

HIGHMARK Charter School

CHARTER APPLICATION FOR THE 2012 – 2013 SCHOOL YEAR

Application by Robert Osborne, Board President

"An economic and financial education empowers young people to succeed in an economy they will one day work in, benefit from and ultimately inherit."

(From the Video on the Homepage of the Council for Economic Education website)



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COVER SHEET FOR HIGHMARK CHARTER SCHOOL

Submitted to Carolyn Ingles (person) who works at Davis County School District on April 1, 2010.

Submitted to Sheri Sauve (person) who works at Davis County School District on November 17, 2010.

(NOTE: repeat this statement for each district in which the school may be located.)

I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I understand that incomplete applications will not be considered.

The charter school applicant acknowledges that it has read all Utah statutes regarding charter schools and that, if approved, it is subject to and will ensure compliance with all relevant federal, state and local laws and requirements. The charter school applicant acknowledges that, if approved to operate a charter school, it must execute a charter contract with the Utah State Charter School Board within twelve months of the date of approval of the charter by the Utah State Charter School Board and must begin providing educational services within the timeframe outlined in the charter. Failure to do so may result in revocation of the charter approval and, if applicable, termination of the contract and revocation of the charter.

Robert S. Osborne

Authorized Agent (please print)

Robert S. Osborne

Signature of Authorized Agent

April 1, 2010

Date

All information presented in this application becomes part of the charter contract and may be used for accountability purposes throughout the term of the charter contract.

SECTION 2: TITLE PAGE

Name of Proposed Charter School HighMark Charter School

New School

Converted School

Name of Applicant Applying for the Charter HighMark Charter School Board of Directors

(This may be a public body, private person, or private organization.)

Authorized Agent for Applicant Robert S. Osborne

(This may be the individual applicant or an authorized member of the corporate board.)

Authorized Agent Mailing Address 2317 View Drive

City South Weber State UT Zip 84405

Daytime Phone (801) 476-4676

Email ozzieo2@juno.com

District(s) school will be located Davis

Form of Organization

Non Profit Corporation

Tribal Entity

The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below.

Name (if known at time of application)	Phone Number	Type of Member (examples: parent, business, potential staff)	Position on Board (examples: chair, vice chair, secretary)
Robert Osborne	801-476-4676	Salesman/Parent	Board Chair
Dr. Richard Bigler	801-475-1818	Optometrist/Parent	Vice Chair
Blake Petersen	801-475-5487	Compliance Officer/Parent	Financial Coordinator
Sage Ukena	801-721-0940	RN/Parent	Secretary
Jordan Jeppsen	801-479-2737	Police Officer/Parent	Board Member

The Founding Board Members listed below, represent individuals who have contributed significantly to the formation of this charter application and the beginnings of HighMark Charter School. The Founding Board may choose to include additional individuals who have already or will in the future make significant contributions to the development and success of HighMark Charter School prior to its opening. The Founding Board recognizes that preferential enrollment is not to exceed five percent which meets the definition of “small percentage” of the overall population, and includes both the children of Founding Members and the children of the HighMark Charter School teachers.

Founding Members

1. Dr. Richard Bigler
2. Jacque Jeppsen
3. Jordan Jeppsen
4. Bentley McEntire
5. Melinda Osborne
6. Robert Osborne
7. Blake Petersen
8. Erika Petersen
9. Sage Ukena
10. Angie Wood
11. Mark Wood

SECTION 3: TARGET POPULATION

Mission Statement (use only this space):

The mission of HighMark Charter School is to equip students with the highest quality education while fostering an entrepreneurial spirit by integrating practical business applications throughout the core curriculum.

	GRADES AND SPECIFIC NUMBER OF STUDENTS SERVED BY GRADE													TOTAL NUMBER OF STUDENTS (Enrollment cap)
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Year 1														
2012	50	50	50	50	50	50	50	115	115	0	0	0	0	580
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
2013	50	50	50	50	50	50	50	115	115	115	0	0	0	695
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
2014	50	50	50	50	50	50	50	115	115	115	0	0	0	695
Ultimate Enrollment	50	50	50	50	50	50	50	115	115	115	0	0	0	695

School Calendar

Standard Extended School Year Instructional Days 180

Alternative (please describe in 5 words or less) _____ Start Date August 22, 2012

NATURE OF TARGET POPULATION

HighMark Charter School will be a school of choice for parents and students interested in receiving a quality education integrated with business applications. Our target population will not discriminate against any students and will encourage all students including Special Education, ESL, and General Education students who support and embrace the mission of HighMark Charter School. HighMark Charter School is designed to reach more Junior High students than Elementary students because of the greater need for Junior High School public school options in the area. The Marketing Analysis (Section 5) addresses this need in more detail. HighMark Charter School is asking for 115 students at the Junior High Level per grade to allow for flexibility in scheduling, however the goal will be to have an average class size of 1:25 for all core curriculum classes.

SEVEN PURPOSES

1. Continue to improve student learning.

The philosophy of HighMark Charter School is to build a solid foundation in business education and provide a stepping-stone to successful careers that will encourage critical thinking and reflective approaches to learning. HighMark Charter School has established the following four foundational philosophy stepping-stones of teaching and learning that will provide administration, teachers and students the framework to meet the mission of HighMark Charter School.

Interest and explanation – “When our interest is aroused in something, whether it is an academic subject or a hobby, we enjoy working hard at it. We come to feel that we can in some way own it and use it to make sense of the world around us” (Ramsden, *Learning to Teach in Higher Education*, p. 98). Coupled with the need to establish the relevance of content, instructors need to craft explanations that enable students to understand the material. This involves knowing what students understand and then forging connections between what is known and what is new.

Appropriate assessment and feedback – This principle involves using a variety of formative and summative assessments including, but not limited to: Curriculum Based Assessments, State Required Assessments, Computer Generated Assessments, and Performance Rubrics developed by the school. Assessment techniques will allow students to demonstrate their mastery of the material in different ways. It avoids those assessment methods that encourage students to memorize and regurgitate. It recognizes the power of feedback to motivate more effort to learn.

Clear goals and intellectual challenge – Effective teachers set high standards for students. They also articulate clear goals. Students should know up front what they will learn and what they will be expected to do with what they know.

Independence, control, and active engagement – “Good teaching fosters [a] sense of student control over learning and interest in the subject matter” (Ramsden, p. 100). Good teachers create learning tasks appropriate to the student’s level of understanding. They also recognize the uniqueness of individual learners and avoid the temptation to impose “mass production” standards that treat all learners as if they were exactly the same. “It is worth stressing that we know that students who experience teaching of the kind that permits control by the learner not only learn better, but that they enjoy learning more” (Ramsden, p. 102).

The mission of HighMark Charter School *fosters an entrepreneurial spirit* motivating students to take responsibility for learning, providing HighMark Charter School students with the necessary skills for a smooth transition into high school as well as the motivation for life-long learning and responsible citizenship. Best practice research shows the power of integrating subjects across a life theme or essential question. HighMark Charter School will give students a real advantage in seeing language arts, history, and math integrated in business examples and case studies. This will provide for higher retention of core curricula and knowledge of practical applications. HighMark Charter School will employ many tools to create an environment that will contribute to the improvement of the students’ opportunity to learn. The mission of HighMark Charter School will help students acquire an understanding of the business world and their place within it.

- HighMark Charter School will continue to improve student learning by using research based curriculum such as Fountas and Pinnell which allows classroom teachers and intervention specialists to reliably assess children’s reading levels. “When everyone in the school uses the same literacy assessment continua, and language – moving from observation, to analysis, and then to instruction a common conversation occurs across the school staff. The comprehensive system also includes tools for diagnosis so the teacher can design in depth evaluation as needed” (Fountas and Pinnell).
- HighMark Charter School will continue to improve student learning by providing and encouraging teacher training in integrated learning across subject areas. Teachers will become versed in the business styles of writing, math and statistics involved in economic models including important, but rarely taught, ‘the time value of money.’ Histories of economic models used across the centuries can give students a living example of history while helping them see the advantages and disadvantages of various economic systems.

- HighMark Charter School will continue to improve student learning through parental involvement in the classroom, in extracurricular activities, and at home. Family budgeting, investing, and planning can help students learn practical economics and involve parents in the student's learning. Additionally this can provide value to parents about business, money and economics that can help them in life.
- HighMark Charter School will continue to improve student learning by using the information collected through assessments to better meet the needs of the students and reach them on their individual levels.

HighMark Charter School's curricular emphasis will enable students to acquire a solid foundation over a broad range of disciplines, improving student learning with each year expanding their basic knowledge of the core curriculum to progress to higher level skills. Our ever changing, information-rich, modern world demands that our students bring nimble minds to the search for gainful employment or to participate in higher levels of education. Workforce realities require employees be able to participate, motivate, evaluate, and learn. Civic complexities require citizens to find solutions for intricate problems. The intellectual skills, critical thinking strategies, and perspective gained by a solid foundation in finance and economics will allow students of HighMark Charter School to succeed in a demanding world.

2. Increase choice of learning opportunities for students.

"The Real World, it is the 4th R in reading, writing, and arithmetic. The real world is about money, choices and managing resources. Teaching young children to make sound choices in the real world leads to greater opportunity and empowerment" (Center for Economic Education).

HighMark Charter School is committed to creating opportunities for our students to learn about the real world and how the concepts they are learning in the classroom apply to real life and the business world around them.

It is never too early to teach a child about the business world all around them or to instill in them an entrepreneurial spirit that will help them excel in future careers. HighMark Charter School will integrate into the core curriculum business skills, ethics, and practices by focusing on four areas of business: *Sales and Marketing, Management and Leadership, Finance and Economy, and Entrepreneurship*. These four areas will give HighMark Charter School a foundation for integration but will not limit curriculum adaptation and integration as the world of business changes in our global economy.

Choice, according to the dictionary, consists of the mental process of thinking involved with the process of judging the merits of multiple options and selecting one of them for action. HighMark Charter School will not only provide a choice for parents when selecting an educational setting for their families, but increased learning opportunities for children by providing them with the skills to "judge the merits of multiple options." Integrating practical business applications into the core curriculum will allow for increased learning opportunities utilizing higher order thinking skills.

"The recent economic downturn has brought nationwide attention to the dangers of an economically and financially illiterate society. Now more than ever, policy makers, business leaders, media figures, educators, and parents are demanding that their children graduate from school with an understanding of basic economic and financial concepts" (<http://www.councilforeconed.org/about/survey2009/>).

HighMark Charter School recognizes that active engagement in the educational learning process is crucial to success and our teachers will work to connect business concepts within the core curriculum. To make sure our students have a solid grounding in economic, personal finance, and entrepreneurship concepts we will use activities, simulations, and projects in the classroom to give our students an applied hands-on experience to keep their young minds engaged. For more than sixty years, the Council for Economic Education (CEE) has been leading the charge for economic and financial education in K-12 schools across the nation and around the world. This program of instruction is designed to enhance the core curriculum and to give teachers, curriculum directors, and educational trainers the tools needed to effectively teach these concepts.

Sometimes necessity is the best teacher. We can see that there is a great need to teach children and equip them with the tools they will need to make positive contributions in their chosen professions and in their community at large. HighMark Charter School will provide an opportunity for parents to choose and become involved in a new and unique school. We will encourage parents to share their gifts in the four areas of: *Sales and Marketing, Management and Leadership, Finance and Economy, and Entrepreneurship* by being guest speakers, Jr. Achievement coaches and mentors, and inviting students to visit their places of employment.

SECTION 4: BELL SCHEDULE AND CALENDAR

HighMark Charter School has provided below a schedule for elementary and secondary grades showing the daily course bell schedule. The student count in each class will be an average of 25 for grades K - 9. There may be a slight count difference in grades 7 - 9 for classes such as PE, Choir, and Band, which allow for more students to be effectively taught with more students per class. There also may be a slight difference in student count for courses such as Math which are ability grouped, therefore lending itself to variation in numbers to accommodate students' needs.

In grades K - 6, to provide a way to accommodate leveled ability groups for the subjects of Language Arts and Math, HighMark Charter School has scheduled these subjects at consistent times each day. These groups will be fluid in grades 1 and 2, 3 and 4, and 5 and 6. Students will then be moved into a different grade level based on individual need. The subjects of Art, Physical Education, and integrated Language Arts for elementary grades will be rotated into other core curriculum on the schedule. Each class will have an opportunity to go to the library once a week.

The bell schedules, lunch and recess schedules, and daily course schedules for the first year of operation will be as follows:

KINDERGARTEN BELL SCHEDULE

Morning Class: Monday – Thursday	
8:25 AM	Warning Bell
8:30 AM	Tardy Bell
8:30-9:45 AM	Class Time
9:45-10:00 AM	Recess
10:00-11:30 AM	Class Time
11:30 AM	Dismissal Bell
Morning Class: Friday	
8:25 AM	Warning Bell
8:30 AM	Tardy Bell
8:30-9:30 AM	Class Time
9:30-9:45 AM	Recess
9:45-10:45 AM	Class Time
10:45 AM	Dismissal Bell

Afternoon Class: Monday – Thursday	
12:25 PM	Warning Bell
12:30 PM	Tardy Bell
12:30-1:45 PM	Class Time
1:45-2:00 PM	Recess
2:00-3:30 PM	Class Time
3:30 PM	Dismissal Bell
Afternoon Class: Friday	
11:10 AM	Warning Bell
11:15 AM	Tardy Bell
11:15-12:30 PM	Class Time
12:30-12:45 PM	Recess
12:45-1:30 PM	Class Time
1:30 PM	Dismissal Bell

ELEMENTARY BELL SCHEDULE

Monday – Thursday	
8:25 AM	Warning Bell
8:30 AM	Tardy Bell
8:30-10:00 AM	Class Time
10:00-10:15 AM	AM Recess
10:15-11:20 AM	First Lunch Class Time
11:20-11:50 AM	First Lunch (1-3)
11:50-3:30 PM	First Lunch Class Time
10:15-12:15 PM	Second Lunch Class Time
12:15-12:45 PM	Second Lunch (4-6)
12:45-3:30 PM	Second Lunch Class Time
3:30 PM	Dismissal Bell
Friday	
8:25 AM	Warning Bell
8:30 AM	Tardy Bell
8:30-10:00 AM	Class Time
10:00-10:15 AM	AM Recess
10:15-11:00 AM	First Lunch Class Time
11:00-11:30 AM	First Lunch (1-3)
11:30-1:30 PM	First Lunch Class Time
10:15-11:40 AM	Second Lunch Class Time
11:40-12:10 PM	Second Lunch (4-6)
12:10-1:30 PM	Second Lunch Class Time
1:30 PM	Dismissal Bell

SECONDARY BELL SCHEDULE

First Lunch: Monday – Thursday	
8:25 AM	Warning Bell
8:30 AM	Tardy Bell
8:30-9:35 AM	1 st Period/Advisory
9:35-9:40 AM	Passing Period
9:40-10:30 AM	2 nd Period
10:30-10:35 AM	Passing Period
10:35-11:25 AM	3 rd Period
11:25-11:55AM	First Lunch
11:55-12:45 PM	4 th Period
12:45-12:50 PM	Passing Period
12:50-1:40 PM	5 th Period
1:40-1:45 PM	Passing Period
1:45-2:35 PM	6 th Period
2:35-2:40 PM	Passing Period
2:40-3:30 PM	7 th Period
First Lunch: Friday	
8:25 AM	Warning Bell
8:30 AM	Tardy Bell
8:30-9:05 AM	1 st Period
9:05-9:10 AM	Passing Period
9:10-9:45 AM	2 nd Period
9:45-9:50 AM	Passing Period
9:50-10:25 AM	3 rd Period
10:25-10:30 AM	Passing Period
10:30-11:05 AM	4 th Period
11:05-11:35 AM	First Lunch
11:35-12:10 PM	5 th Period
12:10-12:15 PM	Passing Period
12:15-12:50 PM	6 th Period
12:50-12:55 PM	Passing Period
12:55-1:30 PM	7 th Period

Second Lunch: Monday – Thursday	
8:25 AM	Warning Bell
8:30 AM	Tardy Bell
8:30-9:35 AM	1 st Period
9:35-9:40 AM	Passing Period
9:40-10:30 AM	2 nd Period
10:30-10:35 AM	Passing Period
10:35-11:25 AM	3 rd Period
11:25-11:30 AM	Passing Period
11:30-12:20 PM	4 th Period
12:20-12:50 PM	Second Lunch
12:50-1:40 PM	5 th Period
1:40-1:45 PM	Passing Period
1:45-2:35 PM	6 th Period
2:35-2:40 PM	Passing Period
2:40-3:30 PM	7 th Period
Second Lunch: Friday	
8:25 AM	Warning Bell
8:30 AM	Tardy Bell
8:30-9:05 AM	1 st Period
9:05-9:10 AM	Passing Period
9:10-9:45 AM	2 nd Period
9:45-9:50 AM	Passing Period
9:50-10:25 AM	3 rd Period
10:25-10:30 AM	Passing Period
10:30-11:05 AM	4 th Period
11:05-11:10 AM	Passing Period
11:10-11:45 AM	5 th Period
11:45-12:15 PM	Second Lunch
12:15-12:50 PM	6 th Period
12:50-12:55 PM	Passing Period
12:55-1:30 PM	7 th Period

CALENDAR 2012 - 2013

Highmark Charter School School Year 2012-2013

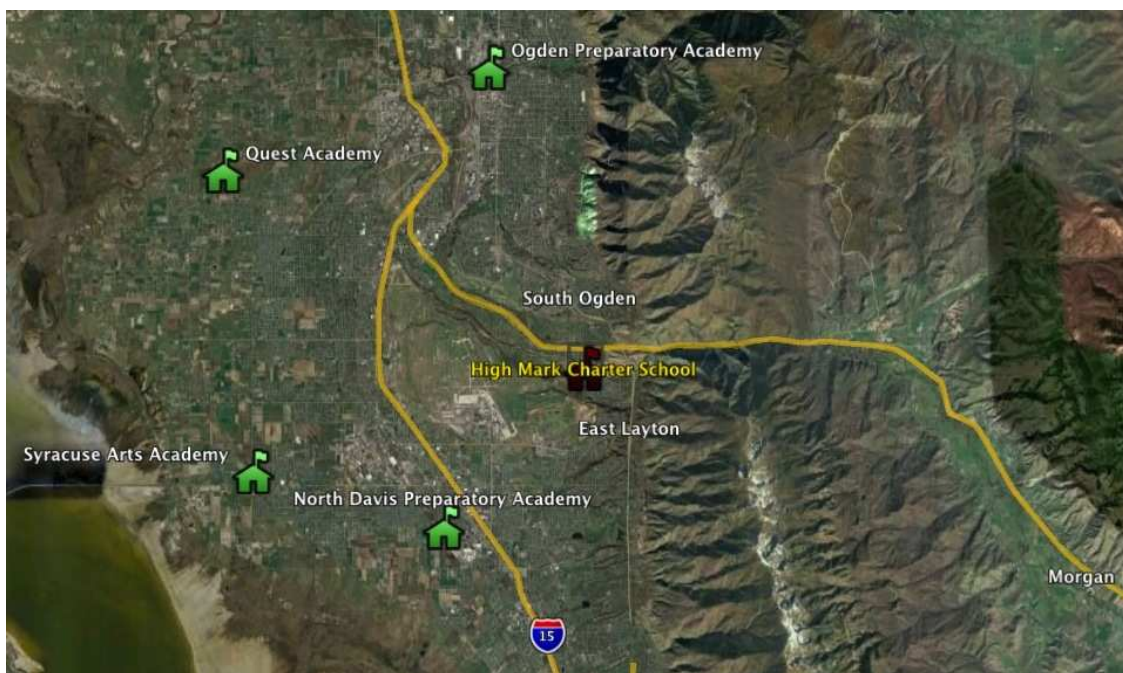
AUGUST 2012							SEPTEMBER 2012							OCTOBER 2012										
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S				
			1	2	3	4						1		1	2	3	4	5	6	August 13-21	No School	Professional Development		
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	August 22	First Day of School	First Quarter (45 School Days)	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	September 3	No School	Labor Day	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	October 24	Ends	First Quarter	
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				October 25-26	No School	Fall Break	
							30														October 29	No School	Professional Development	
NOVEMBER 2012							DECEMBER 2012							JANUARY 2013										
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S				
				1	2	3						1		1	2	3	4	5	November 13-21	No School	Thanksgiving Break			
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	Dec. 24-Jan. 4	No School	Winter Break	
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	January 7	FYI	School Resumes	
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	January 18	Ends	Second Quarter	
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30	31			January 21	No School	Martin Luther King, Jr. Day	
							30	31													January 22	Begins	Third Quarter (43 School Days)	
FEBRUARY 2013							MARCH 2013							APRIL 2013										
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S				
					1	2						1	2		1	2	3	4	5	6	February 5-7	Two Hour Early Release	Parent Teacher Conferences	
3	4	5	6	7	8	9	3	4	5	6	7	8	9	7	8	9	10	11	12	13	February 18	No School	President's Day	
10	11	12	13	14	15	16	10	11	12	13	14	15	16	14	15	16	17	18	19	20	March 22	Ends	Third Quarter	
17	18	19	20	21	22	23	17	18	19	20	21	22	23	21	22	23	24	25	26	27	March 25	Begins	Fourth Quarter (26 School Days)	
24	25	26	27	28			24	25	26	27	28	29	30	28	29	30					March 29	No School	Professional Development	
							31														April 1-2	No School	Teacher Compensation Days	
MAY 2013							JUNE 2013							JULY 2013										
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S				
			1	2	3	4						1		1	2	3	4	5	6	April 3-5	No School	Spring Break		
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	April 9-11	Two Hour Early Release	Parent Teacher Conferences	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	May 27	No School	Memorial Day	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	June 5	Two Hour Early Release	Last Day of School	
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				Two Hour Early Release EVERY Friday			
							30														Board Meeting 1st Tuesday of Each Month			
																					Days	Quarters	TEST	Testing Window Open/Close
																					45	First Quarter	IOWA	3rd Week of Sept. - 1st Week of Oct.
																					46	Second Quarter	DWA	14 Weeks Before Last Monday
																					43	Third Quarter	Spring IOWA	2nd Week in April - 2nd Week in May
																					46	Fourth Quarter	IOWA	
																					180	Total Days	CRT	6 Weeks Before Last Monday

School Hours
 AM Kindergarten: 8:30 AM - 11:30 AM & PM Kindergarten 12:30 PM - 3:30 PM
 Grades 1-9: 8:30 AM - 3:30 PM
 Early Out Fridays (All Grades): 8:30 AM - 1:30 PM

SECTION 5: MARKET ANALYSIS

The Board of HighMark Charter School recognizes several issues that lend to the need for additional educational offerings in the South Weber City / tri-county area of Northern Davis, Weber, and Western Morgan Counties. There is little choice in public education in this immediate area thus limiting individual opportunities to families living within a five-mile radius of South Weber. Families with Junior High aged children have to bus their students to Sunset Junior High, which is approximately ten miles away, and the District has no immediate plans to construct a building in the area. The next closest Charter School is North Davis Preparatory Academy, which is over ten miles from the middle of the community. Davis County continues to be a rapid growth area with projected growth to increase from 65,000 students to 90,000 students by 2029 according to the Governor's Office of Economic Development. South Weber is a high area of growth in Davis County as the city experienced a 36.31 percent increase in population since 2000. South Weber sits in the middle of Layton, South Ogden and Morgan; about 58 percent of the 5,676 residents are married with children. In March of 2009, South Weber was recognized as number six of the best affordable suburbs in the US by Business Week. Layton's population was 65,514 in 2008 according to the US census data and South Ogden was 15,891. Morgan County population is 8,908 with the vast majority of those individuals living in Morgan City.

Although the Board would consider utilizing existing commercially zoned existing space to lease for the school, we recognize that there is not a plethora of such space available in the South Weber area, therefore the focus of our efforts will be to find land available for development. We anticipate locating HighMark Charter School's building in South Weber City between the US 89 and 475 East. Not only is this central to those who live in South Weber but it is conveniently located to individuals in the tri-County area. There is plenty of available land along South Weber Drive between US-89 and I-84 exits. Although there are several appealing options, the Board does not have the financial or legal capacity to commit to any property until we have received approval from the State and are recognized as an official entity.



Utah State Charter School Board
HighMark Charter School Application

HighMark Charter School anticipates locating on a parcel of land that exceeds six acres. Building and land size will vary depending on the cost of the land. We anticipate the facility will be approximately 53,000 square feet according to State recommended square footage per pupil.

More specifically, the following areas are available and are primary properties of interest for locating the school. Although we have had preliminary contact with land owners, no official negotiations have taken place due to the aforementioned reasons. Officials of South Weber City are excited about the possibility of this school and have expressed a desire to see HighMark Charter School located within the City.



7550 S South Weber Drive



Highway 89 Frontage Road



2400 East South Weber Drive

Utah State Charter School Board
HighMark Charter School Application

A snapshot of traditional, charter, and private schools reveals the educational landscape of the service area. Five public elementary schools are located within three-miles of the South Weber area.

They are:

- South Weber Elementary – Davis County (833 Students)
- Mountain View Elementary – Davis County (725 Students)
- Uintah Elementary – Weber School District (669 Students)
- H. Guy Child Elementary – Weber School District (511 Students)
- Shadow Valley Elementary – Ogden School District (605 Students)

No public Junior High School or Middle Schools are located within three-miles of the South Weber area. Two religious private schools are within three miles of the South Weber area.

Although the Davis School District, Weber School District, and Morgan County School Districts are reasonably and responsibly trying to meet demand, more schools will be needed to meet the rapid growth of the area - especially a need for a Junior High / Middle School. HighMark Charter School is addressing this need by having a larger Junior High / Middle School than elementary school allowing for more students to access the Junior High program.

In 2009, Davis County Residents supported a bond for additional schools in the district area, but proceeds will not benefit the greatest need in this area which is a Junior High School. Morgan County Schools are seeing growth that will force them to add additional schools and raise taxes on a small community. South Weber Elementary is adding a K-2 Learning Center as well as adding to the school for grades 3-6.

Students of Junior High age in South Weber are currently bused 10+ miles west to a Jr. High School in Sunset. East bench Layton students are bused seven miles to a Jr. High School. Western Morgan County students are bused 10+ miles to a Morgan Middle School.

The population increase in the district has created an overcrowding ripple effect from elementary schools through to the high schools; elementary schools located in areas that have experienced the most significant growth have either exceeded capacity or will exceed capacity by 2010. As these students graduate from elementary schools, the middle schools will be faced with similar overcrowding.

In the short term, Davis School District has proposed several solutions, including the use of portable classrooms, cross-district busing, year-round schedules, and double sessions.

A combination of location, curriculum delivery, and academic focus defines our competitive advantage. Location is imperative to any business or school. HighMark Charter School will be located in South Weber. South Weber is located at the mouth of Weber Canyon at the cross roads of US Highway 89 and Interstate 84. Commuters from Weber and Morgan counties use this interchange daily making it possible to drop off students on their way to work. We plan to place the school in an easy-access area for convenience purposes. As demonstrated by the census numbers above, South Weber sits in the middle of two underserved communities and will draw from these areas.

HighMark Charter School will offer sustainability not only in the construction of the school building, but also through the utilization of technology in the delivery of instruction to enhance the learning experience of the students.

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HighMark Charter School will offer a high-quality education by combining a linear, content-rich curriculum emphasizing business and utilizing effective instructional techniques. With an emphasis in business, students are able to learn that they are empowered with the ability to financially support themselves and their future families and will see how their actions today will impact the future.

The goal at HighMark Charter School is to enrich the learning environment through a diverse student population. Although we will market our school within the tri-county area, we will be heavily using resources available within the local community as well; for example Spanish and English, in community centers throughout Weber and Davis Country, particularly those that are utilized by families who are low-income and/or minority. Some of these community centers might include: Ogden/Weber Community Action Partnerships, Davis Applied Technology Center, Youth Impact, and Boys and Girls Club of Roy. We desire to utilize online and offline channels of communication to generate awareness in the enrollment process to surrounding neighborhoods. All communications will specify that HighMark Charter School is a public school open to all families including students with special needs.

An integrated marketing approach to reach our targeted population may include the following:

1. Create an interactive website with an online enrollment application at a domain such as www.hmcharter.org or www.hmcharter.com.
2. Participate in Community celebrations and distributing information about the school.
3. Submit press release(s) to the Salt Lake Tribune, Deseret News, Ogden Standard Examiner, Morgan County News, The Mountain Echo, and the Davis County Clipper.
4. Distribute informational packets, brochures, posters or postcards throughout the area as well as neighboring community centers and/or libraries.
5. Submit e-notice(s) to employees at Hill Air Force Base, as well as post notice(s) with commercial businesses in the local area as parents often choose schools for their children located near work.
6. Host multiple parent meetings at the South Weber Community Center or other location(s).
7. Use Social Media (i.e. Facebook, Twitter, and Blogger) to promote HighMark Charter School online.
8. Possible use of outdoor (billboard) advertising along the major routes in the area.
9. After charter approval, we will post notices of public Board Meetings on HighMark Charter School's website as well as on the Utah Public Meeting Notice website.
10. Reach families of area's largest, and most diverse, employer – Hill Air Force Base. Two main publications are available to use in reaching these families: Hill Top Times and the Base Welcome Packet.

CONTINGENCY PLAN

HighMark Charter School firmly believes that the need for a Junior High in the South Weber area will mean that the numbers proposed at the Junior High level will be met. However, in an effort to be proactive, we have developed a strong contingency plan that lessens the number of Junior High students and increases the number of elementary students with our target total population remaining the same.

Below is outlined a possible scenario for the first three years. The yearly enrollments are the same as our proposed charter with the ultimate enrollment remaining the same. However, it might take more than three years for a smooth transition from more elementary students to more secondary students. HighMark Charter School will be able to respond to lottery pools and community needs with this contingency plan.

The building will not need to be adjusted and therefore HighMark Charter School will be able to rely on the contingency plan based on the number of students and families registered for the lottery. Based on the neighboring school enrollments outlined in this section, and previous enrollment patterns in Davis District Charter Schools, HighMark Charter School is confident that the contingency plan outlined below is reasonable and attainable.

The contingency plan also allows HighMark Charter School to explore other locations outside the South Weber area if necessary. The plan below does not rely on HighMark Charter School being located in South Weber, however, that is our goal and we are hopeful that the contingency plan will not need to be implemented.

Also included is a first year budget based on the enrollment outlined in the contingency plan.

	CONTINGENCY PLAN													TOTAL NUMBER OF STUDENTS (Enrollment cap)
	GRADES AND SPECIFIC NUMBER OF STUDENTS SERVED BY GRADE													
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
2012	50	50	75	75	75	75	50	65	65	0	0	0	0	580
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
2013	50	50	75	75	75	75	75	75	75	70	0	0	0	695
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
2014	50	50	50	75	75	75	75	85	85	75	0	0	0	695
Ultimate Enrollment	50	50	50	50	50	50	50	115	115	115	0	0	0	695

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Charter School Name: HIGHMARK CHARTER SCHOOL						
2012-2013	Enrollment Maximum or Target			75% Enrollment		
	First Operational Year			First Operational Year		
Number of Students:	580			435		
Grade Distribution:	K-8			K-8		
Revenue	Total			Total		
Local Funding including anticipated fees from students						
Fee Basis if applicable:						
State Funding	\$2,947,539			\$2,259,979		
Private Grants & Donations						
Misc Local Donations	\$6,800			\$6,800		
Loans:						
Commercial						
Private						
Other (specify): Implementation Grant and carryover from prior year	\$257,864			\$257,864		
Total Revenue	\$3,212,203			\$2,524,643		
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)						
Director or Principal	1.00	\$ 68,000	\$ 68,000	1.00	\$ 68,000	\$ 68,000
Other Administration: (specify)						
Teacher-Regular Ed	24.50	\$ 36,500	\$ 894,250	17.00	\$ 36,500	\$ 620,500
Teacher-Special Ed	1.00	\$ 38,000	\$ 38,000	1.00	\$ 38,000	\$ 38,000
Instructional Assts						
Secretary	1.00	\$ 27,000	\$ 27,000	1.00	\$ 27,000	\$ 27,000
Business Manager/Bookkeeper						
IT Technician						
Media Specialist	0.50	\$ 36,000	\$ 18,000	0.50	\$ 36,000	\$ 18,000
Speech & Language Therapist						
Counselor (Certified/Noncertified) (Circle)	0.50	\$ 48,000	\$ 24,000	0.50	\$ 48,000	\$ 24,000
Substitute Teachers (daily basis)	65.00	\$ 15,925	\$ 15,925	65.00	\$ 15,925	\$ 15,925
Teachers Aids and ParaProfessionals	9.50	\$ 9,450	\$ 89,775	6.50	\$ 9,450	\$ 61,425
Employee Benefits (200)			\$ 340,000			\$ 255,000
Purchased Professional Services(300)						
Audiologist, Psychologist of related support services purchased through contract						
Professional Employee Training and Development (330)			\$ 20,000			\$ 15,000
Official or Administrative Services in Support of Management (310)			\$ 228,000			\$ 152,250
Professional Educational Services (Curricular Support or Contracted Institutional Services) (320)						
Legal (300)						
Audit Services (300)						
Web Site Development (300)						
Purchased Property Services(400)						
Facilities Rental or Lease (440)						
Property Tax						
Equipment or Vehical Rental or Lease/Purchase Agreements						
Other Purchased Services (500)						
Travel (580)						
Transportation (Student) ((510-513)						
Personnel and Wage Records and Data Management						
Supplies(600)						
Instructional and other general supplies (610)			\$ 75,000			\$ 56,250
Library Instructional Aids/Books/Periodicals(640/645)			\$ 20,000			\$ 15,000
Textbooks (641)			\$ 116,000			\$ 87,000
Audiovisual Materials (646)						
Software (670)						
Other (printing; postage)			\$ 2,050			\$ 1,200
Total Instruction, Administration & Support			\$ 1,976,000			\$ 1,450,569

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Operations & Maintenance			Total	Total
Purchased Property Services (400)				
Facilities Rental or Lease (440)		\$ 695,625		\$ 695,625
Water, Sewage, Disposal Services				
Property Tax		\$ 6,000		\$ 6,000
Equipment or Vehical Rental or Lease/Purchase Agreements				
Custodial Services		\$ 32,000		\$ 27,500
Other Purchased Services (500)				
Property/Casualty Insurance (520/521)		\$ 17,500		\$ 14,000
Advertising and Marketing		\$ 7,500		\$ 7,500
Printing and Binding				
Phone/Communications		\$ 10,000		\$ 7,500
Supplies (600)				
Operational Supplies		\$ 12,500		\$ 9,250
Utilities and other Expendable Supplies (610-630)		\$ 43,750		\$ 39,500
Property (700)				
Land & Improvements		\$ 2,000		\$ 1,000
Buildings		\$ -		\$ -
Technology-Related Hardware (Computers etc)		\$ 100,000		\$ 68,000
Furniture & Other Equipment		\$ 120,000		\$ 85,000
Debt Service and Miscellaneous Costs (800)				
Fees/Permits & dues		\$ 3,500		\$ 2,500
Loan Payments				
Other (security, copier lease)		\$ 10,000		\$ 7,000
Total Operations & Maintenance				
Total Expenditures		\$ 3,036,375		\$ 2,420,944
Total Revenues		\$ 3,212,203		\$ 2,524,643
		Balance		Balance
Budget Balance (Revenues-Expenditures)		\$ 175,828		\$ 103,699
Budget Balance as Percentage of State Revenue		6%		5%

SECTION 6: CAPITAL FACILITY PLAN

HighMark Charter School anticipates locating on a parcel of land that exceeds six acres. Building and land size will vary depending on the cost of the land and current construction costs. We anticipate the facility will be approximately 53,000 square feet. The proposed facility plan below is for full enrollment of 695 students. We are recommending the following breakdown by area:

Proposed Facility Plan	
Classrooms (27) not including computer labs and breakout rooms	20,000 sq ft
Library, Media Center: A portion of library/media activities offered at HighMark Charter School will be facilitated through the use of technology, thus the allocated square feet of this center is adequate to meet the needs of the student population.	1,500 sq ft
Restrooms (3) for both students and faculty	2,000 sq ft
Extra Classrooms	2,500 sq ft
Office/Administrative space for Director, Assistant Director, counselor, front office, secretarial support, nurse's room workroom & teacher's break room	3,000 sq ft
Special Education Classrooms (2)	1,000 sq ft
Breakout Rooms	2,000 sq ft
Computer Labs (2)	1,500 sq ft
Storage, Mechanical and Data Rooms	2,000 sq ft
Common Areas	6,000 sq ft
Gymnasium	7,500 sq ft
Multipurpose, Kitchen, Cafeteria	4,000 sq ft
TOTAL:	53,000 sq ft

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It is the intent of the school to exhaust all possible options to procure proper financing, including looking to apply for Qualified School Construction Bonds included in the recently passed Federal Stimulus Bill. However, recent history of new charter schools indicate the market is not willing to give favorable terms to a new school by issuing bonds for new construction and Banks are unwilling to lend without adequate personal guarantees of which the Board is unable/unwilling to back at this time. Given that recent history, it is anticipated that the school will contract with a proven charter school developer, and require the selected developer to contract with a reputable architect, certified engineers, contractor and experienced charter school financial advisors and attorneys to choose the most advantageous method of facility financing for the school. The Board will conduct a search of qualified developers with a proven track record of delivering a quality building. The criteria in which the Board will weigh the selection of the developer will include: A proven track record of delivering a building on time and on budget; A developer who works with a construction company with a price not to exceed contract; Favorable cost per square foot lease rental rate; A purchase option within the lease that is favorable to a timely purchase when the school is able to acquire the means; Guaranteed occupancy date; Willingness to allow Board to have final say on site location.

The school also intends to apply for monies from the Charter School Revolving Loan Fund to purchase resources other than the actual facility such as furniture, fixtures and equipment. This will be beneficial to giving a broader learning environment earlier in the school's existence particularly in the educational area's affected by technology.

