

#### *Parent/Teacher/Student Relations*

- Maintain effective communication systems within the school community and build positive relationships with parents to address questions and concerns. Direct parents to appropriate staff or resources as necessary
- Act as liaison for staff, faculty, student, and parent conflict; facilitate communication and collaboration in accordance with school and Board policies

### *Financial Planning and Management*

- Research funding sources, oversee the development of fund-raising plans and write funding proposals to increase the funds of the schools
- Participate in fundraising activities as appropriate
- Work with the Director to ensure sound bookkeeping and accounting procedures are followed
- Provide the Board with comprehensive, regular reports on the revenues and expenditure of the organization
- Ensure that the organization complies with all legislation covering taxation and withholding payments
- Establish good working relationships and collaborative arrangements with community groups, funders, politicians, and other organizations to help achieve the goals of the organization

### *Human Resources*

- Contribute to the creation of an energetic, positive, healthy and safe work environment
- With the Director and Board, determine staffing requirements for optimal organizational management and program delivery
- Oversee the implementation of the human resources policies, procedures and practices including the development of job description for all staff
- Attend job fairs and responsible to oversee the advertisement of teacher job postings on the school's website and other online job hosting sites
- The Assistant Director will research recruitment methods of neighboring schools and districts to ensure PEAK Academy's pay structure is competitive and that we are using similar recruitment techniques. This information will be relayed to the Director for any policy updates or changes
- In conjunction with the Board, the Assistant Director will design and implement annual parent surveys to ensure current practices are adequately meeting student's needs
- Oversee staff benefits and compensation under the direction of the Director
- Ensure all staff receives an orientation to the school and appropriate training

### *Oversight of Legal Issues*

- *Oversee activities related to 501(c)3 (tax-exempt) status*
- Review and recommend school insurance and risk management coverage
- Ensure compliance with all state and Federal laws, guidelines, requirements for Special Programs

### *Budgeting and Planning*

In conjunction with the Director and Business Manager, all state and federal reports will be filed timely, all expenses will be accounted for, budget revisions will be made within Board-approved appropriation limits and will be documented and discussed, and any spending above budgeted amounts will be immediately reported to the Board.

- Research foundations and other grant sources, write grants, and manage grant processes in conjunction with the Assessment Director, Curriculum Specialist, and Instructional Coach
- Supervise annual fiscal audit with Director and Business Manager



- Collaborate with the Director, Business Manager, and Board to strategically plan for and create a 5-year budget

*Other duties as Needed*

**Assistant Director Qualifications:**

- Have expertise on curriculum, instruction and assessments required by Utah
- Have executive leadership experience
- Have experience with development and fundraising
- Have experience managing a complex budget, including working with restricted revenue streams
- Be a highly collaborative, results-oriented, adaptable, problem-solving self-starter who seeks feedback to continue professional growth
- Have excellent written and verbal communication skills and be a person who can build strong relationships with faculty, staff, students, parents and members of the community at large.
- Possess good listening skills and be able to take constructive feedback
- Be organized, efficient and capable of disseminating information to the various councils, faculty, students, and parents
- Commitment to and experience working with students with unique academic and personal needs
- Be positive, thoughtful, passionate, motivating, and empowering with staff and students
- Previous experience working in a Middle School or High School
- Have a teaching license (*Preferred*)
- Have experience with charter schools
- Comfortable using Microsoft Excel, sharing and analyzing student performance results, and constantly working to improve practices
- Experience working in an entrepreneurial, dynamic school or similarly demanding environment
- Be computer savvy, with proficiency in email, word processing, spreadsheets, Google Docs, etc.

**Administrative Assistant:**

The Administrative Assistant will work with the Director to help coordinate everyday responsibilities and will assist the principal in organizing their schedule. He/she will keep accurate employment records of all school employees, orient new employees through the school's HR policies and ensure employees complete necessary paperwork, background checks, and training. The Administrative Assistant will complete all administrative needs the Director allocates. Ideally this person will have a working knowledge of various revenue streams available to charter schools and experience in grant-writing, fundraising and allocation of funds. The Administrative Assistant and Counselor will oversee student enrollment and schedules.

**Head Secretary:**

The Head Secretary will act as the ‘gatekeeper’ and will set the tone for all students, parents, and guests as they enter PEAK Academy. He/she will check in and release students and will oversee student attendance at PEAK Academy. This includes recording attendances, calling parents or guardians about absent students. The Head Secretary coordinates events such as field trips and fire-drills and writes monthly newsletters for parents. The Head Secretary will answer phones, provide secretarial assistance as needed, and assist students and teachers in their needs. The Head Secretary will be organized and capable of forming a personal bond with staff, students and parents. They should have a solid understanding of the vision of PEAK Academy and be able to carry the essence of that into their personal interactions.

**Office Manager:**

The Office Manager’s primary duties include lottery, registration, scheduling, immunization and health reports, managing UTREX data, routing parent help desk requests, supply requisition and ordering, and other duties typically required by the school office. The Office Manager will have a food handler’s permit and will oversee the planning, ordering, acquisition, and delivery of the school lunch program. PEAK Academy will contract with outside businesses to create a menu from which we will feed all students who wish to eat school lunch. The lunch menu will be listed on the school’s website. From here, parents will preorder their child’s lunch. The Office Manager will place the order, pay, and arrange for the pickup and delivery of these lunches each day. The Office Manager will determine the number of extra lunches needed to make sure no one is left hungry, stocking extra easily available foods to ensure everyone is fed! Additionally, the Office Manager will assist students with PEAK Eats Café with the ordering of supplies and foods as is necessary to keep the café stocked and running.

**Counselor Responsibilities:***Counseling Plan Development and Management*

- Uses data to discuss, develop, and continually improve the school’s comprehensive school counseling program
- Work with school leaders to suggest and implement improvements to benefit student learning and mental health
- Communicates the goals and objectives of the school counseling program to administrators, teachers, students, parents, and the Board (as requested)
- Work with teachers and administrators to help develop each student’s individualized PEP Plan
- Stay abreast of and abide by state and charter regulations and policies for charter schools
- Ensure that policies established by federal and state law, and the charter policy in area of school counseling are being met
- Gather, manage and file all hardcopy and computerized reports, records, and other documents required by charter, state and federal regulations

*School Counseling Program Delivery*

- Work with the Administrative Assistant to coordinate all students’ schedules

- Work with students interested in Concurrent Enrollment (CE) courses to ensure they are aware of expectations, procedures, and deadlines to help initiate success. The counselor will work with the CTE Specialist to oversee these students
- Provides leadership and collaborate with other educators in the school-community regarding school counseling needs
- Implements appropriate, prevention-oriented activities to meet student needs and the goals of the program
- Provide individual and group counseling to students with identified concerns and needs
- Uses assessment tools and techniques for determining and structuring individual student and group counseling techniques and services, including their effectiveness
- Works with parents/guardians to assist student to implement life skills that students need to be successful in their current and future education, as well as career and life planning
- Assists students individually or in small groups with the development of academic, career and personal/social skills, goals, and plans
- Collaborate with school administration and other service providers (Special Education staff, Speech Therapist, etc.) and teachers on student counseling plans to ensure all modifications are met
- Communicates effectively with parents/legal guardians, teachers and administrators regarding students' concerns and needs and helps them interpret and understand assessment and other data

#### *Evaluation and Reporting*

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

#### **Business Manager:**

The Business Manager will be responsible for the accounting and budget functions at PEAK Academy. Additionally, the Business Director will work with the Director and Board to promote awareness of PEAK Academy in the greater community.

PEAK Academy intends to keep all governance and managerial services within the school. However, it may choose to get some services in the future through outside parties through consultant or management contracts.

#### **Business Manager Responsibilities:**

##### *Financial Management*

- Provide the Director with comprehensive, regular reports on the revenues and expenditure of the organization
- Assess and process all purchase orders and check requests and manage budget by certifying available funds; get proper authorization according to school policy

- Reconcile and manage all school accounts, including bank and purchase card accounts
- Collaborate with school administration to project student enrollments, staff needs, building and facility needs, energy needs, capital equipment needs and other cost items for school improvement
- Monitor the overall school budget and see that programs are cost effective, and funds are managed effectively
- Prepare all related reports including USOE reports, other state and federal reports, tax reports and other accounting reports as necessary
- Negotiate favorable purchasing agreements for materials and supplies; follow state procurement law and school purchasing policies
- Track school revenue and make bank deposits
- Seek additional funding through direct fundraising, government and private grants and constituency donations
- Report monthly to the Board regarding all financial matters of the school and meet weekly or as requested with the director, Board chair or treasurer
- Complete regular payroll
- Coordinate required state audits and reports with appropriate accounting firm and state agencies

#### *Facilities Management*

- Track the school's assets and work with school administration to inventory and maintain the school's property, curriculum, and supplies
- Calculate the depreciation of assets for inclusion in the budget
- Maintain and direct sales of surplus equipment for disposal
- Oversee maintenance of replacement cost-asset inventory for insurance purposes
- Oversee the drafting of bids and bid specifications for new equipment purchases
- Prepare reports related to the school's facility and any related financing
- Recommend and budget for capital improvements to the facility as needed

#### *Legal Compliance*

- Ensure policies established by federal and state law that apply to charter schools and local Board policy in business operations are followed
- Manage all hardcopy and computerized reports, records, and other required documents related to Business Management responsibilities
- Compile and review monthly financial statements and budget reports
- Act as liaison with Division of Risk Management and other insurance providers
- Complete state audits and reports and report monthly to the Board, meet weekly or as needed with the Board Treasurer or Chair

#### **Qualifications:**

- Have an advanced degree in a related field such as accounting or business management and preferably have experience with business practices in a charter school system with accounting, budgeting and auditing
- Demonstrate good organizational skills and data management as well as the ability to present of such data to other members of the school, councils, boards, or outside entities in need of such data

- Have experience managing funds for a school, business or other organization
- Knowledge and preferably experience dealing with state and federal laws pertaining to the use of funds, accounting and reporting specific to Utah charter schools
- Demonstrate commitment to the financial viability of PEAK Academy
- Be familiar with the mission and goals of PEAK Academy
- Possess strong oral and written communication skills that will serve in building community relationships that promote PA
- Possess a personality that will help build connections and partnerships between PEAK Academy and various community leaders
- Have an adequate degree of expertise in website design and promoting PA in social media and other electronic venues.

### **CTE Specialist:**

The CTE Specialist performs a variety of supervisory and administrative tasks in monitoring and assisting the programs for career and technical education and Concurrent Enrollment (CE) options. The CTE Specialist monitors the overall effectiveness of programs and ensures all are implemented within federal, state, and local regulations. The CTE Specialist will supervise a group of Career and Technical Education teachers. The CTE Specialist will utilize research-based methodology to strategically plan and coordinate a comprehensive CTE and CE program.

### **CTE Specialist Responsibilities:**

- Provide leadership, inspiration, collaboration, and a commitment to excellence and achievement for each student in the areas of CTE and CE
- In conjunction with the Counselor, the CTE specialist will help oversee and be available to work with students interested in CE courses
- The CTE specialist will represent PEAK Academy and fully participate at all state CTE meetings and trainings
- Plan, develop, and implement a comprehensive program for students in career and technical education
- Develop and implement standards, policies, and procedures related to career and technical education; develop short and long-term goals for the program; monitors the progress of various services; makes recommendations for changes to the Director
- Coordinate with local businesses, parents, and school personnel to resolve problems and secure needed resources and services
- Respond to calls and correspondence regarding programs and services offered
- Supervise and conduct personnel administration duties for staff, including hiring, firing, evaluating (in conjunction with the Instructional Coach), and assigning special duties
- Assist in the preparation of budgets for the CTE program. The CTE Director will coordinate with other departments or agencies to ensure maximum services, monitors expenditures of approved budgets
- Supervise and evaluate the conduct/performance of assigned personnel

- Plan and provide needed teacher development instruction to assist teachers in their area of responsibility
- Oversee CTE related budgets
- Assure CTE programs and equipment meet industry, state, and safety standards
- Serve as PEAK Academy's DTC liaison
- Perform other duties and assignments as needed

**CTE Specialist Qualifications:**

- Hold a current CTE endorsement
- Has the ability to record and deliver information, to explain procedures, to follow oral, and written instructions. Must be able to communicate effectively and efficiently in a variety of technical or professional languages including medical, legal, and counseling terminology
- Must be adaptable to performing under stress and when confronted with emergency situations
- Considerable knowledge of local, state, and federal policies and procedures regarding career and technical education
- Considerable knowledge of the current literature, trends, methods, and developments in the area of career and technical education
- Ability to advise and develop staff
- Ability to assess the needs of students
- Ability to develop and implement policies, procedures and standards for services offered
- Demonstrated understanding of CTE Pathways and certification

**Classroom Teachers:**

Teachers form the front-line support and main contact for each student every day. These are the staff students will look up to most and it is critical that a close bond and working relationship be established between the teacher and each individual student for optimal learning.

PEAK Academy will be looking for qualified teachers who are experienced in project-based learning and who strongly support the entrepreneurial goals, mission and vision of PEAK Academy.

The teachers and faculty will exemplify the 4 C's (Critical Thinking, Creativity, Collaboration, and Communication) in their behavior and classroom management. Teachers will be recruited taking in consideration their willingness to develop leadership qualities and ideal candidates will have a breadth of experience in implementing and seeing through various authentic instructional projects. Teachers will be expected to implement project-based learning opportunities across the curriculum, working with other teachers on projects involving all aspects of the academic spectrum. Math, science, language arts, and social studies teachers will work together to create and collectively grade students on large multi-disciplinary projects. PEAK Academy recognizes not all teachers, particularly in the first year, will come with these skills. Therefore, the school has budgeted and planned for professional development to assist all teachers in developing these skills over time. We will prioritize hiring an Instructional Coach with significant project-based learning, collaborative,

and leadership experience. This coach will help provide experience through guided practice and assistance in developing lesson plans and projects throughout the year to ensure teachers feel equipped and comfortable to effectively implement PBL in their classroom.

**Classroom Teacher Responsibilities:**

- Utilize curriculum and implement a method of instruction that, while demonstrating a strong grasp of the subject matter, adheres to PEAK Academy's philosophy, goals and objectives as outlined in this proposal and the Utah State Core Curriculum and Standards
- Ability to demonstrate an understanding of and commitment to the mission of PEAK Academy with knowledge and proficiency in the integration of project-based learning in the classroom
- Keep an accurate, up-to-date record of student performance and progress throughout the year
- Meet with parents and communicate with others as needed, assigned, or requested
- Accommodate students with Individualized Education Program (IEP) as required and recognize learning difficulties. Collaborate with others in the school as appropriate
- Oversee and assess teaching assistants, support personnel and other staff working under the direction of the teacher, including volunteers
- Maintain confidentiality in all aspects of the job
- Ensure student, staff, and family privacy is maintained by withholding all personal information on any person(s) from unauthorized recipients
- Contribute to a positive work and school environment by maintaining a positive, pleasant demeanor in all situations and communications
- Attend staff development activities and seminars to enrich job skills and abilities
- Develop, in accordance with Charter guidelines and policy, reasonable rules of classroom behavior
- Consistently apply classroom and school behavior management plans focusing on the 4 C's (Critical Thinking, Creativity, Collaboration, and Communication)
- Take necessary and reasonable precautions to protect students, equipment, materials and facilities
- Ensure school safety by assisting with fire drills and other emergency response drills
- Keep educators' license and endorsements up-to-date and applicable to assignments
- Participate in professional development programs
- Keep licensure current and demonstrate growth toward higher levels of certification and Highly Qualified Teacher status
- Demonstrate real concern for the children to be taught and have good communication skills not only to help relay information in the classroom but also to effectively communicate with other members of PEAK Academy and parents
- Be aware of student needs and be able to structure instruction according to those needs



- Ability to create and interpret the use of rubrics and other proficiency monitoring means to both authentically and traditionally assess students
- Ability to interpret assessment results and adjust instruction accordingly
- Teachers should always strive for personal excellence and as such will seek out continual professional and self-development

**Classroom Teacher Qualifications:**

PEAK Academy will follow applicable USBE standards for the hiring of all teachers, paraprofessionals, aides and substitutes.

- All PEAK Academy teachers will have a bachelor level degree at an approved higher education institution and will hold an appropriate license with areas of concentration and endorsements as approved by the USBE (See R277-510, R277-520 and R277-524) or shall be on track to complete an Alternative Route to Licensure (as provided in Rule R277-503)
- All teachers will be highly qualified in their content area

**Special Education Director (SPEDD):**

The Special Education Director will ensure that the same philosophy and program that guides the school will be modified as necessary so students with disabilities can also develop those skills as determined by a student's Individualized Education Program (IEP). IEPs will be written such that individual needs are addressed based on students' abilities, with the goal of developing 21<sup>st</sup>-Century Skills through collaborative, project-based learning for all students to develop the leadership skills necessary for success.

PEAK Academy will contract all related services such as physical, occupational, speech and language therapies as well as assistive technology through an outside company. This company will provide these services to all students who require these services. The SPEDD will be responsible for the hiring of this company and oversee that all necessary services are provided in an exceptional manner.

**Special Education Director Responsibilities:**

*Leadership*

- Educate and in some cases mentor other teachers and staff with respect to the needs of children with intellectual, emotional and physical needs
- Oversee and assess teachers, instructors, assistants, support personnel and other staff working with special education students
- Train school staff in appropriate methods and strategies for helping students with disabilities to have access to and participate fully where possible in regular school programs
- Train faculty and staff on all things related to special education
- Evaluate the effectiveness of special education staff and outside service providers

*Program Management and Compliance*

- Assist in the creation and outfitting of school facilities for students with disabilities.
- Continually supervise curriculum program to ensure it is pertinent to student's needs

- Administer guidance in composing and implementing outside service contracts for special education students
- Direct the fiscal aspects of the special education department with the Business Manager and confirm that programs are cost effective, and funds are managed within budgets
- Perform all state and federal special education reporting at year end and periodically and as required during the school year
- Attend local education agency (LEA) meetings and stay up to date with any new or changing laws as they apply to special education needs
- Coordinate and lead the school's state and federal audits of special education reporting and data
- Enter special education data accurately into the school's Student Information System to ensure accuracy in reporting and appropriate and adequate funding is received
- Ensure that adequate supplies and equipment are available
- Evaluate special education program quality through assessment findings, including student achievement data
- Stay abreast of and abide by state and charter regulations and policies for charter schools
- Advise on policy and program improvements
- Confirm that policies established by federal and state law, and the charter policy in area of Special education are being met
- Gather, manage and file all hardcopy and computerized reports, records, and other documents required by charter, state and federal regulation

#### *Evaluation and Reporting*

- Provide student performance measurements to the Director and classroom teacher who will keep an accurate, up-to-date record of student performance and progress throughout the year
- Meet with parents as requested to discuss needs and progress of students
- Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.
- Coordinate the development and implementation of IEP's
- Coordinate any specific needs of each child such as doctor or other professional visits or treatment
- Develop working relationships with parents or guardians around best care practices
- Monitor progress of students so that individualized plans can be kept up to date and appropriate
- Monitor and record compliance with federal and state regulations. Coordinate and lead the school's state and federal audits of special education reporting and data
- Direct the fiscal needs of the special education department with the Business Manager to ensure the program is cost effective and within budget. Ensure that the necessary factors are present for students with IEP's to receive IDEA Part B funds

- Ensure general education teachers are trained on specific Special Education needs of individual students
- Ensure annual and periodic special education data uploads and reporting meet appropriate state and federal requirements

*Classroom Management*

- Under the direction of the Director oversee student behavior and discipline for students with disabilities.
- Oversee and maintain special education programs and services to meet students' needs.
- Ensure that student progress is reviewed on an ongoing basis and that the results are used to adjust IEPs
- Ensure special education referral process requirements are met
- Arrange for, or conduct evaluations, advise on placement and program management for each student
- Collaborate with school administration and other service providers (Counselor, Speech Therapist, etc.) and teachers on student IEPs to ensure all specialized instruction, related services and accommodations are met
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials, and facilities
- Use classroom management plan consistent with students' IEPs, school-wide standards and Least Restrictive Behavioral Environment
- Assist with student discipline including removal of disruptive students from class and escorting students to office
- Share responsibility during the school day for the supervision of students in all areas of the school, including pick-up and drop-off, recess, lunch, assemblies, field trips, and other responsibilities as assigned
- Undergo training in managing the behavior of students according to IEP requirements
- Assist students with disabilities to encourage their access to full participation in the school's regular programs
- Assist teachers with classroom instruction as assigned, including providing individualized instruction, working with small groups, teaching sections of lessons, and all other assignments consistent with school standards
- Work with teachers to accommodate students with IEPs as required
- Recognize learning and behavior problems and communicate student needs to staff as appropriate
- Provide instruction as assigned according to students' IEPs, including providing individualized instruction, working with small groups, teaching sections of lessons, and all other assignments consistent with school standards

**SPEDD Qualifications:**

- Minimum of a bachelor's degree in Special Education and experience working with special education students in the classroom

- Working experience overseeing the IEP process as well as knowledge of state and federal guidelines that regulate special education including IDEA, ADA, and Section 504
- Possess adequate leadership and people skills to work with all teachers and staff to promote the needs of the special education children
- Commitment to the mission and vision of PEAK Academy

**Learning Specialists:** Learning Specialists are teachers who work under the supervision of the SPEDD in order to further the education of the special needs students.

**Learning Specialists Responsibilities:**

- Work with individual students to provide special needs as defined in the IEP's
- Be knowledgeable about working with the various special needs, especially mathematics and reading which often need extra effort
- Supervise paraprofessionals who will be assisting in the classroom
- Help coordinate other therapies as required

**Learning Specialists Qualifications:**

- Minimum of a bachelor's degree with experience working with special education students
- Have a working knowledge of state and federal guidelines that regulate special education including IDEA, ADA, and Section 504.

**Paraprofessionals:**

Paraprofessionals will assist classroom teachers as needed as well as assist special education students. They will work closely with classroom teachers and primarily focus on students needing extra attention and instruction. Paraprofessionals will work under the supervision of a teacher or other licensed or certified professional. PEAK Academy will follow state and federal guidelines in order to hire qualified paraprofessionals, including both instructional and classroom aides.

**Paraprofessional Qualifications:**

- Need to have completed a secondary school diploma or recognized equivalent
- Satisfy state requirements to assist students in core courses under ESEA
- Be able to demonstrate skill and knowledge in working with students in a school setting and be committed to the mission, vision and pedagogy of PEAK Academy.

**Athletic Director:**

The Athletic Director leads all aspects of the athletics program at PEAK Academy including hiring coaches, scheduling, budget preparation, promotion, and facility management. He or she will serve as a recruiter for new students; actively engaging prospective families in an effort to draw more students to PEAK Academy and will additionally take on any additional tasks to support recruitment.

**Athletic Director Responsibilities:**

*Leadership*

- Provide vision, guidance, and direction for PEAK Academy's Junior High and High School athletics program
- Be directly in charge of hiring, guidance, professional development, evaluation, leadership, and accountability for all coaches
- Mediate any disputes between athletes, coaches, families, staff, community members, visiting teams and other members who occupy the facilities
- Be willing and able to serve as head coach for one sport each season to build the coaching staff and program. This requirement may be omitted by the Board if needed
- Supervise on site athletic activities and perform administrative duties
- Establish a strong relationship with high school and middle school coaches, families, students, staff, media, and community members. Leverage those relationships to maximize the athletic program
- Continue professional growth by attending classes, clinics, workshops, and affiliations with professional organizations
- Participate in school administrative team decision-making and meetings
- Supervises and directs the coaching staff to ensure that proper practice schedules are maintained and that state rules are adhered to
- Arrange for officials and medical personnel and assume general responsibility for the proper supervision of home games
- Supervises the coaches in the cleaning, storage, and maintenance of all athletic equipment and uniforms, including the maintenance of updated inventories
- Oversees the supervision of volunteers who work athletic events
- Develops and implements appropriate rules and regulations governing the conduct of athletic activities, participants, and observers

#### *Culture of Program*

- Maintain an active, highly participatory program that promotes sportsmanship and embodies core values of respect, responsibility, courage, curiosity, integrity, and doing your best both in athletics and academics
- Work with families, students, teachers, and staff to ensure students are academically supported and able to balance demands of athletics
- Work with families, students, teachers, and staff regarding problems of discipline concerning athletics
- Creates and manages a system of accountability for athletes to ensure adherence to school policies and expectations
- Create a system of due process that is appropriate and consistent across each sport regarding athletic suspensions and expulsions
- Plan and develop athletic award and recognition systems for each athletic program
- Develop a parent/student/community booster/support group to promote athletics and increase participation and recognition of PEAK Academy athletes
- Develop a written philosophy statement and conduct a preseason meeting with parents and players to discuss acceptable player behavior, practice procedures, substance abuse policy and other guidelines that relate to program management
- Serves as District liaison between division, local, and state athletic authorities.

- Responsible at ensuring all coaches of PEAK Academy establish and maintain a safe environment for students
- Appropriately maintains and secures confidential records and inquiries
- Professionally represents PEAK Academy in interactions with parents, community, staff, and students

*Financial and Logistical*

- Prepare a budget and allocate spending on items including coaching salaries, team travel, and equipment purchases
- Coordinate with internal and external coaches, facility managers, as well as external athletic directors to determine scheduling of games, practices, and weight room/training facilities, and to ensure proper maintenance of facilities for all activities
- Responsible for garnering UHSAA membership and maintaining adherence to UHSAA policies.
- Responsible for obtaining the advertising, information, printing, and selling of programs and tickets, and other marketing/promotion for athletic events
- Keep monthly calendar of school athletic activities up-to-date and publicized
- Work with the Director and Business Manager to create sustainable systems of fundraising to increase athletic budget and resources
- Develop a sports specific safety plan
- Responsible for the ordering, distribution, inventory, and collection of athletic equipment
- Adherence to all state and school policies and guidelines
- Create an organized, efficient, and timely system for ensuring that student athletes are academically eligible for athletic participation
- Maintain consistent, organized, and thorough records of student eligibility, physical exams, insurance information, release forms, health and safety information, and liability paperwork
- Ensure that all athletic programs operate in accordance with league rules and guidelines
- Review with coaches all league rules and ensure coaches do the same with teams and families at the start of each season
- Require all coaches (part-time, volunteer, etc.) to follow the hiring procedure (including first aid and UHSAA and are cleared by Director before beginning coaching
- Report all rule violations or suspected violations to appropriate individuals and to the Director
- Maintains appropriate certifications and training hours as required
- Participate in network wide Professional Learning Programs
- If applicable, teach one course within the school

**Athletic Director Qualifications:**

- Experience in sports and management
- The Athletic Director will become or have previously been qualified as a Utah High School Activities Association Coach

- The Athletic Director will become or have current certification in Adult CPR, First Aid, and Concussion Training
- The Athletic Director will continue professional growth by attending classes, clinics, and camps pertaining to the sport

### **Assessment Director:**

The Assessment Director is responsible to the Director for the quality of instruction, curriculum, and student academic achievement. The Assessment Director will compare the students' progress with the school goals as well as with national and local performance standards and result. The attained data will be assessed, interpreted and reported to the Director, teachers, students, and parents. Working with faculty, the Assessment Director will distribute resources, tools, examples and templates to teachers for use in classrooms and projects and ensure teachers get the training, development, and guidance they need to continue certification.

The Assessment Director will oversee state mandated assessments under the direction of the Assistant Director. The Assessment Director will analyze student testing data to identify strengths and weaknesses in curriculum and instruction and identify needed curriculum adjustments.

Together, with additional insight from the Director and Assistant Director they will create a school-wide improvement plan to ensure students are making adequate progress. Additionally, the analyzed data and trends will help identify areas of professional learning needed to aid our teachers. This collaboration is essential to ensure teachers receive updated training in accordance with the best practices to design and implement an appropriately personalized learning experience for each student.

### **Assessment Director Responsibilities:**

#### *Assessments*

- Assist in the administration of various assessments as required by the state
- Attend all necessary trainings
- Coordinate the use of formative and summative assessment

#### *Evaluation and Reporting*

- Work with the Assistant Director and Classroom Teachers to train teachers on the use of appropriate assessments and the interpretation of results as they relate to the goals and teaching at PEAK Academy
- Help coordinate assessment data including interpretation and submission
- Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws

#### *Educational and Program Management*

- Work with the Assistant Director to train teachers on the use of appropriate assessments and the interpretation of results as they relate to the goals and teaching at PEAK Academy
- Supervise teachers and aides, regularly observe classes and groups, and coordinate the development of training programs in methods, content, and structure



*Special Education*

- Coordinate with the SPEDD and classroom teachers on students' Individual Education Plans to ensure all modifications are met

*Communication*

- Communicate and assist in teacher communication with parents regarding student progress
- Maintain communication with parents, staff, and other educational professionals to circulate professional research, ideas and information
- Provide/receive student performance measurements to/from classroom teachers who will keep an accurate, up-to-date record of student performance and progress throughout the year
- Meet with parents as requested to discuss needs and progress of students

**Assessment Director Qualifications:**

- Hold an advanced degree in a relevant field such as Education and have experience working with teachers around the use of assessment tools
- Be familiar with the various assessments and the instructive use of the data generated as well as being comfortable relaying that data to teachers and the reporting of such data
- Have a working knowledge of the use and administration of formative and summative assessments
- Be comfortable mentoring teachers and paraprofessionals in the use of assessments
- Create and maintain a professional relationship with colleagues and students

**Curriculum Specialist:**

Quality curriculum plays a key role in ensuring all students have access to a good education. The quality of textbooks, teaching methods, and the treatment of different subjects can all affect how—and how much—students learn. Excellent curriculums can support teachers in critical ways and boost student achievement. Research consistently suggests that comprehensive, rich instructional materials and effective delivery methods can improve student academic success.

**Curriculum Specialist Responsibilities:**

- Review curriculum in committees
- Help teachers create and revise grading rubrics, exams, scoring guides, and unit plans as needed
- Provide options and detailed reasoning behind chosen instructional materials and textbooks for the Director, Board, and all staff to review
- After review process, select textbooks and other instructional materials for implementation
- Set goals for areas of curriculum teachers cover in a school year
- Learn about innovative instructional methods and new educational technology
- Help teachers integrate new technology into their instruction
- Monitor PEAK Academy performance by analyzing data and interpreting statistics about curriculum
- Participate in or facilitate curriculum review committees

- Set expectations for which parts of the curriculum must be covered within the school year
- Stay informed of trends in instructional methods and educational technology
- Assist teachers in incorporating new technology into their lessons
- Provide feedback to teachers based on individual observation and student performance data
- Write grant proposals related to curriculum and instructional matters

### **Instructional Coach:**

Our Instructional Coach will work with teachers to improve the quality of their lessons and the quality of students' education. They serve as mentors and role models, helping teachers stay fresh and use the latest techniques and technologies in their classrooms. This coach will deliver and schedule the needed professional learning for individuals, teams, or groups of teachers as needed. The Instructional Coach will initiate surveys and observations to determine teachers' professional learning needs. The Instructional Coach will collaborate with the Director to review data and determine the scope and intensity of teacher training.

