

# Utah State Office of Education

2003-2004 Charter School Application  
Final Copy (November 24, 2003)

School Name  
The Ranches Academy

## **Applicant Name**

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

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

Stephanie Colson  
Authorized Agent (please print)  
Date

Signature of Authorized Agent

**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 – Attachment B**

Name of Proposed Charter School The Ranches Academy

New School  Converted School

Name of Applicant Applying for the Charter Stephanie Colson

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

Authorized Agent for Applicant Stephanie Colson

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

Authorized Agent Mailing Address 3132 Quail Court

City Eagle Mountain State Utah Zip 84043

County Utah E-mail scolson@emcity.net

Daytime Phone (801)789-3319 Fax (801)789-8500

**Form of Organization**

<input checked="" type="checkbox"/> NonProfit Corporation
<input type="checkbox"/> Tribal Entity
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

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

<b>Governing Body</b> (Body responsible for the policy decisions of the
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school.) (U.C.A.532A-1a-508)				
Member Type	Number	Name	Name	Name
Parents	n/a			
Teachers	n/a			
School Staff	n/a			
Business	n/a			

The Founding Members will serve as the “Temporary Governing Body” until the Charter School receives approval and first-term Governing Body members are selected.

## Temporary Governing Board / Founding Members

Stephanie Colson (Acting Agent) – Eagle Mountain, Utah

Lonny Stanford (CAO) – Saratoga Springs, Utah

### **Founding Members**

Total enrollment of Founding Members' children will not exceed 20% of the school's total student population.

The following individuals comprise the Founding Members of The Ranches Academy Charter School:

Chad & Katie Allen – Eagle Mountain, Utah

Katie has been on the Executive Board of the Lehi Arts Council, as well as serving on the council as a music chairperson over the Arts in the Park committee, and music workshops. Chad manages a flooring store and has been involved with several Sub-for-Santa projects and also has arranged several project for the needy to have new flooring installed for them.

Amber Baker – Eagle Mountain, Utah

Amber holds a BS in Nursing and Exercise and Sport Science from the University of Utah and an AS in Pre-Nursing from Snow College. She currently works at Salt Lake Regional Medical Center as a Registered Nurse/Childbirth Educator.

Doug & Jenny Call – Eagle Mountain, Utah

Jenny taught at Ivy Hall Academy for 4 years, taught 1st grade in Russia for 1 year and currently volunteers at American Heritage School and Owns and teaches at her own preschool. She also has volunteered for 3 years as a community soccer coach. Doug owns a web design company for the last four years and has coached youth basketball for ten years.

Bobby & Stephanie Colson – Eagle Mountain, Utah

Stephanie is the Acting Agent for The Ranches Academy. She received a Bachelors degree in Therapeutic Recreation from Brigham Young University. She designed and implemented leisure education programs for the Primary Children's Residential Treatment Center, and determined client eligibility for public assistance programs while managing a significant caseload for the Utah Office of Family Support. Bobby currently owns and operates an insurance agency.

Dave & LeAndra Hadlock – Eagle Mountain, Utah

LeAdrena has a BS in Human Development and a Minor in Dance from BYU. She has an Associates of Arts in English and Foreign Languages from Pasadena City College. David has a Masters of Business Administration from University of Utah and a BS in Business Management with finance emphasis from BYU. He has completed his course work for a Masters of Art in Ancient Near East Studies and has to complete thesis for graduation.

Cougar & Hillary Hall – Eagle Mountain, Utah

Hillary has a degree in secondary Education with emphasis in History. She also and a Physical Education endorsement. She has taught at the Alpine Life and Learning Center for over five years. Cougar has a degree in Secondary Education in School Health. He also holds a Masters of Education and is currently working toward his PhD at the University of Utah in the Department of Teaching and Learning. He has taught at the

high school level for over 7 years.

Scott & Stacy Hazard – Eagle Mountain, Utah

Stacy works as a volunteer EMT for the Eagle Mountain Fire Department. Scott has a BS in Business Management and currently works as a local businessman and real estate developer. He has owned and operated many businesses, and developed land for commercial and residential uses.

Valerie Mattson – Eagle Mountain, Utah

Valerie is a homemaker that has volunteered many hours at her childrens' school.

Joe Peck – Eagle Mountain, Utah

Joe holds a Bachelor of Computer Science degree from Acadia University. He currently works as a technical sales manager for a high-tech manufacturer. He brings a unique perspective receiving his entire scholastic experience in the Canadian public education system.

Kenneth & Jennifer Rawlings – Eagle Mountain, Utah

Jennifer Rawlings is a homemaker. She was a Member of the Eagle Mountain City Planning Commission August 2002 - June 2003. She was responsible for reading proposals and making decisions for city growth and development. Kenneth is a Software/Network Engineer. He was responsible for setting up the network and computer system at Timpanogos Academy. He was also Co-Chair of the Technical Committee for the school year 2002-2003.

Todd & Stacy Simmons – Lehi, Utah

Stacy has a BS from Utah State University in Human Resources. She volunteers in her children's classes at the local elementary school. Todd has a BS in Broadcast Journalism and is certified in Seminary Instruction. He is currently attending the University of Phoenix working on his Masters of Education in Curriculum and Instruction.

Anna Smith - Saratoga Springs, Utah

Lonny & Jessica Stanford – Saratoga Springs, Utah

Jessica received her BS in Education from the University of Utah. She taught 6<sup>th</sup> grade in a Title 1 school for four years as a certified teacher in the state of Utah. Lonny is the current CAO for The Ranches Academy. He received a BS in Psychology, an MS in Educational Psychology and an MBA from the University of Utah. He currently works as Director of Marketing for a high-tech firm and has experience as a trainer, personal coach and management consultant.

Linda Tuttle – Eagle Mountain, Utah

Linda received her Bachelors and Masters Degrees in accounting from Brigham Young University. She is a licensed Certified Public Accountant. She worked for a public accounting firm before she had her second daughter and has done accounting work from her home office since. She is knowledgeable about QuickBooks, payroll, Microsoft Excel, budgeting and cash flow projections.

## Target Population – Attachment C

<b>Mission Statement (use only this space):</b>	
<p>The Ranches Academy Charter School was founded to join parents, teachers, students, and community together to create an environment where students have the opportunity to reach their highest potential and are challenged academically, primarily in the areas of reading, writing and arithmetic. This will be accomplished through an academically rigorous, content-rich educational program, in an environment of discipline, respect and parental involvement.</p>	

	<b>Grades Served</b> Please circle all grades being	<b>Total Number</b>  Enrollment cap at all campuses and in all grades combined	<b>Sites Number Operating</b>
<b>Year 1</b>	K 1 2 3 4 5 6 7 8 9 10 11 12	350*	1
Year 2	K 1 2 3 4 5 6 7 8 9 10 11 12	400* **	1
Year 3	K 1 2 3 4 5 6 7 8 9 10 11 12	400* **	1

\*Enrollment during the first 3 years may grow as shown in the table above, and is dependent upon interest level and facility size. It is possible that the number will be less than that shown.

\*\* The Governing Board reserves the right to adjust class sizes as required to balance the

level of enrollment interest and financial stability.

Enrollment may include up to 350 students the first year and up to 400 students during the second and third years. The school will teach Kindergarten through sixth grade with any combination of up to four classes for ½-day Kindergarten and up to four classes for each grade 1 through 6 (2004-2007 school years). The combined number of core classes for grades 1 through 6 may not exceed 12, without additions made to the facility.

The Ranches Academy Charter School may request, at its discretion, to amend this application in accordance with the provision in the Utah Charter School Act, 53A-1a-508 (4), to add, up to one upper grade per year through twelfth grade. Such additions will only be requested after very careful consideration and study. Thus, at some future date, the school may be an up to two classes per grade school with a maximum capacity of up to 650 students, grades K-12.



School Calendar	
<input checked="" type="checkbox"/> Standard Year <input type="checkbox"/> Extended School Year  <input type="checkbox"/> Alternative (please describe in 5 words or less) <hr/>	Instructional Days <u>180</u> Start Date <u>August 23, 2004</u>

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

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

Site Name                    n/a

Site Address                n/a

City   Eagle Mountain   Zip Code   84043   County  
  Utah  

### Site/Location Description

Upon approval of The Ranches Academy Charter School charter, land will be selected and construction will begin on a school facility that meets all of the requirements and code.

There are two building sites, located in The Ranches at Eagle Mountain, available for The Ranches Academy Charter School facility.

## Comprehensive Program of Instruction

### **Philosophy**

The Ranches Academy Charter School places an emphasis on academics that will be applied through direct teaching and other effective techniques used in an academically rigorous, content-rich educational program. All children should be given access to the same knowledge base that assures future educational success. Curriculum should include detailed, explicit and systematic sequences of grade specific content that can be consistent, year after year. To maximize the learning experience for all, an environment of discipline and respect will be cultivated and maintained. To maximize student progress, parental involvement will be encouraged and opportunities provided for hands-on involvement in the education of their children.

