



Charter School Application 2012-2013

School Name: Valley Academy

Applicant Name: Valley Academy, Inc.

Table of Contents

Title Page	4
Target Population	5
Charter School Purposes	6
Calendar and Bell Schedule	7
Market Analysis	11
Capital Facility Plan.....	16
Detailed Business Plan	19
Fiscal Procedures	34
Organizational Structure and Governing Body.....	38
Background Information Sheets	46
Comprehensive Program of Instruction.....	62
Elementary Assessments.....	65
Special Education	67
Admission and Dismissal Procedure.....	72
Procedure to Review Complaints	76
Opportunities for Parental Involvement	78
Educator Qualifications.....	80
Administrative Services.....	83
Library Plan	88
Technology Plan	91
Extra-curricular Activities	97
Terms and Conditions of Employment	99
Employee Evaluation	100
Employment of Relatives.....	102
Insurance	103
Assurances.....	104
Utah State Retirement	109

Submitted to Max Rose, who works at Washington County School District, on March 22, 2010.

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.

Alisha Terry Humphries Alisha Terry Humphries 3/19/2010
Authorized Agent (please print) Signature of Authorized Agent 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.

Title Page

Name of Proposed Charter School Valley Academy
 New School Converted School

Name of Applicant Applying for the Charter Valley Academy, Inc.
 (This may be a public body, private person, or private organization)

Authorized Agent for the Applicant Alisha Terry- Humphries
 (This may be the individual applicant or an authorized member of the corporate board.)

Authorized Agent Mailing Address 726 N 150 W

City Hurricane State Utah Zip 84737

Daytime Phone (435) 229-4792 Email ctrctrctr@hotmail.com

District school will be located Washington County

Form of Organization

- NonProfit 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	Phone Number	Type of Member	Position on Board
Lane Blackmore	[REDACTED]	Developer/Building Design/NP experience	Board Member
Gaylene Knoke	[REDACTED]	Licensed Teacher/ Special Ed experience	Vice President
Trent Seegmiller	[REDACTED]	Lawyer/NP experience	Board Member
Alisha Humphries	[REDACTED]	Arts/Safety	President
Derek Lewis	[REDACTED]	Technology/Safety	Board Member

Founding Members: Alisha Terry-Humphries, Lane and Judy Blackmore, Gaylene Knoke, Dawn Martin, Trent Seegmiller, William Brown, Cory Martin, Diane and Ray Martin, M. Rand Lemmon, Heather Simons, Cherisa Terry, Ryan Blackmore, Derek and Amanda Lewis, Megan Gatlin, Tonya Heyder, Chauncey Turley, Buffy Nelson, Michelle Brown, Kent and Natalie Bennion, Nate and Hillary Torgerson, Megan Johnson.

The percentage of students eligible for preferential enrollment shall be no more than 5% of the total student population, as described in detail on page 74 of this application.

Target Population

Mission Statement (use only this space):

The mission of Valley Academy is to provide a superior, character building academic program enhanced by integrated training in the fine and performing arts and a technologically advanced 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)	K	1	2	3	4	5	6	7	8	9	10	11	12	
	75	75	50	50	50	50	50	50						450
Year 2 (2013)	K	1	2	3	4	5	6	7	8	9	10	11	12	
	50	75	75	50	50	50	50	50						450
Year 3 (2014)	K	1	2	3	4	5	6	7	8	9	10	11	12	
	50	50	75	75	50	50	50	50						450
Ultimate Enrollment	56	56	56	56	56	56	56	53						450

(The number of students should be at maximum the enrollment that is being requested. Insert as many rows as needed to accurately reflect the school's growth model.)

School Calendar

Standard

Extended School Year

Instructional Days 180

Alternative (please describe in 5 words or less)

Start Date August 15, 2012

Charter School Purposes

Continue to improve student learning

Continuous improvement of student learning is an ongoing goal and one of the purposes of Valley Academy. We intend to improve student learning based on four main pillars: exposure to the arts as an integral part of each school day, significantly improved use of technology school-wide, empowerment of the teaching staff through exceptional training and professional development, as well as life skills and character education that will involve parents and the community as partners in the school.

We believe that by utilizing these four pillars, students will be more engaged in the learning process, excited about their lessons, and lay a foundation for a life-long love of learning and service to their community.

Encourage the use of different and innovative teaching methods

VA will utilize Differentiated Instruction during a portion of each school day, which will give every student the opportunity to work at their own level of understanding based on digital assessments. The digital curriculum assesses skill levels and repopulates the students' work for the next day based on their understanding of the material. The teacher is able to get a detailed assessment of the students' progress on a daily basis to assist in lesson planning and see where students may be excelling or needing extra help.

Increase choice of learning opportunities for students:

At the heart of most charter schools is the notion of increased choice in education. This school will be the first charter school in the Hurricane valley, only the 4th charter school in Washington County. Parents in the Hurricane valley have shown overwhelming support for another choice in learning opportunities for children in the area. We are excited to provide another choice.

Calendar and Bell Schedule

The following calendars show proposed events for the 2012-2013 school year, intending to fully comply with R277-419. This proposed schedule may be changed by the board as long as it continues to follow R277-419. It is the intention of VA to follow closely with the schedule of the Washington County School District in order to avoid scheduling conflicts for families who may choose to have children attend both VA and another Washington County school as well as providing stability for students who may be entering or leaving our program during the school year.

Proposed events for the 2012-2013 school year

July 17, 2012	VA Board Meeting
August 2-4, 2012	Professional Development/Leadership Training
August 15, 2012	First day of school
August 21, 2012	VA Board Meeting
September 3, 2012	Labor Day (no school)
September 4, 2012	SEP Conference Day (no school)
September 18, 2012	VA Board Meeting
October 12-15, 2012	Fall Break (no school)
October 16, 2012	VA Board Meeting
November 13, 2012	VA Board Meeting
November 21, 2012	Student half day
November 22-23, 2012	Thanksgiving Break (no school)
December 18, 2012	VA Board Meeting
December 24, 2012- January 4, 2013	Winter Break (no school)
January 4, 2013	Professional Development
January 21, 2013	Martin Luther King Jr. Day (no school)
January 15, 2012	VA Board Meeting
February 18, 2013	President's Day (no school)
February 19, 2013	VA Board Meeting
March 11-15, 2013	Spring Break (no school)
March 19, 2013	VA Board Meeting
April 12, 2013	Professional Development (no school)
April 16, 2013	VA Board Meeting
May 21, 2013	VA Board Meeting
May 23, 2013	Last Day of School

1 st Quarter / Aug. 13 th - Oct. 18 th	45 Days
2 nd Quarter / Oct. 19 th - Jan 7 th	45 Days
3 rd Quarter / Jan. 8 ^h - Mar. 20 th	45 Days
4 th Quarter / Mar. 21 st - May 23 rd	45 Days
Total Instructional Days	180 Days
37 student half days (Fridays and Nov 21, 2012)	148 hours
144 Full days	858 hours
Total Instructional Hours	1006 hours
Instructional hours	
Monday-Thursday 8:30am-3:30pm	6 Instructional hours and 30 minutes for lunch and recess
Fridays and Nov 21, 2012 8:30am-12:30pm	4 Instructional hours with no lunch and no recess for these days.
State Required Testing	

DWA Testing	February 6, 2013
Core CRT Testing	April 15, 2013
Daily Schedule for grades 1-7 (M-Th)	
8:30 am- 3:30pm	
Daily Schedule for grades 1-7 (F)	
8:30 am-12:30pm	
Daily Schedule for Kindergarten (M-Th)	
8:30 am- 11:15 am	AM
12:15pm- 3:00pm	PM
Daily Schedule for Kindergarten (F)	
8:30am- 10:15am	AM
11:15am- 12:30pm	PM

Friday will be an early out day for students, providing time on a weekly basis for teachers to receive professional development and curriculum instruction.

The following calendar contains a quick view of the events listed in the table above.

2012-2013

August '12						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	28	30	31	

September '12						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October '12						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November '12						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December '12						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January '13						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February '13						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March '13						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April '13						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May '13						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June '12						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July '12						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

School opening/closing dates	School Half- Days
Normal school days	Teacher Development- No school
School Holidays	Term ending

Class scheduling will be made according to the curriculum, number of students enrolling for the subject, teacher training, and the discretion of the Director. Our intent is to acquire additional artistic tools and materials each year, as well as continue our professional development to utilize these resources. As the program matures, our schedule will adapt to the growth.

Bell Schedule

	Mon-Wed, or Tue-Thur Full Day				Friday A & B Half Day			
	Homeroom AM Schedule		Specials AM Schedule		Homeroom Schedule		Homeroom Schedule	
	or Vice Versa		or Vice Versa		or Vice Versa		or Vice Versa	
	1/2 School Day		1/2 School Day		1/4 School Day		1/4 School Day	
	Time	Daily Instruction Minutes	Time	Daily Instruction Minutes	Time	Daily Instruction Minutes	Time	Daily Instruction Minutes
Class Description								
1st Hr	8:30-9:30	60	8:30-9:30	60	8:30-9:10	40	8:30-9:07	37
Change Classes	n/a	0	n/a	0	n/a	0	9:07-9:10	0
2nd Hr	9:30-10:30	60	9:30-10:30	57	9:10-9:50	40	9:1--9:47	37
Change Classes	n/a	0	n/a	0	n/a	0	9:47-9:50	0
3rd Hr	10:30/11:30	60	10:30/11:30	57	9:50-10:30	40	10:50-10:27	37
Change Classes	n/a	0	n/a	0	n/a	n/a	10:27-10:30	n/a
Lunch 1	11:10-11:30	0	11:10-11:30	0	n/a	n/a	n/a	n/a
PE	11:30-11:50	20	11:30-11:50	20	n/a	n/a	n/a	n/a
Retrn to Homeroom	11:50-12:30	40	11:50-12:30	40	n/a	n/a	n/a	n/a
Lunch 2	11:30-11:50	0	11:30-11:50	0	n/a	n/a	n/a	n/a
PE	11:50-12:10	20	11:50-12:10	20	n/a	n/a	n/a	n/a
Return to Homeroom	12:10-12:30	20	12:10-12:30	20	n/a	n/a	n/a	n/a
Lunch 3	11:50-12:00	0	11:50-12:00	0	n/a	n/a	n/a	n/a
PE	12:10-12:30	20	12:10-12:30	20	n/a	n/a	n/a	n/a
Lunch 4	12:10-12:30	0	12:10-12:30	0	n/a	n/a	n/a	n/a
PE	12:30-12:50	20	12:30-12:50	20	n/a	n/a	n/a	n/a
Lunch 5	12:30-12:50	0	12:10-12:30	0	n/a	n/a	n/a	n/a
PE	12:10-12:30	20	12:10-12:30	20	n/a	n/a	n/a	n/a
4th Hr	12:30-1:30	60	12:30-1:30	60	10:30-11:10	40	10:30-11:07	37
Change Classes	n/a	0	1:30-1:33	0	n/a	0	11:07-11:10	0
5h Hr	1:30-2:30	60	1:33-2:30	57	11:10-11:50	40	11:10-11:47	37
Change Classes	n/a	0	2:30-2:33	0	n/a	0	11:47-11:50	0
6th Hr	2:30-3:30	60	2:33-3:30	57	11:50-12:30	40	11:50-12:30	40
Total Instructional Minutes/Day/Student		354				234		
Totals	School Days	Minutes/D	Hours/Yr			Min/Week	Hours/Week	
Full Days	145	354	849.6			1,650	28.5	
Early Out	35	234	140.4					
Total School Days	180							
Required	180		990					
Total School Hours			990					

Students will attend a homeroom class block of three hours, receiving instruction in language arts and math. The remaining three-hour instruction block will focus on the other core requirements, and will also include instruction in use of technology and selected performing arts as time allows. The schedule above shows class actual class time in blue and lunch, recess or transitional time in black.

Market Analysis

Proposed Site Location and Facility

Several sites are being investigated in the city of Hurricane; however, since we are unable to enter into a formal agreement with landowners until our charter is approved and the State Charter School Board has reviewed the contract and offered advice (in accordance with Utah Code 53A-1a-507), the site location and facility design are subject to change. The map following this section of the application shows the most likely sites that are for sale and are of particular interest to VA. However, many sites are being considered with the help of a local realtor. Considerations in mind are broad and safe access to the school site, price of the land, distance to water/sewer/power connections, surrounding properties and plans for those properties.

Valley Academy plans for a facility to be built on a site that is in the city limits of Hurricane. The building itself would be planned to be approximately 34,000 square feet, following the Utah state facility planning guidelines. The facility would contain approximately 18 classrooms, classrooms for ELL and Special Education, a library, theater space, dance studios, cafeteria, teachers' lounge, various specialty labs, administrative offices and playground spaces. (Specialty labs and dance studios will also be used as classrooms) The facility and surrounding property would be fully in compliance with ADA guidelines, as well as in compliance with all applicable state and local guidelines. We plan to work directly with the city of Hurricane, the state health department and state fire marshal's office to ensure codes are met during the entire process of building and prior to the school's opening.

Should the school facility not be under construction by January 1, 2012, the Board will work with the developer to design an alternate plan for temporary facilities. Given the fact that there are few large vacant commercial buildings within the Hurricane area, 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 Valley Academy is unable to negotiate with the selected developer, the Board will look to locating suitable vacant industrial, commercial, or theater space in nearby cities 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 the selected developer is not meeting their obligations.

Market Context

Both proposed school options are in areas that could potentially serve the surrounding cities easily. The schools within the Washington County School District that are closest (within 5 miles) to the proposed sites are Coral Canyon Elementary with a student population of 603, Three Falls Elementary with a student population of 622, and Hurricane Elementary with 617 student population. Other schools in the valley with our targeted demographic of K- 7 students include Laverkin Elementary, 523 student population; Springdale Elementary, 40 student population; Hurricane Middle school, 600 student population; and Hurricane Intermediate School, student population 622. The average classroom size in the Hurricane valley is 33 students per classroom. (Information taken

from Washington County schools website, www.washk12.org, current as of December 1, 2010)

The Hurricane Valley has been one of the fastest growing areas in Washington County in the past 10 years, the population increasing more than 75% from the year 2000, according to US census records. Currently the educational market in the Hurricane Valley includes the cities of Hurricane, Laverkin, Toquerville, Virgin, Rockville, Springdale, Apple Valley and Leeds, with a combined population of approximately 30,000. Students from all of these cities attend one high school, one intermediate school, one middle school, and five elementary schools. Washington County School District constructed a new elementary school in Hurricane city in 2009 and is in the process of enlarging the existing high school. We believe that a K-7 school located in Hurricane, allowing easy access from all area communities, would enhance school choice on this side of Washington County (a population that currently does not have this option). Our school model is unique to this area, offering choice to elementary as well as secondary students. The demographics below show 2000 actual populations in a 10-mile radius from the Hurricane area. While the 2000 data reflects actual numbers, the 2010 and 2015 numbers are projections only.

10 Mile Radius	2000		2010 Projection		2015 Projection	
	Number	Annual Rate	Number	Annual Rate	Number	Annual Rate
Age 0 - 4	6350	9%	10407	9.2%	11901	9.1%
Age 5 - 9	5564	7.9%	9034	8%	10592	8.1%
Age 10 - 14	5569	7.9%	8082	7.2%	10035	7.6%
Age 15 - 19	6711	9.5%	8158	6.6%	9177	7%

Below are some additional demographics to assist us in understanding the socioeconomic factors in Washington County.

2010 Income	5 Mile Radius	10 Mile Radius	15 Mile Radius
Median HH Income	\$40,656	\$42,489	\$45,870
Per Capita Income	\$17,141	\$16,920	\$19,293
Average HH Income	\$48,182	\$49,422	\$55,114

Population by Education

In 2010, the educational attainment of the population aged 25 years or older in the market area was distributed as follows:

- 10.0 percent had not earned a high school diploma (14.8 percent in the U.S.)
- 28.2 percent were high school graduates only (29.6 percent in the U.S.)
- 10.3 percent had completed an Associate degree (7.7 percent in the U.S.)
- 15.6 percent had a Bachelor's degree (17.7 percent in the U.S.)
- 8.3 percent had earned a Master's/Professional/Doctorate Degree (10.4 percent in the U.S.)

All elementary schools that serve the children in the Hurricane valley currently qualify for Title 1 funding. An average of 42% of students at the 5 elementary schools in the valley qualify for free or reduced lunch. Approximately 14% of students in Hurricane valley schools speak a second language at home, with 9% of those needing ESL assistance at school. Approximately 10% of students require special education assistance during the school day. (Information taken from www.washk12.org and interviews with WCSD officials) It is anticipated that these statistics will be similar in number at VA.

With a broad range of family income levels in the valley, a charter school is an excellent alternative for free educational choice. As community arts programs have been organized for children over the past several years, the community has always been enthusiastic and supportive with dozens of people donating their time and talents to sustain artistic education. The VA board believes this community support and enthusiasm will continue and mature with the addition of Valley Academy.

Market Trends

As parents look for classes in the Hurricane valley, there are few choices for families who would like their children to be involved in any type of arts instruction. An internet search or look through the phone book shows that there are 15 places for private and group arts (dance, music, theater) instruction in St. George. In comparison, there is only 1 such advertised place in the entire Hurricane valley. Most families travel to St. George for music, dance, theater, or other arts classes after school at a distance of 20 miles or more. It is the intent of Valley Academy to not only have the arts as an integral part of every school day, but to attract and have available multiple before and after school arts programs, above and beyond what is offered by community or city sponsored summer programs. VA would like to make learning through the arts possible for every student who desires it and would benefit from it, regardless of socio-economic situation, language spoken, or learning disability.

Another significant advantage is the technologically advanced curriculum. Most schools in our county simply cannot match the advantages that will be available to the students in our school as they are engaged in a digital curriculum that excites them and makes their lessons more applicable. While Washington County school district may make available computer time for one class at a time, VA will offer the advantage of one to one computer access in the classroom. This is explained in greater detail in the Detailed Business Plan and Technology Plan sections of this application. We consider digital curriculum to be the way of the future, and VA is excited to begin from the first day with this benefit to students who will attend the school.

As the community grows, it will be an asset to the community to have arts based education at a convenient distance for families to take advantage of. Across the country, and evidenced in our own county school district, arts programs are cut due to budget restraints, although studies show that teaching through the arts helps students succeed across all academic subjects. Several studies have been done on this topic and have been compiled into the following document found online:

<http://www.keepartsinschools.org/Research/Materials/CriticalEvidence.pdf>.

Incorporating the arts into the classroom gives students another level of learning and gives the teacher more tools to reinforce their lessons. Learning through the arts has been linked to students' increased critical and creative thinking skills, self-esteem, willingness to take risks, and ability to work with others. It is believed that students who develop artistic expression and creative problem solving skills are more like to succeed in school and will be better prepared for the jobs and careers of the future. Currently, the opportunities for arts in our public schools are rare and underfunded. In talking with the fine arts director for Washington County Schools, the district tries hard to provide music programs for children 3rd grade and higher in the form of choir and a strings program before school. To the best of our knowledge, no other structured programs exist for the arts until high school in this district. After school arts programs (non-district), that are free, fill up quickly and have long waiting lists to enter. Arts programs that parents have to pay for such as private music

lessons, dance classes, or visual art courses in the Hurricane valley range from \$10 to \$40 an hour per student for one class, which is sometimes a prohibitive cost for the average family, especially those with more than one child who would like to participate in these activities. Comparable activities will be offered at no cost to families at VA.

As VA has held public meetings in the Hurricane valley during the past year, interest from parents wanting another choice for schools and, parents wanting more arts and up to date technology in the schools, has been significant. Parents with students on the waiting lists at other charter schools in our area have also expressed a great interest in applying for enrollment at VA.

Valley Academy will provide another choice for free public education including a full arts and technology curriculum in the Hurricane Valley, something that is wanted and needed by families that reside here, something that is not currently available within comfortable driving distance to students in the valley.

Competitive Advantage

Although there are currently two K-8 charter schools in Washington County, both are over 25 miles away from Hurricane City, taking 30-45 minutes to drive one way. The distance for students to travel to and from school, along with the time to commute each day is prohibitive for families who would like to have the choice to take their children to a charter school. The Hurricane valley itself encompasses approximately 400 square miles and currently serves students with 5 elementary schools, one middle school, one intermediate school and one high school. Valley Academy will likely reduce some of the strain on full classrooms in the existing schools without directly competing with the two other charter schools in Washington County because of distance. In talking with the two other K-8 charter schools in our county, we have found that they both have extensive waiting lists.

