

Charter School Application 2011-2012

# Endeavor Hall

Applicant: Jennifer Perry

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## DISTRICT CONTACT

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### District Contact

Submitted to Dr. Stephen Ronnenkamp (person) who works at Granite  
School District on 3/31/2010 (date). (NOTE: repeat this statement for each  
district in which the school may be located.)

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

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

Jennifer Perry  
Authorized Agent (please print)

  
Signature of Authorized Agent

3/27/2010  
Date

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

## 2. TITLE PAGE

Name of Proposed Charter School Endeavor Hall

☒ New School

☐ Converted School

Name of Applicant Applying for the Charter Jennifer Perry

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

Authorized Agent for Applicant Jennifer Perry

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

Authorized Agent Mailing Address 3191 Collins Camp Ct.

City West Valley City State UT Zip 84128

Daytime Phone (801) 955-5189 Email jb\_perry@hotmail.com

District(s) school will be located Granite School District

### Form of Organization

☒ Non Profit Corporation

☐ Tribal Entity

☐ \_\_\_\_\_

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

Name (if known at time of application)	Phone Number	Type of Member (examples: parent, business, potential staff)	Position on Board (examples: chair, vice chair, secretary)
Jennifer Perry	801-955-5189	Parent	Chair
Nichole Coombs	801-966-8515	Parent	Vice Chair
Rebecca Deppe	801-967-2301	Parent	Secretary

Greg Robinson	801-963-6685	Parent	Treasurer
Ryan Harrison	801-707-9829	Community Member	Board Member
Brian Allen	801-661-2922	Community Member	Board Member

Please attach a list of those persons whom you have designated as **FOUNDING MEMBERS** of the school. Children of a Founding Member (an individual who has had a significant role in the development of a charter school application), children of a licensed teacher in a teaching assignment, and siblings of students currently attending the charter school are eligible for preferential enrollment under both State and Federal Charter School law. [53A-1a-506\(b\)\(i\)\(A\)](#) Also, identify the percentage of students eligible for preferential enrollment under the status of founder's child or teacher's child.

#### **Founding Members**

Gregg & Jennifer Perry

Richard & Nichole Coombs

Jeremy & Rebecca Deppe

Ryan & Cindy Harrison

Greg & Kristina Robinson

The Board of Directors of Endeavor Hall will add additional founding members as needs arise, and will submit a final list to the Utah State Charter School Office prior to the first day of school.

#### **Preferential Enrollment**

The percentage of students qualifying for preferential enrollment as children of founding members will not exceed five percent. A detailed plan outlining preferential enrollment can be found in section 16, Admission and Dismissal Procedures.

### 3. TARGET POPULATION

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

Endeavor Hall serves students desiring to acquire superior writing skills in the context of an academically challenging curriculum in preparation for collegiate studies and careers.

	GRADES AND SPECIFIC NUMBER OF STUDENTS SERVED BY GRADE													TOTAL NUMBER OF STUDENTS (Enrollment cap)
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
2011-2012	0	50	50	50	50	50	50							300
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
2012-2013	79	78	78	78	78	78	78	78						625
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
2013-2014	75	75	75	75	75	75	75	75	75					675
Year 4	K	1	2	3	4	5	6	7	8	9	10	11	12	
2014-2015	75	75	75	75	75	75	75	75	75	75				750

#### School Calendar

☒ Standard      ☐ Extended School Year      Instructional Days\_\_180\_\_

☐ Alternative (please describe in 5 words or less)

Start Date\_Monday, August 29, 2011\_\_

Title ~~53A-1a-503~~ statutorily defines seven purposes for charter schools. An individual charter school must meet only one of the seven purposes. Please provide a detailed description of how your school will meet these defined purposes. If a purpose does not apply to your proposed school, please indicate with N/A.

1. Continue to improve student learning:

According to the National Writing Project's latest publication (March 2010), 98 percent of Americans say learning to write well is important to success in college. The same document asserts that three out of four Americans think schools should put more emphasis on teaching students to write well. In March 2005, the SAT test, designed to predict success in college, was redesigned to include a writing section. In 2008, the College Board published a study exploring the validity of the SAT itself. The study used correlation of SAT scores and First Year Grade Point Average (FYGPA). If the test is valid, then higher SAT scores should predict higher grade point averages. The study outcome did show this correlation, with one surprise: the writing section score had the highest correlation with FYGPA, and was the same as the correlation between the math and critical reading sections combined. ***The conclusion is that the ability to write is the strongest indicator of success in college!***

The founders of Endeavor Hall believe this data demands a greater emphasis on writing. We have come to be passionate about the need to teach our students to write. Learning to write can be compared to learning to play a musical instrument in many ways. Both require practice—and a lot of it. They also require an instructor who is skilled and excited about the subject. For a student learning to play a musical instrument, the teacher is successful in motivating the student to practice when they can excite the student about the music she is learning. The same is true for writing. Our children need to learn to write, and to write well.

Teachers need to know how to capture the attention of their students with writing. They also need skills to effectively teach writing. Since 1974, the National Writing Project (NWP), financed by the Federal Department of Education, has provided teachers the opportunity to develop these skills. Through training courses, teachers in all subjects and grade levels learn strategies to help students become accomplished writers. The NWP is the nation's oldest and perhaps most effective professional development program, with affiliate sites in all 50 states. In Utah, one of the affiliate sites is the Central Utah Writing Project (CUWP), housed at Brigham Young University.

Endeavor Hall's mission to produce competent and accomplished writers must begin with its teachers and must use practices proven to boost writing ability. Students taught by NWP trained teachers have statistically significant gains in writing over those from comparison groups (National Writing Project, 2008). In the Granite School District where Endeavor Hall will be built, participation in NWP training is something a few teachers may decide to do independently, but according to the CUWP, the district itself does not have an ongoing partnership. For schools in Utah employing strategies learned through the NWP, there are usually just one or two trained teachers who are responsible for disseminating the information to others. As a result of this and other factors, implementation rate is low. Endeavor Hall considers this a great disservice to students—a program with long-term proven results is not being fully utilized. As a result, Endeavor Hall, pending charter approval, has entered into a partnership with CUWP to train **all** teachers at the school.



Through Endeavor Hall's professional development partnership with the Utah affiliate of the National Writing Project, it is anticipated scores on the Direct Writing Assessment will increase significantly. Endeavor Hall has received a letter from CUWP confirming partnership, along with training implementation information. Refer to Appendix A: *National Writing Project Proposal* for additional details.

The National Commission on Writing (2003) recommended the amount of time students spend writing should be at least doubled, and it should be assigned across the curriculum. The same study states that in actuality less time is being spent learning to write because of increasing scrutiny on high-stakes standardized tests. Other research shows that students who spend significant amounts of time writing about what they are learning perform better on standardized tests because they have had to internalize the concepts and information taught to them. Endeavor Hall agrees, and adds that writing time must be qualitative as well as quantitative.

Direct Writing Assessment (DWA) scores in schools located on the west side of the Granite School District indicate a need to improve writing skills. Updating DWA data to include the 2009-2010 school year has been problematic for two reasons. The first is that U-PASS reports were not generated in this year, which is where DWA information is usually contained. The second and more problematic issue is that the test has previously been administered in the sixth and ninth grades. During the 2009-2010 school year the test was taken in fifth and eighth grades. The rubrics on which the tests are scored differ because of the grade change. Therefore, comparing data from previous years to 2009-2010 is neither valid nor reliable. Endeavor Hall has compiled two sets of data, both of which illustrate the need for an increased emphasis in writing in the targeted area. One set of data compares 2009-2010 scores from the West Side of the Granite District (West Valley, Magna, Kearns, and Taylorsville) with those from the East side of the District (Holladay), and the State of Utah. The second set of data is a longitudinal comparison from 2006-2009.

There is a disparity in writing ability between the schools located in the Western area of the Granite District and the East side of the Granite District, as well as the State average in both elementary and secondary school settings. Figures 1 and 5 show the average raw score of schools by location, and Figures 2 and 6 the percentage of students achieving a "proficient" rating for the 2009-2010 school year. This percentage is calculated by adding the number of students receiving a "sufficient" score (18-23) or a "substantial" score (24-30). Looking at these numbers alone one sees a gap in achievement, but it is not huge. However, when the numbers of students obtaining a "substantial" score are compared, the true discrepancy is revealed: **The percentage of students achieving the "substantial" score is more than double in the East when compared with the average of West Valley, Magna, Kearns, and Taylorsville, as illustrated in Figures 3 and 7.** Figures 4 and 8 compare percentage of students with a "proficient" score by city over several years. All information was obtained from the Utah State Office of Education Accountability Department. Secondary school statistics for Taylorsville and Holladay were not available at the time of this revision. Figures 5 and 6 will be updated when we are able to obtain this data.