### **Instructional Coach Responsibilities:**

- Oversee teachers' professional development. A school is only as good as its teachers, and a large part of an instructional coach's job is taking responsibility for their continuous growth. That can mean mentoring, observing classes, and providing feedback.
- As requested, the instructional coach will model the latest teaching practices in front of students and other teachers
- Create and maintain a professional relationship with colleagues and students
- Assist in hiring, performance monitoring, evaluations and terminations of instructional staff as requested by the Director or Assistant Director
- Coordinate with the Director and other administration to ensure the school instructional programs further the school's mission
- Work with the Director and Business Manager to coordinate state and federal reports of fiscal data
- Manage the instructional professional development program
- When needed, train teachers in methods of classroom preparation and management utilizing the e 4 C's (Critical Thinking, Creativity, Collaboration, and Communication) to enhance instruction

### **Media Specialist:**

The media specialist will be a full-time position, managing all aspects of the media center and librarian duties in addition to the responsibilities of community outreach and public relations.

#### *Media Center Administration*

- Plans, implements and evaluates the media center's program, policies, and services that support the school's mission and instructional objectives
- Requests and administers the media center budget
- Prepares for the opening of the media center so that services are available from the first day of school until the last day of school

- Serves on appropriate school committees
- Recommends for selection, trains, and may supervise other media center staff if needed
- Assists in planning for adequate media center equipment and supplies
- Maintains the media center so that it is attractive and efficient to use
- Writes reports relating to the media center as necessary or required
- Prepares requests for funds relating to the media center from federal and other resources
- Coordinates public relations highlighting the media center program and services
- Designs a schedule that ensures timely access to media center resources for all students and staff, as well as time for library management activities

#### *Instructional Support*

- Collaborates with teachers in implementing integrated instructional activities, applying current instructional strategies
- Prepares bibliographies and lists of resources
- Coordinates a variety of services, including class visits, individual and small group projects
- Serves as information specialist to assist teachers and students in selection and use of instructional and project materials
- Conducts staff orientation to the media center's services and programs
- Provides library/technology in-services training activities for staff
- Coordinates selection of materials for library collections and special units of study

#### *Resource Management*

- Develop, updates and publicizes the school library materials selection policy
- Reviews professional journals, bibliographies, selection aids, publishers' catalogs and brochures and routes these to staff as appropriate
- Confers with sales representatives and communicates to staff and administration as appropriate
- Consults with staff and students in evaluating, selecting and acquiring library resources and equipment
- Provides a variety of print and media/technology related resources
- Classifies, catalogs, and organizes the media center's materials for maximum accessibility and availability
- Procures and maintains an inventory of the media center's materials and equipment
- Maintains a system for circulating and retrieving the media center's resources

#### *Classroom Management*

- Oversees student discipline and assists teachers with student behavior while students are in the library
- Use classroom management plans consistent with teacher's techniques and school-wide standards, focusing on the 4 C's
- Share responsibility during the school day for the supervision of students in all areas of the school, including pick-up and drop-off, recess, lunch, assemblies, field trips, and other responsibilities as assigned

#### *Community Outreach*

- Participate in fundraising activities as appropriate

- Establish good working relationships and collaborative arrangements with community groups, funders, politicians, and other organizations to help achieve the goals of the school
- Expand awareness of PEAK by building partnerships and coordinating learning opportunities especially in the areas near the school
- Promotional activities can include marketing efforts, press releases, informational meetings, social media and other activities to increase awareness of the school
- Work closely with the Director and Board on marketing efforts
- Work closely with families through email, phone, conferences, tours and other means to promote the goals of PEAK Academy and recruit students and families to PEAK Academy
- Network with various people and organizations to better integrate PA into the community
- Coordinate with Parent Council committees
- Oversee the finances associated with activities, festivals, fund-raising efforts, volunteers and educational efforts
- Work on other duties as directed

**Educational Technology Specialist:**

The Educational Technology Specialist will maintain, process, and troubleshoot computer systems and operations throughout the school. This position will possess highly technical skills and aptitude for programming and computer languages. Additionally, the Educational Technology Specialist advocates for the use of appropriate technology in an academic setting. Educational technology specialists help schools use technology to make classroom learning exciting without compromising the integrity of the learning environment. He/she will also establish PEAK Academy's website ensuring it is informative and attractive. If needed, website creation can be outsourced, but the Educational Technology Specialist will be responsible for making updates, confirming the validity and necessity of information with the Director or Administrative Assistant before posting.

**Head Custodian:**

The Head Custodian is responsible for the cleanliness of PEAK Academy's building, equipment, and furnishings. The responsibilities include ensuring the common areas, offices, classrooms, and equipment are clean. Additionally, the Head Custodian oversees the inventory and ordering of all cleaning supplies, ensuring everything needed is stocked and ready to use. PEAK Academy will most likely hire an outside company to complete the nightly cleaning. The Head Custodian will be responsible for the necessary cleaning during the day.

**REQUIREMENTS FOR ALL STAFF:**

School policy will ensure that: All faculty and staff meet legal requirements for licensure for their position or are making progress through a legally approved alternative route. The school shall not employ any individual whose license to teach has been suspended or revoked by the Utah State Office of Education. Employees who have significant unsupervised access to students will undergo a background check, as required by law, as well as additional background checks on hired employees that are in any position of trust, whether

or not they have unsupervised access to students. Administration shall conduct reference checks for all hired employees, including character and employment references.

#### ***6a. Required Employment Policies***

##### **SCHOOL-WIDE RECRUITMENT & RETENTION:**

With the increasing demand for certified and licensed teachers, PEAK Academy will employ a variety of strategies to recruit and retain effective teachers.

The four-day school week will be an added benefit for teachers as it provides and a dedicated day for faculty to engage in professional development, classroom planning, and personal balance. It will be a help recruiting tool in today's competitive candidate environment. PEAK intends to attract and retain top talent by offering value added benefits to enhance the work experience.

PEAK Academy will provide teachers with adequate time for preparation, data analysis and needs-based professional learning thus assisting teachers to become masterful at designing and delivering instruction. The Assistant Director will be responsible for teacher recruitment. Employment opportunities at PEAK Academy will be posted on the school website, at Teachers-Teachers.com, to the Department of Workforce Services, and to other local employment websites. Active recruitment will take place through local colleges and universities, job fairs, and outreach efforts. PEAK Academy will advertise and distribute materials such as brochures, flyers, and online media guides to provide interested candidates with details about our personalized learning model as well as the expectations and benefits of working at the school.

In addition to our staff's salary, full-time employees of PEAK Academy will receive an additional 11% of their salary to be used as a retirement investment or health insurance stipend.

PEAK Academy FTEs will receive a \$1,000 signing bonus and an additional \$1,000 every year they renew their contract.

##### **ACCOUNTABILITY AND INCENTIVES**

PEAK Academy recognizes quality teaching should be matched with quality compensation. Our ability to provide incentive for higher performance will lead to greater student achievement and school success. PEAK Academy will put in place performance-based compensation that rewards teachers for outcomes consistent with the school's goals and mission.

High Performance Teaching includes these four elements:

- Impact on student learning gains
- Excellent teaching practice
- Professionalism and leadership
- Parent Satisfaction

High Performing Teachers' students make more than one year's worth of growth while in their class. Teacher impact shall be measured using a value-added model of student test scores. A teacher's impact will be measured by the progress of his or her specific students over the course of the year that they were in the teacher's class. Quality classroom instruction and management will be measured by qualified observers during in-classroom observations by administration and/or education consultants. These professionals will use standards developed by school administration, consistent with Board policy and approved evaluation standards. Each teacher will know the standards and will be observed for a minimum of one hour on three different occasions throughout the year. Two members of administration and/or approved educational consultants will score the teacher during each observation.

The school administrative leadership team evaluates a teacher's professionalism, leadership, and quality. High Performing Teachers achieve high levels of satisfaction among their students and parents. Once annually during the final academic term, PEAK Academy will survey parents on overall school operation, including satisfaction with teachers and administration. A specific policy will be adopted based on these elements, assigning specific incentive amounts and procedures that will be implemented by administration.

School leadership will also be evaluated based on outcomes, using a similar, but differently targeted, four-element structure:

- Enrollment
- Teacher Retention
- Student Achievement
- Parent Satisfaction

Teachers and administrators, who are rated high according to the rubric, will be rewarded with raises, bonuses, promotions, and other monetary and non-monetary incentives. Those who score low will be coached and counseled with improvement plans, specific timeframes for the noted improvement, which will either lead to the individuals' performance meeting standard, or the termination of employee's employment.

**AT-WILL EMPLOYMENT** PEAK Academy is an at-will employer. The school will not sign contracts for any length of time for any employee, with the potential exception of the school's Director if performance is such that the Board desires to secure a long-term employment situation. All HR policies, forms, manuals, and procedures will protect the school's at-will employment status. Nothing in this charter application, including any description of possible procedures relating to any HR transaction shall be construed to limit the at-will nature of employment at PEAK Academy.

## **7. Business & Operations Plan**

### **7A. Budget**

The Board of Directors, Financial Coordinator, and Director will be responsible for making sound financial decisions for PEAK Academy. Thus, ensuring that the school is exercising discretion and responsibility with its expenses, facilities, maintenance and operations, staffing and benefits, curriculum, materials, technology, and purchased services.

PEAK Academy is committed to being a fiscally responsible nonprofit charter school in compliance with all state and federal financial reporting requirements, and filing reports timely and accurately. The Board of Directors, as stewards of taxpayer dollars, will review monthly and yearly budgets for both state and federal funds, to ensure the monies spent advance its mission and vision to the benefit of the students and school community.

### **EXPLANATION OF GENERAL BUDGET ASSUMPTIONS**

#### *Budgeting, Budget Oversight & Financial Reports*

In accordance with Utah Code Ann. §53A-19-101, PEAK Academy will appoint a Financial Coordinator before June 1st of each year, the budget officer shall prepare a tentative budget, with supporting documentation, and submit it to the governing Board. This will include:

- A. Revenues and expenditures of the preceding fiscal year;
- B. The estimated revenues and expenditures of the current fiscal year;
- C. A detailed estimate of the essential expenditures for all purposes for the next succeeding fiscal year;
- D. The estimated financial condition of the school district or charter school by funds at the close of the current fiscal year;

This tentative budget will be filed with the school's Director and be available for public inspection at least 15 days before the date of adoption. Any budget amendments will be noticed to all Board members at least one week in advance.

In accordance with Utah Code Ann. §53A-19-106, the Financial Coordinator of the Board may not draw warrants on funds except in accordance with and within the limits of the budget passed.

PEAK Academy will submit required monthly financial reports in the planning year, followed by required quarterly financial reports beginning in the first operational year. PEAK Academy will ensure that all other reports including the Annual Financial Report, Annual Program Report, October 1st Enrollment Count, Membership Reporting, and annual IRS Form 990 preparation and filing are created and submitted in accordance with the methods and deadlines prescribed by the state and federal government.

The Board and the Director will review the budget and reports at monthly Board meetings. We anticipate the Board will appoint one of its members to serve as the Financial Coordinator who is responsible for reviewing and reporting on the ongoing financial activities of the school. The Financial Coordinator and the Board will ensure that the Director is adhering to the approved budget and that the individuals charged with the



school's business activities are properly reporting these activities to the Utah State Board of Education and the State of Utah.

Examples of financial reports that will be submitted in accordance with state statute or USBE requirements include:

- Annual Financial Report and Annual Program Reports by October 1st of each year
- Monthly Financial and Enrollment Summary reports
  - Monthly for the first year and quarterly following the first year of activity
- Negotiations Report following the laws and guidelines set by the USBE

The Board's financial oversight will provide checks and balances to ensure the proper expenditure of public funds, and oversee the cash flow activities of the school. We believe this oversight and planning will support building an adequate cash reserve in the first year of operation per the recommendation of USBE and training classes we have received during the application process. For example, PEAK can negotiate with the Developer to delay rent payments 90 days after opening.

In addition, each member of the Board will be provided with monthly budget reports as outlined in Utah Code Ann. §53A-19-108. The report will include the following information:

- A. The amounts of all budget appropriations;
- B. The disbursements from the appropriations as of the date of the report;
- C. The percentage of the disbursements as of the date of the report;

Within five (5) days of providing the monthly report, the Financial Coordinator shall make a copy available for public inspection.

### **Cash Flow Analysis**

The Board understands the importance of cash flow for the school and how critical it can be to the financial oversight for PEAK Academy in their opening operational years. All the demands on cash at the beginning will be require the school to manage its cash balances to ensure it can meet its obligations and responsibilities. The Board understands that we will purchase the majority of its furniture, computers, textbooks, supplies, and food services equipment near the end of its planning year and at the beginning of its first operational year. PEAK Academy will not have access to most, if not all, of its Federal Funds until after the Utah Consolidated Application is approved and made available for reimbursement. PEAK Academy plans on utilizing any and all available grants and programs that are intended for the needs of the school in preparation for opening.

In response to these concerns, the school has put together a cash flow analysis of its needs for the first three (3) years of operation. Revenues and expenses have been organized in an annual format. A copy of our three (3) year operational cash flow analysis is included below.

### *Financial Audit & Controls*

PEAK Academy's Board is responsible to ensure the school complies with all state-mandated reports and deadlines while instituting proper controls to mitigate risk factors that

exist in a business environment. This will ensure PEAK Academy will comply with Utah Code Ann. §51-2a-201. PEAK Academy intends to enter into a contract with an independent CPA firm to conduct frequent reviews of PEAK Academy's financials and budgets to ensure the Generally Accepted Accounting Principals (GAAP) standards are being followed as required by State Law.

For the planning year, it is anticipated that revenues and/or expenditures of the school will be \$187,500. In guidance to the USBE Startup and Implementation Grant Application. If additional funds are required the Board will look into acquiring additional funds through a loan which will be scheduled to be paid back over time once PEAK Academy is operational. As such, the school will contract with an independent CPA firm to create a financial report "in the manner prescribed by the state auditor" in accordance with Utah Code Ann. §51-2a-201. For each subsequent year of operation, the school plans on being responsible for larger revenues and expenditures. Thus, engaging an independent CPA firm to conduct an audit of PEAK Academy's finances and produce the required report. The audit report will be delivered to both the USBE and the Utah State Auditors' Office by November 30th each year in compliance with state requirements.

## **PLANNING YEAR**

### *Explanation of Key Budget Assumptions*

PEAK Academy intends to hire the school's Director for the final six (6) months of its Construction and Planning Year (2024). In addition, the school has set aside funds to hire an administrative assistant for the final four (4) months of its Construction and Planning Year. The Director will be hired in January 2024 and will be assigned to perform pre-opening duties in conjunction with the pre-opening checklist provided by the USBE, as well as pre-opening duties assigned by the Board of Directors.

The start-up responsibilities will include: recruiting and registration of students, recruiting and hiring faculty and staff; procurement of textbooks, library books and materials; outfitting the various classrooms and office space with furnishings; implementing a technology plan; writing the teacher handbook and preparing a parent and student handbook. The Director position will be subject to available funding from the Utah Charter School Revolving Loan program. The Board of Directors understands that under Rule 277-480, a school may request the lesser of \$1,000 per "pupil based on approved enrollment capacity of the first year" or \$300,000. PEAK Academy intends to petition the Charter School Revolving Account Committee for the full \$300,000 of funding, and has included this amount in the planning year budget, along with the principal and interest payments back to the state beginning in the first year of operation. The school has budgeted \$78,000 per year in debt service to repay this debt over the four years of repayment the program requires.

The Board of Directors anticipates that the Director will be hired for the last six months of the 2023-2024 fiscal year at an annual rate of \$108,000 (pro-rated in the budget at \$54,000 to cover six (6) months of employment during the planning year). We anticipate that we will need to provide the Director access to benefits and retirement options during the planning

year. These benefits are listed in greater detail in the first operational year's explanation of key budget assumptions under Payroll & Benefits.

PEAK Academy intends to purchase computers for the Director to use to complete the necessary tasks during the planning year, but it is not anticipated that any space will be leased or rented during the planning year to accomplish this work prior to occupying the school's facility. PEAK will allocate \$2,500 to provide the Director with supplies (filing cabinet, printer, office supplies, etc.) for the initial planning phase.

The school has also set aside funds during the planning year for purchased services and insurance. The school has budgeted \$4,000 for legal fees. These fees will be used to retain an attorney to review contracts, leases or purchase agreements for facilities, etc. An additional \$2,500 has been allocated for website development and \$20,000 for marketing professional and advertisement, for a total of \$22,500.

PEAK Academy will also acquire a Construction project manager to report between the Board and Contractor to ensure timelines are being met, design is being followed and budgets adhered to. We plan on budgeting \$30,000 for this Construction manager.

The Board is also vetting a Financial Coordinator to apply for grants, assemble budgets, organize payroll, and manage monthly expenses. The Financial Coordinator will submit these to the Board monthly for review. We have budgeted to compensate the Financial Coordinator \$30,000.

#### *Furniture and fixtures used for instruction*

The budget allows for \$250,000 has been budgeted between 2023-2024 to allow PEAK Academy to equip the school with student and teacher desks, library tables, bookcases, front office furniture, computer desks, food service equipment, etc. This has been divided between years as some of the purchases will come from the start up grant and the revolving loan petitioned in the planning year, and may be purchased prior to June 30, 2024.

PEAK Academy will secure a fidelity bond in the amount consistent with Utah Admin Code R628-4-4. The school will ensure that the bond it receives is issued by a corporate surety licensed to do business in the state of Utah and having a current A.M. Best Rating of "A" or better. The school has budgeted \$1,500 to purchase insurance during the planning year. This bond will be renewed annually to remain in compliance with the administrative rule.

### **FIRST OPERATIONAL YEAR (2024-25)**

#### *Explanation of Key Budget Assumptions*

##### *Enrollment*

PEAK Academy has applied to open its doors in August 2024. The school anticipates having a first-year enrollment of 300 students in grades 6-10.

##### *Revenue*

During the 2024-2025 fiscal year, PEAK Academy has budgeted to receive \$2,545,169 (for the 300 students) from the state of Utah's WPU and non-WPU funding programs. In determining this amount, the school used the USBE charter school funding worksheet.

In addition, the school included \$147,500 in the first year of operation from the Utah Charter School Implementation Grant program. The school determined the award amount based on the formula listed in the grant application. PEAK Academy understands there is no guarantee of the award or the amount and actual awards will be based on verified enrollment.

We acknowledge that such awards are capped at \$400,000 for any LEA over the first 3 years of existence. If changes to this amount or other yearly amounts occur, the Board of Directors will make the necessary increases or decreases to both the revenue amount and related expenses to ensure grant funds are expended properly and the budget remains accurate and realistic.

The school has estimated \$122,632 of IDEA and Title Funds it may receive in the 2024-2025 school year using the formula found within the charter school funding worksheet. The school also compared these amounts to existing charter schools of similar size and enrollment demographics, and found the estimates comparable.

#### *Fundraising*

It is anticipated that fundraising will be organized by a parent organization for the direct benefit of the school. Any donations that are given directly to the school will be considered additional revenue and will supplement, not replace, regularly budgeted funds. Any restricted donations will be used in accordance to the donor's request. Any unrestricted donations may be used at the discretion of the Board or Director. Local corporations, philanthropists, and other private donors excited to welcome PEAK to the community have committed a combined donation of \$250,000. In addition, we have an extended private line of credit of \$100,000 to be used as necessary.

#### **First Year Major Expenses**

An amount of \$20,000 has been allocated for additional property needs in instruction, student support services, school administration, operations, and maintenance.

#### *Computer Equipment*

PEAK Academy has budgeted a combined \$120,000 for the purchase and setup of computer and network equipment in the planning year and first year of operation.

Under the current iteration of the budget, \$100,000 is budgeted for the planning year (2023-2024) with the remaining \$20,000 budgeted for purchases in 2024-2025. Because these purchases will occur in the final days of the 2023-2024 fiscal year and the first days of the 2024-2025 fiscal year, the school acknowledges the timing of these purchases may vary slightly.

However, grant funds have been budgeted for items that will correspond with the timing requirements of the grant program. Things that could affect this timing include the availability and construction timetable of the facilities, procurement and pricing, student enrollment, funding availability, and other factors. Budgeted amounts will provide for computer labs, staff computers, administrative computers, suite licenses, network and server infrastructure as well as peripheral items.

*Text, Curriculum, & Library Materials*

\$60,000 has been allocated for the purchase of classroom textbooks and any other instructional supplies needed. Based on PEAK Academy's curriculum plan which utilizes many open-source materials, this amount is lower than other traditional school budgets. An additional \$20,000 has been budgeted for library books, periodicals, and audio-visual materials for the school's media center.

**Payroll & Benefits**

The projected salaries shown on the budget are based on expected averages for the positions listed below:

*Teachers*

While some teachers will be paid more or less based on levels of experience, education, and area of instruction, it is anticipated that the average teacher salary will be \$49,000; the school anticipates a total payroll expenditure of \$785,000 for (16) Full Time Equivalencies (FTE). In accordance with the staffing needs outlined in Section 6: Staffing Plan, this (16) FTE includes (15) grade level teachers, and (1) special education teachers serving the needs of students with disabilities as the school strives to provide all students with the free and appropriate education required by law.

In addition to staff's salaries, full-time employees of PEAK Academy will receive an additional 10% of their salary to be used as a retirement or health insurance stipend. The amount of the match will be evaluated in future years to ensure the school is providing a robust package of benefits that will help it recruit and retain teachers in a competitive environment.

*Administration*

The school plans to retain its (1) Director hired in the second half of the planning year. PEAK Academy as well will be staffed with one (1) full-time Counselor (salary), one (1) full-time Administrative Assistant (salary), and one (1) full-time Office Business Manager (salary)

*Instructional Staff Support*

The school plans on hiring a part-time Professional Learning Specialist to provide teachers with professional development, coaching, advising, and to assist the Director in delivering the school's personalized learning plan.

*Paraprofessionals and Aides*

In accordance with the staffing needs described in Section 6: Staffing PEAK Academy's model requires Teacher Aides and Paraprofessionals (encompassing both regular education and Special Education). The school has budgeted \$60,000 for (2) salary employees to align with its staffing plan.

#### *Food Services*

PEAK Academy intends to provide our students school lunches through the use of various vendors. Vendors may include, but are not limited to Rumbi Island Grill, Chick-Fil-A, Domino's Pizza, Costa Vida, and sandwiches made in the deli at Fresh Market. Items provided from these vendors will be offered at a discounted rate. Parents/students will access the Lunch Link on our website each week to order desired entrees. The students' lunch orders must be done for the entire week and submitted by 12PM Monday of the previous week. The payment process will include a link on PEAK Academy's website for lunch payment and/or a Venmo. PEAK Academy will not provide additional sides, but will provide water and utensils upon request.

PEAK Eats will be a café at PEAK Academy. A la carte options as well as fresh fruit, drinks, etc. will be available for purchase at the café. Aligning with our mission, PEAK will provide students with the opportunity to work at the café learning life skills such as cost/profit, ordering, inventory, accounting, customer services, team work, and sales. These items will also be available using Venmo and/or cash.

As previously mentioned in the planning year one furnitures and fixtures section, the school has set aside necessary funds for food service equipment needed such as warmers, microwaves, hot water machines, ice machines, fridge/freezers, and plastic utensils. Additionally, our kitchen will be built out with the necessary plumbing and electrical requirements in place in the event that we choose an alternative lunch program for our students.

The school has budgeted to staff the lunch program with (1) Office/lunch manager, along with (1) Service assistant.

#### *Contract Services*

PEAK Academy will comply with the state of Utah's purchasing and procurement procedures as described in Section 8: Contracts. The school has budgeted \$50,000 for IT support services in addition to the cost of initial network and computer installation. Other services such as snow removal, landscaping, custodial, special education services such as speech and occupational therapy, web development, etc. may also be handled on a contract basis. PEAK Academy has budgeted an additional \$36,000 for these services.

#### *Other Expenses*

To support the school's staff in implementing the mission and vision of the charter, the school has budgeted line items for instructional and operating supplies, materials, and professional development. An amount of \$25,000 has been budgeted for professional development and continuing education activities including workshops and in-school training, all consultant fees and travel expenses, and teacher resource materials.



An amount of \$10,000 has been budgeted for instructional and administrative supplies for students, administrators, and teacher. Included in this amount is the state-mandated allotment for standard classroom materials and supplies, general supplies for the teacher workroom, art specific classroom materials, front office supplies, and other necessary items.

#### *Facilities*

As outlined in the Facility Plan below, PEAK Academy anticipates leasing a building of approximately 30,000 square feet. Based on the Board's analysis of comparable charter school facilities, it is estimated that the building will cost just over \$16 per square foot annually. In addition to this lease expense (anticipated being \$480,000 in its first operational year based on its occupation of 325 days of the 365 days in the fiscal year), the school has budgeted the following amounts to ensure that the facility meets the school's needs:

- \$36,000 for head custodian. We will outsource other cleaning and maintenance services.
- \$30,000 (\$1.00 per square foot) for utilities such as electricity, natural gas, water, sewer, garbage collection, etc.
- \$18,000 for general liability insurance and property insurance (including the building and contents owned by PEAK Academy).
- \$5,000 for janitorial and operational supplies. This includes bathroom products, cleaning supplies, brooms, mops, towels, and other items.

#### *Cash Flow*

According to the cash flow analysis provided below, the school is able to maintain a positive cash flow throughout with an end of year excess of \$538,717 at the end of May 2025. The school will manage its relationships with vendors, contractors, landlord, and others to ensure that the school negotiates favorable payment terms while also meeting its cash obligations.

### **SECOND OPERATIONAL YEAR (2025-2026)**

#### *Explanation of Key Budget Assumptions*

##### *Enrollment*

Enrollment will increase with 11th grade students enrolling and the advancing of the current 10th grade students totaling 360 students for the 2025-2026 year.

##### *Revenue*

During the 2025-2026 fiscal year, PEAK Academy has budgeted to receive \$3,176,610 (for the 360 students) from the state of Utah's WPU and non-WPU funding programs. In determining this amount, the school used the USBE charter school funding worksheet.

### **Second Year Major Expenses**

#### *Classroom Furnishings & Equipment*

The school has budgeted \$25,000 to allow for additional furniture items in the classroom. The school has also budgeted an additional \$40,000 for function specific property needs.



#### *Computer Equipment*

\$50,000 has been budgeted for technology. This is mainly targeted at additional computers for student use as well as additional equipment for teaching and administrative use.

#### *Text, Curriculum, & Library Materials*

\$30,000 has been budgeted for additional textbooks and classroom sets for students. An additional \$10,000 has also been budgeted for library books, periodicals, and audio/visual materials.

#### *Payroll & Benefits*

Increases to the amount the employer contributes will be evaluated annually to ensure a competitive workplace to other employers.

#### *Teachers*

The school has budgeted an average salary increase to \$52,000. The school anticipates a total payroll expenditure of \$988,000 in salaries for an estimated (19) Full Time Equivalencies (FTE). As in the 2025-2026 year, (19) FTEs aligns with the schools Section 6: Staffing plan; and includes grade level teachers, specialist teachers, and a Special Education teacher.

#### *Administration*

Administrative staffing at PEAK Academy will continue as described in the first operational year, with slight increases in salaries and cost of benefits.

#### *Paraprofessionals*

The number of Paraprofessionals, for both the regular classroom and Special Education, will remain at (2) as described in Section 6. The school has budgeted \$60,000 for the school year and additional Paraprofessionals will be evaluated yearly.

Factors affecting our proposed budget include individual student needs, net asset balances, state funding changes, and Federal grant funding.

#### *Audit & Controls*

PEAK Academy will continue to follow procedures under Utah Code Ann. §51-2a-201, as well as reviewing the annual audit performed by the independent CPA firm. Upon receipt and review of the annual audit report, PEAK Academy's Board will oversee that the school acts upon and addresses any comments that arise from the independent audit. The Director and Office Business Manager will be required to report on the progress of these items regularly in Board meetings and other types of correspondence with the Board, in particular with the Board's Financial Coordinator.

#### *Balanced Budget*

The Board will comply with all state rules regarding budget reporting and public availability and continue to follow procedures adopted in the planning year and first year of operation. The Board will approve an annual budget in compliance with state law before the beginning

of each fiscal year and the Board and the Director will continue to review the budget at least monthly to assure financial stability and forecasting.

The Financial Coordinator from the Board will also continue to review and report on the on-going financial activities of the school, measuring and reporting on items related to the budget and cash flow and any additional items deemed necessary. The Financial Coordinator in conjunction with the Board will continue to ensure that the Director is adhering to the approved budget and that the individuals charged with the school's business activities are properly reporting those activities to the Board and the USBE.

#### *Cash Flow*

According to the cash flow analysis provided below, the school is able to maintain a positive cash flow throughout with an end of year excess of \$1,145,125 at the end of May 2026. The school will manage its relationships with vendors, contractors, landlord, and others to ensure that the school negotiates favorable payment terms while also meeting its cash obligations.

### **THIRD OPERATIONAL YEAR (2026-2027)**

#### *Explanation of Key Budget Assumptions*

##### *Enrollment*

Enrollment will increase with 12th grade students enrolling and the advancing of the current 11th grade students totaling 420 students for the 2026-2027 year.

##### *Revenue*

During the 2025-2026 fiscal year, PEAK Academy has budgeted to receive \$3,660,326 (for the 420 students) from the state of Utah's WPU and non-WPU funding programs. In determining this amount, the school used the USBE charter school funding worksheet.

### **Year Three Major Expenses**

#### *Classroom Furnishings & Equipment*

The school has budgeted \$25,000 to allow for additional items in the classroom.

##### *Computer Equipment*

\$50,000 has been budgeted for year three technology purchases. The school will invest in additional student devices and teacher devices to meet the charter goals of our staff and students.

##### *Text, Curriculum, & Library Materials*

\$20,000 has been budgeted for additional textbooks and classroom sets for students. An additional \$8,000 has also been budgeted for library books, periodicals, and audio/visual materials, creating a robust media center with an increasing catalog of titles and materials.

##### *Payroll & Benefits*

An additional 1% of salary stipend has been budgeted for the third operational year, again with the expectation that the school will contribute more than half of the anticipated increase in insurance costs.

*Teachers*

PEAK Academy has budgeted an average increase in salaries from \$52,000 to \$55,000 for the estimated (22) Full Time Equivalencies (FTE). This increase will be evaluated each year by PEAK Academy to ensure a competitive work environment that attracts and retains top educators.

*Administration*

PEAK anticipates no change in the number of staff, but a small amount of funding has been set aside for staff increases.

*Audit and Controls*

The school will continue to follow procedures established in previous years.

*Balanced Budget*

The school will continue to follow procedures adopted in the planning year and the first two years of operation.

*See Appendix F for the in-depth budgetary breakdown*

**LOW ENROLLMENT & CLOSURE FUNDS**

PEAK Academy has gone to great lengths planning to ensure that PEAK can operate at less than capacity enrollment levels. The school has prepared an alternative budget to show that, with as low as 75% of minimum enrollment, the school can operate and further its mission. These low enrollment budgets include the understanding that some costs, such as a facility lease, will most likely not change due to the enrollment numbers of the school.