Our students live in a world now filled with technology. Ten years ago, having excellent computer skills was considered essential for a handful of jobs. Today, basic to advanced computer skills are essential for the majority of jobs as well as getting everyday information. In a world that now has a "facebook page" for even the simplest trip to the neighborhood grocery store, technological skills are not only desirable, but necessary. It is our belief that an exceptional digital curriculum is a part of what parents and students will find intriguing, different and special about VA. Another feature that makes VA unique and gives a significant competitive advantage is our focus on the arts. Technology and the performing arts have been proven to help students learn and succeed, as a significant part of the daily curriculum. Examples of classes that will be offered in addition to technology classes are violin, piano, choir, and musical theater and dance. VA intends to attract students who are interested in the arts and technology based learning, but ideally hopes to attract all types of students by the variety of choices that will be available. This includes specific classes for gifted and talented students, ESL students, SPED students, students that are currently being home schooled, and disadvantaged students. We believe this model creates an environment where all students can learn to thrive in ways not currently available to them currently within our community.

Marketing Plan

VA plans to reach out to families and potential staff through many strategies. The VA website, www.valleyacademycharter.com, will be both interactive and comprehensive, allowing parents, students and potential staff members to see the school's mission and

model, download forms in English and Spanish, enroll, contact school officials, and much more. Flyers announcing the VA website and public meeting information will be distributed in Spanish and English to local businesses, libraries, preschools and other public areas; as well as door to door in many neighborhoods or by community mailers. VA intends to contact the owners and supporters of all arts based education programs in the area to gather support and spread the word through music, dance, and other after school programs that children attend. Public meetings to gather support and answer questions will be held many times before VA actually opens its doors, in each of the cities that are likely to benefit from this school. VA will contact the two local newspapers that serve the Hurricane valley and submit articles to announce the school, as well as general weekly ads that display contact and website information. Updated information on the school's progress will be submitted for publication in city newsletters. Parents and students who currently home-school, who are ESL, special needs, gifted and talented, and other individual student populations will be sought out specifically as interest gathers, through community surveys, in person, and advertisement in many forms. Advertising opportunities will be sought at community fairs throughout the valley, handing out flyers and other items that announce the school's information and website.

A committee of parent volunteers will be seeking multiple venues for advertisement and marketing of the school, especially to inform any underserved populations of students. Any interested party will be kept on a mail and email list to keep families and potential staff updated on the school's progress.

Capital Facility Plan

VA has investigated several options for a new facility that will be a single story design that will consist of approximately 34,000 square feet, following state guidelines, and will contain 18 classrooms, classrooms for ELL and Special Education, a library, theater space, dance studios, cafeteria, teachers' lounge, various specialty labs, special education conference room, administrative offices and playground spaces. (Theater space, dance rooms and specialty labs will also be used as classrooms) VAA would plan to lease the facility, with an option to purchase the facility within the first 4 years.

Estimated project costs for a 34,000 square foot facility would be \$4.9 Million or approximately \$162 per square foot. The size of the proposed facility would comfortably educate our targeted enrollment of 450 students. This calculates to 66 sq/ft per student.

Discussions have begun with companies to finance and construct a new facility. VA recognizes that there are several reputable companies that provide services to charter schools in Utah, and that Utah's procurement code must be followed. The Board is committed to continual review of processes and control of the project to ensure long-term safety and benefit to the school. A current member of the VA Board has extensive building and developing experience. This member of the Board will chair a committee to oversee the entire drafting and building process as needed.

VA realizes the importance of making land and facility arrangements promptly. The process of choosing an appropriate site and securing financing is already in progress, but cannot be finalized until charter approval is received. As we actively work with realtors, developers, and/or builders, VA will ensure full and proper compliance with all state and federal building codes relative to educational facilities

Should the school facility not be under construction by January 1, 2012, the Board will work with the developer to design an alternate plan for temporary facilities. Given the fact that there are few large vacant commercial buildings within the Hurricane area, 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 Valley Academy is unable to negotiate with the selected developer, the Board will look to locating suitable vacant industrial, commercial, or theater space in nearby cities 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 the selected developer is not meeting their obligations.

Site Selection

The selection of an appropriate site is a priority in the charter application process. Numerous options have been discussed and visited, with the help of a local realtor, in and around the city of Hurricane. Our research indicates the need for land that would accommodate growth and facilities for the type of school VA will be. Building a new facility versus leasing a vacant building or other pre-existing building has been discussed in great detail. VA's primary focus is finding a desirable piece of land in Hurricane city and building a new facility. There are several land sites that are appropriate in that area, with two in particular that are shown in the map below as the most likely sites.

The following factors are contributors to the option to build:

1. Infrastructure- Proximity to major roads, namely Sand Hollow Road and SR-9 (Hurricane State Street) will provide adequate and safe access to and from school. This location is also in a central area for the communities the school will serve.
2. Price and surrounding land use- Land prices in this area are lower per acre than in other areas of Hurricane city. The surrounding area with planned residential, commercial and recreational uses fits well with the setting we would like to have for the school.
3. Benefits of a new facility- A new facility will allow for planned safety from the very beginning, lower maintenance costs overall and enough planned space for all the goals of the school.

Since we are unable to enter into a written agreement for the purchase of the land until our charter is approved, the exact site location is subject to change. In the event that a new site location must be chosen, we will follow the same process as listed above. Following the approval of our charter, we will continue discussions to secure the land as soon as possible, and begin the design and construction process. Below is a plat of some land we are considering, between Hurricane and Washington cities.



Facility Financing

The options of leasing versus buying have been considered carefully. When building a building, it is our intent to purchase the land and facility through the issuance of tax-exempt bonds, private donations and grants. The process would begin with a lease agreement. The board would review and negotiate any lease agreement prior to execution (in addition to the Utah Charter School Board's review) to ensure, among other things, a fair market value lease rate is established and an option to purchase the facility is incorporated.

The purpose of a lease agreement would be to allow our investors to secure construction financing, to set forth the initial terms of VA's occupancy (as a lessee), and to define both parties' responsibilities with respect to the facility and grounds. It is our expectation that the investors would initially own the facility and lease it to VA until we exercise the option

to purchase. Pursuant to the terms of the lease agreement, the lessor would be contractually responsible for securing all permits and approvals required for construction of the school. Also, VA would be able to establish a payment history for its facility by making lease payments prior to purchasing its building. Within the first three years of operation, VA would plan to engage in the services of an attorney specializing in municipal bonds to represent it as bond counsel. This will ensure the appropriate procedures are followed throughout the bonding process. After a period of time, VA would intend to exercise its option to purchase and own its facility.

We believe that purchasing a facility would provide the following advantages:

1. Purchasing would be more economical than leasing. Most lease agreements contain escalating payments and require the payment of property taxes in addition to the lease payment. By purchasing our facility, VA would avoid the uncertainty associated with lease agreements, secure a fixed monthly payment, and avoid the payment of property taxes (since VA will be a non-profit tax exempt entity).
2. Purchasing would allow VA control over the use of the facility and give a sense of permanence to the school.
3. Purchasing would improve VA's ability to build financial assets. We also recognize the disadvantages of owning a building in the beginning, namely, the necessity of cash up front, the requirement of substantially more time and effort, and the added responsibilities associated with property and debt management. However, we believe the benefits of ownership far outweigh its risks.

After approval of our charter, the VA Board will take immediate steps to secure financing, finalize the development of site and floor plans, and obtain the necessary permits and approvals required for construction of the school.

Detailed Business Plan

Mission

The mission of Valley Academy is to provide a superior, character building academic program enhanced by integrated training in the fine and performing arts and a technologically advanced curriculum.

Operating Budget

Valley Academy is committed to maintaining a budgetary surplus in accordance with State requirements. VA plans to use the operating budget assumptions contained in this plan. Many of the figures shown in this business plan are based on current market and economic conditions. As those conditions change, VA's assumptions may also be subject to change. VA may amend the budget at any given time, in accordance with applicable statute and rule, in order to manage the needs of the school. See the budget section starting on page 27.

I. Planning Year

The VA board will hire a school Director at least 6 months prior to the school start date. The Director will head a committee responsible for hiring required personnel for the operational years. VA also plans to hire a Certified Media Specialist (Media Director) part time in the planning year to assist the Director and being planning for library acquisitions. We also expect to have minimal operating expenses that may include marketing, communications, and some equipment. Below are the goals of the planning year:

- Hire a school director 6 months prior to school start
 - Attend State sponsored training and other professional development
 - Interview and hire school personnel
 - Establish curriculum, policies/procedures, and other administrative duties
- Create a marketing committee, a marketing plan, and execute according to the plan specifics. Expenditures will include:
 - Web site design
 - Marketing materials for distribution
 - Signs and other advertising material
- Purchase supplies and equipment as outlined in the Planning Year Budget:
 - Administrative and computer supplies for the director
 - Library and curriculum supplies (both digital and books)
 - Classroom educational supplies
 - Some school furniture

Upon approval of VA's petition to charter, the Board will request funds to finance the planning year with Federal Start-up Fund Grant money. The start-up funds will be used to pay for ½ year's salary of the administrator

A Director will be hired during the planning year to assist in planning of curriculum and class schedules, staff recruitment, school policies and procedures, and other duties as needed. VA has planned to hire the Director part-time at a salary for this year of \$35,000. Marketing, recruitment, and applying for additional funding is a priority for this year. Web-site development has been budgeted an amount of \$5,000 for this year and will be overseen by a Board member with significant expertise in this area. All of these activities will be done as much as possible with volunteer hours by Board members and parent committees to assist the Director. An office space will be rented during this period to locate the Director and any other staff or volunteers.

Grant funds left over from the planning year will be held in reserve until our first operational year for major purchases of software, text, and building furniture.

II. Operational Years

VA seeks to begin August of 2012. We seek to open with 450 students K-7. WPU programs, Non-WPU programs, and total state funding amounts were provided by Utah State Charter Board's website www.usoe.k12.ut.us. In the event that actual enrollment is less than projected, then VA will implement a lower budget plan (75% Enrollment of Target) as specified in the budget below.

Administration

A school Director will oversee the administrative, academic and operational functions of the school on a day-to-day basis. The Director's salary is planned to be \$70,000 (based on elementary/charter school comparisons from <http://schools.utah.gov/main/DATA-STATISTICS/Superintendent-s-Annual-Report/Statistic-and-Financial-Data/AR-2009-2010.aspx>, www.simplyhired.com, and www.payscale.com) with an IT Director's salary of \$36,000. VAA will also hire a Business Manager and an Administrative Assistant/Secretary to assume operational and administrative duties.

The administrative needs of VA will be provided for by the full-time staff. These administrative needs include services such as budget oversight and financial reporting; ensuring compliance with requirements and timely filing of all reports; grant services such as research, writing submission, implementation, tracking and filing of reports; educational programs such as curriculum assistance, special education, and assessment and evaluation; professional services such as, human resources, staffing, staff development, payroll services, communications, marketing, technology, and special projects.

Employee Benefits

Employee benefits will also be provided to all full-time teachers and staff. Benefit assumptions are based on industry standards at 32% of salary. We plan to allow employees to apply this percentage to a variety of benefits offered by the academy such as health insurance, dental insurance, 401k, etc.

Teachers

The initial number of full-time teachers is 18. These will be certified teachers with an average salary of approximately \$32,000. Students are taught by certified teachers in core subjects and elective classes. Certified teachers who have additional training in music and the performing arts will be specifically sought out. Instructors teach special electives such as violin and piano classes and are supervised by certified teachers. As the budget allows, we will employ additional specialized instructors for the performing arts who will have an average salary of \$31,000. All faculty will receive employee benefits. Each has been allocated 10 days of Paid Time Off (PTO). Substitute Teachers will receive approximately \$95 per day.

During each year, teachers will receive specific instruction on curriculum delivery and other items important to our school's mission. Instruction will be given by vendors of the products we are using such as Apple, Promethian, Waterford, and others. Training may also be done by the Director, Board members or others as needed.

Class Size and Rotation

Each class in grades K-7 will be no larger than 25 students, planning for two to three classes per grade level. Classes will be taught from 8:30 a.m. to 3:30 p.m. Half of each grade will be in the homeroom class focusing on language arts and math in the morning. In the afternoon, students will focus on their social studies, physical fitness, science and performing arts, and the other half vice versa.

Special Education

We are planning to hire three full time special education instructors in the first year, but we will hire according to the needs of the student body. The charter school worksheet estimates \$110,167.00 revenue restricted towards Special Education. One full-time teacher's wage and benefits is estimated at \$42,240.00. VA will also contract professional services in various disciplines to assist the special education teacher as needed. During the school year we will make sure to maintain restricted funds separate from all other operational funds. Costs will be tracked by function, object and program in line with USOE's recommended chart of accounts.

Curriculum

Curriculum will be purchased in the first year assisted by utilizing grant funding that was held over from the planning year. Updates to the curriculum will be budgeted for on a yearly basis thereafter. The cost of digital curriculum is a per student expense, and therefore, may vary from year to year.

VA is budgeting approximately \$30,000 per year for rental and lease of performing arts equipment and instruments for student use. This number may vary from year to year as it is based upon the number of students who enroll for specific performing arts classes.

Library

VA will house a library of traditional printed books as well as digital books on CD and online. The collection will be built on a foundation of scholastically recommended books, consisting of classic children/young adult literature and local periodicals reflecting students' individual reading levels and interests. It may also include sets of age-appropriate fiction, non-fiction and reference materials and various forms of multi-media learning resources. Students, parents and teachers will be able to find up-to-date information on subjects in which they are interested. Students will learn research techniques through utilization of the Internet, trade journals, etc.

The library will also consist of a leveled library of over 1,000 books for use by teachers and students to support the curriculum, as well as over 1,000 scholastically recommended books (Jr. Great Books) selected by grade level. Students will have access to limitless online resources while the collection builds, with the ultimate goal of having a library that provides many different tools and resources in a variety of primarily technological, but also traditional formats.

A combination of budgeted state funding, fundraising efforts, grants and donations will provide the monies necessary to implement our library plan. Books and other materials for the library/media center will be purchased each year as part of the library and curriculum budget.

Technology Costs

Computers and software supplies are based on current market prices. iSchool will help facilitate below market pricing for technology equipment. Each student will have access to computer equipment in the classroom. Each classroom will be equipped with smart boards, projectors, computers, and a sound system. The computers, the interactive white boards, projection units, servers, etc. will be financed over a 4-year period. Other technology expenses will be included in the cost of the facility, such as wiring, wireless access points, Internet and fiber optics, etc.

Laptops will be purchased for differentiated instruction in the classroom. All students will be placed in a group of eight students to use the computers. The computers will remain in the classroom. Students will also be in groups using digital whiteboards to receive language arts and math instruction. Only a portion of the core curriculum will be delivered in a digital format.

Laptops will also be purchased for Administrative staff and each teacher.

Funds will be set aside each year to plan ahead for the replacement of technology equipment. Based on experience with other schools using this model, computers provided by Apple, and other such equipment will be replaced on an average of every 5-10 years. It is estimated that, starting in the 5th year of operation, some items such as computers may need to be replaced. Our plan is to set aside \$35,000 each year, starting in the 5th year, in anticipation of these possible replacements.

Upkeep on the school website is estimated at \$1,000 per year. See the chart below for a detailed breakdown.

Valley Academy Technology Program Worksheet

Rev 3 Students: 450
12/21 Year 1 Pay/Yr

School Name: Valley Academy iSchool Campus

DIGITAL CURRICULUM SOFTWARE Quantity \$/Item Total

Waterford Early Learning

Waterford Full Curriculum Levels K/1/2, Site Licenses for K-2: 200 students*150=\$30,000, OR \$113,246 site lic	200	\$150	\$30,000
Waterford Training - 3 onsite days (includes My TrainingConnection.net subscription)	1	\$6,800	\$6,800
Waterford and Pearson Successmaker software integration	1	\$2,200	\$2,200
Access to Community Connections website, phone/chat support, media support, product updates	1	\$1,235	\$1,235
Manuals, Student materials	4	\$1,700	\$6,800
Total Waterford			\$47,035

Pearson - SuccessMaker

SuccessMaker Full Curriculum (Reading & Math Grades 3-7) (8 students/class in 5 classrooms for 40 min. rotation +1 RTI + 2 SPED=32 lic@\$900/lic	32	\$900	\$28,800
Credit for Previous Purchase	0	\$0	\$0
SuccessMaker Collaborate - Building site license	1	\$399	\$399
SuccessMaker Training - 3 onsite days (includes My TrainingConnection.net subscription)	1	\$6,800	\$6,800
Shipping for Waterford and SuccessMaker	1	\$225	\$225
Total Pearson SuccessMaker			\$36,224

Math

Saxon Math (3-7)	5	\$1,154	\$5,770
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Total Digital Curriculum Software and Licenses

\$89,029

DIGITAL EQUIPMENT (HARDWARE/SOFTWARE) Quantity \$/Item Total

Apple Computer Hardware

iPads (6-7 grades*1 classroom/grade, 8 each room=16 + 1 marketing, 1 tech + 6 media room = 24)	24	\$479	\$11,496
iMac -20" 2 GB upgrade - wired keyboard/mouse (Technology Classes on 25 computers)+ (1 front desk, 1 tech teacher desk)= 2 computers = 27 total computers (none for Princ, Tech, Bus Off)	27	\$831	\$22,429
iMac -21.5" 4 GB - wireless keyboard/mouse (1 registrar)	1	\$1,231	\$1,231
MacBook Pro 13" (HR=9, RTI=2, SPED=2)=13; Staff (1 Principal, 1 Asst Prin, 1 Lib, 1 Tech, 1 Business,)=5 + 1 spare = 19	19	\$993	\$18,860
Mac Mini	2	\$571	\$1,142
iPod Touch (1 per student for grades 3- 7 = 250 (add 5 for teachers, +1 marketing, 1 tech)=257	257	\$276	\$70,932
MacBooks (9 HR*8=72+ SPED=6, RTI=12	90	\$780	\$70,200
Misc Apple Hardware			
Bretford Power/Sync Case- iPod Touch	5	\$1,056	\$5,280
Bretford Charging Cart/Classrooms - MacBooks; HR= 9, SPED 1; (RTI 1, Tech 1);=12	12	\$800	\$9,600
iPod Protective Case (1 per student for grades 3 - 7 = 250, add 5 for teachers + 1 marketing, +1 tech=257	257	\$12	\$3,084
Mouse for Mac Mini	2	\$43	\$86
Network Printers - Brother/Classrooms and Offices (HR=9; RTI=1; SPED =2; Tech=1 Office =4)= 17	17	\$220	\$3,739
Keyboards (4 classrooms k-2 * 4=16 + 4 spare)	20	\$43	\$862
Mini-display part to VGA Adapter (16 classrooms, 2 spare + 18)	18	\$26	\$459
Apple Care (Warranty Contract)			
Apple Care (MacBook 196 @ \$183= \$37044)	0	\$161	\$0
Apple Care (Additional for 1:1 for all classes, Mac Book 46 @ \$183)	0	\$161	\$0
Apple Care (iMac 25 @ \$119 = \$2975)	0	\$105	\$0
Apple Care (iMac 21.5" @ 1)	0	\$105	\$0
Apple Care (iPod Touch)	0	\$105	\$0
Apple Care (MacBook Pro 38 @ \$239= \$9082)	0	\$161	\$0
Apple Care (Mac Mini 2)	0	\$87	\$0
Total Apple			\$219,402

Servers

Xserve, 2.26 GHZ Quad Core Intel Xeon	1	\$3,144	\$3,144
Xserve, 2.26 GHZ Quad Core Intel Xeon	0	\$2,845	\$0
Xserve, Quad Core Intel Xeon	1	\$3,795	\$3,795
16TB RAID (Apple for student file storage)	1	\$11,879	\$11,879
Monitors 24" (2 in IT room and 1 in front office)	3	\$703	\$2,109
Monitor brackets for 24" for 2 moniors (VESA Mount Adapter Kit for 24 inch display)	2	\$26	\$51
Wall mount package (not to be purchased through Apple)	2	\$100	\$200
Server imaging set-up (318 Inc.)	1	\$13,200	\$13,200
Customer Imaging of Servers (4 on-sight days) @ \$1700 each = 6800	4	\$1,496	\$5,984
Apple Care for Servers	0	\$669	\$0
Total Servers			\$40,363

