

School Name:  
**Wasatch Peak Academy**  
Applicant Name:  
Rachel Howe

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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.

Rachel Howe

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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 2005 - 2006

Name of Proposed Charter School Wasatch Peak Academy (WPA)  
 X New School  Converted School

Name of Applicant Applying for the Charter: Wasatch Peak Academy, Board of Directors  
 (This may be a public body, private person, or private organization.)

Authorized Agent for Applicant: Rachel Howe  
 (This may be the individual applicant or an authorized member of the corporate board.)

Authorized Agent Mailing Address: 673 E 1050 N,  
 City Bountiful State Utah Zip 84010  
 County: Davis E-mail: howerr@juno.com  
 Daytime Phone: (801) 397-0338 Fax( ) \_\_\_\_\_

**Form of Organization**

- Non-Profit Corporation
- Tribal Entity
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

<b>Governing Body</b> (Body responsible for the policy decisions of the school.) (U.C.A.532A-1a-508)				
Member Type	Number	Name	Name	Name
Parents	2	Rachel Howe	Amy Hughes	
Business	1	Jonathan Hanks		

**Founding Members as specified in R277-481:**

- Amy Hinckley - Curriculum research and development
- Kristin Peterson - Publicity and Marketing
- Shane L. James - Curriculum research and development
- Shelly Dula - Community Organizing

## Target Population

**Mission Statement (use only this space):**

Wasatch Peak Academy will provide a meaningful educational experience utilizing service-learning and Spanish emphasis instruction to inspire in students:

- a genuine appreciation for community and country;
- a perpetual enthusiasm for learning;
- a willingness to embrace leadership opportunities; and
- a standard of individual academic excellence.

	GRADES SERVED												TOTAL NUMBER OF STUDENTS (Enrollment cap)	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Year 1	75	75	75	75	75	75	75							525
Year 2	75	75	75	75	75	75	75							525
Year 3	75	75	75	75	75	75	75							525
Ultimate Enrollment	75	75	75	75	75	75	75							525

(The number of students should be a maximum enrollment that is being requested.)

**Outreach Plan (consistent with the school's mission AND the public school law and purposes)**

Wasatch Peak Academy will advertise open enrollment in both English and Spanish using the local newspaper, public service announcements, and fliers posted in community centers, including Davis County libraries, post offices and grocery stores.

Advertisements will include WPA's mission statement, as well as our objective to emphasize service learning and dual-language. The advertisements will include the dates for both the initial open enrollment period, and secondary enrollment period, each consisting of 45 days.

**School Calendar**

- Standard     
  Extended School Year     
 Instructional Days: 180  
 Alternative (please describe in 5 words or less)     
 Start Date: August 22, 2005

Complete the following information for each site indicated above. If planning more than one site, attach an additional page with the following information. If facility arrangements have been made, provide the information below.

Site Name \_\_\_\_\_

Site Address \_\_\_\_\_

City \_\_\_\_\_ Zip Code \_\_\_\_\_ County \_\_\_\_\_

Site/Location Description. (If facility arrangements have not been finalized, please provide general information on the location and type of facility planned for your school.)

While a building location has not yet been procured, Wasatch Peak Academy will be located in the Bountiful/Centerville area. The facility will comprise of approximately 20,000 square feet and sit on approximately 2.5 acres of ground. The facility will house a library, multipurpose room and classrooms.

Title 53A-1a-503 statutorily defines seven purposes for charter schools. Please provide a detailed description of how your school will meet these defined purposes. You may attach sample lesson plans and other information that demonstrates a fulfillment of a stated purpose. If a purpose does not apply to your proposed school, please so indicate.

1. *Continue to improve student learning:*

Student learning will be improved in combination with smaller class sizes and a challenging curriculum. The objective of WPA is not to educate students meeting minimum standards, as required by NCLB, but rather to exceed them. We believe that if students are given the opportunity to excel that they will rise to the occasion. Our emphasis on service learning will engage students in the core curriculum by making it interesting and meaningful. Individual assessment plans will help us to determine where each child stands academically, thus allowing us to help that individual child achieve goals that are unique to her situation.

2. *Encourage the use of different and innovative teaching methods:*

Teachers will be encouraged to implement student directed teaching techniques in their classrooms; each child excels using various learning styles, and it will be the responsibility of the teacher to “teach to the whole child”. Teachers will share effective learning techniques at weekly staff meetings and will also be expected to attend trainings that will help them to learn, develop, and implement innovative learning techniques. Furthermore, teachers will be expected to integrate service learning into their lesson plans. The principal will be responsible for modeling effective teaching methods to the teachers.

3. *Create new professional opportunities for educators that allow them to participate in designing and implementing the learning program:*

Teachers and principal will participate in the development of instructional materials and curriculum for WPA. The Board of Directors will rely heavily on the Principal’s and teaching staff’s personal educational experiences to create a curriculum that exemplifies the school’s mission and that is well-aligned with the Utah State Core Curriculum standards. Teachers will be encouraged to think outside the box, and to research different tested and proven educational methods. WPA principal and teachers will be

given the opportunity to attend professional development seminars so that they may learn new teaching methods that will benefit the students and the teachers in continued professional growth.

4. *Increase choice of learning opportunities for students:*

While Davis School District does have fine schools, the growth in our district is exponential and most of our schools are overcrowded. Our school will give parents the opportunity to educate their children in a smaller, more intimate setting, thus giving a name and a face to each child. The service-learning component of our school will give students the opportunity to learn about their community through meaningful service-learning projects that will impact both the community and the life of each participating child.

The Spanish emphasis component of our school will give students the opportunity to become more marketable as our future leaders and workforce, and provide them with a better understanding and appreciation for diversity and other cultures.

Choice in education is often only an option available to those families with the economic means to do so. Our school will offer an education that is not dissimilar to a private education, without the tuition costs. We believe that all families are entitled to a choice in education, regardless of their economic demographic. Charter schools are the vehicle to making choice in public education happen.

5. *Establish new models of schools and new forms of accountability that emphasize measurement of learning outcomes and the creation of innovative measurement tools.*

Accountability measurements will be established for all stakeholders at Wasatch Peak Academy, including principal, teachers, staff, students and parents. It takes a community of people that value achievement and academic excellence to create a school that inherently embraces academic achievement. Students will be given assessment tests at the beginning, mid-year and end of year. Each student will be interviewed after each test so that the parent, teacher and student can establish goals for that student. The teacher and parent will use the baseline established to help the student achieve his goal.

The principal and each teacher will meet with the board to establish personal development plans. Each will be responsible for establishing achievable goals for the academic year. The principal will observe classes regularly to determine where the teacher might be deficient, as well as to highlight and reward teaching methods that are innovative and effective. The principal will meet with the teacher quarterly to discuss deficiencies and assist the teacher in formulating solutions. The principal and a board member will also be responsible for the year-end evaluations which will determine pay increases, bonuses and contract renewal; all of which will be based on performance.

The principal will be evaluated by her staff, students and parents. The Board will meet with the principal to discuss professional development goals and timelines. The Board of Directors will be responsible for the year-end evaluation interview of the principal, and will take into consideration input received by staff, student and parent evaluations.

6. *Provide greater opportunities for parental involvement in management decisions at the school level. (See also 53A-1a-508 (3)(h))*

Parents of students attending WPA will each be a voting member of the Parent Organization (PO), not to be affiliated with PTA. The membership will elect an executive committee and chairs for school committees, such as fundraising, volunteerism, etc. The president of the PO will also serve as a member of the WPA Board of Directors, which will be directly responsible for governing the school and creating school policy.

All parents will be encouraged to volunteer at least thirty hours per academic year. The PO will recruit a volunteer motivator from each class, who will track the logged in volunteer hours of parents and disseminate information on volunteer opportunities. The motivator will keep in mind varying work schedules for parents thus making the appropriate recommendations.

Parents will be encouraged to participate in the service-learning projects, which will be an integral part of our curriculum. We believe that helping our students to become civic minded citizens is largely dependent on how parents model civic-minded actions to their children; therefore parent participation will be a vital component to our program.

Parents with varying talents and skills will be encouraged to administer before and after school clubs, varying from a science club to basketball intramurals.

7. *Expand public school choice in areas where schools have been identified for improvement, corrective action or restructuring under the No Child Left Behind Act:*

While none of the schools in the southern part of the Davis School District have been identified for corrective action or restructuring, it is our intent to achieve well above the minimum standards adopted by USOE under NCLB. Our commitment to excellence extends beyond tests scores, to include attendance, mobility and social responsibility, as mandated by NCLB.

## Comprehensive Program of Organization and Instruction

### MISSION:

*Wasatch Peak Academy will provide a meaningful educational experience utilizing service-learning and Spanish emphasis instruction to inspire in students:*

- *a genuine appreciation for community and country;*
- *a perpetual enthusiasm for learning;*
- *a willingness to embrace leadership opportunities; and*
- *a standard of individual academic excellence.*

It is our conviction that children learn through service. A service learning program provides educational experiences that are integrated into the student's academic curriculum providing structured time for a student to think, talk, and write about what the student did during the service activity. The interaction of knowledge and skills with experience is key to the learning process. Service to the community will allow students the opportunity to grow intellectually as well as socially, and develop a civic responsibility that will follow them throughout their lifetimes.

Wasatch Peak Academy's commitment to a Spanish emphasis learning program demonstrates its firm belief that learning more than one language is important for every child. Learning two languages promotes cognitive growth in children and can be a marketable skill to them later in life. It also creates an opportunity for increased cultural sensitivity and heightened understanding of the global nature of human relations. WPA's intent is that each child be educated in both English and Spanish, exposing the child to multiple educational disciplines in both languages.

It should be noted that this Spanish emphasis program is not to be confused with bilingual instruction. In bilingual programs, bilingual teachers and guides are available to respond to a child in whichever language the child is most comfortable. Used by itself, the bilingual approach limits exposure of a child to a new language while creating few incentives for learning it. It is the mission of Wasatch Peak Academy that the child is in fact exposed to both English and Spanish.

### ***Kindergarten through 6<sup>th</sup> Grade Curriculum***

The objectives and themes in Wasatch Peak Academy's curriculum for grades K-6 will be broadly based on the Utah State Core Curriculum/. The curriculum will incorporate theoretical foundations from Dr. Howard Gardner's multiple intelligences, student-directed learning, service learning, Spanish emphasis education and second-language acquisition to implement effective program models. Using a thematic approach students will be exposed to; content and literacy instruction in both languages. ESL techniques will be evident in all classrooms to assist both the language-minority students and English-proficient students.

