

Gateway Preparatory Academy Charter School Application 2008-2009

Founding Members:

**Thomas Sewell
Kari Ann Young
Heather Harris
Aimee DiBrienza
Christi Sewell
David Harris
Tammy Jensen
Crystal White
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Angie Craven
Tiffanie Matthews**

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.

David Harris
Authorized Agent (please print)

Signature of Authorized Agent

March 24, 2007
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.

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Utah Charter School Application

Title Page

Instructions: Enter the name of the applicant and the name and mailing address of the individual who will serve as the authorized agent on behalf of the entity/individual seeking the charter.

Name of Proposed Charter School Gateway Preparatory Academy
[x] New School [] Converted School

Name of Applicant Applying for the Charter Gateway Preparatory Academy, a nonprofit corporation
(This may be a public body, private person, or private organization.)

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

Authorized Agent Mailing Address 97 West 400 South

City Cedar City State Utah Zip 84720

District school will be located Iron County School District E-mail board@gpacharter.org

Daytime Phone (435) 867-1519 Fax (435) 867-4381

[x] NonProfit Corporation

[] Tribal Entity

[] _____

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

Name (if known at time of application)	Phone Number	Type of Member (examples: parent, business, potential staff)	Position on Board
Thomas Sewell	(435) 531-9694	parent	Chairman
Kari Ann Young	(435) 867-5157	parent	President
Heather Harris	(435) 867-1519	parent	Vice-President
Aimee DiBrienza	(435) 327-0637	parent, potential staff*	Member
Christi Sewell	(435) 531-9574	parent	NV Member
David Harris	(435) 867-1519	parent	NV Treasurer
Tammy Jensen	(435) 865-7734	parent	Secretary
		*Will resign from the board before employment with the Academy.	NV = non-voting

Target Population

Instructions: Use this form to provide information on the school's mission, grade levels to be served, outreach efforts, school calendar, and facilities.

Mission Statement (use only this space):

Our mission is to provide children with a competency based classical education with an emphasis on the tools of learning and using practical applications for learning opportunities; Also, to provide individual attention and second language acquisition in a safe, respectful, disciplined, and supportive environment.

GRADES SERVED														TOTAL NUMBER OF STUDENTS (Enrollment cap)
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
	75	75	75	75	75	75	75	50	25					600
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
	75	75	75	75	75	75	75	75	50					650
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
	75	75	75	75	75	75	75	75	75					675
Ultimate Enrollment	75	75	75	75	75	75	75	75	75					675

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

Startup Outreach

Gateway Preparatory Academy's public relations and marketing efforts will be focused on three unique groups using traditional media, literature distribution and informational seminars.

Potential Volunteers & Students

The Academy will seek potential volunteers and students through public service announcements, informational seminars and networking opportunities in the community. Individuals expressing interest will be included on the Academy mailing list and phone tree in order to keep them connected and informed of the progress and volunteer opportunities of the school.

General Community and Minority Groups

The Academy will present at the Piute Tribe, Chamber of Commerce, Elks Club, Rotary, Lions, Home School Association and other organizations that represent the community in order to better educate the community and minority groups on the role of charter schools in general, and the specific goals of the Academy.

State & National Associations

Once approved, the Academy intends to network with state and national organizations that promote school choice and quality education for our children. In so doing, it is our goal to utilize the experience and resources of those individuals and associations that have gone before.

Long-Term Outreach

Once established, keeping parents, business leaders, and potential donors informed and involved is imperative to the success of the Academy. In order to keep our community involved the Academy will have a quarterly newsletter; create “Service Learning” partnerships for our students; showcase student’s academic accomplishments in festivals open to parents, teachers and the public; establish alliances with businesses to provide learning opportunities for our students.

School Calendar

☒ Standard

☐ Extended School Year

Instructional Days 181

☐ Alternative (please describe in 5 words or less)

Start Date August 18th, 2008

JULY 2008							AUGUST 2008						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
												1	2
				17	18	19	3	4	5	6	7	8	9
20	21	22	23	24	25	26	10	11	12	13	14	15	16
27	28	29	30	31			17	18	19	20	21	22	23
							24	25	26	27	28	29	30
							31						
SEPTEMBER 2008							OCTOBER 2008						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	
NOVEMBER 2008							DECEMBER 2008						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1		1	2	3	4	5	6
2	3	4	5	6	7	8	7	8	9	10	11	12	13
9	10	11	12	13	14	15	14	15	16	17	18	19	20
16	17	18	19	20	21	22	21	22	23	24	25	26	27
23	24	25	26	27	28	29	28	29	30	31			
30													
JANUARY 2009							FEBRUARY 2009						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31							
MARCH 2009							APRIL 2009						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30		
MAY 2009							JUNE 2009						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28	29	30				
31													

Test	Date	Grades	Window
Vision Screen	Fall	Pre K & K	Fall/Winter
IOWA Testing	15 Sep	3, 5, 8, & 11	by Labor Day
Utah BSC	21-23 Oct	11 & 12	3 days, 3rd wk in Oct
Utah BCT	17-19 Feb	10, 11 & 12	3 days, 3rd wk in Feb
State NAEP	10 Feb	4 & 8	1 day, last wk in Jan - 1st in Mar
DWA	24 Mar	6 & 9	14 wk prior to school end
Core Cert Math	27 May	1 - 11	5 wk prior to school end
Core Cert Science	28 May	5 - 12	5 wk prior to school end
UAA	1 June	1-12	5 wk prior to school end

GPA 2008 - 2009 SCHOOL YEAR

Aug 4-8	New Teacher Induction
July 17	GPA Board Mtg
Aug 11-15	Teacher Inservice/Preparation
August 18	First Term
August 14	GPA Board Mtg
Sept 1	Labor Day (NO SCHOOL)
Sept 11	GPA Board Mtg
Oct 2-3	First Term Festival
Sept. 29- Oct 17	Fall Break
Oct 14-15	Teacher Inservice/Preparation
Oct 16-17	Fall Recess (UEA) (NO SCHOOL)
Oct 20	Start of 2nd Term
Oct 23	GPA Board Mtg
Oct 24 & 31	Parent & Teacher Meetings
Nov 13	GPA Board Mtg
Nov 26-28	Thanksgiving Vacation (NO SCHOOL)
Dec 11	GPA Board Mtg
Dec 16-17	Second Term Festival
Dec 18-Jan 2	Winter Break
Jan 2 2009	Teacher Preparation
Jan 5	Start Third Term
Jan 8	GPA Board Mtg
Jan 19	Dr. Martin Luther King, Jr. Day (NO SCHOOL)
Feb 12	GPA Board Mtg
Feb 16	Presidents' Day (NO SCHOOL)
Feb 26-27	Third Term Festival
Mar 2-13	Spring Break
Mar 12	GPA Board Mtg
Mar 12-13	Teacher Inservice/Preparation
Mar 16	Start Fourth Term
Apr 3 & 10	Parent & Teacher Meetings
April 9	GPA Board Mtg
Apr 30-May 1	Fourth Term Festival
May 4-15	Summer Break
May 14	GPA Board Mtg
May 11-12	Teacher Inservice/Preparation
May 13	Start Fifth Term
May 25	Memorial Day (NO SCHOOL)
June 11	GPA Board Mtg
June 29-30	Graduation Portfolio Festival
July 2-31	Summer Vacation
First Term	34 Days (Aug 18 - Oct 3)
Second Term	40 Days (Oct 20 - Dec 17)
Third Term	38 Days (Jan 5 - Feb 27)
Fourth Term	35 Days (Mar 16 - May 1)
Fifth Term	34 Days (May 13- June 30)

Totals

145 Full Days (8:24 AM - 3:05 PM)
36 student half-day Fridays (8:24 AM - 1:00 PM)
994 Total School Hours ((145 X 5.8) + (36 X 4.25))
17 Teacher Inservice/Preparation Days
33 Teacher Inservice Fridays (3 hr/day)
12 GPA Board Meetings
181 Total School Days, Teacher Prep. not included.
Every Friday that school is in session is a half-day.

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.

Location

Gateway Preparatory Academy is currently evaluating three properties in close proximity to the current I-15 Interchange at the north end of Cedar City as well as near a proposed I-15 Interchange in Enoch. A location in this region will be cost-effective and easily accessible to parents and students in Cedar City, Enoch & Parowan.

Location 1 - \$80,000 / Acre
Corner of Midvalley Road and Old Highway 91



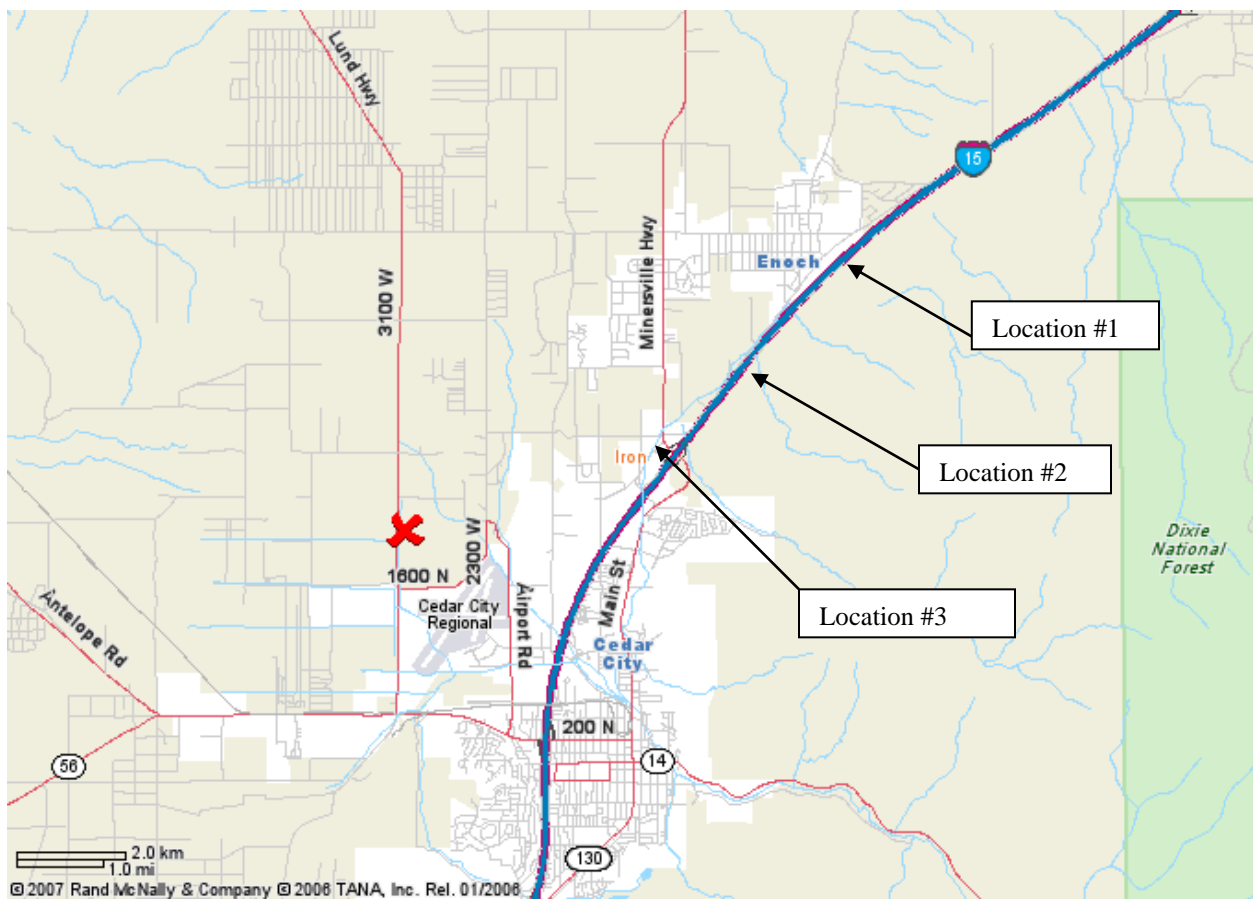
Location 2 – \$60,000 / Acre
3900 North Old Highway 91



Location 3 - \$100,000 / Acre
3300 North Minersville Highway



Partial Map of Iron County, Utah



Facility Needs Assessment

The Academy recognizes the significance of making facility arrangements and the associated obstacles. With that in mind, the Academy is in negotiations with Gateway Project Development, LLC to acquire land and construct the school building. Among other things, the building will include:

- Administrative Offices
- Parent Preparation Area
- Library/Media Room
- Teacher Preparation Room
- Appropriate Lab Rooms
- Classrooms
- Storage
- Gymnasium
- Performance Stage
- Kitchen

A prospective elevation of the building is shown below:



Upon occupancy of the building, Gateway Academy intends to issue tax-exempt bonds to pay for the acquisition of the building from Gateway Project Development LLC. By owning the building, Gateway Academy will save on property taxes and lease increases.

The Academy will have a maximum capacity of 675 students K – 8. The Utah building code for public school buildings suggests there be 74 square feet per student. Anticipating a capacity of 675 students and based on 74 square feet per student, our building should be at least 49,950 square feet. We plan to start with an elementary building of approximately 50,000 square feet.

We have talked to several builders (Oakland Construction, Leonard A Lee Construction, Excel Education Group), all of which have experience and expertise in building schools in Utah. We are currently in negotiations with Excel Education Group (Gateway Project Development, LLC) as investors for a lease/buy-back option they've presented to us.

Our elementary building will have one multi-use gymnasium. Please reference the Library section of this application for additional details on our planned library facilities. We have referenced the Americans with Disabilities Act (ADA) to assure that the facility will meet all requirements set forth therein. Parking will accommodate each member of the school's staff and any visitors (1 space for every 50 students). We will follow all ADA requirements for the number of handicapped parking spaces.

There will be areas designated on the property for fields, outdoor play, and physical education, including separations based on the grade levels of the students.

School Purpose

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.

We will utilize competency-based instruction methods in order to improve student learning. We also plan to emphasize personal responsibility, an interdisciplinary curriculum, and performance-based demonstrations of skill mastery by students. Please see our Curricular Emphasis section for more detail.

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

We will encourage the use of different and innovative teaching methods through the implementation of competency-based education, personal attention, practical evaluations for student evaluation, and by utilizing the Socratic method in teaching. Please see our Curricular Emphasis section for more detail.

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

Our program of weekly collaborative inservice for teachers, additional scheduled pedagogical training, shared knowledge program between teachers, and planned ongoing curriculum reform process will provide professional opportunities for educators to allow them to participate in designing and implementing the learning program.

4. Increase choice of learning opportunities for students.

As the first Charter School in Iron County to accept elementary through eighth grade students, we will provide a choice of schools for local students who currently have limited choices. The lack of pre-existing local charter or private elementary schools will be alleviated by the opening of Gateway Preparatory Academy.

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

Our computerized tracking and recording system is an innovative measurement tool for tracking student progress and reporting on that progress to parents, teachers, administrators and the students themselves. This will create new forms of accountability for student progress towards academic objectives and the Utah Core Standards.

Our performance-based demonstrations of mastery by students and end-of-term festivals for demonstrating student achievement to parents, the public and peers will also create a new form of public accountability for students.

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

It is intended that at least five of the seven Academy Board Members have children that attend the Academy. Our bylaws require elected representation of the parents on the Academy Board in order to ensure that parents are involved in management decisions at the Academy. Our first Board Member elected by the parents directly will join the Board at the time the Academy opens.

We have also adopted the Utah State Board of Education resolution on parental involvement. Please see our “Opportunities for Parental Involvement” section for more details on this and our other opportunities for parental involvement in the functioning of the school.

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.

Based on their currently reported status, it is possible in the near future that some local elementary or middle schools will require corrective action such as mandatory school choice for students under the “No Child Left Behind” Act. With the current absence of charter and private school alternatives in the community, Gateway Preparatory Academy is the primary possibility for the parents of those students to exercise school choice in the future.

Comprehensive Program of Instruction

Curricular Emphasis & Educational Philosophy

Instructions: Please submit a narrative describing the school's program of instruction including philosophy, methods of instruction, and special emphasis. This section should give the reader the sense of what your school will look and feel like.

Curriculum Overview and State Standards

The Academy's curriculum is divided into three levels:

- Level 1: K-2
- Level 2: 3-5
- Level 3: 6-8

The classical learning ideas of grammar, logic and rhetoric are incorporated in the Academy's curriculum to allow for a logical progression of learning and ideas for the students.

Specifics from the State Standards form the basis for the curriculum. Additional textbook and specialist resources are added to the curriculum in order to provide an interdisciplinary learning experience and to modify existing learning resources to fit better with the competency pedagogy.

Please reference the Academy's Curricular Plan for more details.

Summary of Philosophy

Gateway Preparatory Academy believes that children are individuals who have their own unique learning style and pace. By discovering and catering to children's strengths we believe they will acquire the proper tools of learning to facilitate a well balanced education.

Utilizing a competency-based system of education allows students to be directly involved in their own education. This fosters self-discipline and a life long thirst for learning and knowledge.

The use of an interdisciplinary curriculum creates an understanding of how subjects complement and complete one another. Students are better able to integrate the skills they learn into real world contexts.

Through practical application and applied knowledge, students comprehend that they learn in order to create. The students make a difference in their own life and in the world around them.

Challenges of Time-Based Methods of Instruction

The time-based model of instruction suffers from two interrelated challenges. There is a challenge inherent in teaching students in a group with a wide range of knowledge, skills, and ability in the same subject. Also, instructional time schedules can create a situation where individual students are expected to move on to attempt more advanced material before necessary prerequisite knowledge and skills have been learned.

A standard time-based classroom of students may hypothetically have a rough distribution of student ability and knowledge along the infamous bell curve. Every educator is familiar with this

concept, as are the majority of older students, especially at the University level, where grading according to this Gaussian distribution is common.

This circumstance of students having a wide range of knowledge, skills, and ability in the subject being learned presents instructors and curriculum designers with a dilemma revolving around what level of material to present. If the instructor presents material at too fast of a pace, the slower and less prepared students may fall farther behind until it is difficult for them to learn any of the new material being taught. If the instructor presents material at too slow of a pace, the more advanced students may become bored and uninterested in the material being presented, many eventually losing their desire to learn in a classroom setting.

In time-based systems, instructors are typically expected to attempt to ensure that most of their students average a certain minimal level of knowledge of the subject being presented. This tends to lead to teachers presenting new material at a lower than maximum level of knowledge so as to have the highest number of students prepared for new material. Not all students learn 100% of the material presented in this manner, thus the actual average knowledge and skill level of the students involved will inevitably be lower than the level of knowledge presented.

The time-based method is that regardless of if the students individually understand the entire lesson material the teacher moves on to more advanced material in the form of the next lesson. The teacher's actions over the long term tend to be more influenced by covering all the required material in the time available, which is sometimes difficult to accomplish, instead of ensuring that all of the students are learning as much as possible.

"Unfortunately, when a student does not do well on a test there often is little time for individual assistance as the teacher must move on in order to adhere to the established time schedule." - Rick Sullivan, PhD (JHPIEGO Strategy Paper, "The Competency-Based Approach to Training", September 1995)

This phenomenon has become the subject of much controversy at a public policy level, revolving around social promotion and some students leaving school without even the basic required skills to function in society.

Common Solutions to these Challenges

Fortunately, these two challenges with time-based systems of education have been recognized and partially solved in the Utah education system and elsewhere.

One partial solution to these problems involves dividing students into smaller than class-size groups of similar ability in order to shrink the distribution of ability for their instructional unit.

Another widely-used solution is the employment of individual tutors, either parents or hired professionals, to work with failing students outside of regular school hours in order to allow the students who are falling behind to attempt to catch-up to their peers.

In contrast to failing students, many students who are more advanced than their peer group in a particular subject do not receive any special individual tutoring in that subject under common tutoring solutions.

The Gateway Preparatory Academy Solution

Most people are used to seeing time-based methods used in school. Just about everyone, however, if asked to teach something to someone they know in a home or business environment would instinctively use a competency-based approach.

When parents teach their own children how to tie their shoes or make their bed, subjects almost all parents actually teach, for best results they use a competency-based approach. The reason they use a competency-based approach is that they want to ensure their children actually learn what is being taught, as opposed to just "getting through the material", a phrase commonly used by teachers to describe time-based systems.

Ideally students will learn topics completely and at their own pace, moving on as soon as, but not sooner than when a topic has been completely learned. Future topics will build on the skills and knowledge learned in previous topics. This ideal is fulfilled by a competency-based educational model and is the ideal we will attempt to achieve at Gateway Preparatory Academy.

Overcoming Obstacles to a Competency-Based System

The Academy founders recognize two major obstacles that must be overcome in creating a competency-based system of instruction. Both obstacles are related to teacher time limitations.

First is the detailed tracking required, second is the individual attention time required. The first obstacle is overcome by a well designed computer system. The second is overcome by eliminating whole classroom lecture as the primary mode of instruction and replacing it with teaching to individuals or small groups that are ready for the same material as well as emphasizing giving students the skills to learn on their own.

Small groups can be formed dynamically throughout the school year based on a real-time computer report of all students currently working on the same competency. Most teachers will instruct in all general subjects, but an emphasis will also be made to hire teachers with a special interest or particular knowledge of a specific subject such as math, history, writing, physics, or music, so that a particular teacher will become a primary resource for more advanced students and topics in that subject. Teachers with a passion for a particular subject are better at teaching that subject and transmitting that passion to students.

We will implement a web-based tracking system that will include real-time data to and from a clustered database. The user interface will be designed individually for teacher productivity when dealing with a small group of students; administrator productivity for tracking grade levels and the entire school; parent and student productivity to view individual student status, competencies in-progress/completed/not attempted yet, available learning resources and the interrelationships (prerequisites, multiple disciplines) between competencies.

Please see the "Monitoring Program of Instruction" section of this application for more details on the computerized tracking and reporting system as well as our planned system of positive location control, both designed to help overcome these two recognized obstacles.

Methods of Instruction

Competency-Based Instruction

Under competency-based methods of instruction, the question for determining what material to cover next becomes not "Did the teacher cover the material?", but instead "Did the students learn and demonstrate their knowledge of the material to a specific standard?"

Some common characteristics of competency-based education are that teaching and learning is:

- Explicit and clearly aligned with expected competencies
- Criteria driven and focused on accountability
- Grounded in real-life experiences
- Using strategies that are focused on fostering the learners' ability to self-assess
- More individualized, providing opportunities for independent study

Competencies in each subject and level will be identified as required or as elective. Required competencies will be those that fulfill State Core Standards and that are considered prerequisites for more advanced required competencies. It is anticipated that the majority of competencies will be considered required.

Elective competencies will be created to fulfill specific student and teacher special interests and learning goals.

Final and partial transcripts of student grades in specific subjects will be granted based on the percentage of the required (for their grade level and the time spent in a partial year) competencies the student has achieved in that subject area. All students will be expected to eventually achieve at least competency in all required subjects. Therefore, grades will be based on objective measurements for each student's work, independent of other students' achievements. Transcripts will also reflect specific elective competencies achieved by the student.