Management Software

Apple Remote Desktop AELP Inst lic (1 per teacher and 1 for the IT Mgr, includes 25 licenses)	1	\$2,418	\$2,418
Apple Remote Media Set - software	1	\$13	\$13
Mac OSX Snow LeopardSVRME	1	\$13	\$13
Apple iWorks + Education Software Upgrade License (iWorks, iLife, OS10) - upgrades for 1 year	1	\$3,386	\$3,386
Apple Education Software Upgrade disk	1	\$869	\$869
Mac Software collection media	1	\$13	\$13
Server Software Licensing	1	\$337	\$337
Total Software			\$7,050

Other Hardware/Software			
Headsets - 1 per person for HR -450, 36 SPED, 25 CIT, 20 sparesets	531	\$10	\$5,310
Windows 7 License (3)	3	\$200	\$600
Flash Drive (Data Center)	1	\$200	\$200
DELL Computers			
Servers			
Dell Server and Accessories - PowerEdge R410, 4G mem - See Dell Quote	2	\$2,158	\$4,316
Dell Shipping	1	\$100	\$100
Total Dell			\$4,416
Total Other			\$14,942
Promethean Interactive White Boards			
Promethean Boards 300 range (HR=9, tech 1) 3 SP rooms, SPED 2 = 15	15	\$1,099	\$16,485
Promethean installation	15	\$100	\$1,500
Promethean Product shipping	15	\$89	\$1,335
Promethean 300 Range 78 with Acivboard with adjustable stand & LCD shrt throw projector	4	\$3,599	\$14,396
Accessory shipping	4	\$200	\$800
AB+2 Installation	4	\$550	\$2,200
50' AB+2 Adjustable and Fixed Penum kit	4	\$225	\$900
ActivEngage v1.0 01 - 25 Classrooms - unlimited users	1	\$1,099	\$1,099
ActivHub 2.4 GHz Radio frequency communication device for use with Activboard	15	\$99	\$1,485
Projector and controll installation	15	\$100	\$1,500
Pixie Pro Module panel	0	\$450	\$0
Power supply unit fro ActivSlate 2.4GHz/100 & 300 Range ActivBoard	15	\$59	\$885
Sanyo 2500 Lumen projector - Construction Loan	16	\$725	\$11,600
Adapter	16	\$39	\$624
VGA Wall plate w/3.5mm audio - Construction Loan	15	\$115	\$1,725
Full audio cabling - Construction Loan	15	\$45	\$675
Sub Total to Construction Loan			\$14,624
Total Promethean			\$71,833
Promethean less Construction Loan			\$57,209
Sub Total Hardware			\$353,591

NETWORK	Quantity	\$/Item	Base Price
Network -Skywire			
Cisco 6500(Main switch which brings in fiber, internet)	1	\$8,000	\$8,000
Sonicwall 2400 (Router) - every device in school gets IP Address	1	\$2,460	\$2,460
Extricom Wireless-N (Switch for Wi-Fi) (5)	0	\$8,450	\$0
Barracuda Web Filter (Fire Wall)	1	\$5,400	\$5,400
ACP UPS (Battery backup) (3)	1	\$1,800	\$1,800
Extricom Wireless-N AP (Access Points), (HR=0, SP=0, office 1)Total 1	1	\$700	\$700
Cisco 3560 (Homeroom Switches for ethernet) (0+0)	0	\$500	\$0
PDU (Power Distribution Unit for servers, catalyst, other equipment)(3)	1	\$400	\$400
Rack fillers (60 @ \$9)	60	\$9.00	\$540
Cables (10' Ethernet cables)	0	\$2.59	\$0
Monitoring Server	1	\$500.00	\$500
46" LED TV	1	\$900.00	\$900
Cate 5e -HDMI Converter/Extender	2	\$200.00	\$400
TV Mounts	1	\$320.00	\$320
Rack mount pull out tray with keyboard	1	\$290.00	\$290
Rack mount fold out monitor	1	\$400.00	\$400
Labor (200)	25	\$85	\$2,125
Travel	6	\$600	\$3,600
Total Network - Skywire			\$27,835
Classroom Audio			
Audio LA50 Pal/Classroom Sound - 4 ceiling speakers per class 18	18	\$1,337	\$24,066
Panasonic dome Sensor w/plenum cable (KIT) - \$ included above	18	\$0	\$0
Micro handheled kit - includes handheld Mic and 1AA battery (KIT) - \$ included above	18	\$0	\$0
Micro Tear Drop Kit - includes teardrop microphone, 1AA battery and charger - \$ included above	18	\$0	\$0
Installation/labor	18	\$100	\$1,800
Single Ceiling spkr - media room 6, large venue 4	10	\$95	\$950
LA50 Sound System shipping and handling	18	\$47	\$846
Total Audio			\$27,662
Labor Network/Wiring			
Labor for Intercom system	1	\$2,000	\$2,000
Labor for Wiring and Materials for Network (30)	10	\$1,420	\$14,200
Total Labor Network/Wiring			\$16,200
Total Network			\$71,697

GRAND TOTAL			\$514,317
Totals by Financial Grouping			
Items built into construction budget and included in Lease or Mortgage (30 yrs)			\$86,321
Peripheral Devices Network Equipment, Telecommunications, and other Technology			
Costs to be financed over 4 years		\$48,255	\$12,064
Computers, Promethian Costs to be financed over 4 years		\$276,611	\$69,153
Digital Software and Licenses		\$89,029	
GRAND FINANCING TOTALS		\$500,216	\$81,217

Operating Expenses

Operating Expenses were forecasted using information from several charter schools developed along a similar focus. Capital Purchases include classroom Furniture and Equipment is based on \$3,000 per classroom which includes desks, chairs, and other such items.

Travel expenses, budgeted at approximately \$10,000 per year, include costs for Administration and teachers to travel to and from State Administrative meetings, conferences and training opportunities that are required for their job description.

Custodial services have been estimated at \$32,000 to hire two specialists in the maintenance of the building.

Insurance

Insurance premiums for liability and property are only estimates. Actual costs will not be determined until a charter is granted and a facility is secured.

Facility Expenses

The options of leasing versus buying have been considered carefully. When building a building, it is our intent to purchase the land and facility through the issuance of tax-exempt bonds, private donations and grants. The process will begin with a lease agreement. The board will review and negotiate any lease agreement prior to execution (in addition to the Utah Charter School Board's review) to ensure, among other things, a fair market value lease rate is established and an option to purchase the facility is incorporated.

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Planning Year - Budget

Charter School Name: Valley Arts Academy						
	Planning Year: 2010-11			75% Enrollment of Target		
Number of Students:	0					
Grade Confituration:	K-8					
Local Funding including anticipated fees from students (25%)						
Federal						
State Funding 63%						
Private Grants & Donations						
Federal Start-up Grant	\$195,555					
Loans:	\$0					
Commercial						
Private						
Other (specify):						
Total Revenue	\$195,555					
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)						
Director	0.50	\$ 70,000	\$35,000			
Academic Assistant (Teachers, Curriculum, Assessment)						
Administrative Assistant (Office)						
Operations Assistant(Technology, Facilities)						
Teacher-Regular Ed						
Teacher-Special Ed						
Instructors						
Secretary						
Business Manager/Registrar						
Media Director	0.50	\$ 36,000	\$17,500			
Speech & Language Therapist						
Substitute Teachers (daily basis)						
Specialists						
Employee Benefits (200)			11,200			
Purchased Professional Services(300)						
Audiologist, Psychologist, related support services (contracted)						
Professional Employee Training and Development (330)			1,500			
Adminsitrative Services in Support of Management (310)			500			
Professional Educational Services (contracted) (320)			500			
Legal (300)			3,000			
Audit Services (300)			2,000			
Web Site Development (300)			5,000			
Purchased Property Services(400)						
Performing Arts Rental or Lease (440)						
Property Tax						
Equipment or Vehical Rental or Lease/Purchase Agreements						
Other Purchased Services (500)						
Travel (580)			3,000			
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)					
Classroom Supplies			3,000		
Testing and Testing Materials					
Administrative Materials			500		
Physical Education Supplies					
Special Education Supplies					
Workroom Supplies					
Software (670)			-		
Other (printing; postage)			2,000		
Total Instruction, Administration & Support			\$84,700		
Operations & Maintenance			Total		
Purchased Property Services(400)					
Facilities Rental or Lease (440)			9,000		
Water, Sewage , Disposal Services					
Property Tax					
Equipment Expense					
Custodial Services					
Other Purchased Services (500)					
Property/Casualty Insurance (520/521)					
Advertising and Marketing			5,000		
Printing and Binding					
Phone/Communications					
Supplies (600)					
Custodial and Maint Supplies					
Utilities and other Expendable Supplies (610-630)					
Property (700)					
Land & Improvements					
Property Repairs					
Technology-Related Hardware (Computers etc)			2,000		
Furniture & OtherClassroom Equipment			5,000		
Maintenance Equipment					
Small Equipment					
Debt Service and Miscellaneous Costs (800)					
Fees/Permits & dues					
Loan Payments					
Other (security, copier lease)			500		
Total Operations & Maintenance			\$ 21,500		
Total Expenditures			\$ 106,200		
Total Revenues			\$195,555		
			Balance		
Budget Balance (Revenues-Expenditures)			\$89,355		
Budget Balance as Percentage of State Revenue					

First Operational Year – Budget

Charter School Name: Valley Arts Academy						
	Enrollment Maximum or Target			75% Enrollment or Target		
	First Operational Year			First Operational Year		
Number of Students:	450			338		
Grade Configuration:	K-7			K-7		
Revenue	Total			Total		
Local Funding including anticipated fees from students						
Fee Basis if applicable:						
Slate Funding	\$2,226,559			\$1,678,628		
Private Grants & Donations						
Federal Start-up Grant	\$195,555			\$195,555		
Loans:						
Commercial						
Private						
Other (specify): Cash reserves from planning year	\$89,355			\$89,355		
Total Revenue	\$2,511,469			\$1,963,538		
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)						
Director or Principal	1.00	\$ 70,000	\$ 70,000.00	1.00	\$ 68,000	68,000
Assistant Director(Technology, Facilities, Library, Scheduling)	1.00	\$ 36,000	\$36,000	1.00	\$ 34,000	\$34,000
Administrative Assistant/Secretary (Front desk, phones, registration, sta	1.00	\$ 30,000	\$30,000	1.00	\$ 30,000	\$30,000
Business Manager/Bookkeeper	1.00	\$ 42,000	\$42,000	1.00	\$ 40,000	\$40,000
Teacher-Regular Ed	18.00	\$ 32,000	\$576,000	14.00	\$ 32,000	\$448,000
Teacher-Special Ed	3.00	\$ 32,000	\$96,000	1.00	\$ 32,000	\$32,000
Instructors	1.50	\$ 31,000	\$46,500	1.00	\$ 30,000	\$30,000
Media Director	1.00	\$ 35,000	\$35,000	1.00	\$ 30,000	\$30,000
	-	\$ -	\$ -	-	\$ -	\$ -
			\$ -			\$ -
			\$ -			\$ -
Speech & Language Therapist	1.00	\$ 31,000	\$31,000	1.00	\$ 22,000	\$22,000
			\$ -			\$ -
Substitute Teachers (daily basis)	1.00	\$ 17,160	\$17,160	1.00	\$ 17,160	\$17,160
Specialists (Teachers aids and paraprofessionals)	4.00	\$ 17,000	\$68,000	1.00	\$ 17,000	\$17,000
			\$ -			\$ -
Employee Benefits (200)			303,040			235,200
Purchased Professional Services(300)						
Audiologist, Psychologist, related support services (contracted)			1,000			1,000
Professional Employee Training and Development (330)			12,000			9,000
Administrative Services in Support of Management (310)						
Professional Educational Services (contracted) (320)						
Legal (300)			10,000			7,500
Audit Services (300)			8,000			8,000
Web Site Development (300)			1,000			1,000
Purchased Property Services(400)			1,000			1,000
Performing Arts Instrument Rental or Lease (440)			30,000			20,000
Property Tax						
Equipment or Vehical Rental or Lease/Purchase Agreements						
Other Purchased Services (500)						
Travel (580)			10,000			7,000
Transportation (Student) ((510-513)						
Personnel and Wage Records and Data Management						
Supplies(600)						
Instructional and other general supplies (610)			13,650			10,000
Library Instructional Aids/Books/Periodicals(640/645)			10,000			7,500
Texts and Delivery (641)						
Classroom Supplies			7,800			5,000
Administrative Materials			7,800			5,000

Physical Education Supplies			7,800			5,000
Special Education Supplies			1,950			1,400
Digital Curriculum (670)			85,000			60,000
Other (printing, postage)			3,000			1,000
Total Instruction, Administration & Support			\$1,560,700			\$1,152,760
Operations & Maintenance			Total			Total
Purchased Property Services(400)			-			
Facilities Rental or Lease (440)			494,500			494,500
Water, Sewage , Disposal Services			1,600			1,600
Property Tax						
Equipment Expense						
Custodial Services			32,000			20,000
Other Purchased Services (500)			-			
Property/Casualty Insurance (520/521)			9,000			7,000
Advertising and Marketing			1,000			1,000
Printing and Binding			7,000			5,000
Phone/Communications			4,680			4,680
Supplies (600)			-			
Custodial and Maint. Supplies			3,500			2,000
Utilities and other Expendable Supplies (610-630)			22,750			22,750
Property (700)			-			
Land & Improvements			1,000			1,000
Property Repairs			1,000			1,000
Technology-Related Hardware (Computers etc)			55,000			40,000
Furniture & Other Equipment			110,000			60,000
Debt Service and Miscellaneous Costs (800)			51,000			38,000
Fees/Permits & dues			4,500			4,500
Loan Payments			-			
Other (security, copier lease)			6,000			6,000
Total Operations & Maintenance			\$ 804,530.00			\$ 709,030.00
Total Expenditures			\$ 2,365,230.00			\$ 1,861,790.00
Total Revenues			\$2,511,469			\$1,963,538
			Balance			Balance
Budget Balance (Revenues-Expenditures)			\$146,239			101,748.00
Budget Balance as Percentage of State Revenue			6.6%			6.1%

Second Operational Year - Budget

Charter School Name: Valley Arts Academy						
	Enrollment Maximum or Target			75% Enrollment or Target		
	Second Operational Year			Second Operational Year		
Number of Students:	450			338		
Grade Configuration:	K-7			K-7		
Revenue	Total			Total		
Local Funding including anticipated fees from students						
Fee Basis if applicable:						
Slate Funding	\$2,226,559			\$1,678,628		
Private Grants & Donations						
Federal Start-up Grant	\$195,555			\$195,555		
Loans:						
Commercial						
Private						
Other (specify): Cash reserves from previous year	\$146,239			\$101,748		
Total Revenue	\$2,568,353			\$1,975,931		
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)						
Director or Principal	1.00	\$ 72,000	\$72,000	1.00	\$ 69,000	\$69,000
Assistant Director(Technology, Facilities, Library, Scheduling)	1.00	\$ 37,080	\$37,080	1.00	\$ 35,000	\$35,000
Administrative Assistant/Secretary (Front desk, phones, registration, sta	1.00	\$ 30,960	\$30,960	1.00	\$ 30,960	\$30,960
Business Manager/Bookkeeper	1.00	\$ 43,000	\$43,000	1.00	\$ 41,000	\$41,000
Teacher-Regular Ed	18.00	\$ 32,960	\$593,280	14.00	\$ 32,960	\$461,440
Teacher-Special Ed	3.00	\$ 32,960	\$98,880	1.00	\$ 32,960	\$32,960
Instructors	2.50	\$ 31,930	\$79,825	1.50	\$ 46,440	\$46,440
Media Director	1.00	\$ 36,050	\$36,050	1.00	\$ 30,960	\$30,960
	-	\$ -	\$ -	-	\$ -	\$ -
			\$ -			\$ -
			\$ -			\$ -
Speech & Language Therapist	1.00	\$ 31,930	\$31,930	1.00	\$ 22,300	\$22,300
			\$ -			\$ -
Substitute Teachers (daily basis)	1.00	\$ 17,000	\$17,000	1.00	\$ 17,000	\$17,000
Specialists (Teachers Aids and Paraprofessionals)	4.00	\$ 17,000	\$68,000	1.00	\$ 17,000	\$17,000
			\$ -			\$ -
Employee Benefits (200)			322,252			241,465
Purchased Professional Services(300)						
Audiologist, Psychologist, related support services (contracted)			1,000			1,000
Professional Employee Training and Development (330)			15,000			11,000
Administrative Services in Support of Management (310)						
Professional Educational Services (contracted) (320)						
Legal (300)			10,000			7,500
Audit Services (300)			8,000			8,000
Web Site Development (300)			1,000			1,000
Purchased Property Services(400)			1,000			1,000
Performing Arts Instrument Rental or Lease (440)			35,000			25,000
Property Tax						
Equipment or Vehical Rental or Lease/Purchase Agreements						
Other Purchased Services (500)						
Travel (580)			15,000			7,000
Transportation (Student) ((510-513)						
Personnel and Wage Records and Data Management						
Supplies(600)						
Instructional and other general supplies (610)			13,650			10,000
Library Instructional Aids/Books/Periodicals(640/645)			10,000			7,500
Texts and Delivery						
Classroom Supplies			7,800			5,000

Administrative Materials		7,800		5,000
Physical Education Supplies		7,800		1,000
Special Education Supplies		2,500		1,500
Digital Curriculum		85,000		60,000
Other (printing; postage)		3,000		2,000
Total Instruction, Administration & Support		\$1,653,807		\$1,199,025
Operations & Maintenance		Total		Total
Purchased Property Services(400)				
Facilities Rental or Lease (440)		494,500		494,500
Water, Sewage , Disposal Services		1,600		1,600
Property Tax				
Equipment expense				
Custodial Services		32,000		16,000
Other Purchased Services (500)				
Property/Casualty Insurance (520/521)		9,100		9,100
Advertising and Marketing		1,000		1,000
Printing and Binding		7,000		5,000
Phone/Communications		4,680		4,680
Supplies (600)				
Custodial and Maint. Supplies		4,000		2,000
Utilities and other Expendable Supplies (610-630)		22,750		22,750
Property (700)				
Land & Improvements		1,000		1,000
Buildings		1,000		1,000
Technology-Related Hardware (Computers etc)		50,000		35,000
Furniture & Other Equipment		80,000		45,000
Debt Service and Miscellaneous Costs (800)		51,000		38,000
Fees/Permits & dues		4,500		4,500
Loan Payments				
Other (security, copier lease)		6,000		6,000
Total Operations & Maintenance		\$ 770,130.00		\$ 687,130.00
Total Expenditures		\$ 2,423,937.00		\$ 1,886,155.00
Total Revenues		\$2,568,353		\$1,975,931
		Balance		Balance
Budget Balance (Revenues-Expenditures)		\$144,416		\$89,776
Budget Balance as Percentage of State Revenue		6.5%		5.3%

CHARTER SCHOOL WORKSHEET

FY 2010-2011

*****PROJECTION ONLY*****

TEMPLATE

School Name

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	75	0.55	41.25
Estimated ADM (1-3)	175	0.9	157.5
Estimated ADM (4-6)	150	0.9	135
Estimated ADM (7-8)	50	0.99	49.5
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K)	8		
Special Ed ADM (1-12)	38		
Special Ed (Self-Contained)	6		
Number of Teachers (K-6)	18		
Number of Teachers (7-12)	2		
WPU Value	\$2,577		
Prior Year Teacher FTE (CACTUS)	0		
School Administrators (CACTUS)	1		
Prior Year WPUs	0		
ELL Students	45		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	383.2500	\$ 987,635
Professional Staff	0.04000	15.3300	39,505
Restricted Basic School:			
Special Ed-Add-on	1.0000	48.4000	124,727
Spec. Ed. Self-Contained	1.0000	6.0000	15,462
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		101,075
Total WPU Programs		452.9800	\$ 1,268,404
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$ 293.50 per WPU		\$ 132,950
Interventions-Student Success	\$19.51 per 1+2+3 WPU \$62.31 per ELL student		7,477 2,804
Special Populations			
At Risk Regular Program	\$6.33 per total prior year WPUs; OR If new, \$6.33 X C36 or current WPUs		- 2,867
Gifted and Talented	\$3.50 per K-12 WPU		1,341
Other			
School Land Trust Program	\$34.38 per student		15,471
Reading Achievement Program	\$18.29 per WPUs \$2.04 per K-3 student		8,285 510
	\$38.24 per low income student		1,721
Charter Administrative Costs	\$100 per student		45,000
Educator Salary Adjustment (ESA)	\$4,200 per qualified educator plus benefits		-
ESA-School Administrators	\$2,500 per qualified administrator		3,104
Local Replacement Dollars	Average \$1,607 per student		732,792
Total Non-WPU			\$ 954,322
One Time			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) ¹ \$200 or \$150 per teacher (7-12) ²	18 2	3,150 300
Library Books and Resources	\$0.84 per student	456	383
Total One Time			\$ 3,833
ESTIMATED Total All State Funding			\$ 2,226,559
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

Fiscal Procedures

Valley Academy will maintain its financial and accounting records using the State Office of Education guidelines for Budgeting, Accounting, and Auditing for Utah School Districts and in accordance with all applicable federal, state, and local laws and regulations and ensure such records are available to the state or other interested parties, as requested in accordance with Utah Code R277-425-3.