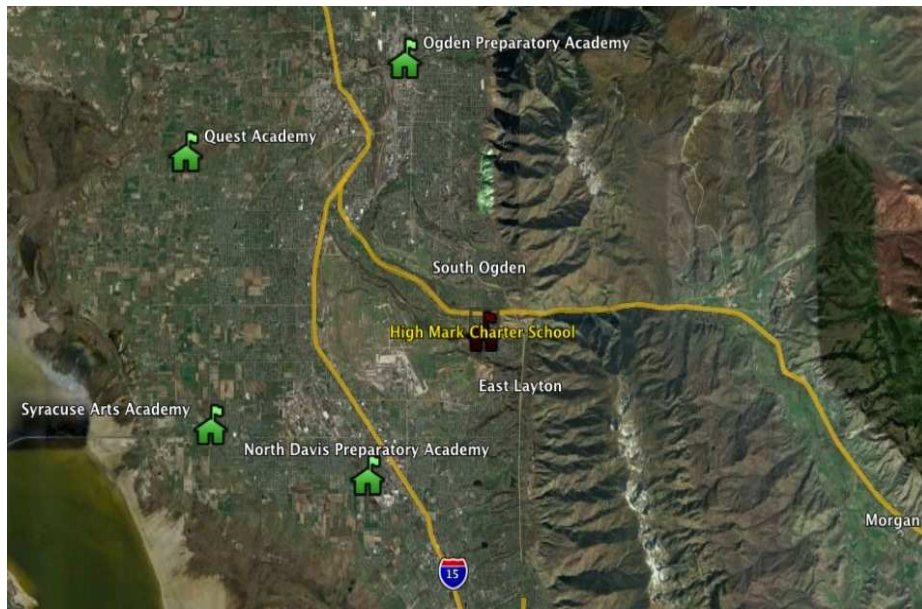
Upon approval of HighMark Charter School's petition to charter, the Board will formally take appropriate action to procure the design and construction of the facility. In our first academic year(s) we are prepared to enter into a standard lease agreement. The Board will also hire an independent attorney and financial advisor to review the terms of the lease and the lease contract prior to signing. After speaking with other operating charter schools in adjacent counties, we understand current market rates dictate a price per square foot in the range of \$14-\$16.00. Again, we will also require a purchase option within the lease. HighMark Charter School hopes to acquire financing through the state financing authority within the first ten years of operations to purchase the facility, which would lower the school's annual operating costs.

As outlined in the Market Analysis section of this application, we anticipate locating HighMark Charter School's building in South Weber City between US 89 and 475 East. Not only is this central to those who live in South Weber but it is conveniently located to individuals in the tri-County area. There is plenty of available land along South Weber Drive between US-89 and the I-84 exit on 475 East. Although there are several appealing options, and the Board has been contacted by several land owners, the Board does not have the financial or legal capacity to commit to any property until we have received approval from the State and are recognized as an official entity. Officials from South Weber City have agreed to the viability of a charter school and are eager to work with the Board of HighMark Charter School.

The key factors which are important to the Board in selecting a site for construction are: cost of land; usability of the entire lot; cost for supporting infrastructure; availability of utilities to the site; required off-site improvements; accessibility; and safety of the children.

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The Board has checked into the availability of required utilities in the area and services are available to each of the current desired locations (Rocky Mountain Power, Qwest, Questar, Comcast, sewer, storm water, culinary water and secondary water).



Should the school facility not be under construction by January 1, 2013, the Board will work with the developer to design an alternate plan for temporary facilities. Given the fact that there are no large commercial buildings within the South Weber area, let alone any vacant commercial buildings, the Board will contractually obligate the developer to provide, at the cost of the developer, adequate temporary modular classrooms until the permanent facility is completed and approved for a Certificate of Occupancy. This plan will not require a budget adjustment as a portion of the proposed lease amount for rent of the new classroom facility will be used for rent of the modular facilities. In the case that HighMark Charter School is unable to negotiate with the selected developer the Board will look to locating vacant suitable industrial, commercial, or theater space in nearby Riverdale or South Ogden to provide for its temporary needs within approximately a 5-10 mile radius. Six months prior to the school's opening the Board will begin to implement the contingency plan and begin negotiations with the commercial sites available if their selected developer is not meeting their obligations.

SECTION 7: DETAILED BUSINESS PLAN

On the USOE website for Finance in the Classroom the following question is asked: Why is financial and economic education important at early grades? Here is their answer:

“Children form opinions and habits at early ages and helping them understand basic financial and economic principles and concepts as they grow gives them a strong foundation and sequential preparation for handling their personal finances. As students gain an understanding of how the world works, they are able to make real-world connections to what they are learning in school. Students exposed to an economic way of thinking and to personal financial concepts at age appropriate levels can more easily apply sound decision-making skills, develop stable saving and spending habits, and link education success to career and life success.”

The Governing Board of HighMark Charter School and the Director will model the education they hope to give their students by “applying sound decision-making skills and developing stable savings and spending habits” when developing and implementing the school budget. The budget description below meets our mission of modeling good business sense and supports our mission for students by providing quality textbooks, technology, and hiring quality teachers.

As described above, HighMark Charter School is committed to being fiscally responsible. As yearly budgets and budget projections are prepared HighMark Charter School will make sure that monies spent are aligned with the mission of the school. Included in year one’s budget is a half-time teacher (listed with Regular Education teachers) that will serve as the Business Curriculum Specialist. This person will coordinate with teachers on lesson plans that integrate practical business applications into the core curriculum. Funding for this position continues in Year Two.

PLANNING YEAR

HighMark Charter School plans on hiring a Director by January of 2012 if funding is available. The Director’s salary is based on an annual amount of \$68,000. The Director will be working closely with the Board on many start-up activities including, but not limited to: hiring faculty and staff, purchasing curriculum and furniture, acquiring technology, and creating a Teacher Handbook and a Parent and Student Handbook. The Director will need a computer to accomplish this work, but we do not anticipate they will need to rent any space before moving into the school building. For the planning year HighMark Charter School has budgeted for a six month salary of \$34,000. Benefits are listed separately and included in the budget. In preparation of buying or leasing a facility, and contracting with a management company/business manager, HighMark Charter School has included legal fees for the purposes of reviewing contracts, leases, financial agreements, etc. in the amount of \$3,000. Website development and advertising are also included at \$5,000 each.

2012-2013 SCHOOL YEAR

1. Enrollment: HighMark Charter School is scheduled to begin August 2012. The School will open the first year with 580 students; 350 students in grades K-6 and 230 students in grades 7-8. (Year two enrollment, and subsequent years' enrollment, will total 695.)
2. Revenue: Year one, HighMark Charter School anticipates receiving \$3,574,918 (for 580 students) in State WPU funding programs and non WPU programs. Funding is figured based on the actions of the 2010 Legislature without any increase in the WPU for 2012-2013 and a 1.5% increase for 2013-2014 school year. The School also anticipates receiving Federal Revenues from Special Education Title Monies and Revolving Loan, but has not included them in the budget.
3. First Year Major Expenses (excluding payroll):
 - a. Classroom Furnishings – \$120,000 for desks, chairs, etc. Furnishings for the Library, Office, and Furniture for Computer Labs is included in furnishings budget.
 - b. Computer Equipment – HighMark Charter School has budgeted \$100,000 for technology in year one. If they receive a Revolving Loan for year one, they will invest a portion of the funding for technology. Year one the school will invest approximately:
 - \$22,500 for 30 computers in a mobile lab
 - \$38,700 for 43 wired desktop computers (this includes the teacher desktop computers)
 - \$8,000 for a server
 - \$10,000 for networking equipment
 - \$15,000 for setup and software (services for the technician is included in the technology budget)
 - \$5,800 for LCD projectors, printers and scanners based on need and finances
 - c. Textbooks - Textbooks have been budgeted for an average of \$233 per student totaling \$135,000.
4. Payroll & Benefits: Projected payroll amounts are shown on the budget. The amount budgeted for teacher salaries is an average of \$36,500 (total anticipated expenditures of \$894,250 for 24.5 FTEs). Employee benefits are budgeted at \$650 stipend per month year one. We anticipate increasing to \$675 per month beginning Year Two for full-time, salaried employees (for example: Director, Counselor, Teachers, etc). Historically, health care insurance costs have averaged an 8% increase. The school is giving half this amount with approximately a 4% increase that will help alleviate anticipated health care costs. The employee can take the monthly stipend as income, or it may be applied toward a variety of benefits offered by the School such as Health Insurance, Dental Insurance, 401K, etc.
5. Audit and Controls: The School will contract with an independent CPA firm to conduct an annual independent audit at the end of each fiscal year as required by State Law. The completion of this annual audit will be the responsibility of the Board. Under the direction of the Board, the School's business manager or management company will contract with an

independent auditor. The School will submit required monthly reports along with other required monthly reports. Audit and legal services are anticipated to be a part of the Official or Administrative Services in Support of Management.

6. Contract Services: The School plans on contracting with a full service management company. It is anticipated that the services provided by the management company will include, but are not limited to: Board training, state compliance, Special Education consulting, Director mentoring, finance training, monthly and annual budget preparation, bookkeeping, employee recruitment, human resource management, payroll, UCA and grant application preparation, building maintenance, and other special projects and research as directed by the school's Board and Director. The dollar amount shown in the budget is only an estimation based on research conducted through other charter schools in the Davis and Weber County area. The amount budgeted is \$228,000 for year one, with an increase in Year Two to \$268,250, due to a student increase. No contract will be offered or signed until the School has gone through the RFP process, and interviews and considers all applicants. Other services such as snow removal, landscaping, custodial, etc. may also be handled on a contract basis.
7. Fundraising: The School has not included any revenue derived from fundraising in the annual budgets that follow. In general, fundraising will be done by the Parent Organization for the direct benefit of the school. Any donations that are given directly to the school will be considered additional revenue for the school year and will be used in addition, not in replacement, of regularly budgeted funds. Any restricted donations will be used in accordance to the donor's request. Any unrestricted donations will be used at the direction of the Board of Directors.
8. Balanced Budget: The Board and the Director will review the budget at least monthly to assure financial stability. In accordance with 53A-3-19 (303) and (304), the school will appoint a business manager. In addition to this, the Board will appoint a member to review and report on the on-going financial activities of the school. This Financial Coordinator will ensure that the Director is keeping within the parameters of the approved budget and that the management company is properly reporting the school's activities in a timely manner. Examples of financial reports that will be submitted include: the Annual Financial Report and Annual Program Reports by October 1st of each year and the Monthly Financial and Enrollment Summary reports monthly for the first year and quarterly for each additional year, Negotiations Report, and following all necessary laws in regards to transparency and certifying at the end of each year these requirements have been met. This oversight provides checks and balances to ensure the proper expenditure of school funds and help the school progress towards having a sufficient cash reserve. The School will keep this cash reserve in the budget for unexpected events, decreases in state and/or federal funds or targeted future expenditures. Other major expenses: In addition to the teachers' salaries and benefits as outlined in #4, the school anticipates employing other staff members, including:
 - a. One (1) Special Education Teacher at \$38,000 annually
 - b. One (1) Secretary/Office Manager at \$27,000 annually,

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- c. One Half-Time Media Specialist at \$18,000 annually,
- d. One (1.0) School Counselor at \$48,000 annually, and
- e. Nine and one half (9.5) Teaching Assistants at a total of \$89,775 annually
- f. One Half-Time Business Curriculum Specialist at \$18,250 (listed with the Regular Ed teachers)

To support its staff, the school anticipates spending additional funds on supplies, materials, and professional development. The school has budgeted \$30,000 for professional development activities. These activities will be designed to both strengthen the focus of the school as well as aiding in the development and progression of the teaching populace.

The school has budgeted \$75,000 in the first operational year to provide teachers and students with the necessary materials for instruction. This amount includes giving each teacher the state-mandated allotment for classroom materials and supplies, as well as purchasing general supplies for the teacher workroom. As outlined in Section 6, Capital Facility Plan, the school anticipates leasing a building of approximately 53,000 square feet at a rate of \$14-16 per square foot annually. In addition to this lease expense (anticipated being \$695,625 in its first operational year based on 10.5 months out of a 12 month year), the school has budgeted the following amounts to ensure that the facility meets the needs of the school:

- a. \$36,500 for custodial services. It has not been determined whether or not the school will contract for these services or hire employees to fill this role.
- b. \$43,750 (82.5 cents per square foot) for utilities such as electricity, natural gas, water, sewage, garbage collection, etc.
- c. \$17,500 to insure the building and contents.
- d. \$12,500 for operational supplies. This includes bathroom products, cleaners, brooms, mops, towels, and other items as needed.

2013-2014 SCHOOL YEAR

1. Enrollment: Enrollment will increase to 695 in Year Two.
2. Revenue: The School is budgeting \$3,733,100 in State Regular WPU and Non WPU funding Year Two.
3. Year Two Major Expenses (excluding payroll):
 - a. Classroom Furnishings – Budgeted at \$60,000 to furnish remaining classrooms for the additional students.
 - b. Computer Equipment: Year Two technology also has \$100,000 budgeted. Year Two the school will invest approximately:
 - \$22,500 for a mobile lab
 - \$27,500 for wired desktop computers
 - \$31,000 for SMART Boards/Mimio
 - \$10,000 for set-up and software
 - \$9,000 for remaining technology needs such as printers, scanners, etc.
 - c. Text & Curriculum Materials – \$65,000 has been budgeted for textbooks for the additional students will be purchased. An additional \$20,000 has been budgeted for books for the library in preparation for accreditation.
4. Payroll & Benefits: Benefit stipend will increase to \$675 per month per salaried employee beginning Year Two in anticipation of an increase in providing health, dental, life and other insurance to the school's employees.
5. Audit and Controls: The School will continue to follow procedures established in Year One, as well as reviewing the annual audit performed by the independent CPA firm. Upon review of the audit, the Board will oversee the implementation of all management comments made by the CPA firm as well as the correction of any audit findings that come out of the audit. The Director and the management company will be required to report on the progress of these items regularly in Board Meetings and other correspondence with the Board, in particular with the Board Member appointed to oversee finances.
6. Balanced Budget: In continuance of the procedures established in the prior year, the Board and the Director will continue to review the budget monthly to assure financial stability. The Board Member assigned to oversee financial matters will assure that the Director and Business Manager are expending funds in accordance with state law and grant regulations, and that all purchasing policies and procedures are followed. The School will keep a reserve in the budget for emergency or targeted future expenditures.

SECTION 8: BUDGET

EXPENSES: PLANNING YEAR PAGE 1 OF 2

Charter School Name: HIGHMARK CHARTER SCHOOL						
Year One	Enrollment Maximum or Target			75% Enrollment		
	Planning Year			Planning Year		
Number of Students:	0			0		
Grade Distribution:						
Revenue	Total			Total		
Local Funding including anticipated fees from students						
Fee Basis if applicable:						
State Funding						
Private Grants & Donations						
Source: (specify)						
Loans:						
Commercial						
Private (State Revolving Loan)	\$295,000			\$295,000		
Other (specify): Implementation Grant	\$0			\$0		
Total Revenue	\$295,000			\$295,000		
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)						
Director or Principal	1.00	\$ 34,000.00	\$ 34,000	1.00	\$ 34,000.00	\$ 34,000
Other Administration: (specify)	-					
Teacher-Regular Ed	-					
Teacher-Special Ed	-					
Instructional Assts	-					
Secretary	-					
Business Manager/Bookkeeper	-					
IT Technician	-					
Program Facilitator/Instructional Support	-					
Speech & Language Therapist	-					
Counselor (Certified/Noncertified) (Circle)	-					
Substitute Teachers (daily basis)	-					
Teachers Aids and ParaProfessionals	-					
Employee Benefits (200)	-		\$ 7,136			\$ 7,136
Purchased Professional Services(300)						
Audiologist, Psychologist of related support services purchased through contract						
Professional Employee Training and Development (330)						
Official or Administrative Services in Support of Management (310)						
Professional Educational Services (Curricular Support or Contracted Institutional Services) (320)						
Legal (300)			\$ 3,000			\$ 3,000
Audit Services (300)			\$ 5,000			\$ 5,000
Web Site Development (300)			\$ 5,000			\$ 5,000
Purchased Property Services(400)						
Facilities Rental or Lease (440)						
Property Tax						
Equipment or Vehical Rental or Lease/Purchase Agreements						
Other Purchased Services (500)						
Travel (580)						
Transportation (Student) ((510-513)						
Personnel and Wage Records and Data Management						
Supplies(600)						
Instructional and other general supplies (610)						
Library Instructional Aids/Books/Periodicals(640/645)						
Textbooks (641)						
Audiovisual Materials (646)						
Software (670)						
Other (printing postage)						
Total Instruction, Administration & Support			\$ 54,136			\$ 54,136

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EXPENSES PLANNING YEAR: PAGE 2 OF 2

Operations & Maintenance			Total		Total
Purchased Property Services(400)					
Facilities Rental or Lease (440)					
Water, Sewage, Disposal Services					
Property Tax					
Equipment or Vehical Rental or Lease/Purchase Agreements					
Custodial Services					
Other Purchased Services (500)					
Property/Casualty Insurance (520/521)					
Advertising and Marketing			\$ 5,000		\$ 5,000
Printing and Binding					
Phone/Communications					
Supplies (600)					
Operational Supplies			\$ 1,500		\$ 1,500
Utilities and other Expendable Supplies (610-630)					
Property (700)					
Land & Improvements					
Buildings					
Technology-Related Hardware (Computers etc)			\$ 1,500		\$ 1,500
Furniture & Other Equipment					
Debt Service and Miscellaneous Costs (800)					
Fees/Permits & dues					
Loan Payments					
Other (security, copier lease)					
Total Operations & Maintenance					
Total Expenditures			\$ 62,136		\$ 62,136
Total Revenues			\$ 295,000		\$ 295,000
			Balance		Balance
Budget Balance (Revenues-Expenditures)			\$ 232,864		\$ 232,864
Budget Balance as Percentage of State Revenue			N/A		N/A

Utah State Charter School Board
 HighMark Charter School Application

EXPENSES OPERATIONAL YEAR 1: PAGE 1 OF 2

Charter School Name: HIGHMARK CHARTER SCHOOL						
Year Two	Enrollment Maximum or Target			75% Enrollment		
	First Operational Year			First Operational Year		
Number of Students:	580			435		
Grade Distribution:	K-8			K-8		
Revenue	Total			Total		
Local Funding including anticipated fees from students						
Fee Basis if applicable:						
State Funding	\$3,574,918			\$2,306,679		
Private Grants & Donations						
Misc Local Donations	\$17,500			\$17,500		
Loans:						
Commercial						
Private						
Other (specify): Implementation Grant and carryover from prior year	\$232,864			\$232,864		
Total Revenue	\$3,825,282			\$2,557,043		
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)						
Director or Principal	1.00	\$ 68,000	\$ 68,000	1.00	\$ 68,000	\$ 68,000
Other Administration: (specify)						
Teacher-Regular Ed	24.50	\$ 36,500	\$ 894,250	17.00	\$ 36,500	\$ 620,500
Teacher-Special Ed	1.00	\$ 38,000	\$ 38,000	1.00	\$ 38,000	\$ 38,000
Instructional Assts						
Secretary	1.00	\$ 27,000	\$ 27,000	1.00	\$ 27,000	\$ 27,000
Business Manager/Bookkeeper						
IT Technician						
Media Specialist	0.50	\$ 36,000	\$ 18,000	0.50	\$ 36,000	\$ 18,000
Speech & Language Therapist						
Counselor (Certified/Noncertified) (Circle)	1.00	\$ 48,000	\$ 48,000	0.50	\$ 48,000	\$ 24,000
Substitute Teachers (daily basis)	65.00	\$ 15,925	\$ 15,925	65.00	\$ 15,925	\$ 15,925
Teachers Aids and ParaProfessionals	9.50	\$ 9,450	\$ 89,775	6.50	\$ 9,450	\$ 61,425
Employee Benefits (200)			\$ 325,000			\$ 243,750
Purchased Professional Services(300)						
Audiologist, Psychologist of related support services purchased through contract						
Professional Employee Training and Development (330)			\$ 30,000			\$ 22,500
Official or Administrative Services in Support of Management (310)			\$ 228,000			\$ 130,500
Professional Educational Services (Curricular Support or Contracted Institutional Services) (320)						
Legal (300)						
Audit Services (300)						
Web Site Development (300)						
Purchased Property Services(400)						
Facilities Rental or Lease (440)						
Property Tax						
Equipment or Vehical Rental or Lease/Purchase Agreements						
Other Purchased Services (500)						
Travel (580)						
Transportation (Student) ((510-513)						
Personnel and Wage Records and Data Management						
Supplies(600)						
Instructional and other general supplies (610)			\$ 75,000			\$ 56,250
Library Instructional Aids/Books/Periodicals(640/645)			\$ 20,000			\$ 15,000
Textbooks (641)			\$ 135,000			\$ 101,250
Audiovisual Materials (646)						
Software (670)						
Other (printing; postage)			\$ 2,050			\$ 1,200
Total Instruction, Administration & Support			\$ 2,014,000			\$ 1,439,319

Utah State Charter School Board
 HighMark Charter School Application

EXPENSES: OPERATIONAL YEAR 1, PAGE 2 OF 2

Operations & Maintenance		Total	Total
Purchased Property Services (400)			
Facilities Rental or Lease (440)		\$ 695,625	\$ 695,625
Water, Sewage , Disposal Services			
Property Tax		\$ 6,000	\$ 6,000
Equipment or Vehical Rental or Lease/Purchase Agreements			
Custodial Services		\$ 36,500	\$ 30,000
Other Purchased Services (500)			
Property/Casualty Insurance (520/521)		\$ 17,500	\$ 14,000
Advertising and Marketing		\$ 7,500	\$ 6,000
Printing and Binding			
Phone/Communications		\$ 10,000	\$ 7,500
Supplies (600)			
Operational Supplies		\$ 12,500	\$ 9,250
Utilities and other Expendable Supplies (610-630)		\$ 43,750	\$ 38,500
Property (700)			
Land & Improvements		\$ 2,000	\$ 1,000
Buildings		\$ -	\$ -
Technology-Related Hardware (Computers etc)		\$ 100,000	\$ 65,000
Furniture & Other Equipment		\$ 120,000	\$ 82,000
Debt Service and Miscellaneous Costs (800)			
Fees/Permits & dues		\$ 3,500	\$ 2,500
Loan Payments		\$ 37,977	\$ 37,977
Other (security, copier lease)		\$ 10,000	\$ 7,000
Total Operations & Maintenance			
Total Expenditures		\$ 3,116,852	\$ 2,441,671
Total Revenues		\$ 3,825,282	\$ 2,557,043
		Balance	Balance
Budget Balance (Revenues-Expenditures)		\$ 708,430	\$ 115,373
Budget Balance as Percentage of State Revenue		19%	5%

Utah State Charter School Board
 HighMark Charter School Application

EXPENSES OPERATIONAL YEAR 2: PAGE 1 OF 2

Charter School Name: HIGHMARK CHARTER SCHOOL						
Year Three	Enrollment Maximum or Target			75% Enrollment		
	Second Operational Year			Second Operational Year		
Number of Students:	695			521		
Grade Distribution:	K-9			K-9		
Revenue	Total			Total		
Local Funding including anticipated fees from students						
Fee Basis if applicable:						
State Funding	\$3,733,100			\$2,860,945		
Private Grants & Donations						
Misc Local Donations	\$20,000			\$20,000		
Loans:						
Commercial						
Private						
Other (specify): Implementation Grant and carryover from prior year	\$708,430			\$115,373		
Total Revenue	\$4,461,530			\$2,996,317		
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)						
Director or Principal	1.00	\$ 72,000	\$ 72,000	1.00	\$ 72,000	\$ 72,000
Other Administration: (specify)	1.00	\$ 54,000	\$ 54,000	0.50	\$ 54,000	\$ 27,000
Teacher-Regular Ed	29.50	\$ 37,000	\$ 1,091,500	21.50	\$ 37,000	\$ 795,500
Teacher-Special Ed	1.50	\$ 38,500	\$ 57,750	1.00	\$ 38,500	\$ 38,500
Instructional Assts						
Secretary	1.50	\$ 27,500	\$ 41,250	1.00	\$ 27,500	\$ 27,500
Business Manager/Bookkeeper						
IT Technician						
Media Specialist	1.00	\$ 36,000	\$ 36,000	1.00	\$ 36,000	\$ 36,000
Speech & Language Therapist						
Counselor (Certified/Noncertified) (Circle)	1.00	\$ 49,200	\$ 49,200	0.75	\$ 49,200	\$ 36,900
Substitute Teachers (daily basis)	65.00		\$ 19,175	65.00		\$ 13,975
Teachers Aids and ParaProfessionals	10.50	\$ 9,675	\$ 75,044	7.50	\$ 9,675	\$ 72,563
Employee Benefits (200)			\$ 402,500			\$ 301,875
Purchased Professional Services(300)						
Audiologist, Psychologist of related support services purchased through contract						
Professional Employee Training and Development (330)			\$ 15,000			\$ 11,000
Official or Administrative Services in Support of Management (310)			\$ 268,250			\$ 156,300
Professional Educational Services (Curricular Support or Contracted Institutional Services) (320)						
Legal (300)						
Audit Services (300)						
Web Site Development (300)						
Purchased Property Services(400)						
Facilities Rental or Lease (440)						
Property Tax						
Equipment or Vehical Rental or Lease/Purchase Agreements						
Other Purchased Services (500)						
Travel (580)						
Transportation (Student) ((510-513)						
Personnel and Wage Records and Data Management						
Supplies(600)						
Instructional and other general supplies (610)			\$ 70,000			\$ 52,500
Library Instructional Aids/Books/Periodicals(640/645)			\$ 20,000			\$ 12,500
Textbooks (641)			\$ 65,000			\$ 40,000
Audiovisual Materials (646)						
Software (670)						
Other (printing; postage)			\$ 2,050			\$ 1,538
Total Instruction, Administration & Support			\$ 2,338,719			\$ 1,695,650

Utah State Charter School Board
 HighMark Charter School Application

EXPENSES OPERATIONAL YEAR 2: PAGE 2 OF 2

Operations & Maintenance			Total	Total
Purchased Property Services(400)				
Facilities Rental or Lease (440)		\$ 795,000		\$ 795,000
Water, Sewage, Disposal Services				
Property Tax		\$ 47,500		\$ 47,500
Equipment or Vehical Rental or Lease/Purchase Agreements				
Custodial Services		\$ 36,500		\$ 32,000
Other Purchased Services (500)				
Property/Casualty Insurance (520/521)		\$ 18,000		\$ 14,500
Advertising and Marketing		\$ 3,500		\$ 3,500
Printing and Binding				
Phone/Communications		\$ 11,000		\$ 8,250
Supplies (600)				
Operational Supplies		\$ 13,250		\$ 9,500
Utilities and other Expendable Supplies (610-630)		\$ 52,500		\$ 45,000
Property (700)				
Land & Improvements		\$ 3,500		\$ 2,625
Buildings		\$ -		\$ -
Technology-Related Hardware (Computers etc)		\$ 75,000		\$ 40,000
Furniture & Other Equipment		\$ 60,000		\$ 37,500
Debt Service and Miscellaneous Costs (800)				
Fees/Permits & dues		\$ 3,500		\$ 2,750
Loan Payments		\$ 75,954		\$ 75,954
Other (security, copier lease)		\$ 12,000		\$ 9,000
Total Operations & Maintenance				
Total Expenditures		\$ 3,545,923		\$ 2,818,729
Total Revenues		\$ 4,461,530		\$ 2,996,317
		Balance		Balance
Budget Balance (Revenues-Expenditures)		\$ 915,608		\$ 177,588
Budget Balance as Percentage of State Revenue		21%		6%

REVENUES:
PLANNING YEAR

CHARTER SCHOOL WORKSHEET			
Planning Year			
*****PROJECTION ONLY*****			
School Name	TEMPLATE		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	0		
Special Ed (Self-Contained)	0		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	0		
WPU Value	\$2,577		
Prior Year Teacher FTE (CACTUS)	0		
School Administrators (CACTUS)	0		
Prior Year WPUs	0		
ELL Students	0		
Low Income Students-prior year			
Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	0.0000	\$ -
Professional Staff	0.04000	0.0000	-
Restricted Basic School:			
Special Ed-Add-on	1.0000	0.0000	-
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$224.61 per K-8 ADM		-
Total WPU Programs		0.0000	\$ -
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$ 293.50 per WPU		\$ -
Interventions-Student Success	\$19.51 per 1+2+3 WPU \$62.31 per ELL student		- -
Special Populations			
At Risk Regular Program	\$6.33 per total prior year WPUs; OR If new, \$6.33 X C36 or current WPUs		-
Gifted and Talented	\$3.50 per K-12 WPU		-
Other			
School Land Trust Program	\$34.38 per student		-
Reading Achievement Program	\$18.29 per WPUs \$2.04 per K-3 student		- -
	\$38.24 per low income student		-
Charter Administrative Costs	\$100 per student		-
Educator Salary Adjustment (ESA)	\$4,200 per qualified educator plus benefits		-
ESA-School Administrators	\$2,500 per qualified administrator		-
Local Replacement Dollars	Average \$1,607 per student		-
Total Non-WPU			\$ -
One Time			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) ¹ \$200 or \$150 per teacher (7-12) ²	0 0	- -
Library Books and Resources	\$0.84 per student	0	-
Total One Time			\$ -
ESTIMATED Total All State Funding			\$ -
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			Updated 04-13-10

REVENUES OPERATIONAL YEAR 1 @ 100% ENROLLMENT

CHARTER SCHOOL WORKSHEET			
Year 1			
*****PROJECTION ONLY*****			
School Name	TEMPLATE		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	50	0.55	27.5
Estimated ADM (1-3)	150	0.9	135
Estimated ADM (4-6)	150	0.9	135
Estimated ADM (7-8)	230	0.99	227.7
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K)	6		
Special Ed ADM (1-12)	50		
Special Ed (Self-Contained)	2		
Number of Teachers (K-6)	15		
Number of Teachers (7-12)	10.5		
WPU Value	\$2,577		
Prior Year Teacher FTE (CACTUS)	0		
School Administrators (CACTUS)	1		
Prior Year WPU's	0		
ELL Students	100		
Low Income Students-prior year			
Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	525.2000	\$ 1,353,440
Professional Staff	0.40000	210.0800	541,376
Restricted Basic School:			
Special Ed--Add-on	1.0000	55.3000	142,508
Spec. Ed. Self-Contained	1.0000	2.0000	5,154
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$224.61 per K-8 ADM		130,274
Total WPU Programs		792.5800	\$ 2,172,752
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$ 293.50 per WPU		\$ 232,622
Interventions-Student Success	\$19.51 per 1+2+3 WPU \$62.31 per ELL student		2,634 6,231
Special Populations			
At Risk Regular Program	\$6.33 per total prior year WPU's; OR If new, \$6.33 X C36 or current WPU's		- 5,017
Gifted and Talented	\$3.50 per K-12 WPU		1,838
Other			
School Land Trust Program	\$34.38 per student		-
Reading Achievement Program	\$18.29 per WPU's \$2.04 per K-3 student \$38.24 per low income student		14,496 408 3,824
Charter Administrative Costs	\$100 per student		58,000
Educator Salary Adjustment (ESA)	\$4,200 per qualified educator plus benefits		132,983
ESA-School Administrators	\$2,500 per qualified administrator		2,500
Local Replacement Dollars	Average \$1,607 per student		935,274
Total Non-WPU			\$ 1,395,827
One Time			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) ¹ \$200 or \$150 per teacher (7-12) ²	15 10.5	3,750 2,100
Library Books and Resources	\$0.84 per student	582	489
Total One Time			\$ 6,339
ESTIMATED Total All State Funding			\$ 3,574,918
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			Updated 04-13-10

REVENUES OPERATIONAL YEAR 1 @ 75% ENROLLMENT

Year 1 @ 75% enrollment			
*****PROJECTION ONLY*****			
School Name	TEMPLATE		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	40	0.55	22
Estimated ADM (1-3)	112	0.9	100.8
Estimated ADM (4-6)	111	0.9	99.9
Estimated ADM (7-8)	172	0.99	170.28
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K)	5		
Special Ed ADM (1-12)	45		
Special Ed (Self-Contained)	2		
Number of Teachers (K-6)	11		
Number of Teachers (7-12)	7		
WPU Value	\$2,577		
Prior Year Teacher FTE (CACTUS)	18		
School Administrators (CACTUS)	1		
Prior Year WPUs	0		
ELL Students	95		
Low Income Students-prior year			
Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	392.9800	\$ 1,012,709
Professional Staff	0.04000	15.7192	40,508
Restricted Basic School:			
Special Ed--Add-on	1.0000	55.3000	142,508
Spec. Ed. Self-Contained	1.0000	2.0000	5,154
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$224.61 per K-8 ADM		97,705
Total WPU Programs		465.9992	\$ 1,298,585
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$ 293.50 per WPU		\$ 136,771
Interventions-Student Success	\$19.51 per 1+2+3 WPU		1,967
	\$62.31 per ELL student		5,919
Special Populations			
At Risk Regular Program	\$6.33 per total prior year WPUs; OR If new, \$6.33 X C36 or current WPUs		- 2,950
Gifted and Talented	\$3.50 per K-12 WPU		1,375
Other			
School Land Trust Program	\$34.38 per student		-
Reading Achievement Program	\$18.29 per WPUs		8,523
	\$2.04 per K-3 student		310
	\$38.24 per low income student		3,633
Charter Administrative Costs	\$100 per student		43,500
Educator Salary Adjustment (ESA)	\$4,200 per qualified educator plus benefits		93,870
ESA-School Administrators	\$2,500 per qualified administrator		2,500
Local Replacement Dollars	Average \$1,607 per student		702,259
Total Non-WPU			\$ 1,003,577
One Time			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6)1	11	2,750
	\$200 or \$150 per teacher (7-12)2	7	1,400
Library Books and Resources	\$0.84 per student	437	367
Total One Time			\$ 4,517
ESTIMATED Total All State Funding			\$ 2,306,679
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			Updated 04-13-10

REVENUES OPERATIONAL YEAR 2 @ 100% ENROLLMENT

CHARTER SCHOOL WORKSHEET			
Year 2			
*****PROJECTION ONLY*****			
School Name	TEMPLATE		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	50	0.55	27.5
Estimated ADM (1-3)	150	0.9	135
Estimated ADM (4-6)	150	0.9	135
Estimated ADM (7-8)	230	0.99	227.7
Estimated ADM (9-12)	115	1.2	138
Special Ed Pre-School	0		
Special Ed ADM (K)	6		
Special Ed ADM (1-12)	57		
Special Ed (Self-Contained)	2		
Number of Teachers (K-6)	13		
Number of Teachers (7-12)	16.5		
WPU Value	\$2,577		
Prior Year Teacher FTE (CACTUS)	24.5		
School Administrators (CACTUS)	1.5		
Prior Year WPU's	525.2		
ELL Students	125		
Low Income Students-prior year			
Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	663.2000	\$ 1,709,066
Professional Staff	0.04000	26.5280	68,363
Restricted Basic School:			
Special Ed-Add-on	1.0000	62.3000	160,547
Spec. Ed. Self-Contained	1.0000	2.0000	5,154
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$224.61 per K-8 ADM		130,274
Total WPU Programs		754.0280	\$ 2,073,404
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$ 293.50 per WPU		\$ 221,307
Interventions-Student Success	\$19.51 per 1+2+3 WPU		2,634
	\$62.31 per ELL student		7,789
Special Populations			
At Risk Regular Program	\$6.33 per total prior year WPU's; OR If new, \$6.33 X C36 or current WPU's		3,325
Gifted and Talented	\$3.50 per K-12 WPU		2,321
Other			
School Land Trust Program	\$34.38 per student		19,940
Reading Achievement Program	\$18.29 per WPU's		13,791
	\$2.04 per K-3 student		408
	\$38.24 per low income student		4,780
Charter Administrative Costs	\$100 per student		69,500
Educator Salary Adjustment (ESA)	\$4,200 per qualified educator plus benefits		127,768
ESA-School Administrators	\$2,500 per qualified administrator		3,750
Local Replacement Dollars	Average \$1,607 per student		1,120,079
Total Non-WPU			\$ 1,597,392
One Time			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) ¹	13	3,250
	\$200 or \$150 per teacher (7-12) ²	16.5	3,300
Library Books and Resources	\$0.84 per student	697	585
Total One Time			\$ 7,135
ESTIMATED Total All State Funding			\$ 3,733,100
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			Updated 04-13-10

REVENUES OPERATIONAL YEAR 2 @ 75% ENROLLMENT

Year 2 at 75% enrollment			
*****PROJECTION ONLY*****			
School Name	TEMPLATE		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	40	0.55	22
Estimated ADM (1-3)	121	0.9	108.9
Estimated ADM (4-6)	120	0.9	108
Estimated ADM (7-8)	160	0.99	158.4
Estimated ADM (9-12)	80	1.2	96
Special Ed Pre-School	0		
Special Ed ADM (K)	5		
Special Ed ADM (1-12)	51		
Special Ed (Self-Contained)	2		
Number of Teachers (K-6)	11		
Number of Teachers (7-12)	11.5		
WPU Value	\$2,577		
Prior Year Teacher FTE (CACTUS)	18		
School Administrators (CACTUS)	1.5		
Prior Year WPUs	392.98		
ELL Students	110		
Low Income Students-prior year			
Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	493.3000	\$ 1,271,234
Professional Staff	0.0400	19.7320	50,849
Restricted Basic School:			
Special Ed--Add-on	1.0000	62.3000	160,547
Spec. Ed. Self-Contained	1.0000	2.0000	5,154
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$224.61 per K-8 ADM		99,053
Total WPU Programs		577.3320	\$ 1,586,838
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$ 293.50 per WPU		\$ 169,447
Interventions-Student Success	\$19.51 per 1+2+3 WPU		2,125
	\$62.31 per ELL student		6,854
Special Populations			
At Risk Regular Program	\$6.33 per total prior year WPUs; OR If new, \$6.33 X C36 or current WPUs		2,488
Gifted and Talented	\$3.50 per K-12 WPU		1,727
Other			
School Land Trust Program	\$34.38 per student		14,955
Reading Achievement Program	\$18.29 per WPUs		10,559
	\$2.04 per K-3 student		328
	\$38.24 per low income student		4,206
Charter Administrative Costs	\$100 per student		52,100
Educator Salary Adjustment (ESA)	\$4,200 per qualified educator plus benefits		117,338
ESA-School Administrators	\$2,500 per qualified administrator		3,750
Local Replacement Dollars	Average \$1,607 per student		840,461
Total Non-WPU			\$ 1,226,338
One Time			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) ¹	11	2,750
	\$200 or \$150 per teacher (7-12) ²	11.5	2,300
Library Books and Resources	\$0.84 per student	523	439
Total One Time			\$ 5,489
ESTIMATED Total All State Funding			\$ 2,860,945
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			Updated 04-13-10

SECTION 9: FISCAL PROCEDURES

Upon approval of HighMark Charter School, the Governing Board will formally advertise a Request for Proposals to procure the services of an established and successful education management company / Business Manager. Our objective is to start the first academic year with a seasoned support team that consists of an education management company / Business Manager that understands Utah legislation regarding charter schools, accounting, bookkeeping, compliance, and fiscal management, while maintaining fiscal responsibility and sound fiduciary practices.

