

School Name:
Syracuse Arts Academy
”Learning Through the Arts”
Applicant Name:
Chris Dallin

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Utah State Charter School Board
Charter School Application
Syracuse Arts Academy

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.

Chris Dallin

Authorized Agent (please print)

Signature of Authorized Agent

Date

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

Title Page

Name of Proposed Charter School Syracuse Arts Academy (SA)
 New School Converted School

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

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

Authorized Agent Mailing Address: 1926 N 660 W

City Clinton State UT Zip 84015

District school will be located: Davis E-mail cdallin@davischamberofcommerce.com

Daytime Phone (801) 295-6944 Evening Phone (801) 774-9982

Form of Organization

- Non-Profit Corporation
- Tribal Entity
- _____

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

Governing Body (Body responsible for the policy decisions of the school.) (U.C.A.532A-1a-508)				
Member Type	Number	Name	Name	Name
Parents	3	Brian Truman	Andrea Larkin	Chris Dallin
Business	2	Charlene Nelson	Lyle Elmore	

Founding Members as specified in R277-481:

- Jenny Bair - Curriculum research and development
- Tammy Poe - Publicity and Marketing
- Shauna Bradford - Community Organizing
- Tami Olsen – Community Organizing

Target Population

Mission Statement (use only this space):

The purpose of Syracuse Arts Academy is to develop respectful, confident citizens through utilizing an educational environment enriched by artistic expression.

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

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

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

Syracuse Arts Academy will advertise open enrollment using the local newspaper, public service announcements, and fliers posted in community centers, including Davis County libraries, post offices and grocery stores. Advertisements will include SAA's mission statement, as well as our objective to emphasize artistic expression and biliterate opportunities. The advertisements will include the dates for both the initial open enrollment period, and secondary enrollment period, each consisting of 45 days.

School Calendar

- Standard Extended School Year Instructional Days: 180
 Alternative (please describe in 5 words or less) Start Date: August 28, 2006

Complete the following information for each site indicated above. If planning more than one site, attach an additional page with the following information.

If facility arrangements have been made, provide the information below.

While a building location has not yet been procured, Syracuse Arts Academy will be located in Syracuse, Utah. The facility will comprise of approximately 35,000 square feet and sit on approximately four acres of ground. The facility will house a library, multipurpose room and classrooms.

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

1. *Continue to improve student learning:* Research continues to establish that the only way to improve student learning and achievement is with knowledgeable and skillful teachers. Students will have consistently effective teachers who will enable them to make dramatic achievement gains. Additionally, dynamic teacher practices, classroom instruction, and assessment will undoubtedly increase student performance. Student learning will be directly aligned with:

Clear Academic Focus—

- a. Learning goals will be performance based which will contribute to increased student learning by focusing instruction on targeted outcomes.
- b. Learning goals will be based on high academic standards and measured periodically.
- c. Instruction will be task oriented with an emphasis on completing work.
- d. Accelerated curricular opportunities
- e. Data informed decision making--Information taken from participation in standardized tests/ongoing classroom assessments will provide the information needed to diagnose learning needs and degrees of mastery.

Teaching Strategies—high quality instruction will have a strong impact on student learning.

- Establishing high standards and expressing a willingness to help students achieve these standards with teacher practices associated with higher achievement.
- Assessments will be implemented to measure progress toward goals and to inform practice.
- Applying a deep understanding of subject matter.
- Promoting critical thinking and higher order thinking.
- Learning in context with integrated arts and interdisciplinary practices.
- Implementing mastery learning.
- Promote task oriented student engagement by using effective questioning techniques, motivation, and aligned homework.
- Using small groups and individual attention by engaging students in cooperative learning.

Support for Teaching and Learning—a staff of teacher's aides will provide additional help and resources for students. Students will be:

- Supported through enhancement and repetition.
- Collaborative structures for teachers will be provided.
- Professional development provided for teachers to gain the skills necessary to drive student achievement.

Increase Learning Opportunities—

- On-site access to arts instruction
- Developing an individualized, experiential, interdisciplinary education curriculum that involves the student's family in setting and reaching goals.

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

Teachers will be encouraged to use different and innovative teaching methods thereby making it possible for them to be more flexible and creative in reaching the school's learning objectives that support students with learning differences. Teachers will incorporate brain-compatible, multi-sensory teaching strategies to address students' natural learning preferences. Students will experience a variety of teaching methods that incorporate all sensory, perceptual, and organizational styles. We know that students with learning differences can learn in the right environment. Our unique approach to education through implementing multiple learning styles will offer students a chance to learn and develop lifetime skills based on their abilities to grow with higher expectations and to know their futures can be bright and productive. These methods may include:

- Longer school days facilitated by parent volunteers or by specialized teacher contracts
- Artistic performances involving all students
- Integrated curriculum
- Project based learning
- Peer assisted learning
- Incorporation of technology
- Creative scheduling of academic units of study (i.e. several weeks of intensive study centered on one topic or subject such as operettas or other arts focuses)
- Interdisciplinary units of study
- Multi-age classes
- Opportunities to study with community experts, especially those whose expertise lies within the two areas of emphasis
- Student involvement in and responsibility for some aspects of the curriculum and for their learning environment, which includes participation in the planning of a performance, set design and decoration, rehearsal, etc.
- Learning community environment will be managed by teachers, parents, and administrators

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

Teachers and principal will participate in the development of instructional materials and curriculum for SAA. The Board of Directors will rely heavily on the principal's and teaching staff's personal educational experiences to create a curriculum that exemplifies the school's mission and that is well-aligned with the Utah State Core Curriculum standards. Teachers will be encouraged to think outside the box, and to research different tested and proven educational methods. SAA's principal and teachers will be given the opportunity to attend professional development seminars so that they may enhance new teaching methods that will benefit the students and the teachers in continued professional growth. Additionally, a formal induction program will be implemented

consisting of several elements, beginning with an initial four or five days of training in classroom management and effective teaching techniques before school begins. It will continue with systematic professional development over a period of time. Key components will include:

- Strong administrative support by providing a structure for modeling effective teaching
- Teachers will have the opportunity to participate in off-site classroom demonstrations
- New teachers to the field of education will be provided with a supportive mentor
- Teachers will participate in study groups, which will provide network support, commitment, and leadership within the learning community. Complexities introduced by a new curriculum, a new school, and new students will be challenging. Teacher teamwork will make these complex tasks more manageable, stimulate new ideas, and promote coherence in the school's curriculum and instruction. Furthermore, the groups will focus on skill-building strategies such as conducting parent conferences, managing the classroom, crafting lesson plans, and implementing discipline. The groups will work on team-building and problem-solving techniques. They will use model lessons and participate in sharing sessions in which teachers will learn from each other and build respect for one another.
- High levels of professional development--Professional development will be driven by the six factors of successful professional development: Curriculum and Academic Goals, Staff Selection, Leadership & Capacity Building, Instructional Programs, Practices and Arrangements, Monitoring, Compilation, Analysis and Use of Data, Recognition, Intervention, and Adjustments. Professional development opportunities will align with recent education research stating that high levels of professional development result in higher achievement and should be greater than 16 hours annually. We will create new professional opportunities for teachers, such as:
 - Providing on-site workshops and seminars for teachers to improve their professional skills.
 - Encouraging advanced study and presentations in innovative teaching methods and/or specific subject areas.
 - Encouraging partnerships with higher education so teachers can collaborate and share or be instructed by higher education departments.
 - Provide curriculum planning time and support through the use of teacher's aides and volunteers to assist with the challenge of creative learning.
- Team building opportunities are critical for the principal and staff to feel connected to their schools and colleagues in developing a strong professional learning community where all teachers take responsibility for the learning of all students. Teacher turn-over will reduce as they feel supported by administrators and have strong bonds of connection to a professional learning community that has opportunities participate in designing and implementing the learning program.
- Common planning time for teams will provide structures for collaboration to work on curriculum and assessments. Teachers working together will drive

curriculum coordination, classroom integration, and interdisciplinary practices. This collaborative teaming will allow for teachers to plan, design, evaluate, and prepare instructional materials and curriculum.

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

The growing consensus of parents is that they want the freedom to choose a school based on a variety of factors, not its location. Parents, until recently, generally had no choice of school, and sent their children to the school assigned to them by the district regardless of parental opinions or appropriateness for their child. SAA validates the increasing demands by families desiring educational freedom by giving parents “school choice”, meaning parents now have the power and opportunity to choose the school their child will attend. School choice offers better educational opportunity because it uses the dynamics of consumer opportunity and provides competition to drive service quality. SAA will provide a unique opportunity to deliver services in ways that the traditional public schools do not offer. SAA operates on the principles of choice, accountability and autonomy not easily found in traditional public school today. SAA boasts smaller learning communities, an arts emphasis, giving parents the option to educate their children to a focus as they see fit. Such high levels of parental involvement lends itself to increased student achievement and an improvement of students’ attitudes, parent-teacher leadership, strengthening of the home-school connection and community building. Furthermore parental involvement can be the impetus for establishing trust and improving communication with parents; a direct alignment with increased attendance, fewer discipline problems, and higher aspirations for students.

Another choice of learning opportunities for students will be expressed in the arts emphasis. A recent letter sent from Rod Paige, U.S. Secretary of Education, to all superintendents, highlighted the fact that the arts are a core academic subject under *No Child Left Behind*. Recent reports from different, innovative programs are demonstrating just how effective the arts can be in raising student achievement. Such innovative practices implementing the arts have shown to dramatically increase reading and writing gains on standardized tests.

While Davis School District has fine schools, student growth is expanding at an alarming rate. Schools are forced into year-round programs in order to meet the growth in student populations, not to mention, the large commitment of resources required yearly to support such growth in the construction of new schools. Choice in education is often only an option available to those families with the economic means to do so. Our school will offer an education that is not completely dissimilar to a private education, without the tuition costs, but with the fringe benefits of small learning communities. We believe that all families are entitled to a choice in education, regardless of their economic status or demographic location. Charter Schools are the perfect vehicle for providing choice in public education today.

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

Accountability measurements will be established for all stakeholders at Syracuse Arts Academy, including the principal, teachers, staff, students and parents. It takes a community of people that value achievement and academic excellence to create a school that inherently embraces academic achievement. Students will be given assessment tests at the beginning, mid-year and end of year. We will require the measurement of learning outcomes and create different and innovative forms of measuring outcomes by:

- administering nationally and state recognized pre- and post-tests in core subject areas at all grade levels. We will participate in the Iowa Basic Achievement Test Series and the End of Level Utah State Assessments.
- using student portfolios, self-evaluation, performance evaluations and narrative teacher evaluations.

We will require new forms of accountability by:

- gathering data on student, teacher and family satisfaction;
- outside evaluators' assessments; and
- rigorous annual self-assessment.

We will continue to look for innovative methods of accountability by determining:

- possible alternative approaches to accountability
- data needed to demonstrate that education is working for all students
- barriers to the collection of data

Our Emphasis on Learning Outcomes

Focusing on Data:

- **Input Data** helps to plan future budgets, identify the cost efficiency of certain programs, and indicate the needs of groups of students.
 1. Program Resources (staff, instruction, and other resources allotted to each child)
 2. Student Characteristics (student mobility, number receiving free/reduced lunch)
- **Process Data** include information on the type and quality of, and access to certain programs.
 1. Opportunity to Learn
 2. Inclusion of Students with Disabilities in General Education
 3. Teacher Expectations for Individual Pupil Performance
 4. Extent to which data translates into instruction
- **Outcomes Data** contain the most crucial information for making decisions about whether education is working for students.
 1. Academic and Functional Skills
 2. Valued Social and Emotional Outcomes
 3. Generalization of School Learning to Everyday Life
 4. Student and Parent Satisfaction
 5. Community Participation

Our Emphasis on Analyzing Data

- Offering professional development increases stakeholders' knowledge of and reduces the fear of accountability systems. Those fears often come from a lack of technical knowledge about the systems and how to implement them.
- Involving stakeholders up front decreases the fear of losing local control. It also increases the likelihood that the program will build upon pre-existing local accountability structures and will include instructionally relevant and intelligible data on outcomes that are important to parents, advocates, teachers, employers, and students.

Our Emphasis on Accountability

- Create an accountability program that holds systems responsible for providing environments in which students can and will learn. Such a program would rely on student outcomes rather than child count data.
- Model after components of NCEO's *Self-Study Guide to the Development of Educational Outcomes and Indicators* to help develop and gather support for targeted student outcomes.
- Give careful thought to creating incentives for people to change the ways in which they gather data on identified student outcomes. These incentives may be in the form of sanctions and rewards, added technical support, or special reports on the data. Make certain that the data collection program makes sense to those who implement it. Thus, stakeholder involvement and buy-in up front is critical. Provide resources for teacher training, but do not invent new data collection activities. This may include reporting data separately to indicate the effectiveness of special programs. Make sure all levels of accountability profess an attitude supporting the need for accountability and a commitment.
- Individual student conferencing after testing so the parent, teacher and student can establish goals for that student. The teacher and parent will use the baseline established to help the student set and achieve goals. Student achievement monitoring will occur on the benchmarks of subject mastery. Teachers will implement and focus delivery of instruction based on a timeline for instructional mastery and assessment for each grade level.
- The principal and each teacher will meet to establish personal development plans. The principal and teacher will be responsible for establishing achievable goals for the academic year driven by baseline data. The principal will observe classes regularly to determine where the teacher might require specific professional/instructional support, as well as to highlight and reward teaching methods that are innovative and effective. The principal will meet with the teacher quarterly to discuss the personal development plan and assist the teacher in formulating/implementing solutions. The principal will be responsible for the year-end evaluations, which will determine pay increases, bonuses and contract renewal; all of which will be performance-based.
- The Board will meet with the principal to discuss professional development goals and timelines. The Board of Directors will be responsible for the year-end

evaluation interview of the principal, and will take into consideration input received by staff, student and parent surveys.