### ***Language Arts***

Language Arts will encompass all the reading, writing, listening, and speaking skills required for each grade level using the Utah State Core Curriculum standards for Language Arts.

In addition to the traditional books and materials needed to implement the various aspects of the Utah State Core Curriculum, students at Wasatch Peak Academy will use Spanish emphasis curriculum materials with a thematic approach to facilitate the language instruction in both English and Spanish.

Students at Wasatch Peak Academy will also have the advantage of being exposed to various literacy programs. These programs introduce the excitement of reading and look at creating a life-long interest in the written word. They introduce contemporary and traditional children's authors through story telling, readings, bookmaking, story and poetry creative writing sessions, and book fairs.

Based on the philosophy of the school that students have unique learning styles, teachers at Wasatch Peak Academy will determine how each student learns best within this overall model. Therefore, some students may learn how to read using a phonetic approach while others will learn via a "look and say" method.

### ***Writing Program***

Students will enhance writing skills through expressive and narrative writing assignments. All students at the school will be required to write on a daily basis across the curriculum. A journal will be required writing for all students. Each class will be responsible for an on-going writing project that is embedded within the thematic unit of study. Writing skills that enhance the students' ability to perform well on the Direct Writing Assessments will be incorporated into the curriculum.

Students will learn reflective writing skills in order to make their service learning projects more meaningful. "The reflection process by which service-learners think critically about their experiences will happen through writing, speaking, listening, and reading about the service experiences. Learning happens through a mix of theory and practice, thought and action, observation and interaction, thus allowing students to learn from themselves." **Reflection: Getting Learning Out of Serving** - by Mark Cooper

### ***Mathematics***

The Mathematics curriculum will be taught in English expanding on key mathematical concepts. Mathematical skills that enhance the students' ability to perform well on the Core Assessment Test will be integrated into each unit. In addition to the traditional books and materials needed to implement the various aspects of the Utah State Core Curriculum, students at Wasatch Peak Academy will use manipulatives, songs, technology, and real-life application situations to fully internalize the mathematical concepts emphasized in each unit.

### ***Social Studies***

The Social Studies curriculum will consist of thematic units alternating designed to integrate the various subjects and address four key areas: History, Geography, Civics and Government, and Economics. An emphasis on reading and writing will occur as the numerous topics are studied. Culminating events will be held at the end of each unit so that students may share

their research and/or final projects with other grade levels within the school.

### ***Science***

The Science curriculum will consist of thematic units incorporated into the lessons will be hands-on scientific projects to fully guide the students through the various levels of the scientific method. Manipulatives, experiments, surveys, research, and technology will all be integrated into the various thematic units to enhance the learning experience. Scientific skills that enhance the students' ability to perform well on the Core Assessment Test will be integrated into each unit.

### ***Health, Physical Education, and Safety***

The Physical Education courses will impart knowledge, offer group experiences, teach the joy of effort and achievement, and build lasting recreational and athletic interests. Physical Education seeks to develop an appreciation for sports from the standpoint of a spectator, a reader of sports, as well as a participant. It always strives to be in step with the current practices and procedures in education and to contribute to the all-around development and education of students. This course will also focus on health. Students will be taught not to take their health for granted, but to realize that health and physical activity are lifetime pursuits.

### ***Educational Technology***

Each Wasatch Peak Academy classroom will be equipped with a minimum of five computers and high-speed Internet access. A school wide local-area-network (LAN) will be installed, and Intranet services available for public address, presentations, and smart boards in every classroom.. Students will learn how to use the various software programs available for word-processing and multimedia presentations. The primary grades will begin with basic keyboarding skills, and the intermediate grades will focus on more advanced computer skills. Teachers will incorporate into the thematic units various forms of technology. Additionally, teachers will instruct students on safe, ethical, and appropriate use of technology, which comply with legal and professional standards.

### ***Music, Visual Art, and Library Media***

As the various thematic units are fully developed by the administration and staff of Wasatch Peak Academy, the standards for Music, Visual Art, and Library Media will be fully addressed. Music and Visual Arts will be taught in Spanish and English, and the various mediums, artists, and techniques from Spanish cultures will be integrated into the thematic unit. Library Media will be taught in English, with resources available in Spanish to assist the students in research and presentations.

## Effectiveness Goals

<b>Goal</b>	<b>Specific Objectives</b> (What will be measured?)	<b>Measurement Criteria</b> (How you know it—means of measuring data, percent mastery, etc.)
<p>1. Given school-wide emphasis on reading, at least 50% of students in Grades 1-6 will score 70% or higher on the Core Assessment Test in Reading.</p> <p>2. Given school-wide emphasis on mathematics, at least 50% of students in Grades 1-6 will score 70% or higher on the Core Assessment Test in Mathematics.</p> <p>3. Given school-wide emphasis on science, at least 50% of students in Grades 4-6 will score 50% or higher on the Core Assessment Test in Science.</p> <p>4. Given school-wide emphasis on writing, at least 50% of the students in Grade 6 will score in the top two proficiency levels of the Six-Trait Writing Rubric on the Direct Writing Assessment.</p> <p>5. Given a strong emphasis on the Parental Involvement Program, parents will be encouraged to volunteer a minimum of 30 hours/academic year.</p>	<p>1. Student mastery of Reading, as defined by USOE AYP goals for meeting NCLB.</p> <p>2. Student mastery of Mathematics, as defined by USOE AYP goals for meeting NCLB.</p> <p>3. Student mastery of Science, as defined by USOE AYP goals for meeting NCLB.</p> <p>4. Student mastery of Writing, as defined by USOE AYP goals for meeting NCLB.</p> <p>5. Completion of volunteer hours.</p>	<p>1, 2, 3, 4. A first term assessment will be administered to grades 1-6 to determine baseline data for reading, math, science and writing.</p> <p>For those students scoring in the first or second quartiles in of grade level, AYP will be determined by that student meeting grade level in either the third or fourth quartiles on end of year assessments.</p> <p>For those students meeting grade level and scoring in the third or fourth quartiles, AYP will be measured by that student meeting or exceeding 2% improvements over the baseline.</p> <p>5. Student volunteer hours will be maintained in the volunteer database. Monthly notices will be sent out with an up-to-date accounting of hours completed, along with a list of opportunities to volunteer.</p>
<p>6. Given USOE Proficiency Goals for</p>	<p>6. Proficiency Levels in Language Arts</p>	<p>6. Baseline will be determined by Goal 2</p>

meeting AYP, students grades 3-8 will score at a proficiency level of 77% in Language Arts for end of levels, year 1.		as defined in USOE's AYP Plan, Table 9: Starting Point and Intermediate Goals.
7. Given USOE Proficiency Goals for meeting AYP, students grades 3-8 will score at a proficiency level of 71% in Mathematics for end of levels, year 1.	7. Proficiency Levels in Mathematics	7. Baseline will be determined by Goal 2 as defined in USOE's AYP Plan, Table 9: Starting Point and Intermediate Goals.
8. Teachers will complete a minimum of thirty professional development hours per academic year.	8. Continuing education through Professional development	8. Professional development hours will be maintained in each teacher's respective professional development plan.
9. Teachers will complete ESL certification prior to each respective contract year two.	9. ESL Certification Completion	9. Completion of ESL certification will be maintained in each teacher's respective professional development plan.

## LESSON PLANS

### Mathematics – Grade – 3

#### Math in My World

##### Summary:

Students will record in their journals the many ways in which mathematics is part of their world.

##### Primary Core Objective:

Students will acquire number sense and perform operations with whole numbers and simple fractions.

##### Materials:

- *Math in the Bath* by Sara Atherlay (Simon and Schuster)
- Mathematics Journal Cover Page
- Problem Solving Strategies
- Example of student created poster

##### Additional Resources

*Math Man* by Teri Daniels (Orchard) There are many math problems at the local supermarket. Helps students make the connection of mathematics to the real world.

##### Background For Teachers:

Number sense can be described as a good intuition about numbers and their relationships. It develops gradually as a result of exploring numbers, visualizing them in a variety of contexts, and relating them in ways that are not limited by traditional algorithms. No substitute exists for a skillful teacher and an environment that fosters curiosity and exploration at all grade levels.” Hilde Howden, *Arithmetic Teacher*, Feb. 1989

Children with good number sense pay attention to numbers and know how numbers relate to each other. They know the cardinal and ordinal numbers and can define numbers in several ways. For example, 12 may be defined as 12 ones, 1 ten + 2 ones,  $6 + 6$ ,  $3 \times 4$ , and so on. Children with good number sense can compare the relative sizes of numbers. They know that 51 is smaller than 100, much larger than 2, and about the same as 49. They also understand the effect of operations on numbers—that addition results in larger number and subtraction results in a smaller number. Children develop number sense first by manipulating objects, then by using language to explain their thinking.

##### Intended Learning Outcomes:

1. Communicate mathematically.
2. Make mathematical connections.

##### Instructional Procedures:

###### Invitation to Learn

Read *Math in the Bath*.

## Instructional Procedures

1. Have students brainstorm a list of all the many and varied ways in which mathematics is part of their world and record it in their math journals.
2. Students will record the shared ideas as their first journal entry. The entry should include:
  - o *Date:*
  - o *Problem Solving Strategy: Brainstorming.*
  - o *Today's Challenge:* List all the many and varied ways in which mathematics is part of my world. (Suggestions: month, date and year born; weight; height; people in family; telephone number; pets; address; zip code; age; year started school; number of books owned; library card number).
3. Closure: Show the students poster examples.

## Author:

Utah LessonPlans

## Standards Alignment

- **Mathematics**  
3rd Grade  
5030- Objective 3
- **Mathematics**  
3rd Grade  
5030- Objective 5

## Language Arts – Grade 2

### Stories in Quilts

#### Introduction

Quilts and other cloth-based narrative art are part of many cultures. Made by hand -- often collaboratively -- using familiar materials such as scraps of clothing, quilts are both personal and communal objects. Quilting continues to be largely a home-based form of women's artistic expression.

Quilts can be works of art as well as stories through pictures. They also tell a story about their creators and about the historical and cultural context of their creation (quilting bees, historical and personal events) through the choices made in design, material, and content. Heighten your students' awareness of how quilts tell stories that reflect the lives of the people who create them, and that record the cultural history of a particular place and time.