**The Ranches Academy Charter School will utilize Core Knowledge, SRA Language Arts and Reading, Saxon Math and other successful curricula to meet or exceed the Common Core curriculum requirements.**

The Governing Board must approve significant curriculum adjustments, only after careful discussion, consideration and consultation with the teaching staff. However, the spirit of the school's mission and philosophy will be maintained throughout its existence.

### **Core Knowledge**

In an effort to help fulfill the Mission and Philosophy of The Ranches Academy Charter School, the school will employ the Core Knowledge Sequence by E.D. Hirsch, Jr. There are several Utah charter schools, and many schools throughout the nation, currently using this effective curriculum. This core curriculum helps establish a strong foundation of knowledge, grade by grade. Core Knowledge will be used to help meet the Common Core curriculum requirements as found at <http://www.uen.org/core>.

The Core Knowledge Sequence provides students with a broad knowledge base, rich in vocabulary, on which future instruction can build, broaden and deep. The core is structured to continue throughout a student's education, becoming more detailed and sophisticated in each grade. Using this approach has proved to increase information retention. When meaningful content is paired with effective teaching skills, skill development has shown to come more easily.

Timpanogos Academy, of Lindon, Utah, has prepared a grade-by-grade analysis showing the Core Knowledge curriculum meets and, in certain cases, significantly exceeds the standards of the Utah State Core Curriculum (<http://www.coreknowledge.org/CKproto2/schools/Alignment.htm>).

The curriculum units may be written from a Core Knowledge perspective. The curriculum may be traditional and conventional in nature, utilizing proven advances in the field of education.

The curriculum may be teacher-centered, allowing the teacher to exercise personal skill and judgment applying curriculum, methods and materials.

With the above in mind, The Ranches Academy Charter School will use curriculum, methods, and materials with the following foci:

Reading and Language Arts: Reading, composition and creative writing, phonics, vocabulary, speaking, listening, grammar, persuasion, literature, library skills.

Mathematics: Problem solving, application and computation skills.

Grammar and Writing: An emphasis on balance between grammatical terms, concepts and rules with actual creative writing and presentation of ideas.

Science: A “hands-on” approach as well as training in scientific methodologies.

Social Science: Emphasis on American and World civilizations and geography.

Music: Activity based approach to develop musical skills and concepts. An emphasis on singing, instruments, listening, reading and composing.

Art: Guiding the students in gradual development of skills in the uses of elements and application of principles with art tools and materials.

Going beyond the Core, The Ranches Academy Charter School will incorporate: Physical Education, Spelling, Handwriting and Technology.

### **SRA Language Arts and Reading**

SRA Language Arts and Reading will be used to support the Core Knowledge Sequence and help to meet the Utah State core curriculum requirements. The SRA Language Arts and Reading curriculum is a phonics-based program with an emphasis on comprehension skills. It is balanced with extensive reading of both decodable text and quality literature. This program is designed to ensure that students can begin to read authentic text by the end of the first half of first grade. The program focuses on the fluency, comprehension, writing, research and inquiry with the goal of developing students who are truly life long learners.

Students participate daily in reading, writing, discussing, researching, and thinking about authentic, high-quality literature encompassing a range of text genres, including different forms of fiction and nonfiction. Each selection in SRA Reading was chosen specifically because it added a new dimension of thought to the concept of a unit and because it was the best possible example of how different forms of literature can all express a particular theme.

### **Saxon Math**

Saxon Math will be used to support the Core Knowledge Sequence and help to meet the Common Core curriculum requirements. Saxon Math is unique because the entire program is based on introducing a topic to a student, then allowing them to build upon that concept as they learn new ones. Topics are never dropped but are instead increased in complexity and practiced every day, providing the time required for concepts to become totally familiar.

### **Lesson Plans and Assessments**

See Appendix 1.

## Effectiveness Goals – Attachment D

<b>Goal</b>	<b>Specific Objectives</b> (What will be measured?)	<b>Measurement Criteria</b> (How you know it—means of measuring data, percent mastery, etc.)
<p>Enhance student learning</p> <p>2. Meet status UCAS for math and language arts.</p> <p>3. High attendance rate.</p> <p>4. High levels of parent satisfaction.</p> <p>5. High levels of teacher satisfaction.</p> <p>6. Financial viability.</p>	<p>1. State mandated assessments (CRT/AIR) scores, administered to 3-6 grades every year.</p> <p>2. Grades 3-6 core test scores for math and language arts.</p> <p>3. Home room attendance rolls and standardized and core test rolls.</p> <p>4. Parent satisfaction survey scores, administered once each year.</p> <p>5. Teacher satisfaction survey scores, administered once each year.</p>	<p>1. Individual score gains and group mean score gains. Baseline to be established in fall 2004.</p> <p>2. 95% participation rate of all enrolled students. Increase or maintain student achievement at 85% proficiency, and yearly decrease the gap between subgroups in math and language arts.</p> <p>3. School attendance rate at or above 93%. Standardized and core test attendance at or above 95%.</p> <p>4. Total group score gains and category mean score gains. Total group mean score to be above 75%.</p> <p>5. Total group score gains and category mean score gains. Total group mean score to be above 75%.</p> <p>6. Create and maintain a ratio of at least 1.15 as start-up and time-limited grants, and other revenue sources, become unavailable to the school.</p>

	6. Ratio of revenues (including grants and other funding) to operating expenses.	
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## Discussion and Examples of Monitoring

The Ranches Academy Charter School will comply with all Utah State requirements. Teachers will be provided with an understanding of Core Knowledge, SRA Language Arts and Reading, Saxon Math and other curricula and how these curricula can be used to meet or exceed the Common Core curriculum requirements.

Teachers will be provided with an understanding of The Ranches Academy Charter School's Effectiveness Goals and will be encouraged to provide the school ideas for enhancing the school's ability to meet those goals. Teachers training and supervision will guide them in providing the students appropriate curriculum to meet or exceed the Common Core curriculum requirements.

To assess and track students' mastery of State standards and to assess the effectiveness of Core Knowledge, we will establish a baseline through a Core Knowledge testing program. The same test will be administered near the end of the school year and compared to the previous testing.

The State mandated assessment (CRT/AIR) will be administered 3-6 grade every year during Spring. The data gained from the standardized CRT/AIR testing will be used to track student progress longitudinally as well as provide comparative data between The Ranches Academy Charter School and other public schools.

The Utah State Office of Education's End-of-Level Assessment test will be given near the end of each school year. The Common Core Curriculum in conjunction with the Core Knowledge Sequence will be used to insure that all students meet or exceed the appropriate grade level requirements. The Ranches Academy Charter School will comply with all the requirements of UCAS. Data from the State's core assessments will be used to help evaluate the school's core curriculum and instruction methods to determine effectiveness and alignment with the Common Core curriculum. Where improvements are needed, professional development opportunities for teachers will be provided to help identify and improve individual student achievement.

The director/principal of the school will review lesson plans and student assessment materials and will observe classroom activities to ensure appropriate integration of State standards into instructional practices.

The Ranches Academy may investigate new methods for assessing student achievement and school curriculum alignment with the Common Core curriculum requirements.

## School Calendar Quarter Beginning and Ending Dates (2004-2005)

- 1<sup>st</sup> Quarter: August 23 – October 29  
2<sup>nd</sup> Quarter: November 1 – January 14  
3<sup>rd</sup> Quarter: January 18 – March 18  
4<sup>th</sup> Quarter: March 21 – May 27

### **Special Education**

The Ranches Academy Charter School will hire or contract a full-time or part-time special education teacher, as needed, to address the needs of children who require special education. As with any public school, the school will comply with all Federal and State Laws consistent with Sections 53A-15-301 through 53A-15-305, Utah Code Annotated, and the Individuals with Disabilities Education Act (IDEA), Public Law 105-17, as amended. 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. When necessary, the completion of an individual education program (IEP), following State and Federal laws, will be facilitated through the school Special Education Director. Staffing and budget for Special Education will be adjusted appropriately to best serve the school's Special Education population.

### **Initial Evaluation**

If school personnel determine that the available regular education interventions and/or programs have been unsuccessful and there is reason to suspect that the student is eligible for special education and related services, the student shall be referred to special education services staff for a comprehensive evaluation. If the evaluation shows a student is eligible for special education resources, an eligibility meeting will be held and the IEP team will determine if the student is eligible for Special Education and related services and if so, develop an individualized education program (IEP) and consider the educational placement of the student.

### **Complaint Procedures**

The Utah State Office of Education (USOE) has adopted procedures for resolving any complaint, including a complaint filed by an organization or individual from another state. Details are available for download on the Internet at [HYPERLINK "http://www.schools.utah.gov/sars/Laws,-State-Rules-and-Policies/Dispute.aspx"](http://www.schools.utah.gov/sars/Laws,-State-Rules-and-Policies/Dispute.aspx)  
<http://www.schools.utah.gov/sars/Laws,-State-Rules-and-Policies/Dispute.aspx>

Among some of the procedures are the requirements that:

The complaint must be in writing to the school district superintendent of the LEA in which the alleged violation has occurred, with a copy sent to the State Director of Special Education.