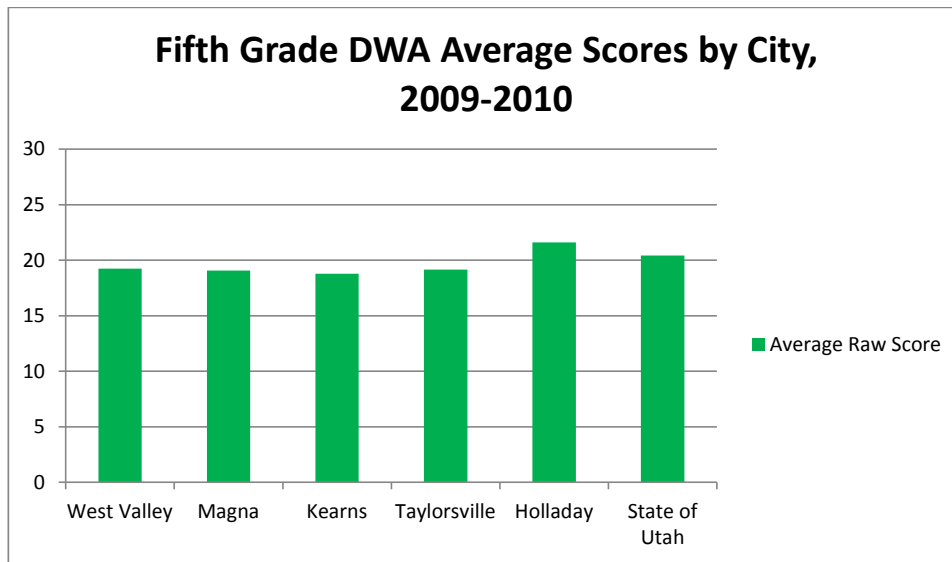


FIGURE 1

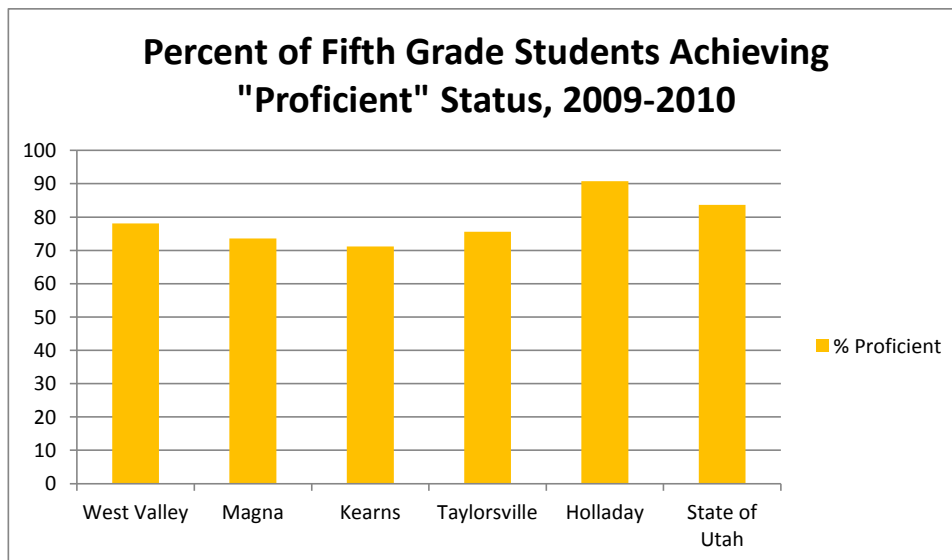


FIGURE 2

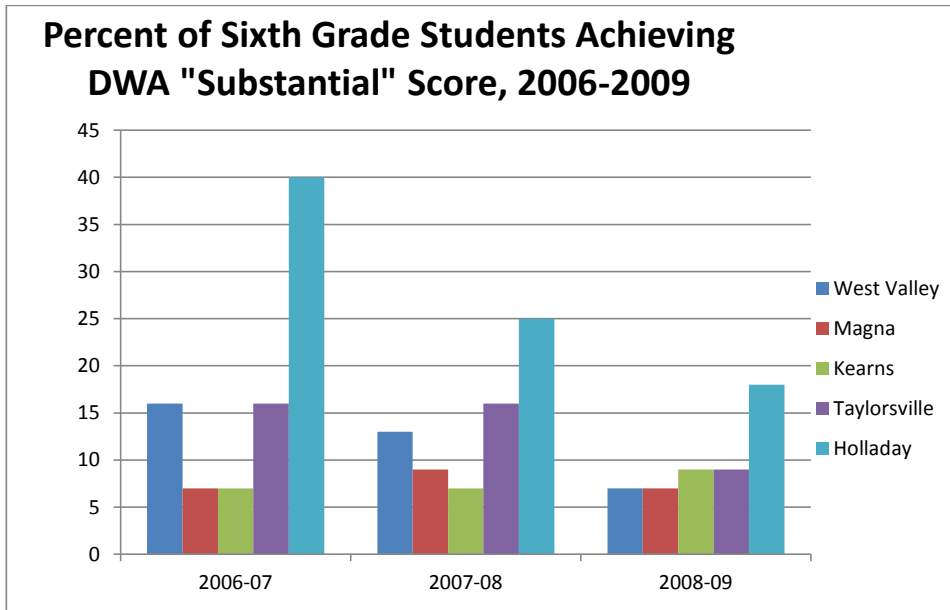


FIGURE 3

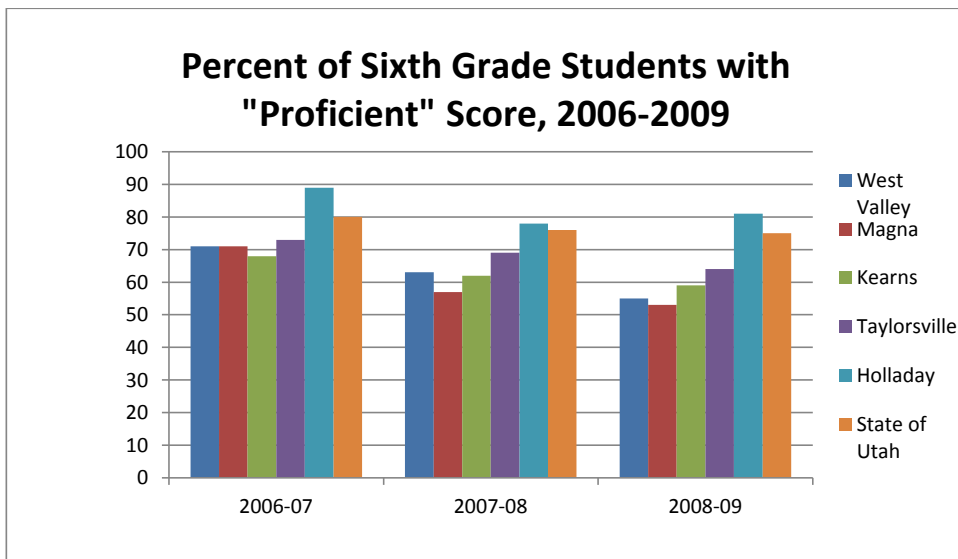


FIGURE 4

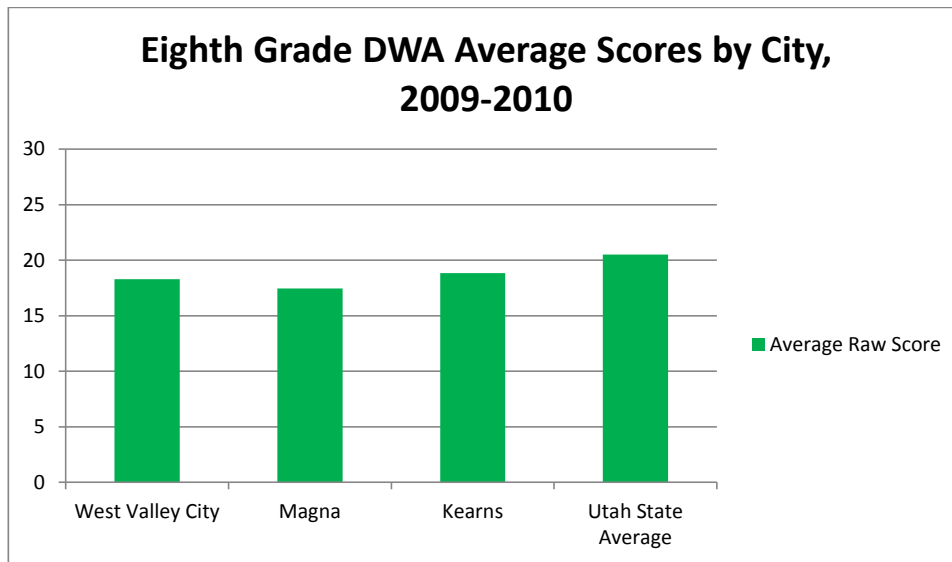


FIGURE 5

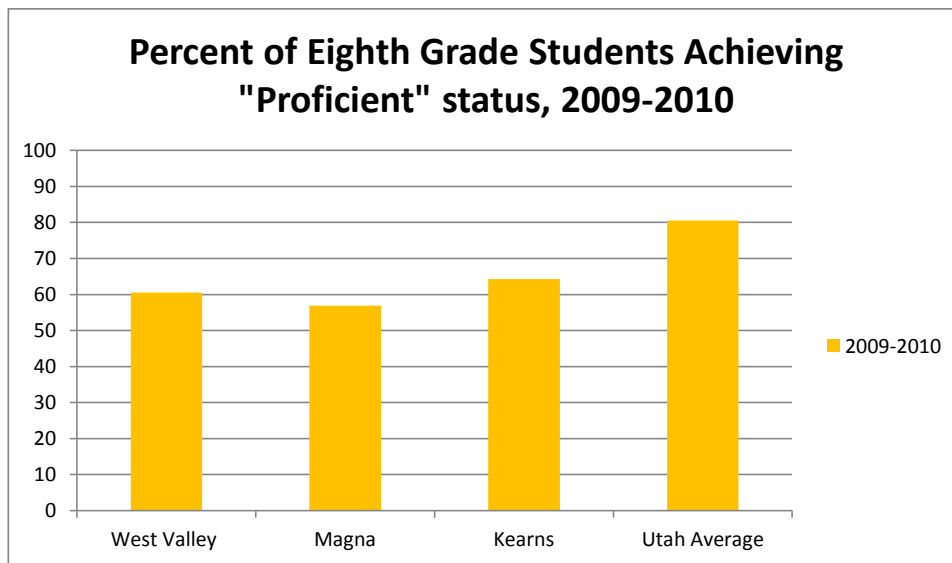


FIGURE 6

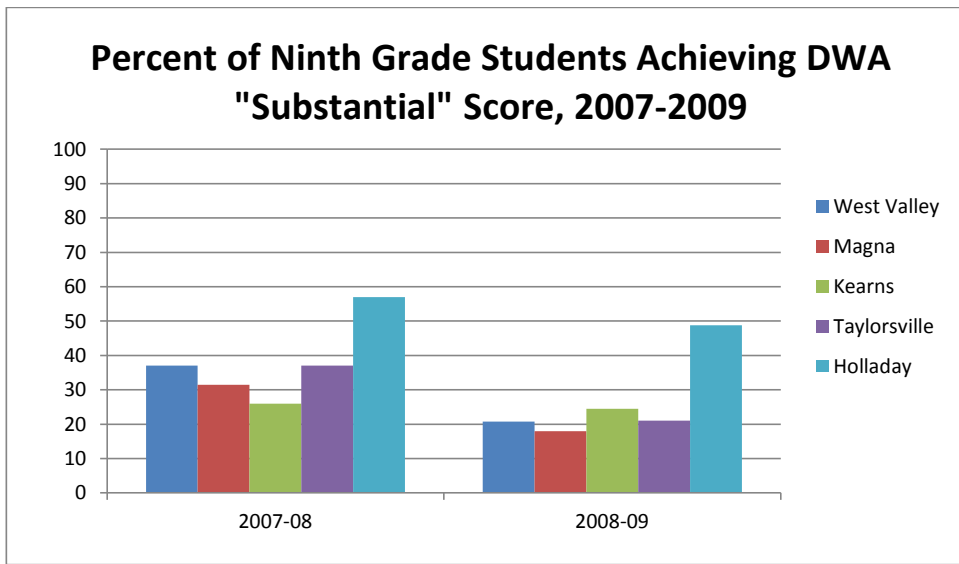


FIGURE 7

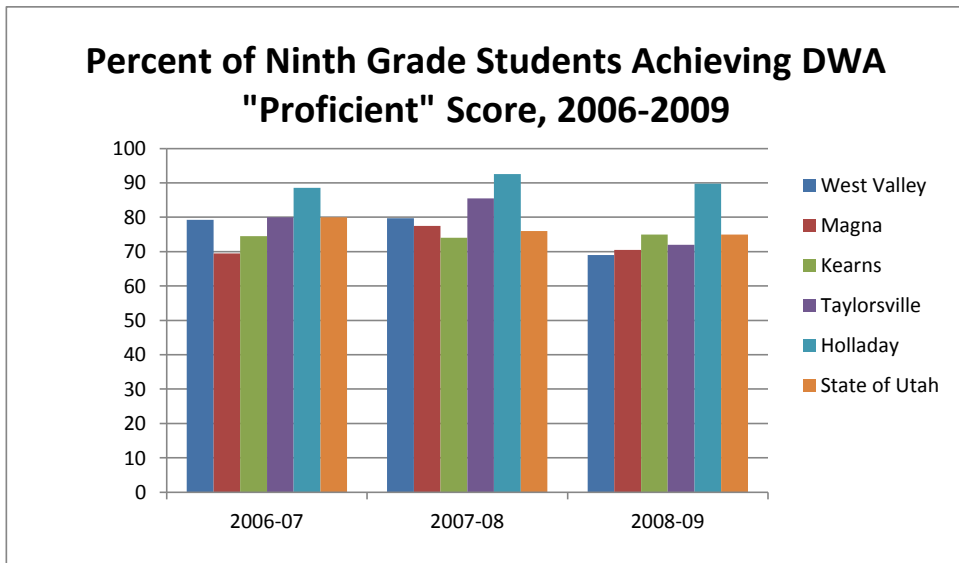


FIGURE 8

Further research reveals a minimum of 35 percent of students entering Salt Lake Community College in the fall of 2009 were required to take a remedial English class (English 900 or English 990). According to Joy Tlou, Public Relations Director for Salt Lake Community College, 19,173 students took an English placement test prior to enrolling for the Fall 2009 semester. While we do not know how many of those students enrolled, we do

know that 5,727 students were enrolled in a remedial English class. It is not likely that everyone who took the placement test enrolled. If they did, then 35 percent of them were deficient in their basic language arts skills. While this statistic is only valid for students attending Salt Lake Community College (SLCC), Granger, Hunter, Cyprus, and Taylorsville High Schools combined to send 1,265 freshmen to SLCC in the fall of 2009. The numbers for Kearns High School were not available. That translates to an estimated minimum of 443 college bound students in the target area having deficient language arts skills. Another statistic Endeavor Hall believes illustrates the need for an increased emphasis on writing.

A very compelling study investigated what has come to be known as “90/90/90 schools”. Put simply, these schools consist of 90 percent or more of the student population qualifying for free or reduced lunch, 90 percent or more of the students coming from an ethnic minority, and 90 percent or more of the students meeting high academic standards determined by independently conducted tests of academic achievement. Study data was gathered from 1995 through 1998 in demographically qualifying schools in the Milwaukee Public Schools system, and one of the key findings is that an emphasis on writing greatly contributes to this success (Reeves, 2000). Currently, there is not a strong or effective emphasis on writing in the existing schools of the target population. Endeavor Hall will improve student writing by providing proven training to all teachers through the NWP/CUWP partnership.