Budget Process

VA's Director, staff and Business Administrator shall be responsible for preparing an annual operating budget of revenue and expenses, cash flow projections, and a capital budget. These budgets and projections must be reviewed by and approved by the VA Board of Trustees in an open board meeting, and may be modified as necessary, in accordance with state and federal law. VA will maintain a comparison of actual expenditures to budgeted expenses. These budgets must support VA's mission, stated goals, and will provide the following:

1. Sufficient detail to enable reasonably accurate projections of revenues and expenses, separation of capital and operational items, cash flow, and subsequent audit trail;
2. A balanced budget - appropriations will be planned in a way so that they equal or are less than anticipated revenues; and
3. Budgets must be aligned with board-stated priorities.

Limits on Appropriations

The Board may not make any appropriation that violates any VA policy or exceeds its estimated expendable revenue, including undistributed reserves, in the final budget. Appropriations will be made only as authorized by the approved budget. VA will require a properly signed Expense Requisition as authorization for the expenditure of funds. Requisitions will require proper source documentation and be checked against the budget and current cash flow before funds are distributed. Final approval will require two signatures. The Business Administrator for the school will monitor appropriations and make a monthly accounting to the Board.

Budget Reports

Financial reporting will be in accordance with Generally Accepted Accounting Principles (GAAP), including Generally Accepted Governmental Auditing Standards. VA will maintain supporting records in sufficient detail to prepare the school's financial reports, including:

1. Annual financial statements for audits and the annual budget;
2. Monthly reports including budget vs. actual financial statements with explanations for significant variances, updates of cash flow projections, and monthly, quarterly or as otherwise required, reports to the Utah State Office of Education; and
3. Quarterly preparation of IRS Form 941 and payroll and tax returns and other reports upon request.

Under the direction of the Board, the Director and/or the Business Administrator shall be ultimately responsible for filling out and submitting reports to the state.

Expendable Revenue/Undistributed Reserves

As part of the budgeting process, the Board, the Director, and Business Administrator will determine annual operating safety margins. Subject to any restrictions imposed by law or other rules, the Board reserves the right to reallocate funds from one line item in the budget

to another as prescribed if purchasing practices or conservation result in an expenditure different than the budgeted amount. An adequate financial reserve will be created and maintained as a part of VA's overall financial plan. Any undistributed reserves will be added to VA's budget for the following year and will be properly re-allocated at the direction of the Board. Any expendable revenue and undistributed reserves must be used to further the vision and mission of VA.

Emergency Expenditures

VA will include reasonably sufficient reserves in its budget to meet any unexpected or emergency expenditures. If the Board, or the Director, determines that an "emergency" exists, they may authorize any emergency expenditure. Emergency expenditures will be drawn from the school's reserve fund after Board approval.

An "emergency purchase" is the purchase of goods or services that are so badly needed that the school will suffer financial or operational damage if they are not secured immediately. A decision to purchase may be declared in an emergency at the Director's discretion and "best value" purchase guidelines must be followed. In addition, the purchase must be authorized by a designated member of the Board, following the guidelines as outlined below in the purchasing policy.

Purchasing Procedure for emergency items

1. The Director determines if the necessary funds are available. If so:
2. Fill out a requisition form.
3. Obtain necessary signature(s) on the requisition and turn it in to the school's business office.

Signature Guidelines: For purchases under \$500.00, any one of the following signatures is required: (i) the Director; (ii) the Business Administrator; or (iii) one of the officers of the Board. For purchases between \$500.00 and \$2,500.00, two of the above signatures are required. For purchases over \$2,500.00, two of the above signatures are required, one of which must be a Board member.

4. The Business Administrator makes a copy of the requisition and returns it to the requester (along with a purchase order) to process the order.
5. When the order is received, the individual must either sign the packing slip or sign the requisition and mark it "received" before returning it to the business office.
6. If the school is billed directly for the purchase, the job is complete.
7. If the individual paid for the purchase, that individual must fill out a check request, attach all receipts, and turn it into the business office.

Business Administrator

A Business Administrator will be hired by the Board. VA will require the Business Administrator to attend training in School Finance and Statistics regarding the Minimum School Program and financial reporting requirements prior to working with the school, and on a continuing basis thereafter, as recommended by the USOE. VA recognizes the importance of this training to provide professional services and updated information to the school, and will ensure it is completed as recommended. The Business Administrator will assist the Director with any planning and decision making in regards to the finances of the school, and any other duties as required.

Independent Audits

As a budget item, VA will hire a qualified independent certified public accounting firm to conduct an annual financial audit of the school's financial records. The results of the audit will be provided to VA's Board and the state in written form within the statutory time limits required by the state and shall be published and posted as required by law. The Board, Director and Business Administrator will work diligently to assure that audit findings are addressed prior to the next regularly scheduled audit.

Cash

All cash collected will be reconciled in the presence of two authorized individuals. A receipt should be given whenever cash or checks are received into the business office. Cash and checks will be sealed in tamper-evident envelopes and delivered to the bank each evening. A petty cash, in the amount authorized by the Board, will be maintained in the office for daily business purposes.

Fundraising and Grants

Fund raising in general will be overseen by the Director. Grants applied for by teachers or other school staff should be reported to the Business Administrator for proper accounting. All grant funds should be made out to the school. Inventory accounting and appropriate retention and disposal policies will be implemented to assist in accounting for items purchased with federal or restricted funds in accordance with rules and guidelines appropriate to such funds.

Purchasing Policies and Procedures

Valley Academy will purchase only those items and services that are required to perform the school's mission and/or fill a bona fide need. In situations not specified herein, VA will follow applicable provisions of Utah Procurement Cod (U.C.A, 63G-6) including procurement of architect/engineer, construction and leasing services. Purchases will be made using best value contracting which includes assessing the best value considering quality, performance and price. However, the school will use a competitive procurement process, which requires sound business practices for purchases less than \$5,000. The school will also select the best value by obtaining three written quotes for items greater than \$10,000 and less than \$50,000. Finally, a formal bid process will be used for items greater than \$50,000, in which three bids will be received and evaluated using a formal evaluation process. VAA will adhere to the following objectives:

1. Purchases will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, and required specification, etc;
2. Make all purchases in the best interests of the school and its funding sources;
3. Obtain quality supplies/services needed for delivery at the time and place required;
4. Buy from responsible and dependable sources of supply;
5. Obtain maximum value for all expenditures;
6. Deal fairly and impartially with all vendors; and
7. Be above suspicion of unethical behavior at all time and avoid any conflict of interest, dealings with related parties or even the appearance of a conflict of interest in supplier relationships.

A Purchase Order will be required for all purchases. Purchases greater than \$10,000.00 will require approval from the Board.

Public meeting 12/14/09, 7pm, 726 N 150 W Hurricane, UT

In attendance: Alisha Humphries, Gaylene Knoke, Cory Martin, Dawn Martin, Lane Blackmore, Judy Blackmore

Meeting called to order.

Discussion of dedication to our mission statement, read mission statement.

Discussion of 7 charter school purposes. Gaylene has been working on this.

Discussion of possible parent committees: Parent Teacher Student Organization, volunteering in the classroom, community service, lunchroom, playground/recess, Records, Newsletter, Website/Computer support, Special Needs, Music, Dance, Visual Arts, Theater, Special Events, Fund raisers, Field trips, Library, Grounds and building maintenance, School tours, Before and after school programs/performances, Student carpool

Discussion of Artful Learning- look for different options. Cory will attempt to make contact with Artful Learning.

Discussion of public meeting in January. We will meet twice in January as a board to try and finish the application. Invite Warren from the Arts Alliance to our meeting.

January 14 meeting. Hurricane library at 7pm

January 28 meeting. Hopefully turn in the application after this meeting. Location to be decided.

Read through fiscal procedures. Made changes as requested. Voted to accept fiscal procedures unanimous by all members present.

Find out if Livescan will work for fingerprint cards. All members will need to fill out background information and turn in fingerprint cards.

Meeting adjourned.

Organizational Structure and Governing Body

Valley Academy is a non-profit organization that is overseen by a Board of Directors. The Board is dedicated to, but not limited to, the following responsibilities:

- Determining the mission of the school and ensuring continued commitment to the mission.
- Develop and enforce policy that is legal and ethical
- Ensuring compliance with charter, state and federal rules and laws
- Protecting the legal interests of the charter school
- Managing resources and liabilities responsibly
- Approving the annual budget and other major purchases
- Hiring and evaluation of the Director
- Advocating, pursuing, and expanding positive relationships with all stakeholders, including the community, other school districts, media, parents and students

Board Member Responsibilities

Individual offices held by board members will be President, Vice President, Secretary, Treasurer, and Committee Heads as decided by the Board. The duties of each consist of, but are not limited to, the following:

- The President is a voting member of the board, provides leadership for the board and presides at all board meetings, works closely with the Director of the school, appoints committee chairs with input from the board, assists in annual review of the Director, signs legal documents, and performs other responsibilities as assigned by the board.
- The Vice President is a voting member of the board, provides leadership for the board and chairs board meetings in the absence of the president, performs other responsibilities as assigned by the board.
- The Secretary is a voting member of the board, manages minutes of board meetings, ensures minutes are distributed to all members of the board in a timely manner after each meeting, organizes and maintains records of the board, performs other responsibilities as assigned by the board.
- The Treasurer is a voting member of the board, has oversight over the finances of the organization through helping create annual budget for board approval, responsibility for money received and disbursed, submission of monthly and annual financial reports, ensuring adequate financial controls, performs other duties as assigned by the board.
- A Committee Head is a voting member of the board, oversees the logistics of committee operations, assigns work to committee members, chairs committee meetings, performs other duties as assigned by the board.

No Board member may receive compensation for services rendered to the school as a Board member. However, Board members may be reimbursed for expenses incurred in performance of their duties as Board members.

Election/Selection Process and Terms

The Board will consist of at least five, but no more than seven members.

For the first year of operation, the members of the Board will come from members of the Founding Board. For the following years of operation, board positions will be filled through application to the Board and voted on by the Board, seeking members with specific area of expertise, with parental input allowed. Board members will each serve a three-year

term with the exception of the first Board. The first Board will serve the following terms to ensure terms will be staggered for continuity of the school's vision and mission.

- The President will serve a four-year term
- The Vice President will serve a three-year term
- The Treasurer will serve a two-year term
- The Secretary will serve a one-year term
- Remaining Founding Board members will serve a three-year term.

Applications for open board positions will be taken and considered each May. Applications may be turned in to any board member.

New board members will be seated at the annual June board meeting. As members of the Founding Board rotate out, new Board members may serve only two consecutive terms of three years each. If, after two terms, a Board member wishes to continue service, a mandatory break of at least one year must be observed. Past Board members wishing to serve another term must follow the same process as all other applicants when a Board position is open.

Each June, the Board will vote to select its own leadership. At the Board's own discretion, it may also reorganize its leadership following the filling of a Board vacancy. In the event of dismissal, resignation, or other vacancy on the Board, the Board will conduct a special election to fill the remaining portion of the vacant member's term.

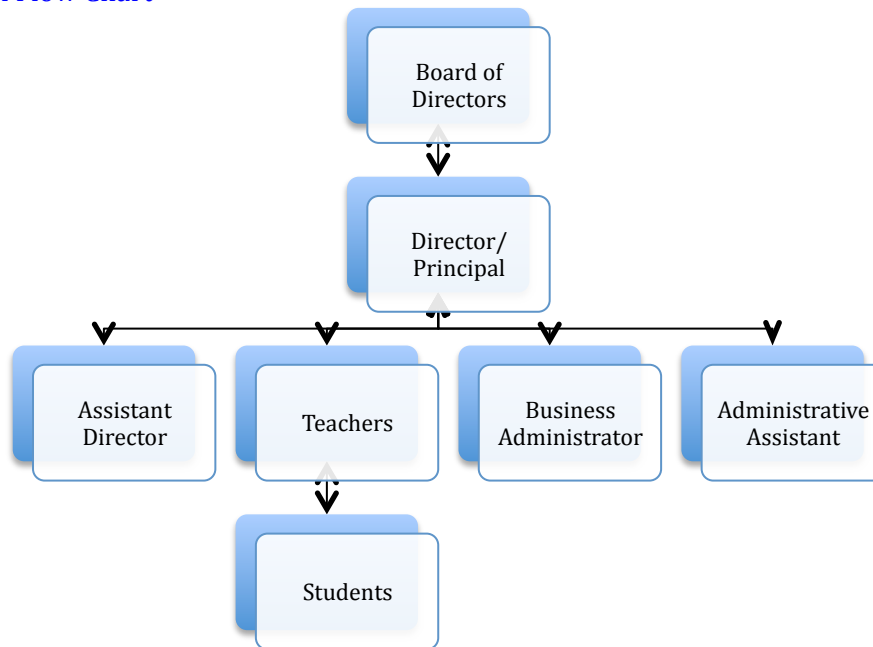
The Board will meet at least every month for the first year of operation, and at least quarterly thereafter, guided by an agenda, to discuss school operations and hear reports and updates from each board member and the Director, consider and adopt policies, and to be a body of appeal. A majority vote of the total Board membership will constitute action by the Board. The Board will not act unless a quorum is present.

Removal of Board Members

The Board reserves the right to relieve/replace a member through a super majority vote in instances where it feels the member is not following the vision and mission of the school, the member has missed 50% or more of the Board's regular meetings in any calendar year, has been declared of unsound mind by a final order of court, or has been convicted of a felony.

Board members may resign at any time by giving a written notice, either by paper or electronic copy, to the President of the Board. The resignation will take effect at the time specified in the written notification. The Board will announce the vacancy and then consider applications. Vacancies will be filled by a majority vote of board members in office and the new member will fulfill the remaining term of the member replaced. This time served, if less than one year, will not be considered a full term and will not count toward the two consecutive term limit for board members.

Organizational Flow Chart



Director

The Director will provide leadership for the school, under the supervision of the Board. The Director will be responsible for, but not limited to, the following:

- Follow the vision and mission of the school set by the Board
- Implement Board policy
- Establish and implement curriculum
- Professional development of Assistant Directors, teachers, secretaries, and other educators
- Adhere to and properly oversee approved budget
- Maintain personnel performance files for all employees
- Conduct staff evaluations (as outlined in Employee Evaluation Policy)
- Oversee student registration to ensure compliance with state and federal law
- Coordinate with Faculty and Staff, PAC (Parent Advisory Committee) and Board
- Develop and maintain Parent and Teacher Handbooks
- Develop and maintain operational policies and procedures with Board input and approval
- Maintain positive public relations with all stakeholders, including parents, community, local school district and state
- Oversee adequate assessment of students and ensure goals for continual improvement
- Other duties as assigned by the Board

More detailed information on administrative staff positions and job descriptions can be found on page 84.

**ARTICLES OF INCORPORATION
OF
VALLEY ARTS ACADEMY INC.**

The undersigned person, over the age of 18 years, acting as the Incorporator of a nonprofit corporation under the Utah Revised Nonprofit Corporation Act (the "Act"), hereby adopts the following Articles of Incorporation for such Corporation.

ARTICLE I

NAME

The name of the Corporation is Valley Arts Academy Inc.

ARTICLE II

PERIOD OF DURATION

The period of duration of the Corporation shall be perpetual.

ARTICLE III

INITIAL REGISTERED OFFICE

The initial registered office of the Corporation is located at 107 S. 1470 E. Ste 303A, St. George, Utah 84790.

ARTICLE IV

PURPOSES

The Corporation is organized and shall be operated exclusively as a non-profit corporation for charitable, educational or scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended. Within the limitations established by the preceding sentence, the corporation is organized and shall be operated primarily to operate a charter school located within Washington County School District, Washington County, UT.

Solely for the above purposes, the Corporation is empowered to exercise all rights and powers conferred on non-profit corporations by the laws of the State of Utah including, without limitation, the power to purchase or otherwise acquire real or personal property and sell or otherwise convey the same.

No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its Directors, Trustees, officers, members, or other private individuals, except that the Corporation may pay reasonable compensation for services rendered and may make payments and distributions in furtherance of the purposes set forth herein in accordance with Section 501(c)(3).

ARTICLE V

MEMBERS

The Corporation shall have voting members as set forth in the Bylaws duly adopted by the Board of Directors. The Corporation will not issue shares or certificates evidencing membership or interests in the Corporation.

ARTICLE VI

STOCK

The Corporation shall have no stock, and no dividends or pecuniary profits shall be declared or paid to the Directors or officers of the Corporation.

ARTICLE VII

BOARD OF DIRECTORS

The business and affairs of the Corporation shall be conducted by a Board of Directors consisting of not less than five (5) directors or more than seven (7) directors. The initial Board shall consist of five (5) directors. The names and addresses of the initial members of the Board of Directors are as follows:

<u>Name</u>	<u>Street Address</u>
Trent Seegmiller	107 S. 1470 E. Ste 303, St. George, UT 84790
Dawn Martin	180 N. 250 W., La Verkin, UT 84745
Gaylene Knoke	660 N. 220 W., La Verkin, UT 84745
Bill Brown	39 W. 750 W., Hurricane, UT 84737
Alisha Humphries	726 N. 150 W., Hurricane, UT 84737

The officers of the Corporation shall be a president, vice president, secretary, and treasurer, and such other officers or vice presidents as may be deemed necessary by the Board. The officers shall be appointed by the Board of Directors and shall hold office at the pleasure of the Board.

ARTICLE VIII

INCORPORATOR

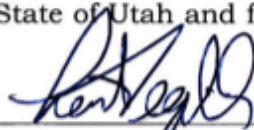
The name and street address of the incorporator of the Corporation is as follows:

<u>Name</u>	<u>Street Address</u>
Alisha Humphries	726 N 150W Hurricane, UT 84737

ARTICLE IX

OFFICE AND REGISTERED AGENT

The location and street address of the Corporation's initial principal office is 107 S. 1470 E. Ste 303A, St. George, UT 84790. This office and/or agent may be changed at any time by the Board of Directors without amendment of these Articles of Incorporation. The lawful agent of the Corporation shall be TRENT T. SEEGMILLER and said agent is hereby appointed and authorized to accept and acknowledge service and upon whom may be served all necessary process in any actions that may be brought against the Corporation in the courts of the State of Utah and for all purposes required by law.



TRENT SEEGMILLER, AGENT

ARTICLE X

LIMITATION ON LIABILITY

No Director or officer of the Corporation shall be personally liable to the Corporation for civil claims arising from acts or omissions made in the performance of his or her duties as a Director or officer, unless the acts or omissions are the result of his or her intentional misconduct.

ARTICLE XI

TAX STATUS

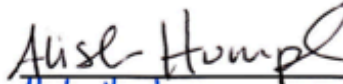
It is intended that the Corporation shall have the status of a corporation which is exempt from federal income taxation under Section 501(a) of the Code as an organization described in Section 501(c)(3) of the Code and which is other than a private foundation by reason of being described in Section 509(a)(2) of the Code. These Articles shall be construed accordingly, and all powers and activities of the Corporation shall be limited accordingly. The Corporation shall not carry on propaganda or otherwise attempt to influence legislation to such extent as would result in loss of its exemption from federal income tax under Section 501(c)(3) of the Code; nor shall any activity of the Corporation consist of participating or intervening (including the publishing or distributing of statements) in any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activity not permitted to be carried on (a) by a corporation exempt from the federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE XII
DISSOLUTION

Upon the winding up and dissolution of the Corporation, after paying or adequately providing for the debts and obligations thereof, the assets remaining shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose as determined by the Board of Directors. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

IN WITNESS WHEREOF, for the purpose of forming this Corporation under the laws of the State of Utah, the undersigned being the incorporator, has executed these Articles of Incorporation this 21st day of MAY, 2009.