The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received by the LEA, unless a longer period is reasonable because the

violation is continuing or the complainant is requesting compensatory services for a violation that occurred not more than three years prior to the date the complaint is received by the LEA.

The LEA shall resolve the complaint within thirty (30) days unless exceptional circumstances exist (e.g., delay by a complainant to provide necessary information). An extension of time shall not exceed ten (10) days.

## Business Plan

### Start-Up Plan

Due to the size of potential enrollment for The Ranches Academy Charter School, a new facility must be acquired or constructed. As adequate building space is not available in the area, construction of a new building is required. Upon approval of The Ranches Academy Charter School charter, the chosen land will be secured and construction on a new building will begin near the time when start-up funding is secured.

The new building will accommodate at least 17 classrooms (sufficient for up to 26 students, one teacher and one instructor/teacher's aide per classroom), a multi-purpose room, a library, offices, an outdoor activities area, restrooms and other amenities as required by law, maintenance rooms, storage space and other rooms and areas as needed. The Ranches Academy Charter School will advertise for student recruitment and for job applicants by some or all of the following activities; word of mouth, organized activities, local newspapers, through local businesses, direct mailings and on the Internet. Local colleges may also be notified for teacher recruitment efforts.

Open application for enrollment will extend from the time the charter is approved until February 2004. If needed, because the school is oversubscribed, an enrollment lottery will be held during March 2004. Remaining applicants will be placed on an enrollment priority list according to the lottery results.

Pending approval of this application, the Founding Members will select the Governing Board with three vacancies becoming available at the end of the first school year. Following the selection of the Governing Board, policies and procedures will be adopted and approved as soon as appropriately possible. An election for the Governing Board vacancies will take place before or during June 2005. More details can be found under the Organizational Structure and Governing Body section of this application.

Members of the Governing Board will be responsible for the selection process of teachers. Teachers will be selected before or during June 2004. Teaching staff, where appropriate, will then be required to attend training necessary to help the school achieve its mission and goals.

Start-up funds will be necessary for the preparation of the school prior to opening. Such expenses include, but are not limited to, staff salaries and benefits, academic costs, facility costs and operating expenses, among others.

The Ranches Academy Charter School will request start-up funds in accordance with ESEA Title X funds set aside to assist new charter schools in the first three years of operations. The Ranches Academy Charter School may request from the State or Federal Government any other funds set aside to assist in the start-up phase for Charter Schools. The Ranches Academy Charter School may also seek private contributions, grants and other funds to assist in the start-up phase. Each of the aforementioned funding sources



may be requested according to their respective requirements and schedules, while complying with State and Federal regulations.

Before the first day of the academic school year, parents and students will be required to attend orientation activities during or before August 2004 to gain a greater understanding of volunteering opportunities and the school's policies, procedures, dress code and other guidelines.

### **Operational Plan**

The Ranches Academy Charter School has an Operational Budget that is outlined in Appendix 2. The budget sets forth a cost effective and efficient plan for educating the pupils of the school.

The anticipated enrollment is reflected in the Operational Budget and is listed at 300 students for the first year and 350 students for the second and third years. These numbers may be lower or may be exceeded up to the enrollment cap of 400 students. The Operational Budget will be modified to reflect actual enrollment numbers.

The director/principal, under the direction of the Governing Board, will prepare and maintain all appropriate financial records in accordance with all applicable Federal, State, and local laws and regulations and to ensure such records are available to the State as requested from time to time. The Ranches Academy Charter School will maintain a comparison of actual expenditures to budgeted expenses.

Disbursements from the school's account will require the signature of the director/principal and his/her designee. No other agency or individual may request disbursements to be paid out of the school's account.

The Ranches Academy Charter School agrees to engage and participate in an independent, outside audit by a certified public accountant of its financial operation on an annual basis. The school anticipates that the audit will conform to the normal school district audit conducted each fiscal year.

For grades 1 through 6, school hours will be 8:15 a.m. to 2:45 p.m., with a 40-minute break for lunch and recess, Monday through Friday. Noon dismissal days will have the school hours between 8:15 a.m. to 12:00 p.m., and no break for lunch.

Kindergarten will be taught half-day. There will be morning and afternoon Kindergarten classes. Morning Kindergarten will begin at 8:15 a.m. and end at 11:00 a.m., Monday through Friday. Afternoon Kindergarten will begin at 12:00 p.m. until 2:45 p.m., Monday through Friday.

The students will be in self-contained classrooms for all of the core subjects, i.e. language arts, math, science, history, etc. Other courses such as music, art, physical education and computer science, may be on a rotation basis so students can benefit from the expertise of

a trained instructor in these areas.

Each core class will have a full-time teacher. Full-time or part-time teachers may fulfill teacher roles in other course classrooms. In addition, an instructor/teacher's aide and/or parent volunteers may be assigned to assist in the classroom on a regular basis.

Core class teachers will teach their scheduled classroom times with allowance for preparation time and school business while students attend rotations of music, P.E., library, Computers, or other scheduled subjects. All teachers' schedules will start ½-hour before their scheduled class days and end ¾-hour after their scheduled class days. This before and after time is for teacher preparation, parent communication, etc.

Teachers will teach approximately 180 days per year and participate in one week or more of training. Teachers will be required to attend regular faculty meetings. Parent-teacher conferences will be held a minimum of two times per school year to coordinate learning needs and goals with parents. Teachers or parents may request additional conferences as needed.

Marketing for enrollment will be targeted towards local residents, then residents of the Alpine School District, Utah County, Salt Lake County and the rest of the State in that order of importance. Marketing materials will notify parents that The Ranches Academy Charter School will give students an equal opportunity to attend the charter school. The marketing methods employed are noted above in the Start-Up Plan section of the Business Plan. If enrollment projections are met during the application process, marketing activities will be slowed or paused. Marketing for enrollment will continue after start-up to help meet enrollment and financial needs.

Marketing for potential teachers will start later than enrollment marketing to ensure the maximum effectiveness in recruiting quality candidates. The marketing methods employed are noted above in the Start-Up Plan section of the Business Plan. Enrollment projections by grade can be more accurately determined near the end of the student application process. Near that time, the appropriate number of teachers to be assigned to each grade can be more easily assessed. Marketing for potential teachers will continue through the first round of interviews and will continue throughout the year when notified of teacher positions becoming available.

The Ranches Academy Charter School will recruit in a manner that does not discriminate against students or teachers of a particular race, color, national origin, religion, or sex, or against students or teachers with disabilities.

Other particulars of the day-to-day management of the school will be determined after the Governing Body selects the director/principal and consults with the professional input of the new director/principal. All policies, procedures and the like will be finalized before the first day of the school year, allowing for changes and modifications as described in the activities of the Governing Body.

Other timelines can be reviewed in the School Calendar Quarter Beginning and Ending Dates (2004-2005), in the Start-Up section of the Business Plan, and other areas throughout this application relevant to the specified headings.

## Operational Budget - Attachment E

Operational Budget - Attachment E (continued)

## Organizational Structure and Governing Body

### **Governing Body (Board of Trustees)**

A seven-member governing Board of Directors will govern The Ranches Academy Charter School. The Board members will be comprised of parent/grandparents/guardians of children and enrolled in The Ranches Academy Charter School and members of the community at large. The Ranches Academy Charter School's principal/director will also sit on the board as an ex officio member.

The seven-member governing School Board shall manage the business of the organization. The number of members may be adjusted by the Board if needed, but shall never be less than five (5) nor greater than (7). The Board President, Vice President, Treasurer, and Secretary will serve as Officers, or the Executive Committee, of the Board. No board member may hold more than one of these offices. The Board shall delegate responsibility of day-to-day operations to the Director and appropriate committees. The director /principal may not serve as a Board Officer.

Pending approval of this application, the Founding Members will select the first Board of Trustees that will serve throughout the duration of the first school year. Each Officer of the Board may serve for a period of two years and until his or her successor is elected. Each Non-Officer may serve for a period of one year and until his or her successor is elected. There are four Officers and three Non-Officer positions on the Board.

An election for the annual Non-Officer vacancies will take place before or during June 2005, and each year following. An election for the bi-annual Officer vacancies will take place before or during June 2006, and every two years following. The positions of President, Secretary, Treasurer, and two council members will be filled by appointments by the Board of Trustees. The Vice President and one Board Member will be elected by the parent membership. An annual election for all remaining vacancies will take place before or during October and every year following.

Vacancies on the Board of Trustees will exist (1) on the death, resignation, or removal of any member, or (2) when term of a current Board Member is up and the Member elects not to renew his/her term. For mid-term vacancies, the Board will appoint a replacement member to complete the remainder of the term of the vacated seat.

The Executive Committee, comprising the Board members described above, facilitates effective decision making by all Board members. This committee will play three critical roles:

- Plan and execute the agenda of Board meetings.