Other items kept consistent include benefit and payroll tax costs, as well as average salaries. The school acknowledges that it would have to operate with fewer teachers, but has tried to keep the teacher-student ratio as low as possible. Other items that are variable include instructional supplies and materials, hourly employees, additional administrative help, furniture, and technology.

In addition, in case of either voluntary or involuntary closure, the school has ensured that its net fund balance is greater than the necessary closure amount as established by the state's formula. The Board understands these funds are needed to fund Purchased Property, Debt Service, and Other Items for the time period needed to wrap up operations of the school at the end of any given year.

**7B. Finances**

***Financial Management***

The Business Administrator for PEAK Academy will submit comprehensive Annual Financial Reports to the Board, the State Office of Education, and the State Auditor's office as required by Utah state law. The business administrator will adhere to, in all aspects, Generally Accepted Accounting Practices (GAAP), state law, and the school's finance

policies. If needed, upon the receipt of any public funds (including funds donated to our public school from private sources), the Board will provide external training and oversight to ensure that GAAP is fully in place. Where necessary, third party, independent, accounting firms may be contracted to ensure quality and adherence to GAAP.

The Business Manager will be charged with carrying out the day-to-day management of PEAK Academy's finances. The Business Manager will also ensure the school's assets (cash, buildings, and equipment) are adequately documented and protected, school finance policy and state law are followed in all transactions, and student enrollment records are accurate and reported to the state daily.

The Business Manager will also be responsible to secure proper insurance for the school including professional indemnity. Some companies to be considered for insurance include, but are not limited to: Alliant, GuideOne Insurance, American Insurance, Bennett and Porter, and others. Insurance products will be vetted by the PEAK Academy board for value, product, and attention to the inclusion of providing required and recommended liability insurance to indemnify the school, its board, staff and teachers against tort claims.

The Board, along with the Business Manager will oversee that grants and all restricted streams of funding are properly administered according to each source's guidelines, and ensure that the school meets all other key financial obligations pertaining to any current or future state law or rule. The Business Manager is expected to attend semi-annual finance trainings to stay current with any possible changes in state law pertaining to school finance.

The Head Secretary and Office Manager will assist the Business Manager with these endeavors. One, of which, will have the specific responsibility of managing student records and carrying the additional title of Registrar. The designated Registrar will also submit data to the state and school director on a regular basis to ensure accuracy of records. This designation will also ensure that PEAK Academy has the capability to develop adequate policies and processes for tracking enrollment, attendance eligibility, free and reduced priced lunch eligibility, as well as EL's and SWD enrollments. Policies to protect student personal and financial record will include:

Utah Code 63A-12-110. Financial and student records will be stored in paper and electronic formatting. Paper documents will be stored in a secure location to protect the records' integrity and security. PEAK Academy will accomplish this by implementing a two-lock system: Files to be kept in a locked filing cabinet, in a locked room. Electronic records (such as enrollment and student records as well as financial records) will be protected with standard electronic media protection, and disposal will be done by a shredder or other appropriate means. The Registrar will work, as necessary, with the Director and Board in classifying records and in reviewing and responding to Government Records Access Management Act (GRAMA) requests.

Roles and Responsibilities Secretary/Registrar

- Uphold honest and ethical business practices. Be an accountable and valuable partner with the Board of Directors to ensure a high standard for business dealings so PEAK Academy can deliver on its mission and commitment to students.
- Establish, maintain, analyze and evaluate accounting practices, systems, and controls.
- Coordinate required state audits and reports with appropriate accounting firm and state agencies.
- Assess and process all purchase orders and check requests and manage budget by certifying available funds and obtaining proper authorization according to school policy. (School policy will utilize a checks and balance system where the Business Manager and the Board of Directors will have to approve budgetary changes or funding requests.)
- Reconcile and manage all school accounts including bank and purchase card accounts, and maintain them in good standing.
- Collaborate with Director to project student enrollments, staff needs, building and facility needs, energy needs, capital equipment needs and other cost items for school improvement.
- Prepare all related reports, state and federal reports, tax reports and other accounting reports as necessary. Regularly present reports to the Board of Directors and state authoritative agencies.
- Report monthly to the Board of Directors regarding all financial matters of the school and meet weekly or as requested with the Director, Board Chair or Financial Coordinator.
- Negotiate favorable purchasing agreements for materials and supplies; follow state procurement law and school purchasing policies.
- Track school revenue and make bank deposits.
- Seek additional funding through direct fundraising, government and private grants and constituency donations. Record and manage the funds within regulatory standards.

PEAK Academy understands the importance of providing an annual audit consistent with our LEA status as outlined by the LEA Compliance and Assurance Checklist on [Schools.utah.gov](http://Schools.utah.gov).

Provisions for an annual audit consistent with LEA status:

- A program accounting policy that establishes internal controls and procedures to record program revenues and expenditures.
- Reflects funds for allowable costs and activities
- Transactions to be recorded when they occur
- Allow adjusting journal entries during the year and at the end of the year, in accordance with GAAP
- Initial transactions and adjusted entries to be recorded in the proper program using the following codes as established by the Board approved chart of accounts:
  - Fund
  - Function
  - Program

- Location
  - Object or revenue code
- Cash handling policy to address cash receipts- including cash, checks, credit cards and other items collected at the LEA.
- Expenditure policy addressing all expenditures made by the LEA including:
  - Credit, debit or purchase transactions
  - Employee reimbursements
  - Travel
  - Payroll
- A Fundraising policy including:
  - Procedures for general fundraising
  - Establish approval process for fundraising and school sponsored activities
  - Provide compliance with school fee and waiver fee R277-407
- Donation and gift policy including:
  - Monetary donations
  - Donations and gifts with donor restrictions
  - Donations of gifts, goods, materials or equipment
  - Donation of funds or items designated for construction or facility improvement
- Financial reporting policy including:
  - Ensure external audits of financing reporting, compliance and performance, in accordance with GAAS and GAGAS
  - Provide financial reporting in a manner consistent with the basis of accounting as required by GAAP
  - Provide data and information consistent with budgeting, accounting, uniform chart and auditing standards for Utah LEAs provided online annually

### **7C. Facilities**

PEAK Academy will be located in the central part of the new Mountain Green town center. This is a newly developed area with no pre-existing structures in which to operate. Therefore, the Board has determined a building would need to be constructed. The Board, knowing that this is our only option, has been diligent in finding the most cost-effective way for PEAK Academy to implement its educational mission and vision. See Appendix I for engineering and site plan of our location within the Mountain Green town center. Details for more information are available upon request.

Our goal is to be in a completed facility by May of 2024. In order to accomplish this, it has been imperative for us to begin the design process. Developers have retained an architect for initial schematics, school layout and landscaping; This is a six-week process to be completed mid-December 2022. These schematics will allow the developer to begin the procurement process for a contractor. In evaluation of Request for Proposal (RFP) responses, the Board will choose a contractor who is able to execute the needs for the facility, while ensuring the occupancy costs are within the budget allowance of the Charter School Performance Framework and building code including ADA compliance.

Upon approval from the USCBE, the Board will finalize land acquisition and contractor selection in order to apply for permit to begin construction. This will allow PEAK to break ground in April, 2023 allowing a 13-month timeline for completion. An opening date of May, 2024 will allow furniture to be placed, teachers to be settled and open houses to be held prior to PEAK Academy's grand opening.

Forecasts of costs have initially come from reviewing builders' portfolios. To determine associated costs, we have compared schools with facilities similar to our needs. See Appendix J. Funding of this facility will come from a collaboration between the land owner, private equity, and two of the schools' founders.

PEAK Academy plans to rent the facility at a fair market value of approximately \$17 per square foot. PEAK Academy will occupy 8 acres of land. The school structure and parking will be on 5 acres, while the remaining 3 will be used for PE, outdoor activities and future expansion needs. The building will be approximately 30-35,000 square feet. This space will include a main office area, gymnasium, cafeteria, library, 20-25 classrooms, teachers' lounge, bathrooms and multiple common/collaboration and flexible spaces.

#### **7D. Pre-Opening Plan**

PEAK Academy understands that opening a new charter school is a huge undertaking. The Board of directors of PEAK Academy is determined to stay diligent in its efforts to complete its tasks to start in timely fashion. The Board of directors will follow task and checklists recommended by the USBE as well as utilize the Boards approved timeline. This will create a framework to complete start-up activities in a timely manner.

To ensure the facility is done in a timely manner, the following outline has been created. As required by state law, a building officer will be appointed by the Board to oversee the building process. The building officer will coordinate with the developer to ensure the facility is completed by said date. This appointed person will also be responsible for all documentation and paperwork to be filed with USBE until the completion of the project.

	<b>Completion Date</b>	<b>Responsible Individual(s)</b>
<b>December 2022</b>		
Building Design	Jan-23	Development Team
<b>January 2023</b>		
RFP for a Contractor	Feb-23	Development Team/PEAK Board
<b>March 2023</b>		
Apply for Building permit	Apr-23	Development Team
<b>May 2023</b>		
Ground Breaking and Facility Construction Begins	Finish May 2024	Development Team/PEAK Board
<b>UPON APPROVAL</b>		



## New School Application - PEAK Academy

Charter School Agreement finalized and signed	ASAP	PEAK Board
Board Member background checks completed	ASAP	Board Secretary
Land and location search and procurement process starts	ASAP	Development Team/PEAK Board
<b>January to May 2023</b>		
Apply for Start up Grants and Loans	Until Filled	Financial Coordinator/ PEAK Board
Attending Directors meetings and beginning monthly financials		Financial Coordinator/ PEAK Board
2023-2024 Budget reviewed and approved	Jun-23	Financial Coordinator
School Website	Mar-23	Marketing Committee
Marketing begins and website approved and posted	Jan-24	Marketing Committee
<b>July 2023</b>		
Board Meeting Calendar created with policy approvals and reports deadlines included	Jul-23	Board Secretary
Board Member annual Open Meetings Act Training	Jul-23	PEAK Board
Advertise for a Director	Until Filled	Hiring Committee
Create strategies to accomplish Charter School Agreement goals	Dec-23	PEAK Board
Furnishing and Equipment needs RFP	Mar-24	Director
Create Marketing Plan	Aug-23	Marketing Committee
<b>August 2023</b>		
Procedures for enrollment applications, student registrations, and student transfer procedures created	Jan-24	Marketing Committee
Begin establishing volunteer committees	Until Filled	Marketing Committee/PEAK Board
Possible RFP for Educational Service Provider	Oct-23	Hiring Committee
<b>September 2023</b>		
Director and CTE coordinator application review and interviews begin	Jan-24	Hiring Committee
<b>October 2023</b>		
Facility Financing Contract submitted to USBE for review	Prior to Executing	PEAK Board
Post notification of enrollment timelines	Oct-23	Marketing Committee
<b>November 2023</b>		
Procedure for screening and hiring faculty, staff, and volunteers created	Jan-24	Hiring Committee
Employment agreement created	Jan-24	Hiring Committee
Attend Fall Financial Training	TBD	Board Treasurer
Director hired with determined start date according to funding	Jan-24	Hiring Committee
RFP for IT Services	Jan-24	PEAK Board
<b>January 2024</b>		

## New School Application - PEAK Academy

Parent meetings start being held monthly	Aug-24	Director/Marketing Committee
Facility Financing Contract finalized and signed	Jan-24	PEAK Board
Enrollment opens and registration begins	Jan-24	Director
Insurance procured	Jan-24	Board Treasurer
<b>February 2024</b>		
Curriculum needs determined	Mar-24	Director/Curriculum Committee
Hiring for faculty and staff begins	Until Filled	Director
<b>March 2024</b>		
School Calendar and Schedule reviewed and approved	Mar-24	Director and PEAK Board
Enrollment reports start being submitted monthly to local districts	Mar-24	Director
Procedure for administering state assessments created along with the calendar and analysis schedule	Mar-24	Director
<b>April 2024</b>		
Attend 504 training	TBD	Director/Head Secretary
Attend Spring Finance Training	TBD	Financial Coordinator
Accreditation application submitted	Apr-24	Director
<b>May 2024</b>		
Attend CACTUS Training	TBD	Director/Head Secretary
SNAP plan and parking lot traffic plan created and coordination with city starts	Aug-24	Director
PEAK Academy Receives Occupancy	Jun-23	Development Team/ PEAK Board
Facilities finalized and building deliveries begin	Aug-24	Director/Facilities Committee
Request records from transferring schools	Ongoing	Director
<b>June 2024</b>		
Ribbon Cutting Ceremony and School Tours	Aug-24	PEAK Board/Director
Parent Teacher Organization created and volunteer groups prepped for school start	Aug-24	Director
Board Members and terms approved	Jun-24	PEAK Board
2024-2025 Budget review and approval	Jun-24	Financial Coordinator/Director
Attend SIS Training	Jun-24	Director/Head Secretary
RFP for cleaning services	Aug-24	Director
<b>July 2024</b>		
Board Member annual Open Meetings Act Training	Jul-24	PEAK Board
Final order for curriculum materials	Jul-24	Director
Approve Founding Member list	Jul-24	PEAK Board
<b>August 2024</b>		
Teacher preparation and professional development	Aug-24	Director

Facility occupancy	Aug-24	Facilities Committee
First Day of School	Aug-24	Director

### **7E. Closure Plan**

Although closure of PEAK Academy is unlikely, the Board of directors recognizes the importance of establishing, in advance, adequate plans for dealing with such a significant event. School closure could result from either the Board of directors' decision to close the school or from a closure mandated by the Utah State Charter School Board. The Board has considered what will be required to fulfill its responsibility with a coherent school closure plan, whether voluntary or involuntary. This would include the collection of data and information as well as explicit communication with students, parents, and school staff through email, mail, telephone calls and public meetings. The school's closure plan will comply with Utah Code Ann. §53A-1a- 510.5 and other applicable law and will ensure that the school's financial, legal, and reporting obligations are satisfied.

Closure of the school would have an enormous impact on the lives of hundreds of individuals, principally students, employees and their families. The Board of directors will establish and adhere to an orderly school closure plan in order to assist all stakeholders through this difficult process.

#### **Identification of Missed Targets**

Both the school's charter application and its charter school agreement will contain goals that specify key performance indicators in the areas of student achievement, Board performance and stewardship, financial performance and stability, and student attendance. Although Utah charter schools are generally successful, some schools experience problems with finance, governance, academics and other operational factors.

The Board of Directors will conduct, at least, one self-evaluation each year at the time of its annual meeting. (For additional information on the Board's self-evaluation, please reference Section 5: Governance). One of the purposes of this evaluation is to determine whether PEAK Academy is meeting the Board's goals, its charter goals and key performance indicators. In the event the Board identifies a missed target or potential missed target, the Board will take appropriate steps to address the problem area and provide notice to appropriate individuals/agencies.

#### **Developing the Closure Plan, School Closure Team and Monitoring Implementation**

The Board of directors 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 meetings will be to develop a plan to comply with mandatory notice requirements and to make budgetary adjustments needed to ensure adequate funding for expenses related to winding up the school. Also, the Board will establish a "Closure Team" and work with that team to develop an official "Closure Plan" which will be submitted to the Utah State Charter School Board as set forth in Utah Code §53A-1a-510.5(3)(a).

The Board and members of the closure team, will meet periodically with faculty and staff to discuss the reasons the school is closing, 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.

The Closure Team should consist of individuals with backgrounds in education and school administration, accounting and finance, general secretarial duties, and law. The Board of directors 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 Closure Team's primary responsibilities will include, but not be limited to, developing a formal detailed School Closure Plan for submission to the Utah State Charter School Board as required by Utah Code §53A-1a-510.5(3)(a). The Board anticipates four primary categories of duties in the dissolution process:

1. Developing the closure plan
2. Managing governance and operational matters
3. Managing school finances
4. Managing school reporting

The closure team will also oversee and/or assist with the completion of the initial financial audit and the closing audit outlined in Utah Code §53A-1a-510.5(4)(d) and (9) respectively. In addition, the team will provide a comprehensive fixed asset schedule and identify/inventory all assets. The team will also provide for the maintenance and protection of student files and school business records. The Closure Team will staff and maintain a base of operation throughout the school closing period that will include an office, hours of operation, and phone/messaging service as required by Utah Code §53A-1a-510.5(4)(b);

The Closure Team will maintain adequate insurance coverage insurance coverage throughout the transition process as directed by the Utah State Charter School Board and required by Utah Code §53A-1a-510.5(4)(c). The team will take reasonable precautions to protect school property from theft, misappropriation, and deterioration.

The Board of Directors will appoint one or more of the individuals on the team as records custodian(s) to manage the school's records as required by Utah Code §53A-1a-510.5(4)(a). Lastly, 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 a major operational deficiency and either the Board of Directors decides to close the school or the Utah State Charter School Board mandates school closure, the Board of directors will provide written notice of the decision to the following as applicable: the Utah State Charter School Board, the Utah State Board of Education, parents of students, school employees, the school's

creditors, the school's lease holders, the school's bond issuer(s), other entities that may have a claim to the school's assets, the school district in which the school is located and other charter schools in that district, and any other person or entity the school determines it is appropriate to notify (Utah Code §53A- 1a-510.5(3)(a)(i)). Written notice will be given no later than 10 days after the day on which a decision to close the school is made and shall contain, at minimum, the elements found in Utah Code §53A-1a-510.5(3)(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.

### **Transition Assistance**

#### *Student Transition*

The Board of Directors 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(3)(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 regularly 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 with records yet to be transferred. The Board will 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, including following up early in the subsequent school year in order to ensure that students have enrolled in a new school. 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 the employees' efforts to secure new employment by responding to reference requests, etc.

### **Maintenance of Records & Assets**

The school will ensure that all school records are properly retained and all student and financial records continue to be organized, properly maintained, and kept in a secure location. It is likely that all of the school's records will be archived at the Utah State Archives, where they will continue to be easily accessible to the public and interested stakeholders.

The Board will identify the individual(s) responsible for preparing 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 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. Proceeds from the sale of the school's assets will be used to satisfy or discharge the school's liabilities and obligations. The school will return any assets remaining, after all liabilities and obligations of the school are paid or discharged, to the Utah State Charter School Board.

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. After review of each contractual relationship, the Board will determine the appropriate method and timeframe for terminating these relationships, including determining which relationships need to be maintained throughout the school's closure plan.

### **Reports**

The Board of Directors 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 closure 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 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 Reserves**

Funding for the projected expenses associated with the school's closure plan will be taken from the school's budgeted reserves and identified as the "Necessary Closure Fund" in the school's budget as set forth in its budget.

## **8. Contracts**

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

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

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

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

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



## **Appendix A: BACKGROUND INFORMATION SHEET**

Name: Ashley McCleary

Role with application: President, Board Member

Expertise: Business/Parent

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

- Gavin McCleary Founding Member - Relation Husband

### **Statement of Intent:**

As a founding board member for PEAK Academy, I bring my passion for education and desire to enrich students in our community. I am passionate about our youth and helping them navigate their lives, turning failures into successes and short-comings into talents. I offer my experience in entrepreneurship and business development to PEAK Academy focus, which is to provide our students with a learning experience that encourages intellectual curiosity and professional life skills.

### **Not-for-Profit History:**

I am the mother of four children ages 10-17. I have always been an advocate for their education and in doing so, made the decision to homeschool my youngest two children for the last two years. Many lessons in planning individual learning styles and execution were learned. Previous to homeschooling, I spent many hours volunteering in my children's classrooms for reading, field trips, testing and additional activities where assistance was needed.

I spent many years serving with the Boy Scouts of America.

One year served on the Human Sexual Education Board for Morgan High School.

### **Employment History:**

Cosmetologist/Small Business Owner: (2001-Present) - I have built a reliable reputation for myself in the beauty industry and have grown and maintained my clientele. In this role I manage inventory, manage expenses and provide a marketable service. I have a passion for building relationships and providing a quality service to those throughout the state.

MidWest CES: (2021 – Present) - Assist in the coordination, communication, and compilation of critical information between the United States Social Security Office and disability clinics in the Midwest.

Owner/Operator: Of three franchise brands across 17 Utah locations. Red Mango, Snap Fitness, and Bajio's Mexican Grill. Partnership named 'Fastest Growing Company in Utah' by Entrepreneur Magazine in the first year of operating Red Mango's yogurt concept.

**Education History:**

While attending Bonneville High, I entered into the Cosmetology program at Stacey's Hands of Champions Beauty College. In 2000 I graduated from both Bonneville High School and Stacey's with my cosmetology license. I attended Salt Lake Community College for a time until I had my fourth baby and made the decision to stay home and raise my family.

*Assurance of Background Check:* Charter school governing Board members and key administrators must complete a background check within 30 days of authorization, as required by [53G-5-302](#). A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

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

A handwritten signature in black ink, appearing to read 'Amala', is written over a horizontal line.

Applicant's signature

Name: Crystal Nielsen

Role with application: Co-Chair, Board Member

Expertise: Education/Parent

**Statement of Intent:**

PEAK Academy is the result of a desired vision of educational excellence for our children. Research, collaboration, and planning have set the stage to create the vision of an individualized, intentional, and engaging academic experience for all the children of our beloved community. I have assisted in researching philosophies and curriculums to fit our community's needs as well as drawn on my personal experience teaching in a charter school to help draft the mission, vision, and characteristics that will make our proposed school outstanding. I am committed to help create a school where students are inspired to learn, teachers love to teach, and parents are excited to participate. I envision a safe learning environment where students are challenged and encouraged to maximize their potential each and every day. I believe PEAK Academy's charter contains the foundation for an amazing school and thus am confident in committing my time, talents, and experience to see it to fruition.

**Not-for-Profit History:**

I am the mother of 5 children ages 2-11. I was their preschool teacher, ensuring they could read before entering Kindergarten. I have since volunteered in their classrooms working one on one with students as well as planned various parties and activities.

I have freely given of my time to assist in organizing and planning various neighborhood activities.

**Employment History:**

Teacher, North Star Academy (2007-2011)-Teaching fifth grade at North Star Academy in Bluffdale, Utah gave me an absolute love for charter schools and their passion for educational excellence. I taught at North Star through their accreditation process with the state and served under three principals. I learned a lot from each of their educational philosophies and approaches toward educating the whole child.

Teacher, Utah Online (2011-2015)- After my first child was born, I switched from teaching in the traditional classroom to teaching online for Utah Online. I learned of the vast curriculum available online and gained an appreciation for home schooling families. I aided and taught children Kindergarten through 8th grade and was in charge of monitoring the progress and growth of approximately 75 students. I served my families in the Ogden/Weber area for four years.

Preschool Teacher (2021-2022)- There was a need for additional preschool options in our local community, so for the past two years I opened my doors and taught preschool in my

home. I get to see the world through the eyes of a 4-year-olds and focus on exploring with them all the joys our world has to offer.

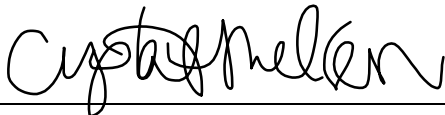
**Education History:**

After graduating from Park City High School, I attended Utah State University (2003-2004). I then transferred and graduated from the University of Utah (2004-2007). I graduated SummaCum Laude with a bachelor's degree in Elementary Education. I was selected valedictorian of the department and graduated number one in my class with 3.9 GPA. Throughout my years teaching I have logged countless professional development hours and attended various conferences throughout the state and country.

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A handwritten signature in black ink, appearing to read "Crystal Melton", written over a horizontal line.

Applicant's signature

Name: Julie Dee

Role with application: Secretary, Board Member

Expertise: Education

**Statement of Intent:**

Educational innovation is crucial to the development of young minds. Education in modern times will lead the charge for development tomorrow. I believe the intellectual capacity of today's youth is limitless and requires unique and creative methods to grow and develop. PEAK Academy allows students to reach their potential by interactive and innovative techniques. As member and secretary of the Board, I will work diligently to achieve the goals outlined in our mission statement. As a mother, physician, and community member I believe I can recognize shortcomings and/or deficiencies in our current public education system and remedy those in a positive, structured way. I have extensive knowledge and education in the fields of science, mathematics and medicine. Just as the field of medicine is changing its focus to treating the whole patient, our education system must teach the whole student. PEAK Academy gives each student the opportunity to maximize their abilities in all aspects of their education. The sky is the limit and I want each student to reach the sky.

**Not-for-Profit History:**

As the mother of three children in public schools, I consistently volunteer in their classrooms to assist the students' reading and math proficiency development. I have coordinated class activities and parties in addition to school-wide functions including but not limited to field day, assemblies, and fundraisers. I have an extensive history working with special needs youth in educational and recreational environments. I volunteered my time in college to assist in research identifying early and improved methods to diagnosing spectrum disorders in young children. During medical school, I spent countless hours volunteering at the local homeless medical clinic and administering medical tests at the local homeless shelters. I currently provide sport physical exams to students in need and medical care to community members for no fee. I have served as medical director and consultant for the development and operation of a new ambulatory surgical center in northern Utah. During my anesthesiology residency, I created a clinical rotation to teach other residents techniques for regional anesthesia with great success.

**Employment History:**

Anesthesiologist- Utah Surgical Center, Mt. Ogden Surgical Center, South Ogden Surgical Center, Lakeview Hospital, Davis Hospital, Jordan Valley Medical Center, Jordan Valley West Surgical Center (Utah), Dalles Surgery Center (Oregon), Kaiser Medical Center (California), University of Nebraska Medical Center (Nebraska) (2009-2017)

As an anesthesiologist I care for each patient through their preoperative experience. I provide intense medical care for patients requiring anesthesia for general, neuro, cardiac, orthopedic, pediatric and other types of procedures. I care for patients in the intensive care unit as well as oversee resuscitation efforts for patients in the hospital. I served as medical director of South Ogden Surgical Center and supervised the training and certification requirements of the nursing staff. I served as attending physician for two years at the University of Nebraska Medical Center and oversaw the clinical education of anesthesiology residents as well as the supervision of certified registered nurse anesthetists. I directed the regional anesthesia department as well. My

work requires a team approach made up of physicians, nurses, technicians and assistants. I work well in high stress environments and excel at helping others maximize their potential. I lead by example, inclusivity, respect and positivity. Every person I work with including the janitorial staff and surgeon plays a crucial role in accomplishing patient care in the safest way possible.

Resident in Anesthesiology- Virginia Mason Medical Center (Washington), University of Nebraska Medical Center, Creighton University (Nebraska) (2005-2009)

During my residency, I worked 80+ hours/week for four years and dedicated my time to becoming a professional in anesthesiology. I taught medical students and helped create a regional anesthesia program. I completed my Board exams in the top one percent of anesthesia residents to achieve my certification as a diplomate in the American Board of Anesthesiology.

Special Needs Youth Counselor- Seattle Parks and Recreation (Washington)(1998-2001) I worked as a camp counselor for special needs youth ages 4-21 with mild to severe disabilities in an overnight camp setting.

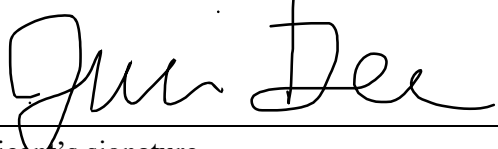
**Education History:**

I graduated valedictorian of my high school in 1997 with a 4.0 GPA. I attended the University of Washington and graduated cum laude with a major in biology and minor in chemistry in 2001. I attended the University of Utah School of Medicine and graduated AOA in 2005 with my medical degree. I completed a residency in anesthesiology 2005-2009 and received my certification as a diplomate in the American Board of Anesthesiology in the top one percentile of Board applicants.

*Assurance of Background Check:* Charter school governing Board members and key administrators must complete a background check within 30 days of authorization, as required by [53G-5-302](#). A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

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A handwritten signature in black ink, appearing to read "Jim Dee", written over a horizontal line.

Applicant's signature

Name: Nathan Durbano

Role with application: Financial Coordinator, Board Member

Expertise: Strategic Business Partner

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

- Douglas Durbano Board Member – Relation Father
- Venessa Durbano Founding Member – Relation Wife

### **Statement of Intent:**

I am very excited to participate in ProsperUs Academy and look forward to being part of building a new school option for Morgan County and surrounding rural areas. I believe my well-rounded business and entrepreneurial experience will provide an additional sound voice to our Board of Directors and help with some of the business decisions for the School and development of Business/Financial aspects for the student curriculum.

### **Not-for-Profit History:**

### **Employment History:**

I have been involved in multiple business and real estate projects for the last 20 years along the Wasatch front primarily in the Davis and Weber County areas. These include hotels, apartments, commercial properties, residential properties and developments primarily located in Northern Utah.

I have always cared about our local businesses and community involvement and tried to avoid doing businesses outside of our Northern Utah areas.

I am a 15% owner of my family estate with a value in excess of \$150,000,000 and currently sit on the Board of directors for that business estate. I also have 100% ownership in multiple other businesses in the Weber County area with about a \$4,000,000 value and no debt.

I am an owner and partner on 2 commercial real estate properties in Weber County valued at \$9-10,000,000 with a \$4,000,000 debt.



I have substantial experience in multiple business industries including Entrepreneur, Real Estate Acquisition and Development, Real Estate Construction, Property Management, Law Firm and Legal knowledge, Banking and Lending, Automotive Industry, Federal Firearms Licensee to name a few.

**Personal:**

I am a Utah native and have lived in Davis and Morgan County my whole life. Father to 4 wonderful children (ages 11, 9, 6, 3) and a dedicated husband.


**Education History:**

I received my Higher Education from UVSC (Associates Degree) then the U of U for my Undergraduate, and my Bachelors Degree in Business from Weber State University.

*Assurance of Background Check:* Charter school governing Board members and key administrators must complete a background check within 30 days of authorization, as required by [53G-5-302](#). A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

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\_\_\_\_\_  
Applicant's signature

Name: Mark F. Hadley

Role with application: Board Member

Expertise: Education

**Statement of Intent:**

My intent for joining the Board on behalf of PEAK Academy is to affect change in get lives of the many young people in Mountain Green, Utah and surrounding areas by providing direction and access to the many educational possibilities available to youth today. My role is to integrate higher education into our academy through collaboration with the local technical colleges and our local university. With my connections to both I will integrate programs that will increase the likelihood of further education and a pathway to lifelong learning. Additionally I aim to include employers to participate in our school to inspire students so that they can achieve anything the set their mind to as entrepreneurs in their path of learning and lifelong dreams.

**Not-for-Profit History:**

**Employment History:**

- Over 40 years' experience working with youth of various age groups.
- Over 35 years of managerial, director, and executive leadership.
- Five years of technical education teaching experience.
- Five years of corporate consultation.

**Personal:**

Love everything about life and the great outdoors along with a passion for playing sports of all kinds with an emphasis on physical fitness.