The initial competency list for each level of curriculum will be created by the Academy's Curriculum Director and the Academy Board's Curriculum Subcommittee in the time period between Charter application approval and the Academy's first staff training date. Competencies will be taken from units in the selected textbooks and the state core curriculum, with input from specific subject matter experts.

Training days have been provided in the school schedule for teachers and staff to learn the competencies, curriculum, pedagogy, and the Academy software as well as to prepare for their specific duties and students before the first day of school.

Additional training and preparation time is scheduled on a weekly basis for Friday afternoons as well as just before the start of each Academy school term. Please refer to the Academy Calendar for the specific dates of staff training and preparation.

With the exception of grade-level-graduation administrative competencies, one per grade, which will have as their prerequisite all required competencies for that grade level, competencies will

be generally designed for the subject unit level. Where possible, competencies will be interdisciplinary in nature, sometimes satisfying requirements for multiple subjects at the same time.

Students will work in conjunction with their teacher mentor and at their own pace to pass competencies. The teacher mentor will be responsible for recording student demonstrations of competency in their record as these demonstrations occur and a competency is passed. Students will not be required to pass a large list of competencies at the end of a term or school year, but rather to pass smaller competencies as they gain the skills and knowledge to demonstrate that competency.

Students who attempt to pass a competency and do not demonstrate the skill and knowledge required will be encouraged to use a self-assessment rubric as well as teacher feedback and additional individual instruction in order to learn how to improve their work to a passing level. As appropriate to the requirements of each specific competency, students may re-use revised elements of their previous demonstrations, such as papers written and experimental data recorded, when attempting to retry to demonstrate a particular competency.

Most competencies will have multiple options for how a student may demonstrate the skills and knowledge required. Teachers will also add further additional demonstration options for specific students who appear to have the proper skills and knowledge, but are otherwise struggling with the format of the existing skills and knowledge demonstration options.

If a student is unable to pass a competency after repeated sincere attempts, teachers will be directed to spend additional time analyzing that competency and that specific student's skills in order to make revisions to the competency requirements, prerequisite competency requirements, and learning resources in order for all students to be properly prepared to work on and pass that specific competency.

Each competency record created will:

- A. Record the skill and knowledge to be demonstrated
- B. Suggest options for how the student is to demonstrate that skill and knowledge in a produced format
- C. Include a list of all prerequisite competencies
- D. Define whether the competency is an elective or is required for a specific grade level
- E. Supply the overall curriculum tie and the State Core standards addressed
- F. Include a list of resources (including contributed group or individual lesson plans, textbook page references, library book references, online resources, etc...) for learning each skill or knowledge set involved in the competency

An example competency:

- A. The student must have the ability to measure and record their measurements, and understand the concept of measurement units
- B. The student will demonstrate their skill in measurement and their understanding of using measurement units by performing the following:
 - a. Use a thermometer and clock to record the temperature and time at a specific location of the student's choosing in Fahrenheit and in Celsius over a time period of one week and

present to the class their resulting data as a theory that would account for the recorded variations of temperature over time

C. Prerequisite Competencies

- a. Understanding Fractions
- b. Understanding Greater than and Less Than
- c. Telling Time
- d. Creating Records
- e. Presenting Information Verbally

D. Required for First Grade

E. Utah State 3rd Grade Mathematics Standard 4, Objective 2

<http://www.uen.org/core/core.do?courseNum=5030#2988>

F. Available Resources

- a. Core Knowledge Series – 1st grade, March 1998 Edition, pages 294-298 - Measurement.
- b. GPA lesson plan, “Using a thermometer and understanding Celsius and Fahrenheit units.”, c2009.
- c. “New: Measurement: Length, Capacity, and Time”, UEN lesson plan #16283, <http://www.uen.org/Lessonplan/preview.cgi?LPid=16283>
- d. “What is a thermometer?”, by Lisa Trumbauer, ISBN 0-516-24611-9
- e. “Me and the Measure of Things”, by Joan Sweeney and Annette Cable, ISBN 0-440-41756-2
- f. Cyber Chase television program on Units and Measurements
- g. History of the thermometer
<http://inventors.about.com/library/inventors/blthermometer.htm>
- h. How thermometer works <http://www.howstuffworks.com/therm.htm/printable>
- i. Galileo’s “thermoscope”
<http://chemed.chem.purdue.edu/genchem/history/thermometer.html>
- j. Daniel Gabriel Fahrenheit
<http://chemed.chem.purdue.edu/genchem/history/fahrenheit.html>
- k. Anders Celsius <http://chemed.chem.purdue.edu/genchem/history/temperature.html>

Practical Applications

Using practical applications for learning opportunities vs. theoretical work is especially important in elementary education in order to allow the students to continue to be interested in learning. Using practical applications also ensures that the students are able to use the skills and knowledge they have acquired.

Practical applications fit in well with competency-based education. Some subjects are easier than others to use practical applications to learn. The biggest barrier to learning via practical applications rather than theoretical work tends to be the lack of creativity of the teacher and/or the curriculum designer.

For example, cooking is an often used method of teaching fractions. This keeps children interested and involved while learning and being able to demonstrate a new math skill. History can become a dry recital of facts and dates, or those same facts and dates can be used as research material for a period play, or used in historical stories about a time period that children tell to the rest of the class, informing them both.

Using the tools of reading and listening, once those skills have been mastered by the student, should be normal for learning theoretical information. “Hands on” style activities should be the

norm for taking that theoretical information and actually using and demonstrating a competency in it. If a taught skill doesn't translate at all into a real world skill, then a curriculum designer should reassess the purpose of teaching that skill and adjust the curriculum accordingly.

The more involved competencies will ideally be designed to create a product for public consumption in an end-of-term festival for parents, peers and the public. Products include a paper for a school academic journal, a science project to display, an artistic display, the performance of a dramatic presentation, a speech, etc.... When creating products for public consumption instead of just student or teacher consumption, students naturally focus on finishing a project they will want to show off, rather than creating a product that is just good enough to be approved by their teacher.

The Academy's festivals at the end of each term are designed to be a showcase to create the "public consumption" result for students. The festivals are also designed as an educational opportunity for students to view each other's work. Students will also create an ongoing record and portfolio of their work products over time. Some of these work products may even become a part of the Academy library for future students to learn from.

Individually Assigned Teacher Mentors

All new Academy students will be initially evaluated against the academy's competency list by their assigned teacher mentor in order to place them at their current knowledge and skill level in the curriculum.

This initial evaluation will take place in an extended interview between the teacher mentor and new student, during which the teacher mentor will ask the student to answer specific questions and perform brief tasks related to the competencies the student's transcript indicate the student should have the knowledge and skills to achieve. The teacher mentor will then indicate in the Academy's record for that student which competencies (and their pre-requisite competencies) they will be considered as having passed.

Emphasis will be made to place students at a level where they will be comfortable with and successful with the skills and knowledge required to pass the initial competencies they are assigned to work on.

As an example, a third grader (level two student) new to the Academy at the beginning of the school year may be evaluated by their teacher mentor as having already passed all level one and prerequisite competencies in most academic areas, but needing to start with some "Math Reasoning" level one competencies, while at the same time being ready to work on some of the more advanced level two language arts.

Enough time has been set aside before the beginning of the first school year in order to enable the large number of initial new students to be able to be evaluated by their assigned teacher mentor.

This will enable their teacher mentor to have direct experience with their individual student's needs as well as allowing the new student to have the correct prerequisite skills to be successful

in their initial learning assignments. Teachers will have the administrative flexibility to adjust a new student's initial learning assignments in the event the teacher mentor's initial evaluation needs to be revised.

It is anticipated that the first 2-3 years of academy operation will involve much more review, adjustment, and remediation for the large numbers of new students at the Academy than during later years of operation. It is recognized that the older a student is when they start attending the Academy, the more adjustment time may be necessary.

Tools of Learning

The tools of learning are considered by the Board to be the skills for students to be able to acquire new knowledge on their own. Basic skills such as reading immediately come to mind, but the tools also involve more subtle skills such as logic and rhetoric as children get older. In some ways, because many of the same subjects are covered with an emphasis on the tools of learning as opposed to an emphasis on subject-matter learning, teaching the tools of learning is as much a difference of educational emphasis as it is a difference of content.

Gateway Preparatory Academy's Tools of Learning:

- Reading
- Writing
- Mathematics
- Personal Learning Styles Analysis
- Classical Grammar
- Classical Logic
- Classical Rhetoric

These tools of learning require primary emphasis in levels 1 and 2 and some emphasis in elementary level 2. Teachers will initially require more time to teach self-learning, with less time required to be devoted after students have learned the skills in lower grade levels. Strategic use of paraprofessionals, aides, other school staff, and parental volunteers can maximize the amount of time teachers spent in individual mentoring and instruction and minimize the time spent in simply monitoring students.

Second Language Acquisition

Second language instruction in Spanish and Latin is included primarily to assist students in better understanding language concepts as a whole, rather than just in context of the English language only. Familiarity with word roots used historically and in the sciences will also make it easier for students to recognize the meaning of the more specialized vocabularies used in the sciences and in primary sources when performing research tasks. Learning Spanish in the western United States also provides students with cultural exposure and additional opportunities for communication and skill-use outside of the school environment.

Effectiveness Goals

Instructions: The applicant is required to provide information on the school's goals, the objectives for those goals, and measurement criteria for determining progress toward each goal. A form titled Effectiveness Goals has been provided. Goal #1, "Improve student learning," has been started for you as a required goal. Given the program of instruction to be employed at your school, identify the tool or method you'll use for measuring achievement for this and every goal for your school. Additional pupil learning goals are encouraged beyond the elements of U-PASS, which are required of all public schools in Utah (see http://www.schools.utah.gov/eval/Info_U-PASS.asp). Other goals may be included.

Our philosophy at Gateway Preparatory Academy is that the most important skill our students can have is the ability to learn. This will prepare them for success in academic settings as well as for a lifetime of learning. We will accomplish this goal by using a pedagogy emphasizing competency-based education methods providing the following: clear competency objectives for the student and teacher, specific resources available to accomplish those objectives, teacher and student standards for measurement of the student's accomplishment, a cycle of learning where students aren't expected to advance to more difficult topics until they have sufficiently mastered the prerequisite knowledge. In addition, our approach will provide students the opportunity to develop expertise with the tools of learning such as reading, writing, math, different learning styles analysis, classical grammar, rhetoric, and logic.

The Academy will also use a web-based student records and tracking system to improve students' ability to learn. This system will allow teachers to update and monitor student progress immediately. It will also provide students, teachers, and parents the ability to see what competencies the student is currently working on, what resources are available to the student, the relationship between competencies, what the student has already learned, and how to prepare for future topics.

Student progress in competency areas will be measured in a variety of methods, including student self-analysis, teacher acknowledgment, and peer and parent recognition.

Teachers will be trained to disaggregate testing data resulting from IOWA and End of Level Tests as a means of determining the strengths and weaknesses of the curriculum and their classes. UPASS reporting and online individual student and aggregate reports will be utilized to communicate to parents and staff the academic status of the Academy, while respecting student privacy. Based on these findings, adjustments will be made to the curriculum and pedagogy to remove weaknesses and create new strengths.

Goals	Specific Objectives	Measurement Criteria
Improve student learning by providing an environment	The Board and Teachers will provide an interdisciplinary, integrated curriculum.	The curriculum will be evaluated regularly against student academic progress and test results by teachers, administrators and parents.

conducive to learning.	Teachers will continue to educate themselves in the subject matters taught at Gateway Preparatory Academy as well as attending provided teacher in-services.	Records will be kept by the Academy office staff of teachers' training and continuing education. The Academy will record attendance at regular teacher in-service. Teachers will be expected to attend all Academy in-service meetings in the same manner as regular teaching days and times.
	Students will receive teacher-mentor facilitated individual attention.	As students pass or begin work on a competency, up-to-date individual student progress will be immediately recorded by the teacher in the web-based tracking system for parents, teachers and administrators to review.
	Classical literature resources will be available and used as primary sources by students.	The school's library policy will include an emphasis on making available classical literature and primary sources. Books to be used by students as resources will be recorded in the web-based tracking system. This policy will be enforced on a day-to-day basis by the primary librarian and annually reviewed for compliance, budget and emphasis by the Academy Principal.
Improve student learning by enabling students to effectively use the tools of learning.	Alphabet and reading instruction will start in Kindergarten.	Teachers will formally assess each child's reading ability at the beginning, the end and at regular intervals during the school year in order to focus their learning and capture and report their progress.
	Competent students will use their reading and analysis of books, articles and stories as resources for their learning objectives.	Each student will create at least one demonstration work for each festival based on their reading.
	Students will learn to write properly.	Students will create demonstration works for each festival in a variety of styles and for a variety of audiences.

	Students will be competent to use basic arithmetic, algebra and statistical analysis appropriate to their age and have the knowledge of when it is appropriate to use in their learning process.	The school will utilize math competency measurement software. Currently the Academy intends to use Aleks.com.
	Students will learn how to take advantage of their personal learning style in order to learn more effectively.	Students will be taught by their teacher mentor to recognize different learning styles in themselves and others. Teachers will be required to attend an in-service meeting to learn the skills necessary to properly present this information to their students.
	Students will be taught how to research and learn the basic facts and knowledge of a subject.	Students will present research-based material for evaluation. Researched material will form the basis for each term's festival presentations.
	Students will be taught how to analyze how facts relate to each other and affect the whole of a subject.	Students will engage in instructor-led Socratic discussions. Student's logical conclusions will form the basis for each term's festival presentations.
	Students will be taught how to use the basic facts of a subject and their relationships to develop original thoughts on that subject.	Students will create original works for evaluation and presentation in festivals.
Improve student learning by academic testing and measurements.	We will identify students with a need for remedial instruction in essential subjects.	Teachers will use early identification and screening methods in new student interviews to identify students' needs and record them in the Academy records.

	Teachers will use State standardized testing as a detailed assessment of students' mastery of critical academic material in order to identify areas where curriculum needs to be modified and where specific students need additional assistance.	To assess student performance in science and math, in addition to other areas, the Academy will administer the IOWA test to the third, fifth, and eighth grades on the third and fourth week of September. Performance in science and math will also be assessed in grades 3 through 6 through the use of end-of-level tests administered the last week of school. Assessments will be used to prepare students for the tests referenced by UPASS and for End of Level tests. This will include, but are not limited to, norm referenced and criterion-referenced tests as required by State and Federal law.
	Individually assess students as they formally demonstrate their competency in a particular subject.	The School curriculum will be distilled into competencies that allow teachers to individually assess students.
Create an environment of respect and self-discipline	The Board, administrators and teachers will encourage mutual respect between administration, teachers, parents, and students.	The school will have clear expectations in our Admissions, Discipline and Teacher Qualifications Policies.
	The dress code will encourage and mutual and self-respect.	Teachers and administrators will enforce our dress code.
	Student will be self-disciplined.	Students will have a specific teacher mentor to assist with guided self-assessment. Teachers will be trained in in-service meetings how to use and teach self-assessments.
	The Board, administrators and teachers will not tolerate violent behavior.	The School and Students will adhere to a strict code of discipline.
Foster second language acquisition by teaching Spanish and Latin.	Students will be competent in a second language.	All grades will learn Spanish as a second language.
	Students will have the tools to understand and analyze languages in general.	Grades 4-8 will be offered Latin as an additional language.
Create performance-based	Evaluate student work and progress towards achieving competency.	Teachers will be trained in the use of via in-service meetings and use a student assisted Rubric process.

demonstrations of mastery in the classroom and in regular festivals.	Provide students with the ability and goal to produce work for a larger audience.	The school will have regular festivals at the end of each term, themed to correspond with the students' recent work.
	Track each student's individual learning and progress.	The school will implement a web-based tracking system for teachers, students, administrators and parents.
	Students demonstrate competency.	Teachers will require students to perform practical applications of learned concepts and skills in order to pass required competencies.

Curricular Plan

Describe your curricular plan for each core curriculum content area as applicable to your school.

Level One Kindergarten through Grade 2

Level one curriculum will be an integrated instructional program consisting of major subject areas of focus taught in conjunction as thematic units based on the Montessori model of education with concrete knowledge, manipulation of learning materials and a process of guided discovery at its heart. Core concepts related to health education will be integrated into moderately structured recess periods.

Reading

GPA has adopted the Montessori phonics program and will provide students with individualized instruction in **phonics, word construction, fluency, and comprehension** skills.

Utah State Standards:

Kindergarten	All Language Arts Reading Standards (1 – 7)
Grade 1	All Language Arts Reading Standards (1 – 7)
Grade 2	All Language Arts Reading Standards (1 – 7)

Writing

Focus skills for Level One include foundational **printing, content, grammar** and **editing**.

Students will be taught one-stroke printing as a precursor to the cursive writing program in level 2.

Utah State Standards:

Kindergarten	Language Arts Writing Standard 8
Grade 1	Language Arts Writing Standard 8
Grade 2	Language Arts Writing Standard 8

Math Reasoning

GPA will instruct students in fundamental **problem solving, addition** and **subtraction** skills at Level One using the Montessori math curriculum.

Utah State Standards:

Kindergarten	All Mathematics Standards (1 – 5)
Grade 1	All Mathematics Standards (1 – 5)
Grade 2	All Mathematics Standards (1 – 5)

Science Concepts

Focus skills for Level One will be centered on the foundational scientific processes of **hypothesis** and **empirical method**, and will be explored through basic concepts of animal life, plant life and water/weather cycles.

Utah State Standards:

Kindergarten	Core Standards 3.1 – 3.3
Grade 1	Core Standards 3.1 – 3.3
Grade 2	Core Standards 3.1 – 3.3
Grade 4	Science Standards 1 & 2

Social Studies

Level One curriculum will create a foundation for future in-depth studies by providing students with **broad cultural exposure** and understanding of **chronological relationships**.

Utah State Standards:

Kindergarten	Core Standards 2.1 – 2.3
Grade 1	Core Standards 1.3, 2.1 – 2.3
Grade 2	Core Standards 2.1 – 2.3

Fine Arts

Artistic skills acquired at Level One will consist of **fundamental artistic elements, listening skills, motor coordination, and personal interpretation**.

Utah State Standards:

Kindergarten	Core Standards 1.2, 1.3 Language Arts Standard 1.1
Grade 1	Core Standards 1.2, 1.3 Language Arts Standard 1.1
Grade 2	Core Standards 1.2, 1.3 Language Arts Standard 1.1

Level Two Grades 3 through 5

Level two curriculum is an integrated instructional program consisting of five major areas to be taught in conjunction as thematic units. Conceptual information and learning skills will be taken to a deeper level here as students begin to explore independent study using the tools of learning in a Montessori system which builds on Level One experience.

Language Arts

Language Arts focus skills for Level Two are **parts of speech, introduction to Latin** as a method of understanding **grammatical and mechanical constructions, memorization skills, research tools** such as question guided study. These skills will be taught through exploration of **American and European Literature**.

Utah State Standards:

Grade 3	Language Arts Standards 2–8, Library Media Standards 1-9
Grade 4	Language Arts Standards 2-8, Library Media Standards 1-9
Grade 5	Language Arts Standards 2-8, Library Media Standards 1-9
3-5	Educational Technology Standards 1-10
3-5	World Language Standards 1-11 at beginning level

Social Studies

Taught increasingly in conjunction with Language Arts and Research skills, the Social Studies curriculum at Level Two is centered in **cycles of history** (continued from chronological relationships in Level One) and **detailed chronology, Utah History, American History** and **European History** as it relates to colonial America.

Utah State Standards:

Grade 3	SS Standards 1, 3 - 6
Grade 4	SS Standards 1 – 4, 5.1, 6, 7.2
Grade 5	SS Standards 1 – 12
Grade 7	SS Standards 1 – 6
Grade 8	SS Standards 1 - 10

Mathematics

GPA Level Two instruction is focused on **mathematics principles, advanced computation**, mastery of **multiplication, division** and **fractions, decimals, weights and measures**.

Utah State Standards:

Grade 3	All Mathematics Standards (1 – 5)
Grade 4	All Mathematics Standards (1 – 5)
Grade 5	All Mathematics Standards (1 – 5)
Grade 6	All Mathematics Standards (introductory level)

Science

The following basic concepts will guide scientific instruction at Level Two: **geology** (specifically in Utah and North American environments), **electricity and magnetism, heat and light**, and **concepts of movement** (energy, motion, momentum) and **basic astronomy**.

Utah State Standards:

Grade 3	Science Standards 1, 3, 4 & 5
Grade 4	Science Standards 3 - 5
Grade 5	Science Standards 2 – 4
Grade 6	Science Standards 1-4 & 6
Grade 7	Science Standard 2
Grade 8	Science Standards 3 & 4

Fine Arts

Artistic skills acquired at Level Two will consist of **creative presentation, specific artistic techniques, American, European and Utah art history**, and **stylistic recognition**.

Utah State Standards:

Grade 3	Music, Dance, Theatre & Arts Standards 1 – 4 Language Arts Standard 1
Grade 4	Music, Dance, Theatre & Arts Standards 1 – 4 Language Arts Standard 1
Grade 5	Music, Dance, Theatre & Arts Standards 1 – 4 Language Arts Standard 1

Health Education

Focus concepts for Level Two in health education include **stress and time management**, **healthy life habits** including nutrition and safety, and **fitness**.

Utah State Standards:

Grade 3	Health Ed Standards 1-7, PE Standards 1-6
Grade 4	Health Ed Standards 1-7, PE Standards 1-6
Grade 5	Health Ed Standards 1-7, PE Standards 1-6

Level Three Grades 6 through 8

Level three curriculum will be an integrated synthesis of the major core subjects of Language Arts, Social Studies, Mathematics, Science and TLC (Technology, Life and Career Education).

Our core classes will approach all learning from an applied perspective, creating units and culminating projects which span the individual subjects and fuse concepts of economics, career education, life skills and technology for comprehensive application of knowledge. Core subjects will be taught in block periods by teams of core teachers who will integrate all work to be cohesive and comprehensive in terms of scope and depth. Fine Arts, Spanish and Health Education as well as optional enrichment electives will be offered in smaller segments.