- Make non-voting decisions on behalf of the Board.

- Serve as a communication link with other members of the Board.

The Board will have shared authority for running the school with the following responsibilities:

Hire/dismiss The Ranches Academy Charter School's director/principal.  
Hire/dismiss and supervise teachers and staff based upon recommendations from the principal.  
Evaluate performance of the principal.  
Evaluate performance of all teachers with input from the principal.  
Promote the mission of The Ranches Academy Charter School.  
Oversee the school fundraising.  
Assure financial responsibility and accountability.  
Approving budget and overseeing adherence.  
Contracting for and approving independent audit.

The Board will meet a minimum of 6 times each year to:  
Fulfill primary responsibilities.  
Discuss logistics of school operations.  
Consider and approve new or amended policies or procedures.  
Hear Board members reports or concerns.  
Consider concerns and/or questions from parents, teachers, students and community through an advisory council.  
Address any other school issues.

The Board may not act unless two-thirds of the Board members are present. A majority vote of the quorum will constitute action by the Board. A Board member may be dismissed by a majority vote if he/she fails to fulfill his/her responsibilities or is consistently absent from Board meetings.

Additional Board meetings will be called as needed. Meeting minutes will be taken at all Board meetings.

Members of the Board of Directors will be expected to be familiar with the curriculum required by the State of Utah and the curriculum of The Ranches Academy Charter School. They should understand and familiarize themselves with the philosophies of the Core Knowledge Sequence, SRA and Saxon Math curriculums. Board members should read and be familiar with Robert's Rules of Order as the meetings will be conducted in that format. At all times, each Board member will promote and support the defining mission, philosophy and goals of The Ranches Academy Charter School by complying with the educational philosophy, discipline and other policies, and organizational structure of The Ranches Academy Charter School.

### **Director/Principal**

The selection and supervision of the director/principal will be the responsibility of the Board. The director/principal will be responsible for the day-to-day management of the school. The director/principal will be responsible for financial expenditures, hold regular faculty meetings, supervise teachers and other staff, ensure school curriculum meets curriculum required by the State of Utah, implement Board decisions and promote the

school's mission, philosophy and goals. The principal will hire necessary administrative staff as needed and approved by the Board. All administrative, facility and teacher staffs report to the director/principal.



**Administrative Staff**

Administrative staff reports directly to the director/principal and may include a secretary, financial secretary other necessary positions to help meet school needs. Administrative staff will provide assistance to the director/principal, as well as the facility and teacher staffs. At a minimum, administrative staff must be enthusiastic proponents of the school's mission, philosophy, and goals.

**Facility Staff**

Facility staff reports directly to the director/principal and may include a custodian and other necessary positions to fulfill its role. Facility staff will be responsible for the upkeep and maintenance of the school's facilities and grounds.

**Teacher Staff**

Teachers will report directly to the director/principal. As required by the State of Utah, all teachers will be licensed, certified teachers or be qualified to teach under USOE's alternative certification or authorization program. Further qualifications for teachers are listed under the Teacher Qualifications heading noted below in this application.

Teachers will provide instruction and direction to students in accordance with the approved curriculum, while meeting the curriculum required by the State of Utah and striving to meet the school's mission, philosophy and goals. Teachers will be the primary interface to parents and volunteers. Teachers will also supervise any other instructor/teacher's aide or volunteer assigned to their respective classrooms.

**Instructor/Teacher's Aide**

Instructors/teacher's aides will report directly to their supervising teacher. Instructors/teacher's aides will provide instruction and direction to students in accordance with the approved curriculum and provide assistance to the supervising teacher while striving to meet the school's mission, philosophy and goals. Instructors/teacher's aides will also supervise and assist volunteers assigned to their respective classrooms.

**Volunteers**

Volunteers will report directly to the director/principal, administrative staff, facility staff, teacher staff and instructors/teacher's aides according to their assigned tasks. At a minimum, volunteers must be enthusiastic proponents of the school's mission, philosophy, and goals. Volunteer opportunities and requirements are listed in the Opportunities for Parental Involvement heading noted below in this application.

## **Organizational Flow Chart**

Board of Directors - Executive Committee (Officers)

Board of Directors - Non-Officers

Board of Directors - Non-Voting

## Background Information Sheet and Resumes

See Attachments F and G in Appendix 2.

## Articles of Incorporation and Bylaws

Pending approval of The Ranches Academy Charter School's charter application, the Founding Members (Temporary Governing Body) will formalize articles of incorporation and bylaws in an open meeting as required by law.

## Admission and Dismissal Procedures

### Admission Procedures

Open application for enrollment will extend from the time the charter is approved until February 2004. Parents must complete a formal enrollment application for each student they wish to be considered for enrollment.

If needed, because the school is oversubscribed, an enrollment lottery will be held during March for the upcoming school year. The lottery will include all eligible applicants for admission. Founding Members' children, staff members' children and siblings of currently enrolled students will be in the preferential lottery pool. Total preferential pool may not exceed 20% of the school's total student population. Remaining applicants will stay in the lottery pool to be held whenever an enrollment opening becomes available.

### **Student Conduct**

A handbook on school rules and discipline will be distributed to every child and parent at the beginning of school. The following School Rules will be promoted in each classroom: Students and teachers will acknowledge the rights of others.

Students will take responsibility for their learning and behavior.

Students will respect each other, the teachers and the school.

Students will use appropriate language and behavior in the school and on the playground.

Sexual harassment or bullying is not allowed. The Ranches Academy Charter School takes these issues seriously and will take immediate action.

Students will comply with school uniform policies and dress code.

A school constitution may be created and ratified by the students at the beginning of each year. This constitution will help govern the students.

### **Discipline Philosophy**

Our goal is to promote self-regulation and intrinsic motivation in students. We believe in focusing on the positives and when necessary we will determine the cause of inappropriate behavior and develop appropriate solutions. Our stance is oriented toward problem solving.

The Ranches Academy Charter School will emphasize respect among students, teachers, and staff, consideration for others, and friendliness. The school will have clear expectations, shared with teachers, parents and students about appropriate behavior.

### Discipline Procedures

Under most circumstances the following is carried out:

- 1<sup>st</sup> level – warning from teacher or supervisor
- 2<sup>nd</sup> level – teacher discipline, parent notified
- 3<sup>rd</sup> level – **mandatory** teacher, parent, child conference. Discipline may include:  
After school study hall  
Parent attends school with child for one day  
Suspension dependent on the infraction
- 4<sup>th</sup> level – principal discipline
- 6<sup>th</sup> level – **mandatory** principal, parent, teacher, child conference
- 7<sup>th</sup> level – temporary suspension for less than five days (student, parent, teacher, principal conference required)
- 8<sup>th</sup> level – long term suspension (more than five days), due process

Illegal behaviors may be referred to the police or sheriff's department with immediate notification to the parents and possible disciplinary action.

A student may be expelled indefinitely, at any time, if the student continues to violate school rules or if the severity of the student's behavior poses a physical, emotional or educational threat to themselves or others. All State and Federal regulations will be followed during the consideration and execution of disciplinary actions. Due process protections under IDEA will be observed.

### **Discipline Rules and Regulations**

The following rules and regulations concerning discipline have adapted from the official rules and regulations used by the Alpine School District since 1995:

1.0 Communication - The director/principal shall take necessary steps to insure that all rules pertaining to the discipline of pupils are communicated to students at the beginning of each school year and to transfer students at the time of their enrollment in the school.

1.1 The school shall provide for the distribution of a copy of the school's discipline and conduct policy to each student upon enrollment in the school.

1.1.1 Any significant change in a school's conduct and discipline policy shall be distributed to students in the school and posted in the school in a prominent location.

1.2 A copy of the school's Discipline Procedures with Discipline Rules and Regulations shall be posted on the school's website.

2.0 Intervention - Educators and administrators are to make available various intervention strategies to assist students in improving their conduct and developing self-discipline.

Prior to suspending or expelling a student for repeated acts of willful disobedience, defiance of authority, or disruptive behavior which are not of such a violent or extreme nature that immediate removal is required, good faith efforts shall be made to implement

a remedial discipline plan that would allow the student to stay in school. Strategies for improving student conduct and self-discipline may include, but not be limited to the following:

2.1 Evaluation of the student's placement

2.2 Parent/student conferences with educator and/or administrator

2.3 Individual student contracts

2.4 School and/or district pupil personnel resources

2.5 Special placement

2.6 Recognition for improved behavior

2.7 Detention

2.8 Suspension (in school)

2.9 Suspension (out of school)

2.10 Assignment to home study

2.11 Referral to Truancy School

2.12 Reasonable and prudent methods of physical restraint when disciplining students who are out of control.

2.13 A parent or guardian may be allowed, with the consent of the student's teacher or teachers, to attend class with the student for a period of time specified by a designated school official in lieu of excluding the student from school. The parent or guardian must attend every class with the student. If the parent or guardian does not agree or fails to attend class with the student, the student shall be suspended in accordance with the conduct and discipline policies.