Endeavor Hall uses the Core Knowledge Sequence and will become an official Core Knowledge school. Research has shown that students enrolled in schools utilizing the Core Knowledge curriculum had gains in reading, vocabulary, and social studies that are statistically classified as “highly significant” (Taylor, 2000). Gains in math and science in similar studies were also higher for students in Core Knowledge schools, but not with the same statistical significance. Latest UPASS results (2008-2009 school year) for schools located in West Valley City, Magna, Kearns, and Taylorsville show a significant achievement gap, with the exception of elementary science (See Figures 9 and 10). By properly implementing the Core Knowledge curriculum, it is anticipated scores will rise well above the local and district averages, and will eventually meet or exceed state averages and federally mandated passage rates.

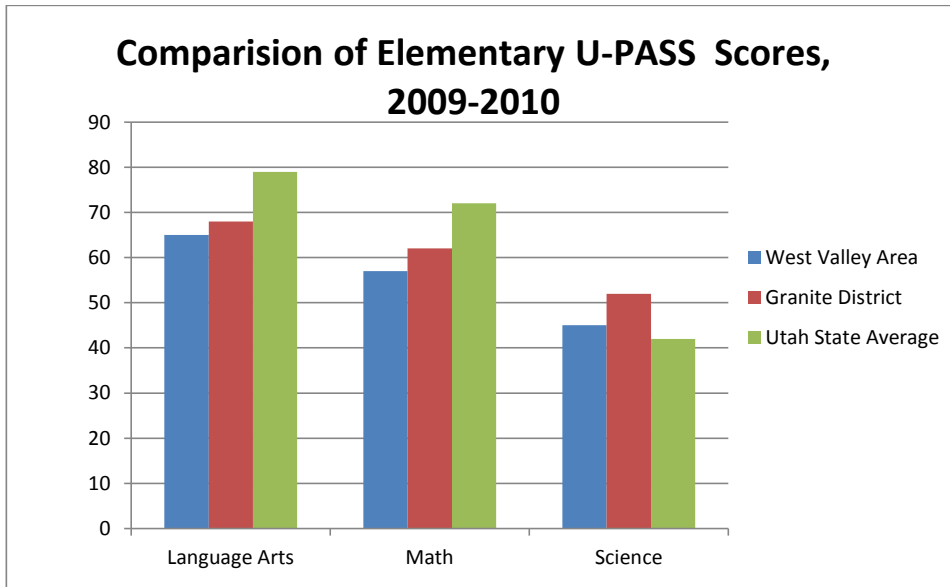


FIGURE 9

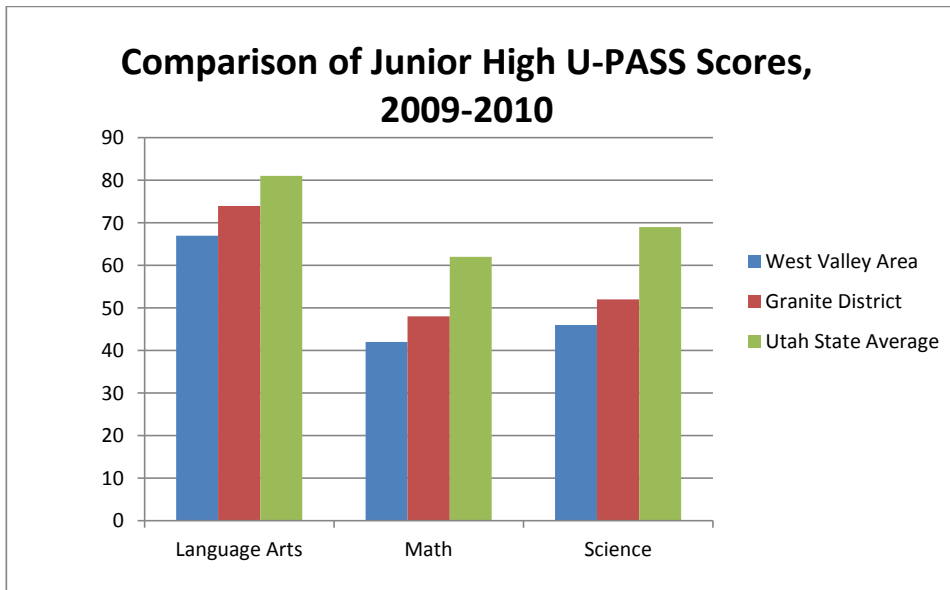


FIGURE 10

2. Encourage the use of different and innovative teaching methods:
3. Create new professional opportunities for educators that allow them to participate in designing and implementing the learning program:
  - Teachers have the opportunity to work with Rick Walton, a local author and English professor at Brigham Young University, in creating a supplementary language arts curriculum where children learn grammar and parts of speech through individual writing activities. It is anticipated to be accepted for national publication, with a share of royalties returning to financially benefit Endeavor Hall.
4. Increase choice of learning opportunities for students:
  - Currently, there are no district schools in the Granite School District offering instruction utilizing the Core Knowledge Sequence, the Spalding language arts program, or Saxon math. Of the three charter schools in the area offering one or more of these programs, there is a confirmed waiting list of 1,625. These numbers were compiled from phone calls to each of the schools in March, 2010. This excludes one of the schools choosing not to disclose wait list numbers. This means that at minimum, over 1,600 students do not have the choice of attending a school offering programs they desire. Additionally, there are not any charter schools with a writing emphasis in the state of Utah.
5. Establish new models of schools and new forms of accountability that emphasize measurement of learning outcomes and the creation of innovative measurement tools.
  - Research demonstrates that students who are able to write about what they have studied have a better understanding of the subject and also have more developed higher-order thinking skills (Carmen, 1990). Unfortunately, writing is currently taught as an independent skill in many classrooms and schools. At Endeavor Hall, writing is not taught as an isolated subject, but is incorporated throughout the day in all academic subjects. Endeavor Hall will employ *authentic assessment*, a tool not regularly used as a means of assessing and tracking student writing skills in most public schools. While it is being used in charter schools more frequently, Endeavor Hall believes it is a powerful tool to help build writing success. Authentic assessment is defined as evaluating student learning through use of student portfolios, performance, or observations in place of or in conjunction with more traditional measures of performance such as tests and written assignments. One of the characteristics common to “90/90/90 schools” is ongoing authentic assessment, with measurements of progress evident throughout the school building. Endeavor Hall will display work samples, visual charts stating goals and tracking progress, and other highly visible reminders and reinforcements of Endeavor Hall’s writing emphasis. These reminders and displays of progress can encourage and motivate students, teachers, and parents, and serve as a means of providing parents and other stake holders ongoing information about student performance.
  - Under the direction of the Head of Teachers, faculty at Endeavor Hall will work to research and develop tools that are valid and reliable in measuring writing skills, which sets Endeavor Hall’s use of authentic assessment apart from other schools. It



is anticipated that protocols developed at Endeavor will be disseminated and benefit students in other schools.

6. Provide greater opportunities for parental involvement in management decisions at the school level.
  - Endeavor Hall values the input of parents regarding the management of the school. While our plan to allow parents to remove a board member may not be considered innovative at this point, we nonetheless believe it should be included here, as a means of demonstrating our commitment to parental involvement. Endeavor Hall's plan for parents to remove a board member is as follows:
    - A) Parents vocalize concerns during the public comment period of a board meeting.
      - a. Members of the public have 2 minutes to speak to the BOD or 5 minutes if they represent a group.
    - B) Once a year, parents/guardians can organize a petition drive in which 2/3 of the school's legal guardians must sign (email signatures are not accepted).
      - a. The Board of Directors must be notified in writing that a group is starting a petition. The group has two weeks from that date to collect the necessary signatures.
      - b. Each legal guardian of a student (i.e. both parents) who are listed on official school records as such have the option to sign.
      - c. A petition can only be circulated once a year
      - d. The petition must list the name of the one board member the group would like removed.
    - C) The Board Member is removed if a 2/3 majority request the removal.
      - a. Collected signatures are verified by school administration
      - b. Board Chair (Vice-Chair if member to be removed is the Chair) must receive notice of collected signatures and place item on the next board meeting agenda.
      - c. During an open public meeting the Board Member is replaced by another Member appointed by the Board of Directors
7. Expand public school choice in areas where schools have been identified for improvement, corrective action or restructuring under the No Child Left Behind Act.
  - Oquirrh Hills Elementary, located in the target population area is currently identified for improvement under the No Child Left Behind Act. Additionally, the Granite School District as a whole is on a school improvement program under NCLB. Endeavor Hall is seeking to acquire property within this area.

Works Cited:

- Chapman, C., *Authentic Writing Assessment*. Practical Assessment, Research & Evaluation, 2(7), 1990
- Hirsch, E. (2006), *The Knowledge Deficit* New York: Houghton Mifflin Harcourt
- Kobrin, J., Paterson, B., Shaw, E., Mattern, K., Barbuti, S. (2008), *Validity of the SAT for Predicting First-Year College Grade Point Average*, College Board, New York.
- National Commission on Writing (2006), *The Neglected "R" The Need for a Writing Revolution*
- National Writing Project (2000), *Writing Project Professional Development for Teachers Yields Gains in Student Writing Achievement*
- Reeves, D., (2000), *Accountability in Action* Denver: Advanced Learning Press
- Taylor, G., (2000) *Oklahoma City, a Rigorous Scientific Study Shows the Positive Equity Effects of Core Knowledge*, Oklahoma Public Schools

## 4. CALENDAR AND BELL SCHEDULE

---

The calendar for the 2011-2012 school year is as follows. The calendar will be approved annually by the Board of Directors prior to July 1, and will meet all state requirements as found in Utah Code R277-419.

Endeavor Hall will follow a Monday through Friday bell schedule that will not include an early out day during the regular school week. This increases weekly instructional time giving teachers the hours necessary to effectively teach the Core Knowledge curriculum.

Students in grades six through nine will be on an A/B block schedule as outlined below. The Head of Teachers will create the daily instructional time schedule in cooperation with teachers to ensure all subjects receive adequate time, which will be subject to approval by the Board of Directors.

During the 2011-2012 school year, kindergarten will not be held, and sixth grade will not utilize the block schedule.

### BELL SCHEDULE

#### MONDAY-FRIDAY

##### 1<sup>st</sup>-5<sup>th</sup> grade

8:00 a.m. - 9:30 a.m. Instructional Time  
9:30 a.m. - 9:45 a.m. Recess  
9:45 a.m. - 12:00 p.m. Instructional Time  
12:00 p.m. - 12:30 p.m. Lunch  
12:30 p.m. - 1:45 p.m. Instructional Time  
1:45 p.m. - 2:00 p.m. Recess  
2:00 p.m. - 2:40 p.m. Instructional Time

##### 6<sup>th</sup>-9<sup>th</sup> grade A/B schedule

8:00 a.m. - 9:30 a.m. 1<sup>st</sup> Period  
9:35 a.m. - 11:05 a.m. 2<sup>nd</sup> Period  
11:10 a.m. - 12:40 p.m. 3<sup>rd</sup> Period  
12:40 p.m. - 1:10 p.m. Lunch  
1:10 p.m. - 2:40 p.m. 4<sup>th</sup> Period

#### HALF-DAY KINDERGARTEN

8:00 a.m.-9:30 a.m. (11:40 a.m.-1:10 p.m.)  
Instructional Time  
9:30 a.m.-9:45 a.m. (1:10 p.m.-1:25 p.m.)  
Recess  
9:45 a.m.-11:00 a.m. (1:25-2:40 p.m.)  
Instructional Time

# 2011-2012

	Back to School Nights
	Board Meetings
	End of term
	School Begins/ Ends
	SEP- Dismissed at 12:15
	Snow Day Make-up
	Student Assessments
	Student Non-Attendance
	Teacher Training
	Testing

1st Term Aug 29-Nov 3 (46 Days)  
 2nd Term Nov 7-Jan 19 (45 Days)  
 3rd Term Jan 23-Mar 23 (44 Days)  
 4th Term Mar 26-Jun 1 (45 Days)  
 180 total days

**Field Code Changed**

## 5. MARKET ANALYSIS

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Endeavor Hall will be located in the southwest area of the Granite School District. Endeavor Hall has signed a letter of intent (See Appendix H ) to purchase five acres of land in the 5600 West and 4700 South area, dependent upon approval of the charter and ability to secure financing. The purchase price of the land, including improvements, is \$600,000. This piece of property will be configured from parcels, currently valued by the Salt Lake County Assessor at an average value of \$123,680 per acre, which is unimproved land. Endeavor Hall is able to purchase this land below market value with improvements included. Endeavor Hall has until January 20, 2011 to obtain charter approval and show ability to finance the facility, and must close on the land by April 20, 2011. Information regarding the property value can be obtained from the Salt Lake County Assessor using the following link.