HighMark Charter School will fully comply with all established budgetary and reporting deadlines. This includes, but is not limited to: annual financial audits performed by a third-party CPA firm, AFR/APR submissions, October 1 counts, December 1 counts, End of Year Reporting, monthly Enrollment and Financial Reports as required by USOE, Negotiations Reports, Money Management Report twice each year, as required, meeting financial transparency requirements, and other financial documents, as requested by USOE. HighMark Charter School will adhere to Generally Accepted Accounting Principles (GAAP), as constituted by the Financial Accounting Standards Board (FASB). Cash collected at the charter school will be reconciled in the presence of two authorized individuals. Cash will be sealed in tamper-evident envelopes and delivered to a bank each evening. Cash should not remain in the building overnight. In accordance with state guidelines, HighMark Charter School's Governing Board will be provided with updated financial statements and budget reports on a regular basis by the Financial Coordinator.

HighMark Charter School understands and will follow all requirements of the Utah State Procurement Code. We pledge that a representative from the Governing Board will attend school finance and statistics training and that all of their USOE School Finance Training will be completed prior to the opening of the school. HighMark Charter School recognizes that at these meetings important and relative financial information is disseminated in regards to changes in state law, reporting requirements, deadlines and other financial stipulations needed to be in compliance with USOE and federal guidelines, therefore HighMark Charter School is committed to attendance and participation.

HighMark Charter School has adopted a Purchasing/Disbursement Policy and Capitalization and Expense Policy. The policies and minutes from Board Meetings adopting these policies are also included.

In addition to HighMark Charter School's Purchasing/Disbursement Policy, HighMark Charter School will follow the Utah State procurement code (these rules and code may be found at <http://purchasing.utah.gov>). For charter schools, these rules may be summarized as follows:

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

In conjunction with the Capitalization and Expense Policy, the school will implement a fixed asset inventory system which will track all fixed assets to meet Federal guidelines. HighMark Charter School will conduct regular inventory checks. Teachers will be responsible for individual inventory items assigned to their classroom, as will administrative and maintenance staff for items assigned to them. Procedures for disposal of fixed assets will also be adopted to ensure that inventory records can be reconciled at year's end.

HighMark Charter School

Policy: PURCHASING/DISBURSEMENT POLICY

Approval Date: March 11, 2010

Purpose:

The purpose of this policy is to enable administration to make minor purchases that are necessary for the day-to-day operation of HighMark Charter School (the "School"), without approval of the Board of Directors (the "Board").

Purchasing:

The responsibility for approving purchases is delegated to the Director of the School by the Board as set forth below.

During the first operating calendar year of the School, all purchases over \$5,000.00 must receive Board approval. For subsequent years, purchases up to \$2,500 must be approved by the Director, purchases between \$2,500.00 and \$5,000.00 must be approved by either the Board President or Board Financial Coordinator, and purchases over \$5,000 must be approved by the full Board. Invoices, purchase orders, and authorized facsimiles must be signed by the appropriate authorized individual.

Employee's purchases that require reimbursement are discouraged.

Purchases for travel that require the use of a credit card are to follow the purchasing / disbursement process utilizing a purchase order. The School's management company will retain the credit card for making such purchases and only utilize the credit card when required to do so.

Disbursements:

The responsibility for disbursement is delegated to the School's management company as set forth below.

Disbursements are handled in such a manner as to ensure that the proper funds and accounts are charged; that the disbursement is used only for authorized purposes; and that laws, rules and regulations governing the disbursements, and handling of public funds are followed.

The following controls are established to assure that all payments are made on a timely basis and in accordance with all purchase orders and contracts:

- Purchase order shall be completely filled out prior to purchase.
- Purchase order shall be signed by appropriate authorizing personnel.
- Completed purchase orders are to be sent to the School's management company.
- Prior to payment being made, the School's management company will require a valid invoice and properly completed purchase order.
- Disbursements are to be made primarily by check with counter signatures to provide additional control.
- If approved by the Board, blank warrants/checks may be kept in locked storage under the control of a designated, responsible employee at the School. Access to blank checks must be limited to this employee and a designated alternate. When blank checks are received; the date, quantity, and inclusive serial numbers are recorded and added to the total balance on hand. When a blank check is used, the stub along with a copy of the receipt is to be signed by the Director and forwarded to the management company. The use of these blank checks should be kept to an absolute minimum.

Signature:



Robert Osborne, Board Chair

HighMark Charter School Board Meeting Minutes

Thursday, March 11, 2010 at 7:00 PM

Location: 2317 View Drive
South Weber, UT

In Attendance: Robert Osborne, Sage Ukena, Blake Petersen, Dr. Richard Bigler, Jordan Jeppsen
Others in Attendance: Melinda Osborne, Bentley McEntire, Stacey Britton, Angie Wood, Shanna Tobin, Roger Britton, Echo Cunningham (AW), Kara Finley (AW)

The mission of HighMark Charter School is to equip students with the highest quality education while fostering an entrepreneurial spirit by integrating practical business applications throughout the core curriculum.

MINUTES

7:27 PM – CALL TO ORDER by Robert Osborne

BUSINESS ITEMS (To be voted upon in Board Meeting)

- ❖ Richard Bigler motioned to accept the **Purchasing and Disbursement Policy**; Jordan Jeppsen seconded the motion. Motion passed unanimously.

BUSINESS ITEMS (For discussion only)

- ❖ The board discussed the upcoming training on accountability goals.

PUBLIC COMMENT (Comments will be limited to three (3) minutes each)

- ❖ No public comments were made.

ADJOURN

- ❖ Richard Bigler motioned to adjourn the Board Meeting; Blake Petersen seconded the motion. Motion passed unanimously.

Meeting adjourned at 7:29 PM.

HighMark Charter School
Policy: Capitalization and Expense Policy
Adopted: March 18, 2010


Purpose

The purpose of this policy is to allow for accounting to depreciate rather than expense qualified inventory items.

Policy

Items, including associated components necessary to use the item, which (a) have a fair market value over \$1,500.00 and (b) have a useful life of more than three (3) years shall be depreciated rather than expensed. The period of time items will be depreciated will be based on the length of the item's useful life.

Signature:

A handwritten signature in cursive script, appearing to read "Robert Osborne", written over a horizontal line.

Robert Osborne, Board Chair

HighMark Charter School Board Meeting Minutes Thursday, March 18, 2010 at 7:00 PM

Location: 2317 View Drive
South Weber, UT

In Attendance: Robert Osborne, Blake Petersen, Sage Ukena, Dr. Richard Bigler, Jordan Jeppsen
Others In Attendance: Roger Britton, Stacy Britton, Bentley McEntire, Melinda Osborne, Angie Wood, Mark Wood, Kim Dohrer (AW), Echo Cunningham (AW), Kara Finley (AW)

The mission of HighMark Charter School is to equip students with the highest quality education while fostering an entrepreneurial spirit by integrating practical business applications throughout the core curriculum.

AGENDA

7:12 PM – CALL TO ORDER by Robert Osborne

CONSENT ITEMS

- ❖ Jordan Jeppsen motioned to Approve March 11, 2010 Board Meeting Minutes; Blake Petersen seconded the motion. Motion passed unanimously.

BUSINESS ITEMS (To be voted upon in Board Meeting)

- ❖ Blake Petersen motioned to approve the **Capitalization and Expense Policy**; Sage Ukena seconded the motion. Motion passed unanimously.
- ❖ Dr. Richard Bigler motioned to approve the **Articles of Incorporation**; Jordan Jeppsen seconded the motion. Motion passed unanimously.

BUSINESS ITEMS (For discussion only)

- ❖ Robert Osborne discussed the timeframe in which the Charter Application needs to be completed and reminded each founding member that they need to complete their sections by next week.

PUBLIC COMMENT (Comments will be limited to three (3) minutes each)

- ❖ No public comments were made.

ADJOURN

- ❖ Blake Petersen motioned to adjourn the Board Meeting; Sage Ukena seconded the motion. Motion passed unanimously.

Meeting adjourned at 7:16 PM.

SECTION 10: ORGANIZATIONAL STRUCTURE AND GOVERNING BODY

HighMark Charter School's Board of Directors is dedicated to acting in the best interests of the our stakeholders, inclusive of students and their families in addition to faculty and staff.

ROLE OF THE BOARD

HighMark Charter School will be governed by a Board of Directors (the "Board") consisting of five to seven members. Of all the roles that Board Members fill and all the duties that they perform, the most important is that they serve as stewards of the taxpayer dollars invested in public charter schools. As such, Board Members are accountable to the taxpayers as well as to the students who attend the School. The Board's primary role as stewards of the public trust is to be responsible for promoting the school's mission and ensuring that the School accomplishes the purpose for its existence by providing a quality education to its students. The Board is also accountable for instituting policies and oversight so that the School avoids situations and behaviors that are unlawful or unethical. At all times, each Board Member must promote and support the defining mission, philosophy and goals of the School. Board Members are therefore expected to understand and familiarize themselves with the philosophies of its programs and instruction and to comply with and carry out the educational philosophy, policies, and organizational structure of the School.

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

Specifically, the Board's duties will include:

1. Promote School's vision
2. Ensure reasonable progress towards vision
3. Establish appropriate policy
4. Ensure compliance with charter, federal law, state law, and Board rules
5. Maintain fiscal responsibility by approving annual budget and review expenditures as necessary
6. Evaluate progress and work with the Director in establishing annual School improvement goals.
7. Review curriculum outcomes
8. Develop administrator assessment and conduct annual evaluation
9. Selecting a professional Education Management Company or Business Manager

Moreover, as stewards, the Board will seek to engage stakeholders and to promote a free flow of information to and from those stakeholders—especially students and parents—in order to ascertain the extent to which the School is accomplishing its mission and evaluate how the School can improve. The Board will undertake these efforts to establish a regular and free flow of information on these issues in order to assist the Board in its governance functions. This information may be gathered under the

Board's direction by way of surveys, town hall meetings, focus groups, individual meetings, and other methods as appropriate. However, although the Board will actively seek to establish relationships with members of the School community and solicit feedback, the Board will strive to avoid becoming a processor of parent and teacher complaints that are, in fact, management issues that are more appropriately dealt with by the Director.

The Board recognizes that the role of the current founding Board will change as the School becomes operational. Specifically, the Board will transition from the current hands-on organization to a group that governs the School. It is through the exercise of the governance role that the Board will fulfill its responsibility as public stewards.

BOARD SELECTION AND COMPOSITION; FILLING OF VACANCIES

The Board may be comprised of parents/grandparents/guardians of students enrolled in the School as well as members of the community at large. Following approval of this application, the School's founding members will select the members of the first Board. At least 25% of the Board Members will be parents of students at the School.

The School will comply with Utah Code 53A-1a-518 which addresses conflicts of interest and regulated transactions and relationships.

The School's Bylaws will provide that each member of the Board will serve for a period of four years. However, the terms of the initial Board Members will be staggered as follows in order to establish continuity in the Board going forward: the initial President will serve a four-year term; the initial Financial Coordinator will serve a three-year term, the initial Vice President and remaining Board Members will serve two-year terms, and the initial Secretary will serve a one-year term.

Vacancies on the Board of Directors will exist when the term of a Board Member expires or upon the resignation or removal of a Board Member.

Dismissal of a Board Member is a measure of last resort. HighMark Charter School encourages conflict resolution on the lowest level of authority in all cases. Initially, a Board Member may be removed by the vote of two-thirds of the remaining members if it is determined that he/she has failed to fulfill his/her responsibilities. However, the Board may revisit and revise the removal procedure in order to revise these procedures if necessary.

For all vacancies, the Board will solicit nominations and letters of application from the School community and members of the community at large. If the vacancy exists because of the resignation or removal of a member, the remaining Board Members will vote to elect an individual to fill the remaining term of the departed member. For vacancies created because of the expiration of a member's term, the new Board Member will be appointed by the remaining Board Members for a new four year term. After the first year of operations, the Board will establish staggered Board terms for Board Members and may consider setting term limits.

BOARD MEETINGS; QUORUM

The Board will meet once per month for an initial period and afterwards regularly as needed to conduct the Board's business and fulfill its responsibilities.

The Board may not act unless a majority of the Board Members are present. A majority vote of the quorum present at a meeting will constitute action by the Board.

The Board will operate in accordance with open meetings laws, including recording all Board Meetings, taking meeting minutes and posting meeting agendas.

BOARD OFFICERS

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

Board officers will be nominated and elected by the remaining Board Members and shall serve one year terms. However, the initial officers will serve in office for the terms set forth above. Board officer elections will be held during the June Board Meeting each year. Board officers may be re-elected and will not be subject to term limits.

Following are job descriptions of Board officer positions:

President

- Conduct Board Meetings
- Set agenda for Board Meetings
- Ensure achievement of goals as identified in the school charter
- Communicate with School Director
- Formal review of School Director, at least once annually, in conjunction with a representative of the management company/business administrator.

Vice President

- Advertise as required by the Public Meeting Laws
- Conduct community meetings and presentations about the School as required
- Website oversight
- Conduct Board Meetings in the absence of the President

Secretary

- Coordinate with the Board President to prepare Board Meeting agenda
- Record and distribute Board Meeting minutes
- Board correspondence
- Prepare, maintain, and distribute Board policy files and records
- Maintain personnel performance files for Director (and possibly Assistant Director)
- Maintain file on performance of Professional Management Company

Financial Coordinator

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

SPECIAL TASK FORCES/COMMITTEES & THE DELEGATION OF ACTION

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

MANAGEMENT STRUCTURE

School Director

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

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

1. Achieve vision of the Board
2. Implement Board policy
3. Establish and implement curriculum
4. Identify, carry out (as outlined in policy) and report all hiring/termination decisions to the Board
5. Professional Development of Assistant Director, teachers, secretaries, and other educators
6. Adhere to and properly oversee approved budget
7. Maintain personnel performance files for employees
8. Conduct staff evaluations
9. Student registration: Oversight and compliance with state and federal laws
10. Identification of HighMark Charter School acquisition needs
11. Coordinate with SPTO and Board
12. Develop and maintain a Teacher Handbook and a Parent and Student Handbook
13. Develop and maintain processes and procedures for a safe and orderly School
14. Establish operational procedures, such as:

- a. Check in of students and visitors
 - b. Pick up/ drop off
 - c. Dress code enforcement
 - d. Attendance
 - e. Emergency response
15. Maintain positive public relations with parents, the community, the local school district and the state
 16. Oversee adequate assessment of students and ensure goals for continual improvement
 17. Other duties as assigned

The Director will hire necessary staff in accordance with a compensation philosophy/salary policy established by the Board. The Director's hiring of staff will be ratified by the Board. All employees of the School report to the Director, and the Board will not directly supervise, direct, evaluate, discipline, or terminate any employees other than the Director.

The Director will report to the Board, and the Board will conduct a yearly evaluation with the Director in order to ensure that the Director is properly fulfilling his or her responsibilities and achieving the School's mission.

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

Administrative Staff

Administrative staff reports directly to the Director and may include one or more secretaries, administrative assistants, financial secretaries, and any other positions the Director determines are necessary to help meet School needs. Administrative staff will provide assistance to the Director and other staff members as directed by the Director. Administrative staff must be enthusiastic proponents of the School's mission, philosophy, and goals.

Teaching Staff

Teachers will report directly to the Director. Further qualifications for teachers are listed under the Educator Qualifications in Section 19 of this application. Teachers will provide instruction and direction to students in accordance with the approved curriculum, while meeting the Core Curriculum required by the State of Utah and striving to meet the School's mission, philosophy and goals. Teachers will be the primary interface to parents and volunteers. Teachers will also supervise any other Instructional Aide or volunteer assigned to their respective classrooms. Teachers must be enthusiastic proponents of the School's mission, philosophy, and goals.

Teachers, along with other staff members, will be encouraged to address issues and concerns with the appropriate parties—often the Director—as they arise in order to maintain a professional and collegial environment in the School. Information should flow freely up as well as down the School's organizational chart.

Instructional Aide

Instructional Aides will report directly to their supervising teacher. Instructional Aides will provide instruction and direction to students in accordance with the approved curriculum and provide assistance

to the supervising teacher while striving to meet the School's mission, philosophy and goals. Instructional Aides will also supervise and assist volunteers assigned to their respective classrooms.

Facility Staff

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

Volunteers

Volunteers will report directly to the Director, administrative staff, facility staff, teacher staff or Instructional Aides, depending on their assigned tasks. At a minimum, volunteers must be enthusiastic proponents of the School's mission, philosophy, and goals. Volunteer opportunities and requirements are listed in the Opportunities for Parental Involvement in Section 18 in this application.

Parent Organization

The parent organization for HighMark Charter School will be comprised of all parents/legal guardians of the students enrolled in the School. The primary role of this organization is to support the mission and purpose of the School. The parent organization's officers will be elected for one year terms by the parent/legal guardians of the enrolled students, with each family receiving one vote. The parent organization will work closely with the Board of Directors and the School Director on all duties. All parent organization activities will be in conjunction with the Board and the Director.

The responsibilities of the Parent Organization include, but are not limited to the following:

- Complete tasks requested by the Board
- Act as liaison between parent/student, the Board and administration
- Coordinate volunteer efforts
- Create any sub-committees to complete tasks as needed
- Fundraising
- Other functions which enhance the mission of the Charter as approved by the Board.

The parent organization may also form partnerships with various groups from the community. Partnerships may include veteran organizations, local city councils, businesses, charitable or civic organizations, etc. The partnerships should be formed with the goal of furthering the School's mission and philosophy.

HighMark Charter School believes that by bringing parents and teachers together in the same organization, parents will feel empowered to help their children succeed at a level unavailable in the traditional public school system. Parents will play a large role in the success of the School. When parents, as well as teachers, are held accountable for the success of the School, students' needs are met at a higher level. The daily presence of parents in the classroom creates much greater feedback relative to the teacher, the course content, and the class environment than would ordinarily be possible in a setting where parents are less active in the day-to-day learning.

Management Company/Business Manager

In the event the Board chooses to hire a professional Educational Management Company / Business Manager after a proper RFP process, the Management Company will fulfill all duties in accordance with state and federal law. The management company will report directly to the Board in addition to working closely with the Director. HighMark Charter School has set the selection of a Management Company/Business Manager as one of their goals, but reserves the right to design and change the way

management of the School is designed based on success of the School. The board recognizes that many responsibilities listed below overlap with the Board of Director and Director duties. This is in order to ensure flexibility in assigning responsibilities to best meet the School's needs. The Board understands that they are directly responsible for oversight of the Management Company and Director. This will establish a partnership with the Board as the leader.

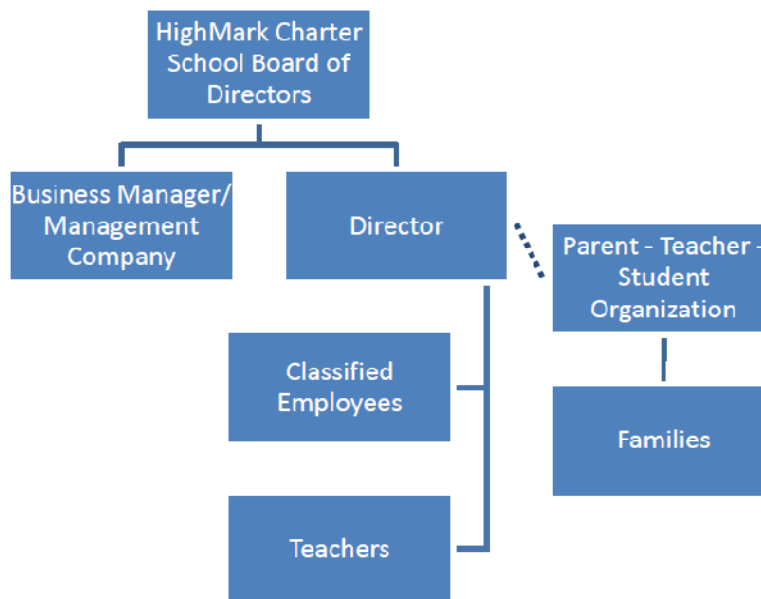
The Management Company will fulfill the following responsibilities:

1. Establish in conjunction with the Board accounting policies and procedures
2. Implementation of accounting policies under Board approval
3. Finance and financial reporting to the Board
4. Ensuring the School maintains appropriate liability insurance
5. Coordinating building/grounds construction management, operation and maintenance
6. Assisting the Director with human resources matters for HighMark Charter School employees, including:
 - a. Collect resumes
 - b. Payroll, benefits, etc.
 - c. Involvement in terminations to ensure legal requirements are followed
 - d. Staff complaints/ issues
 - e. Background checks, drug testing, etc.
7. Janitorial service contracting (if needed)
8. Computer maintenance/ networking contracting (if needed)
9. Maintain personnel performance files for the Board on the Director and Assistant Director
10. Legal issue research and resolution
11. Assisting with the development of reasonably calculated procedures/policies to ensure compliance with appropriate laws and regulations
12. Maintain Board Financial Records and coordinating annual audits
13. Grant writing
14. Assisting with Board training for effective leadership
15. Special programs consulting
16. Financial reporting to State
17. Maintaining Board minutes/audio recordings and submitting reports to state as needed

ORGANIZATIONAL FLOW CHART

This flow of information allows for communication between parents, teachers, administrators, and Board. This helps create a community of learning keeping all parties involved in the education process.

The Organizational Flow Chart is flexible and should serve as a guide for communication between School stakeholders. Changes to the Organizational Flow Chart can be made by the HighMark Charter School Board of Directors as needed to clarify relationships and improve communication.



All lines indicate free flowing communication.

1. The Board of Directors is directly responsible for the evaluation of the Director and the Business Manager/Management Company.
2. The Director is directly responsible for the evaluation of Teachers and Classified Employees.
3. The Business Manager/Management Company is not responsible for supervision of any School employee and reports directly to the Board of Directors. The relationship between the Business Manager/Management Company and the Director is a partnership both reporting to the Board of Directors and working together for the success of the School. One role of the Business Manager/Management Company is to help alleviate management responsibilities from the Director allowing them to focus on teaching and learning. (Roles are clearly defined in Section 20.)
4. The SPTO will work cooperatively with the Director and School staff to support the School in achieving its mission. The Board of Directors will ask the SPTO to give regular updates to the Board on School and fundraising activities. Families are represented on the chart as the foundation of the SPTO; however, they are an integral part of all communication between stakeholders.

ARTICLES OF INCORPORATION

Board Meeting minutes for approval of the Articles of Incorporation are included in Section 9.

(Articles of Incorporation Page 1 of 6)

ARTICLES OF INCORPORATION

OF

HIGHMARK CHARTER SCHOOL

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

**ARTICLE I
NAME**

The name of this nonprofit corporation shall be Highmark Charter School.

**ARTICLE II
DURATION**

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

**ARTICLE III
PURPOSES**

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

ARTICLE IV VOTING MEMBERS

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

ARTICLE V POWERS

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

(1) To receive, acquire, hold, manage, administer, and expend property and funds for purposes authorized by Section 501(c)(3) of the Code;

(2) To take property and funds by will, gift, or otherwise. The corporation shall not have the power to take or hold property or funds for any purpose other than purposes authorized by Section 501(c)(3) of the Code;

(3) To hold, in its own name and right, real and personal property of every nature and description without limitation as to extent, character or amount, and with all the powers of control, management, investment, change, and disposal incident to the absolute ownership of property or funds by a private person, subject only to the terms of particular trusts and to the general trust that all its properties and funds shall be held for purposes authorized by Section 501(c)(3) of the Code;

(4) To borrow money either upon or without security, giving such promissory notes or other evidences of indebtedness and such pledges, mortgages, or other instruments of hypothecation as it may be advised;

(5) To appoint and pay officers and agents to conduct and administer the affairs of the corporation;

(6) To adopt Bylaws prescribing the duties of the officers and agents of the corporation, the detail of the organization, the time and manner of its meetings, and any and all detail incident to its organization and the efficient conduct and management of its affairs;

(7) To do any and all things which a natural person might do, necessary and desirable for the general purposes for which the corporation is organized;

(8) To receive and use funds obtained from private donations, devises and bequests, and from all lawful sources to be applied for purposes authorized by Section 501(c)(3) of the Code;

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

B. Powers Relating to Specific Objects and Purposes. This corporation shall have the powers necessary or incidental to the carrying on of its objects and purpose.

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

ARTICLE VI REGISTERED OFFICE AND AGENT

The street address of the corporation's initial registered office is 2317 View Dr., South Weber, UT 84405. The name of the corporation's initial registered agent at said initial registered office is Robert Osborne.

ARTICLE VII INCORPORATORS

The names and addresses of the incorporators are:

Robert Osborne
2317 View Dr.
South Weber, UT 84405

Blake Petersen
2383 E. 7875 S.
South Weber, UT 84405

Sage Ukena
8048 S. 2300 E.
South Weber, UT 84405

Richard Bigler
2316 View Dr.
South Weber, UT 84405

Jordan Jeppsen
2371 E. 7875 S.
South Weber, UT 84405

ARTICLE VIII DIRECTORS

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

Robert Osborne
2317 View Dr.
South Weber, UT 84405

Blake Petersen
2383 E. 7875 S.
South Weber, UT 84405

Sage Ukena
8048 S. 2300 E.
South Weber, UT 84405

Richard Bigler
2316 View Dr.
South Weber, UT 84405

Jordan Jeppsen
2371 E. 7875 S.
South Weber, UT 84405

ARTICLE IX LIMITATIONS ON LIABILITY

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

ARTICLE X BYLAWS

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

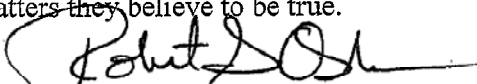
**ARTICLE XI
AMENDMENT OF ARTICLES OF INCORPORATION**

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

**ARTICLE XII
DISSOLUTION**

This corporation is one which does not contemplate pecuniary gain or profit to the Directors thereof, and it is organized solely for nonprofit purposes. Upon the winding up and dissolution of this corporation, after paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to a nonprofit fund, foundation or corporation, which is organized and operated exclusively for charitable, educational, religious and/or scientific purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986 or shall be distributed to the Federal government, or to a state or local government, for a public purpose. In any event, the distribution of the corporation's assets will comply with state law. Any funds not so disposed of shall be disposed of by the district court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations as said court shall determine that are organized and operated exclusively for such purposes.

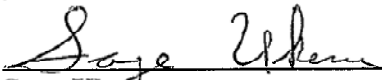
In Witness Whereof, the undersigned have executed these Articles of Incorporation in duplicate this 18 day of MARCH 2010, and say: That they are all incorporators herein; that they have read the above and foregoing Articles of Incorporation; that they all agree to be incorporators and Board members; that they 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.



Robert Osborne



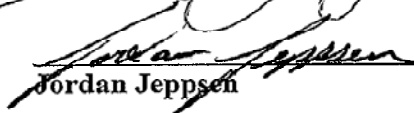
Blake Petersen



Sage Ukena



Richard Bigler



Jordan Jeppsen

ACKNOWLEDGMENT BY REGISTERED AGENT

The undersigned, **Robert Osborne**, being first duly sworn on oath deposes and says that he is the person appointed as the Registered Agent of **HighMark Charter School**, and that he does hereby acknowledge and accept such appointment.

 3/18/10
ROBERT OSBORNE

SECTION 12: COMPREHENSIVE PROGRAM OF INSTRUCTION

The philosophy of HighMark Charter School is to build a solid foundation in business education and provide a stepping-stone to successful careers that will encourage critical thinking and reflective approaches to learning. HighMark Charter School has established the following four foundational philosophy stepping-stones of teaching and learning that will provide administration, teachers and students the framework to meet the mission of HighMark Charter School.

Interest and explanation – “When our interest is aroused in something, whether it is an academic subject or a hobby, we enjoy working hard at it. We come to feel that we can in some way own it and use it to make sense of the world around us” (Ramsden, *Learning to Teach in Higher Education*, p. 98). Coupled with the need to establish the relevance of content, instructors need to craft explanations that enable students to understand the material. This involves knowing what students understand and then forging connections between what is known and what is new.

Appropriate assessment and feedback – This principle involves using a variety of formative and summative assessments including, but not limited to: Curriculum Based Assessments, State Required Assessments, Computer Generated Assessments, Performance Rubrics developed by the school. Assessment techniques will allow students to demonstrate their mastery of the material in different ways. It avoids those assessment methods that encourage students to memorize and regurgitate. It recognizes the power of feedback to motivate more effort to learn.

Clear goals and intellectual challenge – Effective teachers set high standards for students. They also articulate clear goals. Students should know up front what they will learn and what they will be expected to do with what they know.

Independence, control and active engagement – “Good teaching fosters [a] sense of student control over learning and interest in the subject matter” (Ramsden, *Learning to Teach in Higher Education*, p. 100). Good teachers create learning tasks appropriate to the student’s level of understanding. They also recognize the uniqueness of individual learners and avoid the temptation to impose “mass production” standards that treat all learners as if they were exactly the same. “It is worth stressing that we know that students who experience teaching of the kind that permits control by the learner not only learn better, but that they enjoy learning more” (Ramsden, *Learning to Teach in Higher Education*, p. 102).

CURRICULUM ALIGNMENT WITH SCHOOL MISSION FOCUS AREAS: SALES AND MARKETING, MANAGEMENT AND LEADERSHIP, FINANCE AND ECONOMY, AND ENTREPRENEURSHIP

It is never too early to teach a child about the business world all around them or to instill in them an entrepreneurial spirit that will help them excel in future careers. HighMark Charter School does not see themselves solely as a Business school, one where lots of business classes are taught, but rather a school with a business culture and emphasis. Business affects every aspect of the world and it is important for students to understand the relationship that business has on all occupations. Teachers, together with the Curriculum Specialist, will work to develop lessons that integrate business principles into the core curriculum as well as learning to see the business aspects already embedded in the core curriculum. HighMark Charter School will integrate into the core curriculum business skills, ethics, and practices by focusing on four areas of business: *Sales and Marketing, Management and Leadership, Finance and Economy, and Entrepreneurship*. These four areas will give HighMark Charter School a foundation for integration but will not limit curriculum adaptation and integration as the world of business changes in our global economy.

At HighMark Charter School, our goal is to help students understand that they are a business in themselves and that they are reflected through their careers and are essentially selling themselves in their professions. We believe that no matter what your career is, there is a business aspect involved in every career pathway. Business education will forge relationships between prior knowledge and new business practices.

HighMark Charter School recognizes that active engagement in the educational learning process is crucial to success and our teachers will work to connect business concepts within the core curriculum. To make sure our students have a solid grounding in economic, personal finance, and entrepreneurship concepts we will use activities, simulations and projects in the classroom to give our students an applied hands-on experience to keep their young minds engaged. For more than 60 years, the Council for Economic Education (CEE) has been leading the charge for economic and financial education in K-12

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schools across the nation and around the world. This program of instruction is designed to enhance the core curriculum and to give teachers, curriculum directors and educational trainers the tools needed to effectively teach these concepts.

In grades K-9, students will use the newly developed USOE Financial Literacy Passport Program, including multiple financial literacy resources, the Junior Achievement program, and the Council for Economic Education (CEE) Program to enhance the core curriculum. HighMark Charter School will provide an opportunity for students in grades 3-9 to display acquired business skills through participation in yearly Entrepreneurial Fairs. They will create a company, develop a product or service, market and sell their product or service, and then exhibit their experience during the Entrepreneurial Fair. Students may work in groups or individually. Each grade will have different requirements according to their level of business knowledge and understanding. HighMark Charter School has budgeted for a part time Curriculum Integration Specialist that will work with teachers to develop lessons around the four focus areas within the core curriculum.

Students in grades 7-9 will complete business application assignments, activities and/or projects in each class in which they will be able to see how the four business focal points apply to the concepts they are learning. HighMark Charter School plans on being located in South Weber and will likely draw from a variety of school districts including Davis, Weber, Morgan, and Ogden. We anticipate that after the ninth grade year, many students will attend Northridge High School where the focus is on six different career academies. HighMark Charter School will provide students with a solid foundation in academic and business education to prepare them to choose a career pathway when they reach high school. Additionally, HighMark Charter School will explore opportunities with Jr. Achievement of Utah (<http://www.ja-utah.org/>). Junior Achievement (JA) of Utah's mission is to educate and inspire young people to gain a fundamental understanding of the free enterprise system. They have elementary and Jr. High curriculum that involves parent volunteers as well as business community members.

Research Based Curriculum: HighMark Charter School will use only research-based curriculum that aligns with the Utah State Core to best meet the needs of our student population. This curriculum will include Fountas and Pinnell for Language Arts and Houghton Mifflin for Math, Science and Social Studies in grades K-6. To allow for a smooth transition from HighMark Charter School to the local high school, we will use curriculum consistent to that which is being used in other Davis School District Junior High schools such as Holt and McDougall Littell for Math and Holt, Rinehart and Winston for Language Arts.

Fountas and Pinnell Guided Reading is a research-based program with a specific phonics, spelling, and grammar curriculum that is correlated to the books at each student's reading level (www.FountasandPinnell.com). Houghton Mifflin Math offers teachers, students, and parents research-based approaches in a highly accessible format so all students can reach grade-level success—and beyond (www.hmlt.hmco.com). The Houghton Mifflin program is available online for parent and student accessibility. HighMark Charter School will supplement the core curriculum with materials such as those offered by the Council for Economic Education (www.councilforeconed.org/) and USOE resources specific to Financial Literacy (<http://financeintheclassroom.org/>). Sales and Marketing, Management and Leadership, Finance and Economy, and Entrepreneurship specific curriculum will be designed by teachers in cooperation with the Curriculum Integration Specialist to integrate into every subject. HighMark Charter School will use a variety of Effective Teaching Strategies for the Integration of Business throughout the Core Curriculum. They may include but are not limited to direct interactive teaching model, association, collaborative learning, decision making, hands on, and Entrepreneurial Fairs.

In accordance with our mission and philosophy, the academic program will provide a strong academic foundation of core curriculum integrated with practical business applications. Students will participate in all Utah Performance Assessment Systems for Students (UPASS) as outlined on the USOE assessment website.

Meeting the needs of all students: HighMark Charter School values each child's unique personality and strengths. We also recognize that each student learns in his or her own way and we will differentiate instruction to the individual learning styles of each child. Instructional interventions will focus on individual achievement and academic progression. All teachers at HighMark Charter School will be trained and understand the provisions set forth in the Individuals with Disabilities Education Act (IDEA). HighMark Charter School will uphold all laws to ensure that students receive a free and appropriate public education (FAPE). HighMark Charter School will meet the needs of all students including ESL and Special Education by utilizing the tiered model of instruction for reading and math. Reading and Math instruction will occur in both grade level and ability leveled groups. HighMark Charter School will use a tiered model of instruction for both reading and math as outlined by USOE curriculum department. This method of instruction and interventions are described in Section 13 of this application.

SECTION 13: ELEMENTARY ASSESSMENTS / GRADUATION REQUIREMENTS AND MASTER COURSE LIST

Teachers will be trained in the curriculum that has been adopted by HighMark Charter School to maximize our student's performance and maintain high academic standards. HighMark Charter School will use research-based curriculum that aligns with the Utah State Core Standards to best meet the needs of our student population. In accordance with our mission and philosophy, the academic program will provide for a strong foundation of core curriculum integrated with business applications.

Student progress will be measured in quantifiable terms and demonstrated to students, parents, and the community at large. HighMark Charter School will actively participate in Utah State Office of Education requirements for student achievement, accountability, and accreditation. This plan will require orderly reports of progress toward the goals of HighMark Charter School as well as continued financial viability. The following section explains HighMark Charter School's assessment plan to ensure that all students reach their learning potential.

BENCHMARK ASSESSMENTS

At the beginning of each school year, students will be assessed in the areas of Reading and Math to establish a foundation from which to evaluate individual student progress and determine student placement in leveled ability groups. Possible assessments that may be used include the State Kindergarten Assessment, Curriculum Based Assessments, DIBELS, Reading Inventories, Star Reading, Star Math, and Fountas and Pinnell. To make sure that we can provide for the needs of our students, reading and math assessments will be administered no less than three times per year. Benchmark assessments will be used to help place students in fluid ability-level groups, provide valuable information for differentiated instruction and to ensure that students are meeting the state requirements. Curriculum based formative and summative assessments will also be used as a guide for teachers. Data from formative and summative assessments will inform the instructional practices and remediation/extension programs implemented by HighMark Charter School teachers and administrators. In addition to curriculum based assessments, HighMark Charter School students in grades K-4 will be assessed minimally three times yearly using Fountas and Pinnell literacy test. At the end of each academic year, foundational data will be compared to current data. Conclusions from the data comparison will be used by HighMark Charter School teachers and administrators to improve classroom instructional practices, remediation, and extension programs.

Students will participate in all Utah Performance Assessment System for Students (UPASS) assessments as outlined on the USOE assessment website. UTIPS and Utah Write will be used with students to prepare them for UPASS summative testing. Results will be used to guide improvement of teaching practices.