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

SAA believes that when parents participate in their children's education, the result is an increase in student achievement, an improvement of students' attitudes, increased attendance, fewer discipline problems, and high aspirations for lifelong learning. Studies have shown that when parents participated in the decision-making roles in the educational program, academic achievement scores of students increased dramatically. Parents of students attending SAA will each be a voting member of the Parent Organization (PO), not to be affiliated with PTA. The membership will elect an executive committee and chairs for school committees, such as fundraising, volunteerism, etc. All parents will be encouraged to volunteer at least thirty hours per academic year. The PO will recruit a volunteer facilitator from each class, who will track the logged in volunteer hours of parents and disseminate information on volunteer opportunities. The facilitator will keep in mind varying work schedules for parents thus making the appropriate recommendations.

Parents will be encouraged to participate in arts projects, which will be an integral part of our curriculum. Parents with varying talents and skills will also be encouraged to administer before and after school clubs, varying from academic to athletic social interests.

7. *Expand public school choice in areas where schools have been identified for improvement, corrective action or restructuring under the No Child Left Behind Act:* While none of the schools in the southern part of the Davis School District have been identified for corrective action or restructuring, it is our intent to achieve well above the minimum standards adopted by USOE under NCLB. Our commitment to excellence extends beyond tests scores, to include attendance, mobility and social responsibility, as mandated by NCLB.

Comprehensive Program of Organization and Instruction

PURPOSE:

“The purpose of Syracuse Arts Academy is to develop respectful, confident citizens through utilizing an educational environment enriched by artistic expression and biliterate opportunities.”~ SAA’s Mission Statement

Syracuse Arts Academy will provide challenging, accelerated curriculum where academic excellence, character development, and individual growth are nurtured in a safe, orderly, and pleasant environment. Students, teachers, parents, and community members will share an explicit agreement on the values, beliefs, purposes, and goals facilitating the development, articulation, implementation, and stewardship of a vision of learning. The school will have strong leadership, caring faculty, family and community involvement including law enforcement officials and representatives of community-based organizations and student participation in the design of programs and policies. The core philosophy and underlying purpose of SAA is reflected in its adoption of the Utah State Office of Education (USOE) Core Curriculum standards promoting the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. A clear, precise, laser-like focus will be given to reading instruction. The systematic and explicit instruction on reading will be driven by a synthesis of research studies that met established criteria defining scientifically based reading research (NICHD, 2000). The common goal will be for all students to be reading at or above grade level by the end of third grade. Such practices increase the likelihood of the generalization of reading skills across the curriculum further establishing and encouraging student achievement. The instructional program will be enhanced by a comprehensive focus on the Arts to demonstrate proficiency through performance. Such thematic emphasis serves to support the educational goals of the school and further the academic success of students.

- Student achievement is the focus
- Optimizing the process by which students learn through incorporating multiple strategies and techniques
- Administrators, teachers, staff, parents and community members promote the success of all students by commitments to high standards promoting student success
- Shared stewardship of a vision of learning by all stakeholders to promote life long learning

Curricular Emphasis

Philosophy—Belief Statements

The arts, essential to every child’s education, are one of the core academic subjects in the *No Child Left Behind Act* (NCLB). According to Rod Paige, past U. S. Secretary of Education, “the arts help students to understand themselves and others.” President Bush stated, “From music and dance to painting and sculpting, the arts allow us to explore new worlds and to view life from another perspective.” In addition, “they encourage individuals to sharpen their skills and abilities to nurture their imagination and intellect.”

The arts (dance, music, theater, and visual arts) are challenging subjects with rigorous content and achievement standards. They require highly qualified teachers who challenge all students. In addition to studying the arts for their own sake, experiencing and making works of art benefits students in their intellectual, personal, and social development and can be particularly beneficial for students from economically disadvantaged circumstances and those who are at risk of not succeeding in school.

Research studies point to strong relationships between learning in the arts, fundamental cognitive skills and capacities used to master other core subjects, including reading, writing, and mathematics. The arts serve as a “critical link” to help students develop crucial thinking skills and become motivated to achieve at high levels. Research also shows that students who are highly involved in the arts earn better grades and perform better on standardized tests. Decades of research has demonstrated:

- that an arts education contributes significantly to improve critical thinking, problem posing, problem solving, and decision making;
- that as with language and mathematics, the crux of an arts education involves the communication, manipulation, interpretation, and understanding of complex symbols;
- that developing fluency in artistic expression and understanding fosters high-order thinking skills of analysis, synthesis, and evaluation;
- that the arts are multi-modal, addressing and fostering the multiple intelligences of students (spatial abilities, for example, develop through drawing and sculpture, mathematical-logical abilities through producing and listening to music, kinesthetic or physical abilities through dance, interpersonal skills through drama);
- that the arts develop a person’s imagination and judgment, permitting each individual in Maxine Greene’s classic phrase, to create “as if” worlds, places where we see the world afresh.

Beginning Steps

- Invite membership on the board of directors from the local arts council.
- Recruit teachers with the arts background and cultural interests when hiring.
- Collaborate with local universities to establish a partnership that will enhance arts education in the school.
- Invite local arts groups to give performances/demonstrations at the school.
- Call a community forum on the arts to discuss recent research on the arts and learning.
- Collaborate with Davis District for supportive services and training.
- Ongoing familiarity with a variety of programs and practices nationwide aiding to the implementation of the arts in schools.

Areas of Focus

Music

Dance

Visual Art

Theatre

Possible areas of implementation long term: arts and technology, computer graphics, music composition, video, film, animation, photography.

Staffing

It is the goal of Syracuse Arts Academy to employ a high percentage of teachers with arts background and evidence that the teacher implements arts across the curriculum. Also on staff would be a certified arts education specialist.

Guidelines

The school will use state and national standards in the arts to shape their arts education program. Following will be our essential elements of effective implementation and critical success factors:

- Funding sources supporting personnel (teachers/specialists), facilities, materials, etc.
- Specific emphasis on grants from federal, state, and local resources (including services, equipments, instruction/coaching)
- Community involvement- broadly defined as parents and families, artists, arts organizations, businesses, local civic and cultural leaders and universities—actively engaged in the arts and instructional programs of the school.

Board of Directors-the board will provide a supportive policy framework and environment for the arts. One or more influential members of the board will have had personal experiences or education that developed their knowledge and valuing of the arts and use this background to:

- Adopt policies that value the arts as equal to other school subjects;
- Support the development of plans to strengthen arts education, then apportion resources in accordance with the plan;
- Treat arts education equally with other subject areas when budget cuts are required;
- Consider the artistic qualities of buildings and the needs of arts education programs during facility planning and development.

The principal will regularly articulate a vision for arts education by:

- recruiting/hiring qualified personnel;
- developing a shared understanding with school personnel the role of arts education and providing support for implementation;
- encouraging education staff to collaborate among disciplines to ensure school-wide implementation of the arts;
- committing personal time to meeting with the arts education personnel of the school and representatives from the arts/cultural organizations of the community.