Subject Area	Focus Concepts & Skills	Utah State Standards
Language Arts	In-Depth Research Skills Logical Relationships Analytical Process Composition & Editing Etymology World Literature	Language Arts <ul style="list-style-type: none">Grade 6, Standards 1-8Grade 7 – 8, Standards 1-3 Library Media <ul style="list-style-type: none">Grade 6, Standards 1-13Grades 7-12 (Introductory levels), Standards 1-6 Educational Technology <ul style="list-style-type: none">Grades 6-8, Standards 1-10
Social Studies	Broad World History Detailed Chronology Question Guided Historical Research Analysis of Global relationships Cultural Comparisons	Social Studies <ul style="list-style-type: none">Grade 6, Standards 1-9 Geography for Life <ul style="list-style-type: none">Grades 9-12, Standards 1-6 World Civilizations <ul style="list-style-type: none">Grades 9-12, Standards 1-5
Mathematics	Statistics & Business Math Algebra Geometry	Mathematics <ul style="list-style-type: none">Grade 6, Standards 1-5 (mastery)

	Math History	<ul style="list-style-type: none"> • Pre-Algebra, Standards 1-5 • Elementary Algebra, Standards 1-5 • Intermediate Algebra, Standards 1-5 (for advanced students) • Geometry, Standards 1-5 • Applied Mathematics I, Standards 1-5
Science	Biological Science & Structures Anatomy Life Cycles Genetics Life Science Chemistry	Science <ul style="list-style-type: none"> • Grade 3, Standard 2 (revisited) • Grade 5, Standards 1 & 5 • Grade 6, Standard 5 • Grade 7, Standards 1, 3, 4 & 5 • Grade 8, Standard 2 Biology <ul style="list-style-type: none"> • Grades 9-12, Standards 1-5 (introductory)
Technology, Life and Career Education	Keyboarding Marketing Economics Business Agriculture Technology	Keyboarding <ul style="list-style-type: none"> • Grades 7-8 Standards 1-4 Marketing <ul style="list-style-type: none"> • Grades 7-8, Standards 1-6 TLC <ul style="list-style-type: none"> • Grade 7, Standards 1-5
Fine Arts	Detailed World Art History for all artistic disciplines Applications in <ul style="list-style-type: none"> • Visual Arts • Theatre • Music • Or Dance 	(See Standards Below) Visual Arts <ul style="list-style-type: none"> • Grade 6, Standard 4 • Foundations I, Standard 4 • Art History & Criticism, Standard 4 Theatre <ul style="list-style-type: none"> • Grade 6, Standard 1.1 • Foundations II, Standard 3.3 • Foundations III & IV, Standards 4.1 & 4.4 Music <ul style="list-style-type: none"> • Grade 6, Standard 1.3 • Music Connections Standard 4.2 • Music Aesthetics, Standard 4 Dance <ul style="list-style-type: none"> • Grade 6, Standard 4

		<ul style="list-style-type: none"> • Dance IA & IB, Standard 4.3
Health Education	Mental & Emotional Health Nutrition Fitness & Coordination Human Development Social & Consumer Health	Health Education <ul style="list-style-type: none"> • Grades 6-8, Standards 1-7 Physical Education <ul style="list-style-type: none"> • Grades 6-8, Standards 1-6
Spanish	Fundamental Vocabulary Grammar Contextual Information Conversation	World Language <ul style="list-style-type: none"> • Standards 1-11 at a developing level

Unit lesson Plan/Summative Assessment

Provide complete Unit Lesson Plans with Summative Assessments in one area of the core curriculum that is appropriate to the grade levels you are going to serve.

Level 2 Unit/Lesson Plan Mathematics and Music

Unit Description: This unit is an integrated creative approach to the instruction and mastery of fractions and rhythmic values with emphasis on the logical process of conceptual transference between math and music. The unit contains five objectives with mastery assessments for each.

Objective 1 Students will understand principles of fractions
Objective 2 Students will be able to compute fractions and represent them pictorially.

Utah State Standards:	Grade Three	Mathematics Standard 1.4
	Grade Four	Mathematics Standard 1.4
	Grade Five	Mathematics Standard 1.4

Focus Vocabulary Numerator, Denominator, Fraction Bar, Whole Number, Proper Fraction, Improper Fraction, Mixed Number

Teacher Lesson Guide

- Introduce the concept of fractions using a worksheet with pictures of undivided pies and empty fraction bars.
- Have the students divide the first pie into two pieces. Explain that the number of pieces you will keep for yourself goes on top of the fraction and is called the numerator. Have the students color one piece of the pie and write the number one above the fraction bar.
- Explain that the total number of pieces in the pie (how many friends will be eating together) and is called the denominator and goes on bottom of the fraction. Have the students write the number 2 beneath the fraction bar.
- Proceed with this process until the students have divided the pies into halves, fourths, and eighths, coloring only one piece of each pie for themselves and writing the correct numbers above and below the fraction bar. Thirds and other fractional portions are also optional.
- Provide students with manipulatives (i.e. large circles of construction paper) and give them practice time cutting pies into pieces and recording the correct portions as fractions. Be sure students understand that these are proper fractions because they are less than a whole pie.
- When mastery of the above concepts is achieved, give the students the same type of manipulatives, but in greater than whole numbers (i.e. five fourths). Explain improper

fractions and allow students to create a variety of improper fractions with manipulatives, recording them as fractions.

- Show students how to discover mixed numbers from improper fractions (i.e. five fourths can be put together to make one whole pie and one extra fourth) and write them correctly.

Mastery Assessment Rubric: (100% competency required)

- Students are able to correctly identify parts of a fraction and pictures of fractional pieces, record fractions numerically with accuracy and draw pictures to represent fractions.
- Students are able to identify fractions that represent whole and mixed numbers, differentiate between proper and improper fractions, and write mixed numbers accurately from improper fractions.

Objective 3

Students will understand basic principles of rhythm

Objective 4

Students will be able to accurately perform rhythmic patterns

Utah State Standards:

Grade Three	Music Standards 2.2.h, 3.1.a, 3.3.a
Grade Four	Music Standards 1.1e, 1.2.a, and 3.1.a
Grade Five	Music Standard 1.1e

Focus Vocabulary

whole note, half note, quarter note, eighth note, measure, and time signature

Teacher Lesson Guide

- Teacher distributes pie fractions with note values drawn on them for students to arrange into proper and improper fractions, recording and drawing their arrangements.
- Teacher demonstrates the rhythmic value of a whole note and shows students the representative symbol of the whole note.
- Students identify and label the names of half notes, quarter notes and eighth notes based on prior fraction knowledge.
- Students practice rhythmic sounds and patterns as a class.
- Teacher explains measure and time signature for 4/4 time only
- Students create measures of varying rhythms using the objective note values in small groups.
- Students rehearse and perform created rhythms in a variety of groupings, and discover and correct errors in their own notations.

Mastery Assessment Rubric: (100% competency required)

- Students fill measures with appropriate combinations of note values
- Students utilize all learned rhythmic principles
- Students perform rhythmic figures accurately

- Students can identify errors in their own performance and rhythmic construction and adjust for mastery

Objective 5 Students will demonstrate the ability to transfer musical and Mathematical principles accurately and interchangeably.

Utah State Standards: (Integrated synthesis of lesson standards for logical process)

Grade Three	Mathematics Standard 1.4 Music Standards 2.2.h, 3.1.a, 3.3.a
Grade Four	Mathematics Standard 1.4 Music Standards 1.1e, 1.2.a, 3.1.a
Grade Five	Mathematics Standard 1.4 Music Standard 1.1e

Focus Skills adding and subtracting fractions and rhythmic note values, substitution of rhythmic symbols for fractional values and vice versa.

Teacher Lesson Guide

- Demonstrate the addition of quarters by use of manipulative pie pieces with rhythmic symbols on each.
- Distribute manipulatives to students in individual and multi-student groupings along with an example sheet of fraction/rhythm problems.
- Allow students to work through the worksheet and use manipulatives until they understand the process of adding fractions and rhythmic values
- Ask each student to create ten music math problems that follow the example format and solve them accurately.

Mastery Assessment Rubric: (100% competency required)

- Students demonstrate understanding of fraction addition and subtraction process by combining fractional values and solving them accurately.
- Students demonstrate mastery of rhythmic addition and subtraction by combining rhythmic values and solving them accurately.
- Students can substitute correct rhythmic symbols for fractional values and fractions for rhythmic symbols with accuracy.

Level 2 Lesson Plan

Science, Social Studies & Language Arts

Description: This lesson can be structured to take from several days to several weeks, depending on other content that needs to be taught. It is intended to be introduced in as authentic (hands-on) and multi-sensory a way as is possible. Learning centers set up for the purposes of this instructional unit should be spread out across the language lab with adequate space between for multiple student groups to study at each center, and all information and displays should be divided into geological phenomena or geographical locations to make them accessible and logically organized. The unit will help students in discovering the unique geological and geographical characteristics and elements found in Utah and place them in a historical and applicable context.

Utah State Standards:

Science

- ❑ Grade 4, Standards 3, 4 & 5
- ❑ Grade 5, Standard 2

Social Studies

- ❑ Grade 4, Standards 6 & 7

Language Arts

- ❑ Grade 4, Standards 1-8
- ❑ Grade 5, Standards 1-8

Objective 1: Students will engage in question guided research

Teacher Lesson Guide:

- ❑ Teachers will create multiple learning centers in the language lab with displays, pictures, rocks, textbooks, other reference materials, and samples from Utah's unique geographical and geological elements.
- ❑ Students will be given time to observe and enjoy the learning centers for a period of time, writing questions about what they see. (Example: "Why do the mountains have sideways stripes?" and "Why is the dirt red?")
- ❑ Students will return to the classroom where they will discuss their questions and be guided through the process of grouping questions into categories.
- ❑ Students will return to the learning centers to discover detailed, specific answers to their questions.
- ❑ Students will discuss their findings and share answers so all questions can be adequately satisfied.
- ❑ Students will be given time to assemble their questions and answers into a logical, readable format, editing for spelling, grammar and other conventions.

Research Mastery Assessment Rubric:

- Questions are categorized logically
- Questions are clearly linked to Utah geography and geology
- Each question has been answered clearly with accurate information

Objective 2: Students will create an informational brochure about Utah geography and geology

Teacher Lesson Guide:

- ❑ Discuss geographical and geological features of Utah using visual and kinesthetic stimuli (maps, pictures, rocks, fossils, dirt samples, etc.)
- ❑ Address evidence of Lake Bonneville, inactive volcanoes, prehistoric life including dinosaurs, and other significant physical elements that make Utah unique.
- ❑ Give students sample brochures from geologically interesting locations such as Zion Canyon National Park and allow them to decide what makes the brochures interesting and informative.
- ❑ Create a rubric together by which they will assess their own work in the creative process, guiding them to include necessary rubric components for the objective.
- ❑ Take the students back to the lab and learning centers to refine and assemble their research and pictures into brochures. Be sure you and several assistant volunteers or aides are available to help with photocopying, pasting and locating necessary items of research.

Brochure Mastery Assessment Rubric:

- Brochure is neatly assembled and legible
- Information is logically organized and shows creative design
- Brochure contains information for at least four geological/geographical features of Utah
- Information is accurate and detailed

Objective 3: Students will act as a tour guide to a Utah location, presenting information about the history, geology and geography of the site orally to teacher and peers

Teacher Lesson Guide:

- ❑ Ask students to choose their favorite site from the learning centers for this objective.
- ❑ Sort students into small groups, each with one or two groups for each chosen research site.
- ❑ Allow students to share information regarding the site and practice what they will say for one another.
- ❑ Prepare the class to take a ‘tour of Utah’ and go through the learning centers with one student presenting as the tour guide for each Utah location in the lab. Invite other classes to tour the center with student tour guides.

Oral Tour Guide Mastery Assessment Rubric:

- Student presents information about history, geography and geology for the site
- Information presented is accurate and engaging
- Student speaks clearly and confidently and is easy to understand
- Student shows understanding of and enthusiasm for the site studied

Level 3 Lesson Unit

Language Arts, Social Studies and Fine Arts

Description: This academic unit will be completed in a six-week term. In support of this unit, curriculum for Science and Mathematics will be drawn from Ancient Greek ideologies, philosophies and influential persons to the greatest extent possible in order to create a cohesive integrated unit of study for all students involved.

- Each objective will be introduced in a classroom setting and should include lecture, performance, visual display and/or demonstration of culture and conceptual information. Concept introduction must be as multi-sensory and engaging as possible.
- Students will be provided with all objectives, steps toward achievement and assessment expectations in advance to facilitate students directed learning.
- Students will have the opportunity to work in small groups, participate in discussion and Socratic seminars, study and create demonstrations of mastery in classroom, library and lab settings.

Utah State Standards: (All Unit Objectives Included)

Grade 6

- ☐ Language Arts Standards 1, 4, 6, 7 & 8
- ☐ Social Studies Standards 1.1, 1.3, 4.2, 4.3, 4.4 & 7.1
- ☐ Dance Standards 3 & 4
- ☐ Music Standards 2-4
- ☐ Theatre Standards 1, 2 & 4
- ☐ Visual Arts Standards 2-4

Grades 6-8

- ☐ Educational Technology Standards 1-10 in exhibit production
- ☐ Library Media Standards 1-13 in exhibit production

Grades 7-8

- ☐ Language Arts Standards 1 – 3

Objective 1

Students will complete a detailed chronology of Ancient Greek culture including data in the fields of Politics, Economics, Art, Philosophy and Cultural Icons

Achievement Steps:

- A) Gather data, separating facts into categories (Politics, Economics, Art, Philosophy, Cultural Icons).
- B) Determine format for an effective chronology, including mediums, symbols, colors and production tools.
- C) Assemble data into chronology using categorizing system for each fact.
- D) Prepare a legend and bibliography for the chronology.

E) Refine your final product and prepare it for assessment and public exhibit.

Chronology Mastery Assessment Rubric: (100% competency required)

- ☐ Chronology contains at least 3 accurate details from each category area
- ☐ Chronology is neat and well organized
- ☐ Chronology demonstrates mastery of sequencing and categorizing skills
- ☐ Legend and Bibliography are complete and accurate

Objective 2

Students will determine what the most important elements of culture are and compare those elements from Ancient Greek culture to their own

Achievement Steps:

- F) Determine the most important elements of culture
- G) Identify these elements from Ancient Greek culture
- H) Identify elements in your own local culture
- I) Draw comparisons and contrasts between the two cultures
- J) Prepare information into a logical sequence
- K) Study and rehearse your findings and conclusions for an oral presentation

Oral Presentation Mastery Assessment Rubric: (100% competency required)

- ☐ Cultural research is accurate and shows depth
- ☐ Comparisons and Contrasts demonstrate insight and creativity
- ☐ Presentation is clear, organized and purposeful
- ☐ Opinions are presented with respect to culture and audience

Objective 3

Students will examine significant etymologies from Ancient Greek that appear in contemporary English and determine the value of understanding Greek Lingual roots.

Achievement Steps:

- L) Define words of Greek origin from the vocabulary list prepared by your LASS teachers.
- M) Separate words into at least 3 different categories that seem logical to you.
- N) Determine the purpose or benefit of the Greek word roots used
- O) Create a visual representation of the categorized words (i.e. Venn diagram, word map, vocabulary web, table, etc.)
- P) Include your description of the value of Greek etymologies

Visual Organizer Mastery Assessment Rubric: (100% competency required)

- ☐ Words are defined accurately
- ☐ Categorizing is logical and complete
- ☐ Cited value is reflected in categorizing

- ❑ Work shows rigorous independent thought

Objective 4

Students will read Homer's "Odyssey" and discuss cultural parallels and influences, character motivations and stereotypes and apply thematic lessons to their own lives.

Achievement Steps:

- Q) Read the "Odyssey" by Homer
- R) Participate in group discussion in response to guiding concepts (cultural parallels, influences, character motivations, stereotypes)
- S) Determine lessons which can be learned from the book
- T) Outline guiding concepts and lessons into a logical sequence
- U) Write an essay which describes the lessons which can be learned from the content of the "Odyssey"
- V) Edit your work and participate in peer review
- W) Prepare your essay for assessment and public exhibition

Essay Mastery Assessment Rubric: (100% competency required)

- ❑ Essay accurately depicts guiding concepts from the story
- ❑ Lessons are drawn logically and appropriately from cited contextual examples
- ❑ Writing is well-organized, effective and clear
- ❑ Editing process has eliminated grammatical, mechanical and spelling errors.

Objective 5

Students will discover artistic styles of Ancient Greece and analyze their purposes and effects in that culture as well as their influences in Modern Artistic styles.

Achievement Steps:

- X) Experience Ancient Greek art, dance, music and theatre works, and discuss their purposes and effects in the culture
- Y) Choose an artistic medium for this objective study, and a subject or central idea from the original culture
- Z) Participate in the creation of your chosen medium of art, synthesizing ancient and modern styles
- AA) Prepare and perform your interpretation of an art form (visual, musical, dramatic or dance) that demonstrates your understanding of the Ancient Greek style and its influence in Modern art.

Artistic Performance Mastery Assessment Rubric: (100% competency required)

- ❑ Demonstration is appropriately aligned to what we know of Ancient Greek artistic styles
- ❑ Influences of Ancient Art can be seen in modern interpretation
- ❑ Demonstration shows competent use of medium fundamentals

Demonstration is engaging, creative and unique

Monitoring Program of Instruction

Instructions: The applicant is required to discuss and give examples of how the Program of Instruction will be monitored to include: 1) How the school and staff will disseminate information regarding student performance to track students' progress toward mastery of the Utah Core curriculum over time, and 2) How the school will ensure that teachers integrate standards into instructional practices.

Tracking Competencies and the Utah Core Curriculum

The computerized tracking and recording system will record student progress towards competencies. Students will be listed as either having achieved a specific competency, be in-progress on a specific competency, or the default of not having yet attempted a specific competency.

A specific student's competency page will indicate for that student whether they have achieved each prerequisite competency. There will be space for additional comments by the approving instructor, the student and their parents, as well as for links to relevant digital copies, photographs, etc... of the student's work product so that it can be later reviewed and displayed in a portfolio. All of this information will be securely made available online or through alternative methods to Academy teachers, staff, the individual student, and their parents.

Each specific competency will include information on its overall curriculum tie and the State Core standards addressed. All Utah Core curriculum Standards and Objectives will be referenced by at least one required (non-elective) competency. Teachers will integrate these standards into their instructional practices in order for their students to pass the required competencies.

Teachers and administrators will be able to modify or add competencies based on their direct experience with students working on the competencies or on additional resources found for learning the skills and knowledge required.

All competency information will be versioned. The changing of actual competency requirements and/or the prerequisite list will create a new version in a moderation queue. A lead teacher or administrator will review and approve each modification. Changing the resource list won't require approval from other staff members. Competencies may be updated as frequently as desired by teachers. Newly approved versions of competencies will be dated and take affect as soon as they are approved. All previous versions of each competency will be preserved for future reference in electronic form.

All students with the competency in-progress, as well as teachers and staff will be notified of the changed requirements automatically. Students who have already started work on an older version of a competency will decide in conjunction with their teacher mentor if they will be required to demonstrate that particular competency based on the new competency version or the version in use when they started their work.

Students who have already demonstrated a competency will not be required to re-demonstrate a new or changed competency. Student records will reference the date they started and passed a particular competency and be able to be easily referenced to the correct competency version active as of that date.

It is anticipated that by using a collaborative system wherein teachers and staff can easily add new resources for learning a competency as they are used by students or discovered or created by instructors, the resource list for each competency will become more and more comprehensive over time.

Teachers and Administrators will be able to access the computerized tracking and reporting system on a continuous basis in order to monitor student progress towards Utah State Core Standards.

Student progress over time will be monitored in this manner in order to provide teachers, administrators and staff with the ability to see trends in student learning in order to drive future instructional changes.

Administrators will also be able to use the computerized tracking and reporting system to monitor the instructional practices of individual teachers and the progress of their students. This information can then be used to provide future training opportunities for teachers.

Teacher Understanding of the Curricular Emphasis and Effectiveness Goals

Teachers will be trained in the curricular emphasis and in the Academy's effectiveness goals. This process will include the Academy providing certified Montessori training for the Level 1 teachers as well as training in Competency-based instructional methods for all teachers. Teachers, the Board and the other Academy staff will be presented with the Academy's effectiveness goals and given an opportunity to plan in detail how to accomplish those goals.

Computerized Tracking and Reporting System

The computerized student tracking system will be designed using technology to reduce the expense to the Academy as much as possible. Currently it is planned that each staff member will be provided with a laptop computer. Computer systems will be setup for student use in each classroom. The actual number of computers will vary with budgetary constraints and the specific needs of each level. For example, a level three classroom will have a much higher percentage of computers than a level one classroom.

Student computers will run a free, multi-user, and secure operating system that will enable the students to have their own network stored login environment to save their work in. Some computers may be connected to via additional displays, keyboards and mice in order to enable multiple students to use the same physical computer at the same time, but still within their own login environment.

Students will use these computers to perform a restricted set of tasks, including: web browsing for research, web browsing to access the Academy student information and progress site, electronic mail, word processing, spreadsheets, database software for recording science experiment data, and for more advanced students, computer programming, mathematics, and scientific modeling software.

Positive Location Control

The computer interface will include a positive location control system for students. Teachers will check students in on their computer when they arrive at school. Each teacher and staff members who supervise students will always have a list of which students they are currently supposed to be responsible for in their teacher view of the interface. Student location change events will be time stamped and can be modified by a teacher for a group of students at once.

As an example, a teacher may select four students who need to perform research in the Academy library from their student listing page, select the librarian as the destination instructor and click a button to send those students to the librarian at the time the students leave the teacher's physical presence. The librarian will immediately have those students added to the list of students who should be in the library with a timer counting up for each of them showing how long it has been since they left for the library. When the students arrive at the library, the librarian will click a button to record their arrival in the student records database. The librarian's list of assigned students will include their records as well as what competencies they currently have in progress and any notes that other instructors have left recently in their record. This enables the librarian or other instructor to quickly know if a student is missing and to anticipate what they can assist the student with. In this example, the librarian would suggest resources for the arriving students to use for research in the library based on what the students are currently working on.

From the student records database reports can be generated for administrators that ensures all students are accounted for at all times. If a student is overdue beyond a preset limit and the assigned instructor hasn't taken action, an administrator can be notified to investigate why they haven't checked in with their assigned instructor yet. Graphs of the numbers of students assigned over the school day to each instructor will be informative in knowing what adjustments in schedules and specialties need to be made to better serve the student population's future academic needs.

Student Academic Tracking by Teacher Mentors

Our system of assigning staff mentors to each student will ensure that each individual student has one staff member specifically assigned to ensuring the student is making adequate academic progress, is properly scheduled for events necessary for their progress through competencies using computerized student and teacher schedules, has their individual academic needs met, and has someone available to tutor and assist with that student's specific questions about how to learn skills and knowledge for the competencies they are working on.

Calendar and Master Schedule

Instructions: (1) Provide a school calendar outlined in semesters, trimesters, or quarters, which is compliance with State Board requirements on minimum school days outlined in R277-419; (2) Create a possible master schedule for secondary schools (grades 9 – 12) including teacher, course name, bell schedule, class periods, passing periods, preparation periods, student count by class, lunch periods, etc. for the first three years of operation; (3) Create a possible master schedule for elementary schools (grades K – 8) including teacher, daily course schedule, preparation periods, student count by teacher, lunch times, recess times, etc. for the first three years of operation.

Calendar

Please reference the Calendar portion of the “Target Population” section of the application for details of the school year calendar.