INTERVENTIONS AND TIER 1, 2, 3

Reading and Math instruction will occur in both grade level and ability leveled groups. USOE's reading and math model using tiered instruction will be used. In addition, those students needing extended/enhanced instruction will have the ability to be in higher grade level groups. Tier 1 instruction, or general instruction in Core subjects, will be given to all students. Some students will participate in Tier 2 instruction, which is early intervention instruction for students identified as needing extra support in specific academic areas. Tier 3

instruction will be provided to students needing a more intensive intervention. Tier 2 and Tier 3 students will be identified using a combination of screening, diagnostic, benchmark, and progress monitoring assessments such as curriculum based assessments, UPASS assessments, and teacher observation.

LEVEL WITHIN THE GRADE

Teachers at HighMark Charter School will employ a variety of instructional strategies to best meet the needs of the student population. Students will have the opportunity to work at their ability level, and not be impeded by another student's rate of progress. Additionally, students may work together in mixed ability-level groups to teach and learn from one another. Students will have the opportunity to group in curriculum areas such as math and reading. This process will provide students with the opportunity to learn together, build self-confidence, and master skills. Teachers may work together on grade-level instructional teams in order to address all learning styles and abilities.

INTERVENTIONS THROUGHOUT STAFF ASSISTANCE

Students identified as Tier 2 or Tier 3 in Reading or Math will be given additional one-to-one instruction, such as by an instructional aide, teacher, or parent in the classroom and may be given additional instruction in a breakout group designed to meet the needs of several students of similar ability. Teachers and HighMark Charter School staff will work closely with parents/guardians of Tier 2 students to insure attainment of common goals and objectives and to develop an instructional plan that gives parents/guardians a way to reinforce classroom learning at home. If appropriate, Tier 3 students will be referred to Special Education after interventions have failed.

MEETING THE NEEDS OF ALL STUDENTS

HighMark Charter School will strive to meet the needs of all students. As part of their Utah Consolidated Application they will write a plan for serving the needs of gifted and talented students. The State Board of Education requires and authorizes each local district to develop curriculum for their gifted students in grades K-12, following the guidelines in USOE Rule R277-711-3. In addition to USOE rule, the Utah Gifted and Talented Handbook, developed by USOE, will provide the needed guidelines for HighMark Charter School to develop their plan to meet the needs of gifted students. As per the Utah Gifted and Talented Handbook, "instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strength, and needs in order to provide students an opportunity to demonstrate any strengths." HighMark Charter School will work with the USOE Gifted and Talented Office in identifying appropriate instruments including, but not limited to: Norm Referenced Tests, Criterion Referenced Tests, Curriculum Based Assessments, and individual IQ tests.

A home language survey will be part of HighMark Charter School's registration in order to aide in identifying second language learners. HighMark Charter School will provide ESL instruction for students needing help in language acquisition. The UALPA (Utah Academic Language Proficiency Assessment) or any new assessment identified by USOE will be used for assessing and tracking progress in language acquisition.

Special Education students will be served at HighMark Charter School. As stated, Tier 3 students may be referred for special education services after interventions have been in place, but have not been successful

in helping the student achieve grade level. The student IEP (Individualized Education Program) will be a team effort, with general education, special education, the parent, student and administration working together to identify gaps in learning and designing specialized instruction to fill those gaps. Assessments for evaluation will be determined by the special education staff, with permission for evaluation given by the parent.

PROFESSIONAL DEVELOPMENT ON THE USE OF ASSESSMENT TO INFORM AND MODIFY INSTRUCTION

HighMark Charter School administrators and teachers will participate in Professional Development activities scheduled before, during, and after each academic year to include activities such as in-service training in specific curriculum materials, instruction in our HighMark Charter School mission, evaluation of data from student assessments, and discussion of best practices related to teaching Core standards. Training in the use of data analysis and progress monitoring to modify instruction will be on-going through regularly scheduled faculty meetings.

Teachers will work cooperatively with the Curriculum Specialist to develop and implement integrated business lessons. The HighMark Charter School administration will establish time at faculty meetings and on professional development days for teachers to share ways in which they have integrated business principles, skills, and applications into the core curriculum. Time will be spent with the Curriculum Specialist in developing daily lessons with business examples incorporated into the lesson.

PARENT COMMUNICATION

Parents will be given written reports of student achievement four times a year; at the end of each term. Teachers will be encouraged to create their own websites and maintain them so parents can be consistently updated on their student's progress. HighMark Charter School has three parent-teacher conferences scheduled for its first school year. This will allow teachers to show they are tracking student progress in Reading, Language Arts, Math, and Science on Core standards in relation to End of Level testing. Progress in Business skills will also be tracked and explained to parents, possibly in a Business Fair projects format.

THE INTEGRATION OF BUSINESS

The vision of HighMark Charter School is to provide a well rounded education in our four business focus areas: Sales and Marketing, Management and Leadership, Finance and Economy, and Entrepreneurship. HighMark Charter School does not see themselves as a Business school, one where lots of business classes are taught, but rather a school with a business culture and emphasis. Business affects every aspect of the world we live in and it is important for students to understand the relationship that business has on any occupation. Teachers, together with the Curriculum Specialist, will work to develop lessons that integrate business principles into the core curriculum as well as learning to see the business aspects already embedded in the core curriculum. Students will explore how the four business focus areas effect any chosen occupation. For example a student wanting to become a dentist will learn about the marketing aspect of dentistry, the pros and cons of opening their own office, entrepreneurship, and what leadership qualities are necessary to hire and supervise a staff.

As stated in the Comprehensive Program of Instructions, in grades K-9, the students will use the newly developed USOE Financial Literacy Passport Program, including multiple financial literacy resources, such as

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the Junior Achievement Program and the Council for Economic Education (CEE) Program. The Council for Economic Education also provides online training for teachers and lesson plans for grades K-12 in over 100 areas of business, such as accounting, entrepreneurship, monopolies, and scarcity. HighMark Charter School will provide an opportunity for students in grades 3-9 to display acquired business skills through participation in yearly Entrepreneurial Fairs. The Entrepreneurial Fairs will give students the opportunity to present the culmination of their work throughout the year through various mediums such as: product sales, occupational research projects, technology presentations, etc.

We will strive to help students understand business principles that will allow them to become self reliant and productive citizens of society. Elementary children can understand basic business principles such as barter and trade or basic salesmanship as presented through the Financial Literacy Passport Program. In addition, students in grades K-2 will be developing the foundation for their participation in the Entrepreneurial Fairs. HighMark Charter School recognizes that teachers, including the Curriculum Specialist, in conjunction with the administration will need time and professional development in order to develop a culture of Business integration into their classes and the School. We believe with enthusiasm, resources, and a dedication to the mission of the school teachers will provide an outstanding education where students will benefit greatly from teaching and learning that captures the spirit of business.

The secondary course catalog that follows includes one example business integration lesson/activity per course. These have been included to provide a beginning glimpse at the possibilities of business integration and are meant to be representative of just one idea and not meant to be a requirement.

COURSE CATALOG

HighMark Charter School will open for the 2012-2013 academic year enrolling students in grades K - 8. In academic year 2013-2014, HighMark Charter School will move to a K- 9 model. All courses are designed to meet NWAC's Accreditation Standards and the Utah graduation requirements.

HighMark Charter School will meet all state requirements and align its course work with Davis County School District to allow students to have a smooth transition to a Davis School District high school after their ninth grade. HighMark Charter School recognizes that students may also attend other Districts, such as Ogden, Morgan, and Weber. HighMark Charter School will work with individual parents and students, along with their district of residence to make sure that all course work prepares students for success in high school.

HighMark Charter School recognizes that the course catalog is a living document and as teachers and the Curriculum Specialist develop the integration of business applications in all classes, the course catalog will be updated. Please note that bolded areas are meant to emphasize business applications.

Grades seven and eight combined require 12 credits total (10.5 credits in General Curriculum):

SEVENTH AND EIGHTH GRADE CORE REQUIRED COURSES

Core Areas	Credit
Language Arts	2.0
Mathematics	2.0
Science	1.5
History/Social Studies	1.5
Fine Arts	1.0
Physical Education	1.0
Health	0.5
CTE/Business	1.0
Total Credits	10.5

SEVENTH GRADE

Grade 7 Requirements	Credit
Language Arts 7	1.0
Math 7	1.0
Integrated Science 7	1.0
Utah Studies	0.5
Art Foundations I	0.5
General Music: Music Connections	0.5
Physical Education	0.5
CTE	1.0
Enriched Keyboarding Applications with Business 7	0.5
7 th Grade Elective credit	0.5
Total Credits	7.0

Language Arts	
Language Arts Seven (7 th Grade, Full Year)	
<p>This course helps students gain a greater facility with the language. The emphasis is on composition, the writing process, and reading. Lessons in composition will cover the application of mechanics and grammar. Students will produce descriptive, narrative, persuasive, and informative written work. They will also work on spelling, vocabulary, dictionary, library, reading, speaking and listening skills. Business writing and communications will be integrated.</p> <p>Intended Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Demonstrate a Positive Attitude Toward Language Arts Skills and Processes 2. Demonstrate Appreciation for the Role of Language Arts 3. Demonstrate Understanding of the Nature of Language 4. Understand and Use Receptive and Expressive Oral Language Skills to Communicate 5. Use the Skills, Strategies, and Processes of Reading 6. Use the Skills, Strategies, and Processes of Writing 	<p><u>Standard 1: (Reading):</u> Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.</p> <p><u>Standard 2: (Writing):</u> Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.</p> <p><u>Standard 3: (Inquiry/Research/Oral Presentation):</u> Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</p> <p><u>Example Integrated Business Lesson/Activity:</u> Students will design a marketing brochure.</p>

Library Media/Information Technology	
<p>These standards are integrated throughout the Language Arts courses.</p>	<p><u>Standard 1:</u> Students will define a task and identify information needed.</p> <p><u>Standard 2:</u> Students will identify, evaluate, and select resources.</p> <p><u>Standard 3:</u> Students will locate resources and access information within resources.</p> <p><u>Standard 4:</u> Students will engage and extract information.</p> <p><u>Standard 5:</u> Students will organize, synthesize, and present information.</p> <p><u>Standard 6:</u> Students will evaluate the process and the product.</p> <p><u>Example Integrated Business Lesson/Activity:</u> Students will present their marketing brochure and campaign.</p>

Mathematics	
<p>In all HighMark Charter School Curriculum all four business concepts (Sales and Marketing, Management and Leadership, Finance and Economy, and Entrepreneurship) will be integrated. In all Mathematics courses an emphasis will be given to the integration of finance and economy.</p>	
Math Seven (7th Grade, Full Year)	
<p>Students in Math 7 will study mathematics concepts from sixth grade in more depth and extend knowledge to basic pre-algebra by conjecturing, verifying, thinking critically, and applying mathematical concepts. This course focuses on computation and estimation with rational numbers and emphasizes proportional reasoning. Students will investigate and explore mathematical ideas using technology and models to develop multiple strategies for analyzing complex situations. Students will apply mathematical skills and make meaningful connections to business.</p> <p><i>Prerequisite: Sixth Grade Mathematics</i></p> <p>Intended Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Develop positive attitudes toward mathematics, including the confidence, creativity, enjoyment, and perseverance that come from achievement. 2. Become proficient problem-solvers by posing 	<p><u>Standard 1:</u> Students will expand number sense to understand, perform operations, and solve problems with rational numbers.</p> <p><u>Standard 2:</u> Students will use proportional reasoning to solve problems.</p> <p><u>Standard 3:</u> Students will develop fluency with the language and operations of algebra to analyze and represent relationships.</p> <p><u>Standard 4:</u> Students will use algebraic, spatial, and logical reasoning to solve geometry and measurement problems.</p> <p><u>Example Integrated Business Lesson/Activity:</u> Students will demonstrate basic accounting principles in preparing a budget that includes income and expenditures.</p>

<p>appropriate questions, selecting appropriate methods, employing a variety of strategies, and exploring alternative approaches.</p> <ol style="list-style-type: none"> Think logically, using inductive reasoning to formulate reasonable conjectures and using deductive reasoning for justification, formally and informally. Cooperatively and independently explore mathematics, using inquiry and technological skills. Make connections between mathematical ideas, between mathematics and other disciplines, and to life. Communicate mathematics through verbal, written, and visual representations, using precise mathematical language and symbolic notation. 	
<p>Pre-Algebra (7th or 8th Grade, Full Year)</p>	
<p>Pre-algebra A is the <i>basic</i> introductory course for secondary mathematics. This course prepares students for Algebra. Students entering Pre-Algebra A should have mastered basic whole number operations, fractions, decimals and integers. Topics include measurement, number theory, graphing, ratios, proportions, and percent; probability and statistics; introductory geometry; methods of solving equations; and real life applications of these topics in business. Students will use calculators. <i>Prerequisite: Proficiency in Sixth Grade Mathematics or Math 7</i></p> <p>Intended Learning Outcomes:</p> <ol style="list-style-type: none"> Develop positive attitudes toward mathematics, including the confidence, creativity, enjoyment, and perseverance that come from achievement. Become proficient problem-solvers by posing appropriate questions, selecting appropriate methods, employing a variety of strategies, and exploring alternative approaches. Think logically, using inductive reasoning to formulate reasonable conjectures and using deductive reasoning for justification, formally and informally. Cooperatively and independently explore mathematics, using inquiry and technological skills. Make connections between mathematical ideas, between mathematics and other disciplines, and to life. Communicate mathematics through verbal, written, and visual representations, using precise mathematical language and symbolic notation. 	<p><u>Standard 1:</u> Students will expand number sense to understand, perform operations, and solve problems with rational numbers.</p> <p><u>Standard 2:</u> Students will use proportion and similarity to solve problems.</p> <p><u>Standard 3:</u> Students will develop fluency with the language and operations of algebra to analyze and represent relationships.</p> <p><u>Standard 4:</u> Students will use algebraic, spatial, and logical reasoning to solve geometry and measurement problems.</p> <p><u>Standard 5:</u> Students will understand concepts from probability and statistics and apply statistical methods to solve problems.</p> <p><u>Example Integrated Business Lesson/Activity:</u> Students will use graphing techniques to demonstrate projections of growth in a sample business.</p>

Integrated Science	
Integrated Science Seven (7 th Grade, Full Year)	
<p>Integrated Science 7 is a foundation course which emphasizes basic science concepts with real-life applications. Topics include classification systems, cell genetics, ecology, the environment, and economics and the environment. Although this course focuses on life sciences, physical and earth science topics that deal with the structure and organization of the natural world have been included to help students to recognize the integrated nature of science. Students will have extended activities and curricula making this class a full year course.</p> <p>Intended Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Use Science Process and Thinking Skills 2. Manifest Scientific Attitudes and Interests 3. Demonstrate Understanding of Science Concepts and Principles 4. Communicate Effectively Using Science Language and Reasoning 5. Demonstrate Awareness of Social and Historical Aspects of Science 6. Demonstrate Understanding of the Nature of Science 	<p><u>Standard 1:</u> Students will understand the structure of matter.</p> <p><u>Standard 2:</u> Students will understand the relationship between properties of matter and Earth’s structure.</p> <p><u>Standard 3:</u> Students will understand that the organs in an organism are made of cells that have structures and perform specific life functions.</p> <p><u>Standard 4:</u> Students will understand that offspring inherit traits that make them more or less suitable to survive in the environment.</p> <p><u>Standard 5:</u> Students will understand that structure is used to develop classification systems.</p> <p><u>Example Integrated Business Lesson/Activity:</u> Students will learn about using natural resources in business.</p>

History/Social Studies	
Utah Studies (7 th Grade, One Semester)	
<p>Students will be introduced to the significant events, people, diverse cultures, and issues that have influenced Utah's social and cultural development. The course will also focus on historical, political, economic, and geographical factors. Special attention will be given to the development of higher-level thinking skills, study skills and organization. Students will also learn about the history of business and the men and women who have shaped the economy.</p>	<p><u>Standard 1:</u> Students will understand the interaction between Utah’s geography and its inhabitants.</p> <p><u>Standard 2:</u> Students will understand the contributions of Native American Indians, explorers, and Utah’s pioneers.</p> <p><u>Standard 3:</u> Students will understand the relationship between government and the people of Utah.</p> <p><u>Standard 4:</u> Students will understand the diverse ways people make a living in Utah.</p> <p><u>Standard 5:</u> Students will understand the diverse nature of Utah’s peoples and cultures.</p> <p><u>Standard 6:</u> Students will understand the impact of major contemporary events that concern the land and people of Utah.</p> <p><u>Example Integrated Business Lesson/Activity:</u> Students will do a project on one of the major economic systems in Utah.</p>

Fine Arts	
Art Foundations I (7th Grade, One Semester)	
<p>This course is designed to provide a broad overview of some basic visual art skill using different art mediums, related materials and concepts. Foundation I should emphasize exposing students to fundamental observational drawing and shading skill. Basic design principles (positive/negative space, repetition, balance, emphasis and unity) are integrated into drawing techniques, collage, printing and sculptural processes. Painting media should be used to demonstrate understanding of color theory. Each concept taught should cultivate higher-level thinking, art history and aesthetics comprehension. Business opportunities and applications will be explored to give students ideas of how they may use these concepts and skills in various fields of employment.</p> <p><u>Example Integrated Business Lesson/Activity:</u> Students will explain the role of design and architecture in business.</p>	
General Music: Music Connections (7th Grade, One Semester)	
<p>An extension of the K-6 Music Core and includes concepts and skills to integrate music into everyday life. Business opportunities and applications will be explored to give students ideas of how they may use these concepts and skills in various fields of employment.</p> <p><u>Example Integrated Business Lesson/Activity:</u> Students will explore the use of music in advertising.</p>	

Physical Education	
Physical Education: Beginning Team Sports Activities (7th Grade, One Semester)	
<p>This class helps students develop lifetime attitudes regarding physical activity and healthy lifestyles. Emphasis will be on skill development, lifetime activity, attitudes, and fitness. Measures are taken to ensure the physical and emotional safety of all students. Equipment is inspected regularly and maintained in proper working condition, and facilities are kept clean and free from hazards. Activities are offered that are safe and developmentally appropriate. Enrollment numbers meet NWAC's limiting standards so that students are safely supervised, and the curriculum is effectively delivered. Students feel free to participate and explore without the fear of failure, harm, or ridicule. Business opportunities and applications will be explored to give students ideas of how they may use these concepts and skills in various fields of employment.</p> <p>Intended Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Demonstrate competency in activity and physical fitness. 	<p><u>Standard 1:</u> Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p><u>Standard 2:</u> Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p><u>Standard 3:</u> Students will participate regularly in physical activity.</p> <p><u>Standard 4:</u> Students will achieve and maintain health-enhancing levels of physical fitness.</p> <p><u>Standard 5:</u> Students will exhibit responsible personal and social behaviors that show respect for themselves and others in physical activity settings.</p> <p><u>Standard 6:</u> Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>

<ol style="list-style-type: none"> 2. Derive satisfaction through fair play, skill development, and participation with people of diverse backgrounds. 3. Apply complex thinking through problem-solving skills in activity settings. 4. Develop strategies for a lifelong healthy lifestyle. 5. Apply attributes of responsible citizenship 	<p><u>Example Integrated Business Lesson/Activity:</u> Students will be able to identify business components in a particular sport.</p>
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Career and Technical Education (CTE) (7th Grade, Full Year)	
<p>CTE allows students through activity-centered lessons to utilize technology, develop beginning skills, and explore careers. The course provides information regarding additional courses and training related to each student’s career field of interest. All business applications and concepts will be emphasized.</p>	<p><u>Standard 1:</u> Students will be knowledgeable about the world of work, explore career options and relate personal skills, aptitudes, and abilities to education planning and future career decision making.</p>
<p>Intended Learning Outcomes:</p>	<p><u>Standard 2:</u> Analyze education, training and career opportunities in various Career Pathways.</p>
<ol style="list-style-type: none"> 1. Understand how self-knowledge (e.g., interests, abilities, and strengths) relate to career interests and selecting and achieving goals. 	<p><u>Standard 3:</u> Analyze education, training and career opportunities in various Career Pathways.</p>
<ol style="list-style-type: none"> 2. Understand education and occupation exploration and planning. 	<p><u>Standard 4:</u> Students will examine workplace tasks and concepts in Business.</p>
<ol style="list-style-type: none"> 3. Understand career application of subject matter through participation in work-based learning experiences. 	<p><u>Standard 5:</u> Students will examine workplace tasks and concepts in Economics.</p>
<ol style="list-style-type: none"> 4. Identify career information and career options available in CTE areas (agriculture, business, economics, family and consumer sciences, health science and technology, information technology, marketing, and technology and engineering). 	<p><u>Standard 6:</u> Students will examine workplace tasks and concepts in Family and Consumer Sciences.</p>
<ol style="list-style-type: none"> 5. Participate in hands-on activities and create products consistent with the CTE Intro standards. 	<p><u>Standard 7:</u> Student will examine workplace tasks and concepts in Health Science.</p>
<ol style="list-style-type: none"> 6. Identify career and post-secondary education options through investigation of High School to College and Career Pathways. 	<p><u>Standard 8:</u> Students will examine the workplace tasks and concepts in Information Technology.</p>
<ol style="list-style-type: none"> 7. Demonstrate skills in processing self-knowledge in relation to CTE courses and programs, in relation to the world of work, and in relation to future planning. 	<p><u>Standard 9:</u> Students will examine the workplace tasks and concepts in Marketing.</p> <p><u>Standard 10:</u> Students will examine workplace tasks and concepts in Technology and Pre-Engineering/Technical Skills.</p> <p><u>Example Integrated Business Lesson/Activity:</u> Students while exploring career pathways will interview a person in the business arena.</p>

**Enriched Keyboarding Applications with Business Seven
(7th Grade, One Semester)**

This course will follow the core curriculums and will integrate business skills and finance. This course is designed to increase student keyboarding skill through drill practice and reinforcement of correct techniques. **Students will use word processing software to create, format, and edit personal and business documents. This class will be used to coordinate the activities of the Entrepreneurial Fair.**

Example Integrated Business Lesson/Activity:

Students will create a sample PowerPoint resume.

SEVENTH GRADE ELECTIVE COURSES

In addition to required core classes, students are allowed to pick from the following courses. Course offerings will be determined based on student interest and teacher certification.

Enrichment Reading (7th Grade, One Semester)

This course is designed to help students learn to read well in many different types of material and to enjoy reading. Using a variety of narrative and expository reading selections, students will practice reading strategies to increase their comprehension and their enjoyment of reading.

- Students will read, discuss and respond to a variety of materials. The textbook, 9 Good Habits for All Readers will be used, along with some educational magazines and some novels.
- Students will learn and practice reading strategies that will improve comprehension in functional, informational, and literary reading.
- Students will learn the components of good literature.
- Students will read books of their choice, both in class and outside of class.

Example Integrated Business Lesson/Activity:
Students will read and report on one article from a business periodical.

Foreign Language

Intro to Foreign Language (7th Grade, One Semester)

Students will examine the topic of language awareness. Through this multi-lingual experience, students will recognize similarities and differences in spoken language, learn basic expressions, vocabulary, and become more aware of contemporary issues related to each language. This course helps students to discover the rich diversity of world languages and cultures, introduces them to languages taught in the secondary schools, and provides a foundation on which to select a more intensive study in a specific language of their choice in the 7th or 8th grade.

Example Integrated Business Lesson/Activity:
Students will explain what is meant by global economy.

EIGHTH GRADE

Grade 8 Requirements	Credit
Language Arts 8	1.0
Math 8	1.0
Integrated Science 8	1.0
United States History	1.0
Health	0.5
Physical Education	0.5
Exploring Technology with Business 8	0.5
8 th Grade Elective credit	1.5
Total Credits	7.0

Language Arts	
Language Arts Eight (8 th Grade, Full Year)	
<p>Language Arts 8 focuses on reading, writing, inquiry/information gathering, grammar and communication. Various reading sources help students refine decoding and interpretation skills. Students will write for different purposes and audiences. They will also practice grade-appropriate grammar and usage skills. Listening, speaking, and problem solving are other important elements of this course. Business writing and communication will be integrated.</p> <p>Intended Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Demonstrate a Positive Attitude Toward Language Arts Skills and Processes 2. Demonstrate Appreciation for the Role of Language Arts 3. Demonstrate Understanding of the Nature of Language 4. Understand and Use Receptive and Expressive Oral Language Skills to Communicate 5. Use the Skills, Strategies, and Processes of Reading 6. Use the Skills, Strategies, and Processes of Writing 	<p><u>Standard 1: (Reading Comprehension):</u> Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.</p> <p><u>Standard 2: (Writing):</u> Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.</p> <p><u>Standard 3: (Inquiry/Research/Oral Presentation):</u> Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</p> <p><u>Example Integrated Business Lesson/Activity:</u> Students will explore online publishing.</p>
Library Media/Information Technology	
<p>These standards are integrated throughout the Language Arts courses.</p>	<p><u>Standard 1:</u> Students will define a task and identify information needed.</p> <p><u>Standard 2:</u> Students will identify, evaluate, and select resources.</p>

	<p><u>Standard 3:</u> Students will locate resources and access information within resources.</p> <p><u>Standard 4:</u> Students will engage and extract information.</p> <p><u>Standard 5:</u> Students will organize, synthesize, and present information.</p> <p><u>Standard 6:</u> Students will evaluate the process and the product.</p> <p><u>Example Integrated Business Lesson/Activity:</u> Students will present the results of their online publishing research.</p>
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Mathematics	
Students and Parents will be advised that math classes taken in the eighth grade, including Algebra I and Geometry do not generate High School credit.	
Pre-Algebra (7th or 8th Grade, Full Year)	
<p>Pre-algebra A is the <i>basic</i> introductory course for secondary mathematics. This course prepares students for Algebra. Students entering Pre-Algebra A should have mastered basic whole number operations, fractions, decimals and integers. Topics include measurement, number theory, graphing, ratios, proportions, and percent; probability and statistics; introductory geometry; methods of solving equations; and real life applications of these topics. Students will use calculators.</p> <p><i>Prerequisite: Proficiency in Sixth Grade Mathematics or Math 7</i></p> <p>Intended Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Develop positive attitudes toward mathematics, including the confidence, creativity, enjoyment, and perseverance that come from achievement. 2. Become proficient problem-solvers by posing appropriate questions, selecting appropriate methods, employing a variety of strategies, and exploring alternative approaches. 3. Think logically, using inductive reasoning to formulate reasonable conjectures and using deductive reasoning for justification, formally and informally. 4. Cooperatively and independently explore 	<p><u>Standard 1:</u> Students will expand number sense to understand, perform operations, and solve problems with rational numbers.</p> <p><u>Standard 2:</u> Students will use proportion and similarity to solve problems.</p> <p><u>Standard 3:</u> Students will develop fluency with the language and operations of algebra to analyze and represent relationships.</p> <p><u>Standard 4:</u> Students will use algebraic, spatial, and logical reasoning to solve geometry and measurement problems.</p> <p><u>Standard 5:</u> Students will understand concepts from probability and statistics and apply statistical methods to solve problems.</p> <p><u>Example Integrated Business Lesson/Activity:</u> Students will use graphing techniques to demonstrate projections of growth in a sample business.</p>

<p>mathematics, using inquiry and technological skills.</p> <ol style="list-style-type: none"> 5. Make connections between mathematical ideas, between mathematics and other disciplines, and to life. 6. Communicate mathematics through verbal, written, and visual representations, using precise mathematical language and symbolic notation. 	
<p>Algebra I (8th Grade, Full Year)</p>	
<p>Pre-algebra A is the <i>basic</i> introductory course for secondary mathematics. This course prepares students for Algebra. Students entering Pre-Algebra A should have mastered basic whole number operations, fractions, decimals and integers. Topics include measurement, number theory, graphing, ratios, proportions, and percent; probability and statistics; introductory geometry; methods of solving equations; and real life applications of these topics. Students will use calculators.</p> <p><i>Prerequisites: Pre-Algebra</i></p> <p>Intended Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Develop positive attitudes toward mathematics, including the confidence, creativity, enjoyment, and perseverance that come from achievement. 2. Become proficient problem-solvers by posing appropriate questions, selecting appropriate methods, employing a variety of strategies, and exploring alternative approaches. 3. Think logically, using inductive reasoning to formulate reasonable conjectures and using deductive reasoning for justification, formally and informally. 4. Cooperatively and independently explore mathematics, using inquiry and technological skills. 5. Make connections between mathematical ideas, between mathematics and other disciplines, and to life. 6. Communicate mathematics through verbal, written, and visual representations, using precise mathematical language and symbolic notation. 	<p><u>Standard 1:</u> Students will expand number sense to understand, perform operations, and solve problems with rational numbers.</p> <p><u>Standard 2:</u> Students will use proportion and similarity to solve problems.</p> <p><u>Standard 3:</u> Students will develop fluency with the language and operations of algebra to analyze and represent relationships.</p> <p><u>Standard 4:</u> Students will use algebraic, spatial, and logical reasoning to solve geometry and measurement problems.</p> <p><u>Standard 5:</u> Students will understand concepts from probability and statistics and apply statistical methods to solve problems.</p> <p><u>Example Integrated Business Lesson/Activity:</u> Students will do quality analysis using business principles such as the Six Sigma processes.</p>

Geometry (8th Grade, Full Year)

The main goal of Geometry is for students to develop the structure of Euclidean geometry logically and apply the resulting theorems, proofs, and formulas to address meaningful problems. Students will use experimentation and inductive reasoning to construct geometric concepts, discover geometric relationships, and formulate conjectures. Students will employ deductive logic to construct formal logical arguments and proofs. Students will extend their pre-existing experiences with algebra and geometry to trigonometry and coordinate geometry. Students will use dynamic geometry software, compass and straightedge, and other tools to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing complex situations. Students will apply mathematical skills and make meaningful connections to life's experiences.

Prerequisite: Algebra I

Intended Learning Outcomes:

1. Develop positive attitudes toward mathematics, including the confidence, creativity, enjoyment, and perseverance that come from achievement.
2. Become proficient problem-solvers by posing appropriate questions, selecting appropriate methods, employing a variety of strategies, and exploring alternative approaches.
3. Think logically, using inductive reasoning to formulate reasonable conjectures and using deductive reasoning for justification, formally and informally.
4. Cooperatively and independently explore mathematics, using inquiry and technological skills.
5. Make connections between mathematical ideas, between mathematics and other disciplines, and to life.
6. Communicate mathematics through verbal, written, and visual representations, using precise mathematical language and symbolic notation.

Standard 1: Students will use algebraic, spatial, and logical reasoning to solve geometry problems.

Standard 2: Students will use the language and operations of algebra to explore geometric relationships with coordinate geometry.

Standard 3: Students will extend concepts of proportion and similarity to trigonometric ratios.

Standard 4: Students will use algebraic, spatial, and logical reasoning to solve measurement problems.

Example Integrated Business Lesson/Activity:
Students will use Venn Diagrams in product analysis.

Integrated Sciences	
Integrated Science Eight with Business Applications (8 th Grade, Full Year)	
<p>The Integrated Science core will be covered along with economics and the environment. This course introduces students to the theme of change and its influence on the environment. Because the course focuses on physical, earth and life sciences, students gain a clearer picture of relationships in the natural world. This hands-on course allows students to explore areas of particular interest.</p> <p>Intended Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Use Science Process and Thinking Skills 2. Manifest Scientific Attitudes and Interests 3. Demonstrate Understanding of Science Concepts and Principles 4. Communicate Effectively Using Science Language and Reasoning 5. Demonstrate Awareness of Social and Historical Aspects of Science 6. Demonstrate Understanding of the Nature of Science 	<p><u>Standard 1:</u> Students will understand the nature of changes in matter.</p> <p><u>Standard 2:</u> Students will understand that energy from sunlight is changed to chemical energy in plants, transfers between living organisms, and that changing the environment may alter the amount of energy provided to living organisms.</p> <p><u>Standard 3:</u> Students will understand the processes of rock and fossil formation.</p> <p><u>Standard 4:</u> Students will understand the relationships among energy, force, and motion.</p> <p><u>Example Integrated Business Lesson/Activity:</u> Students will demonstrate knowledge of the use of research in product development.</p>

History/Social Studies	
United States History (8 th Grade, Full Year)	
<p>United States History for grade 8 covers events and issues from the Age of Exploration through Reconstruction and the western movement, emphasizing the 18th and 19th centuries. Topics covered will include, but are not limited to exploration, colonization, the Revolutionary War, constitutional issues, nation building, the Civil War, Reconstruction, and the western movement. Standards 1 and 2 should be integrated throughout the course rather than taught independently. The remaining standards can be taught either chronologically or thematically. Although the emphasis of this course is on the 18th and 19th centuries, additional content may be covered as time permits. Students will also learn about business men and women throughout U.S. History.</p>	<p><u>Standard 1:</u> Students will interpret the role of geography in shaping United States history.</p> <p><u>Standard 2:</u> Students will investigate the relationship between events of different time periods.</p> <p><u>Standard 3:</u> Students will understand the changes caused by European exploration in the Americas.</p> <p><u>Objective 3:</u> Assess the impact of European exploration on African slaves and American Indian nations.</p> <p><u>Standard 4:</u> Students will analyze European colonization and settlement of North America.</p> <p><u>Standard 5:</u> Students will understand the significance of the American Revolution in the development of the United States.</p> <p><u>Standard 6:</u> Students will understand the structure and function of the United States government established by the Constitution.</p> <p><u>Standard 7:</u> Students will explore the territorial</p>

	<p>growth of the United States before the Civil War.</p> <p><u>Standard 8:</u> Students will examine the expansion of the political system and social rights before the Civil War.</p> <p><u>Standard 9:</u> Students will understand the significance of the Civil War Era to the United States.</p> <p><u>Standard 10:</u> Students will understand the development of the American West following the Civil War.</p> <p><u>Example Integrated Business Lesson/Activity:</u> Students will identify and research an historical entrepreneur.</p>
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Physical Education	
Physical Education: Intermediate Activities (8 th Grade, One Semester)	
<p>This course helps students develop positive lifetime attitudes regarding fitness. Students practice individual and team sports, techniques, participation skills and games. *This course satisfies the Core curriculum requirement for Physical Education in 8th grade. Measures are taken to ensure the physical and emotional safety of all students. Equipment is inspected regularly and maintained in proper working condition, and facilities are kept clean and free from hazards. Activities are offered that are safe and developmentally appropriate. Enrollment numbers meet NWAC limiting standards so that students are safely supervised, and the curriculum is effectively delivered. Students feel free to participate and explore without the fear of failure, harm, or ridicule. Business opportunities and applications will be explored to give students ideas of how they may use these concepts and skills in various fields of employment.</p> <p>Intended Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Demonstrate competency in activity and physical fitness. 2. Derive satisfaction through fair play, skill development, and participation with people of diverse backgrounds. 3. Apply complex thinking through problem-solving skills in activity settings. 4. Develop strategies for a lifelong healthy lifestyle. 	<p><u>Standard 1:</u> Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p><u>Standard 2:</u> Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p><u>Standard 3:</u> Students will participate regularly in physical activity.</p> <p><u>Standard 4:</u> Students will achieve and maintain health-enhancing levels of physical fitness.</p> <p><u>Standard 5:</u> Students will exhibit responsible personal and social behaviors that show respect for themselves and others in physical activity settings.</p> <p><u>Standard 6:</u> Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p><u>Example Integrated Business Lesson/Activity:</u> Students will explore business opportunities in the fitness field.</p>

**Responsible Healthy Lifestyles: Health Education
(8th Grade, One Semester)**

Health Education offers students an opportunity to acquire knowledge, practice skills, and develop attitudes that can benefit them throughout life. Building a solid foundation of good literacy and decision-making skills can contribute to a variety of healthy choices for self and others. **Business opportunities and applications will be explored to give students ideas of how they may use these concepts and skills in various fields of employment.**

- Standard 1: Students develop skills and processes that contribute to the development of a healthy self.
- Standard 2: Students demonstrate health-promoting and risk-reducing behaviors to prevent substance abuse.
- Standard 3: Students determine how knowledge, skills, attitudes, and behaviors contribute to healthy relationships with self and others.
- Standard 4: Students summarize issues related to health promotion and disease prevention.
- Standard 5: Students assess how individual behavior affects personal and community health and safety.
- Standard 6: Summarize the benefits of adopting healthy nutritional and fitness behaviors.
- Standard 7: Students evaluate basic health information needed to advocate for personal, peer, and family health.

Example Integrated Business Lesson/Activity:
Students will demonstrate an understanding of health insurance.

Exploring Technology with Business Eight (8th Grade, One Semester)

Exploring Technology is a comprehensive action-based educational course that introduces students to the technological systems of four of the following seven technology areas: medical technologies, agriculture/biotechnology technologies, energy-power technologies, information and communications technologies, transportation technologies, manufacturing technologies, and construction technologies. The curriculum is designed around exploration of these systems and their impacts on society. Students will also develop problem-solving skills, improving career awareness for the Student Educational Occupational Plan (SEOP) development, and relate technology to math and science. Emphasis is placed on broad exploration in cooperative and individualized activities rather than project and skill development. **This class will be used to coordinate the activities of the Entrepreneurial Fair.**

Example Integrated Business Lesson/Activity:
Students will present research on a chosen technology systems.

EIGHTH GRADE ELECTIVE COURSES

In addition to required core classes, students are allowed to pick from the following courses. Course offerings will be determined based on student interest and teacher certification.

Foreign Language
Spanish 1 (8th or 9th Grade, Full Year)
Emphasis placed on speaking skills through reading and writing are addressed. This course provides for the learning of dialogues, common words and expressions and basic language structure as well as oral practice of the language in skits, poetry, dialogues and readings. Students will learn about the economy and businesses in Spanish speaking countries.
<u>Example Integrated Business Lesson/Activity:</u> Students will give a group demonstration on three import/exports from Spanish speaking countries.
Chinese 1 (8th or 9th Grade, Full Year)
Emphasis placed on speaking skills through reading and writing are addressed. This course provides for the learning of dialogues, common words and expressions and basic language structure as well as oral practice of the language in skits, poetry, dialogues and readings. Students will learn about the economy and businesses in Chinese speaking countries.
<u>Example Integrated Business Lesson/Activity:</u> Students will give a group demonstration on three import/exports from Chinese speaking countries.
Music
Band I (8th or 9th Grade, Full Year, 1 Credit)
Provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play a woodwind, brass, or percussion.
<u>Example Integrated Business Lesson/Activity:</u> Students will explore the production and marketing of their instrument.
Choir I (8th or 9th Grade, Full Year, 1 Credit)
This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral mixed ensemble.
<u>Example Integrated Business Lesson/Activity:</u> Students will explore the production, copywriting, and marketing of sheet music.