Alisha Humpl, INCORPORATOR

Valley Arts Academy Public Meeting
1/14/2010, 7pm at the Hurricane Library

In attendance: Cory Martin, Alisha Humphries, Gaylene Knoke, Dawn Martin, Lane Blackmore, Judy Blackmore, Trent Seegmiller, Steve Goodman, Tom Pitcher

Welcome

Approval of minutes from 12/15/09 public meeting

Presentation from iSchool given by Tom Pitcher and Steve Goodman. iSchool is a not-for-profit Education Services Organization whose goal is to assist charter schools in using a model of the arts and a digital curriculum. They are partnered with several companies that can help charter schools to acquire technology and develop and finance the building of the school. They offer a liaison to assist the Director in implementation of the model. This will be offered at no cost to the school.

Reviewed and voted to accept the Articles of Incorporation- unanimous by all board members (Amendment to Articles of Incorporation reviewed on 9/21/2010 as requested by state charter staff. Lane Blackmore made motion to accept amendment to Articles. All members in favor.)

Background information sheets and fingerprint cards due by next meeting

Discussion on how to use Google docs for board members to submit application sections and make comments in between meetings. No questions.

Discussion on Artful Learning and Arts Bridge- will bring this issue back up after charter approval.

Discussion on visit to Vista- planned for Wednesday, January 20 at 2pm- Cory will call to make the appointment.

Next meeting to be held on 1/28/2010 at 7pm. Trent and Gaylene will be looking for a building and will get back with the group.

Adjourn.

Background Information Sheets

Valley Academy assures that the results of fingerprint and background check submission will be required within 90 days of charter approval by the State Board of Education.

Name: Alisha Terry-Humphries

Role in School: Board Member- President

Statement of Intent: I started researching charter schools and the charter school movement when my child was an infant. I loved the idea of another choice in free public education for my child and found that a lot of other parents felt the same way I did. By gathering a strong group of talented individuals, I believe we have created a wonderful educational choice for the children of our community and surrounding areas that, we hope, will serve for many years after we are gone. I am personally committed to a strong foundational curriculum taught in a way that will inspire the children- in our case, through the arts and technology, in all forms.

Not-for-Profit History: I have been a part of many organizations with charitable purposes. I have been responsible for writing policies, procedures and protocols for my job in the Fire/EMS service. I have learned a lot in the past three years about governing boards for non-profit corporations and charter schools as we have developed this application. This is my first time being on a non-profit board, and I am committed to continued learning, strong board leadership, and teamwork.

Employment History: I have been employed full time as a paramedic/firefighter since 1998, becoming an EMS instructor in 2002. I have been a training officer for my department since 2002, responsible for developing emergency medical training courses for hundreds of EMT's. I also owned a small business with my husband from 2005-2007, in which I took care of quarterly taxes and payroll.

Education History: My education is almost entirely based on emergency services. I started college majoring in music/dance/theatre, which is part of what this charter school will be based upon. I hope to use my educational experience to provide guidance in decisions dealing with the arts and/or any emergency planning or training the school may need.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Alisha Terry - Humphries

Address 726 N. 150 W.

City, State, Zip Hurricane, UT 84737

<p>1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES [] NO <input checked="" type="checkbox"/></p>
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p><small>UTAH STATE OFFICE OF EDUCATION</small></p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p>	
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES [] NO <input checked="" type="checkbox"/></p>
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES [] NO <input checked="" type="checkbox"/></p>

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

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

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

A. Terry Hump
Applicant's Signature

Subscribed and sworn before me this 25th day of January Year 2010.

County of Washington State of Utah

Notary Public Patricia F. Olesky My Commission Expires 06-17-2012



Name: Gaylene Knoke

Role in School: Board Member- Vice President, Potential Staff

Statement of Intent: I have been interested in the arts for a long time and am excited to help reach the goal of starting a charter school. I started with an interest in performing arts at 6 years old. I performed in talent shows in elementary school. I was a member of "The Littlest Americans". In middle school I had private voice, piano and ballet lessons. In high school I participated in theater. I am still a member of the International Thespian Society. After high school I went to broadcasting school. I participated in the Miss Nevada Pageant. I took dance classes in college. I was a member of the Dixie College Chorus and the Southwest Chorale. I decided at this point to become a teacher. I have taught beginning ballet, piano and voice lessons. I have recently attained my bachelor's degree in Elementary Education. I also tutor adults who are going back to school to get their GED. I am a member of the Hurricane Valley Choir, the Hurricane Valley Arts Alliance, and the Southwest Chorale.

Not-for-Profit History: This is my first experience on a board with a not-for-profit organization. I am involved as a participant in other not-for-profit organizations.

Employment History: I have a Bachelor's Degree in Elementary Education. I have in class experience with student teaching. I am currently employed with Washington County School District, assisting the Special Education team at Hurricane Middle School.

Education History: I have my Bachelor's Degree in Elementary Education.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Gaylene Knoke

Address 660 N 220 W

City, State, Zip Laverkin UT 84745

<p>1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES [] NO <input checked="" type="checkbox"/></p>
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p>	
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES [] NO <input checked="" type="checkbox"/></p>
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES [] NO <input checked="" type="checkbox"/></p>

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

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

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

Gaylene Kuohe
Applicant's Signature

Subscribed and sworn before me this 26th day of Jan Year 2010

County of Washington State of Utah

Notary Public Wendy Barney

My Commission Expires 9/5/2012



Name: Derek Lewis

Role in School: Board Member- Technology

Statement of Intent: I have a daughter that is getting ready to start school. I would like to help create a safe school that would use her talents in her education. Also I would like to be a part of my daughter's education and help create the curriculum she will learn with. With how fast technology is progressing, I feel my computer skills would be beneficial to the school.

Not-for-Profit History: I have donated a lot of time fixing computers and other electronic equipment for schools, friends and family. I currently donate a lot of time to the Hurricane Valley Fire District, setting up their computers, server and webpage.

Employment History: I started my own computer business in high school. I would build, maintain, and setup new computer systems in my spare time. I did this for about 6 years. I have since stopped other than for friends and family. I worked for Federal Communications Group for 4 years. I installed computer servers, wired and wireless networks, wiring, fiber optics, telephone systems, T1 and ISDN lines, etc. I am currently a Full-Time Police Officer, and a Volunteer Firefighter / EMT.

Education History: I have a high school diploma. My senior year in High school I attended college at UVSC (1999 at UVU). I majored in Electronics. I attended over a year of full time class in this field. I switched majors to Fire Science, and attended another year of classes. I switched majors again to Telecommunications technology for another year. In 1999 I started skydiving. Since I have become a skydive instructor teaching students how to skydive, and taking them on their first skydives. I switched colleges to Salt Lake Community College in 2004 to attend the Police Academy. I attended 9 months of full time classes to obtain my POST Certificate. While in my law enforcement career, I have been sent to numerous trainings. I am a Police Officer Standards and training Certified instructor (I'm able an instructor for law enforcement and people wanting to be law enforcement). The summer of 2009 I was trained by the Hurricane Fire Department. I obtained by Firefighter 1 & 2, EMT, Hazmat Operations certifications. I am currently attending G&B Flight Academy to become a certified pilot.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Derek Lewis

Address 449 N 3420 W

City, State, Zip Hurricane, Utah 84737

<p>1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES [] NO <input checked="" type="checkbox"/></p>
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p>	
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Utah State Charter School Board
Charter School Application

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VERIFY ANY INFORMATION PROVIDED ABOVE FOR VAA Valley Arts
Academy
CHARTER SCHOOL.

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

Debra Fox Debra Fox

Applicant's Signature

Subscribed and sworn before me this 30 day of June Year 2010.

County of Washington State of Utah.

Notary Public Debra Fox

My Commission Expires 3/15/14



Name: Larry Lane Blackmore

Role in School: Board Member- NP Experience/Land Developer/Contractor

Statement of Intent: I intend to contribute both time and resource to the set-up and ongoing operation of Valley Arts Academy.

Not-for-Profit History: I have served on the board of two 501-C-3 organizations over the past 30 years, The Patriarchal Society and The Order of Christ Consciousness, both philosophical organizations. I have a good general understanding of the purposes of such organizations. Further, I have been a city council member for 10 years and served on the Ash Creek Board for 10 years representing Laverkin City.

Employment History: I have operated a construction and development company for the past 30 years including general management, President and CEO. We have employed up to 87 employees at times. I understand site development and construction.

Education History: After High School, I took the path of Life Learning. My education includes Real Estate, Construction, and Business Administration. My education is not formal. It is hands on. I have been successful in my career for 40 years.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name LARRY "LANE" BLACKMORE

Address 240 SOUTH WEST DIAGONAL ST.

City, State, Zip LAUREL MOUNTAIN UTAH 84745

<p>1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES [] NO <input checked="" type="checkbox"/></p>
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<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES [] NO <input checked="" type="checkbox"/></p>
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES [] NO <input checked="" type="checkbox"/></p>

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WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR VALLEY ARTS ACADEMY CHARTER SCHOOL.

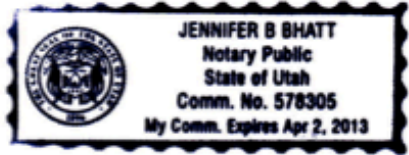
I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

[Handwritten Signature]
Applicant's Signature

Subscribed and sworn before me this 16 day of February Year 2010.

County of Washington State of Utah.

Notary Public Jennifer B. Bhatt My Commission Expires 4-2-13



Name: Trent Seegmiller

Role in School: Registered Agent and Board Member/Lawyer

Statement of Intent: My role and commitment to this application has been one of vision and consistency. From the tender beginnings of the idea of starting Valley Arts Academy, through today, I have been involved in nearly all meetings in providing and sharing ideas, options, strategies, and focus on the direction and goals of the organization. Together with the other visionary board members and the lofty goals and ideals that have now been condensed into the mission statement, we have tried to create a vision and mission with the application that will provide for a rich education experience for both students and parents. I have reviewed and been involved with each step of the development of all sections of the application, with very detailed involvement in some sections, and less involvement with other sections, but, consistently present and an active participant in all sections and all meetings. My intent is to see the fulfillment and execution of the mission statement in providing the highest quality education experience to every student that enrolls in Valley Arts Academy.

Not-for-Profit History: I have represented dozens of non profit organizations and corporations including many property owners associations, 501(c)(3) organizations, and other not-for-profit organizations. This representation and counsel has included advising them on many issues both as a board and as issues that had to be addressed by the Board. Much of my involvement, in addition to helping them file articles of organization, necessary IRS filings, and meeting all corporate formalities, has been in advising them as to the authorities and powers of the board, members rights and abilities, and limits of same. My involvement has been in organizations across various states and regions and has not been limited to just Utah.

Employment History: I have been employed for a number of years as an attorney focusing on representing many profit and non profit entities, but have also been active as an adjunct professor teaching in one major university setting and also more recently in a state college setting. My experience in higher education as a professor is the most relevant to the development of academic programs and operations of a school. My undergraduate degree was in Business Management with an emphasis on finance. As an attorney I have had the opportunity to help literally hundreds of small businesses start from the ground up which is exactly what we have worked on with Valley Arts Academy.

Dixie State College, St. George, Utah, *Adjunct Professor (2007--current)*

Active participant in Curriculum Development and Faculty Administrative Issues for Business School

Teach various courses in Personal Finance, Real Estate Finance, Business Law, Entrepreneur Finance, and Social Economics

University of Illinois, at Champaign/Urbana, Illinois, *Adjunct Professor (2004-2006)*

- Completed Ethics Training for University Employees
- Completed Success in Teaching Excellence Program

- “Most Excellent” Professor List (2004-2006)
- Developed and Coordinated Honors Projects

Seegmiller Law PLLC, St. George, Utah, *Manager* (2008—Present)

Jenkins, Ronnow, Jensen, & Bayles LLP, St. George, Utah, *Associate* (2007—2008)

Heinrich & Associates (formerly McDonald & Heinrich), Champaign, Illinois, *Associate* (2003-2007) **Davis & Delano P.C.**, Danville, Illinois, *Law Clerk* (December 2001-March 2003)

Education History:

UNIVERSITY OF ILLINOIS COLLEGE OF LAW, Champaign, Illinois; J.D. 2003 (2003)

Honors/Activities

- Scholastic Excellence: Real Estate Transactions/Finance ■ Elder Law Journal
- Edge Scholarship 2000 and 2001 ■ Pro Bono Notation: Fall 2001
- CLE: “Navigating A Real Estate Transaction” Fall 2001 ■ CLE: “Limited Liability Companies”
- Student Bar Associations: FBA, ABA (Real Property, Probate/ Trust Law, Litigation, and Business Law Sections)

BRIGHAM YOUNG UNIVERSITY, Provo, Utah; B.S. 2000, (2000)

Major: Business Management/Finance, Minor: Spanish

Honors/Activities

- Golden Key National Honor Society ■ BYU Management Society
- Edna L. Hubbard Scholarship 1998-2000 ■ University Academic Scholarship 1997
- Pre-Law Student Association ■ Big Brother 1998-1999
- Mervyn’s Back-to-School Volunteer ■ BYUSA: New Student Orientation Guide
- Salsa Club: Involvement and Cultural Awareness ■ Jafra Scholarship 1997-2000

DIXIE COLLEGE, St. George, Utah; Associate of Science, (1995)

Emphasis: Business, Major: Open

- Presidential Scholarship Recipient ■ Dean’s High Honor Roll

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Trent Seegmiller
 Address 1748 E. 1200 N.
 City, State, Zip St. George, UT 84770

<p>1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES [] NO <input checked="" type="checkbox"/></p>
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p>	
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES [] NO <input checked="" type="checkbox"/></p>
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES [] NO <input checked="" type="checkbox"/></p>

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

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

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

[Handwritten Signature]

Applicant's Signature

Subscribed and sworn before me this 14th day of February Year 2010.

County of Washington State of Utah

Notary Public Rona Demille

My Commission Expires 7-10-13



Comprehensive Program of Instruction

Innovative Program of Instruction

During the homeroom section of the school day, students will participate in a blend of digital and traditional curriculum primarily focused on math and language arts, spending approximately 45 minutes to 1 hour per day utilizing educationally sound digital courseware that responds to the individual needs of the students. This format for learning is a part of a philosophy that results in very efficient use of students' time (more personal learning accomplished in less time) as well as the highly motivating use of engaging child-centered technology. When not utilizing computerized curriculum, students will be receiving instruction from and participating in collaborative learning with teachers who are excited about the possibilities for student learning in this innovative academic environment. During the balance of the day students will spend time on required core subjects such as science, physical education, etc. As time allows, they will also spend instructional time in learning how to use technology and performing arts. This is described in more detail below.

Methods of Instruction

All curriculum required by the Utah State Core Standards will be taught. Faculty members will use backwards design to create relevant, differentiated learning experiences for individual students. Curriculum will be scaffolded to ensure learning is relevant and challenging from grade to grade. Valley Academy will use research-based curricula and will annually review classroom practice and curricula choices to ensure all students are given challenging material appropriate to their abilities and the charter mission.

Performing Arts

Students will be able to participate in performing arts activities from the following performing arts areas: Musical Theater, Dance/Movement, Vocal, or Instrumental.

Our 7th grade will follow a modified elementary model, expanded, however, to accommodate needs of older students and additional core curriculum required by the State for middle school aged students.

7th Grade curriculum requirements

VAA will meet State middle school requirements as stated in Utah Administrative Code R277-700-5 as shown in the following chart.

Subject	Units of Credit
Language Arts	2.0
Mathematics	2.0
Science	1.5
Social Studies	1.5
The Arts	1.0
Physical Education	0.5
Health Education	0.5
CTE	1.0
Technology	At least 1.0
Elective	At least 1.0

Valley Curriculum Time Allocation				
Area	Subject		Hours/week	% of week
Math/Language Arts				
	Math		5.5	
	Reading		4.5	
	Language Arts		4.5	
		Total	14.5	51%
Other Core				
	Science		1	
	Social Studies		1	
	PE		3.5	
	Health		0.5	
	Art		2	
	Technology		2	
		Total	10	35%
Music/Performing Arts				
		Total	4	14%
		Total/week	28.5	100%

Curriculum currently being considered

Successmaker

http://www.pearsoned.com/pr_2009/070809.htm

http://ies.ed.gov/ncee/wwc/reports/adolescent_literacy/successmaker/research.asp,
www.successmaker.com

Waterford Early Reading and Early Math:

<http://www.waterford.org/proven-results/additional-effectiveness-and-research-studies>,
www.waterfordearlylearning.org

Reading A-Z: www.readinga-z.com

Saxon Math:

http://saxonpublishers.hmhco.com/en/sxnm_research.htm

Khan Academy Math: www.khan_academy.org

Integrated spelling and writing program:

[http://www.eric.ed.gov:80/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?
_nfpb=true& &ERICExtSearch_SearchValue_0=ED441257&ERICExtSearch_SearchType_0=n
o&accno=ED441257](http://www.eric.ed.gov:80/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true& &ERICExtSearch_SearchValue_0=ED441257&ERICExtSearch_SearchType_0=no&accno=ED441257)

Junior Great Books:

[http://www.eric.ed.gov:80/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?
_nfpb=true& &ERICExtSearch_SearchValue_0=ED354694&ERICExtSearch_SearchType_0=n
o&accno=ED354694](http://www.eric.ed.gov:80/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true& &ERICExtSearch_SearchValue_0=ED354694&ERICExtSearch_SearchType_0=no&accno=ED354694)

[http://www.greatbooks.org/programs-for-all-ages/junior/research-
effectiveness/research-archives.html](http://www.greatbooks.org/programs-for-all-ages/junior/research-effectiveness/research-archives.html)

Performing Arts:

www.disneymusicals.com/juniorshows.php, www.vaganova.ru, www.adagioballet.com,
www.suzukimusic.org, www.internationalsuzuki.org/method.htm,

Character Education:

www.charactercounts.org/sixpilars.html, www.positiveaction.net

Social/Emotional Learning: www.6seconds.org

Elementary Assessments

[Instructional Plan for Use of Assessments](#)

VA plans to use a variety of assessments to inform and drive instruction, as well as ensure growth and success for all students. These assessments will be aligned to the Utah Core objectives and standards.

Pretesting will be administered for all students, K-7, previous to the start of school to determine appropriate academic programming for each individual for the coming school year. K-2 assessments include WACS (Waterford Assessment of Core Skills) three times a year and Fountas and Pinnell Benchmark Assessment 3 times a year. 3-6 assessments include SRI (Scholastic Reading Inventory) 3 times a year, and WACS for struggling students.

There are also pre and post-testing features built into our spelling program, Integrated Spelling and Writing, as well as Saxon Math.

Waterford and SuccessMaker, our digital curriculum, have digital assessments built in that are used to detect areas of strength and weaknesses and place the students properly in the curriculum.

VA will also participate in all state required assessments. This includes Direct Writing Assessment, and CRTs.

Grades K-- Fountas and Pinnell Benchmark Assessment (Sept./Jan./May)
Grades 2-6--Scholastic Reading Inventory (Sept./Jan./May)
SuccessMaker and Waterford school-wide reports (Sept./Jan./May)
Grade 5--Direct Writing Assessment
Grades 2-6--Criterion Referenced Tests (Language Arts & Math)
Grades 4-6--Criterion Referenced Tests (Science)

The assessments we will use for grade 7 are the state required assessments, along with the assessments described above for grades 3-6. Namely, Scholastic Reading Inventory, SuccessMaker assessment, state required assessments, and the formative and cumulative assessments built into our curriculums.

In assessing performing arts skills, teachers will individually evaluate the skill level of each student, and plan an instructional program whereby each student will receive instruction to accommodate the skills necessary to progress in the particular performing art.

[How Results are Utilized](#)

VA plans to use assessments to determine strengths and weaknesses of students, teachers, classrooms, school programs, grade levels and the school as a whole.

Mastery achieved will help to place students in more advanced levels of learning, ensuring that they stay engaged and interested in their lessons during the school day. Strengths found in classrooms, school programs and grade levels will help the school to determine if the direction we have chosen is optimal.

When assessments show weakness in what the curriculum is providing or a particular student struggling, VA teachers, Administration, and parents will collaborate in determining

the best resources to supplement. Some of these would include reading recovery, individual attention through para-educators or volunteer parents, and differentiated instruction or other offerings.