2.14 The parent or guardian of a suspended student and the designated school official may enlist the cooperation of the Division of Family Services, the juvenile court, or other appropriate state agencies, if necessary, in dealing with the student's situation.

3.0 Detention

3.1 Generally students may not be detained after school longer than ten minutes without prior notification of parent or guardian.

3.2 Generally, students may not be detained for more than one hour after the end of the pupil day.

4.0 Physical Restraint

4.1 A school employee may, when acting within the scope of his/her employment, use such physical restraint as may be reasonable and prudent under the following circumstances:

4.1.1 To protect himself, the student or others from physical injury;

4.1.2 To obtain possession of a weapon, other dangerous objects or controlled substances within the control of a student;

4.1.3 To restrain or remove from a situation, a student who is violent or disruptive, or who constitutes a danger to himself or others;

4.1.4 To protect property from serious harm.

5.0 Suspension

5.1 Delegation of Authority to Suspend - The Board will delegate to the school director/principal or assistant director/principal the power to suspend a student in the principal's school for up to ten days.

5.1.1 The Board may suspend a student for up to one school year or delegate that power to the CAO or the CAO's designee.

5.2 In-School-Suspension - Pupil(s) under an in-school-suspension shall be removed from their regular classes and excluded from school activities. Adult supervision shall be provided.

5.3 Out-of-School Suspension - The pupil under out-of-school suspension shall not be allowed on any school grounds or allowed to participate in school-sponsored activities. It shall be expected that the parent/guardian provide adult supervision while the pupil is under suspension.

5.4 Before the decision to suspend, the administrator or educator should take into consideration the following conditions:

5.4.1 Alternative methods of discipline which would be more likely to make a positive change in the pupil's behavior.

5.4.2 Alternative methods of discipline which would be less disruptive to the pupil's academic progress.

5.4.3 The shortest period of suspension necessary to accomplish the desired disciplinary goal.

5.4.4 Due process procedures.

5.5 Causes for Suspension - The following acts committed while under the jurisdiction of the school may constitute good cause for suspension:

5.5.1 Steals or attempts to steal school or private property.

5.5.2 Causes or attempts to cause damage to private property.

5.5.3 Causes, attempts to cause, or threatens to cause harm to the school or school property, to another person, to a person associated with the school, or property associated with any such person, regardless of where it occurs.

5.5.4 Possesses, sells, or otherwise furnishes or threatens the use of any real, look alike, or pretend weapon (firearm, knife, explosive), or incendiary devices (matches or cigarette lighters) or other dangerous object.

5.5.5 Possesses, uses, sells, or otherwise furnishes, or is under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.

5.5.6 Possesses or uses tobacco.

5.5.7 Commits an obscene act or engages in habitual profanity or vulgarity.

5.5.8 Disrupts school activities, the instructional program or other aspects of the school day. Commits an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor.

5.5.8.1 This is defined as aggravated assault (use of weapon) or assault against a school employee or volunteer.

5.5.9 Frequent or flagrant willful disobedience, defiance of proper authority, or disruptive behavior.

5.5.10 Is truant from school.

5.5.11 Engages in promiscuous sexual activity.

5.5.12 Commits an act of sexual harassment against another student.

5.5.13 Possesses or uses, sells or threatens the use of or otherwise furnishes poisons, noxious, irritating, or poisonous gases.

5.5.14 Initiates or participates in a bomb threat.

5.5.15 possesses or uses pornographic material on school property.

5.6 Notification of Parent, Guardian or Designated Adult - Whenever a pupil is suspended from school, the parent, guardian, or designated adult shall be contacted personally. If personal contact or other arrangements are not possible, the pupil must be detained until the end of the school day, unless removed by an official of another agency. If the suspension is to be in effect the following school day, the principal or designee shall inform the parent, guardian, or designated adult by telephone, letter, or a home visit.

5.6.1 in cases of suspension the pupil shall be informed of the reason for suspension/expulsion, have the opportunity to present his or her version of the infraction, and have a right to review within reasonable timelines

5.6.2 The school authority (educator/principal/designee) who initiates suspension/expulsion procedures shall assume responsibility to ensure that the pupil receives due process.

5.7 Completion of School Work - During the period of suspension, the pupil shall have the right and responsibility to complete all assignments and tests which can be reasonably provided. The following conditions will apply:

5.7.1 The pupil/parent/guardian shall have the responsibility of initiating the request.

5.7.2 The school shall have the responsibility to determine and gather the pupil's assignments from his respective classes.

5.7.3 The pupil/parent/guardian shall have the responsibility of arranging to pick up and return such assignments in a manner prescribed by the school.

5.7.4 The educator shall determine the deadline for completing such makeup work.

5.7.5 The educator shall evaluate the quality of the makeup work and if appropriate give full credit.

5.8 Director/principal/administrative designee may suspend pupils from school.

5.9 A teacher has the authority to suspend a pupil from class.

5.9.1 The director/principal/administrative designee must be notified at the time of suspension by the teacher.

5.9.2 Reasonable care shall be exercised to ensure that the student is transferred to the director/principal/designee.

5.9.3 The teacher shall be responsible for completing the Discipline Referral Form, and for holding a conference, within reasonable time lines, with the pupil's parent/guardian or designated adult. The teacher shall "reduce to writing" the conference and submit it to the principal.

5.10 Appeal procedures

5.10.1 The parent/pupil shall have the right to appeal the suspension.

5.10.2 The parent/pupil shall prepare a written statement and submit it to the director/principal.

5.10.3 The director/principal shall attach the parent/pupil statement to the Discipline Referral.

5.10.4 After reviewing the case, the director/principal shall inform the parent/pupil of the decision.

5.10.5 Further appeals may be made to the CAO or his designee.

6.0 Expulsion

6.1 Director/principal/administrative designees have authority to suspend pupils up to 10

school days pending the outcome of investigation and recommendation to expel. The Board may expel a student for a fixed or indefinite period, provided that the expulsion shall be reviewed by the CAO or the CAO's designee and the conclusions reported to the Board at least once each year.

6.2 The following acts may constitute good cause for expulsion:

6.2.1 Steals or attempts to steal school or private property.

6.2.2 Causes or attempts to cause damage to private property.

6.2.3 Causes, attempts to cause, or threatens to cause harm to the school or school property, to another person, to a person associated with the school, or property associated with any such person, regardless of where it occurs.

6.2.4 Possesses, sells or otherwise furnishes or threatens the use of any real, look alike, or pretend weapon (firearm, knife, explosive), or incendiary devices (matches and cigarette lighters) or any other dangerous object.

6.2.5 Possesses, uses, sells, or otherwise furnishes, or is under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.

6.2.6 Frequent or flagrant willful disobedience, defiance of proper authority or disruptive behavior.

6.2.7 Commits an obscene act or engages in habitual profanity or vulgarity.

6.2.8 Is truant from school.

6.2.9 Engages in promiscuous sexual activity.

6.2.10 Commits an act of sexual harassment against another student.

6.2.11 Possess or uses, sells or otherwise furnishes poisons, noxious, irritating or poisonous gases.

6.2.12 Commits an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor.

6.2.12.1 This is defined as aggravated assault (use of weapon) or assault against a school employee or volunteer.

6.2.13 Initiates or participates in a bomb threat.

6.2.14 possesses or uses pornographic material on school property.

6.3 In compliance with the Federal Gun-Free Schools Act, students who bring firearms as defined under section 921 of title 18, United States Code, to school or to a school-related activity shall be expelled from school for a period of not less than one year. This expulsion requirement may be modified by the CAO or the CAO's designee on a case-by-case basis.

6.4 Notification of Authorities - Whenever a pupil is suspended/expelled for violation of a law the police shall be notified.

6.4.1 Any assault, attack, or threat against the life of any employee by a pupil is to be reported to law enforcement agencies.

6.4.2 Any attack on a pupil by another pupil with a deadly weapon or instrument shall be reported by the director/principal/designee to the appropriate law enforcement authorities.

6.4.3 Pupils found to be furnishing, transporting or selling narcotics, dangerous drugs, hallucinogenics, and other similarly harmful substances shall be referred to the appropriate law enforcement authorities.

6.5 Disabled Pupils - If the pupil is a child with a disability, (special education, §504), the principal/designee shall convene a manifestation determination review (MDR) team to



determine if the behavior is a manifestation of the disability. If it is determined that it is, the Individualized Education Plan or §504 Accommodation Plan will be re-examined to determine whether the program placement needs to be modified to better meet the needs of the student. If it is not, the MDR team shall sign off indicating such and the principal/designee shall submit it with the request for a hearing.

6.6 Administrative Hearing Panel (appointed by the Superintendent) - Upon the recommendation of the principal, an administrative hearing panel will be convened at the district level in order to consider expulsion. The hearing shall be scheduled to take place prior to the tenth day of the student's suspension where possible.

6.6.1 The Superintendent's designee shall provide written notice or documented personal contact by phone of the date, time and place of the hearing to the student and his/her parent or guardian. The notice shall include a statement of the charges against the student.