Visual Graphic Art & Design (8th Grade, One Semester)

The Utah State Visual Arts Core divides the goals of art education into four standards which are Making, Perceiving, Expressing, and Contextualizing. This course will follow the four standards of the visual arts core curriculum. A program in the applied visual arts that focuses on the general principles and techniques for effectively communicating ideas and information, and packaging products, in digital and other formats to business and consumer audiences, and that may prepare individuals in any of the applied art media. **Business opportunities and applications will be explored to give students ideas of how they may use these concepts and skills in various fields of employment.**

Example Integrated Business Lesson/Activity:

Students will use/design world maps to identify trade flow patterns.

Journalism (8th or 9th Grade, One Semester, ½ Credit)

A class that produces a newspaper. **Writing skills will be developed through journalistic activities including business writing.**

Example Integrated Business Lesson/Activity:

Students will understand the role of advertising and actively work with faculty advisors on getting advertising for the school newspaper and/or yearbook.

NINTH GRADE

Core Areas	Credit
Language Arts	1.0
Math	1.0
Science	1.0
History/Social Studies	0.5
Fine Arts	0.5
Physical Education	0.5
Total Credits	4.5

Grade 9 Requirements	Credit
Language Art 9	1.0
Math 9	1.0
Science Earth Systems	1.0
Geography for life	0.5
Fine Arts	0.5
Physical Education: Participation Skills	0.5
Health Education	0.5
Intro to Marketing with Business Nine	0.5
9 th Grade Elective Credit	1.5
Total Credits	7.0

Language Arts Nine (Full Year, 1 Credit, Required)

In this class, students continue to practice and refine language skills (i.e. reading, writing, speaking, and listening). Writing process skills include the descriptive, narrative, informative, and persuasive modes for specific audiences. Investigative research processes are taught, and cross-curricular research essays are developed. Reading materials include novels, poetry, short stories, classical drama, classical mythology, and reference materials. **Business writing and communication will be integrated.**

Intended Learning Outcomes:

1. Demonstrate a Positive Attitude Toward Language Arts Skills and Processes
2. Demonstrate Appreciation for the Role of Language Arts
3. Demonstrate Understanding of the Nature of Language
4. Understand and Use Receptive and Expressive Oral Language Skills to Communicate
5. Use the Skills, Strategies, and Processes of Reading and Writing

Standard 1 (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

Standard 3 (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

Example Integrated Business Lesson/Activity:
Students will create an advertising storyboard.

Library Media/Information Technology	
<p>These standards are integrated throughout the Language Arts course.</p>	<p><u>Standard 1:</u> Students will define a task and identify information needed.</p> <p><u>Standard 2:</u> Students will identify, evaluate, and select resources.</p> <p><u>Standard 3:</u> Students will locate resources and access information within resources.</p> <p><u>Standard 4:</u> Students will engage and extract information.</p> <p><u>Standard 5:</u> Students will organize, synthesize, and present information.</p> <p><u>Standard 6:</u> Students will evaluate the process and the product.</p> <p><u>Example Integrated Business Lesson/Activity:</u> Students will present their advertising storyboard.</p>

Mathematics (1 Credit Required)	
Algebra I (Full Year, 1 Credit)	
<p>Elementary Algebra improves math skill proficiency, expands the student's understanding of mathematical concepts and promotes critical and logical thinking. Topics include algebraic expressions and equations, integers and rational numbers, inequalities, monomials and radical expressions, polynomials, factoring, functions, graphs, lines and slopes, quadratics, and rational expressions.</p> <p>Intended Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Develop positive attitudes toward mathematics, including the confidence, creativity, enjoyment, and perseverance that come from achievement. 2. Become proficient problem-solvers by posing appropriate questions, selecting appropriate methods, employing a variety of strategies, and exploring alternative approaches. 3. Think logically, using inductive reasoning to formulate reasonable conjectures and using deductive reasoning for justification, formally and informally. 4. Cooperatively and independently explore mathematics, using inquiry and technological skills. 5. Make connections between mathematical ideas, between mathematics and other disciplines, and to life. 6. Communicate mathematics through verbal, written, and visual representations, using precise mathematical language and symbolic notation. 	<p><u>Standard 1:</u> Students will acquire number sense and perform operations with real numbers.</p> <p><u>Standard 2:</u> Students will represent and analyze mathematical situations and properties using patterns, relations, functions, and algebraic symbols.</p> <p><u>Standard 3:</u> Students will solve problems using spatial and logical reasoning, applications of geometric principles, and modeling.</p> <p><u>Standard 4:</u> Students will understand and apply measurement tools, formulas, and techniques</p> <p><u>Standard 5:</u> Students will draw conclusions using concepts of probability after collecting, organizing, and analyzing a data set.</p> <p><u>Example Integrated Business Lesson/Activity:</u> Students will do quality analysis using business principles such as the Six Sigma processes.</p>

Geometry (Full Year, 1 Credit)

The main goal of Geometry is for students to develop the structure of Euclidean geometry logically and apply the resulting theorems, proofs, and formulas to address meaningful problems. Students will use experimentation and inductive reasoning to construct geometric concepts, discover geometric relationships, and formulate conjectures. Students will employ deductive logic to construct formal logical arguments and proofs. Students will extend their pre-existing experiences with algebra and geometry to trigonometry and coordinate geometry. Students will use dynamic geometry software, compass and straightedge, and other tools to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing complex situations. Students will apply mathematical skills and make meaningful connections to life's experiences.

Prerequisite: Algebra I

Intended Learning Outcomes:

1. Develop positive attitudes toward mathematics, including the confidence, creativity, enjoyment, and perseverance that come from achievement.
2. Become proficient problem-solvers by posing appropriate questions, selecting appropriate methods, employing a variety of strategies, and exploring alternative approaches.
3. Think logically, using inductive reasoning to formulate reasonable conjectures and using deductive reasoning for justification, formally and informally.
4. Cooperatively and independently explore mathematics, using inquiry and technological skills.
5. Make connections between mathematical ideas, between mathematics and other disciplines, and to life.
6. Communicate mathematics through verbal, written, and visual representations, using precise mathematical language and symbolic notation.

Standard 1: Students will use algebraic, spatial, and logical reasoning to solve geometry problems.

Standard 2: Students will use the language and operations of algebra to explore geometric relationships with coordinate geometry.

Standard 3: Students will extend concepts of proportion and similarity to trigonometric ratios.

Standard 4: Students will use algebraic, spatial, and logical reasoning to solve measurement problems.

Example Integrated Business Lesson/Activity:
Students will use Venn Diagrams in product analysis.

Algebra II (Full Year, 1 Credit)

A primary goal of Algebra II, offered if needed, is for students to conceptualize, analyze, and identify relationships among functions. Students will develop proficiency in analyzing and solving quadratic functions using complex numbers. Students will investigate and make conjectures about absolute value, radical, exponential, logarithmic and sine and cosine functions algebraically, numerically, and graphically, with and without technology. Students will extend their algebraic skills to compute with rational expressions and rational exponents. Students will work with and build an understanding of complex numbers and systems of equations and inequalities. Students will analyze statistical data and apply concepts of probability using permutations and combinations. Students will use technology such as graphing calculators. Students will analyze situations verbally, numerically, graphically, and symbolically. Students will apply mathematical skills and make meaningful connections to life's experiences.

Prerequisite: Geometry

Intended Learning Outcomes:

1. Develop positive attitudes toward mathematics, including the confidence, creativity, enjoyment, and perseverance that come from achievement.
2. Become proficient problem-solvers by posing appropriate questions, selecting appropriate methods, employing a variety of strategies, and exploring alternative approaches.
3. Think logically, using inductive reasoning to formulate reasonable conjectures and using deductive reasoning for justification, formally and informally.
4. Cooperatively and independently explore mathematics, using inquiry and technological skills.
5. Make connections between mathematical ideas, between mathematics and other disciplines, and to life.
6. Communicate mathematics through verbal, written, and visual representations, using precise mathematical language and symbolic notation.

Standard 1: Students will use the language and operations of algebra to evaluate, analyze and solve problems.

Standard 2: Students will understand and represent functions and analyze function behavior.

Standard 3: Students will use algebraic, spatial, and logical reasoning to solve geometry and measurement problems.

Standard 4: Students will understand concepts from probability and statistics and apply statistical methods to solve problems.

Example Integrated Business Lesson/Activity:
Students will take concepts from probability and statistics and apply them to the stock market.

Earth Systems (Full Year, 1 Credit, Required)

Students who take this class will earn one unit of high school physical science credit through field work, lab experiences, investigational research, and problem-solving techniques. This class prepares students for further study in physics, chemistry, and biological sciences. Through observation, measurement, and problem-solving, students will develop an awareness of the Earth's systems and local environmental problems as well as appreciation for the physical laws that govern our solar system.

Intended Learning Outcomes:

1. Use Science Process and Thinking Skills
2. Manifest Scientific Attitudes and Interests
3. Demonstrate Understanding of Science Concepts, Principles and Systems
4. Communicate Effectively Using Science Language and Reasoning
5. Demonstrate Awareness of Social and Historical Aspects of Science
6. Demonstrate Understanding of the Nature of Science

Standard 1: Students will understand the scientific evidence that supports theories that explain how the universe and solar system developed.

Standard 2: Students will understand that the features of Earth's evolving environment affect living systems, and that life on Earth is unique in the solar system.

Standard 3: Students will understand that gravity, density, and convection move Earth's plates and this movement causes the plates to impact other Earth systems.

Standard 4: Students will understand that water cycles through and between reservoirs in the hydrosphere and affects the other spheres of the Earth system.

Standard 5: Students will understand that Earth's atmosphere interacts with and is altered by the lithosphere, hydrosphere, and biosphere.

Standard 6: Students will understand the source and distribution of energy on Earth and its effects on Earth systems.

Example Integrated Business Lesson/Activity:
Students will demonstrate understand of the relationship between oil reserves and consumption.

Geography for Life (One Semester, ½ Credit, Required)

Students will be introduced to the inter-relationships between our physical and cultural worlds. The course will explore how geography influences human behavior and the role it plays in the economic, political, social, cultural and historic development of a country. Basic geographical skills will be emphasized including map reading and making, vocabulary, interpretations of geographical charts and diagrams, and a study of the Americas, Europe, and northern Eurasia.

Standard 1: Students will understand the world in spatial terms.

Standard 2: Students will understand the human and physical characteristics of places and regions.

Standard 3: Students will understand how physical processes shape the earth's surface.

Standard 4: Students will understand how human activities shape the earth's surface.

Standard 5: Students will understand the interaction of physical and human systems.

Standard 6: Students will use geographic knowledge to connect to today's world.

Example Integrated Business Lesson/Activity:
Students will identify the relationship between political and economic changes in a country.

Fine Arts (½ Credit Required)	
Photography (One Semester, ½ Credit)	
<p>This High School level course focuses on basic procedures for operating a digital and/or analog camera and understanding light. It may include darkroom work in developing film and making prints and enlargements and/or digital software editing and production techniques.</p> <p><u>Example Integrated Business Lesson/Activity:</u> Students will explore the impact of digital photography on the photography publishing business.</p>	
Commercial Art (One Semester, ½ Credit)	
<p>Prerequisite: Foundations I, II or Drawing I. This High School course is designed to provide an overview of traditional art media and new electronic or computer generated media used in modern communications.</p> <p><u>Example Integrated Business Lesson/Activity:</u> Students will hold a silent auction selling student produced school art pieces.</p>	

Physical Education: Participation Skills & Techniques (One Semester, ½ Credit, Required)	
<p>This course focuses on a variety of team sports, games, and individual sports with emphasis on leadership, courtesy, respect and sportsmanship. This course also provides instruction aimed at improving and maintaining physical fitness and the acquisition of knowledge and skills with regard to fitness and conditioning. Emphasis will be in the areas of flexibility and abdominal or “core” strengthening. Measures are taken to ensure the physical and emotional safety of all students. Equipment is inspected regularly and maintained in proper working condition, and facilities are kept clean and free from hazards. Activities are offered that are safe and developmentally appropriate. Enrollment numbers meet NWAC’s limiting standards so that students are safely supervised, and the curriculum is effectively delivered. Students feel free to participate and explore without the fear of failure, harm, or ridicule. Business opportunities and applications will be explored to give students ideas of how they may use these concepts and skills in various fields of employment.</p> <p>Intended Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Demonstrate competency in activity and physical fitness. 2. Derive satisfaction through fair play, skill development, and participation with people of diverse backgrounds. 3. Apply complex thinking through problem-solving skills in activity settings. 4. Develop strategies for a lifelong healthy lifestyle. 5. Apply attributes of responsible citizenship. 	<p><u>Standard 1:</u> Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p><u>Standard 2:</u> Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p><u>Standard 3:</u> Students will participate regularly in physical activity.</p> <p><u>Standard 4:</u> Students will achieve and maintain health-enhancing levels of physical fitness.</p> <p><u>Standard 5:</u> Students will exhibit responsible personal and social behaviors that show respect for themselves and others in physical activity settings.</p> <p><u>Standard 6:</u> Students will value physical activity for health, enjoyment, challenge, self expression, and/or social interaction.</p> <p><u>Example Integrated Business Lesson/Activity:</u> Students will form small groups to invent and teach fellow students a new sport.</p>

Health Education (One Semester, ½ Credit, Required)

The goal of Health Education at the high-school level is to help establish patterns of behavior that will assist a person in achieving complete health. Complete health is accomplished by having a balance of physical, mental, social, emotional, and spiritual well-being. This course is designed to offer students the opportunity to acquire knowledge, incorporate process and life skills, and develop positive attitudes about life. Development of a healthy body and a healthy mind will assist young people in living active, productive, and successful lives. **Business opportunities and applications will be explored to give students ideas of how they may use these concepts and skills in various fields of employment.**

Standard 1: Students develop skills and processes that contribute to the development of a health self

Standard 2: Students develop health-promoting and risk-reducing behaviors used to prevent substance abuse.

Standard 3: Students determine how knowledge, skills, attitudes, and behaviors contribute to healthy relationships with self and others.

Standard 4: Students analyze issues related to health promotion and disease prevention.

Standard 5: Students determine how individual and group and behaviors impact personal and community health and safety.

Standard 6: Students plan to incorporate healthy nutritional and fitness behaviors.

Standard 7: Students evaluate health information needed to advocate for personal, peer, family, community, and environmental health.

Example Integrated Business Lesson/Activity:
Students will create a chain of events diagram showing how choices made by one individual can affect others.

Intro to Marketing with Business Nine (One Semester, ½ Credit, Required)

A basic introductory course, which will teach concepts of entry-level marketing. The following skill standards will prepare the student in Marketing: orienting students to marketing education/DECA, discovering marketing, assessing your role as an employee, examining career opportunities in marketing, obtaining interpersonal skills needed in marketing, determining communication fundamentals and matching yourself with career opportunities. Students taking marketing classes should have the opportunity to participate in the DECA organization (student marketing leadership association). DECA related activities and curriculum could be used as an approved part of all marketing classes.

Example Integrated Business Lesson/Activity:
Students will run a school store.

NINTH GRADE ELECTIVE COURSES

In addition to required core classes, students are allowed to pick from the following courses. Course offerings will be determined based on student interest and teacher certification.

Foreign Language

Spanish 1 (8th or 9th Grade, Full Year, 1 Credit)

Emphasis placed on speaking skills through reading and writing are addressed. This course provides for the learning of dialogues, common words and expressions and basic language structure as well as oral practice of the language in skits, poetry, dialogues and readings.

Example Integrated Business Lesson/Activity:

Students will give a group demonstration on three import/exports from Spanish speaking countries.

Spanish 2 (9th Grade, Full Year, 1 Credit)

This course continues the development of speaking, listening, reading and writing skills. Narratives and dialogues are used to teach structure and vocabulary. Culture and geography of the native country are taught through reading selections.

Example Integrated Business Lesson/Activity:

Students will create a Spanish cultural product to export to the Chinese 2 Class.

Chinese 1 (8th or 9th Grade, Full Year, 1 Credit)

Emphasis placed on speaking skills through reading and writing are addressed. This course provides for the learning of dialogues, common words and expressions and basic language structure as well as oral practice of the language in skits, poetry, dialogues and readings.

Example Integrated Business Lesson/Activity:

Students will give a group demonstration on three import/exports from Chinese speaking countries.

Chinese 2 (9th Grade, Full Year, 1 Credit)

This course continues the development of speaking, listening, reading and writing skills. Narratives and dialogues are used to teach structure and vocabulary. Culture and geography of the native country are taught through reading selections.

Example Integrated Business Lesson/Activity:

Students will create a Chinese cultural product to export to the Spanish 2 Class.

Music

Band I (8th or 9th Grade, Full Year, 1 Credit)

Provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play a woodwind, brass, or percussion.

Example Integrated Business Lesson/Activity:

Students will explore the production and marketing of their instrument.

Band II (9th Grade, Full Year, 1 Credit)

Prerequisite: Band I equivalent or audition. Further develops and refines core concepts and fundamentals introduced in Beginning Band. Students participate in a large ensemble band.

Example Integrated Business Lesson/Activity:

Students will develop marketing strategies for Band Concerts.

Choir I (8th or 9th Grade, Full Year, 1 Credit)

This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral mixed ensemble.

Example Integrated Business Lesson/Activity:

Students will explore the production, copywriting, and marketing of sheet music.

Choir II (9th Grade, Full Year, 1 Credit)

Prerequisite: Choir I equivalent or audition. Provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral mixed ensemble.

Example Integrated Business Lesson/Activity:

Students will develop marketing strategies for Choir Concerts.

Journalism (8th or 9th Grade, One Semester, ½ Credit)

A class that produces a newspaper. **Writing skills will be developed through journalistic activities including business writing.**

Example Integrated Business Lesson/Activity:

Students will understand the role of advertising and actively work with faculty advisors on getting advertising for the school newspaper and/or yearbook.

Food and Nutrition (9th Grade, ½ Credit)

This course is designed for students who are interested in understanding the principles of nutrition and in maintaining a healthy life style. Attention will be given to the selection and preparation of food and personal health and well-being. (Standards 1-6 will be covered on Skill Certification Test # 340.)

Example Integrated Business Lesson/Activity:

Students will understand the process of product approval through the FDA.

SECTION 14: SPECIAL EDUCATION

ADMISSION PROCEDURES

All students will be enrolled at HighMark Charter School based solely on the lottery and other requirements under the Utah Code and the USBE Administrative Rules for Charter Schools, and without restrictions due to race, color, gender, national origin, disability status, or religion. In the admission application and during the registration process, parents are asked to identify students who have previously been receiving Special Education, 504, or ESL services in their neighborhood schools. This identification will allow school personnel to request the student's file, following all the procedures detailed on the In-State and Out-of-State Transfer Student Checklist provided by USOE, which will facilitate the identification of appropriate educational services when school begins.

ADMINISTRATOR KNOWLEDGE

HighMark Charter School's Governing Board will hire a Director who has knowledge in special education who will agree to, at a minimum, to attend at least one special education class annually as part of the development plan and as required by USOE rules and regulations. In addition, HighMark Charter School will make available to its entire staff, including the administration, professional development opportunities in the area of special education. This may include state run trainings, outside agency trainings, and trainings provided by the Utah Professional Development Center (UPDC). In addition, professionals with expertise in areas of special education may do on-site trainings specific to HighMark Charter School's staff and their student needs. The expectation is that the Director will be responsible to have the knowledge necessary to implement special education services adhering to IDEA and Utah Special Education Rules and Guidelines.

CHILD FIND

Consistent with the requirements of Part B of the Individuals with Disability Education Act (IDEA) and with the Utah State Special Education Rules and Regulations, HighMark Charter School will develop policies and procedures to ensure that all residing within the jurisdiction of HighMark Charter School, including students with disabilities grades K-9, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated. This will include a practical method for ensuring that students suspected of having a disability are identified, located, and evaluated.

Major components of the Child Find system at HighMark Charter School will include:

- Provision by the USOE of ongoing technical assistance to HighMark Charter School, charter schools, private schools, and other state agencies in implementing the Child Find system.
- Notification through multiple sources, such as notices home, the school's website, the Parent and Student Handbook, and parent-teacher conferences to all parents that special education and related services are available at HighMark Charter School.

- Annual training for teachers and staff and on Child Find obligations and strategies to facilitate the identification of students that are in need of additional supports and/or services. Yearly training will also occur on the Response to Intervention (RtI) referral process for special education prior to each school year. A review of this in-service will be given mid-year and more often if deemed necessary by the special education team and/or School Director.
- Participation in the implementation of the statewide data collection system for reporting student information, including federal child count.
- USOE on-site monitoring of Child Find procedures through the regularly scheduled UPIPS monitoring process.
- Weekly problem-solving meetings consisting of special and general education teachers where students of concern are discussed. These discussions will include student's teacher input, current formal and informal testing data, work samples, identification of interventions attempted and accompanying data.
- As students are enrolled in HighMark Charter School, their cumulative files will be reviewed in regards to the students', academic history, attendance, and Criterion Referenced Test scores.
- All students entering HighMark Charter School will be pre-screened in Reading and Math. These data will be used as a guide for instructional decision-making in the areas of language Arts and Math.
- All entering kindergarten students, or when requested by the parent or teacher of non-kindergarten students, will receive vision screening. Hearing screening will be administered at the request of the parent or teacher.

EVALUATION

If school personnel and/or the parent determine that general education teaching approaches have been unable to provide educational benefit then school personnel will work with the student using specific, tiered, interventions. If after a reasonable period of time, allowing for on-going informal evaluation, monitoring and documentation of the interventions, the interventions have proven ineffective, and the student continues to struggle school personnel and/or the parent may determine a referral for special education evaluation is necessary. If there is reason to suspect the student is eligible for special education and related services due to a disability, the student shall be referred to special education for an initial evaluation based on educational concerns after parental permission is given to initiate the evaluation. Evaluation procedures/assessments selected and administered will not be discriminatory on a racial or cultural basis. A variety of assessment tools and strategies will be used to gather relevant, functional, and developmental information about the student, including parental input. The following outlines HighMark Charter School's process for an initial evaluation:

- HighMark Charter School shall ensure a full and individual initial evaluation is conducted for each student being considered for special education services to determine if the student is a "student with a disability" under Part B of the IDEA and USOE's Special Education Rules, and to determine the educational needs of the student. The results of the evaluation shall be used by the student's IEP team in meeting the IEP requirements outlined in the USOE's Special Education Rules. Parental requests for evaluation shall be submitted to the special education team for review and recommendation. In the case of a parental referral, every effort will be made to implement the general education, RtI process.

- HighMark Charter School will have written procedures for making a referral for an individual, initial evaluation and the actions to be taken on the referral. Procedures will include implementation of effective instructional procedures which then are monitored for student response to intervention. If the student does not respond to multiple interventions over a reasonable period of time, the parent/school team will decide whether a student is then referred for special education. If referred, the LEA makes the formal request and parents are required to give permission for evaluation prior to any formalized testing begins.
- Prior written notice will be provided and parental consent for testing will be documented before a student is evaluated. Once HighMark Charter School receives signed parental consent, the evaluation process will be completed within 45 school days.
- Procedural Safeguards for students with disabilities and their parents will be established, maintained, and implemented. These safeguards include the opportunity for parental participation in meetings with respect to the identification, evaluation, educational placement of the student, and the provision of Free and Appropriate Public Education (FAPE) to the student. Parents of students with disabilities will receive a hardcopy of the Procedural Safeguards once a year, usually at the annual IEP review. However, a copy must also be given to the parents upon initial referral or parental request for evaluation, receipt of the first State or due process complaint in that school year, and whenever requested by the parents. A special educator will provide parents with a brief explanation of the main provisions of the Procedural Safeguards.
- Students referred from within the school and being evaluated for the first time may not be placed in special education and/or receive special education and related services prior to the completion of the determination of eligibility for special education and related services and the completion of the IEP process.

ELIGIBILITY

Upon the completion of the assessments/procedures, a group of qualified professionals and the parent of the student must determine whether the student is a “student with a disability” as defined in Part B of the IDEA and Utah’s Special Education Rules. The student can be determined eligible in thirteen different categories as directed by the categorical criteria and tests. Once determined eligible for special education and related services due to a disability, the “team” will develop an IEP and determine the appropriate educational placement in the Least Restrictive Environment to the maximum extent appropriate where the student’s FAPE can be provided. HighMark Charter School will offer a range of placement options adhering to IDEA requirements, including placement in the general education setting with or without resource and/or itinerant services; placement in a special class; a special school; a residential setting, and homebound or hospitalized placement. The IEP will be reviewed on an annual basis and the re-evaluation for Special Education services will take place every three years, or more often if deemed necessary by the IEP team.

CONTINUUM OF SERVICE

HighMark Charter School will follow the special education guidelines by placing students in their least restrictive environment as deemed appropriate by the special education team. The IEP team in accordance with the "Continuum of Alternative Placements" will look at all possibilities from least restrictive to most restrictive and will choose what is appropriate for each individual student. Supplementary aids and modifications should be provided to accommodate a successful environment for the student. There are

many options in between the least and most restrictive placements that need to be considered. The order of the continuum is as follows:

- The general education setting with or without resource and/or itinerant services;
- A special class;
- A specialized school;
- A residential setting; and
- Homebound or hospitalized placement.

It should be noted that even when the team determines a more restrictive placement, students with a disability should participate with their non-disabled peers to the maximum extent that is appropriate such as meals, recess periods, athletics, transportation, recreational activities, and special interest groups or clubs. It is the goal of HighMark Charter School to provide the majority of special education services within the general education setting with resource support. On occasion a student's needs may be so great that they can be met with the general education setting even with additional supports and accommodations so they will receive close to half or more of their education in a special education classroom. If in the rare event a more restrictive placement is needed, the IEP team will make all necessary arrangements as the State's Special Education Rules on the IEP team will determine the best placement for the student, making sure to adhere to the LRE.

STAFF AND SERVICE PROVIDERS PLAN

HighMark Charter School will follow the Utah Special Education State Board of Education policies and procedures for hiring highly qualified teachers along with the state's public charter school law. At least one and a half highly qualified special education teachers will be on staff at all times (calculated by estimating that approximately 10% of HighMark Charter School's enrollment numbers will be students in special education). Additional highly qualified special education staff will be added based on the School's special education needs. If, and when, this need arises, HighMark Charter School will make it a budgetary priority to hire the needed staff. Other related service professionals, such as: speech therapists, occupational therapists, a psychologist, etc. that are needed to conduct evaluations and/or to provide relayed services will be contracted out according to individual student need. An administrator will serve as HighMark Charter School's local education agency (LEA), knowing what school resources are available and ensuring compliance with IDEA and State Rules and guidelines.

CASE LOAD

The appointed Director will oversee the caseload of each special educator, taking into account the number of students, the hours of service required per student, the pupil/teacher ratio during instruction, and the number of students with severe disabilities in the caseload. Basic funding should meet the needs of all students, including special education students, and with the special education funding; HighMark Charter School will add staff when deemed appropriate. The following is from the USOE Caseload Guidelines and will be the basis for identifying special education caseloads at HighMark Charter School.

Caseload Ranges

- Caseload size range: Special educators may serve students other than students for which they are the case manager (e.g., a speech-language pathologist may have a caseload of 25 files; however, he/she might provide services to a total of 60 students)

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- Recommended ranges include (these ranges are not a minimum or maximum, but a starting point for reviewing the previously stated considerations in determining caseloads):
- Self-contained classroom teacher: 10-15
- Resource teacher: 25-35
- Speech-Language Pathologist (SLP): 50-60 – SLP caseload may have a combination of files managed and other students served

Paraeducator/teacher assistants were not included when determining the caseload range. However, HighMark Charter School will take into account the use of such personnel when determining the caseload of each special educator. Additional unique circumstances for the special educator or student will also be taken into account. In considering the caseload of each special educator, HighMark Charter School's primary consideration is to ensure that each student is receiving FAPE.

RECORDS

HighMark Charter School will protect the confidentiality of personally identifiable information by maintaining a list of the names and positions of educational staff that may have access to student files on an Access Authorization Form posted on the locked filing cabinet where such information is contained. Persons listed on the Access Authorization Form do not need to sign the Record of Access Form located at the beginning of each student's file, any other persons or agencies assessing the students' records are required to log their name, position, and agency. The transfer of records as outlined earlier in this section states: In the admission application and during the registration process, parents are asked to identify students who have previously been receiving Special Education, 504, or ESL services in their neighborhood schools. This identification will allow school personnel to request the student's file, following all the procedures detailed on the In-State and Out-of-State Transfer Student Checklist provided by USOE, which will facilitate the delivery of appropriate educational services when school begins.

PARENT INVOLVEMENT

Parental involvement is not only required by law in determining eligibility of a student for special education services, but parents are a critical member of the school team and are allowed to participate in meetings with respect to the identification, evaluation, educational placements, and provisions of FAPE for the student. Procedural safeguards in the law afford parents complete involvement in their student's educational plan. The law states that the parent is an equal participant along with the school personnel in developing, reviewing, and revising the IEP for their student. Parents play an active role in providing critical information regarding the strengths and weaknesses of their student, participate in discussions about their student's need for special education and supplementary aids and services, and help decide how their student will be involved in progress in the general curriculum and participate in state-wide and school-wide assessments.

COMPLAINTS

HighMark Charter School will follow the dispute resolution procedures adopted by USOE as written in the State's Special Education Rules (August, 2007). This includes Problem Solving Facilitation, Formal State

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Complaints, Mediation, and Due Process Hearings. The following is a brief summary of the requirements of these procedures. These procedures are not sequential. However, Problem Solving Facilitation cannot proceed if a Formal Complaint, Mediation, or Due Process Hearing request is filed. A Formal Complaint cannot proceed if a Due Process Hearing request is filed.

Problem Solving Facilitation

This method of early dispute resolution is available at any time, before a State Complaint, Mediation, or Due Process Hearing request is filed as long as both HighMark Charter School and the party filling the complaint, typically the parent, agree. The issue(s) of disagreement must be specified and how they violate IDEA must be described. USOE is responsible for assigning a facilitator in order to keep the communication open to resolve concerns with no time line for resolution stipulated.

Formal State Complaint

The complaint must be filed, in writing, to HighMark Charter School's Director and at the same time it must be provided to the State's Special Education Director. The written complaint must describe the alleged violations of IDEA with respect to the individual student and the proposed solutions to the problems. HighMark Charter School will have 30 days to conduct an investigation and write a decision. If in disagreement with the findings, the parent has ten (10) days to appeal HighMark Charter School's decision, and USOE will conduct an independent investigation before a total of 60 days have passed.

Mediation

Mediation is available at any time during the IDEA process and may be requested by either HighMark Charter School or the parent. Both parties must agree to mediate, or mediation will not occur. The alleged violation should be filed with HighMark Charter School's Director as well as copied to the State's Special Education Director. The complaint must describe the problem, the alleged violations of IDEA with respect to the individual student, and the proposed solutions to the problems. USOE is responsible for assigning a mediator and will absorb costs of the mediation sessions. During mediation session, information discussed is confidential, and the mediation agreement is binding and enforceable in court. There is no timeline for resolution in the mediation procedure.

Due Process Hearing

The complaint must be filed with HighMark Charter School's Director and copied to the State's Special Education Director. The complaint must describe the alleged violations of IDEA with respect to the individual student and the proposed solutions to the alleged violations problems. A mandatory resolution session will be initiated within 15 days, and if a resolution is possible, a resolution will be completed within 30 days. If a resolution is not possible, the hearing will be completed within 45 days after the resolution session time is completed. The Due Process Hearing is like court, making lawyers advisable for both parties, and the Hearing Officer's decision is binding upon both HighMark Charter School and the parent.

DISCIPLINE

Consistent with the requirements of Part B of the IDEA and the State's Special Education Rules, HighMark Charter School's Director will establish, maintain, and implement policies and procedures for disciplining students with disabilities according to IDEA guidelines and State Rules. Students with disabilities can be consequence with the following, as long as the following IDEA procedures are strictly adhered to:

- Change of Placement
- School Removal (ten school days or less)
- Alternative Appropriate Interim Educational Setting

Additionally, IDEA regulations and State guidelines will be followed for when and how to conduct a Functional Behavioral Assessments (FuBA) and develop a Behavior Intervention Plan (BIP). In addition, manifestation determinations will be conducted within 10 school days in situations required federal statute and state law. All procedural safeguards will be followed as per the law. More detail regarding disciplining students with disabilities can be found in Section 16: Suspension and Expulsion, "Discipline Procedures for Students with Disabilities."

ESY

HighMark Charter School will offer extended school year services (ESY) to students with disabilities who require such services in order to receive FAPE at no cost to parents. This determination will be made by the IEP team and will be based on retention and recoupment data in accordance to the student's IEP.

DIFFERENTIATED CURRICULUM

To meet the needs of all students, HighMark Charter School will provide differentiated instructional modes and teaching materials. Through a tiered instructional model strategies and supports are available for "all", "some", and "few" students. The curricula also suggests a variety of practice and support materials that parents can initiate in the home and online resources and additional practice for students will be readily available.

ADA

In compliance with the American with Disabilities Act (ADA) requirements, HighMark Charter School will ensure that students with special needs have access to the building, restrooms, and other space that is adequate and equitable with general education.

SECTION 16: ADMISSION & DISMISSAL PROCEDURES / SUSPENSION / EXPULSION

ADMISSION PROCEDURES

In accordance with state and federal law, admission to HighMark Charter School is not limited based on ethnicity, national origin, gender, religion, income level, creed, color, disabling condition, or proficiency in the English language.

HighMark Charter School recognizes and adheres to the right to free and public education for all children, which is supported by the Individuals with Disabilities Improvement Act (IDEA 2004). No tuition or fees are charged for Grades K-6 at HighMark Charter School. In accordance with FAPE (Free Appropriate Public Education) special education and related services will be provided under public supervision and direction, and without charge to the parents and meet the standards of the Utah State Office of Education and Part B of the IDEA.

Appropriate fees may be charged for instructional programs at the secondary level (Grades 7 – 12) as defined by the State of Utah. HighMark Charter School will enroll all eligible students who submit an application by the stated deadline, unless the number of applications exceeds the capacity of the school's program, class, grade level, or the building.

If the number of applications exceeds the capacity of a class, grade level, or the building, students shall be selected through a random lottery as outlined in Utah State Code 53A-1a-506(2)(b)(i and ii) giving preference as allowed by Federal law on the following bases:

1. First preference in enrollment is given to children of the founding members of HighMark Charter School (not to exceed five percent of the student body, including students receiving third preference).
2. Second preference in enrollment is given to siblings of currently or previously enrolled students.
3. Third preference will be given to children of teachers employed by HighMark Charter School. A teacher is defined as a licensed educator in Comprehensive Administration Credential for Teachers in Utah Schools (CACTUS) and children for whom the teacher is the legal parent or guardian.

If an opening in the School occurs mid-year and no students remain from the original lottery, a notice for applications may be announced and applicants will be enrolled on the same basis as outlined above.

HighMark Charter School will follow state and federal laws regarding enrollment.

STUDENT SUSPENSION & EXPULSION POLICIES

Since teachers are the daily administrators of the classroom, the teacher will be responsible for the majority of discipline issues and are responsible for providing an environment that promotes learning as clearly stated in our mission statement.

Teachers will begin by presenting clear classroom policies and expectations regarding student behavior on the first day of School and reinforce these policies expectations consistently throughout the School year. Teachers may include both positive and negative incentives which may not violate policy of HighMark Charter School or any applicable state and federal law or best practices. Most problems will be handled in the classroom. If the teacher is unable to remedy the problem generated by the student in the classroom, teachers will work closely with the student, parents/guardians, and or other school staff to coordinate their

efforts in the resolution of discipline matters. In the event that suspension/dismissal is required, HighMark Charter School staff will act pursuant to the Student Suspension and Expulsion Policy and in accordance with IDEA and all other applicable state and federal laws.

A Parent and Student Handbook will be distributed and/or available on the School's website for every family before School begins. The behavior and expectations and consequences will be aligned with and reinforce the mission of HighMark Charter School. The Governing Board may also choose to adopt a character program such as CHAMPS.

I. Procedures of Suspension/Expulsion

- a. A *suspension* is the temporary removal of a student from class(es) or school. A suspension can be determined by the Director (or designee). It is important that contact with the parent/guardian be made, along with other minimal due process procedures, prior to suspension, namely the right to know what the alleged offense is and the right to provide an explanation. This student/administrator or student/teacher conversation should be documented by the teacher/administrator in writing or on a permanent computer file. There may be instances, however, when a student is subject to an immediate suspension without due process if his/her behavior is illegal or presents an immediate danger to persons (himself/herself included) or property. In such cases, the due process procedures will be held as soon as practicable. Students younger than 14 should never be released until and unless a parent or emergency contact is notified. The student still should be supervised until a responsible person is made aware of the suspension, and HighMark Charter School is given permission to release the student to the custody of an adult or to leave the premises.
- b. An *expulsion* is the formal process of dismissing a student from School for an extended period of time, up to one year. Expulsion also transfers the primary responsibility of providing educational services for the student during the expulsion period from HighMark Charter School to the home, and makes the parent/guardian responsible for compliance with the compulsory education act for the duration of the expulsion. Only the HighMark Charter School Board, or a designated Governing Board Member, can expel a student. (Utah Code 53A-11-907(2)) Before an expulsion, the Governing Board President shall provide the student a hearing at which the student is afforded the following due process procedures:
 - i. Prior notice of the charges and the proposed sanctions so as to afford a reasonable opportunity for preparation. The notice shall be in writing and the student shall be notified of the hearing date.
 - ii. Right to a hearing.
 - iii. Right to a fair hearing officer (credible and objective person or panel – not necessarily uninformed).
 - iv. Right to an adult representative and/or legal counsel at the hearing.
 - v. Opportunity to testify and to present evidence and witnesses in his/her defense.
 - vi. Opportunity to examine the evidence presented by the school administration and to question witnesses. (However, the Governing Board or its President may, upon a finding that good cause exists, determine that the disclosure of the identity of a witness and the testimony of that witness at the hearing would subject the witness to an unreasonable risk of harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board or the hearing officer. Copies of these sworn declarations which are edited in such a manner as to delete the name and identity of the witness shall be made available to the student.)