<http://www.assessor.slco.org/cfml/Query/values.cfm?&itemName=BB%20Sold%20PC&di stance=300&fromRec=1&orderby=final value>

Endeavor Hall has also been approached by an agent representing a land owner in the 5300 South and 5600 West area. They offered a letter of intent, which has not been signed, for four acres with a purchase price of \$1,000,000 which does not include any improvements (Also included in Appendix H). It is another option, in the target area, should the above property not work.

Located in West Valley City, and close to Magna, Kearns, and Taylorsville, Endeavor Hall intends to serve students in this geographic region who want to acquire superior writing skills in the context of an academically challenging curriculum as preparation for collegiate studies and careers. This location was selected due to low scores in core subjects, specifically the Direct Writing Assessment (DWA), the lower socioeconomic status of the area, and census data showing a low percentage of adults achieving college degrees. There is a demand for charter schools with an academic emphasis in the area, and neighborhood schools are full as well.

In 2009, an average of 55.7 percent of elementary students in the Greater West Valley area (defined as West Valley City, Magna, Kearns, and Taylorsville) were considered to be proficient writers by receiving a score in the “sufficient” or “substantial” range on the Direct Writing Assessment. State wide, the average was 75 percent. Junior high scores are better with 71 percent achieving proficient in the Greater West Valley City area, however, the state average is 87 percent, an achievement gap of 16 percent (Figure 11). The achievement gap of 16-20 percent is one Endeavor Hall does not believe is acceptable.

Additionally, students in the target area are two times less likely to develop substantial writing skills than students located on the East side of the district (Holladay), as illustrated in Figures 12 and 13. Endeavor Hall’s emphasis on writing will work to close this substantial achievement gap.

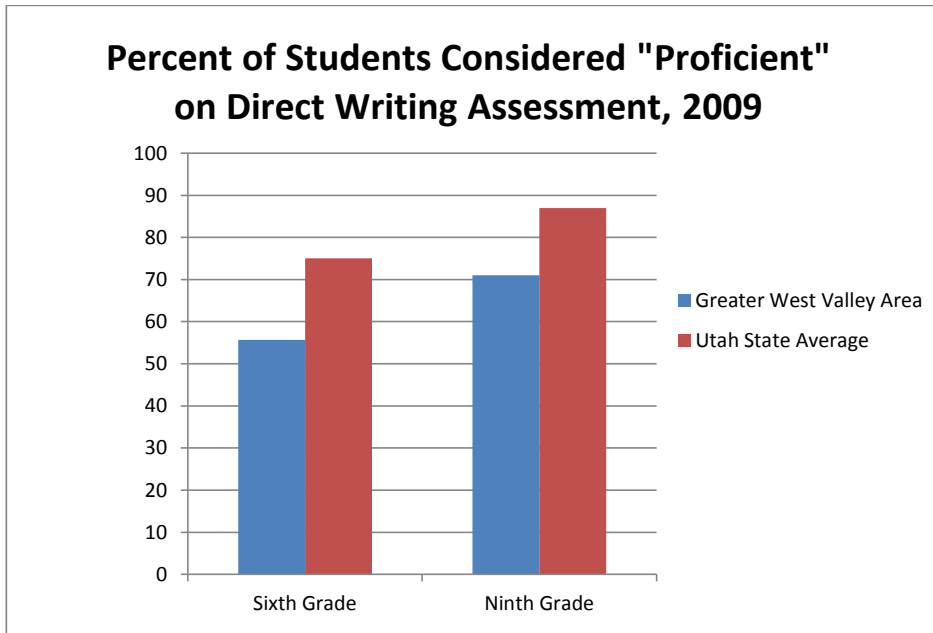


FIGURE 11

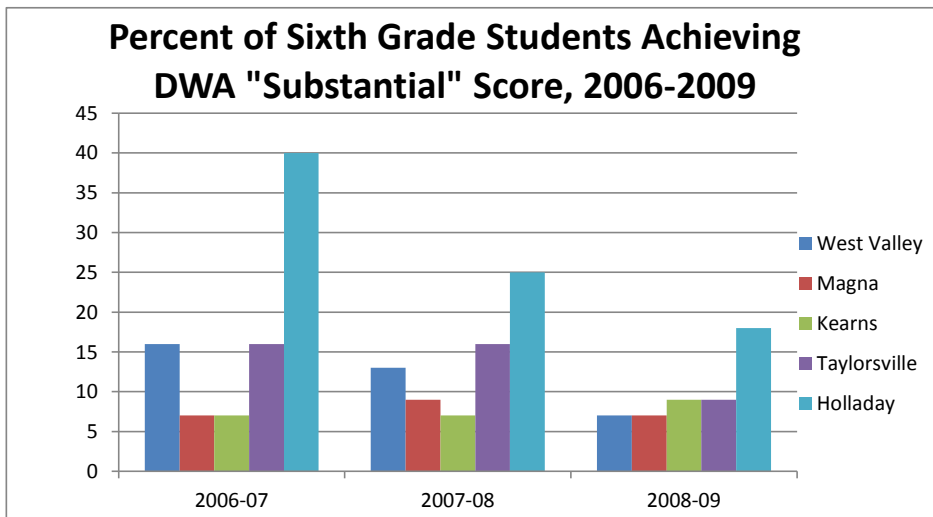


FIGURE 12

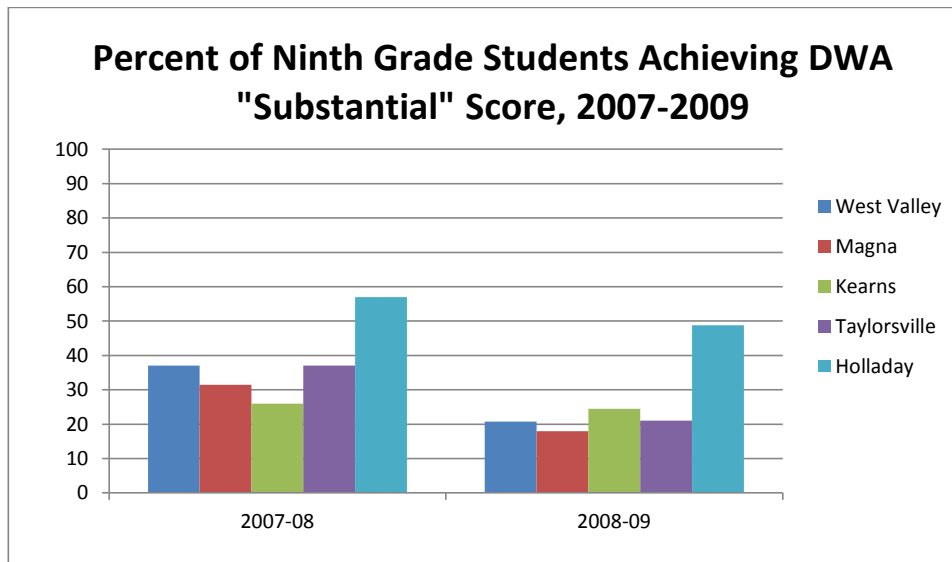


FIGURE 13

Census data from the most recent census (2000), shows adults living in the Greater West Valley area have a much lower college graduation rate than Salt Lake County as a whole (Figure 14). The educational background of the parents is reflected by the socioeconomic status of the area. Currently, 14 of the elementary schools in the area have Title I status. Upon further examination of the remaining 18 elementary schools, all have a minimum of 45 percent of the student body receiving free or reduced lunch, with some as high as 65 percent. The mean of free or reduced lunch recipients in non-Title I schools is 52.3 percent. Ethnic demographic information from West Valley City estimates the 2008 population consisted of about 25 percent ethnic minorities, and the projection for 2013 is 27 percent ethnicity.

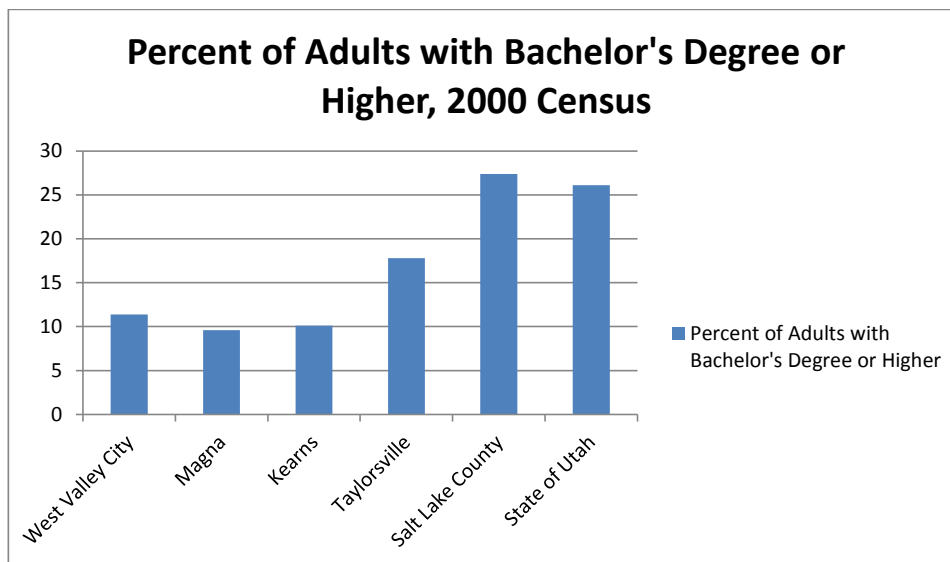


FIGURE 14

Current growth estimates are about one and a half percent annually, and the Greater West Valley area has an average of 19 percent of the population between ages five and 14, compared to 16 percent for Salt Lake County and 17 percent for the state of Utah. Currently, approximately one-third of elementary schools in the target area are on year-round schedules due to over-crowding.

There are currently three charter schools open on the west side of the Granite District educating students in kindergarten through ninth grades. Of the three, two have a college preparatory focus, with a combined waiting list of 1,625 students for the 2010-2011 school year as of March 11, 2010 (numbers obtained from phone calls with the American Preparatory Academy campus in West Valley City and Monticello Academy, also in West Valley). There are a combined total of 110-120 students waiting for seats in sixth grade, and 120-130 waiting for seats in seventh grade. Additionally, there is one charter school (Navigator Point) in the North West area of the Jordan School District with an academic focus. School staff was unable to disclose waiting list numbers, but did disclose there is a waiting list for all grades served (k-9). The upper grades are usually difficult to fill, but based on the current waiting list numbers at these schools, Endeavor Hall believes all seats will be filled during the initial year of operation. Eighth and ninth grades will be added in the second and third years of operation, with students matriculating up in order to maintain full capacity.

The waiting lists at the existing charter schools with a predominantly academic emphasis indicate families in the target area want their children to attend schools which promote collegiate readiness through strong academic programs.

Endeavor Hall will use a multi-faceted approach in marketing the school to prospective students and parents in the target population. Active advertising will include open houses



at various locations in the community, distribution of brochures, and posting of school information in public places such as grocery stores, libraries, recreation centers, preschools, and other high-traffic areas of the target population. Leaders in various ethnic and civic groups will also be contacted and educated about Endeavor Hall and given written information which they can spread within the subgroup. Passive marketing strategies will include press releases and advertisements in local newspapers, and construction and maintenance of a website about the school, its mission and application procedures, as well as contact information. In order to target those who may be seeking this type of charter school education, contact information will be placed on the State Charter Schools website, and brochures will be distributed to other charter schools in the area, in hopes they will disseminate the information to interested students and parents. Contact will also be made with groups who support educational choice, and request they distribute information about the school. It is anticipated that Endeavor Hall will open in a temporary location approximately four miles from the permanent location. Parents will be advised of this during the marketing and recruiting process.