#### Learning Objectives

After completing the lessons in this unit, students will be able to:

- Explain what a quilt is and what a story quilt is.
- Identify elements in quilts, such as colors, shapes, patterns, and symbols.
- Realize that quilts can be objects of both everyday use and art.

- Understand how stories are related through art objects such as quilts.
- Understand how quilts and other cloth-based art forms are used to preserve family and community traditions.
- Recognize that people of different countries and cultures use cloth-based art forms to pass down their traditions and history.

**Guiding Question:**

What is a quilt? What is a quilt made of? What is a story quilt? How are quilts used to tell stories? What kinds of stories can be told through quilts? How are art and history connected through quilts that tell stories? How have story quilts been used as part of our identities, families, and cultures?

**Preparing to Teach this Lesson**

- Review each lesson and select archival materials you'd like to use in class. If possible, bookmark these materials, along with other useful websites; download and print out selected documents and duplicate copies as necessary for student viewing. Prepare any necessary templates.
- Establish an anticipatory set when beginning each lesson on quilts. Read aloud any of the books recommended below, display an actual quilt, or invite a local quilter to demonstrate. Encourage students who own quilts to share them with the class. However, because quilts can be valuable family heirlooms, exercise care in allowing students to touch and work with quilts brought from home. Sharing quilts offers a good opportunity for parents to come to class to share family stories and to help monitor appropriate handling of quilts.
- If possible, obtain the book *The American Quilt: A History of Cloth and Comfort 1750-1950*, by Roderick Kiracofe, Mary Elizabeth Johnson (contributor), and Sharon Reisdorph (photographer) (Clarkson Potter, 1993; ISBN 0517575353), which contains many large photos of quilts of every kind. Another book to use for background information a pictures of story quilts is *Dancing at the Louvre : Faith Ringgold's French Collection and Other Story Quilts*, by Faith Ringgold (Editor), New Museum of Contemporary Art, Dan Cameron (Editor).
- Review background material on Faith Ringgold from the Guggenheim Museum, located on the [Artcyclopedia](#) through the EDSITEment-reviewed website, [Internet Public Library](#):
  - "Ringgold's vehicle is the story quilt—a traditional American craft associated with women's communal work that also has roots in African culture. She originally collaborated on the quilt motif with her mother, a dressmaker and fashion designer in Harlem. That Ringgold's great-great-great-grandmother was a Southern slave who made quilts for plantation owners suggests a further, perhaps deeper, connection between her art and her family history."
  - - o "*Tar Beach*", the first quilt in Ringgold's colorful and lighthearted series entitled *Women on a Bridge*, depicts the fantasies of its spirited heroine and narrator

Cassie Louise Lightfoot, who, on a summer night in Harlem, flies over the George Washington Bridge. 'Sleeping on Tar Beach was magical . . .' explains Cassie in the text on the quilt, 'only eight years old and in the third grade and I can fly. That means I am free to go wherever I want to for the rest of my life.'"

- For background on other forms of cloth-based narrative art, review the following resources:
  - Hmong Storycloths: The Hmong and the Storycloth: How Traditions and Cultures Are Transmitted Through Folklore and Art, available from the EDSITEment resource AskAsia:
    - "The Hmong did not have any previous written language until thirty-five years ago when Christian missionaries standardized and Romanized the Hmong language. Previously, all of their communication was oral and/or pictorial. Many of the oral history traditions have been transcribed pictorially on a story cloth known as pa'ndau. The pa'ndau, composed of appliqué, cross-stitches, batik, and embroidery, incorporates Hmong personal family history, village life, the death and disturbance of war and emigration, and life in a new land. Pa'ndau, as an art form, reflects how the medium of an old tradition is also used to tell a more modern story of Hmong history and culture" (from "Brief History of Hmong and the Storycloth Tradition," available through the EDSITEment-reviewed website AskAsia).
- African Kente cloth: the lesson plans: Fabric patterns/African Peoples and Textiles convey meaning through the use of pattern and color, both available from the EDSITEment resource Art and Life in Africa. Information on the history and meanings for Kente cloth is located on the Index on Africa: Ghana website at History and Significance of Ghana's Kente Cloth, available through the EDSITEment-reviewed website African Studies WWW.
- Latin American arpilleras (wall hangings made of cloth pictures that tell a story): *Arpilleras* have also been used to chronicle political injustices in various Latin American countries. Two books with pictures and descriptions of arpilleras are available at LILAS Outreach K-12 and Community Resource Library (Chile - Children's Literature and Holidays and Celebrations – Children's Literature), found through the EDSITEment reviewed website Latin American Network Information Center (LANIC):
  - *Festivals of the World: Chile* by Gareth Stevens Publishing, Milwaukee, Wisc., 1998. 32 pp. (Grades 1-4) This book introduces Chile, its festival calendar, and its specific festival rituals. It includes craft projects to make an *arpillera*.

- *Tonight Is Carnival* by Arthur Dorros. Puffin Unicorn Books, Penguin Books, USA Inc., New York, 1991. (Grades 1-4) This is a story illustrated with photographs of arpilleras created by the Club de Madres Virgen del Carmen of Lima, Peru. If possible, obtain some selected volumes of the Festivals of the World (Milwaukee, WI: Gareth Stevens Publishing) series, which you can use to introduce students to the festivals and traditions of different countries and to the concept of family, community, and national cultural traditions.
- If possible, obtain some selected volumes of the Festivals of the World (Milwaukee, WI: Gareth Stevens Publishing) series, which you can use to introduce students to the festivals and traditions of different countries and to the concept of family, community, and national cultural traditions.
- For Lesson 4, review background information on Harriet Powers located at American Studies @ The University of Virginia, a link from the EDSITEment-reviewed website Center for the Liberal Arts. If possible, obtain Mary Lyons's book *Stitching Stars: The Story Quilts of Harriet Powers* (New York: Aladdin Paperbacks, 1997) to read to the class.

### **Suggested Activities**

#### **Lesson 1: What Is a Story Quilt?**

#### **Lesson 2: Tar Beach: A Quilt That Tells a Story**

#### **Lesson 3: Crown Heights Children's Story Quilt: A Quilt about Stories**

#### **Lesson 4: The Story Quilts of Harriet Power Extending the Lesson**

### **Lesson 1 What Is a Story Quilt?**

If possible, introduce this lesson with one or more authentic quilts in the classroom, to give students the opportunity to see how a quilt is constructed and what the elements of a quilt are. How might a quilt serve both practical and aesthetic purposes? How is a quilt different from a blanket? A quilt is made up of scraps of material that are sewn together. Quilts have two layers of material with padding in between. The stitching that keeps the padding in place creates a pattern that invites further decoration. This decoration can employ elements such as color, pattern, and symbols. The designs on quilts can tell a story.

If it proves impractical to bring a quilt into class, use the image [Sunflower Quilting Bee at Arles](#) from the Bayly Art Museum at the University of Virginia, available through [Artycyclopedia](#), located on the EDSITEment-reviewed website [Internet Public Library](#), or images from one of the recommended books.

You may want to introduce the following vocabulary terms to the class before or while discussing story quilts and their elements and uses: quilt, story quilt, pattern, symbol, stitching, padding, patchwork, community, tradition, festival.

Ask the class if anyone has a quilt at home. Encourage some discussion about those quilts. How are they used? How many students use a quilt as a blanket? Take out the quilt(s) or quilt image(s) students will observe. Allow the students to observe the quilts as closely as practical. Ask

students questions such as: How many different kinds of cloth do you see on the quilt? Do you see some of the same cloth in different places in the picture? What colors do you see? Do you see objects on the quilt -- people, animals, flowers, baskets, etc.? How are objects arranged? What pictures can you see in the quilt? Is this quilt telling a story, and if so, what is the story about?

Ask students to identify and describe the following elements in several quilts or quilt images:

- Colors
- Shapes
- Patterns
- Symbols

In addition to quilts, other cloth-based types of narrative art can be displayed, such as Hmong Storycloths ([The Hmong and the Storycloth: How Traditions and Cultures Are Transmitted Through Folklore and Art](#), available from the EDSITEment resource [AskAsia](#); Kente cloth in Africa (example lessons available at [Fabric patterns/African Peoples](#) and [Textiles convey meaning through the use of pattern and color](#), both available from the EDSITEment resource [Art and Life in Africa](#); and Latin American arpilleras (books with pictures and descriptions of arpilleras available at [LILAS Outreach K-12 and Community Resource Library](#), [Chile Children's Literature](#) and [Holidays and Celebrations - Children's Literature](#), found through the EDSITEment-reviewed website [Latin American Network Information Center \(LANIC\)](#)).

The EDSITEment-reviewed resource [Odyssey Online](#) includes a special exhibit, [Wrapped In Pride: Ghanaian Kente and African-American Identity](#), which "traces the roots of kente in Asante and Ewe cultures, in what is now central and eastern Ghana and parts of Togo, and its widespread use in Africa as garment and ceremonial cloth; then it explores kente as a meaningful document of dress, art, and identity in American cultures, specifically within African American communities in the United States." The website for this exhibit explains the role Kente cloth plays in the history and cultural identity of both Africa and African-American communities within the U.S.

Ask students to compare the different forms of cloth-based artwork and discuss the elements in each. Have students describe what they see, and write down their responses on a chart. The chart could contain the following information: What colors do you see in the quilt or other fabric art? What patterns do you see? What is being represented? What kinds of people, animals, or objects do you see? Whom do you think these characters or animals represent? Where do you think the story is taking place? What are the events taking place in the story? What do you think the story is about? What types of objects and stories would you portray in a story quilt?

### **Lesson 2 Tar Beach: A Quilt That Tells a Story**

Faith Ringgold's quilt [Tar Beach 2](#) tells a story. The image of the quilt is available on her website maintained in collaboration with [Art in Context](#), a link from the EDSITEment-reviewed website [Internet Public Library](#). The images imply a narrative, while the creator has included writing on the quilt that tells the story. Because the writing is too small to read in the available image, students can suggest the story the quilt might be telling.