When patterns of weakness are found, VA is committed to consider alternate pathways of learning for students, teachers, programs and the school as a whole. Our intent is to turn weaknesses into strengths, and strengths into mastery in all areas of the school and among all student populations including ESL, SPED, struggling students, the general student body, and gifted students.

[Application of Results](#)

Results will be used to help the school administration and teachers develop appropriate strategies and goals that will aid and motivate the school to higher achievement annually.

Special Education

Admission procedures for special education students will follow the same guidelines as for any student wishing to attend Valley Academy. Part of the registration process will include parents identifying if their child had previously received or is currently in need of special education services. All necessary registration forms will be included in the packet that the parents will receive from VA. Once this information is obtained, school personnel will follow the Utah Special Education requirements for requesting a file for the student. The school will make a request for the student's records from their previous school as needed. The school will also fully cooperate in transferring records of students who leave the school.

Administrator Knowledge

The Director will be expected to have knowledge and some experience in Special Education. The Director will be responsible to obtain and be familiar with IDEA 2004 and the Utah Special Education Rules Handbook. The Director and staff will receive the necessary training for a specific knowledge of Special Education rules and requirements, and to exceed the necessary training requirements if possible. All school staff will be expected to have knowledge in special education and will be required to participate annually in professional development as required by IDEA 2004 and USOE Special Education guidelines, as well as any additional training that the school deems appropriate or helpful.

Continuum of Service

Under Free Appropriate Public Education (FAPE), VA will provide a free appropriate public education to each student with a disability in its program, regardless of the nature or severity of the disability. Due process rights of students with disabilities and their parents under IDEA, Section 504 of the Rehabilitation Act, and ADA, are required. Confidentiality of student information and access to student files will meet the standards of FERPA and the Utah Ethics Act. The purpose of this policy is to ensure students with disabilities or suspected disabilities will be identified, evaluated, and provided appropriate educational services or accommodations within the definitions of IDEA, ADA, or Section 504.

VA will follow the special education mandates by placing students in their least restrictive environment as deemed appropriate by the special education team. The Individual Education Program (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 will be considered. The order of the continuum, from least restrictive to most restrictive, is as follows:

- Special education services within the regular education class
- Pull-out time in a resource class
- A self-contained special education class within the home school
- A self-contained special education class in a special school
- Home instruction
- Instruction in an institution

Even when the team determines a more restrictive placement is advisable, students with a disability should, and will be highly encouraged to, participate with their peers to the maximum extent that is appropriate, such as meals, recess periods, recreational activities,

and special interest groups or clubs.

Individual Education Program (IEP) Team

The Special Education Teacher will be responsible for assembling the IEP team.

The individuals involved in the IEP team bring important information about the child and have a clear understanding of the child's needs. The Special Education teacher, with the help of the IEP team, will determine each IEP and see that all the needs of each student are met.

The IEP team will consist of, but is not limited to:

- Parents or guardians of the child
- Director / Local Education Agency (LEA)
- At least one Special Education teacher
- At least one regular education teacher
- Individuals that have the expertise interpreting the evaluation results as appropriate, such as; counselor, occupational therapist, physical therapist, psychologist, medical doctors, speech-language pathologist, and other related services professionals
- The student with special needs (when appropriate)

The Special Education teacher will also be responsible for testing or coordinating assessments that may need to be done by other qualified specialists, such as psychologist, speech and language specialists or any other possible specialists. Services will be provided to all students who qualify for Special Education, no matter the severity. VAA plans to have contracts and services such as physical, occupational and speech therapies, psychologists and other services as outlined in a student's IEP as needed. Aides and other resources will also be available for such services according to specific IEP's. The starting date of services will be as soon as possible after the IEP meeting. As outlined by IDEA, a yearly meeting will be held to review and, if appropriate, revise each student's IEP.

All teachers will participate in annual training to better understand their role in IEP implementation and compliance.

Child Find

Consistent with the requirements of Part B of the IDEA and with the Special Education Rules and Regulations, VA's policies and procedures will ensure that all students with disabilities, regardless of the severity, who are enrolled at the school, and who are in need of special education and related services, are identified, located, and evaluated.

To ensure staff knowledge of IDEA 2004 and the state of Utah's Special Education Rules and requirements, several models of training will be provided to VA staff based upon need. Training will be conducted by individuals with specific expertise in the requested areas to ensure Special Education staff members possess the education, skills, and expertise necessary to appropriately select, administer, and interpret assessments for determining special education eligibility. In addition, all staff members will gain awareness of commonly used tests in Education/Special Education such as categorical evaluation criteria, assessment requirements and procedures, and implications of high stakes testing. Staff members will also be trained annually in the rules of Child Find and provided strategies to help identify students in need. This will enable VA to appropriately identify a student as being an individual with a disability or not.

Parents will be informed of how to access special education resources through the school newsletter, registration packet, parent teacher conferences and the school web site. All

students who enter kindergarten will be administered a vision screening. Parents and/or teachers may also request a hearing screening. In the event that the parents fail to notify the school of their student's IEP and teacher concerns arise, the teacher will be encouraged to contact the student's previous school and parents through phone call, letter, e-mail, and/or start interventions required for a special education referral.

VA plans to participate in the implementation of the statewide data collection system for reporting student information, including federal Child Find count. We will also participate in the USOE on-site monitoring of Child Find procedures through the regularly scheduled UPIPS monitoring process.

It is VA's policy that careful assessment and evaluation are required when making a "disability" determination. The impact of labeling an individual as "disabled" could be life changing; therefore, we will be vigilant and thorough when making such determinations. VA's LEA will, therefore, be charged with implementing effective evaluation strategies to obtain information for use in determining IDEA eligibility and, if appropriate, for instructional programming to facilitate access to the general curriculum in the least restrictive environment.

Referrals

Teachers, parents and students may request a student be assessed by the Special Education department. If a teacher determines that the available regular education interventions and/or programs have been unsuccessful and there is reason to suspect that the student is eligible for special education and related services, the student shall be referred to Special Education staff for a comprehensive pre-placement evaluation. If the referral is requested by a parent or student, the teacher will review the referral, gather data and submit the information to the Special Education staff. If the student is found to be in need of assessment and testing, consent, as outlined in Child Find requirements, will be required, and parents/guardians and teachers will be notified of the outcome.

Evaluations

Regular and Special Education providers, students, and parents will work together to apply accommodations and interventions, as well as evaluate, monitor and document programs that work. If, over a reasonable period of time, multiple interventions are proven to be unsuccessful and there is a reason to suspect that the student is eligible for special education and/or other related services due to a disability, the Director will determine if a formal evaluation will take place. If a formal evaluation is suggested, the student will be referred to Special Education staff by the Director, with parental permission, to be evaluated based on educational concerns.

Many tools should be used to assess the student for the initial evaluation as outlined in the USOE Special Education Rules and under part B of the IDEA. Multiple pre-referral interventions will be used and written documentations of these interventions will be obtained. In order to help students be successful, VA will have a team of teachers who will regularly meet to ensure that all possible interventions have been considered and taken place prior to referring a student for special education. Once a formal evaluation is determined, the student will be referred to Special Education only when written parental consent for testing is obtained. After written parental consent is received, the evaluation process must be completed within 45 school days.

A full and individual initial evaluation in all areas related to the student's suspected

disability will be completed. This evaluation will consist of a variety of data gathering strategies and research based procedures including but not limited to the following:

- State approved tests
- Informal/formal observations
- Child specific pre-interventions
- Appropriate IQ/cognitive testing
- Parent/guardian, regular education teacher and special education teacher input.

The evaluation results will be used to determine the student's eligibility in Special education and other related services to make proper decisions on his/her appropriate educational program as outlined in the requirements in the USOE Special Education Rules and located under Part B of IDEA.

Parents of a student with a disability shall be given an opportunity to participate in the identification, evaluation and educational placement of the student as outlined in FAPE under the USOE Special Education Rules. No students being evaluated for the first time may be included in and/or receive special education or related services prior to the completion of the determination of eligibility and the IEP process.

Upon completion of the formal evaluation as outlined above, a group of qualified professionals and the parents of the students will determine eligibility under Part B of IDEA. This determination will include whether the student is a student with a disability and what their educational needs will be. Lack of appropriate instruction in reading and/or math and/or limited English proficiency does not qualify a student to be determined as a student with a disability. At this time it will also be determined what the appropriate educational environment will be and which setting will be the least restrictive environment for the student's educational needs may be met. Once eligibility for special education and related services due to disability are determined, the IEP will be developed.

As new guidelines and procedures are outlined by USOE based on the new Utah Special Education Rules, special education teachers will be trained in the use of RTI (Response to Intervention) for eligibility data. General education teachers will also be trained in RTI in order for it to be used school wide. The parent shall receive a copy of the evaluation report and determination of eligibility from the LEA.

VA will follow the Special Education State Board of Education policies and procedures for hiring highly qualified teachers along with the state's public charter school law. There will be at least one, but more as necessary, highly qualified Special Education teacher on staff. We will contract other related service professionals such as speech therapist and occupational therapist as needed to conduct evaluations and/or to provide services. When the appropriate time comes, based on increasing growth of our student population, the school will add other staff in the special education program as needed.

School Design

In compliance with the American with Disabilities Act requirements, the school building will be designed, modified, or built ensuring that students with special needs have access to the building, restrooms, and that adequate space that is provided equitable with general education.

Maintenance of Records

VA will protect the confidentiality of personally identifiable information at the collection, storage, disclosure, transfer, and destruction stages. All student files for the Special

Education Department will be kept locked and under the supervision of the school's Director and Special Education staff in accordance with confidentiality rules. All persons collecting or using personally identifiable information will receive training regarding the state's policies and procedures and FERPA. Parents or legal guardians will be permitted to request, inspect and review any education records relating to their children which are collected, maintained, or used by the school. The school will comply with such requests without unnecessary delay and before any meeting regarding an IEP or any due process hearing, including an expedited hearing.

Admission and Dismissal Procedure

Admissions

Admission to Valley Academy will be in accordance with applicable state and federal law. Specifically, admission will not be limited based on ethnicity, national origin, gender, religion, income level, creed, color, disabling condition, proficiency in the English language, or athletic ability in accordance with state and federal law. No tuition or fees are charged for enrollment and attendance at VA.

VA's board of directors will designate specific time periods each year for student enrollment. VA will enroll any eligible student who submits a timely application, unless the number of applications in a specific enrollment period 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 will be selected on a random basis (lottery) from applicants for that class or grade, except that VA shall give preference as allowed by law on the following basis:

1. First preference in enrollment is given to children of the founding members of VAA, limited to at most 5% of the school's total enrollment.
2. Second preference in enrollment is given to children of licensed VA teachers, limited to at most 5% of the school's total enrollment. The teacher must be the parent or legal guardian of the child.
3. Students enrolled for the current year will be given preference for the following academic year. Siblings of currently enrolled students will also be given preference.

If space is available after the aforementioned preferences have been granted, admission will be offered to any other student residing in the state of Utah.

After each application deadline, students for any remaining slots will be accepted in order of their lottery position. Applications received after a scheduled lottery drawing will be held and included in the next lottery drawing. If an opening in the school occurs while classes are in session and no students remain from the most recent lottery, a notice for applications and an enrollment time period will be announced and applicants will be enrolled on the same basis as outlined above.

Suspension/Expulsion

It is VA's goal to provide an educational experience in a professional and compassionate manner. The following principles will guide administrators and faculty in the application of the school's disciplinary policies and procedures. This begins with teachers addressing disciplinary issues in a professional and compassionate manner. In most cases, teachers will address and remedy discipline issues in the classroom. If the teacher is unable to remedy the problem generated by the student in the classroom, teachers will work closely with school administrators and parents to coordinate their efforts in the resolution of discipline matters. In the event that suspension/expulsion is required, VA staff will act pursuant to the following Student Suspension and Expulsion Policy and in accordance with IDEA and all other applicable state and federal laws.

Student Suspension and Expulsion Policy

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

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

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

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

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

For purposes of this section, the term "suspension" is the temporary removal of a student from class(es) or school and all other extra-curricular activities. Suspension may be a time period from one (1) day up to ten (10) days. The major function of suspension is to alert the parent/guardian that there is a serious problem that needs the attention and effort of the student, the parent/guardian, and the school. 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. Immediate suspension will be the decision of the Director, and can be for a time period of up to ten (10) days. In such cases, the due process procedures will be held as soon as practicable. Students should never be released until a parent or emergency contact is notified. The student still should be supervised until a

responsible person is made aware of the suspension, and VA is given permission to release the student to the custody of an adult.

An “expulsion” is the 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 the school to the home, and makes the parent/guardian responsible for compliance with the Compulsory Education Act for the duration of the expulsion. (Utah Code 53A-11-907(2)) Only the Director can expel a student, after recommendation from the DRC.

When the expulsion has expired, after the maximum time period permitted by law, the student or his/her parent/legal guardian may reapply for admission.

The Board may deny admission to a student on the basis of having been expelled from VA or from any other school during the preceding 12 months, for a safe schools violation, in accordance with Utah Code 53A-11-904(3).

If a student is suspended or expelled for more than ten (10) school days, the parent or 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. VA will follow Utah Code 53A-11-907 to provide assistance where required by law.

The DRC may also be called upon to intervene in the event that an administrative disciplinary decision is being appealed. In such a case, the DRC’s process would be:

1. to determine the reason for the appeal, which must be in writing;
2. to determine what the offense was, the student’s reaction, any history related to it and any extenuating circumstances;
3. to determine the administrative action taken and the severity of the consequence;
4. to determine school policies in this matter and which, if any, apply;
5. to determine whether the consequence was consistent with VA’s policies and appropriate for the offense; and
6. make a recommendation to the parent(s) and/or administration (whichever is appropriate) in regard to their conclusions (in written form).

Parents will be allowed (but not required) to be a part of the initial meeting with the DRC in order to make their reasoning known. Once they have clarified their points, the DRC will caucus to discuss the information presented. Even if choosing to make an oral presentation, an Application for Disciplinary Appeal Form will still need to be completed and submitted to the Director. (Assistance will be available through the office if requested.)

Due to the nature of the positions held within the DRC, it may be necessary for the DRC to choose to have one of their members share their thoughts initially and then exit the remainder of the meeting due to conflict of interest. (This person may be substituted with another person by choice of the committee.)

Once an appeal has been filed with the school, the DRC has up to three school days to convene and make a decision (with the intent to come together as quickly as possible.) The discipline already in place will continue to be carried out until the DRC is able to meet. The Director has the discretion to postpone action pending the decision of the DRC if extenuating circumstances are determined. Once the DRC has come to a final conclusion,

the parent(s) will be notified. The Board Chair and Secretary should receive a copy of any appeal to the DRC since there is a potential for it to be appealed beyond the DRC. VA's Board will hear all appeals from the DRC, as the need arises. Such appeals will be scheduled through the Board secretary for the next regularly scheduled Board meeting.

VA 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.

Discipline Procedures for Students with Disabilities

VA is committed to ensuring that its disciplinary actions are consistent with IDEA, state, and federal law. VA recognizes that students with disabilities, who enroll in the school, and their parents/guardians, retain all rights under Part B of the IDEA, §§ 53A-15-301 through 53A-15-305 *Utah Code Ann.*, and other rules protecting the rights of students with disabilities. As a result, the school has adopted the provisions regarding discipline procedures for students with disabilities as set forth in the *Utah Board of Education's Special Education Rules*, Section V and attached as Appendix A. In the event that VAA's policy does not comply with Part B of the IDEA, §§ 53A-15-301 through 53A-15-305 *Utah Code Ann.*, and other rules protecting the rights of students with disabilities, VA will adopt a policy to ensure compliance.

Procedure to Review Complaints

Valley Academy has adopted the following procedures for resolving complaints. The purpose of VA's Complaint Review Policy is to secure, at the lowest possible administrative level, equitable solutions to complaints, which may arise.

A "complaint" is a claim based upon an event or condition causing dissatisfaction and disagreement between or among the parties involved. The person(s) who makes the claim is referred to as the "complainant(s)."

Complaint Review Policy

Informal complaints are to be resolved at the lowest administrative level. The complainant and other person(s) involved shall resolve issues of concern via personal meeting or other appropriate communication. After the immediate parties have attempted and failed to resolve the issues, the Director shall coordinate and mediate the processes necessary for satisfactory resolution of the complaint. Upon receipt of an informal complaint, the Director shall initiate action to resolve the issue within five (5) working days.

Formal complaints are to be made in writing when the complainant is not satisfied with the disposition of the issue through the informal complaint process. The complainant may, within ten (10) working days after the informal complaint decision has been rendered, file the complaint in writing, with the Director. Within ten (10) working days after receipt of the formal written complaint, the Director, or other designated faculty member, will meet with the complainant in an effort to resolve the issue. In the event an appeal is deemed necessary, 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. The Board's decision shall be final and shall be made within ten (10) working days of the hearing.

All complaints, formal and informal, should be documented in writing by the parties involved, and will be kept on file by the Director, with the assistance of the administrative staff.

IDEA Complaint Policy & Policy

Valley Academy recognizes that students with disabilities, who attend the school, and their parents/guardians, retain all rights under Part B of IDEA, §§ 53A-15-301 through 53A-15-305 *Utah Code Ann.*, and other applicable regulations. VA also recognizes the importance of adhering to the necessary and proper procedures of resolving complaints that allege violations of Part B of IDEA, State Rules, or other applicable laws protecting disabled individuals. VA will follow IDEA State regulations as stated in USOE Special Education and Guidelines and any other state rules protecting the rights of students with disabilities.

Parents of special education students may or may not be aware of their rights. Assistance from the Director or other faculty will be offered when a need is recognized or specifically requested. The USOE has adopted procedures for resolving complaints under Part B of the IDEA. All complaints must be in writing to the VA Director. At the same time, the party who filed the complaint must send a copy of the written complaint to the State Director of Special Education. The written complaint must include:

1. A statement of the violation, based on facts, that has occurred not more than one (1) year prior to the date of the complaint when received by VA.
2. The signature and contact information of the complainant.

VA will resolve the complaint within thirty (30) calendar days, with ten (10) calendar days extension in case of exceptional circumstances.

If the application of any requirement of VA's complaint procedure to a student with a disability is not permissible, or becomes impermissible, under IDEA or State Law, VA shall implement other actions consistent with the conflicting law or regulation, which shall most closely correspond to the requirements.

Opportunities for Parental Involvement

Part of the vision of Valley Academy is a belief in the active involvement of parents in the ultimate success of the school. Therefore, opportunities for parental involvement will be many.

VA strongly encourages volunteer parental involvement to assist in the daily operation of our school. All volunteerism is strictly optional, but is highly encouraged for the benefit of students and the school as a whole.

VA requests or suggests that parents/guardians/families donate a minimum of 30 hours of volunteer time per year. Volunteers will be asked to sign in and record their time spent volunteering in VA's administrative office. Training may be provided for volunteers as needed.

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

At the end of the academic year, VA will send out a survey to all school families asking for suggestions and input concerning items such as classroom management, extracurricular activities, elective courses, and volunteer opportunities for consideration of the Director. This allows for parents/guardians to influence school programs.

VA will advertise the monthly Board meeting place and time to parents and the public. Parents will have the opportunity to attend the meeting and make public comment if they desire by completing a request to be added to the meeting agenda in advance of the meeting.

A Parent Advisory Committee (PAC) will be formed, which is VA's equivalent of a PTO. The PAC is meant to provide parents of VA students the opportunity to participate in school decision-making and coordination of volunteer efforts, working with the Director. The key officers of the PAC will be chosen by the Director from parents/guardians of children enrolled in the school. Students, parents, and teachers are encouraged to be involved in the PAC.

A volunteer coordinator may be selected from the PAC to help facilitate volunteer opportunities. The volunteer coordinator may perform the following tasks: track volunteer hours, notify parents for opportunities that correspond to the information received from the volunteer request form, post special requests for volunteer service in VA's newsletter, and maintain in regular communication with VA's Director to assess and meet classroom, school, fundraising, and extra curricular needs.