## 6. CAPITAL FACILITY PLAN

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Members of the Board of Directors of Endeavor Hall have begun researching properties available for purchase that are or can be properly zoned and amenable to a school facility. As of Tuesday, September 20, 2010, Endeavor Hall has a letter of intent to purchase property in the 5600 West and 4700 South area (see Appendix H). The piece of ground is approximately five acres and will cost \$600,000 with improvements. This price, without improvements is below current market value as determined by the Salt Lake County Assessor. With the improvements included, Endeavor Hall believes this is good value. Additionally, another land owner has offered 4 acres for \$1 million (see Appendix H). This piece of property is in the 5300 South/5600 West area. While this is a less desirable location, size, and price, it would be an option should the purchase of the 4700 South site fail. Time is a critical factor in obtaining the 4700 South location.

Endeavor Hall acknowledges a building will not be completed prior to opening in the fall of 2011. The Board of Directors has conducted extensive research and has located several properties large enough to accommodate our student body, and information for each is listed below. The most viable is located in the Franklin Covey Complex in West Valley City. The Patrick Henry Building is a stand-alone building with its own parking lot, cafeteria and a warehouse area that can be cleaned out and used as a gymnasium area. There are two additional parking lots that can accommodate additional parking for special events, etc. They have offered us 20,000 square feet of office space that they will retrofit. The cost will be \$12 per square foot, with an additional 8,000 square feet of warehouse space at \$5 per square foot. Details are contained in Appendix I, and terms are negotiable. This facility provides 14 adequately sized classrooms, an open space area, and office space that can be utilized as break-out rooms. The drawings below show the layout of the building, with the proposed retrofits. They are accompanied by pictures of the building in its current state. The area where classrooms will be constructed is currently a large open office area. The ceiling will be lowered, and walls inserted to create the classrooms. Franklin Covey has an in-house architect and is very familiar with the retrofit process as they remodel leased areas on their campus regularly. Endeavor Hall has consulted with Erin Preston, a charter school building officer, as to the feasibility and appropriateness of the facility. She has toured the facility, met with the Franklin Covey Facility Manager, and is comfortable with the location and proposed retrofits. All necessary wiring is in place for technology. Also included below is a drawing of how pick up and drop off will occur in order to ensure the safety of students and minimize traffic congestion in the area. This location is 4.42 miles away from the property we intend to build on, and has good access through State Road 201, I-215, and Redwood Road. Included in Appendix I is a lease agreement.



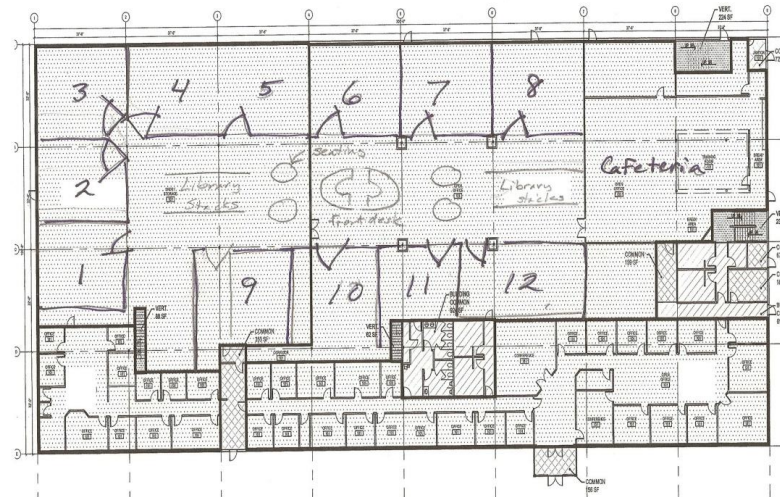
Exterior of Building



Cafeteria



Open area to be converted into classrooms and media center

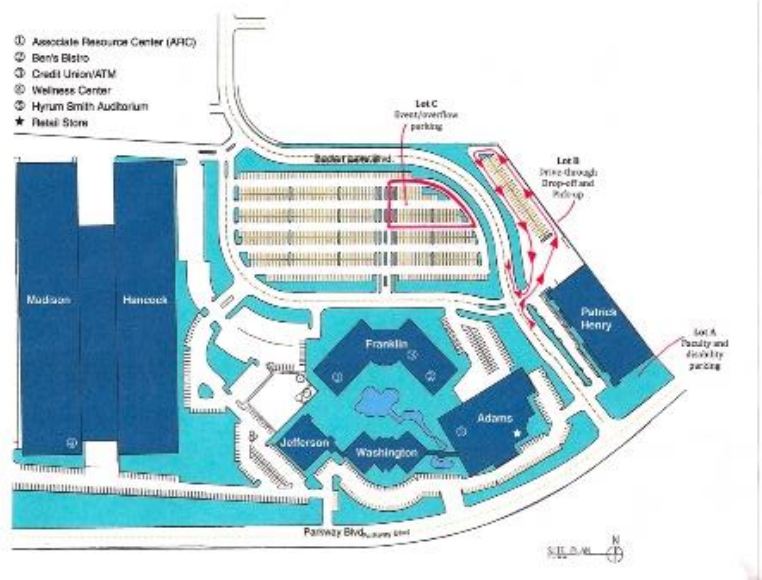


### Diagram of Building Layout/Classroom Configuration



Warehouse area to be cleaned out and utilized as a gymnasium area





#### Drop off and Pick up Sketch along with Parking Availability

There are three separate parking lots adjacent to the Patrick Henry building which allow several options for both the students and the faculty and staff.

Faculty and staff will use the parking adjacent to the building to the South and West. This will also be used for disabled students. (Lot A)

The lot directly north of the building will be used as a drop-off and pick-up loop. (Lot B) All of the drivers will enter from Parkway Boulevard heading North and will exit the lot on Decker Lake Boulevard heading South. Drivers will stay in their cars and volunteers will be escorting the children safely from the cars into the building in the morning and from the building to the cars for the afternoon pick-up. All families will be assigned a carpool number and only the children whose carpool is in the loop will be allowed out of the building. The cars will stay on the inside loop and all children will stay on the outside of the loop, never crossing paths. If the drive through loop is full and more cars are on Decker Lake drive waiting to pick up children, they will be diverted through a small loop through Decker Lake Boulevard and back around to Parkway Boulevard as to keep the traffic flow moving.

For those parents/guardians who wish to accompany their student into or out of the school, there is an available parking lot directly west of the building. (Lot C) A section of this parking lot will be sectioned off and reserved for our school for special events. There will be volunteer crossing guards to ensure the safety of these families who need to cross Decker Lake Drive, which separates the building from this lot.

The following is a list of additional available properties located on the West side of the Granite School District that could possibly be retrofitted to work as a temporary location. Endeavor Hall may also decide to postpone opening until the 2012-2013 school year, subject to State Charter Board Approval.

- Decker Lake I  
2610 South Decker Lake Lane West Valley City  
29,688 square feet office space  
\$15 per square foot annually (full service), retrofit negotiable
- Decker Lake II  
2614 South Decker Lake Lane West Valley City  
25,379 square feet  
\$15 per square foot annually (full service), retrofit negotiable
- Metro Business Park-Building D  
1455 W 2200 S West Valley City  
32,044 square feet  
\$14.50 per square foot annually (full service), retrofit negotiable
- Metro Business Park-Building F  
1385 W 2200 S West Valley City  
31,634 square feet  
\$14.50 per square foot annually (full service), retrofit negotiable

Classrooms, a cafeteria area, and library space either exist or can be created in each of these locations. The Franklin Covey Building would require the least amount of retrofits, the cost of which is included in the lease.

Services of a building officer will be secured through a request for proposal (RFP) immediately following charter approval. Initially said officer will be charged with overseeing the retrofit of the temporary location and make sure all proper fire and building codes are met. Subsequent tasks include assisting in completing the land transaction and securing financing, and overseeing the design and construction of the building. The building officer will also be required to ensure all necessary local building approvals and permits are obtained prior to purchasing or leasing a facility.

Endeavor Hall realizes financing will be the most difficult part of constructing or purchasing a facility, and as a result has consulted with a charter school finance specialist to determine feasibility of securing financing in order to build the necessary facility. Opening in a temporary location on a smaller scale greatly improves the outlook for securing reasonable credit to construct a permanent facility. Given the current financial market, the most viable option at this time is to place an RFP for a builder who will provide financing until Endeavor Hall is able to utilize tax-exempt bonds, anywhere from one to three years following the opening of the school. Several financiers have indicated financing is available if area

demographics have 40 percent or more of the student population eligible for free or reduced lunch. These finance options include funding through the Community Reinvestment Act, QSCB or QZAB Bonding, and the Build America Bond. Using free/reduced lunch percentages for the schools in the area where Endeavor Hall will be built, it is anticipated the school will qualify for many, if not all, of these funding options. Additionally, Endeavor Hall has had contact with financiers who are highly interested in providing funding if we have an operating history in a temporary facility.

The following timeline will be followed in order to have a safe and adequate facility prior to an August, 2011 opening date:

#### JANUARY 2011

- Prepare and post an RFP for a Building Officer to oversee acquisition of property, building construction, and temporary location retrofit
- Hire Building Officer

#### FEBRUARY – MARCH 2011

- Engage Building Inspectors, Fire Marshals and others to analyze the work and retrofits needed for any additional contingent locations to ensure they have the proper fire code designation and practical space considerations for the necessary occupancy. (This work has begun on the Franklin Covey building)
- Based on factors relevant to the readiness of a facility to be occupied as a temporary school, engage in negotiations with facility owners for a lease that will include these modifications within a reasonable lease rate payment for the needed period.
- Finalize lease contract by April/May 2011, depending on time needed for facility modifications.

#### APRIL - MAY 2011

- Traffic study and analysis with necessary follow-up coordination with impacted government entities to ensure sufficient road access and construction timelines.
- Inform local communities and government entities of the upcoming school location. Begin planning now for minimum impact later.
- Submit building construction for RFP bids to qualified builder/finance teams.
- Building Officer to submit required SP-4's and SP-5's to the State regarding the construction modifications for the contingent facility.
- Begin necessary retro-fits and permitting on contingent location to prepare for July/August occupancy.

#### MARCH – JUNE 2011

- Ensure necessary classroom, curricular books and supplies, library media books and furnishings, kitchen, and playground equipment have been ordered. Payment will be made from Federal Start-Up Grant monies (if we receive one) and/or funds from the Revolving Loan which Endeavor Hall anticipates applying for. Additionally, several publishers and distributors do not require payment for 60 days, which may allow us to use some of the funds from the July 1, 2011 deposit.



- Building Officer to monitor construction/retrofit weekly, submit formal SP-8 reports to the State monthly.
- Ensure relevant government entities have school zone signage completed, or on track to be completed by date of occupancy.
- Finalize installation of security system, phone system, internet and intercom PA.
- Obtain identified space within the building to begin housing necessary classroom, library, and technology materials and begin delivery (desks, chairs, etc.).

#### JULY 2011

- Retrofit of temporary location completed
- Building Officer to submit SP-9, 10 and 11 to the State to document modifications and obtain USOE Occupancy Permit for contingent location.
- Obtain Occupancy Permit for the building, ideally on August 1, 2012.

#### AUGUST 2011

- Classroom set-up
- Preliminary student assessment

#### SEPTEMBER 2011-JULY 2012

- Construction of permanent facility supervised by Building Officer under direction of the Board of Directors

## 7. DETAILED BUSINESS PLAN

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Endeavor Hall makes management of the school a high priority in order to assure fiscal responsibility and efficiency, as it is essential to ensuring the viability of the school. While the Board of Directors will aggressively pursue grant money and business partnerships to provide supplementary funding, only assured revenues have been used in creation of the funding worksheet and budget proposals. Facility, operations and maintenance costs are expected to be similar to other charter schools of the same size. Extensive consultation has been done with multiple administrators and contractors to determine approximate amounts, which are reflected in the school budget.