Have the class look at the image and predict what the text may be. Together with the class, create a collaborative text that describes the quilt images. You can also read aloud to students Faith Ringgold's children's book *Tar Beach*, based on the story quilt of the same name. Use the quilt image and the book *Tar Beach*, in addition to selected books from the *Festivals of the World* (Milwaukee, WI: Gareth Stevens Publishing) series, to address the concept of family and community traditions. Connect the various festivals around the world that are mentioned in the book with festivals and traditions that students are familiar with in the U.S. and in their individual families. Discuss with the class ways in which quilts and other narrative-based cloth art can express and preserve the cultural traditions of a family or a community.

Assign each student to design one square of a patchwork quilt that is representative of her or his family or culture. Students can dictate or write a descriptive paragraph about the square. The paragraphs can be organized to create a story about the quilt.

### **Lesson 3 Crown Heights Children's Story Quilt: A Quilt about Stories**

Ringgold's *Crown Heights Children's Story Quilt* is adorned with pictures from 12 folktales from the different ethnic groups that make up the Crown Heights area of New York: "Anansi Stories" (Jamaican), "The Negro Speaks of Rivers" and "We Wear the Mask" (West Africa), "The Ghost of Peg Leg Peter" (Dutch), "The Banza" (Haitian), "The Winged Head" (Algonquin), "Bright Morning Runs East" (Mohawk), "Catherine the Wise" (Italian), "The Rainbow-Colored Horse" (Puerto Rican), "Sea and Mountain Spirits" (Vietnamese), "Which Is Witch" (Korean), and "The Lost Princess" (Jewish). An image of the quilt is accessible from the [New York City official website](#), available through [Artcyclopedia](#), a resource of the EDSITEment-reviewed website [Internet Public Library](#).

Have students look at the various squares and make guesses about the stories shown. Any guesses what the stories might be about? Do any of them seem like they might be scary? Funny? In the upper right-hand corner is a square about Anansi, the trickster figure originally found in African tales, though drawn by Ringgold from a Jamaican story. What do students see in the square? Read an Anansi story to the class. Three may be found at [Afro-America](#), a link from the EDSITEment-reviewed website [Internet Public Library](#).

This quilt represents children from Crown Heights neighborhood in Brooklyn, New York. You can download and print out maps of New York and of the United States using the [Atlas](#) on the EDSITEment-reviewed [National Geographic Expeditions](#) website, and a map showing Brooklyn and the Crown Heights neighborhood on the [Brooklyn Neighborhood Map](#), located on [Brooklyn On Line](#), available through the [New York City History](#) collection from the EDSITEment reviewed website [Internet Public Library](#).

In addition to showing students the location of Crown Heights, you can provide background information on The Crown Heights' Story Quilt through the [UCSD Visual Arts | Faculty](#) section of [Art in Context Center for Communications, Crown Heights Children's Story Quilt](#), located through the EDSITEment-reviewed website [Internet Public Library](#). This website describes The Crown Heights Children's Story Quilt as "featuring folklore from the 12 major cultures that settled Crown Heights." In [Flying over the bridge: An interview with artist Faith Ringgold](#), the artist explains her work: "I did a commission - a mural - on Crown Heights. ? It's about the

twelve cultures of people who have settled in Crown Heights and when they arrived. The Koreans and the Vietnamese were the last two groups of people who arrived in the '70s. The earliest groups were the Algonquin Indians, who arrived 3000 B.C.; the Dutch; and the free West African and African slaves."

Crown Heights is an area in New York, and this quilt represents the children of Crown Heights through the stories from different cultures that Ringgold has chosen. Ask students what folktales, stories, rhymes, and images represent your class. Present students with squares of paper and have them draw pictures for, or, for more advanced grades, write the names of, tales and stories that relate to your class and community. You can ask them to select images that represent their family, class, school, community, city, or state.

#### **Lesson 4 The Story Quilts of Harriet Powers**

**Background for the Teacher:** The EDSITEment-reviewed website [American Studies @ The University of Virginia](#) includes information on [Harriet Powers](#) and her quilts and points out that Powers combined African and European quilting techniques and traditions:

Born a slave in Georgia in 1837, Harriet Powers created two quilts which are the best known and well preserved examples of Southern American quilting tradition still in existence. Using the traditional African applique technique along with European record keeping and biblical reference traditions, Harriet records on her quilts local historical legend, Bible stories, and astronomical phenomena.

An essay on "Southern Quilting Traditions" on the EDSITEment-reviewed website [American Studies @ The University of Virginia](#) describes the differences and similarities between African-American and European-American quilting traditions:

The origins of the two major influences on Southern Quilting are very different -- originating on different continents and merging in America on slave plantations where division between white and black culture was distinct. Yet, as can be seen in the following examples, the differences of background and tradition, while seemingly distinct, do little to stop the merging of the two traditions. Both types of quilting are highly symbolic, both rely heavily on the process of story-telling, and both rely heavily on the union of women to produce and pass them on. ("[Southern Quilting Traditions](#)")

Share with the class the image of [Harriet Powers's Quilt](#), available on The [American History Museum of the Smithsonian](#), a link from the EDSITEment-reviewed website [Center for the Liberal Arts](#). Ask students to describe what they see. You can discuss with students how Powers's quilt combines the African-American and European-American quilting techniques and traditions.

Read from Mary Lyons's book *Stitching Stars: The Story Quilts of Harriet Powers* (New York: Aladdin Paperbacks, 1997). Discuss the different characters/stories on the quilts. Do the students

recognize any of Powers' images? How would her quilts help someone retell the stories she included?

Harriet Powers chose stories from one of her favorite books, the Bible. Students might enjoy collaborating on a story quilt based on one of their favorite books, or series of books. Individuals or small groups could contribute squares based on their favorite story or nursery rhyme, or based on a book you have read aloud in class. Let the class pick a familiar story and brainstorm the different parts of the story.

Can the students make a quilt that would enable someone "reading" the quilt to retell the story? Spend some time deciding on the important parts of the story or book. Have each student design a picture for a class quilt retelling a familiar tale. The students' illustrations can be assembled into a paper quilt and hung in the classroom or school hallway. Invite another class to view the quilt to see if they recognize the parts of the story.

### **Standards Alignment**

1. NAES-VisArts(K-4) 2

Using knowledge of structures and functions

2. NCTE/IRA-1

Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

## **WRITING – GRADE 6**

### **The World of Haiku**

#### **Introduction**

In this lesson, students explore the traditions and conventions of haiku, comparing this classic form of Japanese poetry to a related genre of Japanese visual art and composing haiku of their own.

#### **Learning Objectives**

(1) To learn about the history and poetic conventions of Japanese haiku. (2) To read and interpret classic examples of haiku. (3) To compare the world of haiku with the world portrayed in Japanese woodblock prints. (4) To practice writing haiku in English.

#### **Guiding Question:**

What can we learn about Japanese culture by studying haiku?

**1** Begin by having students read some classic examples of Japanese haiku in English translation. Divide the class into small groups and have students read several haiku aloud to one

another. To help sharpen their critical responsiveness, have each group reach a consensus about the poem they like best and agree on three reasons why it is superior. Two collections of traditional haiku are accessible through EDSITEment at the [AskAsia](#) website:

- [Haiku by Basho](#)  
(<http://www.columbia.edu/itc/eacp/asiasite/topics/index.html?topic=Haiku+subtopic=Intro>) An interactive introduction to this seventeenth century master who pioneered the haiku tradition. Click the "[Class Materials](#)" button for a collection of student readings that includes six haiku by Basho.
- [Haiku for People!](#) (<http://www.toyomasu.com/haiku/>) A website celebrating the history of haiku and its development into a form of poetry practiced around the world. Scroll down for a broad selection of haiku by many classic Japanese poets, including [Basho](#), [Buson](#), and [Issa](#).

**2** Have a spokesperson read each group's preferred haiku aloud to the class and explain the group's reasons for its choice. List these reasons on the chalkboard, noting where groups have identified similar characteristics or registered a similar impression. Keep this list on view for later reference.

**3** To enrich students' appreciation for the art of the haiku, provide them with a brief outline of its history and development, drawing on the background available at [Haiku by Basho](#) and [Haiku for People!](#):

- Explain that the haiku tradition dates back to the late seventeenth century, the Tokugawa Period, when Japanese society was emerging from the aristocratic culture of the samurai and developing a middle-class culture based on trade, commerce, and mass education. Traditional haiku reflect this shift in their subject matter, focusing on everyday occurrences and ordinary people instead of legendary figures and royal intrigues. It is poetry intended for a popular audience and remains the most popular form of poetry in Japan today.
- Use the [Class Materials](#) available at [Haiku by Basho](#) to show students how haiku developed from haikai, a longer poetic form made up of linked verses that were contributed by different writers. The first verse in this chain, called a hokku (literally "starting verse"), became the model for haiku, setting the pattern for its metrical structure, its focus on a specific time and place, and its thought-provoking, open-ended quality.
- Point out that haiku became an independent verse form in the 1890s when the poet Masaoka Shiki formalized this centuries-old tradition by setting down rules for writing haiku.

**4** Provide students with a list of the three main rules for writing haiku, as explained on the [Haiku by Basho](#) and [Haiku for People!](#) websites:

- A haiku is a three-line poem in which the first line has five syllables, the second line seven syllables, and the final line five syllables. These syllable counts are strictly

observed in Japanese but can be loosely observed when haiku are written in other languages. The [Haiku by Basho](#) website provides examples of haiku in transliterated Japanese and in English which illustrate this point. For example:

*kirishigure Fuji wo  
minu hi zo  
omoshiroki*

in the misty rain Mount Fuji is  
veiled all day--how  
intriguing!

(From Makoto Ueda, *Basho and His Interpreters: Selected Hokku with Commentary* [Stanford University Press, 1991] p. 102.)

- A haiku should contain a **kigo**, a word that gives the reader a clue to the season. The kigo anchors the haiku at a specific moment in time, setting the experience it describes in a poetic here and now. The kigo can be the name of the season (autumn, winter) or a subtler clue, such as a reference to the harvest or new fallen snow. Through the years, certain signs of the seasons have become conventional in Japanese haiku: cherry blossoms are a kigo for spring, mosquitoes a kigo for summer. Sometimes, too, the kigo may refer to a specific moment -- the dawn or moonrise -- without reference to a specific season.
- Finally, a haiku has two parts. The poem divides after the first or second line, so that it seems to make two separate statements that are related in some unexpected or implicit way. As Professor Haruo Shirane explains on the [Haiku by Basho](#) website, this structure "leaves the poem open for the reader to complete," creating "an open space which the reader...is supposed to enter into." The two-part structure can also make reading a haiku feel like discovering something hidden that suddenly becomes very clear. In Japanese, the dividing point between the two parts of a haiku is marked by what haiku poets call a "cutting word" (kireji). In English, the division is often marked with a colon, a dash, or an elipsis.