6.6.2 The Superintendent's designee shall preside at and conduct the hearing at the appointed time and place. The district and the student may each be represented by a person of their choice. Each side may present witnesses, cross-examine witnesses and make arguments relevant to the issues.

6.6.3 If the parent/pupil choose to use legal counsel before the Administrative Hearing Panel, it is expected that they will notify the school district with sufficient notice to allow the district to arrange to be represented by legal counsel.

6.6.4 If the parent/guardian/pupil lacks fluency to facilitate communication, they may select an adult from the community to participate in the hearing.

6.6.5 For the hearing, the principal shall prepare and document the case, deliver copies of the documented case to the hearing chair, and present the case to the administrative hearing panel.

6.6.6 At the conclusion of the hearing, the participants shall be excused while the hearing panel votes on the final recommendation to be presented to the Board of Education.

6.6.7 The parent or legal guardian of the student shall be notified in writing within three days of the date of the hearing the recommendation of the hearing panel to the Board of Education.

6.6.8 If the conduct provides for discretionary suspension/probation, then the determination shall be one of the following:

6.6.8.1 Rescission of the suspension already imposed and return the student to classes.

6.6.8.2 Upholding or extending the suspension already imposed to a specified date not to exceed the total of 30 days. In the case of suspension that exceeds 10 days services will be provided by a home/hospital teacher assigned by the school.

6.6.8.3 The student is placed on school district probation. A written copy of the probation shall be sent to the parent and school. Violation of probation will result in an automatic recommendation to the School Board for expulsion.

6.6.9 While waiting for the School Board to act on the recommendation of the hearing panel, an increase in the time of suspension may be imposed based upon the recommendation of the Superintendent or his designee.

6.7 Appeals Process

6.7.1 The parent/pupil shall have the right to appeal the recommendation for expulsion.

6.7.2 The parent/pupil shall prepare a written statement and submit it to the Superintendent or his designee before the case has been presented to the School Board.

- 6.7.3 After reviewing the case, the Superintendent or his designee shall inform the parent/pupil of the decision.
- 6.8 School Board Presentation - Upon completion of the hearing, the case will be presented to the School Board with a recommendation to expel (with terms of reinstatement). The final decision shall rest with the Board.
- 6.9 When a pupil is expelled or reinstated the school shall record the effective date.
- 6.10 Terms of reinstatement decided by the School Board or their designee shall be communicated within 30 days to the parent/guardian of the expelled student.
- 6.11 No student meeting the reinstatement criteria may be expelled for more than one semester for the act committed.
- 6.12 Upon completion of reinstatement criteria, the parents may make an appointment with the hearing chair. The board will review the case, provisionally reinstate the student and make a recommendation for reinstatement to the Board of Education. The hearing chair will develop probation criteria, a copy of which will be sent to the home and the school. Violation of probation will result in an automatic recommendation to the School Board for expulsion.
- 7.0 Educational Services - If a student is suspended or expelled for more than ten school days, the student's parent or guardian is responsible for undertaking an alternative educational plan which will ensure that the student's education continues during the period of suspension or expulsion.
- 7.1 The parent or guardian shall work with designated school officials to determine how that responsibility might best be met through private education, an alternative program offered by or through the district, or other alternative which will reasonably meet the educational needs of the student.
- 7.1.1 Costs for educational services which are not provided by the school district are the responsibility of the student's parent or guardian.
- 7.2 Each school will maintain a record of all suspended and expelled students and a notation of the recorded suspension or expulsion shall be attached to the individual student's transcript. For each such student under the age of 16, the school will contact the student's parent or guardian at least once each month to determine the student's educational progress.
- 8.0 Due Process - Due process, under provisions of the law, shall be accorded to students who are suspended or expelled from school as set forth in this procedure.
- 9.0 Denial of Admission
- 9.1 A student may be denied admission to a public school on the basis of having been suspended or expelled from any other school during the preceding 12 months. (Utah Code Annotated 53A-11-904)

### **Dress Code**

The Board will determine school uniform policies so as to promote school safety, discipline and an enhanced learning environment. The uniform and dress code policies

adopted will comply with State and Federal regulations. Students' and adults' clothing and grooming must be appropriate and conducive to the mission, philosophy and goals of the school.

Uniforms will be provided by the school to those students whose families are not able to afford uniforms.

Pursuant to Utah Code Annotated, Section 53A-15-602(8), 1953, as amended 2003, the school director is allowed, at any time during the school year, to grant an exemption from wearing a uniform to a student because of extenuating circumstances.

### **Attendance**

If a student is ill or if there is an emergency, the parent will be required to notify the school promptly. It is very important that the child be in attendance every possible day. Absences create major obstacles for teachers and inhibit academic growth for both those absent and those who have to have learning delayed because of make up instruction being given. Therefore, parents are expected to plan family vacations during school vacation time and not use children for babysitting during the school day. Parents will be encouraged to schedule all student health appointments outside of school time if possible.

### **Parental Complaints**

Complaints should be handled between the parties involved. If the complaint is not resolved at this level, the parent will then be referred to the principal. If this avenue is not successful in resolving the issue, the parent may file a complaint with the Board Trustees, The Board will address the matter at the monthly meeting and respond in a timely manner. Any complaints not resolved to the satisfaction of all parties in this process may be referred to the legal system. The Ranches Academy Charter School will adhere to district policy in these situations. Due process protections under IDEA will be observed. See Discipline Rules and Regulations above for more details.

### **Opportunities for Parental Involvement**

Parental involvement is essential to the success of The Ranches Academy Charter School. The school will provide parents the opportunity for hands-on involvement in the education of their children. Parents will be encouraged to volunteer a minimum of 40 hours per year per family.

Parents who may not be available to volunteer during school hours may fulfill their 40 hours by doing things that may be done at home, in the evenings, or on weekends.

Parents will be encouraged to volunteer in a number of ways that may include committees, fundraising, office help, lunch room, field trips, classroom help, library,

music, art, playground, room parents, tutors, assemblies, custodial help, and others. A volunteer coordinator will be recruited to oversee volunteerism. The coordinator will organize and plan volunteer schedules, track volunteer hours, and disperse volunteer schedules.

By volunteering, parents will be key in easing some of the burdens on teachers and staff. Parental involvement may also allow teachers to focus more on their teaching instruction by relieving them of some of the everyday secondary tasks required in the classroom, provide parents a feeling of ownership in the school and their children's education, and develop strong parent – teacher relationships that will be effective in enhancing and maximizing the learning experience of every child.

Each parent will automatically be included as a member of the Family School Organization (FSO) that will address the needs of the school community. Members of the FSO Board will elect the FSO Board of Directors, potentially serve on a Board appointed task force or committee, and be encouraged to attend the monthly Board meetings. At Board meetings, parents are invited to make comments and suggestions related to school policies, procedures, programs, curriculum, and other issues being discussed at the meeting,

Communication with parents is key to the Academy's success. The Ranches Academy Charter School will be subject to all State and Federal laws regarding this issue. Parents will be welcome to visit the school or classroom any time as long as they do not cause a disturbance to classroom instruction.

Volunteers with unsupervised access to students will need to undergo a background check before unsupervised access is granted.

## Insurance

Insurance coverage for The Ranches Academy Charter School will include General Liability Insurance, Property/Lease Insurance, Workers Compensation Insurance and Health Insurance for teachers and selected staff.

General Liability Insurance: The Ranches Academy Charter School will obtain General Liability Insurance provided by the State of Utah Risk Management Division or contract with a private vendor.

Property/Lease Insurance: Property Insurance will be obtained when the actual facility site is finalized.

Workers Compensation Insurance: Workers Compensation Insurance will be provided by the Workers Compensation Fund of Utah as required by State law.

Health Insurance for staff: Public Employees Health Plan (PEHP) will be chosen unless teachers and staff elect to choose services from the private sector.



## Extracurricular Activities Within Alpine School District

The Ranches Academy Charter School will explore the interest level of involved parents for extracurricular programs in the areas of sports, music, and the performing arts. A parent committee may be organized to make these extracurricular programs available for students who desire enhanced learning and experience in those areas. As the school grows, and interest increases, these extracurricular offerings may be expanded with the cooperation and co-sponsorship of other local schools, particularly in the higher grades.

Interscholastic competitions, such as spelling bees, may provide a healthy learning experience for children in the higher grades. The amount and level of participation will depend on the availability of local interscholastic competitions and approval of the Governing Bodies of the school and local school districts. Transportation to interscholastic functions will be analyzed on a case-by-case basis. Three options will be considered: 1) parent provided transportation, 2) private contract with local transportation services, and 3) special arrangement / agreement with a local school district.

For students with special needs, transportation will be provided as indicated in student's IEP.

## Teacher Hiring and Qualifications

The Ranches Academy Charter School expects to include teachers, administration, and parents in a collaborative effort to create a true learning community to meet the needs of each student. All will be encouraged to use their skills, ideas and creativity to resolve various issues facing individual students or the academy as a whole.