**Education History:**

- Master of Business Administration (Weber State University)
- Master of Science in Technical Education (Utah State University)
- Bachelor's degree Business Administration (Weber State University)
- Associates of Applied Science in Heavy Duty Diesel Technology (Weber State University)

*Assurance of Background Check:* Charter school governing Board members and key administrators must complete a background check within 30 days of authorization, as required by [53G-5-302](#). A background check requires fingerprinting consistent with

Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

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

A handwritten signature in black ink, appearing to be 'M. S. F.', written over a horizontal line.

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Applicant's signature

Name: Marina Hallsten

Role with application: Board Member

Expertise: Education/Business

**Statement of Intent:**

My intent is to contribute towards the creation of Mountain Green's first charter school: PEAK Academy. I hope that my experiences and skills will be valuable in this regard as I seek to bring educational options to my rural community and those around me. I embrace the school's vision to bring learning, growth, and prosperity to its students and overall community. This is a charge I take very seriously, and my intent is to build an academic center of excellence where the school's values can flourish and inspire future members of society. Thank you for considering our proposal, I look forward to working with you.

**Not-for-Profit History:**

Mountain Green Elementary School Community Council 2017-current.

School Safety Committee 20017-2018.

Cottonwood MOA Board member 2021.

**Employment History:**

Senior Oncology Sales Specialist, Amgen. I have spent my career with global pharmaceutical companies including: Amgen, Astrazeneca, Shire, Pfizer and Takeda. 16 years of leadership, executive sales experience, communication, business analytics, healthcare/industry compliance standards and highly regulated environments taught me to ask questions, learn to communicate with others, teach a variety of audiences and creative problem solving. I hope to bring my experience to ProsperUs Academy to build it as an important contribution to our community.

Instructor of Italian BYU, University of Utah. As an entry level foreign language instructor in rigorous academic environments for 3 years I was tasked with preparation of syllabus, testing, grading, classrooms and administrative work. I was responsible for preparing students with various foreign language backgrounds to enter into higher level language courses and worked with students, professor colleagues, chairs of departments and college deans. I found I have a passion for teaching foreign language and am looking forward to contributing to ProsperUs Academy curriculum and coursework.

**Family:** Mother of 3 humans, 2 dogs, 1 cat, wife, camper, baker, skier.

**Education History:**

BA Italian Language and Literature- BYU 2004. Including a minor in Psychology with an added emphasis of completion of pre-med courses.

MBA-HM (Healthcare Management)-Western Governor's University 2015.

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Applicant's signature



Name: Douglas M. Durbano

Role with application: Board Member

Expertise: Legal

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

- Nathan Durbano Founding and Board Member – Relation Son
- Venessa Durbano Founding Member – Relation Daughter-in-Law

**Statement of Intent:**

It is a privilege to serve with a school that focuses on practical application of knowledge gained, and expecting hard work has as the real world demands. Both are keys to success.

**Not-for-Profit/Civic History:**

- Utah State Privatization Policy Board member – 1996 to 2004
- Voting District Chairman – Davis County 1989 to 1998
- Governor's Club President – 1987 to 1990
- Lincoln Club – 1990 to present
- Davis County Economic Development Committee – 1995
- Governor Leavitt's Transition Team – 1992
- Executive Intern, Governor's Office – 1982
- Legislative Intern, Utah Senate – 1981
- LDS Missionary, North Carolina, Asst. to President – 1974-1976

**Employment History:**

Banking/Finance/Workouts - Foreclosure; Bankruptcy and loan work outs as legal counsel for United Savings and Western Mortgage, 1985-1990- Founded Antion Capital (aka Antion Financial and SummerhazeCompany) in 1993

- Did real estate lending and construction
- Serviced/collected troubled loans
- Handled 100's of deficiency actions Handled 10,000+ collection matters dealing in real estate, utilizing foreclosure laws, bankruptcy, lift of stays, and other work out/collection remedies under Utah law- Developed and patented applied for (pending) "MemberBanking" Business Model (1998)

- Founded America West Bank (1999), implementing the MemberOwned Bank business model and obtaining FDIC insurance for deposits and prepared appropriate applications and policies Raised \$13,000,000 equity capital for the Bank.
- Elected Chairman of Board (2000), conducted monthly Board Meetings, setting direction and creating agendas
- Elected President and CEO (2004) of the bank and helped established an SBA “Preferred Lender” status
- Founded America West Bank Members – a Bank Holding Company
- Prepared the application and policies for recognition as a Federal Reserve approved bank Holding Company
- Elected Chairman, President and CEO
- Devised a unique public offering allowing business owners and individuals to become “members” and owners of their local bank and participate in the profits-

**Legal:**

- Durbano Law Firm, 1985 to present-
- Farr, Kaufman & Hamilton, 1984-1985- Hanson, Epperson & Smith,
- 1982-1984- Judge Pro Tem, Weber County,
- 1990 to present- Concentrated on business/commercial and tort law; conducted trials in the First, Second, Third, Fourth, Fifth, Seventh and Eighth District courts; conducted appeals to the 9th and 10th Circuit Court of Appeals and both Utah Supreme Courts and Appellate Courts, having actually argued the case.

**Business:** (Ownership Interest and Active Management)

- Durbano Properties -Multiple residential and commercial developments in Northern Utah
- Antion Capital (70% Owner)
- Marriott Fairfield Inn of Layton (50% owner)
- Marriott Courtyard of Layton (33% owner)
- Marriott Towne Place Suites (33% owner)
- Hilton Garden Inn/Davis Conference Center (21% owner)
- Durbano Properties (100% owner – various office and retail buildings)

**Personal:**

- Married (Shawna Rasmussen), five children
- Interests: Pilot, skiing, racquetball, boating, politics

**Education History:**

- 2003: Strategic Management of Financial InstitutionsWIB, San Francisco, California
- 1986: National College of AdvocacyStanford University, California



- Advance Course in Trial Advocacy 1984:
- University of Utah, College of Law Salt Lake City, Utah Juris Doctorate (J.D.) Degree-  
Class Standing: Top 25%- Officer – Student Bar Association- Moot Court  
Competition
- 1980: Weber State University Ogden, Utah Business Administration/Management-  
Honor Student- Emcee for College Touring Group-
- Vice President of Delta Sigma Pi, Business Honorary-
- Vice President of LDS Student Association

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Applicant's signature

Name: Kellie Lockwood

Role with application: Board Member

Expertise: Education Administration and Special Education

☒ I intend to become an employee of the school or remain on the Board of PEAK

- Apply for Administration - June 2023

**Statement of Intent:**

I believe that all students should have an exceptional education that is personalized and prepares them for the ever-changing technological world. PEAK Academy's board is dedicated to preparing students to be competent and marketable in order to be successful. I have chosen to be on PEAK Academy's board because I believe in PEAK Academy's mission and vision.

**Not-for-Profit/Civic History:**

President for the Weber State University chapter of The Council for Exceptional Children and the Secretary for the state of Utah (1999-2000)

Volunteer: Special Olympics

Advocate: Utah Parent Center

**Employment History:**

***Teaching Experience***

- TH Bell Junior High School (2000-2010)
  - Special Education 7<sup>th</sup>-9<sup>th</sup>
  - Language Arts, Math, Reading, US History
- North Ogden Elementary School (2010-2011)
  - 4<sup>th</sup>-6<sup>th</sup>

***Administrative Experience***

- Washington Terrace Elementary School (K-6<sup>th</sup>) (2011-2012)
  - Principal
- HighMark Charter School (K-9<sup>th</sup>) (2012-2021)
  - Assistant Principal/Special Education Director/504 Coordinator/ELL Coordinator
    - Other Responsibilities: Athletic Director, Assessment Director
- City Academy (7<sup>th</sup>-12<sup>th</sup>) (2021-current)
  - Assistant Principal/Special Education Director/504 Coordinator/ELL Coordinator
  - Principal
    - Other Responsibilities: Athletic Director

***Leadership/Training Positions***

- Weber School District *IMPACT Team*
- Teacher Mentor

**Education History:**

- BA Degree: Weber State University (2000)
  - Major: History w/Secondary Teaching
  - Minor: Special Education
  - Special Education Endorsement: Mild-Moderate
- Med Degree: Administration and Leadership
  - Master of Education
- Med Degree: Special Education
  - Educational Diagnostician

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\_\_\_\_\_  
Applicant's signature

Name: Jay Welk

Role with application: Board Member

Expertise: Administration (Founder of Catalyst in Davis)

**Statement of Intent:**

Having recently retired from the Davis School District after 40 years in public education, I am pleased to join the Board of PEAK Academy Charter School. I look forward to contributing my knowledge, skills, and experience as a teacher, coach, and school district leader in the development of the instructional model and programs which are an extension of the classroom. I am excited to work with other Board members, school administration, faculty, and staff, students and parents and all involved with PEAK Academy school and community.

**Not-for-Profit History:**

**Employment History:**

***Teaching Experience***

- **Millcreek Jr. High** – Bountiful, Utah (1982-83) – Math, Economics, Geography
- **Roy High School** – Roy, Utah (1983-88) – Math (Geometry, Algebra II)
- **Weber High School** – North Ogden, Utah (1988 – 90) – Math (Geometry, Algebra II), P.E.
- **Davis High School** – Kaysville, Utah (1990 – 2014) – Math (Algebra I, Algebra II, Geometry), Driver Education (1992 – 2014)

***Administrative Experience***

- **Administrative Intern** – Davis High School (1994 – 96)
- **Administrative Intern** – West Clinton Elementary (Part Time) - (1993)
- **Athletic Director** - Davis High School (1996-2001; 2004-2014)
- **Small Learning Communities (SLC) Site Coordinator** - Davis High School (2007–2014)
- **Healthy Lifestyles Content Supervisor** (Health Education, Driver Education, Physical Education, Jr. High and High School Athletics) Davis School District (July 1, 2014-April 1, 2016)
- **Career and Technical Education Director** - Davis School District (April 1, 2016- June 30, 2022)

***Leadership/Training Positions***

- **Utah High School Basketball Coaches Association President (UHSBCA)** - (1992-94)
- **Utah Interscholastic Athletic Administrators Association (UIAAA)**

- **Athletic Directors Advisory Council Member (ADAC)** - (1997-2001)
- **Board Member - Utah Tip-Off Club** (Presenters of the John and Nellie Wooden Award (1997-2001)
- **Certified Instructor - American Sport Education Program (ASEP)** - (1998 - 2006)
- **National Interscholastic Athletic Administrators Association Member** – (2006 – 2014)
- **Utah Interscholastic Athletic Administrators Association Member** (1996 – 2001, 2004 – 2014)
- **Certified Instructor – National Federation of High Schools (NFHS)**
- **Fundamentals of Coaching Course Instructor** (2007 - 2014)
- **Utah Driver Traffic Safety Education Association Member** (2014-2016)
- **Utah State Office of Education (USOE) Physical Education Curriculum Review Committee Member** (2014-2016)

**Education History:**

- BS Degree: Weber State University (1982)
- Major: Physical Education
- Minor: Geography
- Level II Math Endorsement
- MEd: Utah State University (1994)
- Emphasis: Physical Education
- K12 Administrative/Supervisory License (LEA Specific): Utah State Board of Education

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*Jay D Well*

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Applicant's signature

**Appendix B: Articles of Incorporation**

File Number: 12920651

**Non-Profit Corporation Articles**  
**ARTICLES OF INCORPORATION**  
**OF**  
**ProsperUS Academy**

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

**Article I**

**Name**

**The name of the corporation is** ProsperUS Academy

**Article II**

**Purpose**

Charter School K - 12 grade

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

**Article III**

**Name and Address of Registered Agent**

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

4380 Ranch Blvd  
MOUNTAIN GREEN, UT 84050

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

Nathan Durbano



State of Utah  
Department of Commerce  
Division of Corporations & Commercial Code

This certifies that this registration has been filed and approved on 29, June 2022 in the office of the Division and hereby issues this Certification thereof.

A handwritten signature in cursive script, reading "L. Veillette".

Leigh Veillette  
Division Director

#### **Article IV**

##### **Names and Addresses of**

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

Incorporator #1  
Nathan Durbano  
4380 Ranch Blvd  
MOUNTAIN GREEN, UT 84050

Nathan Durbano

Signature A handwritten signature in cursive script, reading "N. Durbano".

**In Witness Whereof I / We have executed these Articles of Incorporation on 29 June, 2022 and say:**

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

#### **Article V**

##### **Members**

**The nonprofit corporation will have voting members**



## Article VI

### Shares

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

## Article VII

### Directors/Trustees/Officers

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

Director #1

Nathan Durbano

4380 Ranch Blvd

MOUNTAIN GREEN, UT 84050

Nathan Durbano

Signature



Director #2

Gavin McCleary

6526 Stone Ridge Drive

Mountain Green, UT 84050

Gavin McCleary

Signature



Director #3

Ashley McCleary

6526 Stone Ridge Drive

MOUNTAIN GREEN, UT 84050

Ashley McCleary

Signature



Director #4

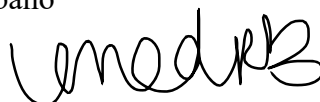
Venessa Durbano

4380 Ranch Blvd

MOUNTAIN GREEN, UT 84050

Venessa Durbano

Signature



## **Article VIII**

**The period of duration of this corporation is perpetual**

## **Article IX**

### **Principal Place of Business**

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

6526 Stone Ridge Drive  
MOUNTAIN GREEN, UT, 84050

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

## **Appendix C: Governing Board Bylaws**

### **BYLAWS OF PEAK ACADEMY**

#### **ARTICLE I NAME, PURPOSE**

1. The name of the organization is PEAK Academy.
2. The corporation was formed to manage, operate, guide, direct and promote the corporation, 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.
3. **Special Meetings.** Special meetings of the Board for any purpose(s) may be called at any time by the President, Secretary, or one-third of the members of the Board.
4. **Electronic Meetings.** In accordance with the applicable state law and Board policy, any meeting of the Board may be held by telephone conference or a similar communication method as long as all Board members participating in the meeting can hear one another, and any such participation shall constitute presence in person at the meeting.

5. **Notice.** Special meetings and regular meetings of the Board may be held only after each Director has received notice of at least twenty-four (24) hours by a document form of communication.

#### **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 the day-to-day operations to the Director/Principal and committees established by the Board. The Board shall consist of no fewer than five (5) and no more than seven (9) directors. The Board members shall receive no compensation other than reasonable expenses.
2. **Meetings.** The Board shall meet at an agreed upon time and place.
3. **Terms.** Board members shall serve three (3) year terms. However, in order to ensure that the terms of Board members are staggered to provide continuity in the Board, the terms for the initial Board of Directors shall be as follows: the Board member initially elected to serve as Board President shall serve a five (5) year term; the Board member initially selected to serve as Vice President shall serve a four (4) year term; the Board member initially selected to serve as Secretary and Financial Coordinator shall serve three (3) year terms; and Board members not initially elected to Board officer positions shall serve two (2) year terms. Board members are eligible for re-election.
4. **Quorum.** A quorum consists of a majority of the current Board members. A quorum of Board members must be present, in person or by electronic means, at any meeting of the Board before business can be transacted or motions made or passed.
5. **Officers and Duties.** There shall be four (4) officers of the Board consisting of a President, a Vice President, Secretary and Financial Coordinator. The officers shall be elected to serve a one (1) year term by a majority vote of the Board at the annual meeting of the Board. The individuals elected to these offices shall hold their respective offices until their resignation, removal or other disqualification from service, or until the expiration of their office's

term. No Board member may hold more than one office at any given time. Officers' duties are as follows:

- A. The President shall convene regularly scheduled Board meetings, shall preside or arrange for other members of the executive committee to preside at each meeting in the following order: Vice President, Secretary and Financial Coordinator.
- 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 the Board actions, including overseeing the taking of minutes at all Board meetings, sending out meeting announcement, distributing copies of minutes and the agenda to each Board member, and assuring that corporate records are maintained.
- D. The Financial Coordinator shall ensure a financial report is presented at each Board meeting. The Financial Coordinator shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to the public.

6. **Vacancies.** Vacancies on the Board will exist (1) with death, resignation or dismissal of any member, or (2) when the term of a current Board member is up.

7. **Board Elections.** In order to fill a vacancy on the Board, the Board will solicit nomination and letters of application from the school community or members of the community at large. The Board may then elect an approved application to fill the vacancy. Board members will be elected by the vote of a majority of the remaining Board members.

8. **Resignation, Termination 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 a time, to take office when the resignation becomes effective. A Board member may be removed with or without cause by the vote of two-thirds (2/3) of the remaining directors.

## **ARTICLE V COMMITTEES**

The Board may create committees as needed to fulfill its responsibilities.

## **ARTICLE VI DIRECTOR AND STAFF**

**Director/Principal.** The Director/Principal is hired by the Board. The Director/Principal has the day-to-day responsibilities of managing the school, including carrying out the school's goals and the Board policy. The Director/Principal will attend all Board meetings, reports 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, shall be deemed the corporation's agent for the purposes of this Article and to the extent allowed by the law, shall be indemnified by the corporation against the expenses (including attorney's fee), judgement, fines, excise taxes, and amounts paid in settlement actually and reasonably incurred by such a 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 a person acted in the 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 judgement, order, settlement, conviction, or upon a plea of non contender or its equivalent, shall not of itself create either a presumption that such person did not act in good faith and in a manner which he reasonably believed to be in the best 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 a 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 a 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 indemnification party who has ceased to be a Director, officer, employee, or agent of the corporation and shall insure 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 into this Article shall not sole by reason of such a repeal or amendment, eliminate, restrict, or otherwise affect the right or power of the corporation to the indemnity any person, or affect ay right of indemnification of such person, with respect to any acts or omissions which occurred prior to such repeal or amendment.

5. **Advances of Cost 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 o 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.

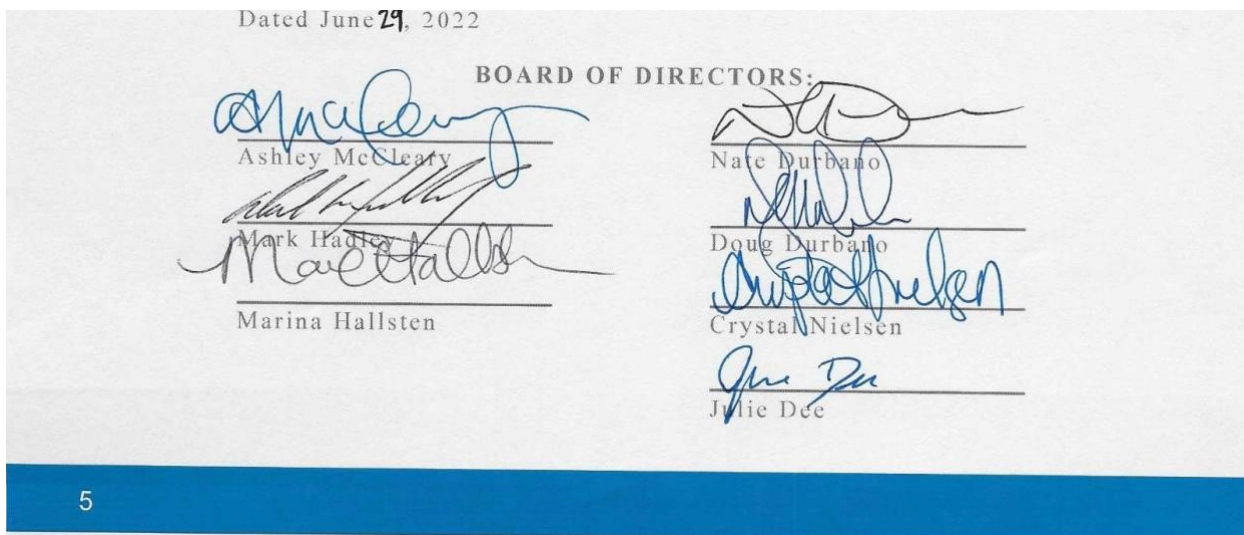
6. **Personal Liabilities of Directors and Officers.** No Director of officer of the corporation shall be personally liable to the corporation for civil claims arising from acts or omissions made in the performance of his or her duties as a Director of officer, unless the acts or omissions are the result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



willful misconduct, or the illegal use of alcohol or a controlled substance.

### **ARTICLE VIII AMENDMENTS**

THESE BYLAWS MAY BE AMENDED WHEN NECESSARY BY THE VOTE OF A TWO-THIRDS (2/3) MAJORITY OF THE BOARD.



**Appendix D: Minutes from Governing Board meetings**

MINUTES OF THE ORGANIZATIONAL MEETING  
OF THE BOARD OF DIRECTORS OF  
PEAK ACADEMY  
June 29, 2022

The following minutes are of the organizational meeting of the Board of Directors of ProsperUS Academy, a Utah nonprofit corporation. The meeting was held June 29, 2022.

Present and participating in the meet were the following directors: Nathan Durbano, Ashley McCleary, Marina Hallsten, Crystal Nielsen, Julie Dee and Mark Hadley which constitute all of the directors of the corporation. The meeting was held in accordance with the provisions of the Bylaws, notice of the meeting was provided to all directors, and a quorum was present.

Accordingly, the meeting was duly convened.

Ashley McCleary served as Chairman of the meeting and conducted the meeting in that capacity. After calling the meeting to order, the Chairman requested that Julie Dee keep the minutes of the meeting.

The meeting proceeded to the election of the Board Officers. Upon motion duly made, seconded and unanimously carried, the following persons were elected to the offices indicated opposite their respective names, to serve during the ensuing year and until such time as their successors have been duly elected and shall qualify:

Ashley McCleary	President
Crystal Nielsen	Vice President
Nathan Durbano	Financial Coordinator
Julie Dee	Secretary

Upon motion duly made, seconded and unanimously carried, the following resolution was adopted regarding the Amended and Restated Articles of Incorporation and the Bylaws of the Corporation:

**RESOLVED:**

That the Articles of Incorporation of the Corporation, a copy of which has been presented to the Board of Directors, shall be and the same hereby are adopted Article of Incorporation of the Corporation and the

same shall be filed with the Division of Corporations for the State of Utah.

**FURTHER RESOLVED:**

That the Bylaws of the Corporation, a copy of which has been presented to the Board of Directors, shall be and the same hereby are adopted as the official Bylaws of the Corporation.

**FURTHER RESOLVED:**

That the Articles of Incorporation and the Bylaws of the Corporation in accordance with the requirements of the Utah Revised Nonprofit Corporation Act.

Thereby being no further business, the meeting was thereupon adjourned.



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**Appendix E: List of Waiver Requests – if applicable**



## **State Charter School Board**

### **Waiver from USBE Board Rule Request**

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## Applicant Assurances

School Name: PEAK Academy

The Applicant certifies all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the Waiver Request process or revocation after award.

The Applicant understands that applications must uploaded into the UCAP system no later than the third Friday of the month preceding the month of the requested SCSB meeting and that incomplete applications will not be considered.

The Applicant acknowledges that all information presented in the application package, if approved, may become part of the charter to be used for accountability purposes throughout the term of the charter.

The Applicant acknowledges that the charter school governing Board is subject to all Utah statutes regarding charter schools as well as all relevant federal, state and local laws, and requirements, and should comply such.

The Applicant acknowledges that the most current academic and compliance data will be provided to the SCSB for its consideration of the application.

The applicant acknowledges that prior to inclusion on the agenda, the SCSB recommends charter school governing Boards read the associated rule and information documents, as well as schedule an appointment with SCSB staff to discuss the request and provide clarification to any questions.

Ashley McCleary  
\_\_\_\_\_  
Name of Board Chair

  
\_\_\_\_\_  
Signature of Board Chair /Date

## School Entity Information

Name of School: **PEAK Academy**

Name of School Administrator: **Ashley McCleary**

Contact Information for School: (385) 350-1270

*Below, list the names and positions of all current Board Members (officers, members, directors, partners), and their positions. Also list any other current charters in which they act as a corporate principal or charter representative. Add rows as necessary.*

Name	Position	Area of Expertise	Charter Affiliations
Ashley McCleary	President	Parent/Business	
Crystal Nielsen	Co-Chair	Parent/Education	North Star Academy
Julie Dee	Secretary	Education	
Nathan Durbano	Financial Coordinator	Strategic Business Partner	
Mark Hadley	Member	Education	
Marina Hallsten	Member	Education/Business	
Doug Durbano	Member	Legal	
Kellie Lockwood	Member	Administration/Education	HighMark & City
Jay Welk	Member	Administration	Founder of Catalyst

## **Contractual Charter Agreement Goals**

PEAK Academy will satisfy the following state legislative purposes:

1. Continue to improve student learning.  
PEAK Academy is committed to advancing student learning. PEAK students will create a student Personal Education Plan(PEP). This will include the students preferred learning style in addition to current academic levels and individual interests. By incorporating project based learning and collaborative techniques, students will learn to apply knowledge to real life situations. PEAK's academic teaching methods will improve each student's ability to master concepts in all content areas as they increase their aptitudes in critical thinking and problem solving.
2. Encourage the use of different and innovative teaching methods.  
PEAK Academy will develop a curriculum committee insure our teaching methods are supported on evidence based practices. Additionally, PEAK will promote continual professional development. This will be facilitated by allocating funds for Board approved courses, programs, and/or conferences for our teachers to participate. Specific programs will be determined based on student needs and school desired intended learning outcomes.
3. Increase choice of learning opportunities for students.  
PEAK Academy will offer alternative and/or accelerated learning opportunities for students in multiple subjects including math, finance, trade licensure/certification. Morgan County currently has limited options for students to achieve their desired learning goals. PEAK is essential to the educational growth of our students and would provide a much needed and desired resource for our community.

The key elements that separate PEAK Academy from other schools include:

- Offering educational choices to Morgan County and surrounding areas that do not currently exist
- Creating fiscally responsible individuals in a setting that promotes entrepreneurialism:
  - PEAK will utilized project-based learning allowing students to understand and practice all areas of fiscal and business responsibility, accountability, and independence as they mature to adulthood
- Conducting frequent mathematic and reading formative assessments to ensure they are progressing at an appropriate and challenging pace
- Cultivating personal responsibility through consistent goal setting and self-evaluation
- Establishing a review of each student referred to as PEP
- Requiring a Technical Certification from Davis Technology Center (DTC) for each student upon graduation
- Building cross-curricular and integrated learning opportunities aimed at developing and nourishing the growth of core skills across multiple subject areas



- PEAK will prepare our students to learn, and problem solve independently to better equip them for their desired college, trade, and career. This mastery of essential real-life skills and knowledge are imperative for our youth to be successful
- Facilitating inquiry driven problem-solving to encourage creative solutions
- Utilizing Project Based Learning (PBL) in interactive and exploratory small group settings
- Integration of PBL in both small group and classroom settings

Enrollment preferences will follow those permitted by §53G-6-502 and will be determined by the Board when the need arises. The Board acknowledges the importance of staying in compliance with this legislative rule and will seek approval from the governing state charter Board. Please reference proposal application for more details.

**Goals:**

Measure	Metric	Targets			
		Exceeds	Meets	Does Not Meet	Falls Far Below
Students will embark on their career aimed journey by utilizing PBL designed to support their interdisciplinary needs	Each graduating senior will complete a Capstone Project that serves as the culminating requirements for our students to synthesize what they have learned to research and address a relevant business problem or need	≥ 95% students completion of capstone upon graduation	>85%	66-84%	65%
Empower love and accountability for learning and proactively set PEP goals	Students will participate in daily check-ins with stake holders to progress incrementally along personalized learning plan. Each plan will consist of 6 goals.	≥95% of students will accomplish all growth goals	≥85% will accomplish greater than half of their growth goals	66-84% will accomplish half of their growth goals	≤65% will accomplish less than half
Students will demonstrate a superior relative academic performance and entrepreneurship by graduating with DTC certificate in the pathway of their choice	Percent of students that have their DTC certificate upon graduation in comparison with other high school(s) in the Morgan district	>40% more students with DTC certification vs Morgan district	≥30%	21-29%	≤20%
Students will demonstrate academic gain by improving in mathematics	Improved math proficiency as demonstrated by assessments via state mandate testing from beginning to end of year testing demonstrated over a 3 year period for all students in grades 6-10 (12)	≥95% students completion upon graduation	≥85%	66-84%	≤65%

## **Waiver Requests Require both State Charter School Board (SCSB) and Utah State Board of Education (USBE) Approval**

*The following request may take 2-3 months to complete.*

### ***Waiver from Board Rule***

Rule Number and Title: R277-121 and R277-419-4 Four-day School Week

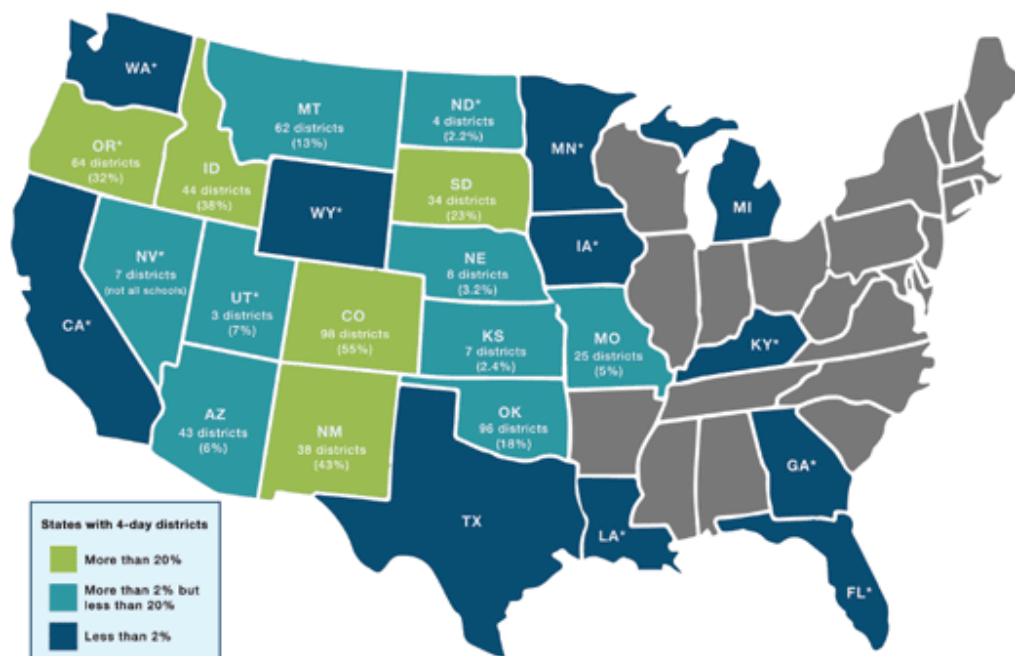
PEAK Academy strives for excellence in education and superior academic outcomes providing an environment where students and staff can learn, grow and prosper. Research shows a four-day school week will allow students to accomplish these goals by:

1. Offering dedicated out of classroom time for extracurricular activities including:
  - a. off campus academic projects and pathways
  - b. specialized lab facilities
  - c. career skill internships and externships
  - d. continuing education courses at universities or trade schools
  - e. public service and philanthropic experiences
  - f. performing arts
  - g. participation in athletic programs/games/training etc.
2. Providing staff with dedicated time for professional development, classroom planning and meetings. Also, a four-day school week may assist in to attract educators in a difficult hiring environment and potentially reduce faculty turnover rate.<sup>xxx</sup>
3. Have an environmental benefit to our state pollution problem and lessen the travel burden for our rural students.
4. Improving student attendance and enrollment by offering agricultural families and rural students the flexibility to balance school/life responsibilities.<sup>xxxi</sup>

The PEAK Academy Board voted unanimously for the four-day week after examining other states where implementation has been successful. In the U.S. a four-day week is implemented in over 1600 Schools in 24 states as depicted by the map below<sup>xxxii</sup>.