Master Schedules

The below Master Schedules are designed for ongoing operations of the Academy in multiple years. Grades with lower numbers of actual students than anticipated may cause the Master Schedules to be adjusted by the Academy Board.

Kindergarten - Master Schedule

2 Kindergarten Teachers	AM	PM	8:30 - 11:30	11:30 - Noon	12:05 - 3:05	3:05 - 4:30
Kindergarten A	18	19	Core & Structured Play	Teacher Lunch	Core & Structured Play	Teacher Prep
Kindergarten B	19	19	Core & Structured Play	Teacher Lunch	Core & Structured Play	Teacher Prep
Total Kindergarten Students	75					

Grades 1 through 5 - Master Schedule

	Teachers	Aides	Students	8:19 - 11:30	11:30-Noon	Noon - 12:30	12:30-1:00	1:00-2:00	2:00-3:05
Level 1, 1st - 2nd grade	2	2	50	Reading & Core	45 min Lunch	Core	Math & Core	Math & Core	Cultural
Level 1, 1st - 2nd grade	2	2	50	Reading & Core	Core	45 min Lunch	Math & Core	Math & Core	Cultural
Level 1, 1st - 2nd grade	2	2	50	Reading & Core	45 min Lunch	Core	Math & Core	Math & Core	Cultural
Level 2, 3rd - 5th grade	2	2	50	Language & Reading	CHPE*	CHPE*	45 min Lunch	Math & Core	Math
Level 2, 3rd - 5th grade	2	2	50	Language & Reading	Math & Core	45 min Lunch	CHPE*	CHPE*	Math
Level 2, 3rd - 5th grade	2	2	50	Language & Reading	CHPE*	CHPE*	45 min Lunch	Math & Core	Math
Level 2, 3rd - 5th grade	1	1	25	Language & Reading	Math & Core	45 min Lunch	CHPE*	CHPE*	Math
Total Count	13	13	325						

20 min floating recess for Level 1

CHPE: Cultural, Health & PE

Friday
All Levels
8:24 - 3:05
Home Room & Core

Grades 6 through 8 - Master Schedule

LASS TEACHER	2 AIDES	Home RM	50	LASS	35	35	LASS	35	35	PREP	0	ELECTIVE	25
LASS TEACHER		PREP	0	LASS	25	25	LASS	25	25	LASS	35		35
2 - P/T TEACHERS	1 AIDE	Home RM	50	ELECTIVE	25	ELECTIVE	25	ELECTIVE	30	ELECTIVE	25	LASS	25
SCI & MATH TEACH	2 AIDES	PREP	0	SCIENCE	25	25	SCIENCE	35	35	SCIENCE	35		35
SCI & MATH TEACH		HM RM	25	PREP	0	ELECTIVE	25	SCIENCE	25	25	SCIENCE	25	25
SCI, MATH & TECH		HM RM	25	SCIENCE	25	25	TECH	25	TECH	25	TECH	25	PREP
PE TEACHER	2 AIDES	HM ROM	25	PE	40	PE	40	PREP	0	PE	30	PE	30
LANGUAGE TEACH		HM RM	25	SPANISH	25	SPANISH	25	LATIN	25	PREP	0	SPANISH	25
FINE ART TEACHER		HM RM	25	FINE ART	25	PREP	0	FINE ART	25	FINE ART	25	FINE ART	25
TOTAL STUDENTS			225	225	225	225	225	225	225	225	225	225	225

FULL DAY HOURS 5.806667 FRIDAY SCHEDULE: 8:24-1:00
FRIDAY HOURS 4.25
TOTAL HOURS 994.9667

Special Education

Instructions: Description of how special education will be provided. The description includes how the school will: (1) Ensure administrator knowledge of IDEA 2004 and Utah Special Education Rule requirements; (2) Provide a continuum of special education services (to serve all students with disabilities, regardless of severity); (3) Provide direct, consultative, and related services, per IEPs (i.e. contracting, hiring school staff, etc.); (4) Implement child find procedures such as annual staff training and parent notification; (5) Respond to new referrals and ensure that initial evaluations are documented as completed within required timeline; (6) Ensure that adequate qualified school staff and/or contract providers are available to conduct evaluations and provide services as required by IDEA 2004 and Utah Special Education Rules. Also include how the school will respond to growth of students with disabilities population if needed; (7) Design/plan building layout to ensure access for all people with disabilities as per American with Disabilities Act requirements, including restroom access, building access, and space available for special education programs, as needed that is equitable with general education; (8) Ensure special education records are requested, reviewed, maintained, and transferred following Utah Special Education Rule requirements.

The GPA philosophy and curriculum for all students are based on the same concepts that ultimately make the microcosm of Special Education efficient at meeting diverse student needs. Specifically, we believe that the IEP and individualized pacing plan for mastery are integral to every student, not only those identified with special educational needs. With these keys to success in mind, Gateway Preparatory Academy will provide a mentor and student success team comprised of parents, teachers, student, administrators and counselors as appropriate to every student. Each student will work with the mentor and success team to create an educational plan including required competencies and competencies unique to his or her individual needs, strengths, interests, and limitations. We consider the mentoring and individualized educational plan model to be in the very best interest of every student.

Our special education plan will utilize the same types of competency-based, mentoring and individualized instruction central to all GPA curriculum, with the added support of Special Education legislation, aides, training, resources and guidelines. We have adopted the USBE Special Education Rules Handbook and will adhere strictly to the guidelines outlined therein as we create an educational program to meet the needs of our special education students and identify new students with special needs.

Our identification process for students with special needs, as outlined in the USBE 'Golden Rules' Handbook, includes a concentrated sequence of regular classroom interventions, an initial evaluation that can be requested by parents or suggested by teachers, and subsequent determination of needs and eligibility based on State Guidelines. Our new student academic assessment process includes a recommendation by the assessing teacher if each new student should be recommended for a Special Education pre-placement evaluation.

It is Gateway Preparatory Academy's policy that all students are entitled to an appropriate education, and individuals with disabilities should have opportunities to increase their independence. The Academy will accept all students regardless of race, religion, creed or disability as required under the Free Appropriate Public Education ("FAPE") guidelines, and the Academy will provide an "appropriate" program for each and every individual student with a disability regardless of the severity of their disability.

This includes constructing the Academy's facilities to ensure nondiscrimination of access to the facilities on the basis of disability as set forth in the Americans with Disabilities Act Standards for Accessible Design described in 28 CFR Part 36, and any other applicable federal, state, or local requirements. The Academy's design plan will include, among other things, curb ramps,

accessible routes, space allowances, appropriate restroom access and equipment, parking and passenger loading zones, building access, and space available for special education programs, as needed that is equitable with general education.

The Academy will implement an aggressive “child find” program to identify, locate, and evaluate students that are or may need special education support. Consistent with the requirements of Part B of the IDEA and with the Utah Special Education Rules, the Academy will aggressively seek to identify, locate, and evaluate all students with disabilities and ensure, regardless of the severity of their disability, that students with disabilities are provided the appropriate program and related services.

To ensure knowledge of IDEA 2004 and the Utah Special Education Rules’ requirements, several models of training will be provided to Academy staff based upon need. Trainings will be conducted by individuals with specific expertise in the requested areas to ensure the Academy will hire special education staff members who possess the education, skills, and expertise that allow them to appropriately select, administer, and interpret assessments for determining special education eligibility.

In addition, all Academy staff members will gain awareness of commonly used tests in Education/Special Education such as categorical evaluation criteria and assessment requirements and procedures, and implications of high stakes testing. This will enable the Academy to appropriately identify, or not identify, a student as being an individual with a disability. Academy staff members will also receive appropriate instructional programming to facilitate access to and progress in the general curriculum.

Student placement and services will be determined on a case-by-case basis depending on the unique needs of that student. Both school officials and the student’s parents/guardians will determine the appropriateness of special education services for the child. Each student plan will focus on what is best for the student in the least restrictive environment. Inclusion and mainstreaming strategies will be used to ensure students with disabilities are with their peers for as much of the academic day as possible.

Parents will be notified of the intent to evaluate their child for services, and must consent to an initial evaluation before the evaluation begins. Parents will also be involved in the IEP (Individualized Education Program) process and provide consent to the initial placement. Communication with parents and students will be in their native language or another mode of communication that will ensure they have knowledge and understanding of the school’s plan.

Pre-placement Evaluation

A pre-placement evaluation will be conducted when a student is suspected of having a disability and an evaluation of the student's unique educational needs will be assessed. Parental consent will be obtained before an evaluation is conducted. The pre-placement will include what is being proposed, reasons for proposal, evaluation procedures, and an explanation of parent rights and procedural safeguards. Parents, students, or school personnel may request an evaluation. In addition to the pre-placement evaluation, the Academy will use regular education intervention to assist students who are suspected of having a disability. Such regular education intervention

may include peer tutoring, additional instruction before or after school, one-on-one tutoring with teachers or instructional assistants, parent tutoring, and various teaching techniques.

Evaluation Process

The determination that a student is a “student with a disability” will be made on an individual basis by a multidisciplinary team which will conduct evaluations. The team will include at least one teacher or other specialist familiar with the suspected disability. The results of the evaluation will be based on more than a single procedure or assessment and tests will not be racially or culturally biased. The student will be assessed in all areas related to the suspected disability. These related areas will include: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. Assessment results will be reviewed by the team to determine eligibility for special education and related services. After eligibility is determined, parents and school personnel will work together to discuss the results and the IEP.

The IEP will serve two purposes: (1) to establish learning goals for the child; and (2) to specify the instruction and services the school will provide. After it has been determined that a child is eligible for special education, a team consisting of teachers, parents and the LEA will meet to determine the IEP for the student. The starting date of services will be as soon as possible after the IEP meeting. As outlined by IDEA, a yearly meeting will be held to review and, if appropriate, revise each student's IEP.

The academy will have at least one trained special education teacher on staff at all times and additional staff will be added based on special education needs. An Academy administrator will serve as the Academy's LEA (Local Education Agency) and be responsible to communicate with parents, teachers and state agencies to ensure all IDEA guidelines are being followed. The Academy will ensure that all special education services will be available to all students with disabilities, regardless of severity.

It is the Academy's policy that careful assessment and evaluation are required when making a “disability” determination. The impact of labeling an individual as “disabled” is life changing, for the better or for the worse; therefore, the Academy will be vigilant and thorough when making such determinations. With that in mind, the Academy's LEA will implement effective evaluation strategies to obtain information for use in determining IDEA eligibility and, if appropriate, for instructional programming to facilitate access to the general curriculum in the least restrictive environment.

To ensure knowledge of IDEA 2004 and the Utah Special Education Rules' requirements, several models of training will be provided to Academy staff based upon need. Trainings will be conducted by individuals with specific expertise in the requested areas to ensure the Academy will have special education staff members who possess skills and expertise that allow them to appropriately select, administer, and interpret assessments for determining special education eligibility. Academy staff members will gain awareness of commonly used tests in Education/Special Education such as categorical evaluation criteria and assessment requirements and procedures, and implications of high stakes testing. This will enable the Academy to appropriately identify, or not identify, a student as being an individual with a disability.

Academy staff members will also receive appropriate instructional programming to facilitate access to and progress in the general curriculum.

It is the Academy's policy to protect the confidentiality of personally identifiable information at the collection, storage, disclosure, transfer, and destruction stages. All persons collecting or using personally identifiable information receives training or instruction regarding the state's policies and procedures and FERPA. The Academy will permit parents to inspect and review any education records relating to their children which are collected, maintained, or used by the Academy. The Academy will comply with a request without unnecessary delay and before any meeting regarding an IEP or any due process hearing, including an expedited hearing.

Business Plan

Start-up Plan

Instructions: If a year of planning is anticipated, Plan and Costs should reflect what is needed to prepare for first enrollment of students.

The Budget for the Academy includes revenues based solely on the calculations provided by the Utah Charter School State Revenue Template. In addition to these funds, the Academy will pursue a wide variety of additional funding opportunities through fundraising, corporate sponsorships, public and private grants, and long-term financing of certain expenditures within our first year budget; (i.e. instructional equipment, office & classroom furniture, computer equipment, textbooks, etc.)

The acquisition of property and the construction of the facility will be the largest determinant of adequate budgeting. If costs exceed those projected in property, facility or any other category, the Academy has carefully considered specific modifications to accommodate any shortfall. These changes will result in a large savings in non-teacher personnel expenditures for the first year. In the event of a reduction in any of the aforementioned areas, the Academy intends to implement the forgone plans in subsequent years as allowed by the budget.

NOTE: to view the budget included in the Utah State Charter School Application and assumptions, see Appendix A.

NOTE: for a detailed first through third year operational budget, please see Appendix B.

1 – 3 Year Operational Budget

The Operational Budget should reflect the educational and operational plan of the school. Revenue should be supported by attaching a Charter School State Revenue Template based on their estimated enrollment and staff size. This template was downloaded at <http://www.schools.utah.gov/charterschools/funding/FundingWorksheet.xls>.

NOTE: to view the 1 – 3 year budget included in the Application, see Appendix A.

NOTE: for a detailed 1 – 3 year operational budget, please see Appendix B.

Organizational Structure

Instructions: Provide a narrative that explains the organizational structure, and provide an organizational flow chart. Include the election and nomination processes, term limits, etc. that will govern the board selection and leadership.

Governing Body

Gateway Preparatory Academy will be governed by a board of directors (the “Academy Board”). The number of directors of the Academy Board shall be specified from time to time by resolution, but shall not be less than three (3). The initial number of directors shall be seven (7). *See Academy Bylaws, § 3.2(a).*

Academy Board Membership

The Board shall consist of voting members who have been elected by the parents of the children enrolled at the Academy. *See Board Member Elections section below.* All Board members must sign a Board Member Code of Conduct agreement prior to serving. Once the Academy is open, only one Academy family member may serve on the Board at any given time. No Board member may receive remuneration for Board service. No employee of the Academy may serve as a voting Board member.

Principal's Attendance at Board Meetings

The Principal shall attend all Academy Board meetings as a facilitator, but shall have no vote. The Principal shall be appointed by the Board and may be removed by a vote of the majority of the Board, with or without cause, whenever in the Board’s judgment the best interests of the Academy are served by such action. The Principal’s absence from a board meeting may be permitted and excused by the Board under reasonable circumstances or in an emergency.

Quorum and Manner of Acting

A majority of the directors shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, and the vote of a majority of the directors present in person at a meeting at which a quorum is present shall be the act of the Board of Directors. If less than a quorum is present at a meeting, a majority of the directors present may adjourn the meeting from time to time without further notice other than an announcement at the meeting, until a quorum shall be present. *See Academy Bylaws § 3.10.*

Board Officers

The elected officers of the Academy shall be a Chairman, President (also known as the chief administrative officer), one or more vice-president(s), secretary and treasurer. The Board of Directors may also elect or appoint such other officers, assistant officers and agents, including additional vice-presidents, assistant secretaries and assistant treasurers, as it may consider necessary. One individual may hold more than one office at a time. *See Academy Bylaws, Article IV.*

President/Chief Administrative Officer (“CAO”)

The president shall perform such duties as may be assigned to him/her by the Board of Directors and all duties normally performed by a chief executive officer or president of a corporation. The president may be referred to as the chief administrative officer. *See Academy Bylaws, § 4.8(a).*

Vice President

In the absence of the president, or in the event of the president's death, inability or refusal to act, the vice-president shall perform the duties of the president, and when so acting, shall have all the powers of and be subject to all the restrictions upon the president. The vice-president shall perform such other duties as from time to time may be assigned to him or her by the president or by the Board of Directors. In the event there is more than one vice-president serving, the vice-presidents shall perform the duties assigned to them by the president and Board of Directors. *See Academy Bylaws, § 4.8(b).*

Secretary

The secretary shall: (i) keep the minutes of the proceedings of the Board of Directors and any committees of the Board of Directors; (ii) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (iii) be custodian of the corporate records and of the seal of the Corporation; and (iv) in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the secretary by the president or by the Board of Directors. Assistant secretaries, if any, shall have the same duties and powers, subject to supervision by the secretary. *See Academy Bylaws, § 4.8(c).*

Treasurer

The treasurer shall: (i) be the principal financial officer of the Academy and oversee the care and custody of all its funds, securities, evidences of indebtedness and other personal property, and deposit the same in accordance with the instructions of the Board of Directors; (ii) supervise the process of receiving and giving receipts for moneys paid in on account of the Academy (iii) supervise the paying of all bills, payrolls and other just debts of the Academy of whatever nature upon maturity out of available funds; (iii) prescribe and supervise the methods and systems of accounting to be followed, see that complete books and records of account are kept, and prepare and file all local, state and federal tax returns and related documents, prescribe and supervise an adequate system of internal audit, and oversee the preparation of and furnish to the chairman of the Board of Directors and the Board of Directors statements of account showing the financial position of the Academy and the results of its operations; (iv) upon request of the Board of Directors, make such reports to it as may be required at any time; and (v) perform all other duties incident to the office of treasurer and such other duties as from time to time may be assigned to the treasurer by the chairman of the Board of Directors or the Board of Directors. *See Academy Bylaws § 4.8(d).* To ensure a Treasurer with acceptable financial experience, accounting experience, and other relevant skills, the Treasurer may be a voting or non-voting member of the Board of Directors.

Board Member Elections

Board Member Elections

Academy Board elections shall begin during the first week in May of the year in which a term or terms have expired. Elections shall extend for a ten-day period beginning on the Wednesday of the first full week of May, until the Friday of the following week. During this election period, the hours for voting shall be from the beginning of the school day until one half hour after the school day has ended. There shall be no less than two days in which the hours provided for voting shall extend until 7:00 p.m. If the first or last day designated for voting falls on a legal holiday, then the election period will begin or end on the following business day.

Election Advertising

The Academy Board shall advertise for Board candidates during the first week of April. Upon request, the Board shall provide interested candidates with Board Member Application forms and Candidate Information forms. Candidates must complete these forms and return them to any member of the Board by the end of the second full week in April. Candidates must be in agreement with the mission and educational philosophy of the Academy to be eligible for election. The Board shall publish a list of candidates and their corresponding forms not less than two (2) weeks prior to the scheduled election.

Voting Restrictions

Each Academy family will be accorded one vote per available position. Proxy voting is prohibited. Voters may not vote for the same candidate more than once.

Election Outcomes

Those candidates receiving the most votes will fill the available seats in the Academy Board. In the event of a tie vote for a position, a second ballot will be cast for that position only, with only the tied candidates eligible for the position. If a second tie occurs, a result will be obtained by flipping a coin.

Terms

The term of the directors shall be determined by the initial Board of Directors by resolution. The Board of Directors shall set staggered terms for directors. Despite the expiration of a director's term, the director shall continue to serve until the election and qualification of a successor or until there is a decrease in the number of directors, or until such director's earlier death, resignation or removal from office. The Board of Directors shall either hold a special election or appoint directors to fill each of the director positions which become open from time to time. Any director may be removed at any time, with or without cause, by the majority vote of the directors. *See* Academy Bylaws § 3.2.

Board Reorganization

Following each May election, the Academy Board shall vote to select its own leadership. At the Board's own discretion, it may also reorganize following the filling of a Board vacancy.

Special Elections

In the event of dismissal, resignation, or other vacancy of the Academy Board (other than any vacancy which occurs within six (6) months of a regularly scheduled election), the Board will conduct a special election to fill the remaining portion of the vacant member's term. For a vacancy which occurs within six (6) months of a regularly scheduled election (three (3) months in the event that such vacancy was the result of a successful recall vote), the remaining Board members will appoint a replacement from the candidates who submit their names to serve until the next regularly scheduled election. The Board at its sole discretion can determine whether or not the Board will reorganize following the filling of a vacancy.

Advertising for Special Elections

In the event of a special election, the Academy Board shall advertise the vacancy and request candidate nominations within one (1) week of the confirmation of the vacancy. Interested candidates must apply and submit the necessary paperwork within two (2) weeks of the advertising of the vacancy. An election to fill the vacancy will occur within four (4) weeks of the advertising of the vacancy. The special election shall run for a period of three (3) days during normal school hours with a minimum of one (1) evening until 7:00 p.m.

Governing Body Powers and Responsibilities

General Powers of the Board

The business and affairs of the Academy shall be managed by its Board of Directors, except as otherwise provided by law, the Articles of Incorporation or the Academy's Bylaws. The Board may by written contract delegate, in whole or in part, to a professional management organization or person such of its duties, responsibilities, functions, and powers as are properly delegable. However, the Board shall not delegate its responsibility and ultimate accountability for the Academy's operations and performance.

General Responsibilities

The Board shall be responsible for the governance of the school, development of positive community relations, preservation of the Academy's educational philosophy, mission statement, and special emphasis, and shall be accountable and hold others accountable to the Academy's charter.

Board Member Qualifications

- A. Be in agreement with the mission, educational philosophy, discipline policy and administrative structure of the Academy and read the Academy's chartering documents.
- B. Be familiar with every aspect of the Academy's curriculum and understand the scope of the reading program.
- C. Attend at least two Parent/Teacher Organization meetings a year to show support and encouragement for this vital aspect of the school. The Academy's board members will not serve on the PTO board.
- D. Prior board experience is helpful but not necessary. However, a high level of professionalism and a strong desire for the success of the school is expected. The

motivation for serving on the board should be to help guarantee the educational success of students.

- E. The directors will conduct an annual self-evaluation. The directors will discuss the necessary needs of improvement and set goals for the next year.
- F. All directors are required to attend a yearly board conference where the goals of the board are defined, the board's self-evaluation is discussed and critiqued, outside speakers present information pertaining to effective board leadership, and other pertinent topics are discussed.
- G. The directors will annually attend a "Board Visit Day" at the school. During this time, directors will visit classrooms, talk with the staff and become familiar with current school concerns.
- H. Directors should fulfill their responsibilities on the board, board committees or subcommittees to their fullest capability.
- I. All directors are expected to be the best public relations representatives the school has.
- J. Each director elected to their positions should have some prior background and experience pertaining to that position.

Setting Policy

The Academy Board shall set and enforce policy and ensure that the Academy operates in a manner consistent with the Mission Statement, the Academy's charter, and all applicable laws.

Budget

The Academy Board shall be ultimately responsible for the preparation and approval of an annual budget, and must ensure that the Academy operates within that budget.

School Calendar

The Academy Board shall approve and establish a school calendar, including any changes made during the school year.

Record Keeping and Reporting

The Academy Board shall be ultimately responsible for the maintenance of any records or documents required by law or provided for by the charter contract. Additionally, the Academy board shall be ultimately responsible for the timely filing of all reports required pursuant to local, state, and federal regulations.

Facility Acquisition/Possession

The Academy Board shall negotiate and approve any contracts for the lease or purchase of the Academy's facilities, including any changes or renewals of the facility lease/purchase agreements, and shall establish any policies for facility use.

Board Meetings

The Academy Board shall convene at least one regular monthly meeting, subject to the Open Meetings Law, and will provide an opportunity for public input. Additionally, the Board may convene work sessions as it deems appropriate.