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

- Parent Advisory Committee
- Volunteering in the classroom
- Community Service
- Lunchroom

- Playground/Recess
- Providing extra help to the paid school staff such as in the office
- Newsletter
- Website/Computer support
- Special Needs, such as assisting the Special Education team when appropriate
- Music
- Dance
- Visual Arts
- Theater
- Special Events
- Field trips
- Library
- Grounds and building maintenance
- Fundraising
- School tours
- Before and after school programs/performances
- Student carpool

Background checks on all of VA's volunteers are very important to the safety of the staff and students. Background checks will be required from all volunteers spending unsupervised time with students, processed at their own expense. Waivers may be available to pay for a low-income household background check and will be done on a case-by-case basis. VA will keep current files on every employee and volunteer who spends unsupervised time with students at the school. All employees and volunteers who will be fingerprinted and have background checks will also be required to read and sign the Valley Academy Code of Conduct, and will be reviewed regularly.

Educator Qualifications

Valley Academy's policy in regards to teacher licensure requirements will follow the Division of Administrative Rules outlined in R277-520(3). The standards are as follows:

- An early childhood teacher (Kindergarten through 3rd grade) may hold a Level 1, 2, or 3 license with an early childhood license area of concentration.
- An elementary teacher (1st through 6th grades) may hold a Level 1, 2, or 3 license with an elementary license area of concentration.
- A secondary teacher (7th and 8th grades) may hold a Level 1, 2, or 3 license with a secondary license area of concentration with endorsements in all teaching assignment(s).
- An elementary or a secondary teacher may be assigned temporarily in a core or non-core academic area for which the teacher is not endorsed if the local board requests and receives a letter of authorization from the USOE and the teacher is placed on an approved SAEP.

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

Elementary K- 3

1. A bachelor's degree; and
2. An educator 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 the USOE on a Board-approved subject area test; 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 1- 6

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 the USOE on a Board-approved subject area test; or
 - (b) A Level 2 license with documentation of satisfaction of veteran teacher requirements for the assignment as described in *R277-510-8*

Secondary 7

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

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

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

VA is committed to not only meeting state and federal licensing requirements, but to hiring teachers and staff who are confident, capable individuals who are striving to better themselves in order to better the lives of the students they teach. In addition, VA will hire special education qualified instructors to ensure that the needs of disabled or struggling students are met.

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

[Paraprofessionals/Specialists](#)

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

[Volunteers](#)

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 at their own expense. Waivers may be available to pay for a low-income household background check and will be done on a case-by case basis. VA’s policy will require that volunteers not be alone with less than two children at any given time.

All outside community volunteers (i.e. guest assembly) will be required to have a staff member with them at all times.

In the event of an unsatisfactory background check, the volunteer will not be able to spend time with students.

All background checks received will be kept on file by the administrative staff. All regulations regarding appropriate record keeping will be followed. These documents will be updated annually and as needed.

Administrative Services

Valley Academy will hire a Director to work under the direction of the School Board. The Director will have full administrative responsibilities for VA, and an Assistant Director, a Business Office Manager, and an Administrative Assistant will support him.

The Director will be the key leader responsible for implementing the mission of the school and assuring that policies and procedures are being followed. The Director will also be the key manager in supervising, evaluating and mentoring all school staff. The Director is accountable to the Board and will be evaluated twice each year by the Board. We see this role as crucial to the success of the school in implementing the vision and mission of the school while creating a positive atmosphere for learning. The Director will set the tone of the school, and will fulfill all responsibilities in accordance with state and federal law and follow best practice.

School Director

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

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

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

- Carry out the vision of the Board of Directors and mission of the school
- Implement Board Policy
- Establish & implement curriculum
- Participate in all hiring and termination needs, and report these activities to Board of Directors
- Hire and oversee teachers, students and implementing the curriculum. Oversee employment issues and discipline of staff
- Oversee Professional Development of all school staff
- Instructional Leader
- Assistance and support to teachers
- Participate in development of, adhere to, and properly oversee Board approved budget with assistance Business Administrator or other school staff as assigned
- Maintain personnel performance files for school employees
- Conduct staff evaluations on a regular basis including annual formal teacher evaluations.
- Oversight of student registration and student placement in compliance with state and federal law
- Preparation and completion of federal and state reports
- Identification of school acquisition needs
- Interpretation of student and school progress and performance
- Coordinate with Parent Advisory Committee and Board of Directors
- Develop and maintain Parent, Student and Teacher Handbooks
- Develop and maintain policies and procedures for a safe and orderly school

- Establish operational procedures, such as: check in of students and visitors, pick up/drop off, dress code enforcement, attendance, emergency response
- Maintain positive public relations with parents, community, local school district and state
- Oversee adequate assessment of students and ensure road map for continual improvement of instruction
- Possess extensive knowledge of VA's academic program and methodologies and have a thorough understanding of the Utah state core curriculum;
- Collaborate with teachers in assessing the implementation of the curriculum;
- Serve as a point-person for fellow faculty, providing knowledge, guidelines and advice regarding instruction of the assigned curriculum;
- Monitor with the team of Specialists the effectiveness of the academic program in test scores, individual student achievement, and parent satisfaction;
- Implement effective educational process through the collection and interpretation of student data;
- Attend special in-house as well as off-campus trainings, as directed by the Board;
- Coordinate teacher trainings through professional entities as well as conduct necessary training;
- Through proper procedures, work with the other instructors on the purchase, distribution, inventory, and evaluation of curriculum materials;
- Oversee instructional and managerial program to validate effectiveness of program outcomes and use results to make adaptations;
- Research current and proposed instructional programs, materials, and methods
- Other duties as assigned by the Board

The Board will formally review the Director in January 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.

[Assistant to the Director/IT Manager](#)

VA will hire an Assistant/IT Manager to support the Director. The Assistant/IT Manager is responsible for implementing and maintaining all of the technology along with the facility. This employee works on-site and reports directly to the Director.

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

- Operate and maintain the LAN and WAN, including all connected machines;
- Maintain the privacy and security of the networks and individual computers;
- Respond to computer, network, and printer problems in a timely manner;
- Provides "help desk" service to staff;
- Performs network backup according to designated schedule;
- Maintains hardware and software;
- Installs new products;
- Seeks staff input in determining system/operations improvements and/or needs in relation to the network;
- Participates in the development of policies, procedures and resources in relation to the network;
- Computer maintenance/ networking contracting
- Other duties as assigned by the Director

[Business Administrator](#)

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

- Establish, in conjunction with the Director and the Board, accounting policies and procedures
- Implementation of accounting policies under Board approval
- Financial reporting to the Board
- Maintain appropriate liability insurance
- Building/grounds construction management, operation and maintenance
- Maintain school Financial Records and coordinate annual audits
- Implementation of auditor recommendations where found warranted
- Grant writing
- Special programs consulting
- Financial reporting to State
- Maintaining Board minutes/audio recordings and submitting reports to State
- Human Resources for all employees, including:
 - a. Collect resumes
 - b. Payroll, benefits, etc.
 - c. Involvement in terminations
 - d. Staff complaints/ issues ie. Background checks, drug testing, etc
- Maintain personnel performance files
- Legal issue research and resolution, with Board approval
- Janitorial service contracting (if needed)
- Other duties as assigned by the Director

[Administrative Assistant/Secretary](#)

The Administrative Assistant/Secretary reports to the Director and provides both administrative and clerical support to the Director and other school staff as required. The Administrative Assistant/Secretary will be expected to maintain a professional and organized front office; directing staff, students and parents appropriately, as well as supervising any other secretarial or clerical staff. The duties and responsibilities include, but are not limited to, the following:

- Welcome visitors and arrange for their comfort. Screens unexpected visitors in accordance with predetermined policy. Interacts with all individuals in a positive manner.
- Receive and route all incoming calls. Provide timely messaging support for all school staff. Accurately document information on calls.
- Maintain a schedule of appointments and make arrangements for conferences, interviews, student enrollment, registration, and special event needs.
- Take dictation of various types, including correspondence, reports, notices, and recommendations. Obtain, gather, and organize pertinent data as needed, and put it into usable form. Types reports, notices, and correspondence as assigned.
- Provide teacher support through absentee notification, parent mailings, arranging conferences, making copies and other duties as assigned by the Director.
- Order and verify receipt of supplies and other materials within established time and budget constraints. Maintain general supply inventory to ensure necessary materials are on available to staff when needed for classroom, administrative, and cleaning support. Management of school equipment and supplies.
- Maintain appropriate student and administrative records according to school policy including student and employee attendance, grades, transcripts, student records, etc.

- Learns new skills in existing software as well as new administrative software as required.
- Provides for timely agenda and handouts. Maintains thorough documentation of all meetings. Provides timely minutes of meetings to staff and administration.
- Other duties as assigned by the Director

Counselor

VA may choose to hire a full time Counselor for the school as the need arises. In the first year of operation, the school will contract for these services on part-time basis. After the first year, or sooner if necessary, the Board and Director will evaluate the need and budget for this position appropriately.

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

- Develop and maintain a written plan for effective delivery of the school counseling program based on NAAS standards and current individual school data
- Communicate the goals of the comprehensive school counseling program to education stakeholders
- Maintain current and appropriate resources for education stakeholders
- Uses the majority of time providing direct services through the Guidance Curriculum, Individual Student Planning and Preventive and Responsive Services and most remaining time in program management, system support and accountability
- Conduct a yearly program audit to review extent of program implementation
- Collect and analyze data to guide program direction and emphasis
- Measure results of the school counseling program activities and share results as appropriate
- Monitor student academic performance, behavior and attendance and assist with appropriate interventions

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

Guidance Curriculum

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

Individual Student Planning

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

Preventive and Responsive Services

1. Provides individual and/or group counseling to students with identified concerns and needs
2. Consults and collaborates effectively with parents/guardians, teachers, administrators and other educational/community resources regarding students with identified concerns

and needs

3. Implements an effective referral and follow-up process
4. Accurately and appropriately uses assessment procedures for determining and structuring individual and group counseling services

System Support

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

Special Education Coordinator

The Special Education Coordinator reports to the Director and works hand in hand with the Director in ensuring all applicable laws and rules regarding Special Education are being followed. This job will require a minimum of a Bachelor's Degree from an accredited institution, a valid Utah Special Education certificate, experience in mentoring and coaching, and experience with Special education program supervision.

The roles and responsibilities of the Special Education Coordinator include, but are not limited to, the following:

- Oversee the school's special education program to provide establishment of needed services for students with disabilities;
- Oversee and assess teachers, instructors, support personnel working with students with disabilities;
- Complete individualized education plans to meet the needs of all students and comply with all state, federal and local requirements;
- Ensure that student progress is reviewed on an ongoing basis and that the results are used to make adjustments to Individual Education Programs;
- Ensure special education referral process requirements are met. Arrange for, or conduct evaluations, advise on placement and program management for each student;
- Confirm student placement and development of Individual Education Program is appropriate through committee meetings according to charter policy;
- Collaborate with Administration, teachers, paraprofessionals, and contracted services on student Individual Education Programs to ensure all modifications are met;
- Administer guidance in composing and implementing outside service contracts for students with disabilities;
- Evaluate special education program efficacy through assessment findings, including student achievement data;
- Assist in the creation and outfitting of facilities for students with disabilities;
- Continually supervise curriculum program to ensure it is pertinent to student's needs;
- Evaluate and plan for extenuating needs of students with disabilities, which may include but not be limited to, summer learning opportunities;
- Ensure that all government reporting is completed in a thorough and timely manner.

- Coordinate special education department spending with the Administrator and School Business Manager to confirm that programs are cost effective and funds are managed sensibly;
- Attend workshops, seminars, conferences, and/or advanced course work at institutions of higher learning as assigned;
- Attend and participate in all VAA professional development days and activities;
- Keep current in subject matter knowledge and learning theory. Be willing to share this knowledge with colleagues for continual improvement of the school's curriculum;
- Help the Director in assessing curriculum implementation, supplementation and evaluation;
- Keep educators' license and endorsements up-to-date and applicable to assignments;
- Submit reports to the USOE;
- Other duties as assigned by the Director

Library Plan

Valley Academy intends to fully comply with the Library Information Services standards set by the Northwest Association of Accredited Schools (NAAS), 6.15-6.19 as required by Utah State Code R277-410(3)(c).

In accordance with the NAAS, the library/media center/technology center will be accessible for use by grades K-7, and will be open before, during, and after school hours. As appropriate, the library/media center/technology center will also be used for things such as author visits, break-out groups, literacy fairs, teacher meetings, etc.

Instructional materials for the library are selected by VA to implement, enrich, and support the educational program for students. Materials must serve both the breadth of the curriculum and the needs and interests of individual students. VA is obligated to provide for a wide range of abilities and to respect the diversity of many differing points of view. To this end, principles must be placed above personal opinion and reason above prejudice in the selection of materials of the highest quality and appropriateness. The VA Board delegates the authority and responsibility for the selection of all instructional materials to the school Director. VA will subscribe to an internet filtering service that blocks much inappropriate material, the Technology Use Policy and the Guidelines for Acceptable Use of the Internet represent an understanding on the part of the student and his/her parent(s) or guardian(s) that VAA does not control the contents of the internet. Internet resources, however, will be closely monitored and only appropriate sites will be available for student use at school.

Size

The library/media center/technology center will be large enough to accommodate at least two full classes and will be centrally located within the school building. The library will include computers for students to conduct online research and participate in technology instruction such as age appropriate research skills and techniques during technology classes, as well as personal reading spaces for those who desire a quiet spot to read on their own.

Staffing

The library/media center/technology center will be directed by a certified library media specialist and technology specialists, who will organize and supervise parent volunteers and/or library aides as required by NAAS. A library committee will be formed to assist the library media specialist. Students will check out materials from their homeroom teacher.

Collection

VA will house a library of traditional printed books as well as digital books on CD and online. The collection will be built on a foundation of scholastically recommended books, consisting of classic children/young adult literature and local periodicals reflecting students' individual reading levels and interests. It may also include sets of age-appropriate fiction, non-fiction and reference materials and various forms of multi-media learning resources. Students, parents and teachers will be able to find up-to-date information on subjects in which they are interested. Students will learn research techniques through utilization of the Internet, trade journals, etc.

The library will also consist of a leveled library of over 1,000 books for use by teachers and students to support the curriculum, as well as over 1,000 scholastically recommended books (Jr. Great Books) selected by grade level. Students will have access to limitless online resources while the collection builds, with the ultimate goal of having a library that provides many different tools and resources in a variety of primarily technological, but also

traditional formats.

Funding

A combination of budgeted state funding, fundraising efforts, grants and donations will provide the monies necessary to implement our library plan. Books and other materials for the library/media center will be purchased each year as part of the library and curriculum budget.

Technology Plan

Charter School	Valley Academy
Date	12/10/2010
Principal/Director	Director (TBD)
Technology Coordinator	Assistant Director (TBD)

1) What is your school's Technology Plan vision statement? Include clear goals and realistic strategies for using telecommunications and information technology to improve education (i.e., student performance, library services, CBT, assessment, etc.)

Valley Academy envisions the use of technology to engage our 21st century learners by enhancing student's learning experiences through technology. We believe students will have an increased desire to learn as their lessons are mixed with the fun and motivation that technology provides through laptop computers, interactive whiteboards, a digital curriculum, and differentiated learning. We have identified digital curriculum that promotes student assessments and differentiated learning. Assessments are easily accessed by teachers on demand so that observations can be made and interventions developed specific to student needs. We also plan to utilize technology to increase the ability of teachers to communicate their knowledge with students, parents, other staff and administration. Our school website and SIS system will be a place where all stakeholders can come to gather information and communicate with the school staff at every level possible. The library will be enlarged beyond the school walls with the capabilities of significant online resources for students, staff and families. The IT Director will manage the purchase and maintenance of the iPod Touches, as well as purchase of applications. The IT Director, in collaboration with classroom teachers, will supervise installation and evaluation of all applications. iPod interface with the internet will be disabled. Therefore, content filtering on the devices will be minimized. The equipment will be used as school educational equipment rather than for personal use outside the context of school and education.

Goal: Homeroom Technology Access

- Provide Laptop access, Promethean Boards, Audio Enhancement, and iPod Touches in each homeroom classroom, grades 3-7. Laptop access so each student has the opportunity to work at his or her own pace, which will be overseen and facilitated by the teacher. Promethean Boards to allow teacher and students to utilize internet and video resources combined in an interactive white board where presentations will be given by both teacher and student. Audio Enhancement to allow the teacher to be heard in the classroom without raising his voice. iPod Touches to allow each student to take home their digital homework, downloading lessons and music that should be practiced at home, and providing a fun, relevant way for students to expand their learning outside of the classroom.

Goal: Enhanced Application to Real Events

- Integration of what happens in the world to the learning environment through laptop computers, Promethean Boards, and iPod Touches. Staff development will include intensive training on how to properly utilize these classroom tools. The Assistant Director will then oversee and provide follow-up for teachers to ensure the tools are being used in the most effective manner in the classroom. Daily use of these tools is meant to enhance all lessons and provide connection to the world and events outside of the classroom. iPods will not be able to access the internet. Therefore, inappropriate content will not be accessed outside the school. Training is provided before school begins during professional development training for teachers with representatives of Apple, Promethian, Waterford, and Pearson.

Goal: Differentiated Learning

- Allow each student to progress at his/her own pace with help of the differentiated learning allowed by Waterford and Pearson student assessment tools. Students will be able to be assessed on a daily basis by their teacher, providing them with the most relevant lessons and best use of their time at school. From struggling students to gifted students, this approach will enable teacher and student to spend less energy in frustration and more energy on learning. The school Director will work directly

with teachers to ensure this approach is working well in the classroom. The Director will report student progress and the effectiveness of this program to the Board each month.

Goal: Improved Student Assessment

- Improve student assessment using digital curriculum that allow teachers to access student data real-time. As students take their individual assessments that are imbedded into the digital curriculum, teachers are able to see scores and progress real-time. This will help teachers know where to focus instruction. Teachers will also be able to provide relevant, up-to-date feedback to parents. Teachers will report data to the Director each week, and the Director will provide data to the Board each month to evaluate the effectiveness of this type of assessment.

Goal: Improved Test Assessment

- Improve core skills testing results through Waterford and Pearson curriculum. School-wide core skills testing will be done throughout the year. During the first year of operation, baseline goals will be set based on the neighboring school district. After the first year of operation, target goals for core skills testing will be set for improved performance each year. The Director will report student achievement to the Board. If target goals are not achieved, the Board will work with the Director to create a different plan that ensures student success.

Goal: Self practice/homework

- Extended learning through individual practice using the iPod Touch educational applications. Example: recording students reading so that they can listen to themselves later on to improve their reading skills with the help of parents and teachers. Example: students can practice their math problems at home with the help of the family. Teachers will assist students in downloading educational applications that are in line with the lessons they are currently working on in class. Students will also be able to request and download recorded versions of the teachers' lectures and their music or other lessons for home study. Teachers will be able to reward students for doing their homework. The effectiveness of this tool will be assessed monthly during the first year of operation, and adjusted as needed. After the first year of operation, this tool will be evaluated twice a year, or more often if needed to ensure its effectiveness to the success of students at the school. iPods are not able to access the internet and so applications cannot be downloaded by students, only through the iTunes account on the teachers computer.

Goal: Improved Student Engagement

- Increased engagement through curriculum and technology hardware to make the learning day more interesting, exciting, and engaging. Teachers' ability to engage the interest of the class will be augmented by the use of technology in the classroom. Students that are involved and interested in their lessons will be able to retain more of the information useful for them. Student success and achievement will be higher as students find their studies to be relevant to their interests and the world around them. During the first year of operation, the use of technology and the digital curriculum will be evaluated monthly by the Director and IT Director and reported to the Board. Applications are already integrated into the curriculum by Waterford and Pearson. Installation will be handled by the teachers under the supervision and training of the IT Director. After the first year of operation, use of technology and the digital curriculum will be evaluated annually, or more often as needed, by the Director to ensure its effectiveness in student achievement.

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

All staff will be required to attend training in the use of new technology prior to putting a program into action with students. This will include curriculum training for Pearson and Waterford, hardware and software training for laptop computers, Promethean interactive whiteboard training, iPod Touch education training, and professional development in how to teach with technology. This professional development will be provided at least annually or more often if necessary. Technical support will be provided before school in the professional development training, as well as by the IT Director at the school. In addition, day-to-day phone support has been provided for in the budget from Waterford, Pearson, Promethean, and other vendors. Staff who have been previously trained, and are comfortable with the technology or programs, will be used as a resource to assist those who have not or are not. Our IT Director will work with technology partners and with our education support organization to coordinate and

plan these events. This person will ensure that questions or problems with technology will be answered in a timely fashion. Our goal is to have minimal disruption to class time. Staff will be continually updated on ways to improve their use of technology in the classroom, as it will be a fundamental part of student learning. All staff will be trained on internet safety.