**5** Return to the list of reasons students gave for choosing their favorite haiku and explore similarities between what they had to say about this form of poetry and what the literary tradition tells us about it. For example: Were they attracted by the everyday subject matter that distinguishes haiku from "high class" styles of poetry? Were they impressed by the immediacy of haiku, its sharp focus on a specific time and place as signaled by the kigo? Were they drawn in by the haiku's two-part structure -- surprised by a sudden turn of thought or shift of perspective? Were they inspired by their favorite haiku, prompted to respond with a thought of their own, like a *haikai* poet of the seventeenth century? Work with the class in this way to extend and sharpen their list of critical insights into haiku, eliciting student comments on characteristic haiku moods and themes (e.g., travel, transitional moments, juxtapositions of the sublime and mundane).

**6** To broaden students' perspective on Japanese culture, have them compare the types of scenes evoked by haiku with the scenes portrayed in **ukiyo-e** woodblock prints, which also became

popular during the Tokugawa period. Like haiku, this was an art rooted in everyday experience, as indicated by its name, "ukiyo-e," which means "pictures of the floating world." Ukiyo-e captured the ephemeral aspect of life, finding a timeless beauty in the here and now that has made it the best known style of Japanese art today. [Background on ukiyo-e](#) is available through EDSITEment at the [Teaching \(and Learning\) About Japan](#) website, which provides links to several online galleries:

- [The Ukiyo-e Museum](#) of the Nagoya Broadcast Network (<http://www.nbn.co.jp/ukiyoe/index.html>) A collection of characteristic examples of ukiyo-e organized into [thematic galleries](#). For images that bear comparison to the world of haiku, direct students to the galleries called "[Rain and Snow](#)," "[Sightseeing in the Town of Edo](#)" (Edo is present-day Tokyo), and "[A Sense of Journey](#)." In each gallery, click on the small image to view a larger version with an interpretative caption, then click the larger version to view the image at maximum size.
- [Ukiyo-e: The Pictures of the Floating World](#) (<http://www.bahnhof.se/~secutor/ukiyo-e/>) A collection organized for art collectors, with galleries devoted to individual ukiyo-e artists and characteristic visual themes. Click "[Guide to ukiyo-e websites](#)" on this site's homepage and scroll down to the Hiroshige heading for a link to "[Fifty Three Stations of the Tokaido](#)," a website that leads visitors through the most famous series of ukiyo-e prints, Hiroshige's "Fifty-three Stations of the Tokaido" (1833), which depicts scenes along the highway connecting Edo, the Tokugawa capital, with Kyoto, Japan's ancient imperial city. The captions in this exhibit provide background on Japanese history and geography, and include a question that must be answered correctly to continue the journey, making this site an effective online learning tool as well as a resource for comparing the world of ukiyo-e with the world of haiku.
- [A Visual Literacy Exercise](#) (<http://www.csuohio.edu/history/japan/japan01c.html>) A special presentation of the [Teaching \(and Learning\) About Japan](#) website, which can be accessed by clicking the third small picture (an architectural detail) on the site's homepage. This online learning exercise leads visitors through a series of fifteen ukiyo-e images, many from Hiroshige's Toakaido series, allowing one first to look at the images without explanation, then providing background and pointing out focal points for each one.

7 Have students examine a selection of ukiyo-e prints in small groups, listing points of comparison between these images of everyday life and the scenes called to mind by haiku. Students might notice, for example, that ukiyo-e frequently convey a sense of season and seem to capture a specific time and place. Likewise, these pictures typically draw a viewer into the situation and open a fresh perspective by including a "cutting" detail, such as a person whose posture or facial expression at first seems out of place, or a tiny human figure who at first seems lost in the landscape. Encourage students to note other similarities and differences, then share observations in a class discussion. Ask students what conclusions one might draw about the relationship between ukiyo-e and haiku, and how one might substantiate (or refute) those conclusions through further research.

**8** Close this discussion by asking students what these two art forms reveal about Japanese culture and society in the Tokugawa period. Direct students' attention first to physical aspects of the culture portrayed in traditional haiku and ukiyo-e: What does Japan look like to the Japanese? How do they respond to the weather and climate? How do they perceive their country's landscape, vegetation, and wildlife? What is their attitude toward nature, country life, and the urban scene? Probe more deeply by asking what haiku and ukiyo-e might reveal about Japanese social relationships, gender roles, class divisions, and cultural values. Note students' observations on the chalkboard and encourage them to range widely in this discussion, aiming to open their eyes to the wealth of information concentrated in these popular art forms. Be alert at the same time, however, to guard against sweeping generalizations by reminding students that haiku and ukiyo-e are only a tiny part of Japanese culture.

**9** Conclude this lesson by having students write two or three haiku based on their own everyday experiences. Be sure to emphasize that a haiku can be funny, serious, or even just a "snapshot" of a moment or a scene. Allow no more than 15 or 20 minutes for this assignment, then have students share their best poems in their groups or with the class.

### **Standards Alignment**

#### NCTE/IRA-6

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

## **MONITORING OF PROGRAM OF INSTRUCTION**

Wasatch Peak Academy will provide to the USOE an Annual Report after the completion of each academic year. The report will contain the measurable objectives that were pursued by the school during the previous academic year. The attainment of the objectives with supporting documentation will be detailed in the school's Annual Report, as well as demographic information, highlights of the program, and parental feedback. Copies of the report will be made available to school constituents.

Additionally, student performance will be assessed. Students not making adequate yearly progress (AYP) towards the Utah State Core Curriculum standards will be identified, and appropriate measures for improvement will be instituted. Ongoing communication will occur between the school and parents through progress reports, parent conferences, and other forms of written and oral communication.

Wasatch Peak Academy will participate in all applicable components of the Utah Performance Assessment System for Students (UPASS), including pre- and -post assessment tests, the Core Assessments Tests, the Direct Writing Assessments, , the Diagnostic Reading Tests, and other age-appropriate tests.

By participating in UPASS, Wasatch Peak Academy will be able to evaluate and compare rates and progress of its students to other closely comparable student populations.

Pre- and post-testing in Year 1, as well as reports from previous school records, when available, will be used as measures of progress, a baseline to measure progress in subsequent years, and as an integral part of the planning and refinement of educational strategies.

Other methods of assessing students' mastery of performance outcomes will include, but will not be limited to, facilitator observation, peer and self-evaluations, teacher tests and quizzes, projects, labs, presentations, exhibitions, portfolios, and attendance rates. The student portfolios will show not only the student's "best" work, but also drafts of student work that will demonstrate progress.

Ongoing internal audits (Progress Reports and Report Cards) of student performance, including beginning year, mid-year, and end-year assessments, will be utilized as reflective and guidance tools.

Wasatch Peak Academy's Assessment System will:

- Foster intrinsic motivation;
- Facilitate continuous improvement; and
- Encourage cooperation and helpful feedback from participants and stakeholders.

Objective assessments designed to assess specific content, knowledge or skills, and which match content performance standards, will be administered.

Given the following elements, students at Wasatch Peak Academy will have the opportunity to progress at a higher rate than they would in a traditional school setting.

- **Exemplary Staffing** - Staff selected will exude passion and dedication and will value helping students attain educational excellence as the most significant professional challenge.
- **Service Learning** – Students and faculty will actively seek and participate in opportunities to serve their community.
- **High Professional Standards** – Wasatch Peak Academy is committed to an educational program model which will provide a learning environment that allows students to master Core Education Subjects, develop a passion and appreciation for the visual and performing arts, practice critical thinking and problem solving, develop listening and communication skills, and to master abstract thinking and creative expression. Teachers and students will be empowered to think abstractly and creatively, make decisions wisely, solve problems completely, visualize situations, and know how to learn and reason across all subjects. **High personal standards** -All staff, including contractual personnel, will serve as exemplary role models. Students will learn about appropriate behavior by observing the adult role models at the school.
- **Small class size** - Students will be an integral part of a small, supportive and caring environment where they will be valued for their uniqueness and deemed capable of achieving outstanding educational and personal goals.
- **Parent Commitment** - The commitment and involvement of parents will serve to strengthen the students' academic and non-academic development.
- **Neighborhood Philosophy** - The neighborhood school concept supports the goals of educational and behavioral expectations and accountability.
- **Community Support** - The community at large recognizes and supports the need to relieve overcrowding in existing schools and to develop best practices in the education of our students.
- **Flexibility** - The educational process can never be stagnant. Change is an integral part of the teaching and learning process.
- **Unified Vision** - Students, parents, teachers, administrators, the Governing Board, Davis School District, the neighborhood, and the community all work toward the common goal and unified vision of achieving the best possible learning environment/educational model for our students.

#### SCHOOL CALENDAR

The School calendar will be generally aligned with Davis School District .

#### SPECIAL EDUCATION PLAN

##### **Special Education**

Wasatch Peak Academy may employ a full-time special education teacher, as needed, to address the needs of children who require special education. As with any public school, the school will comply with all federal special education laws including “IDEA 97”. The school and the special education teacher will work directly with parents of special education children to properly address the individual disability challenges each child faces.

The principal of the school will collaborate with the Davis School District and the Utah State Office of Education (USOE) special education department, unless otherwise directed by the sponsor. The school will adopt the rules set forth in the special education manual compiled by the USOE. If the enrollment of special education children exceeds expectations, the school’s special education program will be expanded.

**ESL Program**

Wasatch Peak Academy will comply with all state and federal rules and regulations with regard to nondiscrimination as administered by OCR (Office of Civil Rights), ESL (English as a Second Language), “504”, and ADA issues. The school may apply for federal grant monies available to aid in the funding and development of these programs. In addition, Wasatch Peak Academy will require all teaching staff to become ESL certified by the end of the second year of employment.