Academy Staffing

The Academy Board shall approve or disapprove all hiring and termination recommendations, and approve all staff employment contracts.

Miscellaneous

The Academy Board shall perform such other duties as are appropriate and necessary to the safe and effective operations of the Academy, and which promote the Academy's commitment to educational excellence.

Management Services

The Academy intends to contract with a management company for various management services. The Academy is in discussions for services with Charter Solutions, Inc., a Utah based Management Company. The Academy will adhere to its stated procurement procedures before entering into any management contract that would be governed by the procurement rules. The Academy will retain the ability to contract with other service providers in an effort to provide the best management services for the school. The purpose of doing so is to provide the students of the Academy with the best possible education. The goal of the Academy is to assure that the education it provides aligns with the state core curriculum and the Academy's mission statement, educational philosophy, and special emphasis as outlined in this application, and the Academy believes that contracting with a management company will further these goals.

Day-to-Day Operational Responsibilities

Principal

The Principal shall serve as the chief administrator for the day-to-day operations of the Academy, as well as such other services and duties as shall be assigned by the Academy Board. As the administrative leader of the Academy, the Principal is accountable to the Board for the successful day-to-day operations of the school. The Principal provides daily leadership for the Academy staff and the Academy committees, and provides parents/stakeholders with information and addresses their daily concerns. Additionally, the Principal's daily operational responsibilities include maintaining the Academy facility/grounds to ensure a safe environment that is conducive to learning, interpreting and implementing Academy policy, acting as the final arbitrator regarding student discipline, conducting teacher evaluations, and facilitating faculty meetings and in-service.

Teachers and Instructional Assistants

Academy teachers serve as classroom administrators for the day-to-day operations of the Academy. Teachers are responsible for understanding and implementing the Utah State Core Curriculum as well as the Academy's instructional program and special emphasis. Teachers are responsible for the classroom instruction, conferring with parents/guardians to resolve student's behavioral problems, addressing parental concerns, monitoring of students and classroom assistants, establishment and enforcement of classroom rules, maintaining accurate and complete student records, and maintaining a safe classroom environment that is conducive to learning. Additionally, teachers shall also be responsible for such other duties as are assigned by the Principal or Academy Board.

Instructional Assistants will be responsible for providing daily clerical and instructional support for classroom teachers, as well as any other duties as shall be assigned by the teachers. This will allow teachers additional time for preparation and teaching. Instructional Assistants that are assigned to work with special education students will assure that private information will be maintained in accordance with state and federal law. In addition, Instructional Assistants working specifically with the special education population must be either Certified Instructional Assistants or Paraprofessionals.

Additionally, a language staff team comprised of instructional assistants who are dedicated to the Academy's emphasis will be used by teachers in furtherance of the Academy's focus on reading, writing and second language development.

Training and competency are important characteristics of the Academy. There will be added emphasis placed on training to provide the teachers with the tools necessary to accomplish the aim of the Academy. The teachers will receive necessary additional training in accordance with the philosophy and standards of the Academy. This training will be facilitated by the Academy. Just prior to the first day of academic year the teachers will meet for two weeks for training and preparation relating to the application of the Academy's tools, philosophy, standards, and academics. Training will be given by the Academy Board, qualified consultants designed to address specific needs, guest lecturers, and other Academy teachers. This training will also continue throughout the academic school year and include weekly meetings held on each Friday after the student body is dismissed and a two day training and preparation period just prior to every term.

Academy Committees

A key component of the Academy's operational structure is a minimum of five parent member/board member/teacher committees. Committee membership consists of parents, teachers, and community leaders and provides them the opportunity to actively participate together in an effort to fulfill both daily and long-term responsibilities. Committees will have the opportunity to ensure that the daily application of the Academy's operational structure aligns with the Academy's educational philosophy, mission statement and special emphasis as outlined in its charter. Additionally, committees will help shape the activities and projects of the school.

The Academy Committees will receive training and preparation specific to the function of their objectives and responsibilities within the Academy. This Principle and Academy Board will be the primary source of training and preparation. The Academy will also utilize qualified consultants for specialized training for specific needs of the individual committees. Ideally this will be begun in the two week period prior to the first day of the academic calendar and will continue as needed in the two day training and preparation period prior to the beginning of every term. *See also* Academy Bylaws, Article VII "Committees."

Parent Volunteers

Another key component of the daily operational structure is the service of parent volunteers. Parent volunteers will be utilized in an effort to assist teachers and the principal in carrying out their daily responsibilities. In an effort to facilitate the volunteer process, parents will be able to

coordinate their volunteer service with the Academy volunteer coordinator. The volunteer coordinator will maintain volunteer records and coordinate with parents and Academy staff to provide parents and the Academy with meaningful service.

Before volunteers will be allowed to have significant unsupervised time with students, they will be required to undergo a background check. Background check paperwork will become a private part of the volunteer records.

Volunteers will receive training and preparation specific to the function of their position within the Academy. Training will be coordinated and provided by the Volunteer Coordinator in conjunction with the staff responsible for the day-to-day operations of the Academy. Ideally this will be begun in the two week training and preparation period prior to the first day of the academic year. Training and preparation will also occur prior to the beginning of each term. Due to the changing dynamics of volunteers additional training will be provided by request and as needed. *For more information on parent volunteer opportunities, see “Opportunities for Parental Involvement” below.*

Business Manager

The Business Manager shall serve as the chief financial administrator for the day-to-day operation of the Academy, as well as such other services and duties as shall be assigned by the Academy Board. As the financial administrator of the Academy, the Business Manager will oversee budget projections, purchases, and ensure successful operation of the business elements of the Academy. Additionally, the Business Manager will oversee any outsourced tasks and/or responsibilities contracted to an individual or management company.

Office Manager / Volunteer Coordinator

The Office Manager /Volunteer Coordinator is responsible for updating student statistical information, preparing state and district reports, pursuing funding through grants and fundraising, and creating paper trails. They will also be responsible for scheduling required tests and ensuring that all requirements for No Child Left Behind are fulfilled. As the volunteer coordinator they will coordinate with parents and Academy staff to provide opportunities of meaningful service and maintain volunteer records. They will serve as the primary point of contact and support for the PTO and be responsible for ensuring that volunteer responsibilities are fulfilled.

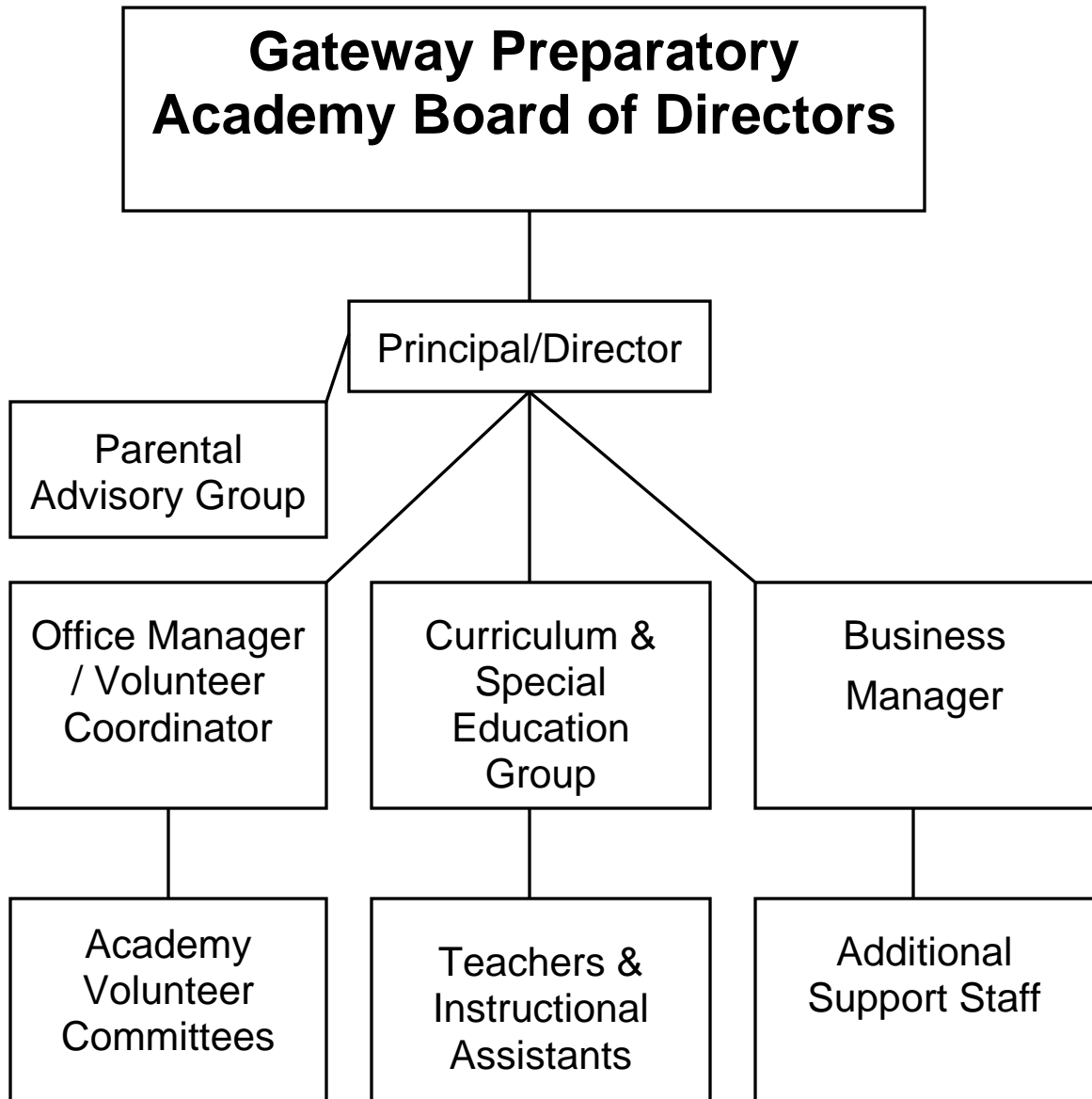
Office Support

Additionally, the Board may hire clerical support to assume any duties or responsibilities it deems appropriate for the efficient daily operation of the Academy.

This staff will receive specialized training and preparation specific to the day-to-day operational requirements of the Academy. This will include, but not be limited to, training and preparation in using the computer operational system for the Academy, State Office of Education and State Charter School Office training sessions and training from the principal, office manager, and business manager in the daily functioning of the Academy and its finances. *For additional information or details on the management structure of the Academy, please see the Academy Bylaws.*

Organizational Flow Chart

Instructions: Provide an organizational flow chart that explains the organizational structure



Background Information

Instructions: Provide background information and resume for each authorized agent, governing body member, and any individuals responsible for the day-to-day operations of the school (as known at the time of the application)—Attachment F, Attachment G.

See “Appendix E” of this application for resumes for each of the following individuals.

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 Tammy Jensen

Role in School (list positions with school) Academy Board Member

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.

Worked in multiple accounting roles for small businesses.

Worked as an Administrative Assistant for a Financial planner.

In these positions I became experienced in public relations and courtesies which will aid in informing parents and other interested parties.

Worked and studied in Child Development lab at Utah State University. Helped manage and staff a pre-school.

These experiences provided insight, knowledge, and practice in educational models and implementation.

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.

Bachelor of Science in Family and Consumer Science - Dec. 1999 - Utah State University.

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.

I am committed to improving the overall education of children. This application exemplifies a opportunity to implement and provide choices in education to more fully meet the desires and needs of the community. I feel strongly that the educational philosophy and goals detailed in this charter will encourage growth for our students in exciting, fulfilling, and unique ways.

I view my role on the board as supporting the overall philosophy, and informing, educating, and inspiring the public to participate and support our school's mission.

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

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 Thomas Sewell

Role in School (list positions with school) Academy Board Member

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.

Sharper Services, Owner, 7/2004 – Present and 2/1995 – 11/1998
Chelsea Property Group, Systems Engineering Manager, 4/2001 – 6/2004
Net.Works Corporation, Lead Systems Administrator, 4/2000 – 4/2001
RMC Foods, Inc., Chief Information Officer, 12/1998 – 3/2000
Sun River – St. George Development, Information Services Manager, 11/97 – 11/98

I've worked as a technical manager in a variety of companies and as a technical consultant, primarily in computer / networking systems and architecture design. I also have extensive project management experience and have started three successful small businesses in the areas of technical consulting, internet advertising, and providing internet service.

I also have public service experience with the Blueberry Children's Foundation, AYSO, Kicks Soccer, The Boy Scouts of America, Utah Republican Party and the Republican Liberty Caucus.

Please refer to my resume for a detailed work history as well as more details on my public service experience.

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.

Mt. San Antonio College, Computer Electronics, December 1998
Victor Valley College, Computer Electronics, May 1989
Dixie State College, Computer Science, June 1997

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.

I am committed to improving education for the children of Iron County. I have four children, all of whom will eventually attend Gateway Preparatory Academy. As a primarily self-taught individual who graduated from High School and started attending College when I was thirteen years old, I am very excited about the educational philosophy we have chosen and the opportunity it allows for students to progress at their own pace.

With my architect personality type and my wide array of general knowledge as well as specific knowledge in business and technical project management, I contribute by designing educational, people, technical, and business systems for the Academy in order to achieve our mission.

Please refer to my resume for some of the other specific skills that I possess.

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

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 Christi Sewell

Role in School (list positions with school) Academy Board Member

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.

Home Educator, 1999 – Present

Self-Employed Graphology Consultant, 2004 – Present

Volunteer AYSO Coach, 2006

Restaurant Manager, 1995 - 1997

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.

I am currently a Dean's List student at Southern Utah University majoring in Spanish.

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.

See attached Resume.

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

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 Aimee DiBrienza

Role in School (list positions with school) Teacher

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.

Public School Teacher, ICSD, PUSD, LAUSD	Aug 1998 – Jan 2004
Secondary Literacy Cadre Member, LAUSD	Sep 2000–Jan 2004
Visual and Performing Arts Department Chair, LAUSD	May 2001-Jan 2004
Shared Decision Making Council Member, PUSD, LAUSD	Sept 1999 – Jan 2004
Instructional Leadership Council, LAUSD	May 2003 – Jan 2004
Curriculum Design, VAPA Departments PUSD, LAUSD	Aug 1999 – Jan 2004
Instructional Program Director, Trouvere School of Music	May 2004 – Present

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.

College of Eastern Utah	Associate of Arts	1992 – 1994
Southern Utah University	Bachelor of Arts	1994 - 1997

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.

Gateway Preparatory Academy is the culminating synthesis of my greatest experiences and deepest visions for a future of education founded in application, balance and depth of study. I am committed to the creation, ongoing adaptation and refinement of a curriculum that will have individual student needs at its center. This curriculum and the school which will be its home are my passion and my life's work, and I intend no less than perfect devotion to the execution of a student centered, teacher facilitated, community oriented, balance-enabling curriculum for the students of this charter.

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

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 Kari Ann Young

Role in School (list positions with school) Academy Board Member

Employment History:

KAY Inc.

2005-Present

Advertising Sales & Management

Cedar City, UT

- Work with business owners to develop marketing strategies and place media buys with Xclusive Marketing, the local weekly newspaper.
- Exceeded Xclusive Marketing's projected revenue goals and have maintained the highest revenue production of any full-time employee while working part-time.

The Daily News

2000-2004

Advertising Sales & Management

Cedar City, UT

- Coordinated newspaper & special product advertising for retail, auto, and real estate clients.
- Managed an advertising team with daily deadline, creative services and special products.
- Received special recognition for outstanding sales & service for the Cedar City team in 2004.

Southern Utah University

2000-2001

Adjunct Lecturer, Comm 1011 Public Speaking

Cedar City, UT

- Taught 9 sections, more than 270 students, and received superior reviews.

Education History:

Southern Utah University

2000

B.S., Public Speaking & Interpersonal Communication

Graduated Magna Cum Laude

- Student Senator for the College of Bus., Tech., & Comm.
- Miss Southern Utah University: Education Platform

Dixie State College

1998

A.S., Graduated Cum Laude

Statement of Intent:

I believe that by offering choice in education parents and students are more apt to take personal responsibility for learning. For my own children, I want a learning environment that both supports and challenges their uniqueness while strengthening the fundamental tools of learning. This charter school has the potential to provide educational choice in a rural area and benefit those students that fall behind or ahead in the traditional public school system; a goal that I feel is worth the hundreds of hours spent, and the hundreds more to come, to see its success.

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

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 David Harris

Role in School (list positions with school) Academy Board Member

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.

Hughes & Associates, Inc., Cedar City, UT/USA

Registered Investment Advisor, Financial Services, Consultant, January '01-Present

- Consult clients in the area of health plans, compensation packages, retirement plans, other benefits
- Licensed to sell life and health insurance and investment products (series 7, 65) in Utah, California, Oregon, Colorado, Maryland, Idaho
- Specialize in tax aspects of benefits, including HSA, FSA and HRA plans, 412i, 401(k) IRAs, Limited Partnerships, Tax Credit Programs, REITs, and others
- Work closely with team of specialists in tax reduction strategies, accounting and financial management
- Developed and implemented marketing plan for professional services firm
- Worked with small business developing accounting and tax strategies

Franklin Covey Company, Provo, Utah/USA

Senior Client Services Coordinator, June. '97-Aug. '99

- Worked in team environment marketing, coordinating, and delivering corporate training seminars
- Facilitated internal training on Franklin Covey organizational development programs
- Handled invoicing, program logistics, contracts, and other client related functions
- Maintained team and coordinator web sites on Franklin Covey Intranet

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.

Thunderbird, The American Graduate School of International Management Glendale, AZ

Master of International Management (global MBA) Dec 2000

Specialization: Human Resources, Finance

Internship: Raytheon Corporation, Human Resources, Wichita, Kansas (Summer 2000)

Brigham Young University Provo, UT
Bachelor of Arts in Japanese, Aug. '95

Ricks College Rexburg, ID
Associate of Arts in General Education, April '93
Honors: Honor Society

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.

As I have worked closely with a great variety of small businesses, I am impressed about how important education is to success in life, both financially and personally. I feel that the more education one receives the greater capacity one has to pursue dreams and aspirations. I love living in a small town with its peaceful atmosphere and neighborly character. I want my children to receive the best education possible. With fewer choices in our rural setting, I am determined to create the best option I can for my children to obtain an education that is second to none. I feel that the Gateway Preparatory Academy is the best way we can do so.

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

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 Heather Harris

Role in School (list positions with school) Academy Board Member

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.

QComm Inc., Orem, UT/USA

Service Manager, 1994-1996

TransAmerica Financial, Orem, Utah/USA

Loan Officer, 1993-1994

PTA President, Enoch, Utah/USA

Enoch Elementary, 2006-2007

Enoch City Planning Commissioner, Enoch, Utah/USA

Commissioner, 2002-2003

PTA Health & Safety Commissioner, Enoch, Utah/USA

Enoch Elementary, 2003-2004

Park Discovery Community Project, Cedar City, Utah/USA

Publicity Committee, 2001

Enoch City Tree Committee, Cedar City, Utah/USA

Founder/Chairperson, 2001-02

Thunderkids International Children's Club, Glendale, Arizona/USA

Co-Director, 2000

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.

Ricks College, Rexburg, ID

Associate of Science in Marketing Management April '93

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 Cedar City area is a wonderful place to live and raise a family. It is a rarity to find such a small town atmosphere that is also brimming with art and culture. Members of the community place a high value on the contributions and worth of an individual. These are the attributes that drew our family to Cedar City six years ago. I want to have all of those wonderful attributes of a small town and also have the best educational opportunities for my children. To me, Gateway Preparatory Academy is about needs, talents, and potential of an individual. It is about smaller classroom sizes; it is about teachers who spend their time instructing and facilitating instead of disciplining; it is about students and instructors encouraging one another to strive for more than “satisfactory” levels and to build on one another’s strengths and knowledge. A charter school is about creating the mindset in future generations that all of us are important and have the opportunity to influence the world we share. This is the vision I want to make a reality.

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

Articles of Incorporation

Instructions: Include Articles of Incorporation for the organization seeking a charter. Attach a copy of the organization's bylaws to this application. Bylaws must be adopted in an open meeting.

ARTICLES OF INCORPORATION OF GATEWAY PREPARATORY ACADEMY

A Utah Nonprofit Corporation

The undersigned, for the purpose of forming a nonprofit corporation under the Utah Revised Nonprofit Corporation Act (the “**Nonprofit Act**”), hereby adopts the following Articles of Incorporation and certifies as follows:

ARTICLE I

CORPORATE NAME

The name of the corporation is Gateway Preparatory Academy.

ARTICLE II

PURPOSES AND POWERS

The corporation is organized exclusively for charitable, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code of 1986 (“IRC”), or the corresponding section of any future federal tax code, and without limiting the foregoing, the corporation is further organized to:

A. maintain a Kindergarten through Twelfth grade level Charter School pursuant to The Utah Charter Schools Act §53A-1a-50 1.

The corporation shall have all powers necessary and incidental to carrying out the purposes for which the corporation is formed.

ARTICLE III

LIMITATIONS

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its directors, officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II

hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (i) by a corporation exempt from federal income tax under IRC §501(c)(3), or corresponding section of any future federal tax code, or (ii) by a corporation, contributions to which are deductible under IRC §170(c)(2).

ARTICLE IV

MEMBERS

The corporation shall not have voting members. The corporation shall not issue or have outstanding any stock or shares.

ARTICLE V

DISTRIBUTION OF ASSETS UPON DISSOLUTION

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of IRC §501(c)(3), or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by the district court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE VI

DIRECTORS

The number of directors constituting the Board of Directors shall not be less than three (3), with the exact number of directors to be set from time to time by resolution of the Board of Directors. The names and street addresses of the persons who are to serve as the initial directors, who shall serve until their successors are elected and qualified or until their earlier death, resignation or removal, are as specified below. The rights, privileges and duties of the directors and the manner of their election and removal shall be as set forth in the bylaws.

<u>NAME</u>	<u>ADDRESS</u>
David D. Harris	5066 Ridge View Circle Enoch, Utah 84720
Heather B. Harris	5066 Ridge View Circle Enoch, Utah 84720

Thomas Sewell	1951 West 90 South Cedar City, Utah 84720
Christi Sewell	1951 West 90 South Cedar City, Utah 84720
Tammera Jensen	5121 Tomahawk Drive Enoch, Utah 84720
Kari Ann Young	2065 North Double Tree Cedar City, Utah 84720
Aimee DiBrienza	2045 West 30 North Cedar City, Utah 84720

ARTICLE VII

LIMITATIONS UPON LIABILITY OF DIRECTORS AND OFFICERS

The directors and officers of the corporation shall not be individually or personally liable for the debts or obligations of the corporation.

ARTICLE VIII

AMENDMENT

These Articles may be amended upon the affirmative vote of a majority of the Board of Directors of the corporation.