Endeavor Hall understands the importance of having skilled professionals, who are adequately trained in the curriculums they teach. Initial staff development will be a large expense, one the Board of Directors believes necessary to ensure content is taught consistently, properly, and thoroughly. Teachers will receive specialized instruction in using Spalding's "The Writing Road to Reading" and the Core Knowledge curriculums. Supplementary instruction will be provided to help teachers learn how to implement writing across the curriculum by the Central Utah Writing Project, an affiliate of the National Writing Project. Initial training, with supplies, will cost the school approximately \$38,795. This cost was obtained from each of the training entities, as found in Appendices A and G. Training is set to occur in June, one month prior to Endeavor Hall receiving revenues. A portion of this amount will be included in the start-up year budget (loan), and the remaining in the first operational year budget. The Core Knowledge Foundation has agreed to delay payment until July or August of 2011, and Spalding Education International will allow for 50 percent of the cost to be paid in July 2011 (see Appendix G). In order to compensate teachers for the training time, Endeavor Hall may provide a training stipend to be paid in conjunction with the first pay check, contingent upon completion of all required training. This compensation may include a provisional clause for repayment should the teacher not complete a specified amount of teaching time at Endeavor Hall (probably two years). Additionally, teachers will be able to receive three credits of graduate course work for completing the Spalding training. Endeavor Hall may be able to pay for this credit, depending on other costs and current economic conditions and will require repayment if the teacher does not complete at least three years of teaching at Endeavor Hall. Second year professional development costs will be less than the first year, but still relatively high (approximately \$56,000), as Spalding and Core Knowledge training take two to three years to complete.

Endeavor Hall seeks to cultivate proficient writing skills in each student, part of which entails bringing professional writers of various types and backgrounds to the school through a "Writer in Residence" program. Each writer will work with the faculty and students to inspire and develop various types of writing skills. While some writers have offered their services for free, others who participate charge a nominal fee of \$500 to \$1,000. This cost is reflected in the school's budget. Book signings with the authors will generate some revenue for the program as well.

Technology plays an increasingly important role in the writing process. It is the intent of Endeavor Hall to ultimately provide access to a computer for every student through mobile

laptop labs. Additionally, we will utilize state-of-the-art technology teaching devices in our classrooms. These costs are reflected in the school's budget and technology plan.

Endeavor Hall acknowledges the possibility of only achieving a partial enrollment. Since we will be opening in a temporary facility, we will have the opportunity to measure the demand for our program. This will allow us the option of scaling down the building and requested number of authorized seats prior to permanent facility construction.

During the start-up year of Endeavor Hall, tasks to be accomplished along with completion dates are as follows: Associated costs are shown on the budget for the 2011-2012 planning year.

- Hire Principal and Head of Teachers (Early 2011) Both administrators will be employed beginning in early 2011 to ensure programs are ready for full implementation prior to school opening
- Place a request for proposal (RFP) for and hire a building officer to oversee facility construction (January 7, 2011) and/or leasing options and necessary retrofits
- Submit paperwork for 501(c)(3) tax exempt status (January 15, 2011)
- Begin advertising the school through marketing plan and solicit applications for founding committee (January 2011)
- Attend local teacher fairs, advertise employment opportunities, and begin interviews for teaching and certified library personnel positions (January-May 2011)
- Lease temporary office space (January 15, 2011)
- Advertising of the school, open houses, accept applications and conduct lottery (January-March, 2011)
- Teacher trainings with Spalding Education International, Core Knowledge Foundation and National Writing Project officially scheduled (January 2011)
- Place RFP for administrative service provider (February 1, 2011)
- Have founding committee in place, subcommittees formed with assigned tasks outlined (February 2011)
- Hire administrative service provider (February 2011), see current memorandum of understanding subject to RFP, with Charter Solutions, Inc. (Appendix B)
- Secure temporary facility lease, necessary conditional use permits, and retrofit plan (March 1, 2011)
- Building Officer oversees temporary facility retrofit (March-July 2011)
- Five year strategic plan in place (July 1, 2011)
- All teachers hired (May 2011)
- Teacher training in Spalding, Core Knowledge, National Writing Project (June 6-24, 2011)

- Interim members of the Parent Organization appointed from among founding committee to begin planning, organizing and carrying out activities to support the opening of the school (July 1, 2011)
- Cafeteria manager hired if lunch program is offered in the temporary location (July 1, 2011)
- All support staff (secretarial, janitorial, instructional aides, IT) hired (July 15, 2011)
- Order text books, library books/supplies, technology supplies (July 2011)
- Obtain Certificate of Occupancy (August 1, 2011)
- Preliminary testing (August 2011)

The Board of Directors acknowledges that start-up funding through the Revolving Loan may not be an option, and will work to secure comparable financing. Upon approval from the State Board of Education, Endeavor Hall has secured a bridge loan of \$40,000 that can provide operating capital until either the startup loan funds are available, in April or May or until MSP funding begins in July. The rate on the loan is favorable, and the repayment terms are flexible. If the mission and programs of the school cannot be properly implemented, Endeavor Hall will petition the State Charter Board to postpone the opening of the school until the 2012-2013 school year.

In the event that Endeavor Hall is not operating at full capacity, the Board of Directors has also discussed and has an agreement with Charter Solutions, Inc. to decrease the cost of services proportionally with enrollment. We will also work to negotiate the building cost through the owner/agent. Other costs are also modified, as found in the budget section of this document.

Monies received through the Revolving Loan or other loan secured by Endeavor Hall may be used to purchase books, furniture, teacher training, or other services that will not require payment until July 1, 2011 or later. As a result of this situation, Endeavor Hall is carrying over a balance from the start up year loan to pay for such expenses.

## 8. BUDGET

### Endeavor Hall

FY 2011-2012

\*\*\*\*\*PROJECTION ONLY\*\*\*\*\*

School Name

### TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	150	0.9	135
Estimated ADM (4-6)	150	0.9	135
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	30		
Special Ed (Self-Contained)	0		
Number of Teachers (K-6)	14		
Number of Teachers (7-12)	0		
WPU Value	\$2,577		
Prior Year Teacher FTE (CACTUS)	14		
School Administrators (CACTUS)	1		
Prior Year WPUs	0		
ELL Students	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
<b>WPU Programs</b>			
<b>Regular Basic School:</b>			
Regular WPU - K-12	See above	270.0000	\$ 695,790
Professional Staff	0.04000	10.8000	27,832
<b>Restricted Basic School:</b>			
Special Ed--Add-on	1.0000	30.0000	77,310
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$224.61 per K-8 ADM		67,383
Total WPU Programs		310.8000	\$ 868,315
<b>Non-WPU Programs</b>			
<b>Related to Basic Programs:</b>			

Flexible Allocation-WPU Distribution	\$ 293.50 per WPU		\$ 91,220	
Interventions-Student Success	\$19.51 per 1+2+3 WPU \$62.31 per ELL student		5,268	-
<b>Special Populations</b>				
At Risk Regular Program	\$6.33 per total prior year WPUs; OR If new, \$6.33 X C36 or current WPUs		1,967	-
Gifted and Talented	\$3.50 per K-12 WPU		945	
<b>Other</b>				
School Land Trust Program	\$34.38 per student		10,314	
Reading Achievement Program	\$18.29 per WPUs		5,685	
	\$2.04 per K-3 student \$38.24 per low income student		306	-
Charter Administrative Costs	\$100 per student		30,000	
Educator Salary Adjustment (ESA)	\$4,200 per qualified educator plus benefits		73,010	
ESA-School Administrators	\$2,500 per qualified administrator		3,104	
<b>Local Replacement Dollars</b>	Average \$1,607 per student		482,100	
Total Non-WPU			\$ 703,918	
<b>One Time</b>				
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) <sup>1</sup> \$200 or \$150 per teacher (7-12) <sup>2</sup>	14 0	2,450	-
Library Books and Resources	\$0.84 per student	300	252	
<b>Total One Time</b>			\$ 2,702	
<b>ESTIMATED Total All State Funding</b>			\$ 1,574,935	
<sup>1</sup> Steps one through three get \$250; steps four or higher get \$175				
<sup>2</sup> Steps one through three get \$200; steps four or higher get \$150				
Questions: Call Cathy Dudley @ 538-7667				Updated 04-13-10

## Endeavor Hall

FY 2012-2013

\*\*\*\*\*PROJECTION ONLY\*\*\*\*\*

### TEMPLATE

School Name

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	79	0.55	43.45
Estimated ADM (1-3)	234	0.9	210.6
Estimated ADM (4-6)	234	0.9	210.6
Estimated ADM (7-8)	78	0.99	77.22
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K)	8		
Special Ed ADM (1-12)	63		
Special Ed (Self-Contained)	0		
Number of Teachers (K-6)	20		
Number of Teachers (7-12)	11		
WPU Value	\$2,577		
Prior Year Teacher FTE (CACTUS)	31		
School Administrators (CACTUS)	1		
Prior Year WPUs	0		
ELL Students	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
<b>WPU Programs</b>			
<b>Regular Basic School:</b>			
Regular WPU - K-12	See above	541.8700	\$ 1,396,399
Professional Staff	0.04000	21.6748	55,856
<b>Restricted Basic School:</b>			
Special Ed--Add-on	1.0000	67.4000	173,690
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$224.61 per K-8 ADM		140,381
Total WPU Programs		630.9448	\$ 1,766,326
<b>Non-WPU Programs</b>			
<b>Related to Basic Programs:</b>			

Flexible Allocation-WPU Distribution	\$ 293.50 per WPU		\$ 185,182
Interventions-Student Success	\$19.51 per 1+2+3 WPU \$62.31 per ELL student		10,572
<b>Special Populations</b>			-
At Risk Regular Program	\$6.33 per total prior year WPUs; OR If new, \$6.33 X C36 or current WPUs		-
Gifted and Talented	\$3.50 per K-12 WPU		3,994
<b>Other</b>			1,897
School Land Trust Program	\$34.38 per student		21,488
Reading Achievement Program	\$18.29 per WPUs		11,540
	\$2.04 per K-3 student \$38.24 per low income student		639
Charter Administrative Costs	\$100 per student		-
Educator Salary Adjustment (ESA)	\$4,200 per qualified educator plus benefits		62,500
ESA-School Administrators	\$2,500 per qualified administrator		161,665
			3,104
<b>Local Replacement Dollars</b>	Average \$1,607 per student		1,004,375
Total Non-WPU			\$ 1,466,955
<b>One Time</b>			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) <sup>1</sup>	20	3,500
	\$200 or \$150 per teacher (7-12) <sup>2</sup>	11	1,650
Library Books and Resources	\$0.84 per student	625	525
<b>Total One Time</b>			\$ 5,675
<b>ESTIMATED Total All State Funding</b>			<b>\$ 3,238,956</b>
<sup>1</sup> Steps one through three get \$250; steps four or higher get \$175			
<sup>2</sup> Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			Updated 04-13-10



<b>Charter School Name: Endeavor Hall</b>						
	<b>Planning Year</b>					
Number of Students:	0					
Grade Confituration:						
<b>Revenue</b>						
Local Funding including anticipated fees from students	\$0					
Fee Basis if applicable:	\$0					
State Funding	\$0					
Private Grants & Donations	\$0					
Source(s): (specify)						
Loans:						
Commercial						
Private						
Other (specify): Charter School Revolving Loan	\$200,000					
<b>Total Revenue</b>	\$200,000					
<b>Expenses</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Total</b>			
Salaries (100)						
Director or Principal	0.50	\$ 70,000	\$35,000			
Other Administration: Head of Teachers	0.50	\$ 45,000	\$22,500			
Teacher-Regular Ed	-		\$			
Teacher-Special Ed	-		\$			
Instructional Assts	-		\$			
Secretary	-		\$			
Business Manager/Bookkeeper	-		\$			
IT Technician	-		\$			
Program Facilitator/Instructional Support	-		\$			
Speech & Language Therapist	-		\$			
Counselor (Certified/Noncertified) (Circle)	-		\$			
Substitute Teachers (daily basis)	-		\$			
Teachers Aids and ParaProfessionals	-		\$			
Employee Benefits (200)			15,000			
Purchased Professional Services(300)						
Audiologist, Psychologist, related support services (contracted)						
Professional Employee Training and Development (330)			9,000			
Adminsitratve Services in Support of Management (310)			10,000			
Professional Educational Services (contracted) (320)						
Legal (300)			2,500			
Audit Services (300)						
Web Site Development (300)						

Purchased Property Services(400)					
Facilities Rental or Lease (440)			9,600		
Property Tax					
Equipment or Vehical Rental or Lease/Purchase Agreements					
Other Purchased Services (500)					
Travel (580)			2,500		
Transportation (Student) ((510-513)					
Personnel and Wage Records and Data Management					
Supplies(600)					
Instructional and other general supplies (610)			6,500		
Library Instructional Aids/Books/Periodicals(640/645)					
Textbooks (641)					
Audiovisual Materials (646)					
Software (670)					
Other (printing; postage)					
<b>Total Instruction, Administration &amp; Support</b>			<b>\$112,600</b>		
<b>Operations &amp; Maintenance</b>			<b>Total</b>		
Purchased Property Services(400)					
Facilities Rental or Lease (440)					
Water, Sewage , Disposal Services					
Property Tax					
Equipment or Vehical Rental or Lease/Purchase Agreements					
Custodial Services					
Other Purchased Services (500)					
Property/Casualty Insurance (520/521)					
Advertising and Marketing			5,000		
Printing and Binding			2,500		
Phone/Communications			1,500		
Supplies (600)					
Operational Supplies					
Utilities and other Expendable Supplies (610-630)			1,500		
Property (700)					
Land & Improvements					
Buildings					
Technology-Related Hardware (Computers etc)			2,500		
Furniture & Other Equipment			18,000		
Debt Service and Miscellaneous Costs (800)					
Fees/Permits & dues					
Loan Payments					
Other (security, copier lease)			1,500		

Total Operations & Maintenance			\$ 15,500.00			
Total Expenditures			\$ 128,100.00			
Total Revenues			\$200,000			
			Balance			
Budget Balance (Revenues-Expenditures)			\$71,900			
Budget Balance as Percentage of State Revenue			#DIV/0!			