Continuity in the school and community leadership is critical to implementing a comprehensive arts education, and will be achieved by:

- Creating a work environment supportive of long-term employment;
- Collaborating with the strong community traditions that embrace the arts;
- Realization that demographic, political, or value shifts in the community produce board and leadership turnover, a major problem in sustaining arts education.
- Ensuring that the commitment to the school's vision is embraced by students, parents, board members, staff and community.

School Arts Specialist

The school art specialist will facilitate program implementation throughout the school system and maintain an environment of support for the arts education.

The teacher as artist

The teacher as the artist will be encouraged to continue to learn and grow in his art form as well as in his teaching competence.

Parent/Public Relations

- Syracuse Arts Academy will make our program known throughout the community in order to secure support and funding.
- We will create/sustain a climate of support for arts education.
- Exhibition spaces and performance venues in the schools will be made available to students, faculty, and community artists.
- Free/reduced priced tickets will be provided to students, staff, and faculty for attendance at community arts events.
- Collaboration with community entities for “festivals of the arts” engaging the school and community organizations.

Foundational Emphasis

- A strong arts program in the elementary years are the foundation for strong system-wide programs.
- A desire to establish a foundation in the arts for all students, not just those in specialized programs or those who choose an arts course of study in later years.
- Some art forms such as instrumental music, require a long period of time for students to achieve even a basic level of proficiency. If such instruction is not begun in elementary grades, it will be difficult to have quality programs at the secondary level. An emphasis is needed to support continuing programs either at the charter school or in the district.
- Building an arts program in the early years builds relationships with parents and community organizations necessary to sustain support for comprehensive arts education.

Opportunities for High Levels of Achievement (Future Possibilities)

- Specialized arts programs as part of our broad strategy for securing and sustaining community support for the school’s overall educational goals.
- Advanced placement programs, and summer/weekend programs.
- Opportunities to compete for and win recognition in the arts competitions at the local, state, and possibly national levels. Such achievements contribute to community enthusiasm for the arts and a belief in the excellence and quality of the school’s educational system.

Planning

- Adoption of a comprehensive vision and plan for Syracuse Arts Academy with incremental implementation.
- Emphasis on the importance of a compelling vision for the school with a thoughtful implementation plan that shows how resources will be apportioned over time to complete implementation.

Continuous Improvement

- Reflective practices used to succeed in advancing arts education promotes school improvement.
- Use of arts assessment techniques for improving student, teacher, and administrative performance. Possible options would include: Portfolio review, individual challenging goals within art forms that will be addressed and assessed throughout the year such as composing new music, etc.
- Consistent/timely reflection to improve practice and artistic achievement.

Professional Development

- Teachers will be encouraged/supported through arts instruction/workshop attendance
- Teachers will receive partial scholarships for participation/completion of USOE “Infinity” Program
- Arts Specialist on Campus
- On-Line resources for training/lesson plans
- Technology components
- Computer lab for graphic integration
- Specialized training in infusion, integration, interdisciplinary practices
- Time built into the day to collaborate with teams and across grade levels
- On-line collection of arts resources, community agencies, arts standards, lessons, assessments
- Practicing artists

Tools for Teachers

- Artists and teachers team up to write lesson plans
- Artist-in-residency programs
- Arts specialist
- Discipline Based Art
- 3-tiered Approach—1) Infusion, 2) Integration, 3) Interdisciplinary
- Virtual Art Tours/Lessons
- Teams of teachers

Guidelines

Syracuse Arts Academy will focus its educational strategies/implementation plan based on previous effective plans to date such as “Gaining the Arts Advantage.”

The Arts Education Partnership-(AEP) a national coalition of arts, education, business, philanthropic and government organizations that demonstrates and promotes the essential role of the arts in the learning and development of every child and in the improvement of America’s schools. With support from the Department of Education and the national Endowment for the Arts, AEP maintains a comprehensive Web site of its reports, including:

Critical Links: Learning in the Arts and Student Academic and Social Development

No Subject Left Behind: A Guide to Arts Education Opportunities in the 2001 NCLB Act

Community Partnerships

Syracuse Arts Academy will work with the community to offer and enhance arts education through parent involvement, artists in the schools, and relationships with arts institutions, businesses, and universities. It would be our goal to form networks that would actively promote the importance of arts education throughout the social, civic, and cultural lives in the community. We will work to sustain a consensus using a repertoire of strategies, resources, and skills that would effectively support arts education.

Resources/Funding

The federal law's flexibility and the funding available to support core subjects through programs supported by the *No Child Left Behind Act*, including: *Title I funds to improve the academic achievement of the neediest students; the Comprehensive School Reform program; and Title II Teacher Quality Enhancement Grants to provide professional development for teachers of the arts.*

Syracuse Arts Academy will commit to the arts through apportioned resources and continual grant opportunities.

Teacher Supports

- Purchase related literature books supporting the arts
- Provide teachers with an arts related guide book
- Provide teachers with the arts core curriculum book
- Provide the arts lesson plans
- Distribute a CD with links
- Purchase arts related videos
- Partial scholarships for Elementary Level I, Level II Endorsements
- On-site support materials for arts
- Attendance at workshops/instructional support activities
- Structures to support collaboration/training/mentoring

Core Curriculum

All curriculum courses are aligned with the Utah State Core Curriculum Standards and enhanced with a thematic emphasis on the Arts. A wide spectrum of activities will be integrated into the curriculum that support the educational goals and overall academic success for students. Additionally, increased emphasis placed on student proficiency in reading will increase the likelihood of student success across the curriculum. Following is a substantive overview of the curriculum embedded with innovative teaching methods and curriculum approaches.

Language Arts

The No Child Left Behind Act and the Reading First Initiative rely on programs that reflect scientifically based reading research as a guiding principle of reading instruction. The reading instruction will be aligned to the five essential components of effective reading instruction as identified by the National Reading Panel Report which summarized several decades of scientific research. The "four pillars" of an effective reading program will be evident throughout the curriculum: valid/reliable assessments, instructional programs and aligned materials emphasizing the five essential components of effective reading instruction, aligned professional development, and dynamic instructional leadership. The curriculum chosen to drive reading instruction is Harcourt Brace *Trophies*. Harcourt Brace *Trophies* is

recognized by the Federal Government as an approved reading program. Additionally, districts across the state have evaluated reading programs offered by several textbook companies. This series was selected as the best instructional text. Students will have the opportunity to read both fiction and non-fiction books related to themes. Multi-aged grouping will allow for and encourage accelerated instruction for students, by focusing on the differing learning styles. Arts integration will be based on the five essential components of effective reading instruction, incorporating effective strategies and techniques. Research clearly shows that these approaches significantly support students' reading and writing achievement.