ARTICLE IX

INCORPORATOR

The name and street address of the incorporator are as follows:

<u>NAME</u>	<u>ADDRESS</u>
David D. Harris	5066 Ridge View Circle Enoch, Utah 84720

ARTICLE X

REGISTERED AGENT AND REGISTERED OFFICE

The registered office of the corporation is located at 97 West 400 South, Cedar City, Utah 84720. The initial registered agent of the corporation at that address shall be David Harris.

The undersigned hereby accepts appointment as registered agent of the foregoing corporation and confirms that the undersigned meets the requirements of Section 16-6a-501 of the Nonprofit Act.

David D. Harris,
Registered Agent

Executed as of the 1st day of November, 2006.

David D. Harris,
Incorporator

Bylaws

Gateway Preparatory Academy Board Meeting

Minutes of Open Meeting

January 22nd, 2007

2065 N. Double Tree Way, Cedar City UT 84720

9:00 am

Board Members Present: Aimee DiBrienza, Kari Ann Young, David Harris, Heather Harris, Thomas Sewell, Christi Sewell

Board Members Excused: Tammy Jensen

Others Present: Crystal White, Roxanne Hansen, Ellen Treanor Strasmann, Julie Wand, Angie Craven, Syanna Walker, William T. Young

Call to Order

Kari Ann Young called the meeting to order.

Approval of Agenda

The agenda was discussed and approved by unanimous consent.

Public Summary Presentation

The meeting was primarily called as an open session to present to interested members of the community a summary of the current direction of Gateway Preparatory Academy and the status of the charter application to the State Charter School Board.

Kari Ann Young led a forty minute prepared presentation and then a twenty minute question and answer period for public comment and discussion.

Official Business

After the presentation the Board moved on to discuss pending official business and the status of application related assignments.

Adoption of the final bylaws

David Harris had previously presented a final revised copy of suggested bylaws and conflict of interest policy to the board for review. Thomas Sewell moved and Aimee DiBrienza seconded that the Board adopt the bylaws as presented. The motion was carried unanimously.

Adjourn

The meeting was adjourned at 11:00 am.

Admission & Dismissal

Instructions: Admission (including your lottery plan) and dismissal procedures, including suspension procedures for regular education and special education students. If the charter school will follow a district's discipline/suspension policy, attach a copy of the policy from the district. 53A-1a-508(3)(f)

Admission Procedures (Lottery)

In accordance with state and federal law, admission to Gateway Preparatory Academy is not limited based on ethnicity, national origin, gender, religion, income level, creed, color, disabling condition, proficiency in the English language, or athletic ability. No tuition or fees are charged for attendance at Gateway Preparatory Academy.

The Academy Board will designate specific time periods each year for student enrollment. Gateway Preparatory Academy will enroll an eligible student who submits a timely application, unless the number of applications in a specific enrollment period exceeds the capacity of the Academy program, class, grade level, or the building. If the number of applications exceeds the capacity of a class, grade level, or the building, students shall be selected on a random basis (lottery) from applicants for that class or grade, except that Gateway Preparatory Academy shall give preference as allowed by law on the following basis:

- First preference in enrollment is given to children of the founding members of Gateway Preparatory Academy, limited to at most 10% of the Academy's total enrollment;
- Second preference in enrollment is given to siblings of currently or previously enrolled Academy students;
- If space is available after the aforementioned preferences have been granted, admission will be offered to any other students residing in Utah.

After each application deadline, pupils for any remaining slots will be accepted in order of their lottery position.

If an opening in the school occurs while classes are in session and no students remain from the most recent lottery, a notice for applications and an enrollment time period will be announced and applicants enrolled on the same basis as outlined above.

Student Suspension/Expulsion

The teacher will be responsible for the majority of discipline issues. Teachers begin by presenting clear expectations regarding behavioral expectations. The majority of problems will be handled in the classroom. If the teacher is unable to remedy the problem generated by the student in the classroom, teachers will work closely with Academy administrators and parents to coordinate their efforts in the resolution of discipline matters.

The Academy is also committed to ensuring its actions are consistent with IDEA. Gateway Preparatory Academy recognizes that students with disabilities, who attend the Academy, and

their parents/guardians, retain all rights under Part B of the IDEA, §§ 53A-15-301 through 53A-15-305 *Utah Code Ann.*, and other rules protecting the rights of students with disabilities. As a result, the Academy will adopt the Utah State Board of Education's *Special Education Rules*, Section V. regarding the discipline of students protected under IDEA or State Law. In the event that the Academy's policy does not comply with Part B of the IDEA, Sections 53A-15-301 through 53A-15-305 *Utah Code Ann.*, and other rules protecting the rights of students with disabilities, the Academy will adopt a policy that ensures compliance with the aforementioned laws and regulations.

In the event that suspension/dismissal is required, Academy staff will act pursuant to the Student Suspension and Expulsion Policy and in accordance with IDEA and all other applicable state and federal laws.

Suspension/Expulsion Policy

I. Procedures of Suspension/Expulsion

- a. A **suspension** is the temporary removal of a student from class(es) or school. A suspension can be determined by the principal or vice-principal (or designee). The major function of suspension is to alert the parent/guardian that there is a serious problem that needs the attention and effort of the student, the parent/guardian, and the school.

It is important that contact with the parent/guardian be made, along with other minimal due process procedures, prior to suspension, namely the right to know what the alleged offense is and the right to provide an explanation. This student/administrator or student/teacher conversation should be documented by the teacher/administrator in writing or on a permanent computer file.

There may be instances, however, when a student is subject to an immediate suspension without due process if his/her behavior presents an immediate danger to persons (himself included) or property. In such cases, the due process procedures will be held as soon as practicable. Students should never be released until and unless a parent or emergency contact is notified. The student still should be supervised until a responsible person is made aware of the suspension, and the school is given permission to release the student to the custody of an adult or to leave the premises.

- b. An **expulsion** is the formal process of dismissing a student from school for an extended period of time, up to one year. Expulsion also transfers the primary responsibility of providing educational services for the student during the expulsion period from the school to the home, and makes the parent/guardian responsible for compliance with the compulsory education act for the duration of the expulsion. Only the Academy Board of Directors, or a designated Academy Board member, can expel a student. (Utah Code 53A-11-907(2))

Before an expulsion, the Chief Administrative Officer of the Academy (“CAO”) shall provide the student a hearing at which the student is afforded the following due process procedures:

- i. Prior notice of the charges and the proposed sanctions so as to afford a reasonable opportunity for preparation. The notice shall be in writing and the student shall be notified of the hearing date
- ii. Right to a hearing.
- iii. Right to a fair hearing officer (credible and objective person or panel – not necessarily uninformed).
- iv. Right to an adult representative and/or legal counsel at the hearing.
- v. Opportunity to testify and to present evidence and witnesses in his/her defense.
- vi. Opportunity to examine the evidence presented by the school administration and to question witnesses. (However, the Board or its Chief Administrative Officer may, upon a finding that good cause exists, determine that the disclosure of the identity of a witness and the testimony of that witness at the hearing would subject the witness to an unreasonable risk of harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board or the hearing officer. Copies of these sworn declarations which are edited in such a manner as to delete the name and identity of the witness shall be made available to the student.)
- vii. A summary written record shall be maintained by any means. An electronic recording may be made; however, the electronic recording is not the official record of the hearing.
- viii. All witnesses appearing at the hearing shall be placed under oath.
- ix. If the CAO conducting the hearing recommends expulsion, findings of fact in support of the recommendation shall be prepared.
- x. The decision must be made by a preponderance of the evidence.

The decision will be based exclusively on the evidence presented at the hearing. The final decision shall be communicated to the student and parent/guardian within ten (10) working days. Academy officials and the student have the right to legal counsel at any step in the process.

- c. If a student is suspended or expelled for more than ten (10) school days, after taking into account any legal exceptions made necessary by laws regarding special education students, the parent of the guardian is responsible for undertaking an alternative education plan which will ensure that the student’s education continues during the period of suspension/expulsion.
- d. The Academy shall maintain a record of all suspended or expelled students and a notation of the recorded suspension or expulsion shall be attached to the student’s transcript.

II. Right to Appeal.

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

NOTE: Additional information regarding causes for disciplinary action, disciplinary actions that may be taken, and alternatives to suspension/expulsion are available upon request.

III. **Discipline Procedures for Students with Disabilities.**

The primary purpose of this portion of the suspension/expulsion policy is to ensure the Academy's actions are consistent with IDEA. Gateway Preparatory Academy recognizes that students with disabilities, who attend the Academy, and their parents/guardians, retain all rights under Part B of the IDEA, Sections 53A-15-301 through 53A-15-305 *Utah Code Ann.*, and other rules protecting the rights of students with disabilities. As a result, the Academy will adopt the

provisions regarding discipline procedures for students with disabilities as set forth in the Utah Board of Education's *Special Education Rules*, Section V. In the event that the Academy's policy does not comply with Part B of the IDEA, Sections 53A-15-301 through 53A-15-305 *Utah Code Ann.*, and other rules protecting the rights of students with disabilities, the Academy will adopt a policy that ensures compliance with the aforementioned laws and regulations.

Complaints

Instructions: Procedures to review complaints of parents regarding the operation of the school. These procedures should include a description of how complaints of parents of students served under Section 504 or IDEA will be handled. See <http://www.usoe.k12.ut.us/sars/rules/NewGrules.pdf> for guidance in preparing this section. 53A-1a-508(3)(g)

Definitions

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

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

Purpose

The purpose of this policy is to secure, at the lowest possible administrative level, equitable solutions to complaints which may arise.

Procedure

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

Formal complaints are to be made in writing when the complainant is not satisfied with the disposition of the issue through the informal complaint process. The complainant may, within ten (10) working days after the informal complaint decision has been rendered, file the complaint in writing, with any member of the Academy Board of Directors.

Within ten (10) working days after receipt of the formal written complaint, the CAO, or other designate officer of the Board will meet with the complainant in an effort to resolve the issue.

In the event the complaint is not resolved, the complainant may request a hearing before the Board of Directors. The Board shall review the complaint at the next scheduled Board meeting after receipt of the request.

The Board’s decision shall be final and shall be made within ten (10) working days of the hearing.

Individuals with Disabilities Education Act (“IDEA”) Complaint Procedure

Purpose. The primary purpose of this section of the Academy’s complaint policy is to ensure the Academy’s compliance with IDEA. Gateway Preparatory Academy recognizes that students with disabilities, who attend the Academy, and their parents/guardians, retain all rights under Part B of IDEA, §§ 53A-15-301 through 53A-15-305 *Utah Code Ann.*, and other applicable regulations.

Gateway Preparatory Academy’s IDEA Policy. The Academy recognizes the importance of adhering to the necessary and proper procedures of resolving complaints that allege violations of Part B of IDEA, State Rules, or other applicable laws protecting disabled individuals. Due to the complexity and importance of these procedural safeguards, the Academy has determined to adopt the procedures endorsed by the Utah Board of Education in their handbook entitled *Special Education Rules*, § IV.G. COMPLAINT PROCEDURES. As part of the Academy’s Complaint

procedure, the Academy has established procedures to allow parties the opportunity to resolve disputes through a mediation process that is available whenever a due process hearing or an expedited due process hearing is requested. These procedures are outlined in the *Special Education Rules* handbook § IV.J. MEDIATION. In the event that the Academy's policy does not comply with Part B of the IDEA, State Rules, or other rules protecting the rights of students with disabilities, the Academy will adopt a policy that ensures compliance with the aforementioned laws and regulations.

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

Parental Involvement

Instructions: Opportunities for parental involvement. 53A-1a-508(3)(h)

Gateway Preparatory Academy will encourage volunteer parental involvement to assist in the daily operation of the Academy. Gateway Preparatory Academy will adopt the Utah State Board of Education's Resolution on Parental Involvement. All volunteerism is strictly optional, but it is encouraged for the benefit of students and the Academy.

The Academy encourages parents to donate twenty (20) hours of volunteer time per year. A "year," for the purpose of tracking donated time, will be calculated in accordance with the Academy's fiscal year. Parents and other volunteers will record the time spent in service to the Academy in the online volunteer hours tracking system or in the Volunteer Notebook in the Academy's office. At the end of each Academy term, families will receive an accounting of the hours they have donated.

The Academy will distribute a volunteer packet to parents that will allow them to sign up for service in areas of expertise or interest. This will allow parents to provide the most meaningful service, and simultaneously provide the Academy with the ability to coordinate parent service with the Academy's needs. Additionally, the Academy will periodically request specific assistance in the Academy newsletter when needed.

In an effort to facilitate the volunteer process, parents will be able to coordinate their volunteer service with the Academy volunteer coordinator. The volunteer coordinator will maintain the volunteer notebook, notify parents for opportunities that correspond to the information received from the volunteer packet, post special requests for volunteer service in the Academy newsletter, and maintain communications with Academy teachers to assess and meet classroom needs.

Opportunities for parental volunteerism include, but are not limited to the following:

Community council	Playground Supervision
Fundraising	Computer Support
School tours	Musical assistance
Fundraising	Office support
Assisting with field trips	Student awards
After-school programs	Newsletter
Committee and/or Board membership	Parking lot assistance
In-class assistance	Extra-curricular activities
Provide food for special events	Library assistance
Teacher appreciation	Morning greeter
Assemblies	PTO
Health & Safety	Lab assistant
Academic review board	End of Term festivals

In addition to volunteer work, parents will also have access to information concerning the Academy and their student(s) via the Academy's website. Communication with parents is vital to encourage parents to become, and remain, involved in the Academy's operations and success. To this end, the Academy will send parents a monthly newsletter and maintain a current bulletin board on the website that provides news and updates concerning the operation of the Academy.

Parents will share in the management of the school by electing members of the Academy Board. Please refer to the Organizational section of the application for more details.

Insurance

If coverage will be provided outside of State Risk Management, provide a letter from the insurer indicating a willingness to provide the coverage mentioned above. Insurance expenses should be included in the school's budgeted expenses. School must provide, before opening date and annually thereafter, a certificate of insurance. 53A-1a-508(3)(i)

Gateway Preparatory Academy will secure and maintain in force \$2,000,000 in liability insurance, property insurance, comprehensive/collision insurance, and its employee dishonesty bond through Utah Division of Risk Management. As of the date of this application, Risk Management has provided the Academy with the following information:

LIABILITY INSURANCE

Coverage: up to \$2,000,000 (Charter Schools are included under the Utah State Governmental Immunity Act)
Deductible: none
Premium: \$18 per student with a \$1,000 minimum per school

PROPERTY (BUILDING AND/OR CONTENTS) INSURANCE

Coverage: up to the replacement value of the property as estimated by the school at the beginning of the fiscal year
Deductible: \$1,000 per occurrence
Premium: \$100 minimum premium for up to \$100,000 in value.
Over \$100,000 in value, the rate is \$1 per thousand dollars in value
(for example - \$1,000,000 in property/contents coverage costs \$1,000.)

VEHICLE COMPREHENSIVE / COLLISION INSURANCE

Coverage: The cost of repairs to the school's vehicle, but not in excess of the current value of the vehicle
Deductible: \$500 per occurrence
Premium: \$50 per year per vehicle

EMPLOYEE DISHONESTY BOND

Coverage: The amount of a proven loss.
Deductible: none
Premium: \$250 per year per school

Timing of Premium Billings: A premium deposit will be billed in July, near the start of coverage period. The July deposit is based on the estimated enrollment as shown on the Utah State Office of Education web site at www.usoe.k12.ut.us/charterschools/directory.htm

A premium adjustment (billing or refund as appropriate) will be made in November when the October enrollment numbers are available. Charter schools are free to change property coverage during the year as new property is purchased or constructed.

A written insurance policy that includes the specifics of the coverage is provided each year to the charter schools that have enrolled.

Extracurricular Activities

Instructions: Agreements or plans developed with school districts regarding participation of charter school students in extracurricular activities within the school districts. If no agreements have been reached, applicant may describe the school's plan for providing extracurricular opportunities. 53A-1a-508(3)(k)

GPA will provide opportunities to participate in on-campus extra curricular activities that do not involve an excessive amount of equipment or storage facilities. The activities available will be determined by the talents and resources of Academy staff and teachers and the interests of the students. All activities will be available to all students with no additional fees for K-6 participation. Funding for the activities will come from PTO fundraising, grants, sponsorships, and Academy budgets. Students may be required to provide their own musical instrument, costume, and possibly sports equipment. All extra curricular activities will be conducted and promoted in such a way as to further the mission of Gateway Preparatory Academy.

In addition to extracurricular activities, GPA intends to consider making space available for subcontractors to use the facilities after school hours for activities K-8 children are commonly involved in such as: dance, karate, soccer, music, art, etc... These activities will be independent of GPA support and resources. In so doing, we hope to support parents and students in having positive alternatives to students being home alone until parents are home from work, and to promote evenings as time spent with families.

Educator Qualifications

Instructions: Describe qualifications to be required of the teachers, paraprofessionals, instructional aids, classroom aids, substitute teachers, etc. 53A-1a-508(3)(m).

Gateway Preparatory Academy anticipates serving students with a wide range of needs and abilities. Academy teachers will be trained to identify specific needs, gifted students, and problem areas for students. To support the Academy's commitment to reading, writing, and second language acquisition, the Academy will require teachers that are dedicated to increased time on developing these skills.

The Academy will comply with all applicable state and federal laws in staffing. In addition, the Academy will hire special education qualified teachers to ensure that the needs of disabled or struggling students are met.

The following list provides an example of the Academy's required teacher qualifications:

Educational Qualifications

- Teachers will be required to have a bachelor's degree or in special circumstances board approved equivalent experience and mastery in their field.
- Teachers will be required to have a current Utah State teaching credential or be willing and able to meet State Board requirements for alternative certification or authorization.
- Teachers will be required to meet the additional licensure requirements for the specific courses and classes they will teach at the school in accordance with the requirements outlined in R277-520.
- Teachers will be required to continue to educate themselves in the subject matters taught at the Gateway Preparatory Academy
- Teachers will agree to participate in Gateway Preparatory Academy's regular in-service program.

Instructional Skills

- Teachers must understand and have the ability to develop lesson plans that meet the Utah State core curriculum;
- Teachers must adopt and implement the teaching philosophy, mission statement, and special emphasis of Gateway Preparatory Academy;
- Teachers must demonstrate the ability to complete the following tasks:
 - Develop and implement strategies to meet the needs of students using a variety of teaching strategies;
 - Instruct students in academic subjects, using a variety of techniques, including competency based instruction, in order to reinforce learning and to meet students' varying needs and interests;
 - Confer with other staff members to plan and schedule lessons promoting learning that align with the approved curricula;
 - Establish clear objectives for all competencies, lessons, and projects, and clearly communicate those objectives to students;

- Establish clear objectives for all competencies, lessons, units, and projects, and implement those objectives in the classroom;
- Organize and supervise games and other recreational activities to promote physical, mental, and social development;
- Plan and supervise class projects, field trips, visits by guest speakers, or other experiential activities, and guide students in learning from those activities;
- Prepare competencies, objectives and outlines for courses of study, following curriculum guidelines or requirements of the USOE and the Academy.
- Administer standardized ability and achievement tests, and interpret results to determine students' strengths and areas of need.

Management/Leadership Skills

- Maintain accurate and complete student records, and prepare reports on children and activities as required by law and Academy policy;
- Establish and enforce rules for behavior and policies/procedures to maintain order among the students for which they are responsible;
- The ability to monitor teacher assistants to ensure that they understand the school curriculum and can teach it in the teacher's absence;
- Prepare for assigned classes, and show written evidence of preparation upon request from immediate supervisors;
- Supervise, evaluate, and plan assignments for teacher assistants and volunteers;
- Attend staff meetings, and serve on committees as required by the Academy;
- Attend professional meetings, educational conferences, and teacher training workshops in order to maintain and improve professional competence;
- Use computer software and other appropriate technological tools for student-tracking and student-teaching;
- Demonstrate consistent respect for students and parents;
- The ability to mentor students in their personal learning progression.

Personal Skills

- Work with parents or guardians, teachers, counselors, and administrators in order to resolve students' behavioral and academic problems.
- The ability to communicate effectively and respectfully with parents, administrators and other teachers and staff members.
- Collaborate with other teachers and administrators in the development, evaluation, and revision of school programs.

No Child Left Behind qualified Teachers

Teachers who do not qualify under "No Child Left Behind" (NCLB) and R277-510 will be encouraged to do what is necessary to achieve that status. The Academy will keep an ongoing record of the teachers who are qualified and provide resources on an individual teacher basis to assist them in qualifying.

As an incentive, Teachers who are qualified under NCLB and R277-510, or who meet qualification criteria established by the Academy Board, may receive an annual financial bonus in an amount to be determined by the Academy Board.

Paraprofessionals, Substitutes, Aids, Student and Intern Teachers

Qualification standards for paraprofessionals and substitute teachers will be as those listed above for teachers, but with less complete prior experience required and exceptions to the listed standards allowed. Academy standards for paraprofessionals and substitute teachers will comply with R277-508 and R277-524 respectively.

All paraprofessionals, student teachers, interns and aids will work under the supervision of a qualified Academy teacher.

Student teachers and interns will be accepted from board approved teacher preparation institutions and comply with R277-509.

Instructional and classroom aids will be encouraged to fulfill Academy requirements for teachers and paraprofessionals. Aids will be given assistance by the Academy to further their education and help them achieve the requirements for official licensure

Unsupervised Time with Students

Any individual who will have unsupervised time with students, including teachers, aides, Academy Board Members, Academy Staff, parent volunteers, coaches, advisors, etc..., will be required to submit to a standard criminal background check. Copies of the Background check forms and the results will be stored in the Academy office under the supervision of the Academy office secretary. One of the Duties of the Academy office secretary or their assistants will be to monitor visitors to the Academy in order to ensure that all visitors wear a prominent visitor's badge unless they have a background check form on file in the office. At the beginning of each Academy term, the office secretary will review the background check files in order to keep them current and provide a summary report to the principal of the status of the files.

Library

Instructions: The secondary school's intention to create a library with a description. The description may include location, size, staffing, and estimates of size and types of collection. 53A-1a-508(3)(o).

Vision

In order to execute the vision and philosophy of Gateway Preparatory Academy an emphasis will be placed on the establishment of a library. The Academy library will be the foundation and center of academic learning for the students at the Academy. Therefore the Academy library media program intends to be the primary resource for literacy, information, and curriculum support. The Academy will utilize the talents of a library mentor/teacher to integrate literature as the major component of all areas of education for the students. The Academy library media program, through the coordinated efforts of the library mentor/teacher, will contribute to the achievement of the student learning by providing instruction, resources, and activities that emphasize and enable students and staff to become effective, independent users of ideas and information for lifelong learning.