### **Hiring**

The Ranches Academy Charter School will consider all staff "at-will" employees. The Academy will select its personnel directly and in compliance with all Federal and State rules and regulations. The Board may terminate the employment of any personnel so long as such employees are not terminated for unlawful reasons.

The director/principal will be responsible for the hiring, supervision, and evaluation of the school's teaching staff. All teaching staff will be evaluated on a yearly basis. The Board will be responsible for evaluating the performance of the principal on an annual basis. The director/principal and the Board will review all contracts periodically.

The Board or director/principal must perform background checks and/or drug testing on prospective or current employees. Volunteers, who in any form come in unsupervised contact with the student body, will also be required to submit to a background check.

### **Director/Principal Qualifications**

The director/principal may be half-time and half-time teacher. Because the director/principal position may include half-time teaching, the director/principal will be a licensed, certified teacher or be qualified to teach under USOE's alternative certification or authorization program. Minimal qualifications for director/principal position:

Have a Bachelor's degree in the field of Education.

Have had at least three years successful teaching experience.

Be licensed or certified by the State of Utah.

Will be able to fill another position at the school. The director/principal may be half-time and half-time teacher.

Will be working towards a Master's degree in Educational Administration.

Agree to be trained in The Core Knowledge Sequence and help implement the program throughout the school.

Expertise on issues of instruction and the curriculum and assessments required by the State of Utah.

Agree to ensure that school curriculum meets curriculum required by the State of Utah.

Demonstrate commitment to The Ranches Academy Charter School's mission, philosophy and goals.

Preferred qualifications for director/principal position:

Master's degree in Educational Administration with at least a Bachelor's degree in the field of education.

At least three years successful administrative experience.

At least three years successful teaching experience.

Be licensed and certified by the State of Utah.

Has taught at a school that has utilized the Core Knowledge Sequence.

Demonstrate commitment to The Ranches Academy Charter School's mission, philosophy, and goals.

### **Teacher Qualifications**

Teachers will report directly to the director/principal. As required by the State of Utah, all teachers will be licensed, certified teachers or be qualified to teach under USOE's alternative certification or authorization program. Qualifications include:

Be licensed or certified by the State of Utah.

Complete his/her job duties with minimal supervision.

Experience with direct teaching methods as well as other innovative and creative teaching methods.

Agree to teach The Ranches Academy Charter School's official curriculum as approved by the Board, while meeting curriculum required by the State of Utah.

Demonstrate commitment to The Ranches Academy Charter School's mission, philosophy, and goals.

## Utah State Board of Education

### UTAH CHARTER SCHOOLS

# Assurances – Attachment H

SHAPE \\* MERGEFORMAT

#### **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, including a monthly submission of a financial report of revenue, expenditures, and student enrollment.
- 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, 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. All physical assets owned by the charter school become the property of the Utah State Board of Education upon the termination of the charter school.
- H. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.
- I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.
- J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.
- K. The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.
- L. The charter school will function under an open admission policy on the same basis as other public schools. If the number of students applying to enroll exceeds the capacity of the school or of programs, 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, materials, and guidance and counseling services 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 Stanford Achievement Test Ninth Edition and the Utah State Core Curriculum End-of-Level Tests 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 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 signed 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):** Stephanie Colson

**Title (type):** CAO

**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 The Ranches Academy Charter School except those allowed by law.

The Ranches Academy Charter School will admit all eligible pupils who submit a timely application. A charter school shall give enrollment preference to 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 program, class, grade level, or building, all applications for that program, class, grade level or building will be selected for the available slots through a lottery, except that preference shall be given to siblings of a pupil. 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 by the Utah State 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**

The Ranches 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**

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

### **Nonsectarian Statement**

The Ranches Academy Charter School 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 The Ranches Academy Charter School 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.

Stephanie Colson\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
CAO (please print)

CAO's Signature

Date

## Appendix 2

### Background Information – Attachment F

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 Stephanie Colson

Role in School (list positions with school) Original Founding Member (Acting Agent)

#### Employment History

**Case Manager** - Utah Office of Family Support (1995 – 1996)

- Determined client eligibility for public assistance programs
- Managed case load of eighty or more clients
- Detailed self sufficiency plans

**House Parent** - University Neuropsychiatric Institute (1994 – 1995)

- Worked with Treatment Team to provide therapeutic milieu for patients
- Developed behavioral goals for patients
- Documented patient's behavior

**Recreational Therapy Internship / Line Staff** - Primary Children's Residential Treatment Center (1992 – 1994)

- Designed and implemented leisure education programs
- Assessed patient needs
- Supervised patients daily activities
- Documented and designed treatment plans

#### Education History

**Therapeutic Recreation** - Brigham Young University (1989 – 1993)

## **Statement of Intent**

I am a strong advocate for school choice, particularly when it means the ability to access positive and challenging learning environments. My experience in working with academically and socioeconomically challenged families has helped me realize, first hand, the advantages a good education can provide. Many of these challenged families were products of the public school systems where they were raised.

The idea of school choice in the public sector has been particularly appealing to me as I reflect upon my work experiences and as I raise my own children. I want my children and my local community to be provided with the best educational opportunities available. I realized that I can be a major influence in making those opportunities available for these children.

Rather than “waiting on the sidelines”, I took the initiative to extensively research charter schools, their curriculum, and the impact these school can have on children’s ability to succeed academically. I found very positive results, and I selected several schools inside and outside the state of Utah that exemplified the type of school I would have created on my own. With this experience in hand, I decided to formalize the planning for The Ranches Academy, and I submitted the Charter School application to the Alpine School District.

After working diligently with the school district to assure a positive outcome and approval for the school, the school district ultimately decided to deny the application on a political principle. After becoming somewhat discouraged, I knew the best thing to do was to continue in my quest to provide my community with the opportunities that would exist at The Ranches Academy.

This application fulfills the new Charter School application requirements and is ready for approval. I hope the readers will catch the vision of The Ranches Academy and will recognize that the financial, organizational and operational planning is sound and that we are ready to move ahead with this great work.

## Appendix 2

### Background Information – Attachment F

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 Lonny Stanford

Role in School (list positions with school) Founding Member (CAO)

#### Employment History

**Director of Marketing** - MaxStream, Inc. (2001 – Present)

Reporting to CEO of wireless products manufacturer.

##### Getting new customers

Lifting corporate and brand identity from obscurity to the most visible and accessible in the industry, improving visitor sessions to our website each business day over 2000%.

Executing Internet, email and direct mail promotional campaigns that provide a flow of new customers, adding to growing revenues of over 20% per month.

Managing 4% of revenues marketing budget reaching over 500,000 engineers, product designers and business executives each month.

Receiving cover story product release placement and feature article space in key industry journals (free advertising!).

Risk-free purchasing strategies to help new customers easily accept the initial sale.

##### Getting customers to spend more

Targeting promotions and new product offerings to large volume customers, helping increase annual sales revenue over 1100%.

Improving initial and repeat sale of accessory products by up-selling to every new customer, adding \$40 to initial sales and adding up to \$20 per unit in repeat sales.

##### Getting customers to spend more often

Developing regular email campaigns to apprise customers of promotions, new product releases and other relevant events.

Designing repeat buyer promotions to encourage reorder points by specific deadlines.

##### Additional marketing skills

Awards (Business of the Year, High-Tech 20, Utah Innovations, Top 100 Products).

Designing corporate website, advertising materials, product documentation, direct mail, tradeshow displays, product packaging and labeling.

Contributing to corporate business plan and designing presentations to help communicate company success and potential to venture capitalists and business partners.

Researching, calculating statistics and providing analysis for competitor product comparisons, new product features/benefits and vertical market plays.

Leading product planning meetings and coordinating executive management, marketing, engineering, sales and support development.

**Marketing Manager** - Technisys, Inc. (1999 – 2001)

Reported to VP of Sales & Engineering at a high-tech industrial systems integrator, manufacturer's rep for ABB variable frequency drives and Siemens OTN fiber optic networks.

Retained customer base

Marketing strategy primarily focused on building corporate and product brands with current customers, totaling \$5 million in sales revenue.

Created quarterly newsletter focusing on brand awareness, new products, customer support and loyalty.

Received ABB's Largest Systems Integrator Award topping US sales each year since 1997.

Reduced company expenses

Brought all collateral production, printing and finishing in-house, saving over \$30,000.

Shifted tradeshow booth design and construction in-house, saving over \$10,000.

Saved over \$12,000 in consulting fees by providing in-house consulting and employee training workshops.

**Consultant/Coach** – Solutions Consulting Group, Inc. (1997 – 1999)

Reported to company President/organizational psychologist.

Solved people problems in the workplace

Instituted employee retention program teaching banking institution managers how to retain difficult employees and help transform them into productive contributors saving thousands of dollars in employee turnover costs.

Performed problem-solving and team building workshops to print services clients helping them improve sales revenues, reduce costs and provide exceptional customer service.

Provided executive coaching to professionals and managers requesting personal change to improve their job performance.