Writing Program

Students will enhance writing skills through expressive and narrative writing assignments. All students will have multiple opportunities to write across the curriculum daily to communicate effectively for a variety of purposes and audiences. Student journals will encourage students to write when given specific prompts, incorporate grammar instruction, monitor spelling, and focus on improvement and growth throughout the year. The writing process and specific instruction is embedded in both the Language Arts and the Mathematics curriculum. Opportunities to record personal experiences, eyewitness accounts, memoirs, and literature responses will be provided frequently. Throughout the Language Arts curricula students are directed to produce traditional and imaginative stories, narratives, and poetry. Students will be required to produce informational text through book reports, cause and effect reports, compare and contrast essays, etc. Students will be publishing 6-8 individual products also incorporating writing to persuade and functional texts to teach and share information. Additionally, students will learn to use multiple strategies to improve writing skills: a rubric to self-evaluate writing, peer conferences, and peer reviews. Writing instruction will enable student proficiency on UPASS writing assessments.

Mathematics

Scott-Foresman Addison-Wesley Mathematics/Investigations is the math program chosen for math instruction. This math program is most closely aligned with USOE Core Standards. The research conducted on this program indicates that students' skills in the areas of computation, word problems, and conceptual understanding scored significantly higher than students taught with traditional methods alone. (Goodrow (1998), Flowers (1998), Mokros et al. (1996.)) The math program presents math instruction so that it teaches for understanding thus making the content accessible to all children. The program supports instruction by providing teachers with strategies to monitor understanding and provide intervention before, during, and after the lesson to reach all learners. Incorporation of different learning styles through arts integration allows for synthesizing knowledge and increasing memorization. Students connect math to reading and writing strategies so all students can become successful problem solvers and test takers. Furthermore, the pacing guidelines ensure all content is covered before the test with "Pacing for Test Success." Lastly, it provides research-based professional development opportunities every day so all teachers can succeed in providing effective instruction to students.

Social Studies

The Social Studies curriculum is aligned to USOE core curriculum standards. Thematic units of study are designed to integrate and address the four key areas of the Social Studies curriculum: 1)Time, Continuity, and Change (History); 2)People, Places, and Environments (Geography); 3) Government and the Citizen (Civics and Government); and 4)Production, Distribution, and Consumption (Economics). The Arts emphasis enriches the curriculum as society has historically recorded history through multiple modes of self-expression. Students will experience a Social Studies classroom that will provide practical experience in both content and process skills that become a bridge to the real world of jobs and adult responsibilities at home and within the community. Such an experience means going beyond the memorization into a world of reasoning and reflection. Students interact with each other as well as independently with personal responsibility to interpret tools, develop an awareness of content to real life problems, construct a variety of methods to define solutions, and work in a physical setting that promotes teamwork and connections between disciplines.

Science

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

Health/Physical Education/Safety

The Physical Education program is aligned to USOE core curriculum standards. Physical education contributes, primarily through movement experiences, to the total growth and development of all children. Students have opportunities to gain knowledge, skills, and attitudes that promote physical activity as part of their everyday lives. Physical Education seeks to develop an appreciation for various forms of expression through movement including sports, and dance, from the standpoint of a spectator, a reader, as well as a participant. Content areas include: fitness, motor skill development, social/emotional development, and knowledge. Life skill development is woven throughout all content areas. Instruction will be delivered using the USOE Physical Education/Health curriculum to encourage students to achieve and maintain health-enhancing levels of physical fitness, apply movement concepts and principles to enhance motor skill development, demonstrate respect for self and others through responsible personal and social behavior, understand that physical activity provides opportunities for enjoyment, challenge, and self-expression, and apply knowledge using a variety of thinking skills in the physical activity setting. Syracuse Arts Academy will be designated as a "Drug Free School Zone" and a smoke-free worksite. The school boasts a strong "Say No to Drugs" campaign by incorporating a year-long emphasis on healthy lifestyles/choices. Red Ribbon Week will highlight activities teaching and reinforcing appropriate drug-free behaviors.

Educational Technology

Individual Syracuse Arts Academy classrooms will be equipped with a minimum of five computers and high speed internet access. The USOE Educational Technology Core standards and objectives will be implemented to equip students with technology knowledge and skills necessary to successfully live, learn, and work in the 21st century. The objectives will teach marketable technology skills and also to apply technology across the curriculum. Consequently, this core will not be taught in isolation of other core content but integrated throughout. A school wide local-area-network (LAN) will be installed, and Intranet services available for public address, presentations, and a digital in-school television network. Students will learn how to use the various software programs available for word-processing and multimedia presentations. Technology is integrated when "it is used in a seamless manner to support and extend curriculum objectives and to engage students in meaningful learning. It is not something one does separately; it is part of the daily activities taking place in the classroom." (Dias, Laurie B., *Integrating Technology, Learning & Leading with Technology*, November 1999, p. 11) Keyboarding will be taught through direct instruction as a concentrated unit in third grade and reviewed in each succeeding grade to allow students to achieve a high degree of proficiency. All students will have opportunities to demonstrate the technology skills as a consequence of learning about other core content. Students will be assessed during the spring of their 5th grade year. The assessment will include a keyboarding skill test, a technology literacy self-assessment, and the inclusion of at least two pieces of student work in an electronic portfolio. The standards and performance indicators that will be instituted are adapted from the National Educational Technology Standards for Students. Additionally, teachers will instruct students on safe, ethical, and appropriate use of technology, which comply with legal and professional standards.

Art Emphasis

An increasing amount of research indicates that the benefits of "arts" instruction is beneficial to the brain. Most educators and artists agree that students' creative skills, critical analysis, cross-curricular learning

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and literary skills are strengthened through the arts. Some studies are suggesting that it builds circuitry and increases certain mental functions. Music training increases the area of the auditory cortex which enables the brain to organize thought and information in addition to increasing ability. Music integration will be the initial focus of an arts emphasis for SAA. The core curriculum is aligned to USOE core curriculum standards. School staff will be working toward the goal of integrating arts throughout the core. The focus will be to improve the quality of arts instruction in the classroom by enhancing professional development that combines arts-based teaching strategies with standards-based instruction and assessment. The intent is to build the capacity of teachers through artists-in-residence and partnerships with other local arts providers. The goal will be to provide and disseminate curriculum both in print and through professional development opportunities.