**Budget Information (Attach Charter School Budget Template**

**<http://www.usoe.k12.ut.us/charterschools/funding/FundingWorksheet.xls> to this form to assist in projecting estimates of revenue)**

<b>Charter School Name:</b> _____									
	<b>First Year</b>			<b>Second Year</b>			<b>Third Year</b>		
Number of Students (ADM):									
<b>Revenue</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
State Funding									
Federal & State Projects									
Private Grants & Donations									
Loans									
Other (Specify) _____									
<b>Total Revenue</b>			\$			\$			\$
<b>Expenses</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Total</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Total</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Total</b>
Salaries (100)			\$			\$			\$
Director (Principal)			\$			\$			\$
Teacher-Regular Ed			\$			\$			\$
Teacher-Special Ed			\$			\$			\$
Instructional Assts			\$			\$			\$
Secretary			\$			\$			\$
Bookkeeper			\$			\$			\$
Other (Specify) _____			\$			\$			\$
Other (Specify) _____			\$			\$			\$
Other (Specify) _____			\$			\$			\$
Employee Benefits (200)									
Travel (580)									
Purchased Professional Services(300)									
Purchased Property Services(400)									
Instructional Aids/Books/Library(600)									
Supplies(600)									
Legal (300)									
Auditor(300)									
Marketing (300)									
Other (printing; postage)									
<b>Total Instruction, Administration &amp; Support</b>			\$			\$			\$

**Budget Information (continued)**

<b>Operations &amp; Maintenance</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
Supplies(600)									
Phone/Communications(4530)									
Custodial Services(433)									
Advertising (540)									
Property/Casualty Insurance(521/22)									
Utilities(420)									
Rent(451)									
Fees/Permits & dues(810)									
Transportation(510)									
Food Service(630)									
Accounting Services(300)									
Land & Improvements (710)									
Building & Improvements (710)									
Computer Equipment (740)									
Furniture & Other Equipment (733)									
Upgrades (Connectivity)									
Leases/Loan Payments									
Other (security, copier lease)									
<b>Total Operations &amp; Maintenance</b>			\$			\$			\$
<b>Total Expenditures</b>			\$			\$			\$
<b>Total Revenues</b>			\$			\$			\$
<b>Budget Balance (Revenues-Expenditures)</b>			\$			\$			\$

## **ORGANIZATIONAL STRUCTURE AND GOVERNING BODY**

A five to seven-member governing board (the Board) will administer policy-making processes and procedures at Wasatch Peak Academy. The Board will select a Chief Administrative Officer (CAO), to serve as the primary liaison with USOE, and a President of the board. The board will be responsible for promoting the school's mission, establishing school policies, and assisting in raising school funds. The board may also select an experienced and professional Education Management Organization, which will be responsible for the following activities under the direction of the board of directors:

- 1) Accounting policies, procedures and implementation;
- 2) Finance and Reporting;
- 3) Student/Teacher Assessments;
- 4) Hiring and supervising the school's director of education/principal; and
- 5) Human Resource Functions

At least three (3) members of the Board will be parents, grandparents, or guardians of children who attend Wasatch Peak Academy. The president of the Wasatch Peak Academy parent organization will also serve as a member of the Board. The remaining members may: 1) also be parents, grandparents or guardians of children attending Wasatch Peak Academy, or 2) be selected from the community, preferably having backgrounds in education, business or politics. Only one board position may be filled per family. The school director of education/principal may participate as an ex-official board member without voting authority.

### **Governing Board Structure, Operation, Functionality**

- **Board Officers:** The members of the board will select one member each to serve as President, Vice President, Treasurer and Secretary. No board member may hold more than one of these offices. The director of education /principal may not serve as board President. The board President, Vice President, Treasurer, and Secretary will serve as the executive committee of the board.
- **Filling of vacancies:** In the event of dismissal or resignation from the board or other vacancies on the board, volunteers will be asked to apply to serve the remainder of the term for any particular seat, and the volunteer will be selected by a vote of the board.
- **Meeting Frequency:** The board will meet at least every month for the first year of operation, at least quarterly thereafter, guided by an agenda, to a) discuss the School's operations and hear reports and updates from each board member, b) consider and adopt policies, and c) consider requests and concerns from parents, students, and teachers. A majority vote of the total board membership will constitute action by the board. The board may not act unless a quorum is present.
- **Executive Committee:** The Executive Committee, comprising of the board Officers described above, facilitates effective decision making by all board members. This

committee will play three critical roles: 1) plan and execute the agenda of board meetings, 2) make decisions on behalf of the board, and 3) serve as a communication link with other members of the board.

- **Special Task Forces / Committees and the Delegation of Action:** The board may, at their discretion, appoint and delegate to special parent task forces or committees, or the director of education/principal (hereafter referred to as ‘director’) to investigate and research specific items related to school policy, procedure, programs, and curriculum. Where possible, the board will effectively give clear instructions and/or suggestions – the implementation responsibility of their actions, so that the board as a whole can continue to maintain a focus on the areas of their responsibility.

Any amendment to school administrative structure or a major shift in school mission, philosophy, or curriculum must be approved by the governing board and by a 2/3<sup>rd</sup>’s majority vote of the parent organization at the annual May meeting.

**Governing Board:** The purpose of the Governing Board is to represent parents and the community in creating policy for the school. In addition to fulfilling the responsibilities listed above, board members shall carry out the Wasatch Peak Academy vision, develop relationships with staff and the school community, and oversee the budget.

### **Terms of Service, and Selection Process**

In the first year after the charter is granted, the Governing Board will oversee the establishment of the school. In order to establish a board member service rotation, the board member who also serves as president of the parent organization will serve a one year term, and the others will serve either a two or four year term. At the time the board president’s term expires, the new board will appoint the president from among its members by or at its first regular meeting.

At the annual membership meeting, vacant board positions will be filled due to the expiration of terms. One Board position will be elected by the parent organization, and the others will be filled by appointment from the previous year’s board. Subsequently elected or appointed board members will serve either two or four year terms, at the election of the previous board.

Principal/director of education Appointment/Approval

**During the May board meeting, the director/principal will be appointed or approved for another year of service by a majority vote of the voting members of the board before the newly elected board members begin their service.**

## Background Information

Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary.\*

Name \_\_\_\_\_

Role in School (list positions with school) \_\_\_\_\_

### Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

### Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

### Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

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

**AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK**

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

Name \_\_\_\_\_ Social Sec. No. \_\_\_\_\_

Address \_\_\_\_\_

Street City State Zip  
 Phone \_\_\_\_\_ Date of Birth \_\_\_\_\_ Place of Birth \_\_\_\_\_

<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 <input type="checkbox"/>                  NO <input type="checkbox"/></p>
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check, which 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. 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: Administrative cost \$15.00 Cost of fingerprint analysis by BCI and FBI \$60.00 Total Cost \$75.00</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 <input type="checkbox"/>                  NO <input type="checkbox"/></p>
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES <input type="checkbox"/>                  NO <input type="checkbox"/></p>

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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.

---

**Applicant's Signature**

Subscribed and sworn before me this \_\_\_ day of \_\_\_\_\_ Year .  
County of \_\_\_\_\_ State of \_\_\_\_\_.  
Notary Public \_\_\_\_\_ My Commission Expires \_\_\_\_\_

## **ARTICLES OF INCORPORATION**

A copy of the Articles of Incorporation and Bylaws will be submitted to the Utah State Charter School Board upon approval of the charter and after an open meeting in which the Bylaws will be adopted.

## **ADMISSION AND DISMISSAL PROCEDURES**

### **Selection**

Enrollment will be based on a first come first serve basis after the initial 45-day enrollment period has expired. In the event the number of applicants exceeds the established ceiling, the first priority for enrollment will be given to students whose parents participated in the formation of the school, or whose parents the school will employ, after which students will be selected by lottery. When a student is chosen, the siblings of the applicant will also be invited to enroll, provided there are openings. Students already enrolled will be given preference for re-enrollment during subsequent years. Siblings of enrolled students will also be given preference relative to other applicants.

Wasatch Peak Academy will not discriminate in its admission policies or practices on the same basis as other public schools may not discriminate in their admission policies and practices.

In summary, Wasatch Peak Academy will follow Utah law regarding eligibility of students.

### **Dismissal**

Wasatch Peak Academy will follow all policies and guidelines as required in Utah State Law (UCA 53A-11-901-909). Also, the three step due process required by law, will be followed. That is students receiving dismissal from the school must have been properly informed, and have been given proper opportunity for response and remediation.

A handbook on school rules and discipline will be posted and updated annually on the school website. The following is an example of what procedure the school may follow in the case of suspension or expulsion.

### **Procedures for Managing Serious School Violations**

Consequences for serious violations will be written into school policy and delivered automatically and consistently. Staff will be clear about what their responsibilities are and who administers the relevant procedures. Typically, an office referral will be made, and an administrative staff person will be given that responsibility. Clear guidelines will be established for student behaviors that warrant office referrals, and all staff will have a clear understanding of which behaviors result in an office referral, and the specific procedures that will be followed by the office in responding to them.

**Consequences applied for serious school violations include:**

Parent conferences, after-school detention, in-school suspension, out-of-school suspension and expulsion. An effective tracking system will be in place to identify students who exhibit inappropriate behavior on a regular basis. Repeated office referrals will be a signal that a student needs more assistance in learning and displaying expected behaviors. It also signals a need for teacher training, and a functional analysis of the classroom/school environment. Students, who have repeated displays of serious school violations, and their parents, will be referred to a school-wide behavior support team to develop a specific, individual plan designed to reduce or eliminate the problem behavior pattern and establish opportunities for displaying expected behaviors.

## **PROCEDURES TO REVIEW COMPLAINTS OF PARENTS**

Parents will voice complaints with the person(s) involved. If it is not resolved a parent may file a complaint with the director/principal. If the director/principal deems it necessary, the complaint may be elevated for discussion by the governing board at their next monthly meeting.

State and district policies governing the handling of complaints, shall take precedence over school procedures. Otherwise, the following shall apply:

Honest disagreements and complaints are inevitable in public schools. If parents have a complaint or disagreement concerning the school, the following procedure will guarantee that the problem will be heard:

- 1 First, arrange a meeting with the person against whom the claim is directed. Most disputes are resolved at this level.
- 2 If the parent prefers, a meeting may be arranged directly with the director/principal. The director/principal is there to help mediate disagreements.
- 3 If the parent still feels that the problem has not been properly addressed, he/she may appeal to the governing board. The appeal will not be heard unless step #2 has been accomplished. The case should be stated in writing with specifics.