## 25 States Have at Least One District Using a Four-Day School Week

Approximately 550 of the Nation's School Districts Use a Four-Day Schedule<sup>2</sup>



\* The number of districts in these states are estimates because the data are from old department of education reports or newspaper reports.

### Notes:

a. We only included states that have districts currently using four-day schedules. Some states had districts using the four-day schedule in the past but no longer do (e.g., Maine, Massachusetts, New Jersey).

b. All data are from the 2018 school year except for Arizona (2015), California (2011), Missouri (2017), Montana (2017), Nevada (2012), Oklahoma (2017), Oregon (2013), Texas (2016), and Utah (2013).

In neighboring Western states such as Idaho<sup>xxxiii</sup>, Colorado, New Mexico and Oregon, reduced school weeks are finding increased favorability by parents, students and educators.

PEAK Academy is prepared to mitigate potential drawbacks as demonstrated in research; they include:

1. Childcare necessities can be addressed by PEAK Academy's intention to have access to the school building on the off day for projects, school work, testing, sports, etc. This, combined with the older 6-12<sup>th</sup> grade age group, tends to require less childcare than elementary aged children.
2. The decline in academic performance for vulnerable groups (low income, minority, special needs) can be addressed by utilizing<sup>xxxiv</sup> the four-day school week to draw top teaching talent to monitor quality learning measures that ensure each student is being followed.

PEAK Academy is dedicated in providing quality education and scholastic experience through a four-day school week. **Our vision** at PEAK Academy is to provide our students with personalized learning experiences that encourage intellectual curiosity and professional life skills. With a focus on developing fiscal knowledge and responsibility, we strive to create successful, contributing members of society now and in the future.

Law Regarding minimum number of school days: **R277-419-4 Minimum School Days, LEA records, and Audits.**

A. Minimum standards for school days.

1. LEAs shall conduct school for at least 990 instructional hours and 180 school days each school year.

School districts operating on a traditional five day school week may schedule roughly 5.8 hour days for 180 school days per school year and a total of 990 instructional hours. A school district operating on a 4 day school week may achieve the same hours by scheduling 6.75 hour school days, for 148 days per school year including lunch; reaching a total of 999 instructional hours, 32 days less than the 180 day requirement.

Proposed 4 Day School Schedule:

A generic 6-12 daily schedule is as follows:

Monday-Thursday: 8:15AM-3PM

8:15 – 8:30	Plan and Prepare
8:30 – 9:55	Period 1
10:00 – 11:25	Period 2
11:30 – 12:00	Lunch
12:05 – 1:25	Period 3
1:30 – 2:45	Period 4
2:45 – 3:00	Daily review and Reading

**Considerations:**

-Start Date: 2024-2025 School year.

-Sunset Date: N/A

Minutes from Board meeting outlining vote for four-day school week for this waiver on Appendix E2.

***Appendix E2: Minutes for Vote of four-day waiver***

## ProsperUs Academy Charter Board Meeting Minutes

September 14, 2022, 7pm

Attendees: Gavin McCleary, Venessa Durbano, Nate Durbano, Crystal Nielsen, Marc Hadley, Marina Hallsten, Jay Welk, and Julie Dee

### 1. SUPERINTENDENT DOUG JACOBS

A. Follow up on meeting date- Gavin has sent an email to set up appointment

B. Discuss who is attending

Gavin, Ashley, Nate, and Crystal (Doug?)

C. Discuss best way to talk to Doug and agenda for that meeting

We are aware of the impact this will have on our fellow district schools (enrollment and class size) and the issue that money follows the students

Want him to know here to improve the county and help the students, provide options and avenues to help students take ownership of their learning. We are here to complement each other, we want to work with you not against you!

Aware we may take teachers which is a worry especially in the environment where finding and retaining teachers is tough

FTE= 1 teacher .5=half time

What is Morgan's MS and HS desired student:teacher ratio 28:1??? Do they have such a thing.

### 2. REVIEW PROPOSAL APPLICATION

1. Executive Summary: Marina Hallsten

2. Charter Agreement: Julie Dee- continuing to research all the state code necessary, coming along

3. Program of Instruction: Ashley McCleary

3C: Mark Hadley- will continue to work and complete within the next week or two

4. Markey Analysis: Nate Durbano, Julie Dee, Venessa Durbano-

Jay's son, Jace (in Health Services) and Ashley working together- Ashley, if you can forward information to Venessa and she will continue to progress what you've been working on.

Gavin- reached out to Weber State, surveys like this are part of their doctorate/masters work- his contact is fishing for a teacher/teacher to work on this for us, however the timing may not work for what we need.

Nate- looked into social media platforms, specifically FaceBook- can set up demographics and geographic boundaries to get it pushed out to a lot of people quickly.

Next Door/groupme/survey through various apps- provide these stats to Qualtrix or other service and combine multiple platforms into

Start a Google form/Survey Monkey/Microsoft Forms (Jay available to help) and blast it out through our available platforms (Next Door/groupme/instagram/ QR code around town) - Venessa and Nate to compile and we will all blast it out after our meeting with Doug.

Our survey will contain questions similar to what Spectrum Academy sent out:  
[https://docs.google.com/forms/d/e/1FAIpQLScN\\_wSqRe9k\\_at4YwpXvhOFvACL\\_uGZGPUIObGLKuvr\\_FeXA/viewform](https://docs.google.com/forms/d/e/1FAIpQLScN_wSqRe9k_at4YwpXvhOFvACL_uGZGPUIObGLKuvr_FeXA/viewform)

(Do not include address, just zip code)

\*\*\*NAME CHANGE- Back to the discussion of how our name was not fully embraced in the initial application. Gavin introduced the name PEAK academy for us to think over...

#### 6. Staffing: Crystal Nielsen

Everyone- Venessa is available to do research if you need her- reach out and she will willing to help!!!

#### 7. Budget: Jay Welk- needs more information in order to move forward

Enrollment will affect it a lot.

What is our desired student teacher ratio

What technology/equipment do we want

School resource officer, dual enrollment, AP/CE courses (funding is tied to this-through SBE)

8. Contracts: TBD

### 3. DISCUSS 4-DAY SCHOOL WEEK WAIVER

Are we all in agreeancege this is in the best interest and a major benefit to our school???

**VOTE: Passed Unanimously**- we will continue the 4-day waiver application

A. Need to have it prepared to submit with/prior to our application

### 4. LAND ACQUISITION AND DEVELOPMENTS

A. Updates from Gavin- Word is out there is a charter school coming in MG. Boyer Group has begun calling with interest in building and leasing it to us. There is a large group who knows who we are and would like to build for us (third option).

5-8 acres for our school is about the amount of land we would need.

Option A/B in the new commercial area of Mtn Green- layout in development process

Has 2 very good locations and a few ways to get the building funded... yes in January, and very confident we will be able to get a building up.

### 5. OVERVIEW AND PLANS OF UPCOMING EVENTS

Next Tuesday, September 20th. Plan about 2 hours 6-8pm at Doug Durbano's home- 4400 Ranch Blvd

To add to next week's agenda:

Additional board members, need them involved ASAP (Reed- Jay will check with him.)



## Appendix F: Budget Spread Sheets

## CHARTER SCHOOL WORKSHEET

\*\*\*\*\*PROJECTION ONLY\*\*\*\*\*

## Peak Academy

	Max Authorized Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	0	0.55	0
Estimated enrollment (1-4)	0	0.9	0
Estimated enrollment (6)	60	0.9	54
Estimated enrollment (7-8)	120	0.99	118.8
Estimated enrollment (9-12)	120	1.2	144
Special Ed enrollment (K)	0		
Special Ed enrollment (1-12)	30		
Special Ed (Self-Contained)	3		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	0		
WPU Value	\$4,038		
No. of Teachers (FTE) (CACTUS)	27		
School Administrators (CACTUS)	1		

Program Name	Rate	WPU Generated	Amount Generated
<b>WPU Programs</b>			
<b>Regular Basic School:</b>			
Regular WPU - K-12	See above	316.8000	\$ 1,279,238
Professional Staff	0.059507	18.8518	76,124
<b>Restricted Basic School:</b>			
Special Ed--Add-on	1.0000	30.5000	122,632
Spec. Ed. Self-Contained	1.0000	3.7500	12,000
Special Ed-State Programs			
Career and Technical Ed.			
Class Size Reduction (K-8)	\$373.91 per 6-8		67,304
<b>Total WPU Programs</b>		369.9018	\$ 1,557,298
<b>Non-WPU Programs</b>			
<b>Related to Basic Programs:</b>			
<b>Special Populations</b>			
Enhancement for At-Risk Students			
Enhancement for Accelerated Students			
<b>Other</b>			
School Land Trust Program	State Recommended Estimate		24,000
Reading Achievement Program	State Recommended Estimate		5,000
Charter School Funding Base Program	State Recommended Estimate		20,000
Educator Salary Adjustment (ESA)	State Recommended Estimate		56,000
ESA-School Administrators	State Recommended Estimate		4,000
Library Books and Resources	State Recommended Estimate		475
<b>Local Replacement Dollars</b>	Average \$2,899 per student		878,397
<b>Total Non-WPU</b>			\$ 987,872
<b>ESTIMATED Total All State Funding</b>			<b>\$ 2,545,170</b>

**CHARTER SCHOOL WORKSHEET****\*\*\*\*\*PROJECTION ONLY\*\*\*\*\*****Peak Academy**

	<b>Break Even Enrollment</b>	<b>Rating Factor</b>	<b>WPU Generated</b>
Estimated enrollment (K)	0	0.55	0
Estimated enrollment (1-4)	0	0.9	0
Estimated enrollment (6)	50	0.9	45
Estimated enrollment (7-8)	100	0.99	99
Estimated enrollment (9-12)	75	1.2	90
Special Ed enrollment (K)	0		
Special Ed enrollment (1-12)	22.5		
Special Ed (Self-Contained)	2.25		
Number of Teachers (6)	3		
Number of Teachers (7-12)	20		
WPU Value	\$4,038		
No. of Teachers (FTE) (CACTUS)	23		
School Administrators (CACTUS)	1		

<b>Program Name</b>	<b>Rate</b>	<b>WPU Generated</b>	<b>Amount Generated</b>
<b>WPU Programs</b>			
<b>Regular Basic School:</b>			
Regular WPU - K-12	See above	234.0000	\$ 944,892
Professional Staff	0.059507	13.9246	56,228
<b>Restricted Basic School:</b>			
Special Ed--Add-on	1.0000	22.0000	89,000
Spec. Ed. Self-Contained	1.0000	2.0000	9,000
Special Ed-State Programs			
Career and Technical Ed.			
Class Size Reduction (K-8)	\$373.91 per 6-8		102,825
<b>Total WPU Programs</b>		271.9246	\$ 1,201,945
<b>Non-WPU Programs</b>			
<b>Related to Basic Programs:</b>			
Flexible Allocation-WPU Distribution			
<b>Special Populations</b>			
Enhancement for At-Risk Students			
Enhancement for Accelerated Students			
<b>Other</b>			
School Land Trust Program			
Reading Achievement Program			
Charter Administrative Costs			
Educator Salary Adjustment (ESA)			
ESA-School Administrators			
Library Books and Resources			
<b>Local Replacement Dollars</b>	Average \$2,899 per student		658,798
<b>Total Non-WPU</b>			\$ 658,798
<b>ESTIMATED Total All State Funding</b>			<b>\$ 1,860,742</b>

# New School Application - PEAK Academy

Peak Academy		FY 2024					
First Operational Year		100% Enrollment			Breakeven Enrollment		
Number of Students:		300			225		
Grade Configuration:		6-10			6-10		
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		0			0		
Student Activities		\$95			\$71		
Other		\$0			\$0		
Total Revenue From Local Sources (1000)		\$95			\$71		
Estimated Total All State Funding		\$	2,545,169.84		\$	1,860,742.44	
Charter School Revolving Loan		\$300,000			\$300,000		
Charter School Startup and Implementation Grant		\$147,500			\$147,500		
Total Revenue from State Sources (3000)		\$2,992,670			\$2,308,242		
Lunch and Breakfast Reimbursement		300			225		
Restricted Federal Through State		\$0			\$0		
Programs for the Disabled (IDEA)		\$122,632			\$97,000		
Elementary and Secondary Education Act (ESEA)		\$12,000			\$11,000		
Total Revenue from Federal Sources (4000)		\$134,632			\$108,000		
Private Grants & Donations:		\$250,000			\$250,000		
Private Line of Credit		\$100,000			\$100,000		
Loans:		\$0			\$0		
Commercial		\$0			\$0		
Private Line of Credit		\$0			\$0		
Pre-Operational Carryforward		\$0			\$0		
Total Revenue from Other Sources (5000)		\$350,000			\$400,000		
Total Revenue		\$3,477,397			\$2,816,314		
Expenditures		Number	Salary/Cost	Total	Number	Salary/Cost	Total
--- SALARIES ---							
10.131	Salaries - Teachers	15.00	\$49,000	\$735,000	9.00	\$49,000	\$441,000
10.132	Salaries - Substitute Teachers	160.00	\$90	\$14,400	120.00	\$90	\$10,800
10.161	Salaries - Teacher Aides and Paraprofessionals	2.00	\$30,000	\$60,000	2.00	\$30,000	\$60,000
10.100	Salas Special Ed Teachers	1.00	\$50,000	\$50,000	1.00	\$50,000	\$50,000
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$859,400			\$561,800
21.141	Salas SPED Director	1.00	\$12,000	\$12,000	1.00	\$12,000	\$12,000
21.142	Salas School Counselor	1.00	\$60,000	\$60,000	1.00	\$60,000	\$60,000
21.143	Salas Health/Nurse	1.00	\$12,000	\$12,000	1.00	\$18,000	\$18,000
21.144	Salaries - Psychological Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.152	Salaries - Secretarial and Clerical	1.00	\$40,000	\$40,000	1.00	\$40,000	\$40,000
21.100	Salas Education Technology Specialist/CTE Dir	1.00	\$50,000	\$50,000	1.00	\$50,000	\$50,000
47.000	Total - STUDENT SUPPORT Salaries (100)			\$174,000			\$180,000
22.145	Salas Media Specialist	1.00	\$50,000	\$50,000	1.00	\$50,000	\$50,000
22.162	Salas Assessment Director	1.00	\$50,000	\$50,000	0.00	\$0	\$0
22.100	Salas Instructional Coach/Curriculum Specialist	1.00	\$50,000	\$50,000	1.00	\$50,000	\$50,000
	Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$150,000			\$100,000
24.121	Salas Director/Asst Director	1.00	\$110,000	\$110,000	1.00	\$108,000	\$108,000
24.152	Salas Head Secretary/Administrative Asst.	1.00	\$50,000	\$50,000	1.00	\$50,000	\$50,000
24.100	Salas Office Business Manager	1.00	\$50,000	\$50,000	1.00	\$50,000	\$50,000
	Total -SCHOOL ADMINISTRATION Salaries (100)			\$210,000			\$208,000
26.100	Salaries - Operation & Maintenance of Facilities	1.00	\$36,000	\$36,000	1.00	\$36,000	\$36,000
	Total -OPERATION & MAINT OF FACILITIES Salaries (100)			\$36,000			\$36,000
31.100	Salas Business Manager	0.00	\$0	\$0	0.00	\$0	\$0
	Total -FOOD SERVICES Salaries (100)			\$0			\$0
	TOTAL - ALL SALARIES (100)			\$1,429,400			\$1,085,800
--- BENEFITS ---							
10.210	Retirement - Instruction	0%	\$859,400	\$0	0%	\$561,800	\$0
21.210	Retirement - Student Support	0%	\$174,000	\$0	0%	\$180,000	\$0
22.210	Retirement - Instructional Staff Support	0%	\$150,000	\$0	0%	\$100,000	\$0
24.210	Retirement - School Administration	0%	\$210,000	\$0	0%	\$208,000	\$0
26.210	Retirement - Operation & Main of Facilities	0%	\$36,000	\$0	0%	\$36,000	\$0
31.210	Retirement - Food Services	0%	\$0	\$0	0%	\$0	\$0
	Total - All Retirement			\$0			\$0
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$859,400	\$85,940	10%	\$561,800	\$56,180
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$174,000	\$17,400	10%	\$180,000	\$18,000
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administration	10%	\$210,000	\$21,000	10%	\$208,000	\$20,800
26.220	Social Security/FICA/Unemployment/Workers Comp -Operation & Maint	10%	\$36,000	\$3,600	10%	\$36,000	\$3,600
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$0	\$0	10%	\$0	\$0
	Total - Social Security/FICA/Unemployment/Workers Comp			\$127,940			\$98,580
10.240	Insurance (Health/Dental/Life) - Instruction	10%	\$859,400	\$85,940	10%	\$561,800	\$56,180
21.240	Insurance (Health/Dental/Life) - Student Support	10%	\$174,000	\$17,400	10%	\$180,000	\$18,000
24.240	Insurance (Health/Dental/Life) - School Administration	10%	\$210,000	\$21,000	10%	\$208,000	\$20,800
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	10%	\$36,000	\$3,600	10%	\$36,000	\$3,600
31.240	Insurance (Health/Dental/Life) - Food Services	0%	\$0	\$0	0%	\$0	\$0
	Total- All Insurance (Health/Dental/Life)			\$127,940			\$98,580
10.200	Other Benefits (specify) - Instruction	0%	\$859,400	\$0	0%	\$561,800	\$0

# New School Application - PEAK Academy

21.200	Other Benefits (specify) - Student Support	0%	\$174,000	\$0	0%	\$180,000	\$0
24.200	Other Benefits (specify) - School Administration	0%	\$210,000	\$0	0%	\$208,000	\$0
26.200	Other Benefits (specify) - Operation & Maintenance of Facilities	0%	\$36,000	\$0	0%	\$36,000	\$0
31.200	Other Benefits (specify) - Food Services	0%	\$0	\$0	0%	\$0	\$0
<b>Total - All Other Insurance</b>				<b>\$0</b>			<b>\$0</b>
<b>TOTAL ALL BENEFITS (200)</b>				<b>\$255,880</b>			<b>\$197,160</b>
<b>--- PURCHASED PROFESSIONAL &amp; TECHNICAL SERVICES ---</b>							
10.300	Purchased Prof & Tech Services - Instruction			\$0			\$0
21.300	Purchased Prof & Tech Services - Student Support	1.00	\$35,000	\$35,000			\$35,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$0			\$0
24.300	Purchased Prof & Tech Services - School Administration			\$0			\$0
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities	1.00	\$24,000	\$24,000			\$24,000
31.300	Purchased Prof & Tech Services - Food Services			\$0			\$0
<b>TOTAL - ALL PURCHASED PROF &amp; TECH SERVICES (300)</b>				<b>\$59,000</b>			<b>\$59,000</b>
<b>--- PURCHASED PROPERTY SERVICES ---</b>							
26.400	Purchased Property Services			\$0			\$0
26.441	Rental of Land & Buildings			\$480,000			\$480,000
26.450	Construction and Remodeling			\$0			\$0
<b>TOTAL - ALL PURCHASED PROPERTY SERVICES (400)</b>				<b>\$480,000</b>			<b>\$480,000</b>
<b>--- OTHER PURCHASED SERVICES ---</b>							
27.510	Student Transportation services			\$0			\$0
24.520	Insurance (other than employee benefits - e.g. D&O)			\$0			\$0
45.521	Property Insurance			\$18,000			\$18,000
45.522	Liability Insurance			\$2,200			\$2,200
10.530	Communication (telephone and other)			\$1,200			\$1,200
21.530	Utilities			\$30,000			\$30,000
24.530	Fidelity Bond			\$1,500			\$1,500
26.530	Communication (telephone and other)			\$0			\$0
24.540	Advertising			\$6,000			\$6,000
10.550	Printing and Binding			\$0			\$0
21.550	Printing and Binding			\$0			\$0
24.550	Printing and Binding			\$0			\$0
10.560	Tuition			\$0			\$0
21.570	Food Service Management			\$0			\$0
21.580	Travel/Per Diem			\$2,500			\$2,500
24.580	Travel/Per Diem						\$0
26.580	Travel/Per Diem			\$0			\$0
10.590	Inter-educational, Interagency Purchased Services			\$0			\$0
<b>TOTAL - OTHER PURCHASED SERVICES (500)</b>				<b>\$61,400</b>			<b>\$61,400</b>
<b>--- SUPPLIES ---</b>							
10.600	Instructional Supplies	0	\$0	\$30,000	0	\$0	\$20,000
10.641	Textbooks	0	\$0	\$30,000	0	\$0	\$20,000
21.600	Supplies - Student Support Services	0	\$0	\$5,000	0	\$0	\$5,000
22.644	Library Books	0	\$0	\$15,000	0	\$0	\$15,000
22.650	Periodicals	0	\$0	\$5,000	0	\$0	\$5,000
24.600	Supplies - School Administration	0	\$0	\$5,000	0	\$0	\$5,000
26.600	Supplies - Operation & Maintenance of Facilities	0	\$0	\$5,000	0	\$0	\$5,000
31.600	Supplies - Food Service	0	\$0	\$15,000	0	\$0	\$15,000
31.630	Food - Food Service			\$0			\$0
<b>TOTAL - ALL SUPPLIES (600)</b>				<b>\$110,000</b>			<b>\$90,000</b>
<b>--- PROPERTY ---</b>							
10.700	Property (Instructional Equipment) - Instruction			\$10,000			\$10,000
21.700	Property - Student Support Services			\$5,000			\$5,000
24.700	Property - School Administration			\$0			\$0
26.700	Property - Operation & Maintenance of Facilities			\$5,000			\$5,000
31.700	Property - Food Services			\$0			\$0
31.780	Depreciation - Kitchen Equipment Depreciation	\$ -	7	\$0	\$ -	7	\$0
49.710	Land and Improvements			\$0			\$0
49.720	Buildings			\$0			\$0
27.732	School Buses			\$0			\$0
10.733	Furniture and Fixtures - Instruction			\$250,000			\$200,000
24.733	Furniture and Fixtures - School Administration			\$0			\$0
21.733	Furniture and Fixtures - Student Support Services			\$0			\$0
10.734	Technology Equipment - Instruction			\$120,000			\$90,000
24.734	Technology Equipment - School Administration			\$0			\$0
21.734	Technology Equipment - Student Support Services			\$0			\$0
27.735	Non-Bus Vehicles			\$0			\$0
10.739	Other Equipment - Instruction			\$0			\$0
21.739	Other Equipment - Student Support Services			\$0			\$0
24.739	Other Equipment - School Administration			\$0			\$0
<b>TOTAL - ALL PROPERTY (700)</b>				<b>\$390,000</b>			<b>\$310,000</b>
<b>--- OTHER OBJECTS ---</b>							
10.800	Other Teacher Recruitment Bonus			\$15,000			\$0

# New School Application - PEAK Academy

21.800	Other Objects- Pro Dev/CE		\$25,000		\$10,000
24.800	Other Objects- School Administration		\$0		\$0
26.800	Other Objects - Operation & Maintenance of Facilities		\$0		\$0
31.800	Other Objects - Food Services		\$0		\$0
45.800	Other Objects - Building Acquisition		\$0		\$0
	Total - All Other Objects		\$0		\$0
10.810	Dues and Fees - Instruction		\$0		\$0
21.810	Dues and Fees - Student Support		\$0		\$0
24.810	Dues and Fees -School Administration		\$0		\$0
26.810	Dues Maintenance/Repair/Cleaning Outsourced		\$36,000		\$18,000
	Total - All Dues and Fees		\$0		\$0
	<b>TOTAL - OTHER OBJECTS (800)</b>		<b>\$76,000</b>		<b>\$28,000</b>
	<b>Total Building Acquisition &amp; Instruction (4500)</b>				
45.830	Interest/Charter School Revolving Loan		\$3,000		\$3,000
45.840	Redemption of Principal/Charter School Revolving Loan		\$75,000		\$75,000
	<b>Total other financing sources (uses) and other items</b>		<b>\$78,000</b>		<b>\$78,000</b>
1000	Total Local		\$95		\$71
3000	Total State		\$2,992,670		\$2,308,242
4000	Total Federal		\$134,632		\$108,000
	<b>TOTAL REVENUES</b>		<b>\$3,127,397</b>		<b>\$2,416,314</b>
100	Salaries		\$1,429,400		\$1,085,800
200	Employee Benefits		\$255,880		\$197,160
300	Purchased Professional and Technical Services		\$59,000		\$59,000
400	Purchased Property Services		\$480,000		\$480,000
500	Other Purchased Services		\$61,400		\$0
600	Supplies		\$110,000		\$90,000
700	Property		\$390,000		\$310,000
800	Other Objects		\$153,000		\$50,000
	<b>TOTAL EXPENDITURES</b>		<b>\$2,938,680</b>		<b>\$2,271,960</b>
	Excess or Deficiency of Revenues over Expenditures		\$188,717		\$144,354
	Other Sources of Funding (5000)		\$350,000		\$400,000
	Net Asset Balance (Fund Balance)		\$538,717		\$544,354
	Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)		17%		23%
	Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev =>5%)		6%		6%

# New School Application - PEAK Academy

Peak Academy		FY 2025					
<b>Second Operational Year</b>		<b>100% Enrollment</b>					
Number of Students:		360					
Grade Configuration:		6-11					
<b>Revenue</b>							
Child Nutrition Program (CNP) and Lunchroom Sales		360					
Student Activities		\$114					
Other		\$0					
<b>Total Revenue From Local Sources (1000)</b>		<b>\$114</b>					
Estimated Total All State Funding		\$ 3,176,610.27					
Charter School Revolving Loan		\$0					
Charter School Startup and Implementation Grant		\$50,000					
<b>Total Revenue from State Sources (3000)</b>		<b>\$3,226,610</b>					
Lunch and Breakfast Reimbursement		360					
Restricted Federal Through State		\$0					
Programs for the Disabled (IDEA)		\$122,632					
Elementary and Secondary Education Act (ESEA)		\$12,000					
<b>Total Revenue from Federal Sources (4000)</b>		<b>\$134,632</b>					
Private Grants & Donations:		\$0					
CTE Qualification		\$200,000					
Loans:		\$0					
Commercial		\$0					
Private Line of Credit		\$100,000					
Pre-Operational Carryforward		\$538,717					
<b>Total Revenue from Other Sources (5000)</b>		<b>\$838,717</b>					
<b>Total Revenue</b>		<b>\$4,200,073</b>					
<b>Expenditures</b>		<b>Number</b>	<b>Salary/Cost</b>	<b>Total</b>	<b>Number</b>	<b>Salary/Cost</b>	<b>Total</b>
<b>--- SALARIES ---</b>							
10.131	Salaries - Teachers	18.00	\$52,000	\$936,000			
10.132	Salaries - Substitute Teachers	160.00	\$90	\$14,400			
10.161	Salaries - Teacher Aides and Paraprofessionals	2.00	\$30,000	\$60,000			
10.100	Salaries - Special Ed Teachers	1.00	\$52,000	\$52,000			
	<b>Total 10 (1000)-INSTRUCTION Salaries (100)</b>			<b>\$1,062,400</b>			
21.141	Sala SPED Director	1.00	\$12,000	\$12,000			
21.142	Sala School Counselor	1.00	\$65,000	\$65,000			
21.143	Sala Health/Nurse	1.00	\$36,000	\$36,000			
21.144	Salaries - Psychological Personnel	1.00	\$65,000	\$65,000			
21.152	Salaries - Secretarial and Clerical	1.00	\$40,000	\$40,000			
21.100	Sala Education Technology Specialist/CTE Dir	1.00	\$50,000	\$50,000			
	<b>Total - STUDENT SUPPORT Salaries (100)</b>			<b>\$268,000</b>			
22.145	Sala Media Specialist	1.00	\$50,000	\$50,000			
22.162	Sala Assessment Director	1.00	\$54,000	\$54,000			
22.100	Sala Instructional Coach/Curriculum Specialist	1.00	\$50,000	\$50,000			
	<b>Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)</b>			<b>\$154,000</b>			
24.121	Sala Director/Asst Director	1.00	\$120,000	\$120,000			
24.152	Sala Head Secretary/Administrative Asst.	1.00	\$50,000	\$50,000			
24.100	Sala Office Manager	1.00	\$50,000	\$50,000			
	<b>Total - SCHOOL ADMINISTRATION Salaries (100)</b>			<b>\$220,000</b>			
26.100	Salaries - Operation & Maintenance of Facilities	1.00	\$48,000	\$48,000			
	<b>Total - OPERATION &amp; MAINT OF FACILITIES Salaries (100)</b>			<b>\$48,000</b>			
31.100	Sala Business Manager	1.00	\$50,000	\$50,000			
	<b>Total - FOOD SERVICES Salaries (100)</b>			<b>\$50,000</b>			
	<b>TOTAL - ALL SALARIES (100)</b>			<b>\$1,802,400</b>			
<b>--- BENEFITS ---</b>							
10.210	Retirement - Instruction	0%	\$1,062,400	\$0			
21.210	Retirement - Student Support	0%	\$268,000	\$0			
22.210	Retirement - Instructional Staff Support	0%	\$154,000	\$0			
24.210	Retirement - School Administration	0%	\$220,000	\$0			
26.210	Retirement - Operation & Main of Facilities	0%	\$48,000	\$0			
31.210	Retirement - Food Services	0%	\$50,000	\$0			
	<b>Total - All Retirement</b>			<b>\$0</b>			
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$1,062,400	\$106,240			
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$268,000	\$26,800			
24.220	Social Security/FICA/Unemployment/Workers Comp - School Administration	10%	\$220,000	\$22,000			
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maint	10%	\$48,000	\$4,800			
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$50,000	\$5,000			
	<b>Total - Social Security/FICA/Unemployment/Workers Comp</b>			<b>\$164,840</b>			
10.240	Insurance (Health/Dental/Life) - Instruction	12%	\$1,062,400	\$127,488			
21.240	Insurance (Health/Dental/Life) - Student Support	12%	\$268,000	\$32,160			
24.240	Insurance (Health/Dental/Life) - School Administration	12%	\$220,000	\$26,400			
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	12%	\$48,000	\$5,760			
31.240	Insurance (Health/Dental/Life) - Food Services	0%	\$50,000	\$0			
	<b>Total- All Insurance (Health/Dental/Life)</b>			<b>\$191,808</b>			
10.200	Other Benefits (specify) - Instruction	0%	\$1,062,400	\$0			