Effectiveness Goals

Goal	Specific Objectives (What will be measured?)	Measurement Criteria (How you know it—means of measuring data, percent mastery, etc.)
<p>1-Improve student learning and achievement.</p>	<p>1-Given school-wide emphasis on Reading, Math and Science, students will demonstrate proficiency on statewide performance standards in Language Arts, Math and Science.</p> <p>2-Student annual improvement in learning/achievement will be demonstrated by increased scores in grade level standards and skills.</p>	<p>1-Develop a baseline of student proficiency through the collection of previous CRT scores where available.</p> <p>2-Student proficiency in Reading, Math, and Science will be evidenced by 85% of continuously registered students scoring 3-4 on end-of-level tests (CRT) in Reading, Math and Science.</p> <p>1-As measured by Iowa Tests of Basic Skills, 80% of students continuously registered will score at or above grade level standards/skills in Reading, Math and Science.</p> <p>2-As measured by curriculum-based assessments, 80% of students continuously registered will score at or above grade level standards/skill in Reading, Math and Science.</p>
<p>2-Provide a core curriculum instructional program of enhancing learning through the arts.</p>	<p>1-All students will participate in an integrated learning/arts program evidenced by the creation of a portfolio demonstrating learning/skills of the core curriculum taught</p>	<p>1-Teacher instructional plans integrate/drive “learning through arts” in 80% of core instructional programming.</p>

	<p>through the arts.</p> <p>2-All students will participate in art exhibits through projects/performances, or supporting roles in such exhibits.</p> <p>3-All students have opportunities to participate in after school activities involving arts.</p>	<p>2-Teacher practices demonstrate implementation of “learning through the arts” strategies as evidenced by supervisor observations 100% of the time.</p> <p>3-80% of student surveys evidence increased motivation to learn.</p> <p>4-Collected assessment data will demonstrate an increase in student proficiency.</p> <p>5-100% of students will review the portfolio created demonstrating learning/skills of the core curriculum at student/teacher conferences held throughout the year.</p> <p>1-Teacher lists identifying 100% of student participation through exhibits, performances or supporting roles in exhibits.</p> <p>2-After school activities will be mostly comprised of an emphasis on the arts – list of after school activities offered for the year and students attending.</p>
<p>3-Increased parent opportunities to participate.</p>	<p>1-Parental skill surveys completed and turned in.</p> <p>2-Increased number of multiple opportunities and different ways for families to volunteer.</p>	<p>1-100% skill surveys gathered—data sorted</p> <p>2-Distribute a list of volunteer skills/requests to volunteer to parent organization and school staff.</p>

	<p>3-100% individual families will be encouraged to volunteer 30 hours per academic year.</p>	<p>3-80% or more parents sign up for volunteer opportunities.</p> <p>4-100% contact to all families in need of volunteer hours.</p> <p>5-100 % of parent volunteer hours will be maintained in the volunteer database.</p> <p>6-Monthly notices will be sent out to all families as needed with an up-to-date accounting of hours completed, along with a list of opportunities to volunteer.</p>
<p>4-Safe and orderly learning environment.</p>	<p>1-Increased student respect for the educational environment, learning and positive peer interactions.</p> <p>2-Students will demonstrate/endorse respectful behaviors for learning, the school environment and peers.</p>	<p>1-Less than 8% of students will be cited for incidents involving inappropriate facility, educational, and peer issues.</p> <p>2-100% of students will actively participate in setting educational achievement goals at the onset of the school year. Parent/teacher conferences will be student driven according to student set goals, educational data, and student portfolios.</p> <p>3-100 % student participation in character education weekly. Successful participation evidenced by completion of in-class, at-home assignments requiring a parent signature 80% of the time.</p> <p>4-95% of students surveyed will report that they feel school is a safe place to learn</p>

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		where they are motivated to learn.
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MONITORING OF PROGRAM OF INSTRUCTION

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

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

Syracuse Arts Academy will participate in all applicable components of the Utah Performance Assessment System for Students (UPASS), including pre- and -post assessment tests, the Core Assessments Tests, the Direct Writing Assessments, the Iowa Test of Basic Skills, diagnostic reading tests, and other age-appropriate tests.

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

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

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

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

Syracuse Arts Academy's Assessment System will:

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

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

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

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

SCHOOL CALENDAR

The school calendar will be submitted annually by the administration to the Governing Board for approval.

Special Education

Syracuse Arts Academy will employ a special education teacher to address the needs of children who require special education. As with any public school, the school will comply with all federal special education laws including “IDEA 2004”. The school and the special education teacher will work directly with parents of special education children to properly address the individual disability challenges each child faces.

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

ORGANIZATIONAL STRUCTURE AND GOVERNING BODY

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

1. Budget forecasting
2. Financial reporting
3. Bookkeeping and records management
4. Recruiting assistance
5. Contract administration for staff
6. Human resource management
7. Governmental compliance
8. Information systems establishment and maintenance
9. Site selection and school design
10. Land use approvals
11. Site acquisition and development
12. Construction contractor selection and supervision
13. Board training for effective leadership
14. Special programs consulting
15. Grant writing

A minimum of 25% (twenty-five percent) of the Board Members will be parents of children who attend Syracuse Arts Academy. The remaining members will: 1) also be parents, grandparents or guardians of children attending Syracuse Arts Academy, or 2) be elected from the community, preferably having backgrounds in education, business or the arts. No Board member of the school may be an employee of the school or a family member of an employee of the school. "Family member" means immediate family and close relatives including parent, grandparent, spouse, child, grandparent, sibling, aunt, uncle, niece, nephew, or any corresponding in-law, step, adoptive relative, or anyone residing on a permanent basis in the individual's home. Only one board position may be filled per family. The school principal will participate as an ex-officio board member without voting authority.

Governing Board Structure, Operation, Functionality

- **Board Officers:** The members of the Board will select one member each to serve as President, Vice President, Treasurer and Secretary. No Board member may hold more than one of these offices. The Principal may not serve as Board President. The Board President, Vice President, Treasurer, and Secretary will serve as the executive committee of the board.

- **Filling of vacancies:** In the event of dismissal or resignation from the Board or other vacancies on the Board, volunteers will be asked to apply to serve the remainder of the term for any particular seat, and the volunteer will be selected by a vote of the Board.
- **Meeting Frequency:** The Board will meet at least every month for the first year of operation, at least quarterly thereafter, guided by an agenda, to a) discuss the school's operations and hear reports and updates from each board member and the principal, b) consider and adopt policies, and c) consider requests and concerns from parents, students, and teachers. A majority vote of the total board membership will constitute action by the board. The board will not act unless a quorum is present.
- **Executive Committee:** The Executive Committee, comprising of the Board Officers described above, facilitates effective decision making by all board members. This committee will play three critical roles: 1) plan and execute the agenda of board meetings, 2) make decisions on behalf of the board when necessary, and 3) serve as a communication link with other members of the board.
- **Special Task Forces / Committees and the Delegation of Action:** The board may, at their discretion, appoint and delegate to special parent task forces or committees, and/or the principal to investigate and research specific items related to school policy, procedure, programs, and curriculum. Where possible, the board will effectively give clear instructions and/or suggestions – the implementation responsibility of their actions, so that the board as a whole can continue to maintain a focus on the areas of their responsibility.

Any amendment to school administrative structure or a major shift in school policy philosophy, or curriculum must be approved by the governing board.

Governing Board:

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

Terms of Service, and Selection Process

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

At the annual membership meeting, vacant board positions will be filled due to the expiration of terms. The open board positions will be filled by appointment from the previous year's board. Appointed board members will serve either two or four year terms, at the election of the previous board.

Principal/director of education Appointment/Approval

During the annual board meeting, the principal will be ratified for another year of service by a majority vote of the voting members of the board before the newly elected board members begin their service.

ADMISSION AND DISMISSAL PROCEDURES

Selection

An initial 45-day enrollment period will be established. In the event the number of applicants exceeds the established ceiling, the first priority for enrollment will be given to students whose parents participated in the formation of the school after which students will be selected by lottery. Students already enrolled will be given preference for re-enrollment during subsequent years. Siblings of enrolled students will also be given preference relative to other applicants.