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

Monitoring Goal Progress

The goals below will be delegated by the School Director and the IT Director. The responsibility for these goals from a technology point of view will be the IT Director, who will hold regular meetings to evaluate progress towards the goals and make adjustments as needed. The educational or curriculum effectiveness will be supervised and evaluated by the Director.

- Goal: Homeroom Technology Access
- Goal: Enhanced application to real events
- Goal: Differentiated Learning
- Goal: Improved Student Assessment
- Goal: Improved Test Assessment
- Goal: Self practice/homework
- Goal: Improved Student Engagement

Technology Hardware/Software/Interconnectivity

Our Education Services Organization will collaborate with the IT Director on new developments or resources available with the technology purchased for the school. The IT Director is then responsible to disseminate that information to the rest of the staff during professional development or regular staff meetings. If any staff or student is having an issue with a program or piece of equipment, the IT Director will respond to those situations on a daily basis. If problems are ongoing or become a hindrance to the daily classroom schedule, teachers, students, or parents may request a formal meeting with the IT Director and/or the Director to make corrections as necessary. These changes will be at the discretion of the Director and may require Board approval depending upon the situation or funds needed.

	Computer Labs	Classrooms	Library or Media Center	Admin. Office	Other Locations	Planned Future Acquisitions		
						Yr 1	Yr 2	Yr 3
Computers (List by Type)								
A. Macbook Pro		13	1	4	1	0	0	0
B. Macbook		90	24	4		0	0	0
C. Promethian Board	1	14	3			0	0	0
D. iMac	25			1	1	0	0	0
# of above computers that are Internet capable	26	117	4	5	1	0	0	0

	Computer Labs	Classrooms	Library or Media Center	Admin. Office	Other Locations	Planned Future Acquisitions		
						Yr 1	Yr 2	Yr 3
Peripheral Devices						0	0	0
A. Printer/Scanner	1	9	1	4	2	0	0	0
B. Assistive/Adaptive Devices (Audio Pal)	1	16	1			0	0	0
C. Charging Cart	1	9				0	0	0
D. Large Venue Sound					1	0	0	0
E. iPod Touch	1	255		1		0	0	0
G. Charging cart- iPod		5				0	0	0
H. iPad	3	16	6	1	1			

	Current	Planned Future Acquisitions		
		Year 1	Year 2	Year 3
Network Equipment				
A. Hubs	1	0	0	0
B. Routers	1	0	0	0
C. Servers	4	0	0	0
D.				
Total Classrooms	18	0	0	0
Number of classrooms wired for internal connections	18	0	0	0

	Current	Planned Future Acquisitions		
		Year 1	Year 2	Year 3
Telecommunication Links				
A. Gigabit (Direct Fiber)	10GB	0	0	0
Total School Buildings	1			

Valley Academy will acquire the technology needed to operate the school as school starts rather than spread out acquisition over the first several years. VA does not foresee any major technological acquisitions besides software upgrades, after initial installation and purchases described above, until year 5 of school operation. This will be evaluated each year of operation, however, to ensure the school's technology resources are properly maintained and utilized. The following table shows VA's specific plan for technological acquisitions. This plan may be changed according to enrollment or other budgetary limitations. Our experience is that repairing the number of units needing to be covered by Apple Care is less expensive than purchasing Apple Care.

Valley Academy Technology Program Worksheet

Rev 3 Students: 450
12/21 Year 1 Pay/Yr

School Name: Valley Academy iSchool Campus

DIGITAL CURRICULUM SOFTWARE	Quantity	\$/Item	Total
Waterford Early Learning			
Waterford Full Curriculum Levels K/1/2, Site Licenses for K-2: 200 students*150=\$30,000, OR \$113,246 site lic	200	\$150	\$30,000
Waterford Training - 3 onsite days (includes My TrainingConnection.net subscription)	1	\$6,800	\$6,800
Waterford and Pearson Successmaker software integration	1	\$2,200	\$2,200
Access to Community Connections website, phone/chat support, media support, product updates	1	\$1,235	\$1,235
Manuals, Student materials	4	\$1,700	\$6,800
Total Waterford			\$47,035

Pearson - SuccessMaker

SuccessMaker Full Curriculum (Reading & Math Grades 3-7) (8 students/class in 5 classrooms for 40 min. rotation +1 RTI + 2 SPED=32 lic@\$900/lic	32	\$900	\$28,800
Credit for Previous Purchase	0	\$0	\$0
SuccessMaker Collaborate - Building site license	1	\$399	\$399
SuccessMaker Training - 3 onsite days (includes My TrainingConnection.net subscription)	1	\$6,800	\$6,800
Shipping for Waterford and SuccessMaker	1	\$225	\$225
Total Pearson SuccessMaker			\$36,224

Math

Saxon Math (3-7)	5	\$1,154	\$5,770
Total Digital Curriculum Software and Licenses			\$89,029

DIGITAL EQUIPMENT (HARDWARE/SOFTWARE)

DIGITAL EQUIPMENT (HARDWARE/SOFTWARE)	Quantity	\$/Item	Total
Apple Computer Hardware			
iPads (6-7 grades*1 classroom/grade, 8 each room=16 + 1 marketing, 1 tech + 6 media room = 24)	24	\$479	\$11,496
iMac -20" 2 GB upgrade - wired keyboard/mouse (Technology Classes on 25 computers)+ (1 front desk, 1 tech teacher desk)= 2 computers = 27 total computers (none for Princ, Tech, Bus Off)	27	\$831	\$22,429
iMac -21.5" 4 GB - wireless keyboard/mouse (1 registrar)	1	\$1,231	\$1,231
MacBook Pro 13" (HR=9, RTI=2, SPED=2)=13; Staff (1 Principal, 1 Asst Prin, 1 Lib, 1 Tech, 1 Business,)=5 + 1 spare = 19	19	\$993	\$18,860
Mac Mini	2	\$571	\$1,142
iPod Touch (1 per student for grades 3- 7 = 250 (add 5 for teachers, +1 marketing, 1 tech)=257	257	\$276	\$70,932
MacBooks (9 HR*8=72+ SPED=6, RTI=12	90	\$780	\$70,200
Misc Apple Hardware			
Bretford Power/Sync Case- iPod Touch	5	\$1,056	\$5,280
Bretford Charging Cart/Classrooms - MacBooks; HR= 9, SPED 1; (RTI 1, Tech 1);=12	12	\$800	\$9,600
iPod Protective Case (1 per student for grades 3 - 7 = 250, add 5 for teachers + 1 marketing, +1 tech=257	257	\$12	\$3,084
Mouse for Mac Mini	2	\$43	\$86
Network Printers - Brother/Classrooms and Offices (HR=9; RTI=1; SPED =2; Tech=1 Office =4)= 17	17	\$220	\$3,739
Keyboards (4 classrooms k-2 * 4=16 + 4 spare)	20	\$43	\$862
Mini-display part to VGA Adapter (16 classrooms, 2 spare + 18)	18	\$26	\$459
Apple Care (Warranty Contract)			
Apple Care (MacBook 196 @ \$183= \$37044)	0	\$161	\$0
Apple Care (Additional for 1:1 for all classes, Mac Book 46 @ \$183)	0	\$161	\$0
Apple Care (iMac 25 @ \$119 = \$2975)	0	\$105	\$0
Apple Care (iMac 21.5" @ 1)	0	\$105	\$0
Apple Care (iPod Touch)	0	\$105	\$0
Apple Care (MacBook Pro 38 @ \$239= \$9082)	0	\$161	\$0
Apple Care (Mac Mini 2)	0	\$87	\$0
Total Apple			\$219,402

Servers

Xserve, 2.26 GHZ Quad Core Intel Xeon	1	\$3,144	\$3,144
Xserve, 2.26 GHZ Quad Core Intel Xeon	0	\$2,845	\$0
Xserve, Quad Core Intel Xeon	1	\$3,795	\$3,795
16TB RAID (Apple for student file storage)	1	\$11,879	\$11,879
Monitors 24" (2 in IT room and 1 in front office)	3	\$703	\$2,109
Monitor brackets for 24" for 2 monitors (VESA Mount Adapter Kit for 24 inch display)	2	\$26	\$51
Wall mount package (not to be purchased through Apple)	2	\$100	\$200
Server imaging set-up (318 Inc.)	1	\$13,200	\$13,200
Customer Imaging of Servers (4 on-sight days) @ \$1700 each = 6800	4	\$1,496	\$5,984
Apple Care for Servers	0	\$669	\$0
Total Servers			\$40,363

Management Software

Apple Remote Desktop AELP Inst lic (1 per teacher and 1 for the IT Mgr, includes 25 licenses)	1	\$2,418	\$2,418
Apple Remote Media Set - software	1	\$13	\$13
Mac OSX Snow LeopardSVRME	1	\$13	\$13
Apple iWorks + Education Software Upgrade License (iWorks, iLife, OS10) - upgrades for 1 year	1	\$3,386	\$3,386
Apple Education Software Upgrade disk	1	\$869	\$869
Mac Software collection media	1	\$13	\$13
Server Software Licensing	1	\$337	\$337
Total Software			\$7,050

Other Hardware/Software			
Headsets - 1 per person for HR -450, 36 SPED, 25 CIT, 20 sparesets	531	\$10	\$5,310
Windows 7 License (3)	3	\$200	\$600
Flash Drive (Data Center)	1	\$200	\$200
DELL Computers			
Servers			
Dell Server and Accessories - PowerEdge R410, 4G mem - See Dell Quote	2	\$2,158	\$4,316
Dell Shipping	1	\$100	\$100
Total Dell			\$4,416
Total Other			\$14,942
Promethean Interactive White Boards			
Promethean Boards 300 range (HR=9, tech 1) 3 SP rooms, SPED 2 = 15	15	\$1,099	\$16,485
Promethean installation	15	\$100	\$1,500
Promethean Product shipping	15	\$89	\$1,335
Promethean 300 Range 78 with Acivboard with adjustable stand & LCD shrt throw projector	4	\$3,599	\$14,396
Accessory shipping	4	\$200	\$800
AB+2 Installation	4	\$550	\$2,200
50' AB+2 Adjustable and Fixed Penum kit	4	\$225	\$900
ActivEngage v1.0 01 - 25 Classrooms - unlimited users	1	\$1,099	\$1,099
ActivHub 2.4 GHz Radio frequency communication device for use with Activboard	15	\$99	\$1,485
Projector and controll installation	15	\$100	\$1,500
Pixie Pro Module panel	0	\$450	\$0
Power supply unit fro ActivSlate 2.4GHz/100 & 300 Range ActivBoard	15	\$59	\$885
Sanyo 2500 Lumen projector - Construction Loan	16	\$725	\$11,600
Adapter	16	\$39	\$624
VGA Wall plate w/3.5mm audio - Construction Loan	15	\$115	\$1,725
Full audio cabling - Construction Loan	15	\$45	\$675
Sub Total to Construction Loan			\$14,624
Total Promethean			\$71,833
Promethean less Construction Loan			\$57,209
Sub Total Hardware			\$353,591

NETWORK	Quantity	\$/Item	Base Price
Network -Skywire			
Cisco 6500(Main switch which brings in fiber, internet)	1	\$8,000	\$8,000
Sonicwall 2400 (Router) - every device in school gets IP Address	1	\$2,460	\$2,460
Extricom Wireless-N (Switch for Wi-Fi) (5)	0	\$8,450	\$0
Barracuda Web Filter (Fire Wall)	1	\$5,400	\$5,400
ACP UPS (Battery backup) (3)	1	\$1,800	\$1,800
Extricom Wireless-N AP (Access Points), (HR=0, SP=0, office 1)Total 1	1	\$700	\$700
Cisco 3560 (Homeroom Switches for ethernet) (0+0)	0	\$500	\$0
PDU (Power Distribution Unit for servers, catalist, other equipment)(3)	1	\$400	\$400
Rack fillers (60 @ \$9)	60	\$9.00	\$540
Cables (10' Ethernet cables)	0	\$2.59	\$0
Monitoring Server	1	\$500.00	\$500
46" LED TV	1	\$900.00	\$900
Cate 5e -HDMI Converter/Extender	2	\$200.00	\$400
TV Mounts	1	\$320.00	\$320
Rack mount pull out tray with keyboard	1	\$290.00	\$290
Rack mount fold out monitor	1	\$400.00	\$400
Labor (200)	25	\$85	\$2,125
Travel	6	\$600	\$3,600
Total Network - Skywire			\$27,835
Classroom Audio			
Audio LA50 Pal/Classroom Sound - 4 ceiling speakers per class 18	18	\$1,337	\$24,066
Panasonic dome Sensor w/plenum cable (KIT) - \$ included above	18	\$0	\$0
Micro handheled kit - includes handheld Mic and 1AA battery (KIT) - \$ included above	18	\$0	\$0
Micro Tear Drop Kit - includes teardrop microphone, 1AA battery and charger - \$ included above	18	\$0	\$0
Installation/labor	18	\$100	\$1,800
Single Ceiling spkr - media room 6, large venue 4	10	\$95	\$950
LA50 Sound System shipping and handling	18	\$47	\$846
Total Audio			\$27,662
Labor Network/Wiring			
Labor for Intercom system	1	\$2,000	\$2,000
Labor for Wiring and Materials for Network (30)	10	\$1,420	\$14,200
Total Labor Network/Wiring			\$16,200
Total Network			\$71,697
GRAND TOTAL			\$514,317
Totals by Financial Grouping			
Items built into construction budget and included in Lease or Mortgage (30 yrs)			\$86,321
Peripheral Devices Network Equipment, Telecommunications, and other Technolgy			
Costs to be financed over 4 years		\$48,255	\$12,064
Computers, Promethian Costs to be financed over 4 years		\$276,611	\$69,153
Digital Software and Licenses		\$89,029	
GRAND FINANCING TOTALS		\$500,216	\$81,217

Extra-curricular Activities

Valley Academy plans to make available before and after school activities such as needed. During any scheduled school day, students will use VA's classrooms, and performance spaces to receive academic instruction, as well as arts and technology instruction. Before and after school, the facility and grounds will serve as a place where individuals and the community can meet, learn, rehearse, perform, and enjoy the arts in all forms.

At this time, VA does not intend to enter into any agreements or plans for extracurricular activities with the Washington School District. Instead, VA will provide opportunities for its students to participate in on-campus extracurricular activities and encourage participation in city sport leagues or similar organizations. In the event that such an agreement becomes desirable, VA's PAC, in conjunction with the Board, will work together with the Washington County School District or other local charter school boards to achieve a mutually beneficial agreement.

Our extracurricular and educational activities will be available to all students and will not restrict any individual from participation or the receipt of benefits from such activities, or discriminate against any individual on the basis of sex as prohibited under Title IX of the Education Amendments of 1972 to the Civil Rights Act of 1964. All extra-curricular activities will be approved by the Director ensuring Title IX requirements, all applicable laws and school vision and policy is met.

Extra-curricular Activity Funding & Fees

Funding for extracurricular activities will be derived from fundraising, grants, sponsorships and the school's budget. No fees will be charged for materials, books, supplies, classes or activities, including assemblies and field trips.

Fee Waivers for grade 7

To ensure that no VA 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 will provide for adequate waivers or other provisions in lieu of fee waivers. Any charge, deposit, rental, or other payment for required student participation in any class, program, or activity that is provided, sponsored, or supported by VA, are fees requiring approval of the Board and are subject to the fee waivers exception in this paragraph.

The Director will administer the policy and grant any fee waivers in accordance with R277-407-6. 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 or designated faculty member 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.

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 or guardian of a student applying for a fee waiver is to provide documentation and certification of eligibility including income tax returns or current pay stubs.
4. 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 Director shall contact the parent within two (2) weeks after receiving the appeal and schedule a meeting 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.
5. 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.

Terms and Conditions of Employment

Valley Academy will strive to create a learning environment and positive work place for all staff by working with employees to correct issues as they arise and maintain standards of acceptable conduct. VA will be an at-will employer and will follow all Utah State and Federal Equal Employment Opportunity Laws regarding both Americans with Disabilities Act, Civil Rights, ADEA and ADA protections. VA will not discriminate against any applicant or employee on the basis of race, color, religion, sex, national origin, age, or disability. Before beginning employment, employees at VA will sign a Letter of Understanding defining their employment. This agreement may be terminated at will by either party, with or without cause, and with or without notice. The existence of the Letter of Understanding does not create any expectation of continued employment at VA. Employees will be given a policy and procedure handbook at the time of hire. Employees will also have access to this same policy and procedure handbook at any time while they are at work and online. Employees will be expected to read and acknowledge that they have read this handbook. Employees will then be responsible for the information contained therein.

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

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

Employee Evaluation

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

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

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

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

its vision, and/or its teaching philosophy. Also see the above section: *Terms and Conditions of Employment*.

Director

Before the beginning of the school year, the Board will meet with the Director to set personal and professional goals in alignment with the school's vision. The Director will be formally reviewed in January 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. Teachers and staff will also provide personal written reviews of the Director in December and May. These will be reviewed at the formal review between the Director and the Board. Results of the formal reviews will be put in writing, signed by the Director and Board President, and placed in the Director's personnel file. Several parents of students currently attending the school will be selected at random to request a personal written review of the Director in December and May. These will also be reviewed by the Director and Board. All reviews will be kept confidential at the request of the reviewer.

Entry Years Enhancement (EYE) Program

As part of VA's mission to utilize a highly trained and committed staff to deliver its program, we will provide special attention to teachers during their first three years of employment to provide them an avenue for success and competence as outlined in Utah Administrative R277-522. VA is committed to ensuring its entry-level teachers:

1. Develop the skills required of capable teachers; and
2. Complete all enhancements enumerated in R277-522 for Level 1 teachers.

The purpose of VA's EYE Program is to develop in entry-level teachers, or teachers seeking licensure through an ARL program, a successful set of teaching skills and strategies with assistance from experienced colleagues. As part of VA's EYE Program, the Director will assign each Level 1 teacher a mentor-teacher in the first semester of teaching to supervise, support, and act as a resource for the entry level teacher as set forth in R277-522-3(B). Additionally, VA will provide training, mentoring, testing, assessment, evaluation, and assistance in developing and evaluating each entry-level teacher's professional portfolio.

Employment of Relatives

Valley Academy will have a policy regarding the employment of relatives, which is meant to ensure employment at the school is based solely on merit and job availability, and to avoid the actual or perceived preferential treatment of relatives.

Although VA does not wish to prohibit employment of relatives, it does provide the following safeguards:

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

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

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

Insurance

Prior to its opening date, Valley Academy assures that it will acquire and maintain a certificate of insurance for all insurances covered under this section and will maintain insurance coverage as a budgetary priority. VA will secure and maintain in force \$2,000,000 per occurrence in General Liability Coverage for both Bodily Injury and Property Damage, including PIP coverage; Automobile Liability Coverage for both Bodily Injury and Property Damage; Personal Injury/Civil Rights Coverage for claimed Constitutional violations and claimed violations of federal and state law; Errors and Omission coverage; Government Crime Policy including employee theft, faithful performance, and coverage for employee and officer bonds; Property Coverage; Extra Expense and Tuition Fee Coverage; and Workers' Compensation Coverage through Utah Division of Risk Management or another comparable insurance carrier.

The Detailed Business Plan and yearly budget demonstrate a commitment to the payment of Property/Casualty Insurance/Bond premiums. The VA Board assures that we will carry appropriate levels of coverage in the form of a Treasurers Bond.

Assurances

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 coverages, including a description of the levels of coverage and the relationship of these coverages 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.
- 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.

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.

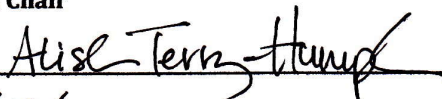
BB. The charter school will maintain accurate student transcripts.

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: Alisha Terry-Humphries

Title: Board Chair

Signature:  _____

Date: 3/19/2010

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 are no tuition or fees charged for attending Valley Arts Academy except those allowed by law.

Valley Arts Academy 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.

Proof of Insurance

Valley Academy 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.

Nonsectarian Statement

Valley Academy is nonsectarian in its programs, admission policies, and employment practices and all other operations.

Special Education/Exceptional Student Services Training

The principal / director for Valley Academy (or applicant/authorized signer if no principal 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

Valley Academy 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.

Alisha Terry-Humphries
CAO (please print)

Alisha Terry-Humphries
CAO's Signature

3/19/2010
Date

Utah State Retirement

Valley Academy does not plan to participate in Utah State Retirement.