# New School Application - PEAK Academy

21.200	Other Benefits (specify) - Student Support	0%	\$268,000	\$0			
24.200	Other Benefits (specify) - School Administration	0%	\$220,000	\$0			
26.200	Other Benefits (specify) - Operation & Maintenance of Facilities	0%	\$48,000	\$0			
31.200	Other Benefits (specify) - Food Services	0%	\$50,000	\$0			
	<b>Total - All Other Insurance</b>			<b>\$0</b>			
	<b>TOTAL ALL BENEFITS (200)</b>			<b>\$356,648</b>			
	<b>--- PURCHASED PROFESSIONAL &amp; TECHNICAL SERVICES ---</b>						
10.300	Purchased Prof & Tech Services - Instruction			\$0			
21.300	Purchased Prof & Tech Services - Student Support	1.00	\$35,000	\$35,000			
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$0			
24.300	Purchased Prof & Tech Services - School Administration			\$0			
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities	1.00	\$36,000	\$36,000			
31.300	Purchased Prof & Tech Services - Food Services			\$0			
	<b>TOTAL - ALL PURCHASED PROF &amp; TECH SERVICES (300)</b>			<b>\$71,000</b>			
	<b>--- PURCHASED PROPERTY SERVICES ---</b>						
26.400	Purchased Property Services			\$0			
26.441	Rental of Land & Buildings			\$450,000			
26.450	Construction and Remodeling			\$0			
	<b>TOTAL - ALL PURCHASED PROPERTY SERVICES (400)</b>			<b>\$450,000</b>			
	<b>--- OTHER PURCHASED SERVICES ---</b>						
27.510	Student Transportation services			\$0			
24.520	Insurance (other than employee benefits - e.g. D&O)			\$0			
45.521	Property Insurance			\$35,000			
45.522	Liability Insurance			\$2,200			
10.530	Communication (telephone and other)			\$1,200			
21.530	Utilities			\$45,000			
24.530	Communication (telephone and other)			\$0			
26.530	Communication (telephone and other)			\$0			
24.540	Advertising			\$6,000			
10.550	Printing and Binding			\$0			
21.550	Printing and Binding			\$0			
24.550	Printing and Binding			\$0			
10.560	Tuition			\$0			
21.570	Food Service Management			\$0			
21.580	Travel/Per Diem			\$2,500			
24.580	Travel/Per Diem			\$0			
26.580	Travel/Per Diem			\$0			
10.590	Inter-educational, Interagency Purchased Services			\$0			
	<b>TOTAL - OTHER PURCHASED SERVICES (500)</b>			<b>\$91,900</b>			<b>\$0</b>
	<b>--- SUPPLIES ---</b>						
10.600	Instructional Supplies	0	\$0	\$0			
10.641	Textbooks	0	\$0	\$30,000			
21.600	Supplies - Student Support Services	0	\$0	\$0			
22.644	Library Books	0	\$0	\$10,000			
22.650	Periodicals	0	\$0	\$0			
24.600	Supplies - School Administration	0	\$0	\$0			
26.600	Supplies - Operation & Maintenance of Facilities	0	\$0	\$7,500			
31.600	Supplies - Food Service	0	\$0	\$0			
31.630	Food - Food Service			\$0			
	<b>TOTAL - ALL SUPPLIES (600)</b>			<b>\$47,500</b>			
	<b>--- PROPERTY ---</b>						
10.700	Property (Instructional Equipment) - Instruction			\$7,500			
21.700	Property - Student Support Services			\$7,500			
24.700	Property - School Administration			\$0			
26.700	Property - Operation & Maintenance of Facilities			\$7,500			
31.700	Property - Food Services			\$10,000			
31.780	Depreciation - Kitchen Equipment Depreciation	\$ -	7	\$0			
49.710	Land and Improvements			\$0			
49.720	Buildings Needs			\$40,000			
27.732	School Buses			\$0			
10.733	Furniture and Fixtures - Instruction			\$25,000			
24.733	Furniture and Fixtures - School Administration			\$10,000			
21.733	Furniture and Fixtures - Student Support Services			\$0			
10.734	Technology Equipment - Instruction			\$50,000			
24.734	Technology Equipment - School Administration			\$0			
21.734	Technology Equipment - Student Support Services			\$0			
27.735	Non-Bus Vehicles			\$0			
10.739	Other Equipment - Instruction			\$0			
21.739	Other Equipment - Student Support Services			\$0			
24.739	Other Equipment - School Administration			\$0			
	<b>TOTAL - ALL PROPERTY (700)</b>			<b>\$157,500</b>			<b>\$0</b>
	<b>--- OTHER OBJECTS ---</b>						
10.800	Other Objects- Instruction			\$20,000			

# New School Application - PEAK Academy

21.800	Prof Dev./CE		\$22,000		
24.800	Other Objects- School Administration		\$5,000		
26.800	Other Objects - Operation & Maintenance of Facilities		\$5,000		
31.800	Other Objects - Food Services		\$2,500		
45.800	Other Objects - Building Acquisition		\$0		
	Total - All Other Objects		\$0		
10.810	Dues and Fees - Instruction		\$5,000		
21.810	Dues and Fees - Student Support		\$2,500		
24.810	Dues and Fees -School Administration		\$62,000		
26.810	Dues and Fees - Operation & Maintenance of Facilities		\$10,000		
	Total - All Dues and Fees		\$0		
	<b>TOTAL - OTHER OBJECTS (800)</b>		<b>\$134,000</b>		
	<b>Total Building Acquisition &amp; Instruction (4500)</b>				
45.830	Interest/Charter School Revolving Loan		\$3,000		
45.840	Redemption of Principal/Charter School Revolving Loan		\$75,000		
	<b>Total other financing sources (uses) and other items</b>		<b>\$78,000</b>		
1000	Total Local		\$114		
3000	Total State		\$3,226,610		
4000	Total Federal		\$134,632		
	<b>TOTAL REVENUES</b>		<b>\$3,361,356</b>		
100	Salaries		\$1,802,400		
200	Employee Benefits		\$356,648		
300	Purchased Professional and Technical Services		\$71,000		
400	Purchased Property Services		\$450,000		
500	Other Purchased Services		\$91,900		
600	Supplies		\$47,500		
700	Property		\$157,500		
800	Other Objects		\$78,000		
	<b>TOTAL EXPENDITURES</b>		<b>\$3,054,948</b>		
	<b>Excess or Deficiency of Revenues over Expenditures</b>		<b>\$306,408</b>		
	<b>Other Sources of Funding (5000)</b>		<b>\$838,717</b>		
	<b>Net Asset Balance (Fund Balance)</b>		<b>\$1,145,125</b>		
	<b>Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)</b>		<b>34%</b>		
	<b>Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = &gt;5%)</b>		<b>9%</b>		



# New School Application - PEAK Academy

Peak Academy		FY 2026			
Third Operational Year		100% Enrollment			
Number of Students:		420			
Grade Configuration:		6-12			
Revenue					
Child Nutrition Program (CNP) and Lunchroom Sales		420			
Student Activities		\$133			
Other		\$0			
Total Revenue From Local Sources (1000)		\$133			
Estimated Total All State Funding		\$ 3,660,326.49			
Charter School Revolving Loan		\$0			
Charter School Startup and Implementation Grant		\$0			
Total Revenue from State Sources (3000)		\$3,660,326			
Lunch and Breakfast Reimbursement		420 \$170,856			
Restricted Federal Through State		\$0			
Programs for the Disabled (IDEA)		\$122,632			
Elementary and Secondary Education Act (ESEA)		\$12,000			
Total Revenue from Federal Sources (4000)		\$134,632			
Private Grants & Donations:		\$0			
CTE Qualified		\$300,000			
Loans:		\$100,000			
Commercial		\$0			
Private Line of Credit		\$100,000			
Pre-Operational Carryforward		\$1,145,125			
Total Revenue from Other Sources (5000)		\$1,645,125			
Total Revenue		\$5,440,216			
Expenditures		Number	Salary/Cost	Total	
--- SALARIES ---					
10.131	Salaries - Teachers	21.00	\$55,000	\$1,155,000	
10.132	Salaries - Substitute Teachers	220.00	\$90	\$19,800	
10.161	Salaries - Teacher Aides and Paraprofessionals	3.00	\$30,000	\$90,000	
10.100	Salaries - Special Ed Teachers	1.00	\$55,000	\$55,000	
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$1,319,800	
21.141	Sala SPED Director	1.00	\$12,000	\$12,000	
21.142	Sala School Counselor	1.00	\$65,000	\$65,000	
21.143	Sala Health/Nurse	1.00	\$36,000	\$36,000	
21.144	Salaries - Psychological Personnel	1.00	\$65,000	\$65,000	
21.152	Salaries - Secretarial and Clerical	1.00	\$40,000	\$40,000	
21.100	Sala Education Technology Specialist/CTE Dir	1.00	\$50,000	\$50,000	
	Total - STUDENT SUPPORT Salaries (100)			\$268,000	
22.145	Sala Media Specialist	1.00	\$50,000	\$50,000	
22.162	Sala Assessment Director	1.00	\$54,000	\$54,000	
22.100	Sala Instructional Coach/Curriculum Specialist	1.00	\$50,000	\$50,000	
	Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$154,000	
24.121	Sala Director/Asst Director	1.00	\$120,000	\$120,000	
24.152	Sala Head Secretary/Administrative Asst.	1.00	\$50,000	\$50,000	
24.100	Sala Office/Business Manager	1.00	\$50,000	\$50,000	
	Total -SCHOOL ADMINISTRATION Salaries (100)			\$220,000	
26.100	Salaries - Operation & Maintenance of Facilities	1.00	\$40,000	\$40,000	
	Total -OPERATION & MAINT OF FACILITIES Salaries (100)			\$40,000	
31.100	Sala Business Manager	0.00	\$0	\$0	
	Total -FOOD SERVICES Salaries (100)			\$0	
	TOTAL - ALL SALARIES (100)			\$2,001,800	
--- BENEFITS ---					
10.210	Retirement - Instruction	4%	\$1,319,800	\$52,792	
21.210	Retirement - Student Support	4%	\$268,000	\$10,720	
22.210	Retirement - Instructional Staff Support	4%	\$154,000	\$6,160	
24.210	Retirement - School Administration	4%	\$220,000	\$8,800	
26.210	Retirement - Operation & Main of Facilities	4%	\$40,000	\$1,600	
31.210	Retirement - Food Services	0%	\$0	\$0	
	Total - All Retirement			\$80,072	
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$1,319,800	\$131,980	
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$268,000	\$26,800	
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administration	10%	\$220,000	\$22,000	
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maint	10%	\$40,000	\$4,000	
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$0	\$0	
	Total - Social Security/FICA/Unemployment/Workers Comp			\$184,780	
10.240	Insurance (Health/Dental/Life) - Instruction	11%	\$1,319,800	\$145,178	
21.240	Insurance (Health/Dental/Life) - Student Support	11%	\$268,000	\$29,480	
24.240	Insurance (Health/Dental/Life) - School Administration	11%	\$220,000	\$24,200	
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	11%	\$40,000	\$4,400	
31.240	Insurance (Health/Dental/Life) - Food Services	0%	\$0	\$0	
	Total- All Insurance (Health/Dental/Life)			\$203,258	
10.200	Other Benefits (specify) - Instruction	0%	\$1,319,800	\$0	

# New School Application - PEAK Academy

21.200	Other Benefits (specify) - Student Support	0%	\$268,000	\$0			
24.200	Other Benefits (specify) - School Administration	0%	\$220,000	\$0			
26.200	Other Benefits (specify) - Operation & Maintenance of Facilities	0%	\$40,000	\$0			
31.200	Other Benefits (specify) - Food Services	0%	\$0	\$0			
	<b>Total - All Other Insurance</b>			<b>\$0</b>			
	<b>TOTAL ALL BENEFITS (200)</b>			<b>\$468,110</b>			
<b>--- PURCHASED PROFESSIONAL &amp; TECHNICAL SERVICES ---</b>							
10.300	Purchased Prof & Tech Services - Instruction			\$0			
21.300	Purchased Prof & Tech Services - Student Support	1.00	\$35,000	\$35,000			
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$0			
24.300	Purchased Prof & Tech Services - School Administration			\$0			
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities	1.00	\$36,000	\$36,000			
31.300	Purchased Prof & Tech Services - Food Services			\$0			
	<b>TOTAL - ALL PURCHASED PROF &amp; TECH SERVICES (300)</b>			<b>\$71,000</b>			
<b>--- PURCHASED PROPERTY SERVICES ---</b>							
26.400	Purchased Property Services			\$0			
26.441	Rental of Land & Buildings			\$450,000			
26.450	Construction and Remodeling			\$0			
	<b>TOTAL - ALL PURCHASED PROPERTY SERVICES (400)</b>			<b>\$450,000</b>			
<b>--- OTHER PURCHASED SERVICES ---</b>							
27.510	Student Transportation services			\$0			
24.520	Insurance (other than employee benefits - e.g. D&O)			\$0			
45.521	Property Insurance			\$33,000			
45.522	Liability Insurance			\$2,200			
10.530	Communication (telephone and other)			\$1,200			
21.530	Utilities			\$45,000			
24.530							
26.530	Communication (telephone and other)			\$0			
24.540	Advertising			\$6,000			
10.550	Printing and Binding			\$0			
21.550	Printing and Binding			\$0			
24.550	Printing and Binding			\$0			
10.560	Tuition			\$0			
21.570	Food Service Management			\$0			
21.580	Travel/Per Diem			\$2,500			
24.580	Travel/Per Diem						
26.580	Travel/Per Diem			\$0			
10.590	Inter-educational, Interagency Purchased Services			\$0			
	<b>TOTAL - OTHER PURCHASED SERVICES (500)</b>			<b>\$89,900</b>			
<b>--- SUPPLIES ---</b>							
10.600	Instructional Supplies	0	\$0	\$0			
10.641	Textbooks	0	\$0	\$20,000			
21.600	Supplies - Student Support Services	0	\$0	\$3,000			
22.644	Library Books	0	\$0	\$8,000			
22.650	Periodicals	0	\$0	\$0			
24.600	Supplies - School Administration	0	\$0	\$10,000			
26.600	Supplies - Operation & Maintenance of Facilities	0	\$0	\$7,500			
31.600	Supplies - Food Service	0	\$0	\$0			
31.630	Food - Food Service			\$0			
	<b>TOTAL - ALL SUPPLIES (600)</b>			<b>\$48,500</b>			
<b>--- PROPERTY ---</b>							
10.700	Property (Instructional Equipment) - Instruction			\$25,000			
21.700	Property - Student Support Services			\$7,500			
24.700	Property - School Administration			\$0			
26.700	Property - Operation & Maintenance of Facilities			\$7,500			
31.700	Property - Food Services			\$0			
31.780	Depreciation - Kitchen Equipment Depreciation	\$	- 7	\$0			
49.710	Land and Improvements			\$0			
49.720	Buildings			\$0			
27.732	School Buses			\$0			
10.733	Furniture and Fixtures - Instruction			\$25,000			
24.733	Furniture and Fixtures - School Administration			\$5,000			
21.733	Furniture and Fixtures - Student Support Services			\$0			
10.734	Technology Equipment - Instruction			\$50,000			
24.734	Technology Equipment - School Administration			\$0			
21.734	Technology Equipment - Student Support Services			\$0			
27.735	Non-Bus Vehicles			\$0			
10.739	Other Equipment - Instruction			\$0			
21.739	Other Equipment - Student Support Services			\$0			
24.739	Other Equipment - School Administration			\$0			
	<b>TOTAL - ALL PROPERTY (700)</b>			<b>\$120,000</b>			
<b>--- OTHER OBJECTS ---</b>							
10.800	Other Objects- Instruction			\$20,000			

# New School Application - PEAK Academy

21.800	Prof Dev/CE		\$22,000		
24.800	Other Objects- School Administration		\$5,000		
26.800	Other Objects - Operation & Maintenance of Facilities		\$5,000		
31.800	Other Objects - Food Services		\$2,500		
45.800	Other Objects - Building Acquisition		\$0		
	Total - All Other Objects		\$0		
10.810	Dues and Fees - Instruction		\$5,000		
21.810	Dues and Fees - Student Support		\$2,500		
24.810	Dues and Fees -School Administration		\$62,000		
26.810	Dues and Fees - Operation & Maintenance of Facilities		\$48,000		
	Total - All Dues and Fees		\$0		
	<b>TOTAL - OTHER OBJECTS (800)</b>		<b>\$172,000</b>		
	<b>Total Building Acquisition &amp; Instruction (4500)</b>				
45.830	Interest/Charter Shool Revolving Loan		\$3,000		
45.840	Redemption of Principal/Charter School Revolving Loan		\$75,000		
	<b>Total other financing sources (uses) and other items</b>		<b>\$78,000</b>		
1000	Total Local		\$133		
3000	Total State		\$3,660,326		
4000	Total Federal		\$134,632		
	<b>TOTAL REVENUES</b>		<b>\$3,795,091</b>		
100	Salaries		\$2,001,800		
200	Employee Benefits		\$468,110		
300	Purchased Professional and Technical Services		\$71,000		
400	Purchased Property Services		\$450,000		
500	Other Purchased Services		\$89,900		
600	Supplies		\$48,500		
700	Property		\$120,000		
800	Other Objects		\$78,000		
	<b>TOTAL EXPENDITURES</b>		<b>\$3,327,310</b>		
	<b>Excess or Deficiency of Revenues over Expenditures</b>		<b>\$467,781</b>		
	<b>Other Sources of Funding (5000)</b>		<b>\$1,645,125</b>		
	<b>Net Asset Balance (Fund Balance)</b>		<b>\$2,112,906</b>		
	<b>Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)</b>		<b>56%</b>		
	<b>Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = &gt;5%)</b>		<b>12%</b>		

## Appendix G: Grant Application



# Utah State Charter School Board

Startup and Implementation Grant Application - Revised July 29, 2021

250 East 500 South, P.O. 144200, Salt Lake City, UT 84042  
(801) 538-7720 [UtahSCSB.org](http://UtahSCSB.org)

*The purpose of the Start Up and Implementation Grant is to provide financial assistance for planning, program design, and initial implementation of new charter schools. A new school is authorized to receive a minimum of \$300,000 and maximum of \$400,000 (based on enrollment and eligible funds) distributed over three years. Funding is based on projected and actual enrollment.*

*The Startup and Implementation Grant is based on UCA §53F-2-705 and USBE Rule R277-470-5.*

	<b><i>Base for up to 200 students</i></b>	<b><i>Pupil Unit for students 201-599</i></b>	<b><i>Maximum Allocation 600+</i></b>
<i>Start Up</i>	\$150,000	\$37,500	
<i>Implementation 1</i>	\$125,000	\$22,500	
<i>Implementation 2</i>	\$25,000	\$26,250	
<b><i>TOTAL</i></b>	<b>\$300,000</b>	<b>\$86,250</b>	

## Grant Assurances


*Grant funds may only be used for the following:*

- Post-award planning and design of the educational program;
- Research-based professional learning activities for teachers, staff, and Board;
- Informing the community about the school;
- Acquiring necessary equipment and educational materials and supplies; • Acquiring, developing or aligning curriculum, and; • Other initial operational costs, such as:
  - Costs associated with creating and implementing office functions;

- Costs associated with the installation of computers, data systems, networks, and telephones;
- Personnel expenses incurred either before or after the school's opening (not to exceed a total of \$5,000 per month); and
- Rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school's opening.

*The Board understands that:*

- Funding is based on projected authorized enrollment and corrected after the October 1 actual enrollment count.
- No funding level is guaranteed.
- The school shall participate in monitoring activities, including attendance at mandatory trainings, and compliance with statute and rule. Failure to comply may result in a loss of funds. After the application is approved, the SCSB will send out instructions for the mandatory training.
- A budget report on the expenditure of grant money is due to the SCSB at the end of each year and a final report is due at the end of the 2nd implementation year.
- Should the charter school change to non-charter status within ten years of receiving grant funds, grant funds must be reimbursed to SCSB.
- Email your completed application to [Stewart.Okobia@schools.utah.gov](mailto:Stewart.Okobia@schools.utah.gov) and ensure that you receive an email response confirming receipt of your application.

 _____ Board Chair Signature	October 30, 2022 _____ Date
---	-----------------------------------

<b>Budget Categories</b>	<b>Startup Year</b>	<b>Implementation Year 1</b>	<b>Implementation Year 2</b>	<b>Total</b>
<b>Salaries (100)</b>	\$ 84,000	\$ 1,429,400	\$ 1,802,400	\$ 3,315,800
	-Director -Financial Coordinator	-Faculty, Staff, Admin, Specialist, Management etc.	-Faculty, Staff, Admin, Specialist, Management etc.	
<b>Benefits (200)</b>	\$ 594	\$ 255,880	\$ 356,648	\$ 613,122
	-Director Stipend	-Faculty Health & Retirement Stipend	-Faculty Health & Retirement Stipend	
<b>P &amp; T Services (300)</b>	\$ 36,500	\$ 59,000	\$ 71,000	\$ 166,500
	-Legal Fees, Marketing, Website	-Student support, Tech Services, & Maintenance	-Student support, Tech Services, & Maintenance	
<b>Property Services (400)</b>	\$ 30,000	\$ 480,000	\$ 450,000	\$ 960,000
	-Construction Manager	-Rental land & Buildings	-Rental land & Buildings	
<b>Other Services (500)</b>	\$ 4,500	\$ 58,900	\$ 89,400	\$ 152,800
	-Advertising	-Insurance, Utilities, Advertising	-Insurance, Utilities, Advertising	
<b>Travel (580)</b>	\$	\$ 2,500	\$ 2,500	\$ 5,000
<b>Supplies and Materials (600)</b>	\$ 2,500	\$ 110,000	\$ 47,500	\$ 160,000
	-Director home office supplies	-Books, Periodicals, Admin, Food Services	-Books, Periodicals, Admin, Food Services	

<b>Property (700)</b>	\$ 370,000	\$ 157,500	\$ 120,000	\$ 647,500
	-Furnishings, Computers	-Building needs, tech equipment, instruction, etc.	-Building needs, tech equipment, instruction, etc.	
<b>Total</b>	\$ 528,094	\$ 2,553,180	\$ 2,939,448	\$ 6,058,222

## Appendix H: Letters of Support



September 22, 2022

Hi Gavin and Ashley,

It was great to meet with you and to hear about your potential plans to open a charter school in Morgan County. I appreciate you approaching me to seek information and to disclose your plans. This is a very positive step in offering transparency and inviting collaboration.

We discussed many topics including the difficulty in funding a charter school's operations. We discussed the burden of taxes felt by the residents of Morgan County. We also discussed the difficulty the Morgan School District faces with inadequate state funding.

We discussed the demand on school facilities, gyms, and playfields in the Morgan School District. You mentioned that you hoped your charter would have its own buildings, gyms, and playfields.

You mentioned opening a charter school for high school age students. This resulted in discussion about accreditation, student credits required for graduation, Utah High School Activities sanctioning, special education services, and coaches.

It was a positive conversation, and we look forward to continued communications should your plans come to fruition.

Sincerely,

*Douglas D. Jacobs*

Doug Jacobs  
Superintendent

To Whom it may concern,

This letter of support is in regards to the new proposed Charter school in Morgan County. After meeting with Ashley McCleary and discussing the mission and location of this new school, we find this to be very positive for both Morgan County Area residents and the business community.

Choice for education and new programs will help the future of our youth. The programs offered will benefit our population with better employment as much as employers with a more qualified workforce.

We see that the school will also create several good jobs for our area. Cost of housing is high and having more jobs will help sustain our area and encourage further demand for other goods and services.

With the rapid growth of our area; we also believe this will alleviate other pressures put on the district to build more schools.

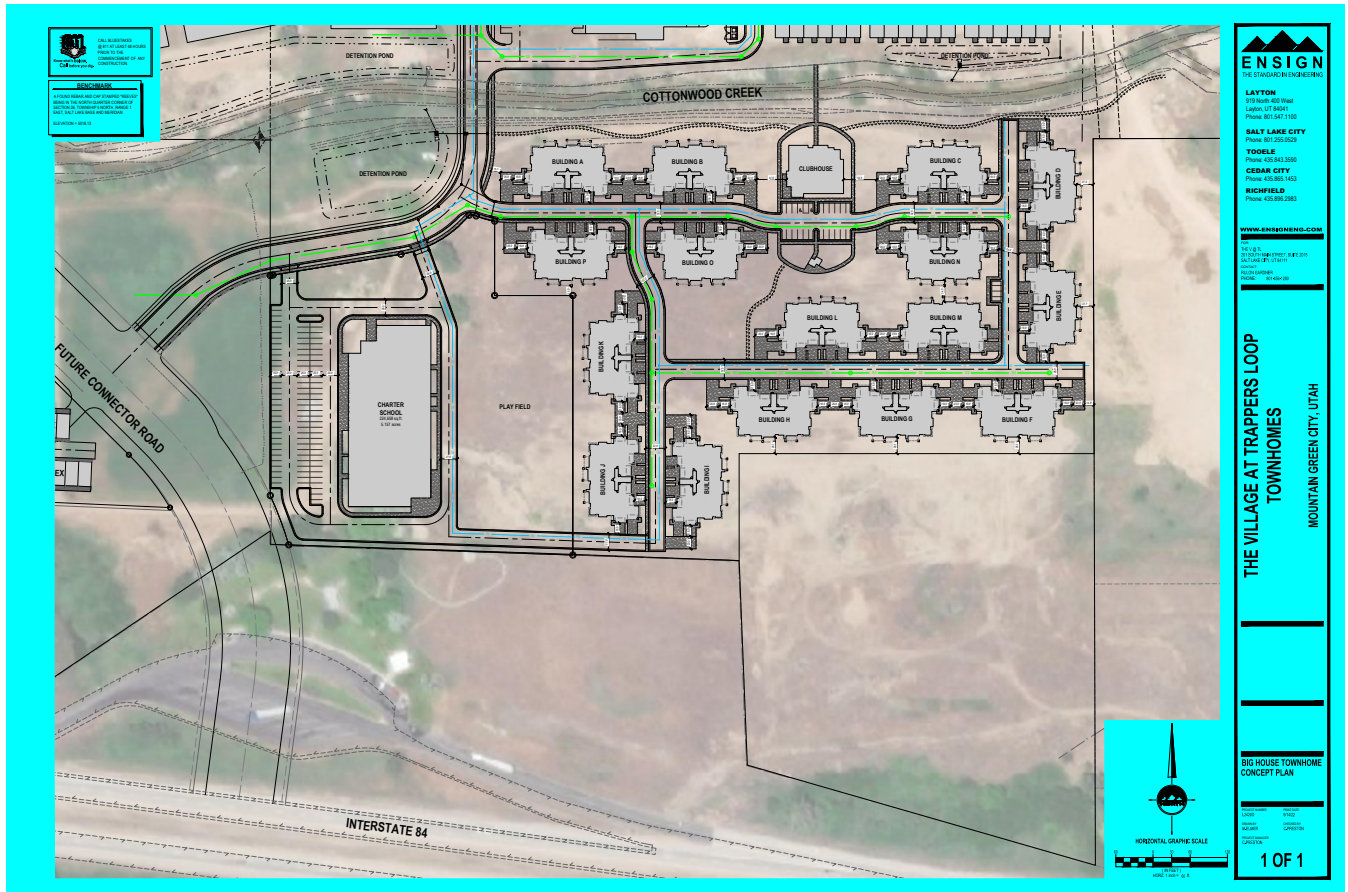
The Chamber of Commerce will welcome the school and help provide opportunity for rapid exposure as well as assist with any local government liaison assistance.

Any other requested collaboration will also be welcomed.