## **OPPORTUNITIES FOR PARENTAL INVOLVEMENT**

*\*Reference Appendix A*

Parental involvement will be a key element to the success of the school. All parents and guardians become members of the Wasatch Peak Academy parent association. Every member of the Wasatch Peak Academy parent association will:

- Elect a formal Parent Association executive committee, electing a president, vice-president, secretary and treasurer. Parent Association may consist of parents, grandparents, and/or legal guardian.
- Potentially serve on a board appointed task force or committee to investigate and research specific items related to school policy, procedure, programs, and curriculum,
- Executive members of the Parent Association will be encouraged to attend the governing board meetings. At those meetings, parents are invited to make comments and suggestions related to school policies, procedures, programs, curriculum, and other issues being discussed at the meeting,

- Volunteer time to the school.
- Organize volunteer opportunities and potentially produce a monthly newsletter
- Organize fundraising opportunities

### **SCHOOL INSURANCE**

The school will contract with Utah State Risk Management for two-million in liability insurance, sufficient property insurance coverage, and an employee dishonesty bond. The school will not carry comprehensive/collision as the school will not own nor maintain any fleet vehicles.

### **EXTRACURRICULAR ACTIVITIES/DISTRICT AGREEMENTS**

The school will provide extracurricular physical education activities in addition to music, art and service projects. The school will host intramural team and individual sports before and after school. Music and art activities will take place on a Friday rotation schedule, and in before and after school clubs. Chess clubs, reading clubs, and service clubs may also be established through parent volunteers, as interest evolves in these subject areas. No legal contract/agreement with the local school district has been established at this time.

### **QUALIFICATIONS TO BE REQUIRED OF TEACHERS**

The principal and the executive committee of the governing board will work together to arrive at a joint decision on hiring of teachers and other staff as deemed necessary. For teachers, the principal will do a pre-selection from applications received. After which the principal will conduct a final interview and make a recommendation to the board. The board will make the final decision.

Individual employees, including the principal, will be hired with an annual contract that will be renewable at the end of each year. The governing board will carry the right to terminate any employee that is not complying with the standards set forth by the school and included in the employment contract.

Background checks and/or drug testing on prospective or current employees will be performed as required by state law.

The principal, under the direction of the Board, shall be responsible for evaluating the performance of the teachers on an annual basis.

As required by the state of Utah, all teachers shall be licensed, certified teachers or be qualified to teach under USOE's alternative certification or authorization program.

### **LIBRARY PLAN**

Wasatch Peak Academy will house a complete library, which will include various forms of multi-media learning resources. The collection will include complete sets of age-appropriate fiction, non-fiction and reference materials. Students will learn different research techniques through utilization of hard reference materials, the Internet, trade journals, etc.

The collection will be built on a foundation of AR approved books, consisting of classic children/young adult literature and local periodicals. The library will have educational learning centers, with defined group and personal reading spaces.

The library will include no less than five computers for students to conduct research or take AR exams. The library will be staffed by parent volunteers and a part-time media specialist may be hired at a later date.

The library will also be one of Wasatch Peak Academy's primary locations for displaying student art pieces, donated art and books that encourage children to appreciate art and culture.

### **ADMINISTRATIVE AND SUPERVISORY SERVICES**

The principal (administrator) is responsible to the Board of Directors for implementation of institutional procedures and policies and is in a key leadership role for the development of curriculum and programs. As such he/she is supervisor of the academic and admissions programs. The success of the school is highly dependent upon the role of the Principal.

#### Responsibilities:

- Establish and maintain coordinated, and a challenging K-6 curriculum that meets the changing needs of Wasatch Peak Students for effective implementation of a visual and performing arts emphasis.
- Supervise administrative subordinates with an effective blend of supervision, delegation of authority, accountability measures, and evaluation of results.
- Implement effective student disciplinary procedures and oversee judicial hearings and appeals that conform to all relevant laws, policies and procedures.
- Ensure that administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous.
- Interact with staff and intercede for the needs of staff and/or students as needed.
- Develop Board reports, staff communications, meeting coordination, parent interactions, and staff information reviews.
- Attend or conduct meetings of many constituent groups; attend school functions; attend external meetings, conferences, or legal training sessions
- Perform other duties as assigned by the Board of Directors

#### Education and Experience

- Graduate degree in educational administration or an academic content area substantively related to the goals and purposes of the School, preferably in elementary education.
- At least five years experience as a school administrator.

The Director position will be evaluated annually, based on mutually agreed upon metrics and criteria of the Board of Directors, and the Director.

Although the Governing Board contracts for professional management services, the Governing Board is the ultimate policy-making organization and retains total control in the selection or removal of any service organization serving the school. No person that is an officer, director or

shareholder in any service organization serving the school will serve as a member of the Governing Board of the School or to vote on any matter affecting the school's relationship with the service organization(s). Any Governing Board member who serves as an officer, director or shareholder in any service organization that offers to contract for services to the school will resign as a Board Member prior to the Governing Board taking action to contract with that organization.

### **FISCAL PROCEDURES**

Wasatch Peak Academy will fully comply with all established deadlines for submission of financial statements. The Governing Board will properly submit all required financial documents to USOE and the Davis School District. In submitting these documents, the Governing Board will adhere to all proper accounting procedures and guidelines. Additionally, the fiscal soundness of the school will be evident in the Audited Financial Statements.

### **TERMINATION, DISCIPLINE, AND RULES OF CONDUCT (STAFF)**

#### **Voluntary Termination**

The school considers an employee to have voluntarily terminated or abandoned his or her employment if an employee does any of the following:

- Elects to resign from the school.
- Fails to return from an approved leave of absence on the date specified by the school.
- Fails to return to work without notice to the school for three (3) consecutive days.

#### **Involuntary Termination**

An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence in excess of 180 days, poor performance, misconduct, or other violations of the school's rules of conduct for employees.

Involuntary termination, other than for an administrative reason or abandonment of employment, will result in forfeiture of all earned accrued compensation, other than as required to be paid by law.

#### **Discipline and Rules of Conduct for Employees**

Employees are expected to observe high standards of job performance and professional conduct. When performance or conduct does not meet standards, the school may terminate employment, or it may endeavor, if it deems appropriate, to provide the employee a reasonable opportunity to correct the problem. If, however, a corrective opportunity is given and the school determines that the employee has failed to make the correction, he or she will be subject to further discipline, including termination.

The rules set forth below are not exhaustive and are intended to provide employees with illustrations and fair notice of what is expected from them. Obviously, however, such listing cannot identify every situation of unacceptable conduct and performance. Employees should be aware that conduct not specifically listed below, but which adversely affects or is otherwise

detrimental to the interests of the school, to students, or to other employees, may also result in disciplinary action.

### **Job Performance**

Employees may be disciplined/discharged for poor job performance, including but not limited to, the following:

- Below-average work quality or quantity;
- Poor attitude or lack of cooperation;
- Excess absenteeism, tardiness, or abuse of break or lunch privileges;
- Failure to follow instructions or procedures; and/or
- Failure to follow established safety/security procedures.

### **Misconduct**

Employees may be disciplined or discharged for misconduct, including but not limited to the following:

- Insubordination
- Dishonesty
- Theft
- Discourtesy (to students, parents, peers, supervisors, etc.)
- Misusing or destroying school property or the property of another
- Disclosing or using confidential or proprietary information without authorization
- Falsifying or altering school records, including the application for employment
- Interfering with the work performance of others
- Harassing other employees or students
- Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on school property or while conducting school business or supervising students.
- Gambling on school premises or while conducting school business
- Sleeping on the job or leaving the job without authorization
- Possessing a firearm or other dangerous weapon on school property or while conducting school business
- Conduct which raises a threat to the safety and well being of the school, its employees, students, or property, including being charged or convicted of a crime that indicates unfitness for the job
- Failing to report to the school, within five days, any charge or conviction under any criminal, drug, state or felony arrests

The school may proceed directly to a written reprimand or to termination for misconduct or performance deficiency, without resort to prior disciplinary steps, when the school deems such action is appropriate. If an employee is recommended for dismissal by the principal of the school, the principal will propose such dismissal at a meeting of the Governing Board of the school. The employee shall have the right to contest the dismissal at the board meeting and present testimony or evidence in connection with the dismissal action.

### **EMPLOYEE EVALUATIONS**

The principal shall help each staff member to develop a professional development plan, establishing goals, timelines and activities that precede achieving each respective goal. The principal will also observe the staff in day-to-day activities so as to determine areas of deficiency, and the appropriate remediation. The principal will provide regular performance feedback to staff members, consisting of constructive remediation techniques and praise for exemplary performance.

The principal shall meet with each staff member at the end of both the first and second semesters, to review professional development plans and performance evaluation report. The signature of the staff member and principal shall be required on the performance evaluation at the conclusion of the interview.

Contract renewal, and salary increases will be based on the outcome of each staff member's employee evaluation. The principal's employee evaluation will be administered by the governing board, with at least a quorum present.

### **POLICY REGARDING NEPOTISM**

Fair and equitable hiring practices shall be observed in all cases. All persons responsible for hiring shall avoid any act or practice that might be interpreted as preferential consideration shown a relative.

#### **Supervising Related Employees**

Relatives cannot directly supervise other family members. Relative means a parent, foster parent, parent-in-law, child, spouse, siblings, foster siblings, grandparents, grandchildren, son-in law, daughter-in-law, brother-in-law, sister-in-law, aunt, uncle, 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 Principal or Board of Directors.

**Utah State Board of Education**

**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 provide 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 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.

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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. The charter school will employ the use of the Iowa Test of Basic Skills and the Utah State Core Course End-of-Level Tests in the grade levels required by U-PASS as a fundamental part of the overall assessment program for the school.

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.

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

**Name (type): Rachel Howe**

**Title (type): Chair, Board of Directors**

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### **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 Wasatch Peak Academy Charter School except those allowed by law.

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

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

### **Proof of Insurance**

Wasatch Peak Academy Charter School will provide to the Board a certificate of insurance before the first day of school in its initial year and annually thereafter.

### **Electronic Data Submission**

Wasatch Peak Academy Charter School will have the technology and ability to meet all of the electronic data submission requirements for charter schools.

### **Nonsectarian Statement**

Wasatch Peak Academy Charter School is nonsectarian in its programs, admission policies and employment practices and all other operations.



## **Waivers from State Board Rules**

No waivers will be requested at this time.