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- vii. A summary written record shall be maintained by any means. An electronic recording may be made; however, the electronic recording is not the official record of the hearing.
 - viii. All witnesses appearing at the hearing shall be placed under oath.
 - ix. If the President conducting the hearing recommends expulsion, findings of fact in support of the recommendation shall be prepared.
 - x. The decision must be made by a preponderance of the evidence. The decision will be based exclusively on the evidence presented at the hearing. The final decision shall be communicated to the student and parent/guardian within ten (10) working days. HighMark Charter School officials and the student have the right to legal counsel at any step in the process.
 - xi. If a student is suspended or expelled for more than ten (10) school days, the parent of the guardian is responsible for undertaking an alternative education plan which will ensure that the student's education continues during the period of suspension/expulsion. Per R277-609-4, assessment information shall be used to connect parents and students with supportive school and community resources.
- c. HighMark Charter School shall maintain a record of all suspended or expelled students and a notation of the recorded suspension or expulsion shall be attached to the student's transcript.

II. Right to Appeal

- a. The expelled student has the right to appeal the decision of the President by requesting a review hearing before HighMark Charter School's Governing Board. This appeal must be in writing and must be received in the offices of HighMark Charter School within thirty (30) calendar days following receipt of the decision of the President. (Pending a final decision by HighMark Charter School's Governing Board, the decision of the President to expel shall remain in force.)
- b. This review hearing will not be a hearing de novo and will be held within thirty (30) calendar days following receipt of the request for the hearing.
- c. The Governing Board will provide all necessary copies of the record of the expulsion hearing to the interested parties within fifteen (15) working days of the student's request.
- d. No evidence other than that contained in the record of the original hearing may be heard.
- e. The review of the President's decision of the Governing Board shall be limited to the following issues:
 - i. Did school officials meet with the procedural requirements of the policy?
 - ii. Was the decision to expel the student supported by the findings of fact?
 - iii. Were the findings of fact supported by the evidence?
- f. Following the review hearing, the Governing Board shall vote in public and shall enter an order either affirming or reversing the decision of the President.
- g. The decision of the Governing Board shall be binding upon the student and shall be served upon the student in writing by personal service or by certified mail.

A model Suspension and Expulsion Policy is given on USOE's Law and Legislation website is copied onto the next page as a USOE recommendation for minimal procedures.

MODEL STUDENT SUSPENSION/EXPLUSION POLICY

Local school boards should review their district policies on student suspensions/expulsions! District policies should include the following minimal procedures and define the necessary terms. The district policy should explain criteria for student attendance and participation in extracurricular activities during the suspension/expulsion process. Note: Time periods are based on "school days" not "calendar days."

I. DEFINITIONS

- A. "Notification" means notice to parents by a reasonable, reliable process, e.g. by mail, by notice in school newsletter, by student delivery, at school registration.
- B. "Timely hearing" means that a hearing will be scheduled no more than 5 school days following the suspension/expulsion. Allowance may be made by mutual agreement of the parties, inability of district to contact parent(s)/guardian(s) despite documented good faith efforts, or lack of cooperation by parent(s)/guardian(s).

II. SHORT-TERM SUSPENSION

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

- A. Student and parents should be notified immediately of the school's intent to suspend:
 - 1. If the school intends to suspend the student immediately, parents should be notified immediately.
 - 2. Students younger than 14 should never be released until and unless a parent or emergency contact is notified.
 - 3. Students older than 14 should be released to a parent and should never be sent from schools without making a very deliberate effort to notify a parent or emergency contact.
- B. A student should hear a brief explanation of reason(s) for suspension prior to suspension.
- C. A student should have the opportunity to tell his side of the story prior to suspension.
- D. This student/administrator or student/teacher conversation or meeting should be documented by the teacher/administrator in writing or on a permanent computer file.

III. LONG-TERM SUSPENSION

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

- A. Notice of reasons for suspension to student and parents, preferably in writing.
- B. Notice of opportunity for a **timely** hearing.

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

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

- A. If administrator offers student/parent **opportunity** to explain or have a hearing, and student or parent refuses or waives the right, due process is satisfied.
- B. Make-up work - A district policy shall allow/disallow make-up work for student absences during suspensions/expulsions or provide criteria under which make-up work is allowed. **Most** courts favor allowing students to do make-up work for classes that they miss. Note: The make-up assignments may not and need not be exactly what the student missed.
- C. School holidays, teacher workdays, school-wide activities or team assessments should not be used as excuses for delaying due process or for short-term suspensions resulting in long-term suspensions. If a school foresees delays, the school should use the more formal due process.
- D. A school or school district policy should provide for administrators, rather than teachers, to make longer-term suspension decisions.
- E. Rule of thumb: The longer the suspension, the greater the process that is due.
- F. Even a short-term suspension that causes a student to miss significant work (e.g. midterms, finals, final reports) may necessitate greater due process.

Case References:

Goss v. Lopez, 419, U.S. 565 (1975)

When a student's right to an education is affected, due process requires some kind of notice and some kind of hearing – though procedures may be flexible.

Newsome v. Batavia Local School District, 842 F.2d 920 (6th Cir. 1988)

and

J.S. v. Bethlehem Area School District, 757 A.2d 412 (Commonwealth Court of Pennsylvania 2000)

Student due process rights in a formal hearing.

Keough v. Tate County Board of Education, 748 F.2d 1077 (5th Cir. 1984)

Rejects due process claim based on failure to receive names of witnesses where student and parents were fully advised of the charges, the underlying facts supporting the charges, the nature of the hearing and that they were entitled to counsel.

Atcitty v. San Juan County School Dist., 967 P.2d 1261 (Utah Ct. App. 1998)

Due process rights not violated where principal informed student of allegations against him and provided several opportunities to explain his side of the story, but student at direction of parent refused to respond.

Prepared by: Carol Lear, Coordinator, Government and Legislative Relations, upon request from CMAC

Date: December, 2003

DISCIPLINE PROCEDURES FOR STUDENTS WITH DISABILITIES

The Director has the authority to suspend a student with disabilities (504 or IDEA) for not more than ten (10) consecutive school days, and additional removals of not more than ten (10) total school days in that same school year for separate incidents of misconduct so that those removals do not constitute a pattern resulting in a change of placement. The School need not provide services during periods of removal of ten (10) days cumulative or less if services are not provided to a student without disabilities who has been similarly suspended.

Where the student is receiving special education services or accommodations on the basis of disability under IDEA, 504 or ADA, procedures outlined in the Utah State Board of Education Special Education Rules shall be followed, including prior written notice to parents or guardians regarding their procedural due process rights, before any long-term disciplinary action or change of placement takes place.

For purpose of the removal of a student with a disability from the student's current educational placement, a "change of placement" occurs if (a) the removal is for more than ten (10) consecutive school days or (b) the student is subjected to a series of removals that constitute a pattern because they total more than ten (10) school days in a school year or because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another. Any "change of placement" requires compliance with the change of placement procedures outlined in this section.

Change of Placement Procedures

When a determination is made that the conduct of a 504 or ADA student (but not a student who is disabled under IDEA) is not a manifestation of the student's disability pursuant to Section 10.5, the student shall be subject to the same disciplinary consequences as regular education students, up to and including expulsion from School without educational services. (See OSEP memorandum of April 26, 1995.)

A School need not provide services during periods of removal to a student with a disability under IDEA who has been removed from his or her current placement for ten (10) school days or less in that school year if services are not provided to a student without disabilities who has been similarly removed.

If a student with a disability under IDEA has been removed from his or her current placement for more than ten (10) school days in the same school year, for the remainder of the removals, the School shall provide services to the extent necessary to enable the student to progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. School personnel, in consultation with the student's special education teacher, determine the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and advance toward achieving the goals set out in the student's IEP.

Special Circumstances

A student's IEP team may order a change in placement of a student with a disability to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than forty-five (45) days, if:

- (a) The student carries a weapon to School or to a School-sponsored activity;
- (b) The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at School or a School-sponsored activity; or
- (c) Has inflicted serious bodily injury upon another person while at School, on School premises, or at a School-sponsored activity.

Change of Placement Due to Student's Serious Misconduct

School officials may request an expedited due process hearing in order to change the placement of a student with a disability to an appropriate interim alternative educational setting, recommended by the student's IEP team, for not more than forty-five (45) days. A hearing officer may order such a change, if he/she:

- (1) Determines that School officials have demonstrated by substantial evidence that maintaining the current placement of a student is substantially likely to result in injury to the student or others;
- (2) Considers the appropriateness of the student's current placement;
- (3) Considers whether School officials have made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services; and
- (4) Determines that the interim alternative educational setting being recommended by School officials (a) has been selected so as to enable the student to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student to meet the goals set out in that IEP; and (b) includes services and modifications designed to address the behavior at issue so that it does not recur.

Parental Notice

As soon as a decision is made by School officials to remove a student with a disability from his/her current placement for more than ten (10) school days, the student's parents must be notified of that decision and of all procedural safeguards outlined by law and School policy.

IEP Meetings for Manifestation Determination

Immediately, if possible, but in no case later than ten (10) school days after the date on which the decision is made to remove the student from the current placement, a review must be conducted of the relationship between the student's disability and the behavior subject to the disciplinary action.

The manifestation review must be conducted by the student's IEP team and other qualified School personnel.

In conducting the manifestation review, the IEP team may determine that the behavior of the student was not a manifestation of student's disability only if the IEP team:

- [a] First considers, in terms of behavior subject to disciplinary action, all relevant information, including:
 - (i) Evaluation and diagnostic results, including the results or other relevant information supplied by the parents of the student;
 - (ii) Observations of the student; and
 - (iii) The student's IEP and placement; and
- [b] Then determines whether:
 - (i) The conduct in question was caused by or had a direct and substantial relationship to the child's disability; or
 - (ii) The conduct in question was the direct result of the School's failure to implement the student's IEP.

If the IEP team determines that either of the standards above was met, the behavior must be considered a manifestation of the student's disability.

Determination that Behavior was not Manifestation of Disability

If the result of the manifestation review is a determination that the behavior of a student with a disability was not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities, except that a free appropriate public education must still be made available to the student if the student is suspended or expelled from School.

Determination that Behavior was Manifestation of Disability

If the result of the manifestation review is a determination that the behavior of a student with a disability was a manifestation of the student's disability, the student must remain in or be returned to the prior placement.

IEP Meetings for Functional Behavioral Assessments

If School officials have not conducted a functional behavioral assessment and implemented a behavioral intervention plan for the student before the behavior that results in a removal from School for longer than ten (10) school days or a change of placement to an interim alternative educational setting, School officials shall convene an IEP meeting to develop a functional behavioral assessment plan and appropriate behavioral interventions to address that behavior (behavioral intervention plan).

If the student already has a behavioral intervention plan, the IEP team shall review the plan and modify it, as necessary, to address the behavior.

Placement During Appeals and Stay Put

If a parent requests a due process hearing to challenge the interim alternative educational setting or the manifestation determination, the student must remain subject to the disciplinary action pending the decision of the hearing officer or until the expiration of the forty-five (45) day period, whichever occurs first, unless the parent and School officials agree otherwise.

If a student is placed in an interim alternative educational setting and School personnel propose to change the student's placement after expiration of the interim alternative placement, during the pendency of any proceeding to challenge the proposed change in placement the student must remain in the current placement (the student's placement prior to the interim alternative education setting), unless School officials succeed in getting an order through an expedited hearing.

SECTION 17: PROCEDURES TO REVIEW COMPLAINTS

In hopes of creating a positive learning environment, HighMark Charter School has established a procedure to review complaints in a timely and fair manner. The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to complaints which may arise at the School.

Definitions

A “complaint” is a claim based upon an event or condition causing dissatisfaction and disagreement between or among the parties involved.

The “complainant” is the person(s) who makes the claim.

Procedure

Complaints of both employees of the School and other community members that are not in writing are to be resolved at the lowest administrative level. The complainant and the other person(s) involved shall resolve issues of concern via personal meeting or other appropriate communication. The Director, or an employee’s immediate supervisor, if applicable, shall coordinate and mediate the processes necessary for satisfactory resolution of the complaint.

Upon receipt of an informal complaint, the Director, or the immediate supervisor of an employee, should initiate action to resolve the issue within five (5) working days.

If the complainant is not satisfied with the disposition of the issue through the informal complaint process, the complainant may submit a written complaint to the Director.

If the complainant is not satisfied with the disposition of the written complaint submitted to the Director and the complaint relates to Board policy or state or federal law, the complainant may file a complaint in writing with any member of the Board.

1. Within ten (10) working days after receipt of the formal written complaint, the President of the Board, or other designated officer of the Board will meet with the complainant in an effort to resolve the issue.
2. In the event the complaint is not resolved, the complainant may request a hearing before the Board. The Board shall review the complaint at the next scheduled Board Meeting after receipt of the request.
3. The Board’s decision shall be final and shall be made within ten (10) working days of the hearing.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (“IDEA”) COMPLAINT PROCEDURE

HighMark Charter School will follow the dispute resolution procedures adopted by USOE as written in the State’s Special Education Rules (August, 2007). This includes Problem Solving Facilitation, Formal State Complaints, Mediation, and Due Process Hearings. The following is a brief summary of the requirements of these procedures. These procedures are not sequential. However, Problem Solving Facilitation cannot proceed if a Formal Complaint, Mediation, or Due Process Hearing request is filed. A Formal Complaint cannot proceed if a Due Process Hearing request is filed.

Problem Solving Facilitation

This method of early dispute resolution is available at any time, before a State Complaint, Mediation, or Due Process Hearing request is filed as long as both HighMark Charter School and the party filling the complaint, typically the parent, agree. The issue(s) of disagreement must be specified and how they violate IDEA described. USOE is responsible for assigning a facilitator in order to keep the communication open to resolve concerns with no time line for resolution stipulated.

Formal State Complaint

The complaint must be filed, in writing, to HighMark Charter School’s Director and at the same time it must be provided to the State’s Special Education Director. The written complaint must describe the alleged violations of IDEA with respect to the individual student and the proposed solutions to the problems. HighMark Charter School will have 30 days to conduct an investigation and write a decision. If in disagreement with the findings, the parent has ten (10) days to appeal HighMark Charter School’s decision and USOE will conduct an independent investigation before a total of 60 days.

Mediation

Mediation is available at any time during the IDEA process and may be requested by either HighMark Charter School or the parent. Both parties must agree to mediate or mediation will not occur. The alleged violation should be filed with HighMark Charter School’s Director as well as copied to the State’s Special Education Director. The complaint must describe the problem, the alleged violations of IDEA with respect to the individual student, and the proposed solutions to the problems. USOE is responsible for assigning a mediator and will absorb costs of the mediation sessions. During mediation session, information discussed is confidential and the mediation agreement is binding and enforceable court law. There is no timeline for resolution in the mediation procedure.

Due Process Hearing

The complaint must be filed with HighMark Charter School’s Director and copied to the State’s Special Education Director. The complaint must describe the alleged violations of IDEA with respect to individual student and the proposed solutions to the alleged violations problems. A mandatory resolution session will be initiated within 15 days and if a resolution is possible, a resolution will be completed within 30 days. If a resolution is not possible the hearing will be completed within 45 days after the resolution session time is completed. The Due Process Hearing is like court, making lawyers advisable for both parties, and the Hearing Officer’s decision is binding upon both HighMark Charter School and the parent.

SECTION 18: OPPORTUNITIES FOR PARENTAL INVOLVEMENT

HighMark Charter School strives to create a community of learners which includes the families of our students. The School's volunteer program can provide a rich resource of community members who can assist faculty and staff in diverse ways. HighMark Charter School encourages parental involvement to assist in the daily operation of our School. All volunteerism is strictly optional, but is encouraged for the benefit of students and the School. HighMark Charter School suggests that parents volunteer thirty hours per year.

Research shows, "the evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more."¹ Many parts of this section will reference a publication by Anne T. Henderson and Karen L. Mapp as cited below and recognized by the Department of Education.

Studies have found that students with involved parents, no matter what their income or background, are more likely to:

- Earn high grades and test scores, and enroll in higher-level programs;
- Pass their classes, earn credits, and be promoted;
- Attend school regularly;
- Graduate and go on to postsecondary education; and
- Improve behavior and healthy development (for example, less substance abuse and disruptive behavior).

Although parental involvement is voluntary, HighMark Charter School foresees all parents participating in their child's education in one or more of the following ways:

- Serving on the HighMark Charter School Board of Directors
- Serving on Board Committees overseen by the Board of Directors
- Serving in leadership and other roles in the Parent-Teacher Organization
- Coaching extra-curricular activities such as Junior Achievement (J/A), sports teams, music groups, theatre groups
- Serving as a room parent
- Small group instruction (small reading groups, centers, etc.)
- Assisting in the classroom with student questions, art activities, centers, etc.
- Assisting in the preparation of instructional materials (copies, laminating, cutting, coloring, etc.)
- Attending school events and field trips, going to parent-teacher conferences, meeting with teachers, and volunteering in the classroom, library, office, etc.
- Engaging in learning activities at home, including helping with reading skills and checking homework**
- Supervising children and monitoring how they spend their time out of school**
- Talking about school with their children and what children are learning in school**

¹ Henderson, Anne. T. and Mapp, Karen L., A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement, 2002, p.7

**These activities do not count towards the "parent volunteer" hours, but merely show opportunities for parental involvement.

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Studies have found a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement. This relationship holds across families of all economic, racial/ethnic, and educational backgrounds and for students at all ages. Although there is less research on the effects of community involvement, it also suggests benefits for schools, families, and students, including improved achievement and behavior.

The School may also use federal funding, such as Title I funding, for activities related to parental involvement such as family literacy programs to ensure all children learn to read at grade level by the end of the third grade. Working jointly with parents, HighMark Charter School will develop a written parental involvement policy, or compact, that establishes our expectations for parental involvement.

The School may also use an electronic survey to obtain parent feedback on various areas of the School such as curriculum, meal programs, individual teacher performance, Director and secretary performance, Parent Teacher Organization, Volunteer Opportunities, extra-curricular activities and questions regarding the School in general such as cleanliness of the building, safety of the environment, communication with home, etc. This allows for parents/guardians to influence decisions and School programs.

To assist parents in their involvement of their child's education, we believe communication is one of the most important keys. HighMark Charter School will send newsletters home to families regularly via e-mail or hard copies to families who don't have access to e-mail and will also post them to the School's website. The School will also update their website regularly and post activities and public Board Meetings to the School calendar on the website. Volunteer opportunities and needs may also be published in the newsletter and on the website as needed. Teachers may also have their own website for posting assignments and classroom activities, notices, and announcements. Teachers will use an online student information system to post attendance, homework assignments, missing work, and grades. Parents will have access to this online system.

EXPECTATIONS OF PARENT VOLUNTEERS

- In accordance with School and state Board of Education policy, all volunteers who will be given significant unsupervised access to a student in connection with their volunteer assignment shall submit to a criminal background check as a condition of appointment.
- Sign in and out in the office on arriving and departure and receive a volunteer badge and wear it while in the building or on the field trip.
- Volunteers shall perform volunteer services under the supervision of an assigned school employee and shall have the approval of the Director to perform such volunteer services.
- Volunteers are expected to follow the direction of the school employee to whom they have been assigned and to conform to all applicable laws, rules, and policies.

In compliance with R277-470(9), a Student, Parent, Teacher Organization (SPTO) will be formed. The officers of the SPTO will be elected by parents/guardians of the School. Students, parents, and teachers are encouraged to be involved in the SPTO. A volunteer coordinator may be selected from the SPTO to help facilitate volunteer opportunities. The volunteer coordinator may perform the following tasks: track volunteer hours, notify parents for opportunities that correspond to the information received from the volunteer request form, post special requests for volunteer service in HighMark Charter School's newsletter, and maintain communications with HighMark Charter School's teachers, the Governing Board and SPTO to assess and meet classroom, school, fundraising, and extracurricular needs.

SECTION 19: EDUCATOR QUALIFICATIONS

In support of our mission statement, we intend to foster an entrepreneurial spirit and offer a high-quality education with an engaging curriculum emphasizing business and utilizing effective instructional techniques. In order to achieve this mission, we will hire teachers who meet the No Child Left Behind Act (NCLB)² guidelines for highly qualified teachers and will also look for individuals who have a desire to continue their own professional development and consistently strive for improvement, particularly in the fields of business and technology. Regardless of whether they are teachers, administrators, classified employees, paraprofessionals, or substitute teachers, we believe all individuals who are employed by HighMark Charter School will need to share our vision, have a strong understanding of our mission, and most importantly make a commitment to work as a team for the success of all.

TEACHER LICENSING REQUIREMENTS

HighMark Charter School's policy in regards to teacher licensure requirements will follow the Division of Administrative Rules for Utah outlined in R277-520(3) as outlined below. We anticipate hiring secondary teachers (Grades 7 – 9) who have a Secondary Education license and Elementary teachers (Grades 1 – 6) who have an Elementary Education license and Kindergarten teachers who have an Early Childhood license.

1. An Early Childhood teacher (Kinder through Grade 3) shall hold a Level 1, 2, or 3 license with an Early Childhood Area of Concentration.
2. An Elementary Teacher (Grades 1 - 8) shall hold a Level 1, 2, or 3 license with an Elementary Education Area of Concentration.
3. A Secondary Education teacher (Grades 6-12) shall hold a Level 1, 2, or 3 license with a Secondary Education Area of Concentration with endorsements in all teaching assignment(s).
4. A teacher with a subject-specific assignment in Grades 6, 7 or 8 shall hold either:
 - a. a Secondary Education Area of Concentration with endorsement(s) for the specific teaching assignment(s) or
 - b. an Elementary license area of concentration with the appropriate subject/content endorsement(s).
5. An elementary (Grades 7 - 8), a secondary or middle-level teacher may be assigned temporarily in a core or non-core academic area for which the teacher is not properly endorsed if the local Board requests and receives a Letter of Authorization from the State Board of Education and the teacher is placed on an approved State Approved Endorsement Plan (SAEP) or is accepted onto a USOE approved Alternative Route to Licensure program (ARL).
6. Secondary educators with Special Education areas of concentration may add content endorsement(s) to their educator licenses consistent with R277-520-10 (the State Approved Endorsement Plan).

Other licensure routes for HighMark Charter School teachers may be accepted consistent with R277-520 such as a District Specific License or Eminency Authorization.

As required by the State of Utah, all teachers will meet NCLB highly qualified teacher standards or will have a plan to obtain NCLB Highly Qualified Status within three years of employment and will be licensed, certified teachers or will be qualified to teach under the USOE's Alternative Route to Licensure Program (ARL), or otherwise authorized through the State Board of Education.

² On Saturday, March 13, 2010, the Obama administration released its blueprint for revising the Elementary and Secondary Education Act (ESEA), which would ask states to adopt college- and career-ready standards and reward schools for producing dramatic gains in student achievement. (<http://www2.ed.gov/policy/elsec/leg/blueprint/index.html>)

According to the No Child Left Behind Act, a Highly Qualified teacher must have:

Elementary (Grades K to 3)

1. A Bachelor's Degree; and
2. An Educator's License with an Early Childhood Area of Concentration; and
3. At least one of the following:
 - a. A passing score at the level designated by USOE on a Board-approved subject area test such as the Praxis 0014; or
 - b. A Level 2 license with documentation of satisfaction of the veteran teacher requirements for the assignment as described in *R277-510-8*.

Elementary (Grades 1 to 8)

1. A Bachelor's Degree; and
2. An Educator License with an Elementary area of Concentration; and
3. At least one of the following:
 - a. A passing score at the level designated by USOE on a Board-approved subject area test; such as the Praxis 0014; or
 - b. A Level 2 license with documentation of satisfaction of veteran teacher requirements for the assignment as described in *R277-510-8*

Secondary (Grades 7 to 9)

1. A Bachelor's Degree; and
2. An Educator License with a Secondary Area of Concentration and an endorsement in the assigned content area; and
3. At least one of the following to meet NCLB Highly Qualified teacher requirements for their assignment:
 - a. A university major degree, masters degree, doctoral degree in the assigned subject area, or
 - b. National Board Certification in an NCLB core academic content area; or
 - c. Course work equivalent of a major degree (30 semester or 45 quarter hours) in a related NCLB core academic content area; or
 - d. A passing score at the level designated by the USOE on a Board-approved subject area test;
 - i. If no Board approved test is available, an endorsement is sufficient for highly qualified status; or
 - e. Documentation of satisfaction of the veteran teacher requirements for the assignment as described in *R277-510-8*.

Paraprofessionals

We anticipate applying for NCLB funds for Title I Targeted Assistance funds; with regards to hiring paraprofessionals, HighMark Charter School's goal is to follow the NCLB requirements for Title I schools. Each paraprofessional providing individual or group assistance or tutoring to Title 1 students will be under the direct supervision of a licensed teacher. Upon offer of employment and as a condition of employment, the paraprofessional will be required to complete a fingerprint FBI background check with results acceptable to the school administration prior to having unsupervised access to students and be NCLB Highly Qualified by having one of the following:

1. An Associate's Degree, from an accredited higher education institution; or
2. Two years of college from an accredited institution, or equivalent (48 semester hours or 60 quarter hours); or
3. The individual has satisfied a rigorous state or local assessment testing the individual's knowledge of an ability to assist students in core courses under NCLB.

These requirements will not apply for those who provide translator services or who are involved in areas dealing with parental involvement only.

Paraprofessionals, including instructional assistants and classroom aides, not serving identified Targeted Assistance Students are not required to meet the NCLB standards, but our goal is to have all paraprofessionals employed by HighMark Charter School highly qualified according to the No Child Left Behind Act rather than only those who serve targeted students.

HIGHLY QUALIFIED PLAN

As outlined in Rule 277-510-9, HighMark Charter School will submit a plan to USOE describing strategies for progressing toward and maintaining the highly qualified status of all educator assignments; this plan will be updated annually. The School intends to use the state teacher database (CACTUS) to track teacher qualifications and assignments. We will also provide to each individual parent timely notice that the parent's child has been assigned or taught for four or more consecutive weeks by a teacher who is not highly qualified.

POLICY FOR VOLUNTEER BACKGROUND CHECKS

HighMark Charter School is committed to providing a safe school environment. To protect the health and safety of all students, parents, volunteers, and employees, and in compliance with Utah law, a criminal background check shall be required of all potential employees or volunteers who will be given significant, unsupervised access to students in connection with their assignment. The potential employee or volunteer shall satisfactorily pass criminal background checks as a condition for employment.

Our school's policy for volunteers will be in compliance with Title 53A-3-410 as follows:

1. As a minimum requirement, all individuals (i.e. Parent volunteers, volunteer coaches, advisors) who spend a significant amount of unsupervised time with students will be required to obtain a fingerprint FBI background check prior to the assignment.
2. The background check results received will be maintained by the Administrative staff. All regulations regarding confidentiality and appropriate record keeping will be followed.
3. All outside community volunteers (i.e. guest assembly) will be required to have a staff member with them at all times.
4. In the event of an unsatisfactory background check, the volunteer will not be able to spend time with students.
5. If a person is denied employment or is dismissed from employment because of information obtained through a criminal background check, the person shall receive written notice of the reasons for denial or dismissal and shall have an opportunity to respond to the reasons.

LEVEL 1 TEACHERS AND MENTORS

An effective mentoring program benefits all participants. As part of our desire to have all teachers working as a team in order to meet our mission of delivering a high quality education, we will be providing mentors to all Level 1 teachers. All Level 1 teachers will work towards meeting all Entry Year Enhancement (EYE) requirements during the first three years of employment; we believe every teacher's success is also our success.

Our goal is to not only have Level 1 teachers mentored as part of the Entry Years Enhancement program (EYE), but to have a school-wide mentoring program implemented for all teachers regardless of their experience. Mentor-protégé relationships naturally grow out of voluntary interaction with each other throughout the school year. The questions new teachers have will also provide opportunities for the mentor teacher to reexamine their own classroom practices and the effects of accepted instructional techniques on the teaching/learning process with the goal being school-wide improvement in instructional practices. We will seek out educators who are willing to participate in this teaching and learning process to fulfill the goals of our mission *"to support a strong academic foundation"*.

ADDITIONAL CONSIDERATIONS

HighMark Charter School wants to offer a variety of elective classes in grades 7-9 that are focused on Business Education as well as integrating entrepreneurial and business principles into core classes in all grades. In hiring, preference will be given to individuals who share our vision and have a skill set that will contribute to a diverse school culture. Literacy, business, and technology are high priorities to HighMark Charter School and teachers with Reading, Business, and Technology Endorsements will be given additional consideration. Also, teachers with practical experience in the business world will be given additional considerations.

We have budgeted for a half-time Curriculum Specialist in Business Education to help implement the four areas of business we will be focusing on Sales and Marketing, Management and Leadership, Finance and Economy, and Entrepreneurship.

OUR COMMITMENT

HighMark Charter School is committed to meeting state and federal licensing requirements and hiring teachers and staff who are confident, capable individuals who are committed to continuing their professional development especially in business and technology to better the lives of our students; giving them a head-start in the business world.

SECTION 20: ADMINISTRATIVE SERVICES

HighMark Charter School recognizes that the day-to-day operation of the school is the responsibility of the Director. The Director will be responsible for implementing the school's mission throughout the school and as part of hiring practices.

The Director is the key leader responsible for implementing school policies and procedures. The Director is accountable to the Governing Board (the Board) and is crucial in the success of the school. The Director is responsible for implementing the Governing Board's vision and creating a positive atmosphere of learning. The Director is important in setting the tone of the school.

The Board will maintain the distinction between its governance responsibilities and the management responsibilities of the Director.

DIRECTOR

The Director reports to the Governing Board and supervises all school staff. The administrator will fulfill all responsibilities in accordance with state and federal law and follow best practice.

Most importantly, the Director must have a commitment to HighMark Charter School's mission and focus. Additionally, HighMark Charter School will look for the following preferred qualifications when hiring a Director:

- Utah Administrative License
- Elementary and/or Junior High Director experience
- Masters degree in a related field
- Endorsements such as Reading and/or ESL, as well as speaking a second language
- Knowledge of and/or willingness to gain knowledge in HighMark Charter School's entire curriculum
- Knowledge of and/or willingness to gain knowledge in special education rules and regulations
- Experience working with USOE

The responsibilities and duties of the Director include the following:

- Achieve vision of the Board of Directors
- Implement Board Policy
- Establish & implement curriculum
- Identify, carry out (using proper protocol as outlined in staffing policy) and report all hiring/termination needs/activities to Board of Directors
- Professional Development of Assistant Director, teachers, secretaries, and other educators
- Adhere to and properly oversee approved budget
- Maintain personnel performance files for school employees
- Oversee the student registration process and ensure compliance with state and federal law
- Identification of school acquisition needs
- Coordinate with Parent Organization and Board of Directors
- Evaluate staff and teacher performance including an annual formal evaluation of teacher performance

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- Develop and maintain a Teacher Handbook and a Parent and Student Handbook
- Develop and maintain processes and procedures for a safe and orderly school
- Establish operational procedures, such as: check in of students and visitors, pick up/drop off, dress code enforcement, attendance, emergency response
- Maintain positive public relations with parents, community, local school district and state
- Oversee adequate assessment of students and ensure road map for continual improvement

The Director will be formally reviewed by the Governing Board mid-year and at the end of the school year. These reviews will evaluate goals and give objective feedback to the Director in areas relating to vision alignment, staff development, student success, community outreach, leadership, and other areas the Governing Board sees fit.

The Governing Board is the ultimate policy-making organization and retains total control in the selection or removal of any service organization serving the school and the Director.

All employees of the School report to the Director, and the Board will not directly supervise, direct, evaluate, discipline, or terminate any employees other than the Director.

ASSISTANT DIRECTOR

The Assistant Director (AD) will be added in Year Two, or sooner as the budget allows, and will report to the Director. The Assistant Director will supervise as assigned by the Director and serve as a member of the administrative team to develop and implement the total school program.

The duties and responsibilities of the Assistant Director include the following:

- Assists in the implementation of student orientation and registration activities.
- Assists in the development and establishing of the school goals and objective and the planning of the schools instructional program.
- Assists to provide direction to staff in implementing goals and objectives and interacts and meets with staff to assist in their development.
- Assists in the evaluation of the school program and of staff and assists to initiate needed improvements.
- Involves the staff in setting budget priorities.
- Acts to upgrade own professional knowledge and skills
- Assists in the preparation and management of budgets and schedules and in the coordination and implementation of the co-curricular program
- Assists to define and disseminate information about school disciplinary policies and procedures to parents, students, staff and community
- Communicates and carries out established policies, delegates and accepts responsibility for completion of tasks and communicates program goals, objectives and policies to the community.
- Assists in supervising and maintaining auxiliary services and uses community resources to supplement the school program.
- Promotes and maintains open communications, positive student attitudes, respects dignity, worth of staff, students, and complies with established lines of authority
- Assists in completion of records and reports and in the supervision and inventory of necessary supplies, textbooks, equipment and materials

HEAD SECRETARY

Although the ultimate decision regarding the staffing of the School's front office will be at the Director's discretion, it is anticipated that the School will have a head secretary. The head secretary reports to the Director and provides both administrative and clerical support to the Director and the staff. The school secretary maintains a professional and organized front office and directs staff, students and parents to the appropriate party, as well as supervising any other secretarial or clerical staff.

The duties and responsibilities of the Head Secretary include the following:

- Welcomes visitors and arranges for their comfort. Screens unexpected visitors in accordance with predetermined policy. Interacts with all individuals in a positive manner.
- Receives and routes all incoming calls. Provides timely messaging support for all staff. Accurately documents information calls.
- Maintains a schedule of appointments and makes arrangements for conferences, interviews, and special event needs.
- Takes and transcribes dictation of various types, including correspondence, reports, notices, and recommendations. Obtains, gathers, and organizes pertinent data as needed, and puts it into usable form. Creates reports, notices, and correspondence as assigned.
- Provides teacher support through absentee notification, parent mailings, arranging conferences, making copies and other duties as requested
- Orders and verifies receipt of supplies and other materials within established time and budget constraints. Maintains general supply inventory to ensure necessary materials are on available to staff when needed for classroom, administrative, and cleaning support.
- Maintains appropriate student and administrative records according to school policy including student and employee attendance, grades, transcripts, student records, etc.
- Commits to ongoing professional development via workshop attendance, continuing education, etc. Learns new skills in existing software as well as new administrative software.
- Collaborates as a team player with colleagues & administrators. Performs additional support duties, such as transportation assistance or maintenance, upon request.
- Attends and prepares for faculty, department, or educator team meetings as required. Provides for timely agenda and handouts. Maintains thorough documentation of all meetings. Provides timely minutes of meetings to staff and administration.
- Models self-discipline and ethical behavior. Presents self in a professional and positive manner through appropriate dress, communication techniques, and demeanor.
- Performs other duties as requested by an administrator.
- Consistently supports and upholds school policies and procedures. Supports the school, its teachers and its leadership.

GUIDANCE COUNSELOR

In the first year of operation, a part-time Guidance Counselor will be hired and will report to the Director. In year two, a full-time Guidance Counselor is budgeted. A counselor will be hired in accordance with NWAC. Utilizing leadership, advocacy, and collaboration, the school counselor promotes student success, provides preventive services, and responds to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students.

The duties and responsibilities of the School Counselor include the following:

- Discusses the comprehensive school counseling program with the Administrator
- Develops and maintains a written plan for effective delivery of the school counseling program based on NWAC standards and current individual school data
- Communicates the goals of the comprehensive school counseling program to education stakeholders
- Maintains current and appropriate resources for education stakeholders
- Uses the majority of time providing direct services through the Guidance Curriculum, Individual Student Planning and Preventive and Responsive Services and most remaining time in program management, system support and accountability
- Conducts a yearly program audit to review extent of program implementation
- Collects and analyzes data to guide program direction and emphasis
- Measures results of the school counseling program activities and shares results as appropriate
- Monitors student academic performance, behavior and attendance and assists with appropriate interventions

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

Guidance Curriculum

1. Provides leadership and collaborates with other educators in the school-wide integration of the State Guidance Curriculum Standard Course of Study
2. Implements developmentally appropriate and prevention-oriented group activities to
3. meet student needs and school goals

Individual Student Planning

1. Assists all students, individually or in groups, with developing academic, career and personal/social skills, goals and plans
2. Accurately and appropriately interprets and utilizes student data
3. Collaborates with parents/guardians and educators to assist students with educational
4. and career planning

Preventive and Responsive Services

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

System Support

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

BUSINESS MANAGER / MANAGEMENT COMPANY

Upon approval of HighMark Charter School's petition to charter, the Board will formally advertise a Request for Proposal to procure the services of an established and successful Education Management Company and/or Business Manager (referred to as Management Company). It is our objective to start our first academic year with an education management company that understands Utah legislation regarding charter schools, accounting and bookkeeping, compliance and fiscal management. The management company will understand the school's mission and educational philosophy and help distinguish HighMark Charter School. The Board recognizes that many responsibilities listed below overlap with the Board of Director and Director duties. This is in order to ensure flexibility in assigning responsibilities to best meet the school's needs. The Board understands that they are directly responsible for oversight of the Management Company and Director. This will establish a partnership with the Board as the leader.