<b>Charter School Name: Endeavor Hall</b>						
	<b>Enrollment Maximum or Target</b>			<b>75% Enrollment or Target</b>		
	<b>First Operational Year</b>			<b>First Operational Year</b>		
Number of Students:	300			225		
Grade Configuration:	Grades 1-6			Grades 1-6		
<b>Revenue</b>	<b>Total</b>			<b>Total</b>		
Local Funding including anticipated fees from students	\$0			\$0		
Fee Basis if applicable:						
State Funding	\$1,574,935			\$1,181,201		
Private Grants & Donations						
Source(s): (specify)						
Loans:						
Commercial						
Private						
Other: (Specify) Carryover from planning year budget	\$71,900			\$71,900		
<b>Total Revenue</b>	\$1,646,835			\$1,253,101		
<b>Expenses</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Total</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Total</b>
Salaries (100)						
Director or Principal	1.00	\$ 68,000	\$68,000	1.00	\$ 62,000	\$62,000
Other Administration: (specify)	0.50	\$ 42,000	\$21,000	-	\$ 40,000	\$
Teacher-Regular Ed	14.00	\$ 34,500	\$483,000	10.50	\$ 32,500	\$341,250
Teacher-Special Ed	1.00	\$ 36,500	\$36,500	0.75	\$ 34,500	\$25,875
Instructional Assts			\$			\$
Secretary	1.00	\$ 22,000	\$22,000	1.00	\$ 25,000	\$25,000
Business Manager/Bookkeeper			\$			\$
IT Technician			\$			\$
Program Facilitator/Instructional Support						
Speech & Language Therapist			\$			\$
Counselor (Certified/Noncertified) (Circle)	-	\$ 40,000	\$	-	\$ 35,000	\$
Substitute Teachers (daily basis)	70.00	\$ 100	\$7,000	52.50	\$ 100	\$5,250
Teachers Aids and ParaProfessionals	6.00	\$ 10,000	\$60,000	4.00	\$ 10,000	\$40,000
Employee Benefits (200)			145,200			99,000
Purchased Professional Services(300)			-			
Audiologist, Psychologist, related support services (contracted)			25,000			20,000

Professional Employee Training and Development (330)			25,000			15,000
Administrative Services in Support of Management (310)			60,000			48,000
Professional Educational Services (contracted) (320)			-			
Legal (300)			4,000			3,000
Audit Services (300)			3,000			3,000
Web Site Development (300)			500			-
Purchased Property Services(400)			-			
Facilities Rental or Lease (440)			-			
Property Tax			-			-
Equipment or Vehical Rental or Lease/Purchase Agreements			-			
Other Purchased Services (500)			15,000			7,500
Travel (580)			2,500			1,000
Transportation (Student) ((510-513)			2,000			1,000
Personnel and Wage Records and Data Management			-			
Supplies(600)			-			
Instructional and other general supplies (610)			12,500			10,000
Library Instructional Aids/Books/Periodicals(640/645)			10,000			7,500
Textbooks (641)			80,000			60,000
Audiovisual Materials (646)						
Software (670)			15,000			12,000
Other (printing; postage)			5,000			3,500
<b>Total Instruction, Administration &amp; Support</b>			<b>\$1,102,200</b>			<b>\$789,875</b>
<b>Operations &amp; Maintenance</b>			<b>Total</b>			<b>Total</b>
Purchased Property Services(400)						
Facilities Rental or Lease (440)			280,000			240,000
Water, Sewage , Disposal Services			-			-
Property Tax			-			
Equipment or Vehical Rental or Lease/Purchase Agreements			5,000			5,000

Custodial Services			20,000			20,000
Other Purchased Services (500)						
Property/Casualty Insurance (520/521)			12,000			10,000
Advertising and Marketing			2,500			3,000
Printing and Binding						
Phone/Communications			3,000			3,000
Supplies (600)						
Operational Supplies			10,000			8,700
Utilities and other Expendable Supplies (610-630)			-			-
Property (700)						
Land & Improvements						
Buildings						
Technology-Related Hardware (Computers etc)			72,000			60,000
Furniture & Other Equipment			50,000			50,000
Debt Service and Miscellaneous Costs (800)						
Fees/Permits & dues						
Loan Payments						
Other (security, copier lease)			10,000			7,500
<b>Total Operations &amp; Maintenance</b>			\$ 464,500.00			\$ 407,200.00
<b>Total Expenditures</b>			\$ 1,566,700.00			\$ 1,197,075.00
<b>Total Revenues</b>			\$1,646,835			\$1,253,101
			<b>Balance</b>			<b>Balance</b>
<b>Budget Balance (Revenues-Expenditures)</b>			\$80,135			\$56,026
<b>Budget Balance as Percentage of State Revenue</b>			5.1%			4.7%

<b>Charter School Name: Endeavor Hall</b>						
	<b>Enrollment Maximum or Target</b>			<b>75% Enrollment or Target</b>		
	<b>Second Operational Year</b>			<b>Second Operational Year</b>		
Number of Students:	625			469		
Grade Confituration:						
<b>Revenue</b>	<b>Total</b>			<b>Total</b>		
Local Funding including anticipated fees from students	\$15,000			\$8,775		
Fee Basis if applicable:						
State Funding	\$3,238,956			\$2,429,217		
Private Grants & Donations						
Source(s): (specify)						
Loans:						
Commercial						
Private						
Other (specify): Previous Year Carry-over	\$80,135			\$56,026		
<b>Total Revenue</b>	\$3,334,091			\$2,494,018		
<b>Expenses</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Total</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Total</b>
Salaries (100)						
Director or Principal	1.00	\$ 72,000	\$72,000	1.00	\$ 68,000	\$65,000
Other Administration: (specify)	1.00	\$ 44,000	\$44,000	1.00	\$ 44,000	\$41,000
Teacher-Regular Ed	34.00	\$ 35,000	\$1,190,000	24.00	\$ 34,000	\$816,000
Teacher-Special Ed	2.00	\$ 36,500	\$73,000	1.50	\$ 36,000	\$54,000
Instructional Assts			\$			\$
Secretary	2.00	\$ 20,000	\$40,000	1.50	\$ 20,000	\$30,000
Business Manager/Bookkeeper			\$			\$
IT Technician			\$			\$
Program Facilitator/Instructional Support						
Speech & Language Therapist			\$			\$
Counselor (Certified/Noncertified) (Circle)	0.25	\$ 40,000	\$10,000	0.50	\$ 35,000	\$17,500
Substitute Teachers (daily basis)	144.00	\$ 100	\$14,400	160.00	\$ 65	\$10,400
Teachers Aids and ParaProfessionals	10.00	\$ 10,000	\$100,000	9.00	\$ 10,000	\$90,000
Employee Benefits (200)			320,000			235,000
Purchased Professional Services(300)						
Audiologist, Psychologist, related support services (contracted)			50,000			42,000

Professional Employee Training and Development (330)			50,000			30,000
Administrative Services in Support of Management (310)			85,000			51,000
Professional Educational Services (contracted) (320)						
Legal (300)			4,000			4,000
Audit Services (300)			10,000			10,000
Web Site Development (300)			500			-
Purchased Property Services(400)						
Facilities Rental or Lease (440)						
Property Tax						
Equipment or Vehical Rental or Lease/Purchase Agreements						
Other Purchased Services (500)			15,000			12,500
Travel (580)			5,000			3,000
Transportation (Student) ((510-513)			3,000			2,500
Personnel and Wage Records and Data Management						
Supplies(600)						
Instructional and other general supplies (610)			12,000			10,000
Library Instructional Aids/Books/Periodicals(640/645)			25,000			12,000
Textbooks (641)			75,000			50,000
Audiovisual Materials (646)			15,000			15,000
Software (670)			10,000			7,500
Other (printing; postage)			5,000			4,500
<b>Total Instruction, Administration &amp; Support</b>			<b>\$2,227,900</b>			<b>\$1,612,900</b>
<b>Operations &amp; Maintenance</b>			<b>Total</b>			<b>Total</b>
Purchased Property Services(400)						
Facilities Rental or Lease (440)			615,000			500,000
Water, Sewage , Disposal Services			15,000			15,000
Property Tax			10,000			10,000
Equipment or Vehical Rental or Lease/Purchase Agreements			5,000			3,000
Custodial Services			22,000			25,000
Other Purchased Services (500)						



Property/Casualty Insurance (520/521)			24,000			15,000
Advertising and Marketing			5,000			5,000
Printing and Binding						
Phone/Communications			3,500			3,000
Supplies (600)						
Operational Supplies			17,500			13,000
Utilities and other Expendable Supplies (610-630)			30,000			25,000
Property (700)						
Land & Improvements						
Buildings						
Technology-Related Hardware (Computers etc)			75,000			60,000
Furniture & Other Equipment			60,000			20,000
Debt Service and Miscellaneous Costs (800)						
Fees/Permits & dues						
Loan Payments			35,000			35,000
Other (security, copier lease)			10,000			7,500
<b>Total Operations &amp; Maintenance</b>			\$ 927,000.00			\$ 736,500.00
<b>Total Expenditures</b>			\$ 3,154,900.00			\$ 2,349,400.00
<b>Total Revenues</b>			\$3,334,091			\$2,494,018
			<b>Balance</b>			<b>Balance</b>
<b>Budget Balance (Revenues-Expenditures)</b>			\$179,191			\$144,618
<b>Budget Balance as Percentage of State Revenue</b>			5.5%			6.0%

## 9. FISCAL PROCEDURES

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Endeavor Hall's accounting policies and financial reporting procedures are consistent with a special purpose governmental entity that engages in business type activities. The Board of Directors has oversight of the management of Endeavor Hall, inclusive of establishing the governance structure and the financial management policies as set forth in the school's charter.

The Board of Directors of Endeavor Hall will ensure all fiscal procedures are in accordance with Utah State Code as contained in Title R33 Administrative Services, Purchasing and General Services. The Board of Directors has determined that in order to maximize the efficiency of the business operations of the school, all business administration services will be contracted out through an administrative management company, which will be hired through an RFP process. At this time, Endeavor Hall has a memorandum of understanding with Charter Solutions, Inc. with a service and cost estimate, which states, it is subject to the RFP process. The Business Manager is named as the Business Administrator per R277-470-9d. The business manager will attend all School Finance and Statistics trainings prior to working with Endeavor Hall as a means of insuring all State of Utah finance rules and regulations are properly followed. Ongoing attendance at these meetings will also be required, as Endeavor Hall recognizes that rules, regulations, policies and procedures change from time to time.

The business manager, in consultation with the Principal and Head of teachers, prepares an annual operating budget of revenues and expenses and a cash flow projection. These budgets and projections are reviewed and approved by the Board of Directors at an open public meeting and modified, as necessary. In accordance with Utah Code 53A-19-102, this budget will be adopted in an open public meeting prior to June 22 each year.