The Academy's Goals and Objectives for Student learning, to align with *all* Utah State Standards of Education in Library Media, are that students will:

1. Demonstrate the ability to locate, evaluate, interpret, and communicate information and ideas for intellectual development, personal enjoyment, and lifelong learning.
2. Demonstrate media literacy skills including ethical use of information and information technology.
3. Demonstrate the ability to learn independently and adopt habits and attitudes of lifelong learning.
4. Demonstrate the ability to recognize and identify their information needs and show self-confidence in solving information problems.
5. Develop media literacy skills and critical thinking processes necessary to analyze information and opinions in order to develop new understandings and make informed decisions.
6. Demonstrate the ability to explore the ideas and creative achievements of a variety of people from many cultures and times.

The Academy intends to provide activities and measures for the student population in alignment with Utah State Library Media standards. The Academy will expand this vision by building a literary collection that is the basis for *all* academic learning at the Academy. In accordance with the philosophy of the Academy competencies will be established and measured in relation to the Library Media materials by the library mentor/teacher in coordination with the teachers in alignment with the curriculum used in the classrooms. These competencies will facilitate in the academic success of the students and provide the students with a solid foundation for continued learning and contribution to society. One of the main focuses of the Academy will be to establish a reading program in order to expose students to a variety of genres within the classical literary model. This program will provide the students with the opportunity to track and receive credit for meritorious literary pursuits.

Location and Access

The Academy library will be located so as to be strategically accessible to all students in accordance with IDEA. The library media program will be available to individual students and class groups throughout the day. Students will also be given time each week to spend in the library having books read to them and/or given the opportunity to check out books to take home and read.

Staffing

The entire Academy population is expected to accommodate 675 students. Therefore the Academy library will be supervised by a library mentor/teacher and a minimum of one additional library mentor or library assistant. The Academy will hire based on efficiently and successfully maintaining the library for the use of the students. The Academy will hire additional library assistants as needed to successfully serve the academic needs of the student population.

The Academy library will also utilize volunteers to assist in the function and academic success of the students. These volunteers will come from the population of advanced readers within the academy. The advanced readers will be encouraged to read with and mentor their fellow students. Additional volunteers will be drawn from the community that will include, but is not limited to, the parents of the students, college interns, and senior citizens interested in assisting in the literary academic advancement of the Academy.

Facilities

The library media facility will provide an inviting environment that is conducive to student learning. The library media facility will be of sufficient size and flexibility to accommodate a variety of functions simultaneously. The library media facility will contain bookshelves, computers, tables and chairs, comfortable reading areas, and a librarian office. The Academy library will be built with the intention for future expansion on an “as needed” basis.

Collection

The Academy is a special purpose education facility that caters to students K-8. Therefore, it will provide 15 volumes per students, or a minimum of approximately 10,125 volumes. The collection of books will be a strong focus of the Academy. The collection of books and resource materials will be as extensive as financially possible and expand as funds become available. The Academy will primarily utilize budgetary (please refer to the budget portion of the business plan section) allowances as the main source of income in meeting the library media requirements. In an effort to expand the library’s collection, the Academy will work diligently to raise monies for additional library media needs. These include, but are not limited to, book fairs, book exchanges, business partnerships, fundraisers, read-a-thons, donations, and grants to meet the literary needs of the students.

Literacy and a love of reading will be hallmarks of the Gateway Preparatory Academy. Literature for all reading abilities and enjoyment levels will be made available. Opportunities will be provided for students, parents, and volunteers to recommend literary additions to the library. The Academy will give priority to classic books containing primary sources of historical and academic information. Controversial works of literature will be available in the Library, but students will be required to have prior parental permission to access them.

Administrative & Supervisory Services

Instructions: The school's plan for providing administrative and supervisory services, whether with individual educator in building or education service provider. These may include, but are not limited to, roles of instructional leader and curriculum consultant, supervision and improvement of instruction, interpretation of student and school progress and performance, community relations, staff professional development, counseling, employment issues, discipline, student placement, responsibilities for operation and maintenance of school plant, management of school equipment and supplies, preparation and completion of federal and state reports, assistance and support to teachers. 53A-1a-508(3)(p).

Instructional Leader

The instructional leader of Gateway Preparatory Academy will be the principal. The principal's primary responsibility will be to set and maintain an environment conducive to learning and establish a positive educational environment for the Academy. The principal's instructional duties will include: reading about the methods of instruction, gaining insight into successful strategies, reviewing research that supports the methods of instruction, viewing accounts about practices in successful schools and districts, being familiar with the instructional methods of all teachers, participating in training and in-service to remain current in educational research, providing in-service to teachers and serving as a teacher resource for instructional as well as curricular help. Please review the "Comprehensive Program of Instruction" section of the application for more specific details on the Academy's philosophy and methods of instruction.

Curriculum Consultant

Initially, the Academy intends to contract for professional curriculum consultation services. These consultants will work closely with the Academy's principal to ensure that classroom instruction aligns with the state core and the Academy's goals and philosophy. In turn, the principal will work closely with teachers to gain practical insight and implement improvements in the Academy's instructional program. The curriculum will be the collective responsibility of all school personnel, and instructional methodologies will be improved through research and best practice.

Supervision and Improvement of Instruction

The principal will regularly provide the Board with updates on curriculum and any proposed improvements to the Academy's instruction program. After receiving this information, the Board will determine whether or not to modify the instructional program, and if necessary, amend the Academy's charter. Supervision of instruction on a day-to-day basis will be the responsibility of the principal. The principal will be responsible for interpreting board policy in all instructional and behavioral concerns. Based on instructional methods, test scores, the computerized tracking system, and student achievement, a collaborative effort will be used to improve supervision and instruction within the Academy.

Interpretation of Student and School Progress and Performance

Beginning with the classroom teacher, grade level teams, principal, and the Board, a collaborative approach will be used to ensure all goals and objectives are achieved. Correction and instructional approaches will be made with the input of all stakeholders with the understanding that the Board will act in the best interests of the students and the Academy.

Community Relations

Community relations will be the primary responsibility of the Board of Directors.

Staff Development

Teachers at Gateway Preparatory Academy will be provided numerous opportunities to improve and develop their teaching skills either in a specific curriculum (e.g. Core Knowledge or Montessori professional development workshops) or in the general practice. The intent behind staff development is to: (i) provide professional development and technical assistance to teachers and administrators in their school-wide implementation of the Academy's comprehensive program of instruction; (ii) to focus on meaningful learning and understanding for all students in order to raise their level of achievement; and (iii) provide follow-up components for professional development to ensure that implementation of the comprehensive program of instruction results in improved student performance. In furtherance of these objectives, the Academy intends to engage the services of qualified professional development instructors to work with the principal and/or the teachers to suggest professional readings, conduct teacher in-service, disaggregate test scores, explore instructional strategies to improve student performance, and engage Academy staff in discussing practice.

The Board has the authority to express concerns to the educational team for remediation and correction. Implementation of the interpretation and analysis of programs of instruction will be left to the principal who will serve as the instructional leader of the school. All staff development will be based on curricular concerns and building needs.

Counseling

In situations of neglect, abuse, or abandonment state agencies will be called upon to assist the school. If situations of ungovernable behavior arise, parents and law enforcement will be called.

Employment Issues

All hiring and firing of Academy employees will be the responsibility of the Board. The Principal, Teachers and other staff members may be selected to serve on hiring committees. The hiring committees will screen applicants and decide whom to interview. Individuals will be selected based on school needs and individual qualifications. All hiring will be approved through the Board, and candidates will be offered positions at the Academy only upon Board approval.

Business Administrator

The Academy has included on-site positions for a Business Manager and an Office Manager. The Board may decide to outsource all or part of those responsibilities with an outside business consultant firm that specializes in education management and has experience managing charter schools. The board will consider multiple qualified parties in accordance with our purchasing policy. *Please reference the "Organizational Structure", "Fiscal Policy", and "Operational Budget Assumptions" sections of the application for more details on the role and qualifications of the Business Administrator.*

Discipline

Teachers have the primary responsibility of maintaining classroom discipline for the students assigned to them. Each classroom will be required to have the classroom rules posted with the consequences for all inappropriate behaviors. When situations arise that cannot be handled by the classroom teacher, behavioral matters will be addressed by the building principal.

See also the “Admission Procedures” Section of the Application for the Suspension/Expulsion Policy.

Management of School Equipment and Supplies

Teachers will be responsible for all materials and supplies within their rooms. Yearly inventories will be used for insurance purposes and to assess replacement needs. Teacher supplies will be allocated on an “as-needed” basis, with the principal determining the “need.” Each teacher will receive a budget for supplies and equipment, which may be purchased in accordance with the Academy’s Fiscal Policy.

Preparation and Completion of Federal and State Reports

Under the Board’s direction, the principal will provide for the timely completion and submittal of state and federal reports. Reports will be reviewed for approval by the governing board before submission.

Assistance and Support to Teachers and Staff

Gateway Preparatory Academy fully supports its employees. All teacher concerns/grievances will be addressed to the principal. If satisfaction is not obtained, teachers must adhere to the Academy’s Grievance Policy which will provide employees the opportunity to reach an equitable solution. However, it is the Academy’s policy that teachers should try to resolve all concerns at the lowest level before bringing issues of grievance to the principal or Board.

Administrative Services Fees

The Academy has received an estimate of fees for the services we intend to contract with an education service provider for. The board will consider multiple qualified parties in accordance with our purchasing policy. Fees for the Academy’s first three operational years are detailed in the “Business Plan”, “1-3 Year Operational Budget” and “Operations Budget Assumptions” sections of the application.

Fiscal Procedures

Instructions: Describe in detail the school's fiscal procedures. These may include policies around the governing board's purchasing policies, budget process, limits on appropriations, budget reports, the school's policy on making appropriations in excess of estimated revenue, expendable revenue, policy around undistributed reserves, policies around interfund transfers, and policies around emergency expenditures. 53A-1a-508(3)(q).

Accounting Records

Gateway Preparatory Academy will maintain its accounting records using The State office of Education guidelines for Budgeting, Accounting, and Auditing for Utah School Districts and in accordance with all applicable federal, state, and local laws and regulations and ensure such records are available to the State or other interested parties, as requested from time to time. The Academy's financial reporting will be in accordance with Generally Accepted Accounting Principles (GAAP), which include Generally Accepted Governmental Auditing Standards. Under the direction of the board, the principal shall be ultimately responsible for filling out and submitting reports to the state board as set forth in the Utah Charter School Act. In addition, the Academy will follow state procurement rules and procedures for all expenditures that are governed by the state procurement code.

An annual independent financial audit of the school's records will be conducted in accordance with the Academy's charter contract. One and three-year budgets will be created and maintained. The Academy will maintain a comparison of actual expenditures to budgeted expenses. The Academy reserves the right to re-allocate funds from one line item to another if purchasing practices or conservation result in an expenditure different than that budgeted and the line items are changeable according to budget rules and regulations. Undistributed reserves will be properly re-allocated according to the direction of the board. A reserve fund will be established to add financial stability to the Academy's budget. Emergency expenditures will be drawn from this fund after board approval.

The board of directors shall, in conjunction with the principal, develop and adopt a budget each March for the following school year. These budgets will support the Academy's mission and stated goals. To that end these budgets must:

- a. Contain enough detail to enable reasonably accurate projections of revenues and expenses, separation of capital and operational items, cash flow, and subsequent audit trial.
- b. Balance – Appropriations must be planned in a way so that they equal or are less than anticipated revenues.
- c. Be in line with board-stated priorities.

Business Administrator

The Academy will hire or contract for a Business Administrator and arrange for the Business Administrator to attend training in School Finance and Statistics prior to working with the Academy.

The Business Administrator will provide payroll management services for all Academy staff. The Academy's payroll services will function in a manner similar to those provided for other state and district employees, including the preparation of W-2's, filing of taxes and any other reports that are required by state and federal law.

Assets and Operations

Fixed assets will be acquired and disposed of only upon proper authorizations and will be adequately safeguarded and properly recorded. The school will establish and adhere to a set of effective internal accounting controls that will be administered by the board of directors under the direction of the treasurer, who will be responsible to insure proper accounting controls are implemented and utilized.

The Academy will operate in a manner which insures its long-term financial strength:

- a. The school will operate in the black.
- b. Cash will be managed in a way that ensures maximum liquidity, and safety.
- c. Contributions will be used only for the reason the donations were given.
- d. Payroll and other debt obligations will be paid in a timely manner.

Cash Receipts Procedures

- a. Any money turned into the office must be accompanied by a form signed by the depositor stating the amount being turned in.
- b. The form and money are deposited with the Board Secretary.
- c. The Board Secretary verifies the amount turned in, signs the form, and gives the form and money to the Board Treasurer.
- d. The Board Treasurer prepares the deposit and takes it to the bank. If Treasurer is not available, the secretary or the principal can prepare and take the deposit to the bank.

Disbursement Procedure

- a. Checks are prepared no less than once a week.
- b. Checks are prepared by the Board Treasurer.
- c. All checks require two (2) signatures and are subject to the additional restraints provided in this section.
- d. Checks are prepared for all current obligations for which there is proper documentation of approval:
 - i) For checks to individuals, there must be an approved purchase requisition, and an invoice with a different approved signature than that which appears on the requisition.
 - ii) For checks to companies, there must be an approved purchase requisition, and an invoice with different approved signature than that which appears on the requisition.
 - iii) For various ongoing items (such as utilities and periodic billings on previously approved obligations) there must be an approved signature on the invoice.
- e. Checks are then signed by the Board Treasurer and another Board member, unless the Treasurer is one of the signatures that authorized the requisition or the payment. In that case, the check will be signed by the Board's Chief Administrative Officer and

- one of the other officers on the board, provided that their signatures did not authorize the requisition or the payment.
- f. In situations where the Treasurer is unavailable and circumstances require a check to be signed immediately, the Board's Chief Administrative Officer or any of the other officers on the board may sign checks.
 - g. Once the checks are signed, they are given directly to the Board Secretary to distribute.
 - h. Persons signing a check or purchase requisition may not be related to the second person signing the check or a related purchase requisition.

Gateway Preparatory Academy Purchasing Procedure

- a. Fill out requisition form.
- b. Obtain necessary signature(s)* on the requisition and turn it in to the Business Office.
- c. The Board Treasurer makes a copy of the requisition and returns it to the requester (along with a purchase order if necessary) to process the order.
- d. When the order is received, either sign the packing slip or sign the requisition and mark it "received" before returning it to the Business Office.
- e. If the Academy is billed directly for the purchase, the job is complete.
- f. If the individual paid for the purchase, that individual must fill out a green check request, attach all receipts, and turn it into the Business Office.

***Signatures needed on the requisition are as follows:**

Purchases under \$500 require any *one* of the following signatures: the Chief Administrative Officer, the Treasurer, or one of the officers on the board. Purchases between \$500 and \$2,500 require *two* of the above signatures, with one of those signatures being one of the four officers of the Board. Purchases over \$2,500 require all *three* of the above signatures.

All procedures and policies must also conform to the Academy's Bylaws "Conflict of Interest Policy".

Employee Termination

Instructions: The school's policy and procedure regarding employee termination. Policy may include policies on hearings, appeals, dismissal procedures, and necessary staff reductions. 53A-1a-508(3)(r)(i)

Termination Procedure

The Principal of the Academy may recommend the termination of other employees of the Academy, but the Academy Board must confirm the decision.

Employment at the Academy is terminable “at-will.”

The Board has the necessary authority to set additional compensation for staff terminated as part of a general staff reduction.

Termination Obligations

Each employee shall agree that all property, including, without limitation, all equipment, documents, books, records, reports, notes, contracts, lists, supplies, computer disks (and other computer-generated files and data), and copies thereof, created on any medium and furnished to, obtained by, or prepared by the employee in the course of or incident to the employee's employment, belongs to the Academy and shall be returned promptly to the Academy upon termination of employment. In addition, all benefits to which the employee is otherwise entitled shall cease upon the employee's termination, unless explicitly continued under any specific written policy or benefit plan of the Academy. Following any termination of employment, the employee shall fully cooperate with the Academy in all matters relating to the winding up of pending work on behalf of the Academy and the orderly transfer of work to other employees of the Academy. The employee shall also cooperate in the defense of any action brought by any third party against the Academy that relates in any way to the employee's acts or omissions while employed by the Academy.

Equal Opportunity

Gateway Preparatory Academy is committed to the principles of equal employment opportunity. In keeping with this commitment, we will maintain policies concerning recruitment, employment, compensation, terms, conditions, and privileges of employment of qualified persons without regard to race, age, sex, religion, ethnicity, national origin, disability, veteran status, or any other category protected by applicable federal, state, or local law. Individuals shall be judged solely on their job-related aptitude, training, skills, and performance.

Employee Evaluation

Instructions: Describe the school's policy and procedures regarding employee evaluation. These may include frequency, components, and staffing for evaluation, remediation, notice, and criteria. 53A-1a-508(3)(r)(i).

Evaluation Frequency and Components

All employees will receive at least one formal evaluation per calendar year. Provisional teachers will be evaluated at least three times during the calendar year (two formal and one informal).

Each employee will meet in a pre-conference with the building administrator at one day prior to the evaluation to go over lesson plan and for special consideration to be aware of.

A post conference will be held no longer than one week after the formal evaluation was held. Remediation will be suggested and a mentor teacher provided to help the teacher make the required changes or improvements.

Teachers will be required to observe other teachers in practice on a yearly basis as part of the evaluative process.

Parents and peer reviews will be an annual part of the teacher evaluation process and considered in retaining teachers. A suggestion box will be used for parents to express concerns on school curriculum and instruction and considered in teacher performance evaluations.

Improvement plans will be evaluated on an as needed basis to help teacher acquire mastery level skills in their instruction, discipline and curriculum development.

A pre-determined evaluation as well as the methodology used will be introduced to all teachers at the beginning of the school year so they understand the purpose and methods they will be evaluated against.

Parents will also play an important role regarding employee evaluation by completing two teacher evaluation surveys each year.

Entry Years Enhancement (EYE)

The Academy will provide special attention regarding teachers in their first three years of employment to provide them an avenue for success and competence. In accordance with R277-522-3, the Academy will provide training, mentoring, testing, assessment/evaluation, and assistance in developing a professional portfolio.

Employment of Relatives

Instructions: The school's policy and procedures regarding employment of relatives. 53A-1a-508(3)(r)(iii).

Employment will be based solely on merit and job availability. Relatives of applicants will be automatically excluded from any hiring committees and decision making pertaining to the hiring, salary, bonuses or termination of relatives.

Academy Board members related to an employee or applicant will be required to abstain as a conflict of interest from any votes related to the hiring, salary, job performance review, bonuses or firing of their relative.

Conversion Charter Schools

Explain if the school is total or partial. If a total conversion, provide evidence of having secured the required 2/3 signatures of licensed educators and parents or guardians of the school. If a partial conversion, provide evidence of having secured the required majority signatures of licensed educators and parents or guardians of students at the school. Provide information regarding whether the local school board approved the conversion and how students opting out of the charter school have access to a comparable public education alternative. 53A-1a-504(2)

The Academy is not a conversion charter school.

Assurances

Instructions: Please review attachment H, the assurances form, sign and date it, and include it with your application submission.

See “Appendix C” of the application for the signed Assurances.

Waivers

Instructions: If waivers to State Board Rule are being requested, indicate the rule(s) and provide the justification for the request.
53A-1a-511

The Academy is not currently requesting any Waivers.

Letters of Support

Instructions: Optional one-page narrative and up to three letters of support.

Participation in Utah State Retirement System

Instructions: A statement as to whether the school will participate in the Utah State Retirement System. 53A-1a-512(7)(a)

Gateway Preparatory Academy has elected to not participate in the Utah State Retirement System. We will instead provide matching of 401(k) investment opportunities for our employees.