The management company will fulfill all duties in accordance with state and federal law:

1. Establish in conjunction with the Board accounting policies and procedures
2. Implementation of accounting policies under Board approval
3. Finance and financial reporting to the Board
4. Ensuring the School maintains appropriate liability insurance
5. Coordinating building/grounds construction management, operation and maintenance
6. Assisting the Director with human resources matters for HighMark Charter School employees, including:
 - a. Collect resumes
 - b. Payroll, benefits, etc.
 - c. Involvement in terminations, upon request of the Director
 - d. Staff complaints/ issues, upon request of the Director
 - e. Background checks, drug testing, etc.
7. Janitorial service contracting (if needed)
8. Computer maintenance/ networking contracting (if needed)
9. Maintain personnel performance files for the Board on the Director and Assistant Director
10. Legal issue research and resolution
11. Assisting with the development of reasonably calculated procedures/policies to ensure compliance with appropriate laws and regulations
12. Maintain Board Financial Records and coordinating annual audits
13. State Grant writing
14. Assisting with Board training for effective leadership
15. Special programs consulting
16. Financial reporting to State
17. Maintaining Board minutes/audio recordings and submitting reports to state as needed

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

1. *The company should have a proven track record for providing management services to other Utah based charter schools. This information should include audit performances, proof of qualified staff support and client references. The candidate should also demonstrate experience in supporting a charter school throughout the planning, implementation and operational stages.*

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2. *If an Education Management Company is chosen, it must demonstrate that its menu of services relieves the school from administrative and compliance burdens it would otherwise shoulder internally, thus allowing the school's administration to focus on academics.*
3. *Education Management Company will coordinate all legal start-up activities pursuant to establishing the school as a legal entity. These activities will include but not be limited to writing and filing Articles of Incorporation, Bylaws, Application for Recognition of Exemption Under Section 501(c)3, and Utah Registration for Exemption from Corporate Franchise or Income Tax. Education Management Company will also assist the Board to establish the timelines of miscellaneous activities pertaining to school implementation and operation.*
4. *Education Management Company will be responsible and accountable to the Board for the administration, operation and performance of the school in accordance with the Charter. In connection with these duties, Education Management Company will report to the Board and advise it of the systems established to carry out these administrative duties. The Board will review the recommendations made by Education Management Company and act upon them in the manner the Board decides.*
5. *At the request of the Board, Education Management Company will schedule, coordinate and attend the meetings of the Board and maintain the minutes and records of those meetings and comply with the requirements of State open meetings laws regarding such meetings and record keeping.*
6. *Education Management Company will maintain the records of the school at the location designated by the Board. The company will ensure compliance with the State and Federal requirements for record keeping, including maintaining the confidentiality of records.*
7. *Education Management Company will provide bookkeeping services and coordinate with proven and reputable accounting firms to ensure the accuracy and timeliness of financial reporting and record keeping as may be required by the Authorizer and state law. Education Management Company will also provide accounting information to the Board and the school's Director on a regular basis as requested by the Board and Director.*
8. *Education Management Company will coordinate with and assist the Director in the identification and recruitment of qualified teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the school.*
9. *Employees selected will be hired as school employees. The Education Management Company will prepare for approval by the Board employment agreements to be used in the hiring of employees.*
10. *Education Management Company will propose professional employee management companies to the Board that can perform certain human resource services for the school. The Board will have complete discretion to decide which human resource management method or service provider to use. Education Management Company will be the liaison for the school vis-à-vis such professional employer organization.*
12. *Education Management Company will prepare annual budgets and financial forecasts for the school to present to the Board for review and approval at its annual Board budget meeting. The budget may be amended from time to time as deemed necessary by the Board.*
13. *Education Management Company will solicit certain grants available for the funding of the school from the various governments, private and institutional sources that may be available for such. The amount of grant work requested by the school shall not be unreasonably requested. The amount of grant writing done by Education Management Company shall not be unreasonably declined.*

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14. *Education Management Company will coordinate obtaining financing from private and public sources for loans desired by the Board. Documentation of financing and the terms thereof will be contained in a separate agreement.*
15. *Education Management Company will coordinate the solicitation of any State, Federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.*
16. *Education Management Company will coordinate, and be responsible for the preparation of all reports required by the Authorizer. Reports will be submitted to the Board or Director for approval, as applicable, and Education Management Company will coordinate the delivery and review process established by the Authorizer.*
17. *At the request of the Board, Education Management Company will assist the school Director in the procurement of proven student assessment methodologies and coordinate professionals to administer and evaluate results. Education Management Company will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for the Board either to approve or reject. The Board and Education Management Company will cooperate in good faith to identify measures of, and goals for, school and student performance, including but not limited to parent satisfaction.*
18. *At the request of the Board, Education Management Company will serve as primary liaison with school Board officials on behalf of the school. In connection therewith, Education Management Company representatives will attend required meetings and public hearings and report to the Board or school Director any items of relevance to the school.*
19. *Education Management Company will ensure compliance with State and Federal regulations and reporting requirements of the school.*
20. *If required, Education Management Company will coordinate with the school's Authorizer for the renewal of the school's Charter on a timely basis. After discussions with the Board and agreement on renewal terms, Education Management Company will negotiate the terms of the renewal contract with the Authorizer.*
21. *At the request of the Board, Education Management Company will assist the school Director to identify and or develop curricula in connection with the operations of the school and the desires of the Board.*
22. *Education Management Company will provide an explicit operational budget that includes management fee expenses and how the fees will be associated with the services requested in the RFP.*

Selection:

The selection of the Education Management Company will be determined by the Board by a scoring rubric that contains a numerical score for each of the services listed above. The successful proposal will demonstrate a complete understanding of each of the service items, as well as a narrative of how the service items will be accomplished.

Fees:

HighMark Charter School has budgeted \$400.00/student to cover the costs associated with hiring an Educational Management Company / Business Manager. HighMark Charter School arrived at this estimated figure through the consultation of existing charter schools located throughout Utah.

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The Board will follow all applicable federal and state laws and regulations regarding RFP protocol for hiring a professional management company. No person that is an officer, Director or shareholder in any service organization serving the school will serve as a member of the Governing Board of the School or vote on any matter affecting the school's relationship with the service organization(s). Any Governing Board member who is an employee of a contracted Educational Management Company or curriculum provider will resign as a Board Member prior to the Governing Board taking action to contract with that organization.

SECTION 21: LIBRARY PLAN

HighMark Charter School’s Library Media Center will meet the Northwest Accreditation Commission (NWAC), Library Information Services 6.15-6.19 in accordance to Utah State Code R277-410(3)(c). HighMark Charter School’s Library Media Center will reach NWAC accreditation standards within the allotted timeframe by following the accreditation requirements for school libraries.

NWAC’S GOALS

<u>GOAL</u>	<u>OBJECTIVES</u>	<u>ACTIVITIES</u>	<u>MEASURES</u>
Have library media staff in accordance with NWAC (<i>School Services; Library Info. Services: 6.15</i>).	Hire a certified Media Specialist prior to the school opening in order to help in the selection and ordering of resource materials. Additional media support paraprofessionals hired as needed/required.	Recruitment efforts directed at obtaining a qualified certified Media Teacher. Identification of additional media support staff(s) and recruitment efforts.	HighMark Charter School receives provisional NWAC status at the end of their first year in operation.
	Have a functioning Library Media Specialist and appropriate parental/staff support in place that supports the operations of HighMark Charter School’s Library Media Center including policy development (<i>School Services; Library Info. Services: 6.19</i>).	Notify all HighMark Charter School parents/staff of opportunity to provide input on library services and supports, Put notices out in the school newsletter prior to the opening of school asking for support in opening library. .	Opening of the library for use by students, teachers, and parents. Implementing Library policies and procedures that address the selection and removal of information and the use of technology/ Internet during the first year of operations.
The Library’s collection has a wide range of materials and resources that are relevant and up-to date (<i>School Services; Library Info. Services: 6.16</i>) and by the third year of operation the collection of titles will be sufficient in size to meet the needs of student enrollment (<i>Utah’s NWAC Specific Indicator; Library Information Services 6.26</i>).	Acquire a large portion of the required title allotment from a variety of sources within the school’s first year of operation, with the remainder of titles being acquired evenly over the next three years of operation. The school’s collection should reflect its unique mission to support the school’s curriculum.	Use the Library Media Specialist, Media support staff, and stakeholders’ input to select appropriate literature and explore various grant opportunities, conduct fundraisers, and solicit donations to appropriately stock the library.	HighMark Charter School receives provisional NWAC status at the end of their first year in operation.
Students, faculty, and support staff have regular and frequent access to library / information services, facilities, and programs (<i>School Services; Library Info. Services: 6.17 & 6.18</i>).	The Media Library Center will be made accessible to students and staff outside of regular classroom time.	The Media Specialist will schedule open-library time before school, after-school, and during lunch hours. Class times may be scheduled by teachers, or teachers may refer students.	Average response on end-of-year student and staff satisfaction survey question addressing library accessibility.
Implement computer-based library options that will give students access to up-to-date information (<i>School Services; Library Info. Services: 6.18 & 6.19</i>).	Students demonstrate media literacy skills including ethical use of information and information technology.	Use the Library Media Specialist, Media support staff, and stakeholders’ input to select a wide range of technologies to supplement instruction and learning. Develop Acceptable Internet Usage Policies prior to school opening. An appropriate Student Computer Usage Agreement in compliance with CIPA will be signed by all students and returned as part of their registration packet.	Student participation in library media activities. Occurrences of Internet violations as defined in HighMark Charter School’s Acceptable Internet Usage policies.

VISION

The vision of HighMark Charter School’s Library Media Center is to enrich curriculum, promote literacy, and support the school’s business focus by utilizing materials, policies, and staff consistent with the school’s mission and methods of instruction. The environment of the library will be one in which students and staffs are able to become independent, effective users of information and will be implemented through the school’s library goals and objectives.

LIBRARY MEDIA’S GOALS AND OBJECTIVE

<u>GOAL</u>	<u>OBJECTIVES</u>	<u>ACTIVITIES</u>	<u>MEASURES</u>
Enrich Curriculum by supporting the school’s business focus	The Library Media Center will compliment in-class instruction and the school’s business focus.	Library Media staff will collaborate with classroom teachers in identifying, selecting, and distributing library materials that are related to specific lessons/activities.	Teachers reporting of support available for integration of business into the curriculum. Student participation in age-appropriate Entrepreneurial Fairs and business related projects.
	Provide business reference and non-fiction titles, in print and electronic format, as a resource to staff and students.	Library will provide and maintain a broad and balanced variety of titles, including those with business a focus acquired from sites such as: www.councilforeconed.org/programs/ .	
Promote Literacy	Students will participate in weekly library media activities such as reading and discussions lead by library media staff. As noted in the Course Catalog, all Library Media curriculum standards will be integrated throughout the Language Arts courses.	Weekly scheduled library time for all K-6 classes and open access for students in grades 7-9. Extended library times before, during (lunch), and after school.	Student participation in library related activities. Results of the end of year stakeholder survey related to accessibility of library materials.

HIGHMARK CHARTER SCHOOL’S LIBRARY’S STUDENT GOALS AND OBJECTIVES

HighMark Charter School’s Library’s goals and objectives for student learning will align with all Utah State Standards of Education in Library Media (see Library Media/Information Literacy: www.uen.org). The elementary level of the Utah Library Media Core Curriculum is divided into three strands: information literacy, literature, and media literacy. At the secondary level, literature is integrated with the information literacy curriculum. The certified Library Media Specialist in conjunction with the classroom teacher will use the student learning goals identified by UEN.

For example:

Task Definition: What needs to be done?

Standard 1: Students will define a task and identify information needed.

Objective 1: Define an information problem.

- Analyze task in terms of what is required.
- Seek clarification from teachers and others through a variety of all communications media; e.g., in-person, electronic mail, written, fax.
- Select and narrow or broaden topics into a manageable focus.
- Formulate a topic sentence or thesis statement.
- Identify audience.
- Conceptualize form of final product based on personal learning style, assignment constraints, and/or nature of information to be presented.
- Formulate criteria for evaluation of the process for efficiency and effectiveness and the product for effectiveness.
- Build a reasonable timeline for completion of tasks.

ACTIVITIES AND MEASURES

In addition to the activities and measures included with the aforementioned goals and objectives, HighMark Charter School's Library Media Center intends to provide activities and measures for their student population in alignment with Utah State Library Media Standards and NWAC. Competencies will be established and measured in accordance with the mission of HighMark Charter School and coordinated by the Library Media Teacher. These competencies will facilitate the academic achievement of the students at HighMark Charter School and will provide them with a solid foundation for continued learning.

LIBRARY BUDGET/FUNDING

HighMark Charter Schools Library Media Center will have an annual, ongoing budget that ensures the continuing development of a balanced, relevant, and current collection, including supplies and operational materials. As indicated in HighMark Charter School's full enrollment budget (at enrollment target) below (full budgets in Section 8), the school has allocated funds for the library in years 1 and 2, including a certified Library Media Teacher, one media support staff, and acquisition of materials/technology at a budgeted cost of \$20,000 per year. The budget is sufficient to guarantee that the collection, print and non-print, is renewed annually at a minimum rate of 5%. Equipment and software, including a circulation system for inventory and check-out, will either be funded as part of the library media budget and/or as part of the school's technology plan budget.

HighMark Charter School's Parent-Teacher Organization will organize library fundraisers, in conjunction with the Library Media staff and stakeholder input, to support the purchase of materials necessary to implement the library plan. Fundraising activities will include, but are not limited to: book fairs, book exchanges, business partnerships, fundraisers, read-a-thons, and donations.

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YEAR 1

Charter School Name: HighMark Charter School						
Year Two	Enrollment Maximum or Target			75% Enrollment		
	First Operational Year			First Operational Year		
Number of Students:	580			435		
Grade Distribution:	K-9			K-9		
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)						
Director or Principal	1.00	\$ 68,000	\$ 68,000	1.00	\$ 68,000	\$ 68,000
Other Administration: (specify)						
Teacher-Regular Ed	24.50	\$ 36,500	\$ 894,250	17.00	\$ 36,500	\$ 620,500
Teacher-Special Ed	1.00	\$ 38,000	\$ 38,000	1.00	\$ 38,000	\$ 38,000
Instructional Assts						
Secretary	1.00	\$ 27,000	\$ 27,000	1.00	\$ 27,000	\$ 27,000
Business Manager/Bookkeeper						
IT Technician						
Media Specialist	0.50	\$ 36,000	\$ 18,000	0.50	\$ 36,000	\$ 18,000
Speech & Language Therapist						
Counselor (Certified/Noncertified) (Circle)	1.00	\$ 48,000	\$ 48,000	0.50	\$ 48,000	\$ 24,000
Substitute Teachers (daily basis)	65.00	\$ 15,925	\$ 15,925	65.00	\$ 15,944	\$ 11,944
Teachers Aids and ParaProfessionals	9.50	\$ 9,450	\$ 89,775	6.50	\$ 9,450	\$ 61,425
Supplies(600)						
Instructional and other general supplies (610)			\$ 75,000			\$ 56,250
Library Instructional Aids/Books/Periodicals(640/645)			\$ 20,000			\$ 15,000
Textbooks (641)			\$ 135,000			\$ 101,250
Audiovisual Materials (646)						
Software (670)						
Other (printing; postage)			\$ 2,050			\$ 1,200
Total Instruction, Administration & Support			\$2,014,000			\$1,439,319

YEAR 2

Charter School Name: HighMark Charter School						
Year Three	Enrollment Maximum or Target			75% Enrollment		
	Second Operational Year			Second Operational Year		
Number of Students:	695			521		
Grade Distribution:	K-9			K-9		
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)						
Director or Principal	1.00	\$ 72,000	\$ 72,000	1.00	\$ 72,000	\$ 72,000
Other Administration: (specify)	1.00	\$ 54,000	\$ 54,000	0.50	\$ 54,000	\$ 27,000
Teacher-Regular Ed	29.50	\$ 37,000	\$ 1,091,500	21.50	\$ 37,000	\$ 795,500
Teacher-Special Ed	1.50	\$ 38,500	\$ 57,750	1.00	\$ 38,500	\$ 38,500
Instructional Assts						
Secretary	1.50	\$ 27,500	\$ 41,250	1.00	\$ 27,500	\$ 27,500
Business Manager/Bookkeeper						
IT Technician						
Media Specialist	1.00	\$ 36,000	\$ 36,000	1.00	\$ 36,000	\$ 36,000
Speech & Language Therapist						
Counselor (Certified/Noncertified) (Circle)	1.00	\$ 49,200	\$ 49,200	0.75	\$ 49,200	\$ 36,900
Substitute Teachers (daily basis)	65.00	\$ 19,175	\$ 19,175	65.00	\$ 13,975	\$ 13,975
Teachers Aids and ParaProfessionals	10.50	\$ 9,675	\$ 75,044	7.50	\$ 9,675	\$ 72,563
Supplies(600)						
Instructional and other general supplies (610)			\$ 70,000			\$ 52,500
Library Instructional Aids/Books/Periodicals(640/645)			\$ 20,000			\$ 12,500
Textbooks (641)			\$ 65,000			\$ 40,000
Audiovisual Materials (646)						
Software (670)						
Other (printing; postage)			\$ 2,050			\$ 1,538
Total Instruction, Administration & Support			\$2,338,719			\$1,695,650

MATERIALS/COLLECTION

HighMark Charter School will house a complete library; providing sufficient books and materials for the student population in accordance with NWAC. The collection of titles will be determined by policy and interest and will be built on a foundation of scholastically recommended books, consisting of classic children/young adult literature and local periodicals and may also include complete sets of age-appropriate fiction, non-fiction and reference materials and various forms of multi-media learning resources. This collection of titles and resource materials will cover all core subject as well as ensuring titles supporting the school's mission are included. HighMark Charter School's certified Library Media Teacher, along with other identified stakeholders, will play an active role in identifying and ordering library titles, resources, and instructional programs.

HighMark Charter School's Library Media Center will create a useful and comprehensive reference section and provide access to the Internet through library computers for outside research. Students will learn different research techniques through utilization of hard-referenced materials, the Internet, periodicals, etc. HighMark Charter School's Library Media Center will always be looking for new ways to expand materials as funds become available.

TECHNOLOGY

Electronic resources shall comprise an integral part of HighMark Charter School's Library Media Center's collection and will be used to support and enhance the school's goals and curricula. The Library's computers will be connected to local and wide-area networks and have Internet access. Electronic periodical databases and other electronic resources available through statewide partnerships (e.g. Pioneer), shall be available for student and staff use within HighMark Charter School's Library Media Center. Computers and software will be in compliance with copyright laws and policies set forth in the school's policies and legislative mandates.

POLICIES

As the primary source of information and educational support, the library is to be utilized in an orderly manner. In conjunction with NWAC, HighMark Charter School will create library policies and procedures in order to maintain an environment conducive to the mission and philosophy of the school. The written policies will cover, but are not limited to: a statement of philosophies and general policies, reconsideration of materials statement and procedure, an acceptable use policy and document for students and staff, and a guide for weeding (discarding and replacing worn, outdated materials). HighMark Charter School will train students and staff on policies to ensure effective and efficient use of the library and its resources.

FACILITIES/ACCESS

HighMark Charter School's Library Media Center's environment will be inviting and conducive to student learning and accessible to all. The environment will be esthetically pleasing in its arrangement of furniture, title stacks, study/working and reading areas. Proper lighting for designated areas and tasks will be installed, as well as sufficient electrical and networking outlets to accommodate the library's technology. Student

computers will be available for student-conducted research and participation in technology instruction such as age-appropriate research techniques. A circulation desk will be provided for the Library Media Teacher.

HighMark Charter School's Library will be located in an area of the school building that is easily accessible to all students in accordance with federal law (e.g., ADA, IDEA). Resources, materials, and other services will be made easily available, and readily accessible, to all students and staff, including a mobile computer lab. Individuals and student groups can access the library throughout the day as well as before and after school and during lunch for students in grades 7-9. As appropriate, the library and other school facilities such as multi-purpose rooms, classrooms, and small-group kivas, will also be used for activities such as author visits, literacy fairs, teacher meetings, etc.

STAFFING

In its first year of operation, HighMark Charter School has budgeted for a half-time certified Library Media Specialist who will help select materials prior to school opening.

The Media Specialist will be responsible for advocating the mission and philosophy of HighMark Charter School through library activities. This will involve providing support and cooperative learning experiences for students, teachers, and staff. As the student population increases, HighMark Charter School will hire additional media support staff in order to efficiently and successfully maintain the library and in accordance with NWAC standards.

HighMark Charter School's Library Media Program will also utilize volunteers to assist with library activities and duties. Activities for volunteers may include, but are not limited to, organizing the library collection, circulation, assisting with Book Fairs, coordinating activities focused on the schools mission, and one-on-one peer reading. Volunteers may consist of students within the school, parents, college interns, community leaders, and other qualified volunteers interested in assisting in the academic advancement of HighMark Charter School.

SECTION 22: TECHNOLOGY PLAN

In a confusing world where there is an overwhelming amount of information available at their fingertips, students need to be able to appropriately seek out needed information, analyze it, and evaluate the information for accuracy, validity, and effectiveness. This research process will allow them to become better problem solvers and decision makers. Students must learn to communicate and collaborate with others globally using new and innovative technology. In the process of developing these skills, students will become informed, responsible, contributing citizens, who will be prepared for greater educational opportunities help them, become more competitive in the business world.

#1: VISION STATEMENT AND TECHNOLOGY GOALS TO IMPROVE EDUCATION

HighMark Charter School's mission is to equip students with the highest quality education while fostering an entrepreneurial spirit by integrating practical business applications throughout the core curriculum.

In conjunction with that mission, our Technology Plan Vision Statement is:

HighMark Charter School will provide students with access to state-of-the-art information technology to enhance and support the Utah State Core Curriculum. We will equip our classrooms with diverse technologies to support a teaching and learning environment in alignment with our mission of integrating practical business applications into the core curriculum.

To live, learn, and work successfully in an increasingly complex and information-rich global marketplace that identifies with the 21st century, our students must be able to use technology effectively. Understanding and using technology will be an integral part of virtually every aspect of daily life, from paying personal bills online to telecommuting to various parts of the world. For most students, the classroom is the primary location where this preparation will occur.

When integrated into instruction, technology will support new strategies for teaching and learning; specifically, in addition to other core subjects by:

- addressing various learning styles,
- accommodating individual learning rates,
- encouraging cooperative learning,
- helping students accept responsibility for their own learning,
- providing the means to communicate globally, and
- improving academic achievement in all areas.

We have chosen the following goals to support our School and Technology Vision Statements:

Goal: Equip classrooms with access to state-of-the-art technology over the course of 5 years.

Strategy: HighMark Charter School will use the Inventory/Assessment of telecommunications services, hardware, software, and other services chart included in this section as an outline for equipping the classrooms with technology.

Strategy: The school's technology committee will update this chart on a regular basis adjusting to teacher feedback and current technology. The committee will make course corrections in response to new developments and opportunities as they arise.

Strategy: The school will have high-speed wireless internet access throughout the building.

Goal: Technology use will enhance the core curriculum and the school's mission.

Strategy: Teachers will use business related software in preparing students for the required business projects.

Strategy: The Library Media Specialist in conjunction with the Business Curriculum Specialist will work directly with classroom teachers in developing resources to enhance core curriculum lesson plans.

Goal: Promote parental and family involvement in each student's education.

Strategy: Teachers will use various technology tools to communicate with parents such as individual teacher websites, SIS gradebook, e-mail, listserves, e-newsletters, etc.

Student Performance Goal: All students will meet or exceed grade level standards (AYP and UPASS).

Objective 1: Students will use formative technology assessments in preparation for summative testing.

Strategy: All teachers will have students use UTIPS and Utah Write (grades 5 and 8 minimally) a minimum of 10 times during the school year.

Objective 2: Meet or exceed the appropriate Technology Requirements for their grade level as outlined by USOE Core Curriculum Website on Educational Technology³.

Strategy: Teachers will incorporate technology standards into daily lesson plans and evaluate students by teacher observation, rubric, and curriculum based assessments.

Objective 3: The school will meet all state-wide requirements for statewide testing.

Strategy: The school will utilize formative computer based testing in preparation for school-wide computer based testing for the end-of-level evaluations.

Objective 4: Teachers will effectively use technology to provide appropriate student interventions and enhancement of the curriculum.

Strategy: Assessments, such as Fountas and Pinnel for reading, will be used to identify learning gaps. Once gaps are identified, teachers will use appropriate technologies, including software to provide remediation. For those students needing curriculum advancement, appropriate software and/or technology based research tools will be used in providing enhancement to the curriculum.

E-Rate Compliance Goal: The school will be in compliance with E-Rate requirements.

Objective 1: The school will have a USOE approved technology plan.

Strategy: The school will follow Child Internet Protection Act (CIPA) requirements by adopting and implementing an Internet safety policy before school begins that will address: (a) access by minors to inappropriate matter on the Internet; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) measures restricting minors' access to materials harmful to them.

Strategy: Have appropriate content filtering methods in place for Internet use.

Strategy: Create Acceptable Use Policies for students and employees.

³ <http://www.schools.utah.gov/curr/core/page2.htm>

#2: PROFESSIONAL DEVELOPMENT STRATEGY

Every HighMark Charter School teacher must be knowledgeable and skilled in the use of technology to engage students in inquiry-based, hands-on learning. The State of Utah, national leaders, the US Dept. of Education and other agencies recognize the essential role of improved student learning through technology in this century. Through technology, teachers and students will access a wealth of materials, services, and networks throughout the state, nation, and world. Technology does not replace the teacher, but rather supports and enhances the educational process.

HighMark Charter School will have ongoing professional development in the area of technology use for administration, faculty, and staff members. Listed below are examples of various training areas:

- Attendance / Gradebook Software
- Office Suite – Word Processing, Spreadsheets, Presentation, E-Mail
- Utah Write and UTIPS
- Digital projectors, Smart Boards, etc.
- Internet research and various electronic resources
- Training on resources available through Utah Education Network

The use of technology will help teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning.

In alignment with the USOE's Professional Competency goals in the Technology Plan of 2004⁴, HighMark Charter School is committed to giving teachers the technological resources they need to support not only the goal that the Utah State Office of Education has set for its educators but also our own mission. The School recognizes the importance of training educators in the proper and effective use of these tools. HighMark Charter School is committed to professional development that will include regular and frequent training by experts in the proper use of various technology resources. Many resources for Professional Development include The Council for Economic Education website⁵. This website offers online training modules for implementing Economics into the curriculum by discipline. Also included are ideas and training for teachers on implementing the school's mission into daily instruction. Both USOE and UEN have frequent professional development opportunities and are listed on both UEN and USOE's Educational Technology website. These opportunities include in-person and online courses, podcasts, online tutorials, iTunes U, Conferences, and Just in Time Learning.

We intend to promote a professional learning community in our school for teachers to model the kinds of classroom learning that best promotes 21st century skills for students. HighMark Charter School will designate a teacher to act as the Technology Coordinator and head of the Technology Committee. The Technology Committee may also include faculty, staff members, library media specialist, community volunteers, parent volunteers, students, or college interns. The Technology Committee will help organize mentoring teachers in the use of technology in their classroom and its implementation into the curriculum. The Committee will also ensure that professional development is given to teachers on how to use data analysis to track learning and identify gaps and needs. Teachers will be trained to apply technology-enhanced teaching strategies to deepen student understanding of curriculum concepts.

⁴ <http://schools.utah.gov/edtech/administration/plans/state/2004/UtahEdTechPlan2004.pdf>

⁵ <http://www.councilforeconed.org/>

Professional Development Goal: Professional Development at HighMark Charter School will use technology to support training, as well as provide technology training to faculty and staff.

Objective: HighMark Charter School will form a Technology committee to support and plan appropriate professional development opportunities for faculty and staff

Strategy: The Technology committee will identify professional development needs through conducting a needs assessment of teachers during the first semester of school.

Strategy: The Technology committee will be contacted by the administration when planning professional development activities to explore ways to enhance training with the use of technology.

Measurement: A Technology committee is in place with scheduled meetings.

Professional Development Goal: Teachers will have a professional development plan updated each year with challenging technology-specific goals.

Objective 1: In their first year of teaching, teachers will use the attendance and a grade book program of the Student Information System (SIS) the school has chosen to use.

Strategy: Teachers will enter all assignments, tests, quizzes, citizenship, and all other information students will be graded on into the SIS at least weekly.

Strategy: Teachers will be able to work with parents and train them on how to access student grades and attendance.

Measurement: All teachers accurately use SIS as demonstrated by accurate attendance and grade book entries.

Objective 2: Teachers will be trained and become proficient in an e-mail program, word processing and presentation software.

Strategy: Teachers will be able to send and receive e-mail using a program such as Outlook as well as checking their e-mail via the internet. Teachers should also be able to include attachments in an e-mail message and know how to forward their mail to another e-mail address.

Strategy: Teachers will be able to create a letter to be sent home to parents using bullet points, spell check, grammar check, insert pictures, insert tables, and basic formatting.

Strategy: Teachers will be able to create a basic presentation for students to include 20 slides to support the lesson plan.

Measurement: Each strategy above has a performance measurement imbedded.

Objective 3: Teachers will be able to create their own website using an administrator approved content management system, and update it at least monthly to help improve communication channels with parents. One example of easy-to-use software for teachers' website development is available through uen.org. All software tools used and websites must be approved prior to website creation by the administration. The administration will work with the Governing Board in defining policy and guidelines for teacher websites.

Strategy: By the end of the first semester, teachers will have a class website available to parents that may include items such as weekly lesson plans, class handouts, newsletters, announcements, and at-home activities that will support the weekly lessons.

Measurement: A teacher website is functioning for all teachers by the end of the first semester.

Objective 4: Teachers will include a technology specific goal on their yearly professional development plans.

Strategy: During the yearly initial professional development meeting with the Director, each teacher will work with the Director and determine an appropriate technology professional development goal as a part of their plan.

Measurement: Every teacher has a technology specific goal on their professional development plan.

#3: EVALUATION PROCESS TO MONITOR PROGRESS TOWARDS GOALS AND MAKE CORRECTIONS

Technology implementation will be a continuous process of adapting to HighMark Charter School's changing circumstances and includes ongoing evaluation. Our continuous evaluation process of this Technology Plan will allow us to rethink and adapt our objectives, priorities, and strategies to our specific need as we implement our plan. HighMark Charter School plans on applying for E-Rate and will work with USOE's Educational Technology Specialist in meeting all technology plan requirements to successfully complete the E-Rate application.

Evaluating the implementation of a technology plan will primarily include user feedback (teacher, student, administration, parents, etc). Observations made by students and teachers using technology will carry the most weight in our evaluation process. Needs Assessments, Surveys and informal meetings with both instructors and students can make us aware of necessary changes. A simple electronic survey can assist the school in measuring the extent to which the plan has met its original objectives and expected outcomes and give us the information we need to make necessary course changes as technology improves. Parent satisfaction surveys will ask questions concerning communication with parents enhanced by technology. If parents do not have access to a personal computer, school computers will be available for use to complete the survey.

Goal: Evaluate the Process of Meeting Specific Goals and Make Mid-Course Corrections in Response to New Developments and Opportunities as they arise.

Strategy: Create a three-year plan of Implementation and Progress and Update it yearly.

Strategy: Twice each year, the school's technology committee will meet to evaluate technology survey results and recommendations from technology users. The committee will determine a timeline and create a prioritized list of implementation for requested new technology or technology changes.

Strategy: Each year, the budget will include a line item for technology that will allow for upgrading computers every five years and also purchasing new technology each year.

Strategy: A portion of a teacher's evaluation may include how well this teacher implements both existing and new technology into the core curriculum and how well the educator supports new technology. If teacher evaluations include the implementation of technology, the evaluation process will be outlined for teachers. Specific technology goals set by the administration and teacher in the individual teacher professional development plan will be evaluated yearly.

ASSESSMENT OF TECHNOLOGY NEEDS

Inventory/Assessment of telecommunication services, hardware, software, and other services.

	Computer Labs	Classrooms	Library or Media Center	Admin. Office	Other Locations	Planned Future Acquisitions		
						Yr 1	Yr 2	Yr 3
Computers (List by Type)								
Mobile Computers	60					30	30	0
Wired Desktop Computers	30	27	11	3	2	43	30	0
A. Less than 4 yrs old	60	27	11	3	2	73	60	0
B. Greater than 4 yrs	0	0	0	0	0	0	0	0
# of above computers that are Internet capable	90	27	11	3	2	73	60	0

	Computer Labs	Classrooms	Library or Media Center	Admin. Office	Other Locations	Planned Future Acquisitions		
						Yr 1	Yr 2	Yr 3
Peripheral Devices								
A. Printers	1	27	1	2	2	0	23	10
B. Scanners	1	0	1	1	2	1	2	2
C. Assistive/Adaptive Devices	PROVIDED AS NEEDED							
D. TVs capable of receiving digital signal	0	0	1	0	1	0	1	1
E. DVD Players	EACH COMPUTER WILL HAVE A DVD PLAYER							
F. LCD Projectors	2	27	1	0	1	8	18	5
G. Mimio	1	27	1	0	1	0	31	0
H. Polycom	0	0	0	0	1	0	1	1

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	Current	Planned Future Acquisitions		
		Year 1	Year 2	Year 3
Network Equipment				
A. Switches	0	3	0	0
B. Firewall	0	1	0	0
C. Servers	0	2	0	1
D. Wireless Access Points	0	8	2	0
E. 8 Port Switch	0	16	0	0
F. Battery Backup	0	4	0	1
Total Classrooms	0	27	0	0
Number of classrooms wired for internal connections	0	27	0	0

	Current	Planned Future Acquisitions		
		Year 1	Year 2	Year 3
Telecommunication Links				
A. Gigabit Ethernet	0	If Available		
B. Multiple T1s or T3	0	2	0	0
C. Microwave	0	0	0	0
D. Other	0	0	0	0
Total School Buildings	0	1	0	0

TECHNOLOGY BUDGET

HighMark Charter School has budgeted \$100,000 for technology in the first year and \$10,000 for Phone / Communications services that includes high-speed Internet. \$20,000 has been allocated for professional development. HighMark Charter School will provide funding for both technology and professional development in their yearly budgets. Although not shown on the budget, if received, HighMark Charter School will use the Revolving Loan to support technology purchases and professional development activities. Business partnerships will also be pursued in the effort to keep our technology current and cutting edge.

SECTION 23: EXTRA-CURRICULAR ACTIVITIES

We believe there is a need for most students to have options for outside activities providing them with opportunities to grow and develop their interests and skills in a variety of areas. Highmark Charter School will be in compliance with Title IX requirements as outlined in the USOE rules and regulations and will provide proportionate athletic opportunities according to student enrollment. No person on the basis of gender will be discriminated or denied participation under any education program receiving federal funding and continual expansion of athletic opportunities will be implemented for the underrepresented gender.

AGREEMENTS WITH DISTRICT

HighMark Charter School does not plan to have any agreement with the Davis School District at this time to join with them for any activities, therefore, does not need a letter of agreement with them.

EXTRA-CURRICULUM PROGRAMS

We believe there is a need for students to have options for outside activities that provide them with opportunities to grow and develop their interests and skills in a variety of areas. HighMark Charter School is planning to develop extra-curricular choices within their first five years in the following areas to include, but not be limited to: music, sports, and clubs. Availability of extra-curricular activities will be dependent on student interest, funding and supervision. The Governing Board and the School Director will also take into consideration the mission of HighMark Charter School when selecting activities and may choose those which align with our school mission/vision/goals and business focus to provide activities which create a balanced and well rounded environment for our students.

HighMark Charter School aspires to provide music to enhance the academic learning environment and hopes to offer a program such as orchestra and/or band during school hours. If interest arises, and an orchestra or band program is implemented, the students will be responsible to provide their own instruments. If the necessary funding is available, the band or orchestra program will start small and based on parent / student interest in the elective class offered, may grow to meet the needs of the students and parents. If HighMark Charter School chooses to implement this program, we will follow the requirements of teacher licensing for the State of Utah and the federal No Child Left Behind requirement to have a Highly Qualified teacher in this subject area.

HighMark Charter School may offer music as an after-school program in an effort to grow and support a music program. An appropriate fee will be charged to parents in according with the School Fee Policy. HighMark Charter School may choose to purchase such items as pianos or other necessary items which may aid in the music program as funds become available.

To create an environment of physical well being for our students in the area of sports, HighMark Charter School may have students utilize the gym to accommodate afterschool indoor activities and sports. Supervision for such activities may be on a voluntary basis or a stipend for a teacher may be provided if funds are available. HighMark Charter School also plans to provide a field at, or nearby, the school for outdoor activities in the future. As funds become available, HighMark Charter School may also choose to hire an additional teacher who has a background in dance or another sport of interest to the students to assist with the P.E. program.

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In the event interest for competitive team sports is displayed by parents and students (and approved by the Governing Board) HighMark Charter School will ask for the help of volunteer parents to assist the school in coordinating the team schedules and even may be asked to act as volunteer coaches. As a volunteer coach, parents may hold practices at our school facility and establish a schedule with other neighboring charter schools to play games. Tryouts for these teams will be held by a neutral representative to avoid bias in forming the teams. If funding becomes available, HighMark Charter School may provide equipment or other items necessary for these teams to use. All costs will be raised or provided by the parents of the students involved on the teams including uniforms, buses, or equipment. These teams will serve as optional after school programs for the students and the volunteer parents involved will determine any and all costs associated with them to be paid for by the parents. Volunteer parents that spend time alone with students will be required to pass a background check.

In the area of clubs, HighMark Charter School may plan to implement a selection of student clubs within their first five years that support our mission and focus, in addition to providing an enriching experience for the students such as Future Business Leaders of America, and Entrepreneurial Club, an Economics Club, a Finance Club, Sales and Marketing Club, newspaper, chess, foreign language, etc. These programs will be offered as after school programs and will be organized and run by parent volunteers and/or teacher sponsors. As interest arises in a particular club, the parent volunteer organization and/or teacher sponsors of the school may approach the Board for approval to start a new club. After school clubs will have voluntary participation and any costs involved in attending the club will be paid by parents of the students involved in the club, unless the club is school sponsored by a teacher, in which case fee waivers will be made available. If parents and/or non-school sponsors choose to offer activities at HighMark Charter School, the Director may charge a building rental fee and a fee for janitorial or other personnel required in connection with the use. The Governing Board will establish a Facility Use Policy.