Trained prospective coaches from North America and Europe to become solution-focused consultants.



**Counselor** – Valley Mental Health Intensive Treatment Unit (1993 – 1999)  
Reported to clinical director.

Interventions and supervision

Worked with clients diagnosed with chronic mental illness in a clinical/residential setting.

**Regional Trainer & Assistant Manager** – Kinkos, Inc. (1992 – 1998)  
Reported to Regional Training Manager and Branch Manager, respectively.

Impacted employee performance & corporate culture

Mentored new and transitioning employees, improving customer service and certifying coworkers on key production equipment.

Created attention-getting and retention-promoting coursework and training modules to cement corporate objectives in the minds of managers and their coworkers.

Developed “CPR” program for recovering inactive customers adding over \$60,000 in branch revenues.

**Area Manager** – ZCMI (1982 – 1983 & 1985 – 1986)  
Reported to sales manager in the West’s largest retail department store.

Motivated retail customers to spend more

Managed in-store customer relations, sales personnel and product merchandising to improve customer service, departmental appearance and traffic flow.

#### Education History

**M.B.A.** - University of Utah (2002) - Marketing, strategic planning, human resources and operations. Created business plans and financial analyses for real and mock organizations. Achieved special emphasis certification in entrepreneurship.

**M.S. Educational Psychology** - University of Utah (1999) – Interventions for change in businesses, groups and individuals, also testing, measurement and research analysis. Developed a curriculum based on a children’s book for aiding in the treatment of anorexia. Completed a thesis with statistical analysis measuring improvements and effects resulting from client interventions. Received solution-focused training for interventions with individuals, couples, groups, schools and other organizations.

**B.S. Psychology** - University of Utah (1995) – General psychology core with statistics and research methods emphasized. Completed research involving sexually abused children, focusing on proper interviewing techniques to achieve accurate and court viable testimony.

## **Statement of Intent**

I have always been a proponent for school choice. The State of Utah has recently shown a great deal of support in the school choice concept by motivating responsible citizens to create Charter Schools.

My wife and I are the parents of five boys, two of which are elementary school age. Before moving to our current address, these two boys were enrolled in a top performing public school. A challenging curriculum and high parental involvement were just two of the more notable attributes of the school environment. After moving to our current address, our experience in the new school was disappointingly quite different.

After placing our children on various Charter School waiting lists, my wife, who was a certified school teacher, home schooled our children. In the mean time, we began the investigative process of what it would take to create an exemplary Charter School of our own. That way, our children would receive enrollment in a superlative learning environment with no waiting list and a guaranteed academically challenging curriculum.

We learned the Charter School approval process was lengthy at best, even though we found various Charter Schools that would serve as a good role model. We eventually met Stephanie Colson who had a current Charter School application being reviewed by the Alpine School District. Mrs. Colson had also done extensive Charter School research including curriculum design and organizational management. Her research led her to model her Charter School after some of the existing Charter Schools that we also selected. Needless to say, the match in philosophies was perfect and I decided to join forces with Mrs. Colson and The Ranches Academy.

I am committed as CAO to helping Mrs. Colson and any other joining Founding Member to establish a Charter School that meets with the mission, philosophy and goals outlined in this application. I am also committed to the responsibilities that fall on the shoulders of the CAO, and I will fulfill my role to the best of my abilities. This effort, after all, is not only about what is best for my children, it is also about what is best for the community and all students who may attend The Ranches Academy.



<p>applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check:</p> <p style="padding-left: 40px;"><b>Administrative cost</b> <b>\$15.00</b></p> <p style="padding-left: 40px;">Cost of fingerprint analysis by BCI and FBI            \$60.00</p> <p>Total Cost                    \$75.00</p>	
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p><b>YES    NO</b></p>
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p><b>YES ♦ NO</b></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

Appendix 2

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

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

**Name** Lonny Stanford **Social Sec. No.** 529-15-8395

**Address** 2410 Nectar Way **Saratoga Springs** **Utah**  
 84043  
**Street** **City** **State**  
**Zip**

**Phone** (801) 766-8506 **Date of Birth** 8/31/1963 **Place of Birth** Arcadia, California

<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><b>YES ♦ NO</b></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</p>	

<p>applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check:</p> <p style="padding-left: 40px;"><b>Administrative cost</b> <b>\$15.00</b></p> <p style="padding-left: 40px;">Cost of fingerprint analysis by BCI and FBI            \$60.00</p> <p>Total Cost                    \$75.00</p>	
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p><b>YES    NO</b></p>
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p><b>YES ♦ NO</b></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



## Appendix 3

### 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. or a tribal entity that is seeking a charter from a Utah School District Board or the Utah State Board of Education. UCA 53A-1a-504 (1) (a).

**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 Utah State Board of Education and an approved applicant.

**Financial Plan** – Narrative that supports the operational budget.

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

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

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

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

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

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

**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.

## Appendix 4

### Reader's Guide (Scoring Rubric)

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

Comprehensive Program of Instruction	0	1	2	3
Curricular Emphasis The philosophy described provides clear evidence of the principles, beliefs, and attitude of the school.				
Curricular Emphasis The methods of instruction to be implemented at the school provide clear descriptions of how the State standards will be taught, assessed, and tracked over time.				
Curricular Emphasis The implementation of the special emphasis of				

the school is clearly described.				
Curricular Emphasis The implementation of the special emphasis of the school aligns with the philosophy and methods of instruction provided.				
Curricular Emphasis The vision/mission of the school is aligned with the philosophy, methods of instruction, and special emphasis.				
Effectiveness Goals Includes complete, separate statements reflecting improved pupil learning measured by CRTs at elementary and high school levels.				
Effectiveness Goals Includes complete statements				

about grading/mastery for subject matter/courses.				
Effectiveness Goals Additional pupil learning goals align with the method of instruction described.				
Effectiveness Goals Includes complete statements reflecting measurement/attainment of mission statement.				
Effectiveness Goals Goals, objectives, and measurement criteria align with the mission of the school.				
Unit Lesson Plans Lesson plans represent the application requirements for the grade levels served.				
Unit Lesson Plans Lesson plans align with the methods of				

instruction described.				
Unit Lesson Plans Lesson plans identify the performance objectives of the State standards to be addressed.				
Unit Lesson Plans Lesson plans reflect the special emphasis of the school.				
Summative Assessment Summative assessment is aligned with the lesson plans.				
Summative Assessment Summative assessment reflects the method of instruction described.				
Summative Assessment Summative assessment provides opportunities for students to demonstrate proficiency in identified performance objectives.				

<p>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.</p>				
<p>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.</p>				
<p>Discussion and Examples of Monitoring Description of how students' progress toward mastery of</p>				

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.				
Detailed Business Plan				
Start-up Plan Provides a description of the minimum facility requirements to execute the charter, as described in this application.				
Start-up Plan Includes a justification for the acquisition of the facility and implementation of Start-up Plan.				
Start-up Plan Describes process for				

recruiting students and personnel.				
Start-up Plan Includes time frame for adopting policies and procedures.				
Start-up Plan Includes a timeline for implementing the Start-up Plan				
Operational Plan Includes a description of the financial management of the organization.				
Operational Plan Includes a description of the day-to-day management of the organization.				
Operational Plan Includes a description of the marketing and projected growth of the organization.				



Operational Plan Includes a strategic plan that represents a timeframe for implementing the operational plan.				
Operational Plan Aligns with the other pieces of the application.				
Operational Budget Adequately reflects the Operational Plan.				
Organization Structure				
Description of Governing Body responsibilities and terms.				
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.				
--	--	--	--	--

## Appendix 5

### Administrative Completeness Checklist

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

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

Incomplete applications will not be forwarded to the Board.

Cover Sheet – Attachment A

School Name

Applicant Name

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Signature Box Complete

Title Page – Attachment B

Target Population – Attachment C

Comprehensive Program of Instruction

Curricular Emphasis

Philosophy

Methods of Instruction

Special Emphasis

Mission

Effectiveness Goals – Attachment D

Lesson Plans and Summative Assessments

Discussion and Examples of Monitoring

Dissemination of Information

Plan for Tracking Student Progress

Example for Tracking Student Progress

Teacher Integration of State Standards into Instruction

Detailed Business Plan

Start-up Plan

Facility Requirements

Recruiting Students

Recruiting Staff

Policies and Procedures

Timeline

Justification of Acquisition of Facilities

Start-up Budget

Operational Plan  
Financial Plan  
Management Plan  
Marketing Plan  
Strategic Plan  
Operational Budget – Attachment E

Organizational Structure and Governing Body  
Description of Governing Body  
Day-to-day Operation  
Flow Chart

Background Information Sheet and Resume –Attachment F  
Background Information Sheet(s)  
Resume(s)

Articles of Incorporation and Bylaws, when available.

Compliance Assurances – Attachment H

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Appendix 5

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Appendix 5

Vice President

President (CAO)

Treasurer

Secretary

Director

Director

Director

Director/principal