Traca Wardell-President  
Morgan Chamber of Commerce



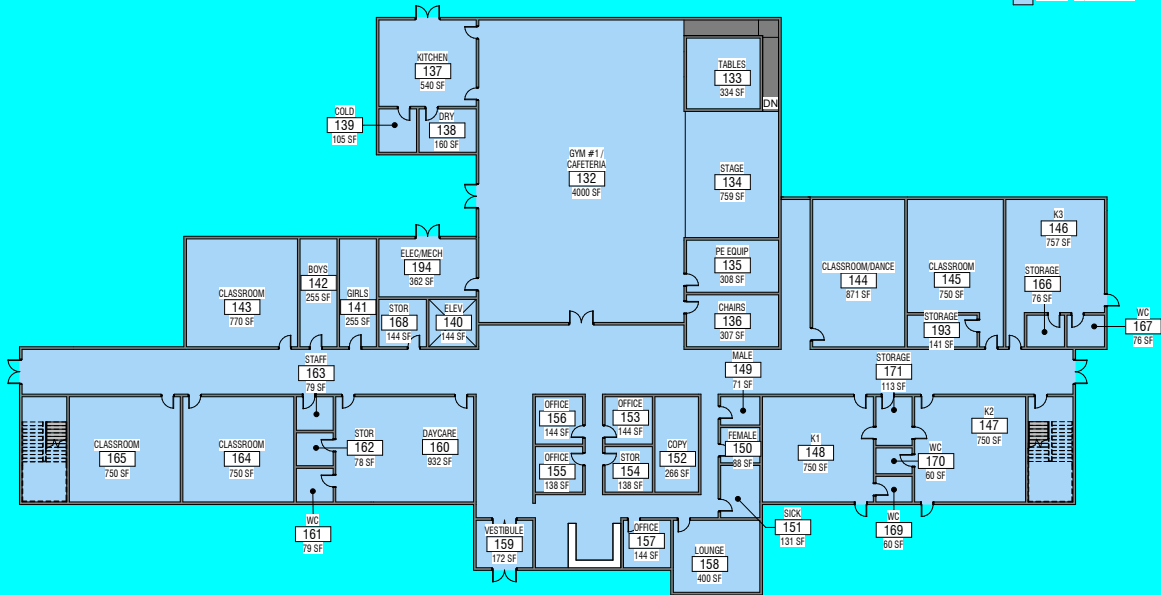
## Appendix I: Engineering & Site Plan



# MORNING STAR ACADEMY

PHASE I - LEVEL 01

PHASE I 40,561 SF TOTAL



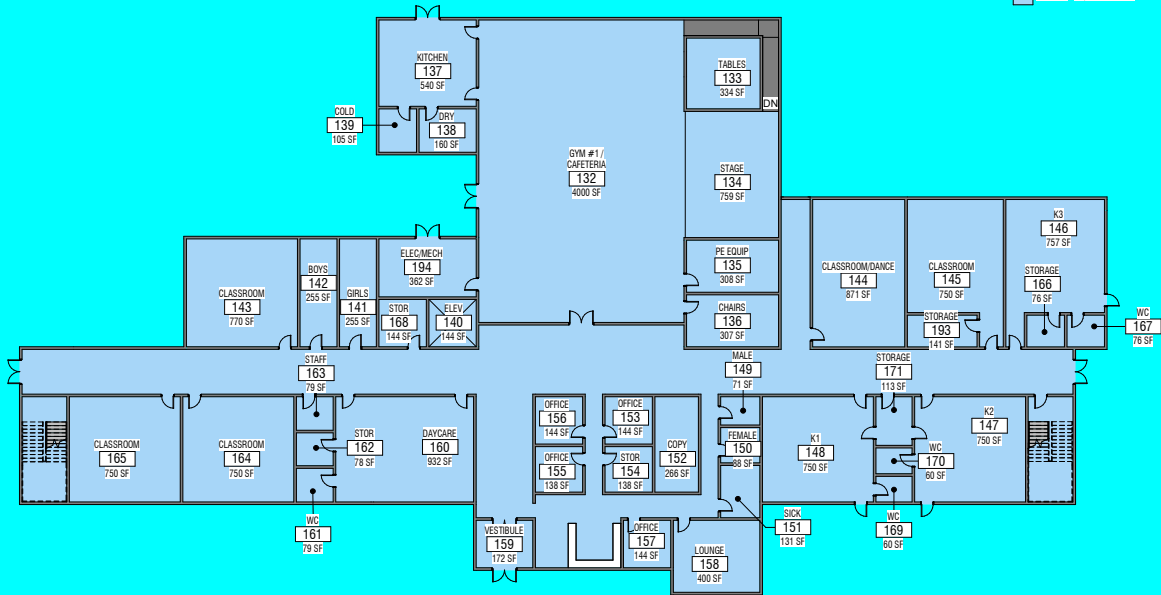
**design west** architects

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# MORNING STAR ACADEMY

PHASE I - LEVEL 01

PHASE I 40,561 SF TOTAL



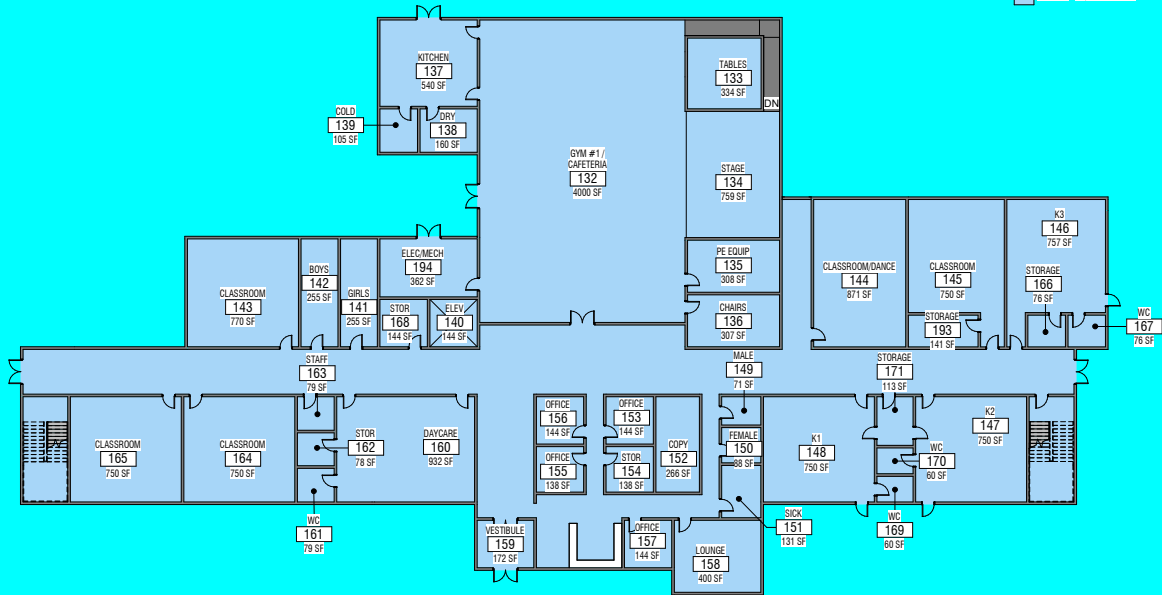
**design west** architects

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# MORNING STAR ACADEMY

PHASE I - LEVEL 01

PHASE I 40,561 SF TOTAL



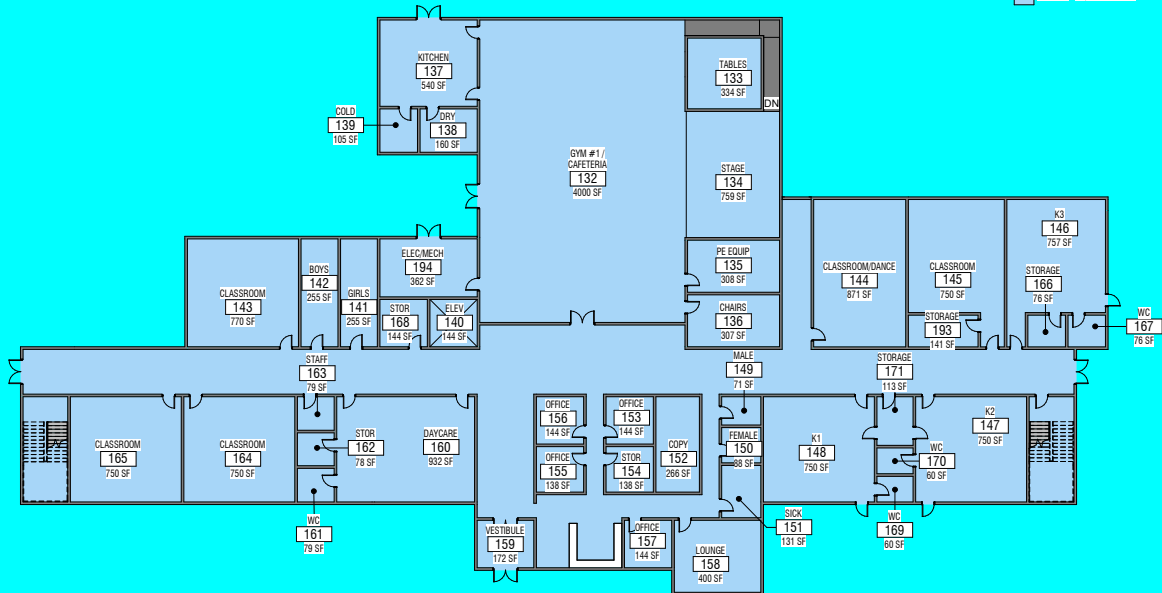
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# MORNING STAR ACADEMY

PHASE I - LEVEL 01

PHASE I 40,561 SF TOTAL



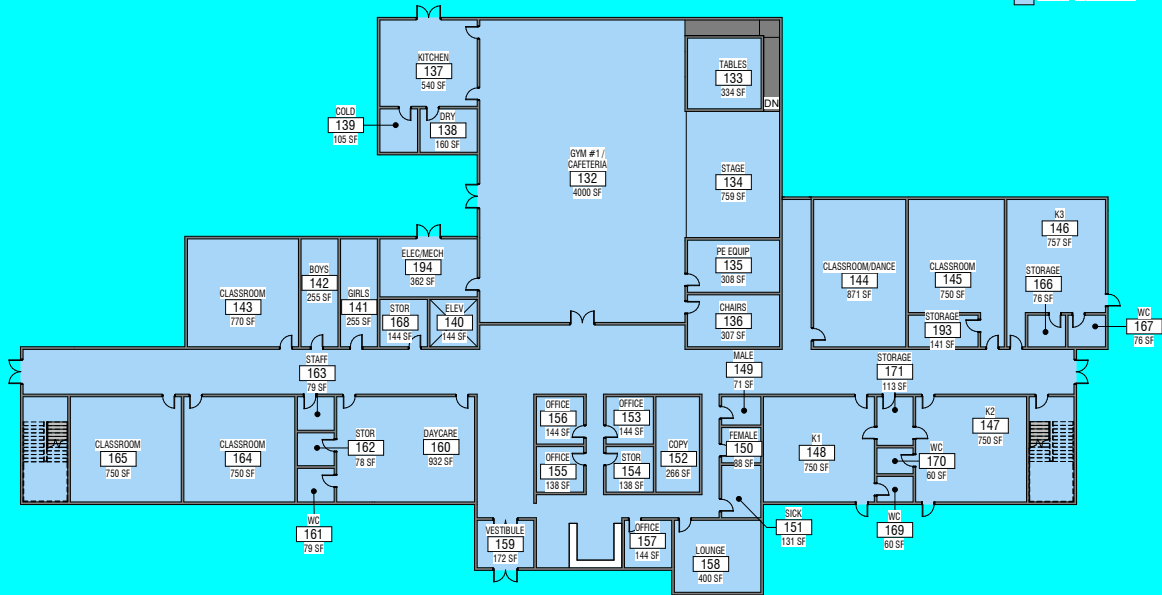
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# MORNING STAR ACADEMY

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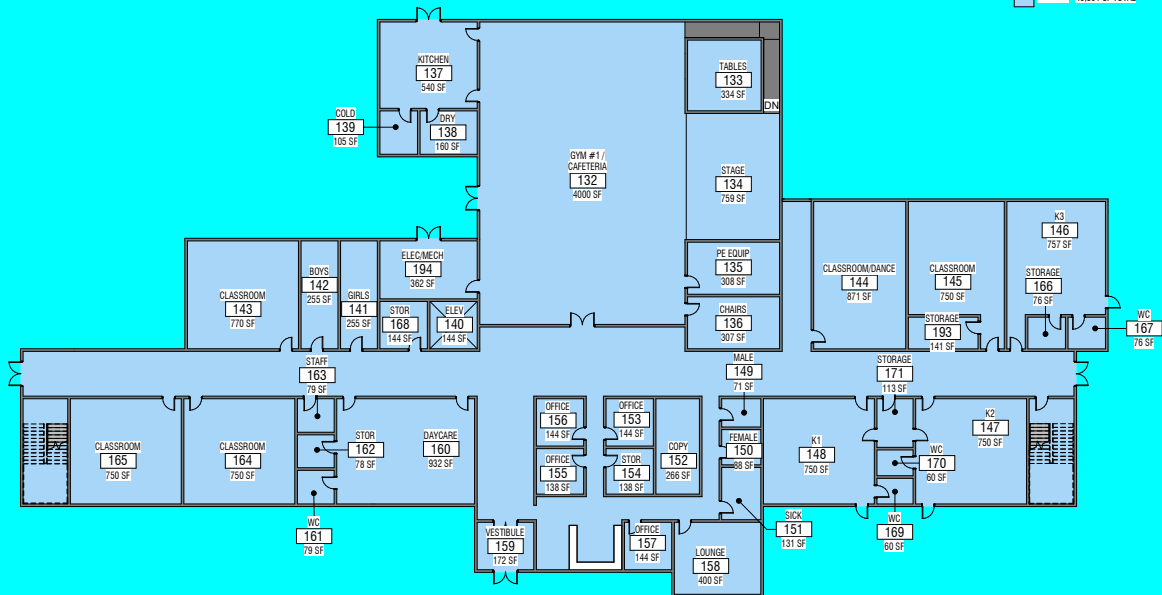
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# MORNING STAR ACADEMY

PHASE I - LEVEL 01

PHASE I 40,561 SF TOTAL



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## **Charter School Program – Phases I II III**

### **Phase one - Design Program**

General:

9 - 12 70 Kids.

K - 8 220 students

Septic system

Parking - phase 1 elem parking, phase II middle parking, Phase III high school parking.

### **Events Kitchen –**

This is a kitchen that will serve for event cooking but not for producing hot lunches for kids. Include Cold storage and Dry storage spaces as part of Kitchen. Appliances to include two refrigerators, two ranges, two sinks and associated shelving.

The goal will be to have a service relationship to both Gymnasiums at build out. Need to balance that with the desire to separate the two gymnasiums in phase two construction.

Size: 540 s.f. 96 s.f. Dry Storage 192 s.f. Cold Storage

### **Music Room -**

This room will be used for choral music. The room to include risers for both choral and band. It does require limited instrument storage. Sound attenuation will probably be an issue in construction.

Size; 1000 s.f. 200 s.f storage

### **Reception -**

Provide control of the vestibule for security. This space should accommodate two persons for full build out. This space needs to have a relationship to the copy area. Provide a security vestibule with the option to lock the interior doors of the vestibule in an intruder event.

Size: 280 s.f.

### **Main Copy Center -**

Layout space, multiple copier spaces, plenty of storage for paper goods and books etc, provide Pidgeon holes for teachers pick up. This space should be adjacent to a larger storage space and central to Administration area.



Size: 300 s.f.

#### **Offices -**

4 12 x 12 offices in the administration area and adjacent to the Reception area. These offices will be large enough for consultation but not spacious. These offices will not have any built in cabinets.

Size: 144 s.f. each

#### **Admin Storage Room -**

Need to provide a small materials/supplies storage area associated with the Administration space Teacher Resource areas will be provided for material supplies associated with the build outs of Phase I and Phase II. This space will include shelving and/or cabinets for supply storage.

Size:156 s.f.

#### **Staff Restrooms -**

Two small male and female restrooms located in the Administration Area. Several staff toilet areas will be required for each build out phase.

Size: 64 s.f. each

#### **Teacher Resource Room/Library -**

Phase one library space close to administration. Also needs convenient student access since this space will serve as the school Library for phase I and only change to Resource Room after the completion of Phase II and a larger Library space. Space will include built in Library shelving.

Size: 120 s.f.

#### **Teachers Lounge -**

Lounge can be combined with the Conference Room. Space will include a Kitchenette with refrigerator, sink, microwave, dishwasher and cabinets. Need to verify size. Lounge relationship to Administration area. Note with smaller offices 12 x 12 it might make sense to have a designated Conference Room for meeting and consultation.

Size:350.s.f.

#### **Classrooms -**

12 classrooms in phase one. A 5x8 storage room associated with each classroom has been requested. The typical classroom layout will include 6'-0" wall of lower and upper cabinets with a sink/bubbler. Each classroom to include audio/visual.

Noe: The conceptual plan does not show the closets due to cost increase for closet spaces and more complicated structure, with the suggestion that casework for storage be increased in the classrooms. Verify final condition with user.

Size: 750 s.f.

### **Gymnasium -**

Typical elementary school size gymnasium with associated spaces (P.E. equipment, table and chair storage). Minimum seating capacity 300

Include a permanent raised stage as part of the Gymnasium. Include ramp and stair access to stage. Include above proscenium projection screen for audio/visual. Provide sound absorption at walls to control sound and high mass walls to separate sound from adjacent school spaces.

Size: 6620 s.f.

### **Student Restrooms -**

Male female restrooms. Verify number and size required with the governing codes. Each phase to have classroom count associated restrooms. Provide minimum of two each for each phase of project. (one per floor).

Size: 630 s.f. each

### **Chair Storage -**

Chair and table storage space adjacent to Gymnasium.

Size: Included in Gymnasium size.

### **Janitor Space -**

One or two small janitor spaces. Verify need. Probably one closet per phase.

Size: 50 s.f. each

### **Electrical/Mechanical space -**

Use standard size for now on the ancillary spaces. Final space size and location will be dictated by the final selection on the mechanical system. Discussion with Mechanical Engineer.

Size: 300 s.f.

### **Daycare classroom -**

Larger size classroom adjacent to the administration space for Daycare function. This space may be served by and exterior entrance for convenience. Verify with the user. Possible security breach. The classroom needs to include unisex restroom and adequate storage space for toy/supply storage. Includes standard wall casework with sink/bubbler.

Size: 840 s.f classroom, 64 s.f. toilet, 112, s.f. storage

### **Security Vestibule and Lobby**

Control entry to school monitored by the Administration.

Size:320 s.f.

### **Conference Room-**

Conference room inside Administration area.

Note: This function may be combined with the Teacher Lounge function. Need final verification with user. Separate conference room is included in the present conceptual layout.

Size:300 s.f.

### **Sick Room-**

Located in Administration area. Provide cabinets for medical supplies.

Note: The present conceptual layout places the Administration restrooms close to the sick room. The sickroom does not have it won designated restroom.

Size:144 s.f.

### **Kindergarten Classrooms-**

Classrooms with restroom and storage for small children. Typical wall casework/sink included in the classroom.

Size:750 s.f. Classroom, 80 s.f. Storage, 64 s.f. Toilet.

### **Elevator-**

Centrally located and close to main entry of the school.

Size:100 s.f.

### **Drop Off Pick-Up -**

Not required to standard level of elementary. Majority of kids will walk to school. Provide drop-off with modest stacking zone at front entry in phase I.

### **Playground area (1) -**

Playground area for grades 2-6

### **Playground Area (2) -**

Playground area for kindergarteners separate from bigger kids. Verify if the Daycare kids will have access to the Kindergarten Playground or separate Daycare Playground.

**Net Square Feet in Phase One: 25,730 S.F. (x 20% for circulation, walls etc.) =**

**30,876 Total Gross S.F. Area**

**Order of Magnitude Cost \$275/S.F.**

**Estimated Cost for Phase One: \$8,490,900**

## **Phase Two - Design Program**

### **Classrooms -**

14 classrooms. Typical layout to match phase I.

Size: 750 s.f. each

### **Student Restrooms – one per floor**

Verify the number and count required by count. Assume one per floor.

Size; 630 s.f. each.

### **Science classroom -**

Larger size classroom with three associated storage rooms for separate science disciplines. This classroom will include more extensive wall cabinets for storage and project space. To be determined with user.

Size: 960 s.f. classroom, 48 s.f. storage 3 each.

### **Art Classroom -**

Larger classroom with additional material storage, sinks etc. Final layout to be determined with user.

Size: 960 s.f. Classroom, 160 s.f. Storage.

### **Full Service Library -**

Size based on program sketch. Final design maybe variable size. Space to include storage/work room, small conference area, control desk and book shelving. Final layout to be determined with user in design phase.

Size: 4750 s.f.

### **Large Gymnasium -**

Full size high school gymnasium and associated bleacher seating. Bleachers to be telescoping. Number of bleacher seats assumed 650. No running track. Gymnasium to include one main court with two minimum cross courts

Size: 11,665 s.f.

## **Weight Room -**

Verify final size with user. Use typical weight room. High School level layout for conceptual design. Sound attenuation concerns. Best to locate without any common walls to adjacent learning spaces.

Note: This space is moved from phase three to phase two for construction phasing and to maintain adjacency to the phase two gymnasium for this program.

Size: 1200 s.f.

## **Dance Room -**

Verify final size with user.. Use typical dance room. High School level. This space may need specialized flooring system depending on curriculum. Verify with user.

Note: This space is moved from phase three to phase two for construction phasing and to maintain adjacency to the phase two gymnasium for this program.

Size: 1200 s.f.

## **Locker Room - Boys and Girls**

Standard high school locker room layout. Lockers, restroom and private showers. 4 -5 dressing rooms with one shower. 25-30 lockers. 2 single use restrooms in each locker room.

Size::580 s.f. each

## **Mechanical/Electrical rooms -**

Standard sizes based on selection of mechanical system.

Size: 300 s.f.

## **Sanctuary -**

Sanctuary to seat 150 movable seating, dressing, restroom and baptismal font. Separate entry/Lobby desired. Sanctuary to seat 100 -150. Space for baptismal font behind divider with boy and girl dressing/restrooms.

Size: 1250 s.f. 80s.f. Male 80 s.f. Female

---

**Janitor Room -**

One small Janitor space per phase should be adequate.

Size: 50 s.f.

**Staff Restrooms -**

Two small male and female restrooms located in the Administration Area. Several staff toilet area will be required for each build out phase.

Size: 64 s.f. each

**Copy/work Resource Room -**

Room for teacher resource and work/supplies to support the Phase III build out. This space provides work/resource are for teachers remote from the main work/resource spaces located in the Administration area.

Size: 112 s.f.

**Net Square Feet in Phase Two: 35,959 S.F. (x 20% for circulation, walls, etc). = 43,150  
Gross Total S.F. Area**

**Order of Magnitude Cost \$275/S.F.**

**Estimated Cost for Phase One: \$11,866,470**

## **Phase Three - Design Program**

### **Auditorium -**

Seats 1000, full production ancillary spaces, Storage, Restrooms and Dressing.

Size: 13,000 s.f.

### **Lobby -**

Separate access to auditorium without traffic through school. The Auditorium function and associated spaces need to be self-contained for after hour use so school can be secured when public functions are taking place in the Auditorium.

Size: 800 s.f.

### **Restrooms -**

Public restrooms associated with the Auditorium/Lobby.

Size: The conceptual design has incorporated the school and Auditorium into a single function. See school/student restrooms. The restrooms for the Auditorium will be part of the Phase II build out.

### **Staff Restrooms -**

Two small male and female restrooms located in the Administration Area. Several staff toilet areas will be required for each build out phase.

Size: 64 s.f. each

### **Classrooms -**

24 classrooms size 750 s.f. Typical Classroom layout. Verify any specialized classrooms with Owner.

Size: 750 s.f. each.

### **Mechanical/Electrical rooms -**

Verify area requirements with system selection.

Size: 300 s.f.



### **Copy/work Resource Room -**

Room for teacher resource and work/supplies to support the Phase III build out. This space provides work/resource are for teachers remote from the main work/resource spaces located in the Administration area.

Size: 112 s.f.

### **Janitors Room –**

As needed.

Size: 50 s.f.

**Net Square Feet in Phase Three: 32,390 S.F. (x 20% for circulation, walls, etc). =  
38,868 Gross Total S.F. Area**

**Order of Magnitude Cost \$275/S.F.**

**Estimated Cost for Phase One: \$10,688,700**

## Examples of pre-fabricated metal building school designs.

To reduce costs, it is suggested by program that the phases be constructed of prefabricated metal structures and organized for easy integration of phases without major revisions/impact to the previous phase operations and/or construction.













## General Under-cover Mechanical System Criteria

The mechanical system will be designed to provide a safe, economical, low maintenance type system. All mechanical systems will have a proven track record of high quality and environmental control. The basic mechanical systems will consist of the following:

- Indoor mounted horizontal furnaces. Each furnace will be equipped with the following features:
  - Supply air fan systems with variable speed control.
  - DX cooling section with multi-stage modulation. The condensing unit will be mounted remotely on grade or on the roof.
  - Natural gas heating section with multi-stage modulation.
  - Installed in the attic with vibration reduction hangers.
  - Single zone temperature control.
  - Building automation system compatible.
  - Full economizer capable with automated diverting dampers for return/relief air directing.
  - Furnaces serving high population density spaces (more than 25 people per 1,000 square feet) will be provided with demand-controlled ventilation equipment. This will include space CO<sub>2</sub> sensors and automated dampers on the return air to increase fresh air to these spaces.
- Energy recovery ventilators (ERV), one for each horizontal furnace. Each ERV will be equipped with the following features:
  - Outside air supply fan with variable speed control.
  - Exhaust air fan with variable speed control.

- Energy recovery section.
- Airflow rate measuring station on the outside air supply side for precise fresh air supply.
- General exhaust fans for restrooms.

## **HVAC DESIGN CRITERIA**

Comply with the 2018 edition of the International Codes:

International Building Code (IBC) - 2018  
International Mechanical Code (IMC) - 2018  
International Plumbing Code (IPC) - 2018  
International Fuel Gas Code (IFGC) - 2018  
International Energy Conservation Code (IECC) - 2018  
International Fire Code (IFC) - 2018  
National Electric Code (NEC) - 2018  
All state amendments.

Comply with all applicable local, state, and federal codes and regulations.

HVAC system to comply with the following standards, most current edition:

ANSI/ASHRAE Standard 62-2018: Ventilation for Acceptable Indoor Air Quality  
ANSI/ASHRAE Standard 55-2018: Thermal Environmental Conditions for Human Occupancy  
ANSI/ASHRAE 90.1-2018: Energy Standard for Buildings  
SMACNA Sheet Metal and Air Conditioning Contractor's National Association Standards

Heating and Cooling Load Calculations: Size the building heating and cooling systems based on undiversified calculated loads for space and process equipment. Include 10% safety factor for the heating load calculations and no safety factor for the cooling load calculations.

Infiltration: Design for 30 MPH wind when calculating infiltration loads and 10% positive building pressurization controls.

Design for Environmental Awareness. The built environment has a profound impact on our natural environment, economy, health, and productivity. Incorporate environmentally friendly solutions in the building design.

## **DESIGN CONDITIONS**

Outside Design Conditions: Use the following climate data from ASHRAE Fundamentals 2017 Climatic Design Information and best practices:

Elevation	4,692 FT
Summer Design Dry Bulb Temp. (ASHRAE 0.4%)	100°F
Summer Mean Coincident Wet Bulb (ASHRAE 0.4%)	65°F
Winter Design Dry Bulb Temp.	-20°F

Indoor Design Conditions: ASHRAE Standard 55

Offices, Conference Rooms, & General Occupancy:

Design Temperature	72 +/- 4°F
Design Humidity	N/A
Ventilation	5 CFM/Person + 0.06 CFM/ft^2

Mechanical Rooms:

Design Temperature	70-75°F
Design Humidity	N/A
Ventilation	N/A

Electrical Rooms (General & Network IT-Closets):

Design Temperature	70-75°F
Design Humidity	N/A
Ventilation	N/A
Secondary Cooling Source	DX Split Systems

Fire Riser & Vestibule Spaces:

Year Round	55 °F	min.	No humidity control.
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Unoccupied (Shelled) Spaces:

Year Round	85 °F	max.	No humidity control.
Year Round	55 °F	min.	No humidity control.

Noise Criteria: Design the heating, ventilating and air conditioning systems to meet the ASHRAE Design Guidelines:

1. Open Offices: NC = 25
2. Private Offices: NC = 25
3. Conference Rooms: NC = 25
4. Circulation Spaces, Lobbies: NC = 25

Pressure Relationships: Design the heating, ventilating and air conditioning systems to meet the following:

1. Building: Positive to outside.
2. Toilet Rooms: Negative to adjacent spaces & exhausted.
3. Janitor Rooms: Negative to adjacent spaces & exhausted.
4. Break Rooms: Negative to adjacent spaces & exhausted.

**VENTILATION REQUIREMENTS**

Ventilation will comply with the 2018 IMC & ASHRAE Standard 62.

## **HVAC & PLUMBING EQUIPMENT**

- **Horizontal Furnaces**

- New horizontal furnace air-handling units will be utilized for heating, cooling, and ventilation. They shall each be manufactured with a single supply fan, DX cooling coil, natural gas-fired heating section, MERV-8 filters.
- The supply fan on each furnace will have a direct drive motor with volume modulation for load tracking capability.
- The heating & cooling sections of each furnace will have modulation for load matching capability.
- Each furnace will be installed on in the attic with vibration reduction hangers.
- Each Furnace will be capable of connecting to the building management system.
- Furnaces serving high density spaces will also have demand-controlled ventilation that will increase the outside air being provided to the space based on a CO2 sensor mounted in the room.

- **Energy Recovery Ventilators**

- A new energy recovery ventilator (ERV) will be provided for each new horizontal furnace. They will be manufactured with a single outside air supply fan, relief air fan, and energy transfer section.
- The outside air & relief air fans will have direct drive motors with volume modulation for load tracking capability.
- The outside air supply & relief air streams will have automated dampers on them for precise airflow tracking.
- The outside air supply will be provided with an airflow measuring station to ensure proper ventilation is provided to the horizontal furnace.

- **Air Distribution**

- Supply air will be distributed to spaces through an insulation-lined, low-pressure duct system leading to ceiling-mounted air diffusers.
- The return air system will be a plenum return system. Ceiling-mounted return grilles will have sound boots connected to them to help mitigate noise transmission.

- **General Exhaust**

- The toilet rooms, janitor closets, and break rooms will be exhausted out the roof with roof mounted centrifugal exhausters.
- The main exhaust duct risers and main runs shall be constructed of galvanized sheet metal. There is no hazardous exhaust in the building.

- **Building Automation Controls**

- The building will be furnished with a new Direct Digital Control (DDC) building management system. All horizontal furnaces, ERVs, & exhaust fans will have DDC controls and be fully viewable from the system front end. This system will provide control and monitoring for all key system components. The DDC system will be accessible from both a maintenance workstation within the building and remote login.



## Project Case Study

### Compass Public Charter School

Phase Two – Grades K - 5

Meridian, Idaho



Project Facts
Building square feet: <ul style="list-style-type: none"><li>Phase One- 65,158</li><li>Phase Two- 33,245</li></ul>
Project Budget: <ul style="list-style-type: none"><li>Phase One- \$12,005,258</li><li>Phase Two- \$5,883,712</li></ul>
Project Cost per SF <ul style="list-style-type: none"><li>Phase One- \$184.25</li><li>Phase Two- \$176.98</li></ul>
Project Type: <ul style="list-style-type: none"><li>Phase 1- New construction</li><li>Phase 2- Addition</li></ul>
Student population: <ul style="list-style-type: none"><li>Phase One- 659</li><li>Phase Two- 708</li></ul>
Construction duration: <ul style="list-style-type: none"><li>Phase One- 42 Weeks</li><li>Phase Two- 21 Weeks</li></ul>

#### The Opportunity

Bouma USA was approached by Compass Public Charter School (Compass) to design and build their Phase 2 facility on October 30, 2019. Compass had a buyer for their Elementary building, where the students were coming from, and asked Bouma USA to design and build an elementary addition at their new MS/HS campus ready for them to move into by August of 2020. Both Design and Construction would need to be completed on an expedited schedule and of course within an allowed budget.

#### The Solution

Bouma USA gathered together again their Design Build Team comprised of Henrickson Architecture, Paradigm Design, Treasure Valley Fire Protection, DeBest Plumbing, Advanced Heating and Cooling and Anderson Wood Electric. The Team produced the design and engineering (designed to budget), completed entitlements/ permitting and delivered the GMP to Compass in time to secure bond financing and start construction all by March 9, 2020. Together the tight knit team of contractors committed to the expedited construction schedule. Bouma USA proceeded to lead this team through the challenging schedule while navigating through the effects of Covid-19 at the same time. The project is currently nearing completion and scheduled for delivery of Occupancy by July 31, 2020. All this was made possible utilizing a team approach with companies participating that all shared similar culture and values and the desire to achieve this aggressive goal.

#### What our Partners say

1. Subcontractor survey
  - A. Please see the subcontractor survey results handout
2. Letter from the Chairperson of the **Compass Charter School Board**
  - A. Please see the handout

## Project Case Study

### GEM Prep Meridian South

Grades PreK - 12

Meridian, Idaho



Project Facts
Building square feet: <ul style="list-style-type: none"><li>• 45,020sf</li></ul>
Project Budget: <ul style="list-style-type: none"><li>• \$9,904,688</li></ul>
Project Cost per SF <ul style="list-style-type: none"><li>• \$220 psf</li></ul>
Project Type: <ul style="list-style-type: none"><li>• New construction</li></ul>
Student population: <ul style="list-style-type: none"><li>• 598 Students</li><li>• 23 CR @ 26/RM</li></ul>
Construction duration: <ul style="list-style-type: none"><li>• 42 Weeks</li></ul>

### The Opportunity

Bouma USA was approached by GEM Prep to design and build their facility on approximately 6.12 acres. Both Design and Construction would need to be completed on schedule and of course within an allowed budget.