HighMark Charter School is very interested in implementing academic teams to serve as after school clubs or programs in such areas as Math, Science, business and computers. To align our extra-curricular activities with the mission of the school, the extra-curricular programs chosen would enrich the academic environment and provide additional learning opportunities for our students. As interest for these teams or programs arise, these programs may be implemented by teachers or parent volunteers with approval from the Board to enhance the focus of business we have chosen for our students to be involved in an Entrepreneurial Fair. HighMark Charter School may join with the already existing Utah charter schools and participate in the Science fair or other activities offered state wide.

We are aware of the interest for some parents in our area to have an option for after school activities for their students and we are giving consideration to the idea of making our facility available for a company or individual to provide lessons or enrichment programs to those students interested. If such an interest arises and the Governing Board of HighMark Charter School approves such a program, a facility agreement will be made with the company or individual providing the after school program. An agreement will include provisions for HighMark Charter School to charge for after hour clean up costs. HighMark Charter School will not be responsible for any injury or other matter occurring during these programs and the company or individual will be adequately insured as required by law.

FEE WAIVER POLICY

The fee for any school sponsored extracurricular activities will be waived according to our fee waiver policy for those students who qualify. Below is a sample Fee Waiver Policy that the Board will consider upon approval.

HighMark Charter School
Policy: Fee Waiver Policy

Approved: _____, 20____

PURPOSE

The purpose of a Fee Schedule and a Fee Waiver is to provide educational opportunities for all students. This allows the school to establish a reasonable system of fees, while prohibiting practices that would exclude those unable to pay from participation in school-sponsored activities.

HighMark Charter School (the "School") must abide by the Utah State Board of Education rules which direct the Board of Education to implement a policy regarding student fees. The rule is authorized under Article X, Sections 2 and 3 of the Utah Constitution, which vests general control and supervision of the public education system in the Utah State Board of Education and provides that elementary and secondary schools shall be free except that fees may be imposed in secondary schools as authorized by the Utah State Legislature. Utah state law also allows schools to establish money collection and handling procedures.

POLICY

Under the direction of the Board of Directors (the "Board"), the School's Director (the "Director") is authorized to administer this policy and to do so fairly, objectively, without delay, avoiding stigma and unreasonable burdens on students or parents/guardians.

Classes & Activities During the Regular School Day

No fee may be charged in kindergarten through sixth grades for materials, textbooks, supplies or for any class or regular school day activity, including assemblies and field trips.

Textbook and other fees may be charged in grades 7-9 (see Fee Schedule).

If a class is established or approved which requires payment of fees or purchase of materials, tickets to events, etc., in order for students to participate fully and to have the opportunity to acquire all skills and knowledge required for full credit and highest grades, the class shall be subject to the fee waiver guidelines.

Students of all grade levels may be required to provide materials for their optional projects, but a student may not be required to select an optional project as a condition for enrolling in or completing a course. Project-related courses must be based upon projects and experiences that are free to all students.

Student supplies must be provided for elementary students. Secondary students may be required to provide their own student supplies, subject to the fee waiver provisions.

Elementary and secondary students may be required to replace supplies provided by the School which are lost, wasted or damaged by the student through careless or irresponsible behavior, and a fee waiver will not apply to such damages.

Activities Outside of the Regular School Day

Fees may be charged, subject to the Board approved fee schedule (see the current school year fee schedule), in connection with any school-sponsored activity which does not take place during the regular school day if participation is voluntary and does not affect the student's grade or ability to participate fully in any course taught during the regular school day. Such fees are subject to the fee waiver requirement.

Activities not sponsored by the School, but allowing for student participation after school, and using the school premises may have fees associated with their program (i.e. programs sponsored by the SPTO and/or an outside vendor.) Such fees are not subject to the fee waiver requirement.

General Provisions

No fee may be charged or assessed in connection with any class or School-sponsored or supported activity, including extracurricular activities, unless the fee has been set and approved by the Board and distributed in an approved fee schedule.

Fee schedules and policies for the School shall be adopted at least once each year when the Board adopts its annual budget in a regularly scheduled public meeting of the Board.

The Director shall ensure that a written copy of the School's fee schedule is included with all registration materials provided to potential or continuing students. The School procedures for obtaining the waivers and for appealing a denial of a waiver shall be provided as soon as possible prior to the time the fees become due. No present or former student may be denied receipt of unofficial transcripts or diplomas for failure to pay school fees.

A reasonable charge may be made to cover the cost of duplicating or mailing transcripts and other school records. No charge may be made for duplicating or mailing copies of school records to an elementary or secondary school in which the student is enrolled or intends to enroll.

In accordance with Utah Code Ann. § 53A-11-806, if the School's property has been lost or willfully cut, defaced or otherwise injured, the School may withhold the issuance of official written grade reports, diploma, and transcripts of the student responsible for the damage or loss until the student or the student's parent or guardian has paid for the damages. Students shall be given notice and an opportunity to pay fines prior to withholding issuance of official written grade reports, diplomas and transcripts.

- If the student and the student's parent or guardian are unable to pay for damages or if it is determined by the School in consultation with the student's parents that the student's interests would not be served if the parents were to pay for the damages, then, the School may provide for a program of voluntary work for the student in lieu of the payment.

- A general breakage fee levied against all students in a class or school is not permitted. The School will not exclude a student from school or withhold unofficial transcripts to obtain payment of fees or fines.
- Donations or contributions may be solicited and accepted, but all such requests must clearly state that donations and contributions are voluntary. A donation is a fee if a student must make a donation in order to participate in an activity. No student may be excluded from any activity or program connected to the regular school day program because they did not make a donation.

In the collection of fees, the School must comply with statutes and Utah State Tax Commission rules regarding the collection of state sales tax.

WAIVERS

To ensure that no student is denied the opportunity to participate in a class or school-sponsored or supported activity because of an inability to pay a fee, the School provides fee waivers or other provisions in lieu of fee waivers as follows:

- The Director will administer the policy and grant waivers. The process for obtaining waivers or pursuing alternatives shall be administered fairly, objectively, and without delay, and avoid stigma and unreasonable burdens on students and parents.
- The Director will inform patrons of the process for obtaining waivers.
- Students who are granted waivers or provisions in lieu of fee waivers shall not be treated differently from other students or identified to persons who do not need to know of the waiver.
- Fee waivers or other provisions in lieu of fee waivers are to be available to any eligible student.
- The Director will explore with the student and parent/guardian of a student eligible for a fee waiver the alternatives available for satisfying the fee requirement in lieu of waivers, including but not limited to (a) providing tutorial assistance to other students, (b) providing assistance before or after school to teachers and other school personnel on school-related matters, and (c) general community or home service.

Eligibility for Fee Waivers

1. Inability to pay is presumed for students who are:
 - a. In state custody or foster care, or
 - b. Receiving public assistance in the form of Aid to Families with Dependent Children, or Supplemental Security Income (SSI), or
 - c. Are eligible for free school lunch (if applicable).
2. CASE BY CASE DETERMINATIONS are to be made for those who do not qualify under one of the foregoing standards but who, because of extenuating circumstances such as, but not limited to, exceptional financial burdens such as loss or substantial reduction of income or extraordinary medical expenses, are not reasonably capable of paying the fee.
3. In accordance with Utah State Code §53A-12-103(5), a parent/guardian of a student applying for a fee waiver must provide documentation and certification of eligibility, such as income tax returns or current pay stubs.
4. If a student is eligible for waivers, textbook fees must be waived; no alternative in lieu of a fee waiver is permissible.
5. A student may however, be offered a work alternative to a waiver for all other kinds of fees. Parents will be given the opportunity to review proposed alternatives to fee waivers.

6. Denial of eligibility for a waiver may be appealed in writing to the Director within ten (10) school days of receiving notice of denial.
 - a. The School shall contact the parent within two (2) weeks after receiving the appeal and schedule a meeting with the Director to discuss the parent's concerns.
 - b. If, after meeting with the Director, the waiver is still denied, the parent may appeal, in writing, within ten (10) school days of receiving notice of denial to the Board.
7. Any requirement that a student pay a fee will be suspended during any period in which the student's eligibility for waiver is being determined or during the time a denial of waiver is being appealed.

In order to protect privacy and confidentiality, the School will not retain information or documentation provided to verify eligibility for fee waivers.

Items Eligible for Fee Waivers

Any charge, deposit, rental, or other mandatory payment for required student participation in any class, program or activity provided, sponsored or supported by the School are fees requiring approval of the Board and are subject to the fee waiver requirements.

Expenditures for costumes, clothing, and accessories (other than items of typical student dress) which are required for school attendance, participation in choirs, pep clubs, drill teams, athletic teams, bands, orchestras, and other student groups, and expenditures for student travel as part of a school team, student group, or other school-approved trip, are fees requiring approval of the Board and are subject to the fee waiver provisions of this policy.

Items Not Subject to Waivers

The requirements of fee waiver and availability of other provisions in lieu of fee waiver do not apply to charges assessed pursuant to a student's damaging or losing school property. The School shall pursue reasonable methods for obtaining payment for such charges, including withholding official grade reports, diplomas, and transcripts as indicated in this policy. The School will not exclude students from school or withhold unofficial transcripts or diplomas to obtain payment for such charges.

Charges for yearbooks, picture books, and similar articles not required for participation in a class or activity are not fees and are not subject to the waiver requirements. Such items are examples of SPTO or vendor sponsored items.

Student supplies for secondary students are not subject to waivers as long as the item is something which is commonly found in students' homes regardless of wealth.

If a student must repeat a course or requires remediation to advance or graduate and a fee is associated with the course or the remediation program, it is presumed that the student will pay the fee.

Fee Waiver Reporting Requirements

The Director will share the following information from the annual S-3 statistical report with the Board and the professional education management company, as appropriate:

1. A summary of the number of students in the School given fee waivers, the number of students who worked in lieu of a waiver, and the total dollar value of student fees waived by the School;
2. A copy of the School's fee and fee waiver policies;
3. A copy of the School's fee schedule for students; and
4. The notice of fee waiver criteria provided by the School to a student's parent or guardian.
5. Fee waiver compliance forms as required by applicable law.

Fee Schedule

The Board adopts a fee schedule yearly. See current yearly adopted fee schedule.

Refunds

All middle school students who withdraw from school shall be refunded all unused fees apportioned by the number of days attended with the exception of the extracurricular Band fee, which is non-refundable.

School Fee Collections & Accounting Procedures

It is the duty and responsibility of the Director to ensure that all student fees collected are in compliance with the authorized fee schedule and financial procedures as approved by the Board. These fees are to be received and deposited in a timely manner.

Monies Shall Be Collected by Authorized Personnel Only

All monies for fees, lockers, student supplies, optional projects, picture books, year books, clinics, etc. are to be collected following this policy and school guidelines using authorized staff only.

- All money collected is to be deposited in the bank by the close of the day or otherwise, only if approved by the Board.
- No money is to be collected by staff, teachers, teaching assistants, or coaches unless authorized by the Director.

Available References

Utah Code Ann. § 53A-2-207(5) Enrollment of nonresident students processing fee

Utah Code Ann. § 53A-3-602.5 School performance report - Components - Annual filing

Utah Code Ann. § 53A-11-806 Defacing or injuring school property-- Student's liability-Voluntary work program alternative

Utah Code Ann. § 53A-12-102 to 104 State Policy on student fees, deposits, or other charges – Waiver of fees - Notice of student fees and waivers

Utah Code Ann. § 53A-12-201 to 204 Provides for state policy on providing textbooks

Utah Administrative Code R277-407 Rules for School Fees

Utah Administrative Code R277-713-6 Student Tuition, Fees and Credit for Concurrent Enrollment Programs

Signature:

[[Board President]]

Date

SECTION 24: TERMS AND CONDITIONS OF EMPLOYMENT

HighMark Charter School is committed to the principles of equal employment opportunity. In keeping with this commitment, we will maintain policies concerning recruitment, employment, compensation, terms, conditions, and privileges of employment of qualified persons without regard to race, age, sex, religion, color, national origin, disability, veteran status, or any other category protected by applicable federal, state, or local law. HighMark Charter School's policies and procedures will always meet the standards set forth in 53A-1a-508(3)(r) of Utah State Law. Individuals shall be judged solely on their job-related aptitude, training, skills, and performance.

HighMark Charter School will adhere to all applicable federal and state employment laws including, but not limited to, Title VII of the Civil Rights Act of 1964 (Title VII), the law that makes it illegal to discriminate against someone on the basis of race, color, religion, national origin, or sex. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. The law also requires that employers reasonably accommodate applicants' and employees' sincerely held religious practices, unless doing so would impose an undue hardship on the operation of the employer's business.

In compliance with the Americans with Disabilities Act (ADA), HighMark Charter School will not discriminate in any employment practices against a qualified individual with a disability nor discriminate against an applicant or employee, whether disabled or not, because of the individual's family, business, social or other relationship or association with an individual with a disability. Also in compliance with ADA, HighMark Charter School will not retaliate against an applicant or employee for asserting his or her rights under the ADA.

HighMark Charter School will comply with all applicable state and federal laws in recruiting and hiring employees and all other aspects of human resources and employment. The school will maintain job postings on their website and may also post on other locally available venues for posting such as newspapers, Internet sites such as *Teachers-to-Teachers.com*, and the Department of Workforce Services. Resumes of applicants will be maintained for at least 12 months or as otherwise required by law.

All employees of the school will be employed on an at-will basis. All teachers offered a position will receive a written confirmation of the offer made. Additionally, all teachers may be asked to sign a letter accepting the at-will offer of employment. Teachers may also be asked to sign a document acknowledging receipt of their Terms of Employment, including the job description, pay, hours of work and any disciplinary or grievance procedures HighMark Charter School may have.

After an offer is made, employees will be asked to complete new-hire paperwork to include Employment Eligibility Verification (INS Form I-9) and a Tax Withholding Form (IRS Form W-4).

HighMark Charter School will hire qualified Special Education teachers to ensure the needs of qualifying students are met in addition to assisting with an annual training for teachers and staff members on Child Find obligations and strategies to facilitate the identification of students that are in need of additional supports and/or services. Additional information on the duties of the Special Education teacher is found in the Special Education section of this application.

The school will also comply with state and federal laws including certification and/or alternative certification as required by Utah law per Utah law 53A-1a-512.4. All teachers will be required to maintain their license and other credentials appropriate to their position.

Training and Mentoring requirements for Level 1 teachers include fulfilling state requirements for their position. The school will support teachers in their licensure requirements. EYE (Early Year Enhancement) requirements are discussed in Section 20. Teachers will also be offered various mentoring and professional development activities. HighMark Charter School will seek dynamic, innovative, professional faculty members to teach its students. Employees are expected to observe high standards of job performance and professional conduct. When performance or conduct does not meet standards, the school may terminate employment, or it may endeavor, if it deems appropriate, to provide the employee a reasonable opportunity to correct the problem. If, however, a corrective opportunity is given and the school determines that the employee has failed to make the correction, he or she will be subject to further discipline, including termination.

TERMINATION OF EMPLOYMENT

HighMark Charter School's intentions regarding termination of employment are to only terminate an employee only when in the best interest of the school's mission and educational philosophy. Upon termination, HighMark Charter School shall pay the employee all compensation legally due and owing in accordance with the Labor Law. Employees may be disciplined or discharged for reasons including, but not limited to reasons set forth below. These reasons are not exhaustive and are intended to provide employees with illustrations and fair notice of what is expected from them. Such listing cannot identify every situation of unacceptable conduct and performance; employees should be aware that conduct not specifically listed below, but which adversely affects or is otherwise detrimental to the interests of the school, to students, or to other employees, may also result in disciplinary action.

- Below-average work quality or quantity;
- Poor attitude or lack of cooperation;
- Excess absenteeism, tardiness, or abuse of break or lunch privileges;
- Failure to follow instructions or procedures; and/or
- Failure to follow established safety/security procedures;
- Insubordination;
- Dishonesty;
- Theft;
- Discourtesy (to students, parents, peers, supervisors, etc.);
- Misusing or destroying school property or the property of another;
- Disclosing or using confidential or proprietary information without authorization;
- Falsifying or altering school records, including the application for employment;
- Interfering with the work performance of others;
- Harassing other employees or students;
- Being under the influence of, manufacturing, dispensing, distribution, using, or possessing alcohol or illegal or controlled substances on school property or while conducting school business or supervising students;
- Sleeping on the job or leaving the job without authorization;
- Possessing a firearm or other dangerous weapon on school property or while conducting school business Conduct which raises a threat to the safety and well being of the school, its students, employees, or property, including being charged or convicted of a crime that indicates unfitness for the job; and
- Failing to report to the school, within five days, any charge or conviction under any criminal, drug, state or felony arrests.

SECTION 25: EMPLOYEE EVALUATIONS

HighMark Charter School will always aspire to hire and retain the most qualified employees who support the mission and vision of the school. As part of HighMark Charter School's mission, employees must be highly motivated, innovative, and talented in their respective duties.

Employee Evaluation

HighMark Charter School's Director will develop an evaluation for teachers that incorporate the mission and philosophy of the school in addition to the teachers' implementation of Utah Core Curriculum prior to the start of school and may be re-evaluated on a yearly basis.

Teacher Evaluation Components

- Will be based on Utah Professional Teacher Standards Continuum of Development as listed on USOE's website. The standards, as listed below, evaluate a teacher's performance level using a continuum that includes Basic, Emerging, Proficient, and Master:
 - Standard 1: Creating and maintaining a positive classroom environment that promotes student learning
 - Standard 2: Planning curriculum and designing instruction to enhance student learning
 - Standard 3: Engaging and supporting all students in learning
 - Standard 4: Assessing and evaluating student learning
 - Standard 5: Demonstrating professionalism to support student learning
- At any time during the year, the Director, and mentor teacher if applicable, may meet with a teacher to review teacher and/or student performance, discuss instructional practices and, if necessary, recommend remediation to help the teacher make any required changes or improvements.
- Teachers may be given opportunities to observe their mentor teacher or other teachers in practice on a yearly basis as part of the evaluative process.
- Each teacher may have a pre-conference with the Director and mentor teacher, if applicable, prior to the mid-year evaluation to review lesson plans and become aware of special considerations.
- To encourage parental involvement, parents may also play a role regarding employee evaluation by being invited to complete two teacher evaluation surveys each year. Using anonymous electronic survey methods and other methods, as appropriate, parents will be able to give anonymous input to the Director and Governing Board concerning their students' teachers. Survey results will be reviewed by the Director and Governing Board and appropriate data may be used to support summative evaluations. This avenue for input is aligned with "T" in the Charter School Assurances.
- Teacher Improvement plans will be evaluated on an as needed basis to help teachers acquire mastery level skills in their instruction, discipline and curriculum development.
- Teachers on the EYE Program will create and maintain a Personal Development Portfolio containing their goals and their plan for meeting those goals. The portfolio may include samples from the classroom or schoolwork, personal reflections, and any other material deemed appropriate as evidence of continuous improvement. The portfolio will be used in the formal review process. Other teachers may be asked to complete this portfolio as well.
- A pre-determined evaluation as well as the methodology used will be introduced to all teachers at the beginning of the school year so they understand the purpose and methods they will be evaluated against.

Staff Evaluation Components

- Classified staff will be evaluated yearly.
- The Director will review with staff job descriptions at the beginning of each school year.
- Staff will be given the opportunity to annually set goals and submit to the Director before the end of September.
- The Director may choose to review goals set by staff individually and make adjustments.
- The Director will conduct an end of the year evaluation of staff performance on their described job and goals.
- The Assistant Director may conduct evaluations with or instead of the Director.

Evaluation Frequency

HighMark Charter School strives to create a learning environment for all staff by working with employees to correct any issues as they arise and maintain standards of acceptable conduct. HighMark Charter School will be an at-will employer and will follow all state laws regarding at-will employment. Formal reviews for teachers will be conducted by HighMark Charter School's Director and/or Assistant Director (Year 2) and the mentor teacher, if applicable. The Director will conduct a minimum of one evaluation meetings a year. The Director may conduct mid-year evaluations that focus on performance progress. The end of year evaluation will reflect on performance evaluation. In an effort to foster the teaching/learning environment for teachers, the Director may spend some time in all classrooms performing informal evaluations on teachers and paraprofessionals. All employees will be observed on an ongoing basis by the Director, using both informal and formal observations. Results of formal observations, consisting of the employee's, the mentor teachers, and the Director's observations and recommendations, will be put in writing and included in the employee's Personal Development Portfolio and the personnel file when appropriate.

All teachers will receive at least one formal evaluation observation per calendar year. A formal teacher observation will be scheduled in advance by the Director and will consist of the following criteria: classroom management skills, knowledge and implementation of the curriculum including business integration, instructional effectiveness, grading practices and organization, and professional practices.

If a teacher has an unsuccessful review at any time, the Director may set remediation and specific goals for the remainder of the school year, though this does not alter the at-will nature of the employment relationship. The teacher may receive more frequent evaluations as needed.

Personnel File

HighMark Charter School shall maintain a confidential personnel file for each employee. The personnel file will contain the evaluation documents discussed in this section, as well as any other employment related documents or correspondence.

Early Years Enhancement (EYE)

As outlined in Utah Administrative Code R277-522-3, Early Years Enhancement, during the first three years of teaching, teachers will receive mentoring, be frequently assessed / evaluated and develop a professional portfolio. The purpose of the [Early Year Enhancement requirements is to develop](#), in Level One teachers, successful teaching skills and strategies with assistance from experienced colleagues.

Each Level One teacher will work with HighMark Charter School's Director to develop a professional development plan that demonstrates the teacher's progress towards obtaining "Highly Qualified" status as defined under NCLB. Level One teachers shall be assigned a trained and qualified Level 2 or 3 mentor teacher by the Director to supervise and act as a resource for the entry level teacher, pass a required pedagogical exam, complete three years of employment and evaluation, and compile a working portfolio in accordance with the EYE Requirements (Utah Administrative Code R277-522-3).

HighMark Charter School's teacher training for Level One teachers will include the five components of EYE Standards:

Program Standard 1: Administration and Leadership

HighMark Charter School's Director will demonstrate a commitment to mentoring new teachers and teacher induction by receiving appropriate training.

Program Standard 2: Mentor Selection, Role and Training

HighMark Charter School mentors will be selected, trained, and assigned to new teachers.

Program Standard 3: Induction Program Design (3 years)

HighMark Charter School's induction program will incorporate a purposeful and sequenced structure of preparation for Level 1 teachers by following EYE standards and receiving the appropriate training.

Program Standard 4: Assessment/Evaluation Systems for Level Teachers

HighMark Charter School's assessment/evaluation process guides and informs Level 1 teachers about their own professional growth and provides documentation for USOE on individual teacher completion of the EYE Program.

Program Standard 5: Ongoing Program Evaluation and Reflection

HighMark Charter School will conduct an annual assessment for the EYE program and provide documentation to USOE.

Level 2 and 3 Teachers

All teachers will receive mid-year and year-end reviews to discuss goals and performance. Results of the formal reviews will be put in writing, signed by the staff member and Director, and placed in the employee's own Personal Development Portfolio and HighMark Charter School's personnel file.

Director

At the beginning of each school year, the Governing Board will meet with HighMark Charter School's Director to set personal and professional goals in alignment with the school's vision. The Director will be formally reviewed by the Governing Board mid-year and at the end of the school year. These reviews will evaluate goals and give objective feedback to the Director in areas relating to vision alignment, staff development, student success, community outreach, leadership, and other areas the Board sees fit. Using various survey methods, teachers and staff will also provide anonymous, personal written reviews of the Director semi-annually. These survey results will be reviewed at the formal review between the Director and the Executive Committee. Results of the semi-annual review will be put in writing, signed by the Governing Board President, and placed in the Director's own Personal Development Portfolio and HighMark Charter School's personnel file.

Salary Increases and Bonus

Salary increases may be based on items such as the outcome of each staff member's employee evaluations. The education level of licensed staff may be used in setting salary increases, as well as extra duties performed. Funding available will also be a factor in determining salary increases. Bonuses may be implemented for continued education, professional development, and other criteria set by the Director, in conjunction with the Governing Board.

Dismissal

Maintaining quality staff is important to HighMark Charter School; mentoring, professional development, and teacher collaboration will be integral to supporting staff. HighMark Charter School will be an at-will employer. In an attempt to improve performance or gain compliance, HighMark Charter School may utilize a *Record of Corrective Action and/or Communication Expectation* Form as stated in Section 24 with a sample form from Utah Department of Risk Management included in the previous section. However, use of such a tool does not in any way alter the at-will employment relationship. Employees should not have an expectation that these steps will be applied progressively in each situation. It will be at the discretion of the employee's supervisors to apply such steps as appropriate. Retaining and developing quality employees will be HighMark Charter School's primary goal.

SECTION 26: EMPLOYMENT OF RELATIVES

PROPOSED EMPLOYMENT OF RELATIVES POLICY IS AS FOLLOWS:

HighMark Charter School will adopt an Employment of Relatives Policy after approval of their charter and before any hiring takes place.

HighMark Charter School is an equal opportunity employer and committed to staff the school with the most qualified candidates available that can best fulfill the mission of the school. Policies and procedures regarding the employment of relatives are outlined below.

Definitions:

Family Members: Immediate family and close relatives including parent, grandparent, spouse, child, grandparent, sibling, aunt, uncle, niece, nephew, or any corresponding in-law, step, adoptive relative, or anyone residing on a permanent basis in the supervisor's home.

Policy:

It is the policy of the school not to discriminate in its employment and personnel actions with respect to its employees and applicants on the basis of marital or familial status. Employment will be based solely on merit and job availability.

1. Family members of applicants will be automatically excluded from any hiring committees and decision making pertaining to the hiring, salary, bonuses or termination of relatives.
2. No employee or anyone else with supervisory responsibility shall hire or recommend for hire or be directly supervised or evaluated by a relative.
3. Family members may not be employed under the same immediate supervisor.
4. The hiring of relatives is also prohibited if it results in a conflict of interest with vendors (i.e. suppliers of materials, food, equipment, etc.) of the school.
5. Hiring practices for designated part-time positions such as sweepers, community school staff members, etc., shall adhere to item #4 above.
6. When other qualified candidates have not applied, task assignments of short duration (generally less than sixty (60) working days) may be exempt from these guidelines with Board approval.
7. Board members related to an employee or applicant will be required to abstain as a conflict of interest from any votes related to the hiring, salary, job performance review, bonuses or firing of their relative.

PROPOSED BOARD CONFLICT OF INTEREST POLICY⁶:

PURPOSE

The purpose of this policy is to ensure that members of the Board of Directors (the “Board”) of HighMark Charter School (the “School”) conduct themselves in a manner that avoids actual or apparent conflicts of interest. All business decisions must be made in the School’s best interest. A conflict of interest arises when the judgment of a Board member is or may be influenced by considerations of improper personal gain or benefit to the individual or to another person.

POLICY and PROCEDURES

A Board member shall not have any direct or indirect pecuniary interest (as defined by law) in a contract with the School, nor shall he/she furnish directly and for compensation any labor, equipment, or supplies to the School.

In the event that a Board member is employed by a business entity that furnishes goods or services to the School, the Board member shall declare such facts and refrain from discussing or voting upon the question of contracting with the entity.

It is not the intent of this policy to prevent the School from contracting with corporations or businesses because a Board member is an employee of the firm. The policy is designed to prevent the placing of Board members in a position where their interest in the School and their interest in their places of employment might conflict and to avoid appearances of conflict of interest even if such conflict may not exist.

A Board member may not, during the time the member serves on the Board, be appointed to any employment position which has been created or the compensation of which has been increased by the action of the Board during the time the member serves on the Board.

A member of the Board may not be an employee of the School. If any other relative of a Board member is considered for employment in the School, the Board member must

- (a) disclose the relationship in writing to the other Board members and the Director,
- (b) submit the employment decision for the approval, by majority vote, of the Board,
- (c) abstain from voting on the issue, and
- (d) be absent from any meeting when the employment of the relative is being considered or determined.

⁶ This is taken from Oquirrh Mountain Charter School as posted on their website: www.omcharterschool.org.
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SECTION 27: INSURANCE

HighMark Charter School intends to contract with Utah State Risk Management for approximately two million dollars (\$2,000,000) in liability insurance, sufficient property insurance coverage, and an employee dishonesty bond. The school does not intend to initially carry vehicle comprehensive/collision insurance because the school will not own nor maintain any fleet vehicles.

The yearly budget demonstrates the school's commitment to the payment of Property/Casualty Insurance/Bond premiums. Operational Year One shows a budgeted amount of \$17,500.

The school's Governing Board will ensure that any Business Manager/Management Company with which the School contracts will carry appropriate levels of coverage in the form of a Treasurer's Bond or crime coverage. The school assures it will acquire and maintain at all times a Certificate of Insurance in an amount not less than the minimum requirements established by Utah Division of Risk Management and Utah State Office of Education.

As of the date of this application, Risk Management has provided the school with the following information regarding available insurance coverage:

LIABILITY INSURANCE

Coverage: Charter Schools are included under the Utah State Governmental Immunity Act. Coverage amounts for liability vary depending on the situation, but Risk Management indicates that they are generally sufficient to meet the governmental immunity damage caps.

Deductible: None

Premium: \$18 per student with a \$1,000 minimum per school

PROPERTY (BUILDING AND/OR CONTENTS) INSURANCE

Coverage: Up to the replacement value of the property as estimated by the school at the beginning of the fiscal year.

Deductible: \$1,000 per occurrence

Premium: \$100 minimum premium for up to \$100,000 in value
Over \$100,000 in value, the rate is \$1 per thousand dollars in value (for example - \$1,000,000 in property/contents coverage costs \$1,000).

VEHICLE COMPREHENSIVE/COLLISION INSURANCE

Coverage: Up to the greater of the cost of repairs to the school's vehicle or the current value of the vehicle.

Deductible: \$500 per occurrence

Premium: \$50 per year per vehicle

EMPLOYEE DISHONESTY COVERAGE

Coverage: The amount of a proven loss.

Deductible: \$1,000

Premium: \$250 per year per school

SECTION 28: FOR CONVERSION CHARTER SCHOOLS

Not Applicable. HighMark Charter School is not a conversion charter school.

SECTION 29: ASSURANCES

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UTAH CHARTER SCHOOLS Assurances

The applicant charter school hereby assures and certifies to the State Superintendent of Public Instruction that:

- A. The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds.
- B. The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the Utah State Office of Education.
- C. The charter school gives the Utah State Office of Education or the U.S. Comptroller General, through any authorized representative, the access to, and the right to examine, all records, papers, or other documents related to all funds, including the submission of reports as may be required.
- D. The charter school will annually maintain written evidence of liability and other appropriate insurance coverage, including a description of the levels of coverage and the relationship of these coverage's to local and state agency obligations.
- E. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.
- F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education or Legislature, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes.
- G. After settling any outstanding debt, all physical and other assets owned by the charter school become the property of the Utah State Board of Education upon the termination of the charter school.
- H. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.
- I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.
- J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.

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K. The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.

L. The charter school will function under an open admission policy. If the number of students applying to enroll at any grade level exceeds the capacity of the school or of, classes, or grade levels within the school, then those to be admitted shall be chosen at random from among the applicants, within the allowable mandatory and optional preferences specified in Section 53A-1a-506, Utah Code Annotated.

M. The charter school assures that it will not conduct a program of instruction until such time as:

- (1) The requisite health and safety standards for the school building have been met according to the local fire and health department inspectors;
- (2) Adequate equipment, and materials are available; and
- (3) Conditions are adequate to provide for the economical operation of the school with an adequate learning environment.

N. The charter school will comply with all applicable federal and state laws, rules, and regulations regarding the recruitment, screening, selection, and evaluation of all school employees.

O. The charter school will only employ educators who hold valid Utah Professional Educator Licenses or who meet State Board requirements for alternative licensing routes or Board authorization.

P. The charter school will employ the use of the Utah State Core Curriculum as the foundation for the instructional program for the school.

Q. At the beginning of every school year and prior administering any state assessment, the charter school will review the State Ethics Policy PowerPoint with all teachers who will administer any state assessment during the school year. School test proctors are then responsible to read the *Standard Test Administration and Testing Ethics Policy for Utah Educators* brochure and then sign the *Standard Test Administration and Testing Ethics Policy* document. The signed document must be kept on file at the school.

The charter school will administer the Iowa Test of Basic Skills (IOWA), the Utah State Core Course End-of-Level Tests (Criterion Referenced Test - CRT), the Direct Writing Assessment (DWA), the Utah Basic Skills Competency Test (UBSCT), and the Utah Alternate Language Proficiency Assessment (UALPA), in the grade levels required by U-PASS as a fundamental part of the overall assessment program for the school. Administration of each state assessment will follow all ethical testing procedures including a secure testing site as defined in the *Standard Test Administration and Testing Ethics Policy for Utah Educators*.

The school will administer all required assessments in a secure and standardized manner, and have a process in place to administer criterion-referenced tests (CRTs) via the computer. All test administrations will follow the protocol for submission of school files, ordering and administration of the test in the testing windows for each assessment.

Virtual schools are responsible to secure approved sites where state assessments can be administered and proctored.

R. The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student.

S. The charter school will operate with a written procedure for student suspension and dismissal, including appeal procedures.

T. The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.

Utah State Charter School Board
Charter School Application

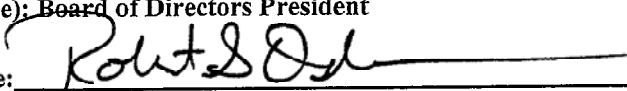
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- U. The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt allowable fees annually in an open Board Meeting.
- V. The charter school will operate under the provisions of the Utah Open Meeting Law and adopt bylaws in an open meeting.
- W. A copy of the charter will be supplied to interested individuals or groups on request.
- X. The charter school will submit an appropriately amended application prior to any material change affecting the purpose, administration, organization, or operation of the school.
- Y. A secondary charter school will be accredited or in the process of seeking accreditation.
- Z. The charter school will acquire and maintain nonprofit corporate status.
- AA. The charter school will follow all state procurement rules.
- BB. The charter school will maintain accurate student transcripts.
- CC. All governing Board members will attend a mandatory human resources training annually.

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

Name (type): Robert S. Osborne

Title (type): Board of Directors President

Signature: 

Date: 3-25-10

Admission Procedures

Admission is not limited based upon ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language or athletic ability. There is no tuition or fees charged for HighMark Charter School except those allowed by law.

HighMark Charter School will admit all eligible pupils who submit a timely application. A charter school shall give enrollment preference to children of founding members, pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school. If, by the application deadline, the number of applications exceeds the capacity of a class, grade level, or building, all applications for that class, grade level or building will be selected for the available slots through a lottery, except that preference as allowed in law shall be given. After the application deadline, pupils for any remaining slots will be accepted in order of their lottery position. If an opening in the school occurs mid-year and no students remain from the original lottery, a notice for applications will be announced and applicants enrolled on the same basis as outlined above.

These admission procedures have been approved in legislation and by the Utah State Board of Education. If you have other administrative details of how you intend to facilitate acceptance of applicants to your school, they should not be in conflict with the language noted above.

Assurances Page 4 of 4

Proof of Insurance

HighMark Charter School will acquire and retain a certificate of insurance before the first day of school in its initial year and annually thereafter.

Electronic Data Submission

- The Charter School must have an electronic student information system, SIS that can fulfill the following requirements.
 - Produce a complete USOE Clearinghouse file multiple times a year. For details see: <http://www.schools.utah.gov/computerservices/Clearinghouse/Clearinghouse.htm>
 - Submit electronic standardized testing “pre-load” and “all-student” files, for details see: <http://www.schools.utah.gov/computerservices/Testing/Testing.htm>
 - Integrate with the USOE statewide student identification, SSID system. For details see: http://www.schools.utah.gov/computerservices/SSID/USOE_SSID_User_Manual.pdf
 - Integrate with the USOE UTREx system. This system is expected to become operational during the 2010-11 school year and will replace the USOE Clearinghouse. For details see: <http://www.digitalbridgeeducation.com/usoeproject.aspx>
- An electronic fiscal system that can fulfill the following requirements.
 - Provide basic school accounting functions such as budgeting, payroll, accounts payable, account receivable, and personnel management.
 - Produce a USOE specified electronic file for the production of the Annual Financial Report and the Annual Program Report (AFR/APR).
 - Produce a school financial report for publication on the Web for public review. This only applies to schools with budgets that exceed one-million dollars per year.


HighMark Charter School will have the technology and ability to meet all of the electronic data submission requirements for charter schools

Nonsectarian Statement: **HighMark Charter School** is nonsectarian in its programs, admission policies, and employment practices and all other operations.

Special Education/Exceptional Student Services Training: The Director for **HighMark Charter School** (or applicant/authorized signer if no Director has been hired) will take a one-day Special Education training class sponsored by the Utah Department of Education subsequent to signing the contract, but prior to the first day of instruction and annually thereafter.

Assessment: **HighMark Charter School** will name an individual to act as the Assessment Director prior to the first day of instruction, who shall be responsible for ensuring that all U-PASS assessments are administered in a secure and standardized manner, in accordance with information provided during regular Assessment Director Meetings and specific assessment trainings.

Robert S. Osborne
CAO (please print)



CAO's Signature

3-25-10

Date

SECTION 30: UTAH STATE RETIREMENT

HighMark Charter School will not participate in the Utah State Retirement System.

SECTION 31: LETTERS OF SUPPORT

Letter of support from the Mayor of South Weber.

Date: March 28, 2010

Letter of support

Re: Charter School within
the City of South Weber City

To whom it may concern:

I appreciate the opportunity to meet with the President of the Board to discuss the development of a charter school within the City of South Weber and welcome this into our community.

I look forward to see you and your group proceed through the City's Land Use process to bring your vision and establish a charter school within the City of South Weber. I support you in your efforts of this new and exciting opportunity.

Sincerely,



Jeff Monroe,
Mayor of South Weber City

ATTACHMENT I: WAIVERS FROM STATE BOARD RULES

HighMark Charter School is not requesting any waivers from the State Board Rules at this time.