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

In summary, Syracuse Arts Academy will follow all applicable laws regarding eligibility of students.

Dismissal

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

A handbook on school rules and discipline will be distributed to every child and parent at the beginning of school. The following is an example of what procedure the school may follow in the case of suspension or expulsion.

Procedures for Managing Serious School Violations

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

Consequences applied for serious school violations include:

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

PROCEDURES TO REVIEW COMPLAINTS OF PARENTS

State policies governing the handling of complaints, shall take precedence over school procedures. If parents have a complaint or disagreement concerning the school, the following procedure will guarantee that the problem will be heard:

1. First, arrange a meeting with the person against whom the claim is directed. Most disputes are resolved at this level.
2. If the parent prefers, a meeting may be arranged directly with the director/principal. The director/principal is there to help mediate disagreements.
3. If the parent still feels that the problem has not been properly addressed, he/she may appeal to the governing board. The appeal will not be heard unless step #2 has been accomplished. The case should be stated in writing with specifics. In the event that this step is necessary, the board will render a final decision.
4. Follow procedures outlined in the school's Parent Grievance Policy found on the school's website or the school's main office.

OPPORTUNITIES FOR PARENTAL INVOLVEMENT

Parental involvement will be a key element to the success of the school. All parents and guardians become members of the Syracuse Arts Academy Parent Association. Every member of the Syracuse Arts Academy Parent Association will:

- Elect a formal Parent Association executive committee, electing a president, vice-president, secretary and treasurer. Parent Association may consist of parents, grandparents, and/or legal guardian.
- Potentially serve on a board appointed task force or committee to investigate and research specific items related to school policy, procedure, programs, and curriculum,
- Executive members of the Parent Association will be encouraged to attend the governing board meetings.
- Volunteer time to the school.
- Organize volunteer opportunities and potentially produce a monthly newsletter
- Organize fundraising opportunities
- Background checks, where applicable, will be performed on volunteers.

SCHOOL INSURANCE

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

EXTRACURRICULAR ACTIVITIES/DISTRICT AGREEMENTS

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

QUALIFICATIONS TO BE REQUIRED OF TEACHERS

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

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

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

The principal with input from the Board shall be responsible for evaluating the performance of the teachers on an annual basis. (Refer to governance section for handling complaints).

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

LIBRARY PLAN

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

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

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

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

ADMINISTRATIVE AND SUPERVISORY SERVICES

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

Responsibilities:

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

Education and Experience

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

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

Although the Governing Board will contract for professional management services, the Governing Board is the ultimate policy-making organization and retains total control in the selection or removal of any service organization serving the school. No person that is an officer, director or shareholder in any service organization serving the school will serve as a member of the Governing Board of the School or vote on any matter affecting the school's relationship with the service organization(s). Any Governing Board member who serves as an officer, director or shareholder in any service organization that offers to contract for services to the school will resign as a Board Member prior to the Governing Board taking action to contract with that organization.

FISCAL PROCEDURES

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

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TERMINATION, DISCIPLINE, AND RULES OF CONDUCT (STAFF)

No longer required as per Utah State Law Section 53A-1a-508(3); Effective May 2, 2005

EMPLOYEE EVALUATIONS

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

The principal will meet with each staff member to review professional development plans and performance evaluation reports a minimum of once a year. The signature of the staff member and the principal shall be required on the performance evaluation at the conclusion of the interview.

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

POLICY REGARDING NEPOTISM

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

Supervising Related Employees

Relatives cannot directly supervise other family members. Relative means a parent, foster parent, parent-in-law, child, spouse, siblings, foster siblings, grandparents, grandchildren, son-in law, daughter-in-law, brother-in-law, sister-in-law, aunt, uncle, or any other individual when both reside in the same household.

If as a result of marriage, an employee is in violation of this policy, an alternative reporting procedure shall be established by the immediate supervisor and reported to the Principal or Board of Directors.

Budget Information

(Attach Charter School Budget Template <http://www.usoe.k12.ut.us/charterschools/funding/FundingWorksheet.xls> to this form to assist in projecting estimates of revenue)

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

Budget Information (continued)

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

Background Information

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

Name _____

Role in School (list positions with school) _____,

Employment History:

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

Education History:

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

Statement of Intent:

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

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

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name _____ Social Sec. No. _____
 Address _____
 Street City State Zip
 Phone _____ Date of Birth _____ Place of Birth _____

<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>						
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check:</p> <table data-bbox="233 1178 899 1262"> <tr> <td>Administrative cost</td> <td>\$15.00</td> </tr> <tr> <td>Cost of fingerprint analysis by BCI and FBI</td> <td>\$60.00</td> </tr> <tr> <td>Total Cost</td> <td>\$75.00</td> </tr> </table>	Administrative cost	\$15.00	Cost of fingerprint analysis by BCI and FBI	\$60.00	Total Cost	\$75.00	
Administrative cost	\$15.00						
Cost of fingerprint analysis by BCI and FBI	\$60.00						
Total Cost	\$75.00						
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>						
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>						

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

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

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

Applicant's Signature

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

Utah State Board of Education

UTAH CHARTER SCHOOLS Assurances

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

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

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- K. The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.
- L. The charter school will function under an open admission policy. If the number of students applying to enroll at any grade level exceeds the capacity of the school or of, classes, or grade levels within the school, then those to be admitted shall be chosen at random from among the applicants, within the allowable mandatory and optional preferences specified in Section 53A-1a-506, Utah Code Annotated.
- M. The charter school assures that it will not conduct a program of instruction until such time as:
- (1) The requisite health and safety standards for the school building have been met according to the local fire and health department inspectors;
 - (2) Adequate equipment, and materials are available; and
 - (3) Conditions are adequate to provide for the economical operation of the school with an adequate learning environment.
- N. The charter school will comply with all applicable federal and state laws, rules, and regulations regarding the recruitment, screening, selection, and evaluation of all school employees.
- O. The charter school will only employ educators who hold valid Utah Professional Educator Licenses or who meet State Board requirements for alternative licensing routes or Board authorization.
- P. The charter school will employ the use of the Utah State Core Curriculum as the foundation for the instructional program for the school.
- Q. 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): Chris Dallin

Title (type): President of the Board

Signature: _____

Date: _____

Admission Procedures

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

Syracuse Arts 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

Syracuse Arts 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

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

Nonsectarian Statement

Syracuse Arts 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 Syracuse Arts 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.

Chris Dallin

CAO (please print)

CAO's Signature

Date

Waivers from State Board Rules

Syracuse Arts Academy will not request any waivers from State Board Rules at this time.

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

Syracuse Arts Academy will not participate in the Utah State Retirement System; however, we will offer a comprehensive IRA package to all full time staff members.

Terms to Know

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

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

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

Financial Plan – A narrative that supports the operational budget.