### The Solution

Bouma USA gathered together again their Design Build Team comprised of Henrickson Architecture, Paradigm Design, Treasure Valley Fire Protection, DeBest Plumbing, Advanced Heating & Cooling, and Anderson Wood Electric. The Team produced the design and engineering (designed to budget), completed entitlements/ permitting and delivered the GMP to GEM Prep in time to secure bond financing and start construction all by October 4, 2021. Together the Trusted Partner team of design-build contractors committed to the construction schedule and budget. Bouma USA proceeded to lead this team while navigating through the effects of Covid-19 and material opportunities at the same time. The project was delivered on budget and on schedule scheduled for Occupancy by July 29, 2022. All this was made possible utilizing a team approach with companies participating that all shared similar culture and values and the desire to achieve this success during a period of time with opportunities.

## Appendix K: Board Meeting Minutes

ProsperUs Academy  
Online Board Meeting Minutes  
August 22, 2022

Online Session Start: 7:00 pm, End 8:45pm

Attendees: Ashley McCleary, Crystal Nielsen, Marina Hallsten; Absent Doug Durbano, Mark Hadley, Nate Durbano

### Discussion of board:

#### -Resignation of Julie Dee:

Hi friends, I wanted to thank you for letting me be part of this board. It really means a lot you were willing to overlook my past and give me a chance. I have no doubt you all would back me up if my history became an issue with the state board. Marina told me today she would fight for me and I feel you all would do that. However, when dealing with the state board I fear that my history will become an issue. With all the hard work and effort going into this charter school I hate to be the reason it doesn't go through. I am still here to help and be involved but I don't want my position as a board member to be a potential detriment to our efforts. Thank you for being such amazing humans and friends. Sincerely, Julie

After further discussion with members of the Board it was agreed upon that Julie is a valuable contributor and asset to PEAK and she decided to stay.

#### -Discussion on potential members:

Discussion on Jay Welk

**Vote:** Everyone in favor-yes- **Passed Unanimously**

Stacie Palmer

Marina's contacts from Davis School District

### Discussion on previous items:

Gavin- talking with Tom (Weber State) for market analysis... do we need a plan b? -how do we expedite timeline???

#### Discussion Items:

- Discussion with the District... when is the correct timing?

-what power does Doug Jacobs hold?

Thoughts: Collaborative effort- extend olive branch vs attack- if we're aligned we can walk the same path...

-Do sports offerings need to be included in the proposal (benefit of the 4-day school week- sports travel and practice/clinics/special training)

- Playground, basketball court= built through public funds, additional facilities such as an additional build of a sports complex and additional club sports programs funded through fundraising and personal donors (ie– Wasatch Peaks Sports Complex?!)
- athletic director included as a possibly funded staff member

Ashley's discussion with Stacie Palmer- Grade specific benchmarks tied to DTC- graphic design, coding... others that funnel directly into business

Requirement to have a started business running upon graduation

Each grade is broken down into specific steps that need to be completed to reach business goal

Vote: Name: Propserus Academy for Charter approval - Marketing we use ProsperUs Academy

Upcoming Proposal Assignments:

Section 1: Executive Summary - Marina (**All sections to Marina by October 18/20th**)

Section 2: Draft Charter Agreement Exhibit A: School Specific Elements -

Section 3: Program of Instruction -

Section 4: Market Analysis -

Section 5: Governance -

Section 6: Staffing - Crystal

Section 7: Business Plan -

Section 8: Contracts -

**Everything to Venessa by October 24th**

Questions for Marie:

When to consult with and bring in District?

Where can we find the submitted full proposals for reference

Do we need to include information on the sports programs we intend to run

For next meeting:

Keep working on GROW acronym ideas

Begin working on section

Next meeting- ZOOM August 31<sup>st</sup> 7-8pm sharp!

August 30th 6 pm Procurement and Contract Training

## ProsperUs Academy Online Board Meeting Minutes

August 31, 2022

7:00pm Zoom Online Session

Start: 7:00 pm, End 8:05pm

Attendees: Ashley McCleary, Crystal Nielsen, Marina Hallsten, Mark Hadley, Nate Durbano, Julie Dee,  
Jay Welk, Venessa Durbano: Absent Doug Durbano

Notes taken by: Venessa Durbano

### Discussion of board:

- Introduction of newest board member Jay Welk
- Discussion on potential members: Kelly Lockwood
- Discussion of meeting with Kelly and getting more of a feel of her expectations and how the other board members think about her potential
- More open discussion on other potential board members.
- Board agrees that we would like another administrator or high school educator

### Dates and Schedules

- Discussed the new information about submitting proposal to Utah State Education Board prior to the Proposal submission date of November 1st.
- Discussed the need to meet with Morgan County Superintendent Doug Jacobs
- Board wants to be respectful of Morgan County
- Needs to get done ASAP before surveys go out
- Board members willing to meet with Doug are; Ashley McCleary, Nate Durbano, Marina Hallsten, Gavin McCleary, Crystal Nielsen

Open Discussion on Market Analysis: everyone needs to reach out to the connections they have for surveys etc. We need to see what some of these groups can do from a time frame standpoint to collect the information and data

### Possible sources

- Tax Payer info
- County Census
- FaceBook
- Qualtrix

### Charter School Plans and Input

- Need to have Community engagement
- Prepare
- Check the Teams frequently for input, tasks, or to reach out the fellow board members
- Need better market analysis for charter proposal numbers

- Could use parent emails but need to find out how to get them
- Cost a market analysis would be
- Reach out to Laura Belnap (state school board) for help

\* \*\*Nate and Julie get together and explore social media platforms for a specific survey/polling

#### New Proposal

-Board goal to have their portions ready for review and editing by September 31, 2022

#### Application section breakdown

1. Executive Summary: Marina Hallsten
2. Charter Agreement: Julie Dee
3. Program of Instruction: Ashley McCleary
- 3C: Mark Hadley
4. Markey Analysis: Nate Durbano, Julie Dee, Venessa Durbano
5. Governance: Doug Durbano
6. Staffing: Crystal Nielsen
7. Budget: Jay Welk
8. Contracts: TBD

#### Discussion Items:

- Disclose all information to the board to avoid any conflicts of interest
- Open discussion on current board members
- Reminder to use resources like the State Charter Board

#### Tasks

- Work on sections of application
- Set up meeting with Doug Jacobs
- Work on Market Analysis options

#### Close of Meeting

- Marina Hallsten Motioned to end meeting
- Ashley McCleary 2nd the motion

Next Meeting September 7th @ 7pm via Zoom

[9/7 9:24 AM] Venessa Durbano

Good Morning Board Members!! We have decided to postpone today's board meeting a week. Give us all more time to work on our parts of the proposal. Plan on Sep 14th at 7pm. If that doesn't work let me know. Please please reach out if anyone needs help. I know we are all willing to help and work together as a team. Remember to use you resources we have emails to State Charter Board that are there to help us. That is their job so use them. I will paste our tasks again and also the minutes from the last meeting to review later today. Remember our goal is to be done by Sept 30th to edit and redline so that is coming up quick!!

Prosperous Charter Board Meeting Minutes  
September 14, 2022, 7pm

Attendees: Gavin McCleary, Venessa Durbano, Nate Durbano, Crystal Nielsen, Marc Hadley, Marina Hallsten, Jay Welk, and Julie Dee

1. SUPERINTENDENT DOUG JACOBS

A. Follow up on meeting date- Gavin has sent an email to set up appointment

B. Discuss who is attending

Gavin, Ashley, Nate, and Crystal (Doug?)

C. Discuss best way to talk to Doug and agenda for that meeting

We are aware of the impact this will have on our fellow district schools (enrollment and class size) and the issue that money follows the students

Want him to know here to improve the county and help the students, provide options and avenues to help students take ownership of their learning. We are here to complement each other, we want to work with you not against you!

Aware we may take teachers which is a worry especially in the environment where finding and retaining teachers is tough

FTE= 1 teacher .5=half time

What is Morgan's MS and HS desired student:teacher ratio 28:1??? Do they have such a thing.

2. REVIEW PROPOSAL APPLICATION

1. Executive Summary: Marina Hallsten

2. Charter Agreement: Julie Dee- continuing to research all the state code necessary, coming along

### 3. Program of Instruction: Ashley McCleary

3C: Mark Hadley- will continue to work and complete within the next week or two

### 4. Markey Analysis: Nate Durbano, Julie Dee, Venessa Durbano-

Jay's son, Jace (in Health services) and Ashley working together- Ashley, if you can forward information to Venessa and she will continue to progress what you've been working on.

Gavin- reached out to Weber State, surveys like this are part of their doctorate/masters work- his contact is fishing for a teacher/teacher to work on this for us, however the timing may not work for what we need.

Nate- looked into social media platforms, specifically FaceBook- can set up demographics and geographic boundaries to get it pushed out to a lot of people quickly.

Next Door/groupme/survey through various apps- provide these stats to Qualtrix or other service and combine multiple platforms into

Start a Google form/Survey Monkey/Microsoft Forms (Jay available to help) and blast it out through our available platforms (Next Door/groupme/instagram/ QR code around town) - Venessa and Nate to compile and we will all blast it out after our meeting with Doug.

Our survey will contain questions similar to what Spectrum Academy sent out:

[https://docs.google.com/forms/d/e/1FAIpQLScN\\_wSqRe9k\\_at4YwpXvhOFeAvACLuGZGPUIObGLKuvr\\_FeXA/viewform](https://docs.google.com/forms/d/e/1FAIpQLScN_wSqRe9k_at4YwpXvhOFeAvACLuGZGPUIObGLKuvr_FeXA/viewform)

(Do not include address, just zip code)

\*\*\*NAME CHANGE- Back to the discussion of how our name was not fully embraced in the initial application. Gavin introduced the name PEAK academy for us to think over...

### 6. Staffing: Crystal Nielsen

Everyone- Venessa is available to do research if you need her- reach out and she will willing to help!!!

### 7. Budget: Jay Welk- needs more information in order to move forward

Enrollment will affect it a lot.

What is our desired student teacher ratio

What technology/equipment do we want



School resource officer, dual enrollment, AP/CE courses (funding is tied to this- through SBE)

8. Contracts: TBD

### 3. DISCUSS 4-DAY SCHOOL WEEK WAIVER

Are we all in agreeance this is in the best interest and a major benefit to our school???

**VOTE: Passed Unanimously-** we will continue the 4-day waiver application

A. Need to have it prepared to submit with/prior to our application

### 4. LAND ACQUISITION AND DEVELOPMENTS

A. Updates from Gavin- Word is out there is a charter school coming in MG. Boyer Group has begun calling with interest in building and leasing it to us. There is a large group who knows who we are and would like to build for us (third option).

5-8 acres for our school is about the amount of land we would need.

Option A/B in the new commercial area of Mtn Green- layout in development process

Has 2 very good locations and a few ways to get the building funded... yes in January, and very confident we will be able to get a building up.

### 5. OVERVIEW AND PLANS OF UPCOMING EVENTS

Next Tuesday, September 20th. Plan about 2 hours 6-8pm at Doug Durbano's home- 4400 Ranch Blvd

To add to next week's agenda:

Additional board members, need them involved ASAP (Reed- Jay will check with him.)

Gavin and Ashley met with Superintendent Doug Jacobs on September 21, 2022 at 9:00am

## ProsperUs Academy Board Meeting Minutes

September 20, 2022

Start: 7:00 pm, End 10:30pm

Attendees: Ashley McCleary, Crystal Nielsen, Marina Hallsten, Mark Hadley, Nate Durbano, Julie Dee, Jay Welk, Venessa Durbano, Doug Durbano, Kelly Lockwood

### Discussion of board:

Discussion on potential member: Kelly Lockwood

As a board we talked with her, got her background and what she has to offer and why she is interested in joining our board. Kelly left and the board voted on her presence on the board.

**VOTE: Passed Unanimously** – Kelly invited to join the rest of the meeting

Items from Ashley: Please utilize Marie and William at the USCB here are their emails:

[Marie.Steffensen@schools.utah.gov](mailto:Marie.Steffensen@schools.utah.gov)

[William.evans@schools.utah.gov](mailto:William.evans@schools.utah.gov)

### 4- day waiver information:

[https://kutv.com/news/nation-world/nevada-school-district-could-switch-to-4-day-school-weeks-elko-county-school-district-carlin-combined-school-wells-combined-school-teachers-educators-students-substitute-teacher-shortage-food-insecurity-childcare?fbclid=IwAR3bWuYHKkWeKlqLZGfAP\\_U3tI\\_aSv6UwfGoirX7GDTnTXGkquLxOZyNIPi](https://kutv.com/news/nation-world/nevada-school-district-could-switch-to-4-day-school-weeks-elko-county-school-district-carlin-combined-school-wells-combined-school-teachers-educators-students-substitute-teacher-shortage-food-insecurity-childcare?fbclid=IwAR3bWuYHKkWeKlqLZGfAP_U3tI_aSv6UwfGoirX7GDTnTXGkquLxOZyNIPi)

We are ahead of the curve and feel this is the way schools will be going. We strongly agree with this story's points regarding the substitute teaching shortage and teacher burnout.

More support around a 4-day school week:

<https://www.instagram.com/reel/CiaGhNXA8ED/?igshid=MDJmNzVkMjY=>

### Discussion on meeting with Doug Jacobs:

Everything went very well. Mr. Jacobs was on board and supportive of our efforts and cause. He will be a wonderful resource and ally as we continue the approval and eventual creation of ProsperUs Academy!

### Application section discussion:

1. Executive Summary: Marina Hallsten- will compile once she has everyone's information

2. Charter Agreement: Julie Dee- discussion on our goals and how we can make them SMART
3. Program of Instruction: Ashley McCleary- will be attending the Catalyst Center with Jay to tour the center on Wednesday at 10am. Jay, Ashley, Nate, and Venessa will be in attendance
- 3C: Mark Hadley
4. Market Analysis: Nate Durbano, Julie Dee, Venessa Durbano
- NAME CHANGE: **Vote** on changing our name to **PEAK Academy**  
**Passed Unanimously**
5. Governance: Doug Durbano- great discussions on what items we can avoid pinpointing and pigeon holing ourselves in.
6. Staffing: Crystal Nielsen- Discussion on what our necessary roles in the school include and what we may need/want to hold off on until year 2.
7. Budget: Jay Welk- continuing to obtain the needed information in order to budget accurately our needs. We would LOVE to somehow make our school like the Catalyst Center, in regards to their technology and what they offer their students- how could we find business to donate???
8. Contracts: TBD

#### UPCOMING EVENTS

Catalyst Center Walk Through: September 21st

Next Meeting- Tuesday, September 29th

Next Trainings: September 27th 7 pm Creating a Charter School Budget  
October 25th 7 pm Establishing a Governing Board

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9-22: Text message thread to accept and distribute survey questions for our market analysis.

Many suggestions were given until everyone confirmed their approval of the survey and all board members pushed out the survey through their social media avenues.

9/29 1:57 PM Alright team. We are down to the wire with time. I feel like the meeting today didn't work for everyone's schedule so let's take the time to push hard on our part of the proposal instead of getting together. Then plan on meeting next Tuesday October 4th with your portion of the proposal and any questions or help you might need. Of course, feel free to reach out to any of us beforehand and use the sources at the State Charter Board for any help. That way I can plan on taking everyone's portions and start putting together the proposal so I can get it back to you for red lining ASAP. We are so excited with the progress we are making and the potential we have to bring such an amazing asset to our community here!! You are all amazing and such talented people.

# Peak Academy / P.E.A.K Academy

## October 4, 2022

Meeting Called By: Ashley McCleary  
Type of Meeting: Charter Board Meeting  
Note Taker: Crystal Nielsen  
Minutes: Begin at 6pm, Close at 8:20pm

Attendees: Gavin McCleary, Julie Dee, Mark Hadley, Nate Durbano, Venessa Durbano, Ashley, McCleary, Marina Halston, Kellie Atwood

### TRUE Numbers

#### Discussion:

- 1) Actual forecasted numbers per grade
- 2) Gavin had discussions with the Morgan Athletic Director- he is in favor of our school – he will provide a letter of recommendation- we will be a benefit for MHS to stay in 3A
- 3) Starting grades 6-9/6-10 First year then add 10/11-12 each year consecutively  
6-10<sup>th</sup> grade first year, 6-11= 2<sup>nd</sup> year, 6-12= 3<sup>rd</sup> year (voted on and approved unanimously)
- 4) Estimated percent from each school? Approx 3000 students in Morgan County
- 5) Breakdown- 75 students per grade = 525 students total
  - 20-25 students per class = 6<sup>th</sup>- 3 classes of 25=75 students; 7-12- 100 students/grade with specific course offerings
  - 1<sup>st</sup> year = 475 students 6<sup>th</sup> – 10<sup>th</sup> grade
  - 2<sup>nd</sup> year = 575 students 6<sup>th</sup> – 11<sup>th</sup> grade
  - 3<sup>rd</sup> year = 675 students 6<sup>th</sup> – 12<sup>th</sup> grade
  - (voted on and approved unanimously)

#### Action Items:

#### Person Responsible:

#### Deadline:

### CTE Focuses

#### Discussion: Local Industry = CTE courses

Create Completers in: (Have ability to complete the programs at DTC, Weber etc)

1. Engineering & Technology
2. Business Finance & Marketing
3. Computer Science- IT start in 6<sup>th</sup> grade lead into Cyber Security
4. Health Science

Philanthropy – how could we get in touch with industry to get them involved to create the vision similar to Catalyst- what



partnerships could we start establish now??? Adobe, Park City Cinematography, Chase

Robotics- Engineering

Health Science- CNA program, pharmacy (lots of labor and clinical)

Need to narrow down to 3 or max of 4 pathways- need to be different from MHS

Agriculture- this is one we can start early and ensure they complete it. Dr. Ron Belnap- Ashley working with him

1. Can we compliment any Morgan County programs?
2. What advantage do students have coming to PEAK over Morgan Middle/ MGM and Morgan High?
3. What are wanting to prepare our kids IN and FOR?

Action Items:	Person Responsible:	Deadline:

## Application:

Discussion:

1. Executive Summary : Marina
2. Charter Agreement: Julie Dee
3. Program of Instruction: Kellie Lockwood, Ashley McCleary and Mark 3C - 3F changed to 3E/ Jay Welk 3D
4. Market Analysis: Ashley McCleary, Julie Dee & Nate Durbano
5. Governance: Doug Durbano
6. Staffing: Crystal Nielsen
7. Budget: Gavin McCleary, Nate Durbano and Jay Welk
8. Contracts: TBD

Action Items:	Person Responsible:	Deadline:

## SURVEY

Discussion:

1. We need to PUSH it more
2. Repost, repost, repost
3. Reached out to marketing director for Utah Virtual Academy for help, she lives in Peterson.
4. Gave to Chamber President to post out to some in Morgan

Action Items:	Person Responsible:	Deadline:

## Land and Building

Discussion:

- Gavin and Nate- met with three banks and they are all excited and willing to work with us- we now have numbers to go to them with
- They love the location and idea; they need a lot more information to get the numbers- no foreseen funding

problems		
Funding: We will start marketing and ask for donations- not exactly sure how much we will need to fund in addition to the state funding		
Action Items:	Person Responsible:	Deadline:

PEAK- Prosperity and Excellence in Accountability and Knowledge

PEAK- Prosperity, Excellence, Accountability, Knowledge- (Voted on and approved unanimously)

Nate will get with Isaac to create a logo



## PEAK Academy Online Board Meeting Minutes

October 11, 2022

Start: 6:00 pm, End 7:30pm

Attendees: Ashley McCleary, Crystal Nielsen, Marina Hallsten, Mark Hadley, Nate Durbano, Julie Dee, Jay Welk, Venessa Durbano, Kelly Lockwood

Everyone has submitted their section.

Tonight's purpose: go through needed sections to discuss any questions or concerns.

1. Executive Summary: Marina Hallsten- working on the beginnings of it, still needs more information from the different section
2. Charter Agreement: Julie Dee- further clarification on our goals- measurability is important- working to clarify that on each goal
3. Program of Instruction: Ashley- Catalyst Center Discussion- everyone was in ah at the incredible school they have created. Kids truly LOVE being there and they don't want to leave. More discussion on possible donors to supply technology and how we need to jump right on it if we are granted approval.  
3C: Mark Hadley
4. Market Analysis: Nate Durbano, Julie Dee, Venessa Durbano  
The survey is out... we need to really push it out to more people so we can get a greater feel of our community and show our need.
6. Staffing: Crystal Nielsen- Further details given in regards to our office staff/administration needs  
**VOTE:** Kelly discussed how her school had outside business contract with the school to bring in school lunch. Is this something we want to do rather than building a full kitchen and hiring cooking staff?  
**Passed unanimously-** we will bring in outside food through local restaurants. We will also have a school store to offer simple heat and go/portable foods. Additionally, we will stock readily available food if there are students unable to purchase food... we will ensure no child goes hungry!
7. Budget: Jay Welk

We need background information pages on Jay and Kelly

\*\*\*\*\*Proposal will be submitted to Marie for her feedback. Once we receive her recommendations, please complete them and be ready to go over the proposal in its entirety next week.

## PEAK Academy Board Meeting Minutes

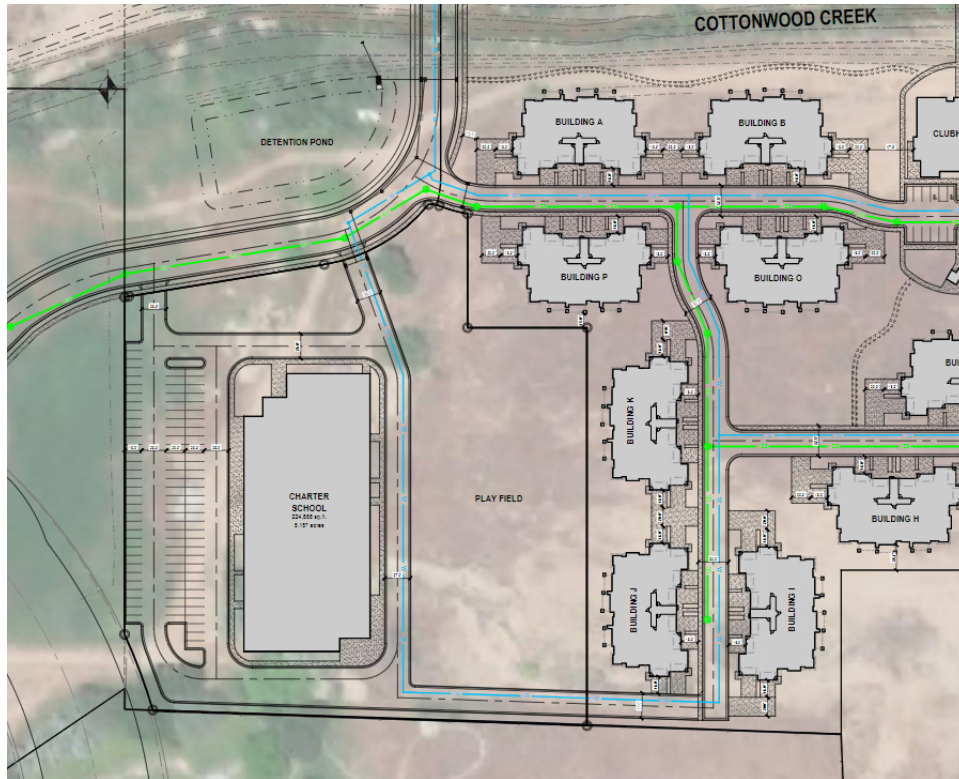
October 18, 2022

Start: 6:00 pm, End 7:30pm

Doug Durbano's Home

Attendees: Ashley McCleary, Crystal Nielsen, Marina Hallsten, Mark Hadley, Nate Durbano, Julie Dee, Jay Welk, Venessa Durbano, Kelly Lockwood

Purpose: Further review sections of the proposal to submit to Marie:



School site:

Continuing to narrow down our potential site. This looks to be our best option as of now.

1. Executive Summary: Marina Hallsten
2. Charter Agreement: Julie Dee
3. Program of Instruction: Ashley McCleary
- 3C: Mark Hadley
4. Markey Analysis: Nate Durbano, Julie Dee, Venessa Durbano
5. Governance: Doug Durbano
6. Staffing: Crystal Nielsen
7. Budget: Jay Welk

10/21- received feedback from Marie

Board: when making edits, please highlight any changes to it will be easier for Venessa to see what is new and needs to be added- preventing her from having to read through every section and figure out what goes where!

### PEAK Academy Board Meeting Minutes

October 24, 2022

Start: 6:00 pm, End 11:20pm

Doug Durbano's Home

Attendees: Ashley McCleary, Nate Durbano, Julie Dee, Venessa Durbano, Online: Crystal Nielsen, Marina Hallsten, Kelly Lockwood

Discussion on Logo: what colors do we like- remember where our logo will be- merch, courts, jerseys, advertising... simple design is good- multiple options to choose from.

Board narrowed it down and requesting a few alterations before we vote on our choice.

Working to Submit 4-day waiver on Thursday and entire proposal by Friday.

We went through each section meticulously- ensuring we all used the same staffing titles throughout as well as looking for continuity as a whole throughout the entire document.

1. Executive Summary: Marina Hallsten
2. Charter Agreement: Julie Dee
3. Program of Instruction: Ashley McCleary
- 3C: Mark Hadley
4. Markey Analysis: Nate Durbano, Julie Dee, Venessa Durbano
5. Governance: Doug Durbano
6. Staffing: Crystal Nielsen
7. Budget: Jay Welk

October 25th 7 pm Establishing a Governing Board Training

Emergency PEAK Academy Online Board Meeting Minutes

**October 29, 2022**

12pm - 12:15pm

*Attendees: Ashley McCleary, Nate Durbano, Julie Dee, Venessa Durbano, Crystal Nielsen,  
Marina Hallsten, Kelly Lockwood, Jay Welk*

*Absent: Mark Hadley, Doug Durbano*

Meeting called to discuss again our initial enrollment numbers. As currently written we will enroll 100 students/grade. Ashley called the meeting to discuss dropping the enrollment for our opening year to 60/grade.

The Board agrees that we still want to build for our initial projected enrollment. We are confident when we make an incredible school, the students will come, but we need to start at a reasonable number and from there we can move forward.

Motion made by Ashley McCleary to change initial enrollment numbers to 60 students/grade:

Year 1, 6-10<sup>th</sup> Grade= 300 Students

Year 2, 6-11<sup>th</sup> Grade= 360 Students

Year 3, 6-12<sup>th</sup> Grade= 420 Students

Motion seconded by Marina Hallsten

**Passed Unanimously**

## End Notes

<sup>i</sup> April 17, 2019

<sup>ii</sup> <https://www.teachnkidslearn.com/does-pbl-increase-learning/>

<sup>iii</sup> Hmelo, C. (1998). Problem-based learning: Effects on the early acquisition of cognitive skill in medicine. *Journal of the Learning Sciences*, 7, 173-208

<sup>iv</sup> <https://www.pblworks.org>

<sup>v</sup> Gallagher, S. A., Stephen, W. J., Rosenthal, H. (1992) The effects of problem-based learning on problem solving. *Gifted Child Quarterly*, 36, 195-200

<sup>vi</sup> Dr. Toro also references the 2013 Partnership Partnership-for-21st-Century-Skills and OECD. (2013). *Innovative Learning Environments*. OECD.

<sup>vii</sup> “21<sup>st</sup> Century Skills in the Workplace”. Microsoft Partners in Learning and Pearson Education Foundation, May 28, 2013

<sup>viii</sup> July 15<sup>th</sup>, 2021, “This is how we can equip young people with the skills they’ll need post-pandemic”. Victoria Masterson, World Economic

Forum. <https://www.weforum.org/agenda/2021/07/world-youth-skills-education-covid-un/>

<sup>ix</sup> <http://www.schools.utah.gov/cte/facts.html>

<sup>x</sup> <http://www.schools.utah.gov/cte/facts.html>

<sup>xi</sup> Utah State Office of Education, Utah High School to College and Careers Pathway, Educator’s Guide, 2013. 26 Plank, NCRVE, 2002

<sup>xii</sup> <https://www.schools.utah.gov/cte/pathways>

<sup>xiii</sup> “Best Practices in Literacy Instruction” Mandel Morrow and Linda B. Gambrell

[https://books.google.com/books?hl=en&lr=&id=THqYbGvItWUC&oi=fnd&pg=PA11&dq=best+practices+in+literacy+instruction&ots=b5ki\\_sPIOg&sig=xom38ZUzzaOBmt9Dgf-x-5immS0#v=onepage&q=best%20practices%20in%20literacy%20instruction&f=false](https://books.google.com/books?hl=en&lr=&id=THqYbGvItWUC&oi=fnd&pg=PA11&dq=best+practices+in+literacy+instruction&ots=b5ki_sPIOg&sig=xom38ZUzzaOBmt9Dgf-x-5immS0#v=onepage&q=best%20practices%20in%20literacy%20instruction&f=false)

<sup>xiv</sup> <https://www.nctm.org/>

<sup>xv</sup> <https://www.futurebusinesstech.com/blog/15-fastest-growing-industries-of-the-future-based-on-real-data>

<sup>xvi</sup> <https://www.futurebusinesstech.com/blog/15-fastest-growing-industries-of-the-future-based-on-real-data>

<sup>xvii</sup> <https://cybersecurityventures.com/jobs/>

<sup>xviii</sup> <https://www.cnn.com/2021/05/28/tech/cybersecurity-labor-shortage/index.html>

<sup>xix</sup> <https://www.futurebusinesstech.com/blog/15-fastest-growing-industries-of-the-future-based-on-real-data>

<sup>xx</sup> <https://online.maryville.edu/blog/future-media/>

<sup>xxi</sup> <https://www.edweek.org/leadership/opinion-a-how-to-guide-for-building-school-community-partnerships/2018/03>

<sup>xxii</sup> <https://gardner.utah.edu/wp-content/uploads/Morgan-Proj-Feb2022.pdf?x71849>

<sup>xxiii</sup> <https://worldpopulationreview.com/us-counties/ut/morgan-county-population>

<sup>xxiv</sup> <https://www.census.gov/quickfacts/fact/table/morgancountyutah,morgancitycitylouisiana,US/PST045221>

<sup>xxv</sup> <https://www.census.gov/quickfacts/fact/table/morgancountyutah,morgancitycitylouisiana,US/PST045221>

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- xxv <https://worldpopulationreview.com/us-counties/ut/morgan-county-population>
- xxvi <https://gardner.utah.edu/wp-content/uploads/Morgan-Proj-Feb2022.pdf?x71849>
- xxvii <https://datausa.io/profile/geo/morgan-ut>
- xxviii <https://worldpopulationreview.com/us-counties/ut/morgan-county-population>
- xxix <https://gardner.utah.edu/wp-content/uploads/Morgan-Proj-Feb2022.pdf?x71849>
- xxx <https://www.weareteachers.com/4-day-school-weeks/>
- xxxi <https://www.ncsl.org/research/education/school-calendar-four-day-school-week-overview.aspx>
- xxxii <https://www.ncsl.org/research/education/school-calendar-four-day-school-week-overview.aspx>
- xxxiii <https://www.ktvb.com/article/news/education/weiser-school-district-approves-4-day-week/277-356bc27a-f84e-47cd-bc8a-18b169556bab>
- xxxiv <https://www.theedadvocate.org/what-are-the-pros-and-cons-4-day-school-weeks/>