Appendix A – Charter Application Budget

Charter School Name: Gateway Preparatory Academy

	First Year			Second Year			Third Year		
Number of Students (ADM):			600			650			675
Revenue			Total			Total			Total
State Funding			\$ 2,693,328			\$ 2,936,501			\$ 3,058,087
Federal & State Projects									
Private Grants & Donations									
Loans									
Other (Specify) Start-up Contributions			\$ -			\$ -			\$ -
Total Revenue			\$2,693,328			\$3,009,913			\$3,212,903
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)			\$ -			\$ -			\$ -
Director (Principal)	1.00	\$ 68,000	\$ 68,000	1.00	\$ 69,700.00	\$ 69,700	1.00	\$ 71,443	\$ 71,443
Teacher-Regular Ed	24.00	\$ 31,000.00	\$ 816,000	26.00	\$ 31,775.00	\$ 906,100	27.00	\$ 32,569	\$ 964,474
Teacher-Special Ed	3.00	\$ 34,000.00	\$ 81,600	3.00	\$ 34,850.00	\$ 90,610	3.00	\$ 35,721	\$ 96,447
Instructional Assts	12.00	\$ 12,880.00	\$ 154,560	18.72	\$ 15,088.00	\$ 282,447	27.00	\$ 15,465	\$ 417,560
Secretary	1.00	\$ 27,000.00	\$ 27,000	1.00	\$ 27,675.00	\$ 27,675	1.00	\$ 28,367	\$ 28,367
Bookkeeper	1.00	\$ 13,248.00	\$ 13,248	1.00	\$ 13,579.20	\$ 13,579	1.00	\$ 13,919	\$ 13,919
Other (Substitute Teachers)	150.00	\$ 60.00	\$ 19,200	160.00	\$ 61.50	\$ 21,320	180.00	\$ 61.50	\$ 22,140
Other (Specialty Teachers)	1.00	\$ 34,000.00	\$ 34,000	3.00	\$ 33,825.00	\$ 69,700	4.00	\$ 34,671	\$ 71,443
Other (Business Manager)	1.00	\$ 35,000.00	\$ 35,000	1.000	\$ 35,875.00	\$ 35,875	1.00	\$ 36,772	\$ 36,772
Employee Benefits (200)			\$ 317,632			\$ 372,411			\$ 394,295
Travel (580)			\$ 4,950			\$ 5,074			\$ 5,201
Purchased Professional Services(300)			\$ 66,000			\$ 71,500			\$ 74,250
Purchased Property Services(400)									
Instructional Aids/Books/Library(600)			\$ 81,875			\$ 81,181			\$ 81,135
Supplies(600)			\$ 22,000			\$ 19,800			\$ 12,013
Legal (300)			\$ 5,000			\$ 5,125			\$ 5,253
Auditor(300)			\$ 4,500			\$ 4,613			\$ 4,728
Marketing (300)			\$ 1,500			\$ 1,500			\$ 1,000
Other (printing; postage)			\$ 7,000			\$ 4,500			\$ 4,613
Total Instruction, Administration & Support			\$1,759,065			\$2,082,710			\$2,305,051
Operations & Maintenance			Total			Total			Total
Supplies			\$ 23,500			\$ 17,800			\$ 17,708
Phone/Communications			\$ 6,000			\$ 6,150			\$ 6,304
Custodial Services			\$ 11,040			\$ 11,316			\$ 11,599
Advertising			\$ 5,000			\$ 5,000			\$ 1,000
Property/Casualty Insurance			\$ 36,583			\$ 37,508			\$ 37,984
Utilities			\$ 27,500			\$ 40,250			\$ 41,131
Rent			\$ 642,435			\$ 642,435			\$ 642,435
Fees/Permits & dues			\$ 69,000			\$ 70,725			\$ 72,493
Transportation			\$ -			\$ -			\$ -
Food Service			\$ -			\$ -			\$ -
Accounting Services			\$ -			\$ -			\$ -
Land & Improvements			\$ 1,000			\$ 2,000			\$ 2,050
Building & Improvements			\$ 1,000			\$ 12,500			\$ 12,750
Computer Equipment			\$ 13,500			\$ 15,000			\$ 5,000
Furniture & Other Equipment			\$ 55,750			\$ 22,588			\$ 14,525
Upgrades (Connectivity)			\$ 600			\$ 615			\$ 630
Leases/Loan Payments			\$ -			\$ -			\$ -
Other (security, copier lease)			\$ 11,000			\$ 11,600			\$ 11,978
Total Operations & Maintenance			\$903,908			\$895,487			\$877,587
Total Expenditures			\$2,662,973			\$2,978,197			\$3,182,638
Total Revenues			\$2,693,328			\$3,009,913			\$3,212,903
Budget Balance (Revenues-Expenditures)			\$30,355			\$31,716			\$30,265

CHARTER SCHOOL WORKSHEET

FY 2008-2009

*****ESTIMATE ONLY*****

Gateway Preparatory Academy		TEMPLATE	
	Average Daily Membership	Rating Factor	WPU Generated
ADM (K)	75	0.55	41.25
ADM (1-3)	225	0.9	202.5
ADM (4-6)	225	0.9	202.5
ADM (7-8)	75	0.99	74.25
ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K) ¹	0		
Special Ed ADM (1-12) ¹	0		
Special Ed (Self-Contained) ¹	0		
Number of Teachers (K-6)	21		
Number of Teachers (7-12)	3		
WPU Value	\$2,417		
Prior Year Teacher FTE (CACTUS)	0		
Prior Year WPUs	0		
ELL Students	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	520.5000	\$ 1,258,049
Professional Staff	0.02100	10.9305	26,419
Administrative Costs	1.85	0.3984	963
Restricted Basic School:			
Special Ed--Add-on***	1.0000	0.0000	-
Spec. Ed. Self-Contained***	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Applied Technology	Based on Programs		
Class Size Reduction (K-8)	205.0000		123,000
Total WPU Programs		531.8289	\$ 1,408,430
Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	\$460.06		\$ 244,673
Quality Teaching Block Grant	\$840 per CACTUS prior year teacher FTE OR, If new, use current teacher FTE \$67 per total prior year WPUs; OR If new, \$67 X C35 or current WPUs		- 20,160 - 35,633
Local Discretionary Block Grant	\$44.0		22,902
Interventions-Student Success	\$23 per K-12 WPU \$92 per ELL student		11,972 -
Special Populations			
Youth at Risk Programs	\$9 per total prior year WPUs; Or If new, \$9 X C35 or current WPUs		- 4,786
Gifted and Talented	\$4		2,082
Other			
School Land Trust Program	\$30.00		18,000
Reading Achievement Program	\$21 per total prior year WPUs \$4 per K-3 student \$37 per low income student		- 1,200 -
Charter Administrative Costs	\$5 per student		3,000
Local Replacement Dollars	Average \$1,136 per student		681,600
Total Non-WPU			\$ 1,046,008
One Time			
Teacher Materials/Supplies	\$360 or \$285 per teacher (K-6) ¹ \$310 or \$235 per teacher (7-12) ²	21 3	5,985 705
Charter School Parity	\$374 per student	600	224,400
Charter School Admin. costs	\$10 per student	600	6,000
Library Books and Supplies	\$3 per student	600	1,800
Total One Time			\$ 238,890
Estimated Total All State Funding			\$ 2,693,328

Numbers are based on estimated FY2005 enrollment.
 * These amounts are based on one-time funding for FY05.
 Amounts for future years depend on what is appropriated by the Legislature for the respective year.
 ** Teacher Supply money is based on up to \$175 for grades 7-12 and up to \$225 for grades K-6.
 ***Per special education determination of the appropriate program.
¹If you are an existing Charter School, Special Ed funding will be the same for FY05 as FY04.

CHARTER SCHOOL WORKSHEET

FY 2009-2010

*****ESTIMATE ONLY*****

Gateway Preparatory Academy			
TEMPLATE			
	Average Daily Membership	Rating Factor	WPU Generated
ADM (K)	75	0.55	41.25
ADM (1-3)	225	0.9	202.5
ADM (4-6)	225	0.9	202.5
ADM (7-8)	125	0.99	123.75
ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K) ¹	0		
Special Ed ADM (1-12) ¹	0		
Special Ed (Self-Contained) ¹	0		
Number of Teachers (K-6)	21		
Number of Teachers (7-12)	5		
WPU Value	\$2,417		
Prior Year Teacher FTE (CACTUS)	0		
Prior Year WPUs	0		
ELL Students	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	570.0000	\$ 1,377,690
Professional Staff	0.02100	11.9700	28,931
Administrative Costs	1.85	0.4363	1,055
Restricted Basic School:			
Special Ed--Add-on***	1.0000	0.0000	-
Spec. Ed. Self-Contained***	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Applied Technology	Based on Programs		
Class Size Reduction (K-8)	205.0000		133,250
Total WPU Programs		582.4063	\$ 1,540,926
Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	\$460.06		\$ 267,942
Quality Teaching Block Grant	\$840 per CACTUS prior year teacher FTE OR, If new, use current teacher FTE \$67 per total prior year WPUs; OR If new, \$67 X C35 or current WPUs		- 21,840 - 39,021
Local Discretionary Block Grant	\$44.0		25,080
Interventions-Student Success	\$23 per K-12 WPU \$92 per ELL student		13,110 -
Special Populations			
Youth at Risk Programs	\$9 per total prior year WPUs; Or If new, \$9 X C35 or current WPUs		- 5,242
Gifted and Talented	\$4		2,280
Other			
School Land Trust Program	\$30.00		19,500
Reading Achievement Program	\$21 per total prior year WPUs \$4 per K-3 student \$37 per low income student		- 1,200 -
Charter Administrative Costs	\$5 per student		3,250
Local Replacement Dollars	Average \$1,136 per student		738,400
Total Non-WPU			\$ 1,136,865
One Time			
Teacher Materials/Supplies	\$360 or \$285 per teacher (K-6) ¹ \$310 or \$235 per teacher (7-12) ²	21 5	5,985 1,175
Charter School Parity	\$374 per student	650	243,100
Charter School Admin. costs	\$10 per student	650	6,500
Library Books and Supplies	\$3 per student	650	1,950
Total One Time			\$ 258,710
Estimated Total All State Funding			\$ 2,936,501

Numbers are based on estimated FY2005 enrollment.
 * These amounts are based on one-time funding for FY05.
 Amounts for future years depend on what is appropriated by the Legislature for the respective year.
 ** Teacher Supply money is based on up to \$175 for grades 7-12 and up to \$225 for grades K-6.
 ***Per special education determination of the appropriate program.
¹If you are an existing Charter School, Special Ed funding will be the same for FY05 as FY04.

CHARTER SCHOOL WORKSHEET

FY 2010-2011

*****ESTIMATE ONLY*****

Gateway Preparatory Academy			
TEMPLATE			
	Average Daily Membership	Rating Factor	WPU Generated
ADM (K)	75	0.55	41.25
ADM (1-3)	225	0.9	202.5
ADM (4-6)	225	0.9	202.5
ADM (7-8)	150	0.99	148.5
ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K) ¹	0		
Special Ed ADM (1-12) ¹	0		
Special Ed (Self-Contained) ¹	0		
Number of Teachers (K-6)	21		
Number of Teachers (7-12)	6		
WPU Value	\$2,417		
Prior Year Teacher FTE (CACTUS)	0		
Prior Year WPUs	0		
ELL Students	0		
Low Income Students-prior year	0		

	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	594.7500	\$ 1,437,511
Professional Staff	0.02100	12.4898	30,188
Administrative Costs	1.85	0.4552	1,100
Restricted Basic School:			
Special Ed--Add-on***	1.0000	0.0000	-
Spec. Ed. Self-Contained***	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Applied Technology	Based on Programs		
Class Size Reduction (K-8)	205.0000		138,375
Total WPU Programs		607.6950	\$ 1,607,174
Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	\$460.06		\$ 279,576
Quality Teaching Block Grant	\$840 per CACTUS prior year teacher FTE OR, If new, use current teacher FTE \$67 per total prior year WPUs; OR If new, \$67 X C35 or current WPUs		- 22,680 - 40,716
Local Discretionary Block Grant	\$44.0		26,169
Interventions-Student Success	\$23 per K-12 WPU \$92 per ELL student		13,679 -
Special Populations			
Youth at Risk Programs	\$9 per total prior year WPUs; Or If new, \$9 X C35 or current WPUs		- 5,469
Gifted and Talented	\$4		2,379
Other			
School Land Trust Program	\$30.00		20,250
Reading Achievement Program	\$21 per total prior year WPUs \$4 per K-3 student \$37 per low income student		- 1,200 -
Charter Administrative Costs	\$5 per student		3,375
Local Replacement Dollars	Average \$1,136 per student		766,800
Total Non-WPU			\$ 1,182,293
One Time			
Teacher Materials/Supplies	\$360 or \$285 per teacher (K-6) ¹ \$310 or \$235 per teacher (7-12) ²	21 6	5,985 1,410
Charter School Parity	\$374 per student	675	252,450
Charter School Admin. costs	\$10 per student	675	6,750
Library Books and Supplies	\$3 per student	675	2,025
Total One Time			\$ 268,620
Estimated Total All State Funding			\$ 3,058,087

Numbers are based on estimated FY2005 enrollment.

* These amounts are based on one-time funding for FY05.
Amounts for future years depend on what is appropriated by the Legislature for the respective year.

** Teacher Supply money is based on up to \$175 for grades 7-12 and up to \$225 for grades K-6.

***Per special education determination of the appropriate program.

¹If you are an existing Charter School, Special Ed funding will be the same for FY05 as FY04.

Operating Budget Assumptions

The operating budget assumptions listed below are an example of what Gateway Preparatory Academy might use. Many of the figures shown below are derived from current market and economic conditions. As those conditions change, Gateway Preparatory Academy's assumptions are also subject to change. The Academy reserves the right to change the budget at any given time in order to manage the needs of the school.

There is a possibility that Gateway Preparatory Academy will for financial reasons need to run a fourth class in some of the lower grade levels to make up for lack of enrollment in the upper grade levels. These classes would "bubble" up through each grade every year until the bubbled grades graduate. Eventually there will only be three classes in each grade.

Gateway Preparatory Academy Operating Budget Assumptions

Year One:

I. Revenue

- The Academy will open with 600 students, K-8.
- WPU programs, Non-WPU programs, and total state funding amounts provided by Utah State Charter Board's website www.usoe.k12.ut.us.
- Revenue does not include private grants, donations, fundraising, sponsorships or loans.

II. Expenditures

- Initial number of teachers is 24 with an average salary of \$34,000. Kindergarten will have 3 teachers teaching split sessions. Each teacher will have a maximum of 17 students per kindergarten session or class. Classes will be taught in accordance with the master schedules found in this application. The total amount of students in kindergarten will not exceed 75. Grades 1 – 8 will have a maximum of 25 students per teacher.
- There will be sufficient full time Special Education teachers in year one. Another full time teacher will be added in following years as the school grows and the need arises. An instructional assistant (IA) as well as volunteers will assist the special education teacher.
- The Academy will employ instructional assistants (IA) to assist teachers in every facet of their job description. IA's will also assist in the library as needed. There will be at least 1 IA per 2 teachers. IA's may be added each year as the budget allows. IA's will not be full time; will not receive employee benefits and will start at \$10 per hour.
- The Secretary will be contracted year round, starting at \$27,000. The Secretary will receive employee benefits. The secretary will also act as clinic nurse. The secretary will receive basic training in first aid and other basic duties performed in the clinic. Parents will also volunteer clinic services.

- 2 part-time librarians will be hired at \$12 per hour. Each Librarian will work 3 hour shifts and will not receive employee benefits. Librarians will assist in the Academy's extensive reading programs. IA's, teachers, and volunteer parents will assist in the library as needed.
- Each teacher has been allocated 10 days for substitution. Substitutes will receive \$80 per day. Instructional Assistants will play a vital role in substitution days.
- The Academy will employ Specialty Teachers to teach subjects such as art, music, PE, special education and computer literacy. Specialty Teachers will be added each year as budget allows. Specialty Teachers will start at an average salary of \$34,000. Specialty Teachers will also receive employee benefits.
- Custodial Services will be contracted for a total of 186 days @ \$10 per hour, 6 hours per day. To cut down on custodial work time, teachers will be responsible for an orderly and clean classroom. Parents will also assist in custodial services.
- The Academy will have a fully stocked clinic. Monies have been allocated for this purpose. The secretary will also act as clinic nurse. The secretary will receive basic training in first aid and other basic duties performed in the clinic. Parents will also volunteer clinic services.
- Employee benefits will be provided to all full-time teachers and staff. Amounts are based on current industry standards at 32% of salary. Teachers and full-time staff will be encouraged to participate in our 401(k) program (with matching funds) and receive health benefits and Insurance.
- Books and Materials include consumables, Montessori equipment, reading basals, and textbooks supporting the Academy's curriculum. Kindergarten will be allocated money per student for consumables and photocopies. 1st and 2nd grade will receive money per student for consumables. 1st, 2nd and 3rd grades will also receive money for reading basals per student. 3rd grade will also receive textbooks for 3 other subjects besides reading. Textbooks are priced at \$65 per book. 4th, 5th, 6th, and 7th grades will have a total of 4 subjects that include textbooks priced at \$65 per student. Grades that receive textbooks will receive a classroom set of 25 books per subject. Classes may rotate use of the books for the first year. Textbooks will be added each following year for each subject in each grade. The price of the textbook can be adjusted at any time.
- Academic Supplies are based on \$25 per student, but may be adjusted.
- Art, Music and PE supplies were obtained from other charter schools of similar size.
- Software and computer supplies are based on current market prices. The Academy is assuming software will be licensed to the entire school.
- Operating Expenses were forecasted using information from several charter schools as well as public elementary schools. Marketing was estimated using information from H Theory and Paragon Press in Salt Lake City, Utah. Staff Development and Supplies is based on \$500 per teacher. Travel and Conference is based on \$150 per teacher.

- Capital Purchases include classroom Furniture and Equipment and is based on \$1,500 per classroom, computer equipment is based on \$1,500 per grade, and instructional equipment is based on \$1,250 per grade.
- Management Services will be contracted with a private company that provides services such as: application assistance; identifying facility location and securing facility financing; overseeing facility construction and providing financial expertise; operational management such as budget oversight and financial reporting; ensuring compliance with requirements and timely filing of all reports; grant services such as research, writing submission, implementation, tracking and filing of reports; educational programs such as curriculum assistance, special education, and assessment and evaluation; professional services such as, human resources, staffing, staff development, payroll services, communications, marketing, technology, and special projects.
- Insurance premiums for liability and property are only estimates. Actual costs will not be determined until a charter is granted and a facility is secured. We are currently working with Utah Division of Risk Management to finalize pricing.

Appendix B – Three Year Operational Budget

Gateway Preparatory Academy

Three (3) Year Budget

Charter Contract Year		Year 1	Year 2	Year 3
		2008-2009	2009-2010	2010-2011
Total State Funding		\$2,693,328	\$3,009,913	\$3,212,903
Total K Students		75	75	75
Total 1-3 Students		225	225	225
Total 4-6 Students		225	225	225
Total 7-8 Students		75	125	150
Total 9-12 Students		0	0	0
Total Students		600	650	675
Total Teachers		24	26	27
Instructional Assistants		12	19	27
REVENUE				
Total WPU Programs		\$ 1,408,430	\$ 1,540,926	\$ 1,607,174
Total non-WPU Programs		\$ 1,284,898	\$ 1,395,575	\$ 1,450,913
Private Grants & Donations		\$ -	\$ -	\$ -
Loans		\$ -	\$ -	\$ -
Start-up/Continuation Grants		\$ -	\$ -	\$ -
Total Revenues:		\$ 2,693,328	\$ 3,009,913	\$ 3,212,903
EXPENSES				
<i>Personnel Costs (* full-time w/ benefits)</i>				
* Principal		\$ 68,000	\$ 69,700	\$ 71,443
* Teacher-Regular Ed		\$ 816,000	\$ 906,100	\$ 964,474
* Teacher-Special Ed		\$ 81,600	\$ 90,610	\$ 96,447
Instructional Assistants		\$ 154,560	\$ 282,447	\$ 417,560
Business Manager		\$ 35,000	\$ 35,875	\$ 36,772
* Secretary		\$ 27,000	\$ 27,675	\$ 28,367
Librarian		\$ 13,248	\$ 13,579	\$ 13,919
Subst. Teachers (10 days/Teacher)		\$ 19,200	\$ 21,320	\$ 22,140
* Specialty Teachers		\$ 34,000	\$ 69,700	\$ 71,443
Custodial Services		\$ 11,040	\$ 11,316	\$ 11,599
Empl. Benefits		\$ 317,632	\$ 372,411	\$ 394,295
Total Personnel		\$ 1,577,280	\$ 1,900,734	\$ 2,128,458
<i>Academic Costs</i>				
Books / Materials		\$ 51,875	\$ 52,525	\$ 53,838
Library		\$ 15,000	\$ 12,000	\$ 10,000
Academic Supplies		\$ 15,000	\$ 16,656	\$ 17,297
Art Supplies		\$ 4,500	\$ 4,613	\$ 5,263
Music		\$ 7,500	\$ 7,688	\$ 2,500
PE Equipment		\$ 5,000	\$ 2,500	\$ 1,750
Software / Computer Supplies		\$ 5,000	\$ 5,000	\$ 2,500
Field Trips		\$ 1,350	\$ 1,384	\$ 1,418
Web Site		\$ 1,500	\$ 1,500	\$ 1,000
Other		\$ 1,000	\$ 1,000	\$ 1,025
Total Academic		\$ 107,725	\$ 104,865	\$ 96,591

<i>Facilities Operations</i>			
Facility Rent	\$ 642,435	\$ 642,435	\$ 642,435
Facility Repairs	\$ 1,000	\$ 10,000	\$ 10,250
Electricity / Gas	\$ 15,000	\$ 25,000	\$ 25,625
Liability Insurance	\$ 10,800	\$ 11,700	\$ 12,150
Property Insurance	\$ 24,783	\$ 24,783	\$ 24,783
Other Insurance	\$ 1,000	\$ 1,025	\$ 1,051
Property Taxes	\$ 69,000	\$ 70,725	\$ 72,493
Landscaping	\$ 1,000	\$ 2,000	\$ 2,050
Waste Management	\$ 2,500	\$ 5,000	\$ 5,000
Water & Sewer	\$ 10,000	\$ 10,250	\$ 10,506
Phone and Communications	\$ 6,000	\$ 6,150	\$ 6,304
Connectivity	\$ 600	\$ 615	\$ 630
Other	\$ 1,000	\$ 1,000	\$ 1,025
Total Facility	\$ 785,118	\$ 810,683	\$ 814,303
<i>Other Operating Expenses</i>			
Advertising and P.R.	\$ 5,000	\$ 5,000	\$ 1,000
Staff Development & Supplies	\$ 12,000	\$ 12,300	\$ 12,608
Furniture / Fixture Maintenance	\$ -	\$ 2,500	\$ 2,500
Office Supplies	\$ 3,500	\$ 1,500	\$ 1,538
Clinic Supplies	\$ 3,500	\$ 1,500	\$ 1,000
Postage	\$ 5,000	\$ 2,500	\$ 2,563
Janitorial Supplies	\$ 4,500	\$ 2,500	\$ 2,563
Travel & Conferences	\$ 3,600	\$ 3,690	\$ 3,782
Other	\$ 1,000	\$ 1,000	\$ 1,025
Total Other	\$ 38,100	\$ 32,490	\$ 28,577
<i>Capital Purchases</i>			
Office Furniture / Equip.	\$ 7,500	\$ 5,000	\$ 2,500
Classroom Furniture / Equip.	\$ 36,000	\$ 6,588	\$ 3,500
Computer Equipment	\$ 13,500	\$ 15,000	\$ 5,000
Instructional Equipment	\$ 11,250	\$ 10,000	\$ 7,500
Other	\$ 1,000	\$ 1,000	\$ 1,025
Total Capital Outlay	\$ 69,250	\$ 37,588	\$ 19,525
<i>Contracted Services</i>			
Management Services	\$ 66,000	\$ 71,500	\$ 74,250
Auditing	\$ 4,500	\$ 4,613	\$ 4,728
Legal	\$ 5,000	\$ 5,125	\$ 5,253
Copier	\$ 4,000	\$ 4,100	\$ 4,203
Student Testing	\$ 6,000	\$ 6,500	\$ 6,750
Total Contracted Services	\$ 85,500	\$ 91,838	\$ 95,183
Total Expenses	\$ 2,662,973	\$ 2,978,197	\$ 3,182,638
Surplus (Deficit)	\$ 30,355	\$ 31,716	\$ 30,265

Average Teacher Salary	\$ 34,000	\$ 34,850	\$ 35,721
Instructional Assistants Hourly	\$ 10.00	\$ 10.25	\$ 10.51
Annual Index	102.5%		

Student Key

Class	Year 1 2007-2008	Year 2 2008-2009	Year 3 2009-2010
K	75	75	75
1	75	75	75
2	75	75	75
3	75	75	75
4	75	75	75
5	75	75	75
6	75	75	75
7	50	75	75
8	25	50	75
9	0	0	0
10	0	0	0
Total	600	650	675

Appendix C – Assurances

UTAH CHARTER SCHOOLS Assurances

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

- A. The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds.
- B. The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the Utah State Office of Education.
- C. The charter school gives the Utah State Office of Education or the U.S. Comptroller General, through any authorized representative, the access to, and the right to examine, all records, papers, or other documents related to all funds, including the submission of reports as may be required.
- D. The charter school will annually 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.

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): Kari Ann Young

Title (type): President / Chief Administrative Officer

Signature: _____

Date: January 31st, 2007 _____

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 Gateway Preparatory Academy Charter School except those allowed by law.

Gateway Preparatory 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

Gateway Preparatory 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

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

Nonsectarian Statement

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

Special Education/Exceptional Student Services Training

The applicant/authorized signer for Gateway Preparatory Academy Charter School will take a one-day Special Education training class sponsored by the Utah Department of Education subsequent to signing the contract, but prior to the first day of instruction and annually thereafter.

Kari Ann Young

CAO (please print)

CAO's Signature

January 30, 2007
Date