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

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

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

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

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

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

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

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

Charter _____

Reviewers Name _____

Date _____

Reader's Guide

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

- 0 = Falls far below the expectations described in the rubric
- 1 = Approaches the expectations described in the rubric
- 2 = Meets the expectations described in the rubric
- 3 = Exceeds the expectations described in the rubric

Coversheet	0	1	2	3
All information was provided.				
Title Page				
All information was provided.				
Founding members were identified and will not result in founding preference being extended to large percentage of enrollment.				
Target Population				
All information was provided.				
Quality mission statement provided.				
Outreach efforts sufficient to comply with intent of law.				
Applicant demonstrates how school will serve purposes of charter school legislation.				
Comprehensive Program of Instruction				
Curricular Emphasis The philosophy described provides clear evidence of the principles, beliefs, and attitude of the school.				
Curricular Emphasis The methods of instruction to be implemented at the school provide clear descriptions of how the State standards will be taught, assessed, and tracked over time.				
Curricular Emphasis The implementation of the special emphasis of the school is clearly described.				
Curricular Emphasis The implementation of the special emphasis of the school aligns with the philosophy and methods of instruction provided.				
Curricular Emphasis The vision/mission of the school is aligned with the philosophy, methods of instruction, and special emphasis.				
Effectiveness Goals Includes complete, separate statements reflecting improved pupil learning measured by CRTs at elementary and high school levels.				
Effectiveness Goals Includes complete statements about grading/mastery for subject matter/courses. The targets for success are stated.				
Effectiveness Goals Additional pupil learning goals align with the method of instruction described.				
Effectiveness Goals Includes complete statements reflecting measurement/attainment of				

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mission statement.				
Effectiveness Goals Goals, objectives, and measurement criteria align with the mission of the school.				
Unit Lesson Plans Lesson plans represent the application requirements for the grade levels served.				
Unit Lesson Plans Lesson plans align with the methods of instruction described.				
Unit Lesson Plans Lesson plans identify the performance objectives of the State standards to be addressed.				
Unit Lesson Plans Lesson plans reflect the special emphasis of the school.				
Summative Assessment Summative assessment is aligned with the lesson plans.				
Summative Assessment Summative assessment reflects the method of instruction described.				
Summative Assessment Summative assessment provides opportunities for students to demonstrate proficiency in identified performance objectives.				
Discussion and Examples of Monitoring Discussion includes means of ensuring teachers are provided with and understand the curricular emphasis and effectiveness goals of the school.				
Discussion and Examples of Monitoring Description of means of ensuring all teachers know, by grade level and content area, what must be taught and to what level (the standards).				
Discussion and Examples of Monitoring Description of how students' progress toward mastery of State standards will be tracked over time is provided.				
Discussion and Examples of Monitoring Description of how site administrator will ensure the appropriate integration of State standards into the instructional practices of individual teachers is provided.				
Description of Plan to deliver Special Education Description provides adequate evidence that applicant understands resources necessary to comply with IDEA.				
Detailed Business Plan				
Start-up Plan Budget suggests a plan for a successful and effective first year.				
Start-up Plan Includes detail on property and facility acquisitions that are reasonable and adequate.				
Operational Plan Includes budget that is balanced, with reasonable revenue projections and inclusive of all operational costs.				
Operational Plan Budgets include sufficient detail of ongoing M & O costs.				
Operational Plan Budgets address facilities in a realistic way.				
Operational Plan Budget does not rely on unrealistic fundraising goals.				
Organization Structure				
Description of Governing Body responsibilities, election/selection process and terms.				

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Description of roles and responsibilities of individuals responsible for the day-to-day operation of the school.				
Organizational flow chart reflects the flow of information to and from stakeholders.				
Organizational flow chart reflects a management structure consistent with the information provided within the application.				
Background Information Sheet				
Qualifications are appropriate to school's mission				
Admission and Dismissal Procedures				
Admission is in line with federal guidance on lotteries				
Admission procedures recognize IDEA and Civil Rights protections				
Dismissal procedures are within State and Federal law				
Dismissal procedures legal under IDEA				
Complaint Procedures				
IDEA grievance protections are recognized				
Procedure allows for timely resolution of issues and due process protections				
Opportunities for Parent Involvement				
Voluntary not mandatory				
Involvement is meaningful and parents have influence				
Insurance				
Complete and adequate				
Qualifications of Teachers				
Within State Law and Board Rule				
Library				
Library plan supports and is adequate to school's mission				
Administrative and Supervisory Services				
Services and assignments are sufficient to ensure successful management and oversight, both instructionally and operationally				
Fiscal Procedures				
Procedures will ensure responsible fiscal management				
Employee Termination				
Plan is complete				
Employee Evaluation				
Plan will accomplish evaluation adequate for State licensing requirements and sound oversight				
Employment of Relatives				
Plan is clear				
Utah Retirement System				
Applicant has included declaration of intent				
Conversion Schools				
Information is complete and within law				
Waivers from Board Rule				
Waiver is reasonable and has support of CS Board				

Reviewers Comments/Suggestions:

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

In completing the Administrative Review, the following items will be evaluated to determine whether an application is complete. Any section not completed, including items left blank or unanswered, will result in an application being deemed INCOMPLETE.

Incomplete applications will not be forwarded to the Board.

_____ **Cover Sheet** – Attachment A

- _____ School Name
- _____ Applicant Name
- _____ Table of Contents
- _____ Signature Box Complete

_____ **Title Page** – Attachment B

_____ **Target Population** – Attachment C

_____ **Comprehensive Program of Instruction** (Section 4)

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

_____ **Detailed Business Plan** (Section 5)

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

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

- _____ Description of Governing Body
- _____ Organizational Flow Chart
- _____ Board Selection

_____ **Background Information Sheet and Resume** –Attachment F

- _____ Background Information Sheet(s)
- _____ Resume(s)

- _____ **Articles of Incorporation and Bylaws, when available** (Section 8)
- _____ **Admission and Dismissal Procedures** (Section 9)
- _____ **Complaint Procedures** (Section 10)
- _____ **Opportunities for Parental Involvement** (Section 11)
- _____ **Insurance** (Section 12)
- _____ **Agreements with local districts, if they exist** (Section 13)
- _____ **Qualifications of Teachers** (Section 14)
- _____ **School's Intent to Create a Library** (Section 15)
- _____ **Plan for Providing Administrative and Supervisory Services** (Section 16)
- _____ **School's Fiscal Procedures** (Section 17)
- _____ **School's Policy regarding Employee Termination** (Section 18)
- _____ **School's Policy regarding Employee Evaluation** (Section 19)
- _____ **School's Policy regarding Employment of Relatives** (Section 20)
- _____ **Conversion School Documentation (Only for Conversion Schools) 53A-1a-504(2)**
(Section 21)
- _____ **Compliance Assurances – Attachment H** (Section 22)
- _____ **Waivers for State Board of Education Rules - Attachment I** (Section 23)
- _____ **Letters of Support (OPTIONAL)** (Section 24)
- _____ **Statement of Intent to Participate in Utah State Retirement System** (Section 25)