### **Terms to Know**

**Applicant** – An individual or groups of individuals, including teachers and parents or guardians of students who will attend the school, or a not-for-profit legal entity organized under the laws of this state, that is seeking a charter from a Utah School District Board or the State Charter School Board.

**Authorized Agent/Member** – Must be an appropriately authorized individual as per articles of incorporation or by-laws to contractually bind the organization. This individual would be the primary point of contact for communications regarding the application and presentation.

**Charter Contract** – A legally binding agreement between the State Charter School Board or local school board and an approved applicant.

**Financial Plan** – A narrative that supports the operational budget.

**Governing Body** – Responsible for the policy decisions of the school. This may or may not be the same as the members of the corporate organization.

**Management Plan** – Description of roles and responsibilities of those in charge of the operation of the school.

**Marketing Plan** – Description of how you will attract, hold, and increase your target population.

**State Standards** – The State Board of Education adopted the Utah State Core to be incorporated into curricular and instructional practices. The standards may be downloaded from [www.usoe.k12.ut.us/curriculum](http://www.usoe.k12.ut.us/curriculum).

**Strategic Plan** – A means of implementing the business plan, mission, and goals.

**Summative Assessment** – A means for evaluating student proficiency at the end of a unit of instruction.

**Unit Lesson Plan** – Representation of sequenced instruction (goals, objectives, and activities) that requires student demonstration of performance objectives identified in the State standards for an identified instructional period.

**WPU Payment** – A monthly apportionment distributed to the school based on current year enrollment.

**Charter: Wasatch Peak Academy**

**Reviewers Name** \_\_\_\_\_

**Date** \_\_\_\_\_

**Reader's Guide**

The following will be used to score the areas of the application as indicated.

0 = Falls far below the expectations described in the rubric

1 = Approaches the expectations described in the rubric

2 = Meets the expectations described in the rubric

3 = Exceeds the expectations described in the rubric

<b>Comprehensive Program of Instruction</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Curricular Emphasis The philosophy described provides clear evidence of the principles, beliefs, and attitude of the school.				
Curricular Emphasis The methods of instruction to be implemented at the school provide clear descriptions of how the State standards will be taught, assessed, and tracked over time.				
Curricular Emphasis The implementation of the special emphasis of the school is clearly described.				
Curricular Emphasis The implementation of the special emphasis of the school aligns with the philosophy and methods of instruction provided.				
Curricular Emphasis The vision/mission of the school is aligned with the philosophy, methods of instruction, and special emphasis.				
Effectiveness Goals Includes complete, separate statements reflecting improved pupil learning measured by CRTs at elementary and high school levels.				
Effectiveness Goals Includes complete statements about grading/mastery for subject matter/courses.				
Effectiveness Goals Additional pupil learning goals align with the method of instruction described.				
Effectiveness Goals Includes complete statements reflecting				

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measurement/attainment of mission statement.				
Effectiveness Goals Goals, objectives, and measurement criteria align with the mission of the school.				
Unit Lesson Plans Lesson plans represent the application requirements for the grade levels served.				
Unit Lesson Plans Lesson plans align with the methods of instruction described.				
Unit Lesson Plans Lesson plans identify the performance objectives of the State standards to be addressed.				
Unit Lesson Plans Lesson plans reflect the special emphasis of the school.				
Summative Assessment Summative assessment is aligned with the lesson plans.				
Summative Assessment Summative assessment reflects the method of instruction described.				
Summative Assessment Summative assessment provides opportunities for students to demonstrate proficiency in identified performance objectives.				
Discussion and Examples of Monitoring Discussion includes means of ensuring teachers are provided with and understand the curricular emphasis and effectiveness goals of the school.				
Discussion and Examples of Monitoring Description of means of ensuring all teachers know, by grade level and content area, what must be taught and to what level (the standards).				
Discussion and Examples of Monitoring Description of how students' progress toward mastery of State standards will be tracked over time is provided.				
Discussion and Examples of Monitoring Description of how site administrator will ensure the appropriate integration of State standards into the instructional practices of individual teachers is provided.				
Description of Plan to deliver Special Education Description provides adequate evidence that applicant understands resources necessary to comply with IDEA.				
<b>Detailed Business Plan</b>				
Start-up Plan Budget suggests a plan for a successful and effective first				

year.				
Start-up Plan Includes detail on property and facility acquisitions that are reasonable and adequate.				
Operational Plan Includes budget that is balanced, with reasonable revenue projections and inclusive of all operational costs.				
Operational Plan Budgets include sufficient detail of ongoing M & O costs.				
Operational Plan Budgets address facilities in a realistic way.				
Operational Plan Budget does not rely on unrealistic fundraising goals.				
<b>Organization Structure</b>				
o Description of Governing Body responsibilities, election/selection process and terms.				
o Description of roles and responsibilities of individuals responsible for the day-to-day operation of the school.				
o Organizational flow chart reflects the flow of information to and from stakeholders.				
o Organizational flow chart reflects a management structure consistent with the information provided within the application.				
<b>Background Information Sheet</b>				
o Qualifications are appropriate to school's mission				
<b>Admission and Dismissal Procedures</b>				
o Admission is in line with federal guidance on lotteries				
o Admission procedures recognize IDEA and Civil Rights protections				
o Dismissal procedures are within State and Federal law				
o Dismissal procedures legal under IDEA				
<b>Complaint Procedures</b>				
o IDEA grievance protections are recognized				
o Procedure allows for timely resolution of issues and due process protections				
<b>Opportunities for Parent Involvement</b>				
o Voluntary not mandatory				
o Involvement is meaningful and parents have influence				
<b>Insurance</b>				
o Complete and adequate				
<b>Qualifications of Teachers</b>				
o Within State law and Board Rule				
<b>Library</b>				
o Library plan supports and is adequate to school's mission				

<b>Administrative and Supervisory Services</b>				
o Services and assignments are sufficient to ensure successful management and oversight, both instructionally and operationally				
<b>Fiscal Procedures</b>				
o Procedures will ensure responsible fiscal management				
<b>Employee Termination</b>				
o Plan is complete				
<b>Employee Evaluation</b>				
o Plan will accomplish evaluation adequate for State licensing requirements and sound oversight				
<b>Employment of Relatives</b>				
o Plan is clear				
<b>Utah Retirement System</b>				
o Applicant has included declaration of intent				
<b>Conversion Schools</b>				
o Information is complete and within law				
<b>Waivers from Board Rule</b>				
o Waiver is reasonable and has support of CS Board				

Reviewers Comments/Suggestions:

## **Administrative Completeness Checklist**

(to be completed by the Utah State Charter School Board staff)

In completing the Administrative Review, the following items will be evaluated to determine whether an application is complete. Any section not completed, including items left blank or unanswered, will result in an application being deemed INCOMPLETE. Notice of deficiencies will be sent to the applicant within 15 business days of application deadline.

### **Incomplete applications will not be forwarded to the Board.**

\_\_\_\_\_ **Cover Sheet** – Attachment A

- \_\_\_\_\_ School Name
- \_\_\_\_\_ Applicant Name
- \_\_\_\_\_ Table of Contents
- \_\_\_\_\_ Signature Box Complete

\_\_\_\_\_ **Title Page** – Attachment B

\_\_\_\_\_ **Target Population** – Attachment C

\_\_\_\_\_ **Comprehensive Program of Instruction** (Section 4)

- Curricular Emphasis
  - \_\_\_\_\_ Philosophy
  - \_\_\_\_\_ Methods of Instruction
  - \_\_\_\_\_ Special Emphasis
- \_\_\_\_\_ Mission Effectiveness Goals – Attachment D
- \_\_\_\_\_ Lesson Plans and Summative Assessments
- \_\_\_\_\_ Discussion and Examples of Monitoring Student Progress
- \_\_\_\_\_ Dissemination of Information Regarding Student Progress in State Standards
- \_\_\_\_\_ Plan for Tracking Student Progress in State Standards
- \_\_\_\_\_ Monitoring Teacher Integration of State Standards into Instruction
- \_\_\_\_\_ School Calendar
- \_\_\_\_\_ How Special Education will be provided (hire, contract, share, etc.)

\_\_\_\_\_ **Detailed Business Plan** (Section 5)

- \_\_\_\_\_ Start-up Plan – Attachment E for Start Up Year
- \_\_\_\_\_ Operational Plan – Attachment E for operational year(s)
- \_\_\_\_\_ Facility Costs Addressed

\_\_\_\_\_ **Organizational Structure and Governing Body** (Section 6, 7)

- \_\_\_\_\_ Description of Governing Body
- \_\_\_\_\_ Organizational Flow Chart
- \_\_\_\_\_ Board Selection

\_\_\_\_\_ **Background Information Sheet and Resume** –Attachment F

Utah State Charter School Board  
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\_\_\_\_\_ Background Information Sheet(s)

\_\_\_\_\_ Resume(s)

\_\_\_\_\_ **Articles of Incorporation and Bylaws, when available** (Section 8)

\_\_\_\_\_ **Admission and Dismissal Procedures** (Section 9)

\_\_\_\_\_ **Complaint Procedures** (Section 10)

\_\_\_\_\_ **Opportunities for Parental Involvement** (Section 11)

\_\_\_\_\_ **Insurance** (Section 12)

\_\_\_\_\_ **Agreements with local districts, if they exist** (Section 13)

\_\_\_\_\_ **Qualifications of Teachers** (Section 14)

\_\_\_\_\_ **School's Intent to Create a Library** (Section 15)

\_\_\_\_\_ **Plan for Providing Administrative and Supervisory Services** (Section 16)

\_\_\_\_\_ **School's Fiscal Procedures** (Section 17)

\_\_\_\_\_ **School's Policy regarding Employee Termination** (Section 18)

\_\_\_\_\_ **School's Policy regarding Employee Evaluation** (Section 19)

\_\_\_\_\_ **School's Policy regarding Employment of Relatives** (Section 20)

\_\_\_\_\_ **Conversion School Documentation (Only for Conversion Schools) 53A-1a-504(2)**

(Section 21)

\_\_\_\_\_ **Compliance Assurances – Attachment H** (Section 22)

\_\_\_\_\_ **Waivers for State Board of Education Rules - Attachment I** (Section 23)

\_\_\_\_\_ **Letters of Support (OPTIONAL)** (Section 24)

\_\_\_\_\_ **Statement of Intent to Participate in Utah State Retirement System** (Section 25)