Financial statements displaying budget vs. actual results are prepared by the Business Manager and reviewed by the Treasurer and presented to the Board of Directors at each monthly board meeting. All supporting records are kept in sufficient detail to prepare all financial reports. Expenses will be tracked by program, function, and object, and reported consistent with state regulations. Board of Directors requires the Business Manager to attend all School Finance and Statistics trainings prior to employment, and on an ongoing basis thereafter, in order to assure that all procedures and reporting remain in compliance with state rules and regulations.

The policy of Endeavor Hall regarding appropriations in excess of projected revenue is that Endeavor Hall will not make appropriations in excess of estimated revenue. The business manager will report regularly to the Board of Directors regarding finances, and work with Principal and Head of Teachers to longitudinally plan expenses. If appropriations are projected to exceed revenue, services and programs may be cut back, or adjustments may need to be made to salaries. Endeavor Hall will include a clause defining circumstances under which this may occur in letters of appointment. However, by careful planning the Board of Directors of Endeavor Hall believes this situation can be avoided.

All requests for funds from expendable revenues and undistributed reserves, as well as interfund transfers must be approved by the Board of Directors and budget adjusted accordingly in an open meeting.

## PURCHASING

The purchasing policy of Endeavor Hall is in accordance with the State of Utah purchasing rules and procurement policy, and is as follows:

CONTRACTS UNDER \$5,000 - The school uses sound business practices including obtaining several price quotes from multiple sources and compared for best price, availability, and service when procuring goods and services for amounts less than \$5,000.

CONTRACTS FROM \$5,000 TO \$50,000 - The school seeks price quotes from at least three vendors and awards the contract to the responsible vendor offering the supply or service needed for the lowest price with appropriate quality and in necessary timeframe. All records will be retained for audit purposes.

CONTRACTS GREATER THAN \$50,000 - The school conducts a formal advertised competition using sealed bids or proposals. An award is offered to the qualified bidder who meets the School's specifications and offers the lowest price.

CONSTRUCTION CONTRACTS - The school follows all state and federal guidelines inclusive of state public bidding laws. Specific details are included in each Request For Proposal (RFP).

PURCHASE REQUISITIONS are forwarded to the Business Manager, who prepares a spreadsheet by vendor for the items requisitioned.

The *Purchase Requisitions* includes the following:

1. A description of items ordered
2. A cost estimate
3. The required delivery information
4. A statement of the nature and purpose of the procurement

The Business Manager presents *Purchase Requisitions* to the Principal or Treasurer for review and approval.

Approved purchase requisitions are returned to the Business Manager, and a purchase order is then prepared.

Before a purchase order is sent to a supplier, it is reviewed by the Business Manager for accuracy of the dates, account coding, quantities listed, and arithmetic extensions.

Two copies of the purchase order are prepared. One copy is forwarded to the vendor, and the other copy is filed alphabetically by vendor in the business office and entered in the Purchase Order Log by pre-assigned number to track outstanding commitments.

The above purchasing policy was officially adopted by the Endeavor Hall Board of Directors at an open public meeting on Saturday, March 27, 2010. Meeting minutes can be found in Appendix C.

Any purchase that would benefit a Member of the Board of Directors or Employee of Endeavor Hall must be disclosed to the school prior to the purchase being made.

#### EMERGENCY PURCHASES

The Board of Directors recognizes that on occasion the school may need to make emergency purchases. An “emergency purchase” is defined as the purchase of goods or services that are so badly needed that the school will suffer financial or operational damage if they are not secured immediately. A decision to purchase may be declared in an emergency at the school’s discretion by the Principal who must make a written statement to the Board justifying the need and purchase. “Best value” procurement guidelines must be followed. In addition, the purchase must be authorized by the Treasurer or designee. All receipts and records justifying emergency purchases will be kept and maintained by the Business Manager.

#### CAPITALIZATION POLICIES

The School follows generally accepted accounting principles as applicable to special purpose business-type activity government entities. All fixed assets purchased are capitalized in the year of purchase, and recorded in the general ledger. The School follows the policy of capitalizing all fixed assets purchased greater than \$5,000 per unit.

#### FIXED ASSET CLASSIFICATION

Fixed assets are accounted for by the following classifications: land, building, equipment, betterment, leasehold improvements, equipment, furniture, and computer hardware and software.

The School capitalizes all fixed assets when acquired, and records the historical cost of these items in the general ledger. In accordance with generally accepted accounting principles as they relate to special purpose business-type activity, government entities, under GASB 34, depreciation expense must be recorded in the general ledger. Endeavor Hall will use the straight-line method of depreciation over the assets useful life as determined as follow:

Computers	5 years
Office Equipment	5 years
Office Furniture	7 years
Leasehold Improvements whichever is less	Useful life or life of lease,

Building Improvements	20 years
Building	40 years

#### COMPLETE RECORD OF P&E ACQUISITION COSTS

The fixed assets subsidiary ledger contains the full history of each capital asset acquired: original acquisition cost, and any costs incurred to prepare the asset for use. An inventory control system will be utilized whereby assets are tagged, numbered, tracked, and disposed of in line with requirements of variety of funding which purchased the goods, and other internal control requirements.

#### REIMBURSEMENT POLICY

Purchases made requiring reimbursement should be authorized by the Business Manager prior to purchasing. Requests for reimbursement should be made to the Business Manager as soon after the event as possible, with accompanying documentation. The Business Manager will then reimburse expenses following policies of the administrative management company.

#### SIGNATURE AUTHORITY

To properly segregate duties within Endeavor Hall, the Board Chair, the Treasurer of the Board and the Principal are the only individuals with signatory authority and are responsible for authorizing all cash transactions. All deposits will be received by the Business Administrator.

#### CASH POLICY

Cash and check payments to the school shall be processed in the following manner:

1. Mail is opened by the Receptionist who sorts the checks.
2. All checks are restrictively endorsed immediately by the Receptionist and entered into a Deposit Register.
3. Checks and the Deposit Register are forwarded to the Business Manager.
4. The Business Manager prepares journal entries and deposit slips. Receptionist and Business Manager both review Deposit Register and Deposit Slips for accuracy and sign Register.
5. The Business Manager makes deposits every 24 hours or when funds to be deposited exceed \$1000. If deposits are made other than daily, the deposit should be maintained in a secure area with limited access.
6. Reconciliation of cash receipts to deposit slips and bank statements are performed by the Business Manager on a monthly basis.

## FEE POLICY

Students attending Endeavor Hall may be charged reasonable fees on a fee scale adopted annually by the Board of Directors. Collection of fees is done in accordance with State of Utah rules and regulations as follows:

1. Students in grades K-6 cannot be charged for activities that take place during the regular school day, including field trips. All supplies needed in the regular classroom will be provided by the school, although students may be charged for lost or damaged supplies.
2. Students in grades 7-9 will be charged fees above the ordinary cost of an education. Fees may be assessed for lockers, yearbooks, clubs, travel, and extra-curricular activities, as well as textbook fees, musical instrument rental, and calculators.
3. Endeavor Hall will follow fee waiver policy as defined in Utah Code R277-407.

## FUND RAISING

Fund raising, with the exception of grant writing and business partnerships, shall be conducted by the Volunteer Organization and funds used to support education as determined by Volunteer Organization Officers and Administration. All grant applications are submitted and approved by the Board of Directors prior to official submission.

## 10. ORGANIZATIONAL STRUCTURE AND GOVERNING BODY

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The Board of Directors of Endeavor Hall understands the significant fiduciary duty each member is under to ensure the school fulfills its mission and vision and utilizes resources prudently. As the overseeing body of the school, the board shall write and direct policy in accordance with Utah State Code and the mission of the school. At no time will any member of the Board of Directors have a vested financial interest in the school. Hiring and evaluation of the Principal and business contractors are handled by the Board of Directors. Hiring of the Head of Teachers and Business Manager is done by the Board of Directors in consultation with the Principal. Receipt and review of regular reports from the Principal regarding school programs, progress, concerns, policy implementation, state and federal compliances, and any other issues impacting the school's mission and/or performance is by the Board of Directors through the Chair. Reports provided by the Principal may include information from the Head of Teachers and/or Business Manager as he/she sees fit or as requested by the Board. The Board Treasurer is responsible to monitor any contractor providing business administration services to the school through regular reporting to make sure all resources are being managed wisely. The day to day management of the school is the responsibility of the principal.

Having strong relationships with the community is a key to the success of the school. The Board of Directors, in conjunction with school administration, will be involved in community outreach and events to further the mission of Endeavor Hall and be beneficial to the community at large. It is hoped that as Endeavor Hall successfully implements programs, the neighboring school districts will want to work with Endeavor Hall to incorporate them into their schools. A meeting with Dr. Martin Bates, Superintendent of the Granite School District has been held, during which both he and the Board of Directors of Endeavor Hall expressed the desire to work together. Endeavor Hall has invited Dr. Bates or his designee to be a member of the Advisory Board. This board is involved in the annual strategic planning and individual members may be solicited for input in their area(s) of expertise. Dr. Bates expressed a willingness to have a representative from the Granite School District on the Advisory Board.

The Board of Directors shall create and oversee the implementation of a strategic plan for Endeavor Hall in conjunction with Head of Teachers, Principal, faculty members, advisory board and parents. The initial plan will range over five years, and be evaluated in its entirety at least annually. The plan will include, but is not limited to, goals and strategies to improve student learning, increasing community outreach, managing resources wisely, and parental involvement.

Board Member roles are as follows:

- **Chair**—Serves as the Chief Volunteer of Endeavor Hall; provides leadership to the board in setting policy; officer to whom the school administration reports and the liaison between Board and administration; sets agendas for and chairs board meetings; leads strategic planning; serves ex officio as a member of committees and attends their meetings as invited; helps guide and mediate Board actions regarding

priorities and governance concerns; and coordinates grant proposal submissions with administration.

- **Vice-Chair**—Performs Chair responsibilities when Chair is not available; may chair committees; reports to Chair; and fulfills all responsibilities of Board Member.
- **Secretary**—Takes minutes at meetings; manages Board records; oversees compliance with the Utah Open Meeting statute, distributes meeting minutes to Board shortly after meetings; reports to Chair; and fulfills all responsibilities of Board Member.
- **Treasurer**—Oversees finances of Endeavor Hall; receives budget reports from Business Manager and relays information to the Board; submits annual budget to the Board in conjunction with the administration and Business Manager; and fulfills duties of Board Member.
- **Board Member**—Responsibilities of Board Members include regularly attending board meetings and important related meetings such as necessary trainings or others recommended by authorizing authority; makes serious commitment to fulfill fiduciary duty; actively participates in evaluation and planning; and volunteers for and accepts assignments and completes them thoroughly and on time. Members may chair or serve on committees (such as IT, Parent Organization, recruiting and interviewing, community relations, marketing, etc.).

Board Members will be selected in order to bring a diversity of skill and experience to the Board. Endeavor Hall Board of Directors will seek members with legal, business, finance, human resource and non-profit corporation experience, as well as educational and technology expertise. Endeavor Hall will have a minimum of six appointed Board Members. There will also be one elected Board Member who is a parent selected by the Board from the Volunteer Organization Officers desiring consideration for this position. This election will occur in an open public Board meeting prior to July 1 annually and will serve until June 30 of the following year. During the first year, the parent Board Member will be selected following the Volunteer Organization election, no later than October 15 of the year the school opens. Appointed Board Member terms are three years, and a Board Member will serve no more than five consecutive terms. The elected parent Board Member will serve a one-year term, and may not serve more than two consecutive terms.

Initial terms will be staggered, in order to avoid complete Board turnover as follows: Board Chair and Vice-Chair will serve three year terms, Secretary and Treasurer two year terms, and the remaining appointed Members one-year terms. Should a Board Member be unable to fulfill his/her individual or group responsibilities, or demonstrates illegal or unethical behavior, they will be asked by the Board Chair to resign. If he or she is unwilling to resign, a vote of the Board of Directors will be taken, and removal will occur with a 2/3 majority voting for removal. A Board Member may also be removed at the request of parents, using the following procedure:

- A) Parents vocalize concerns during the public comment period of a board meeting.
  - a. Members of the public have 2 minutes to speak to the BOD or 5 minutes if they represent a group.

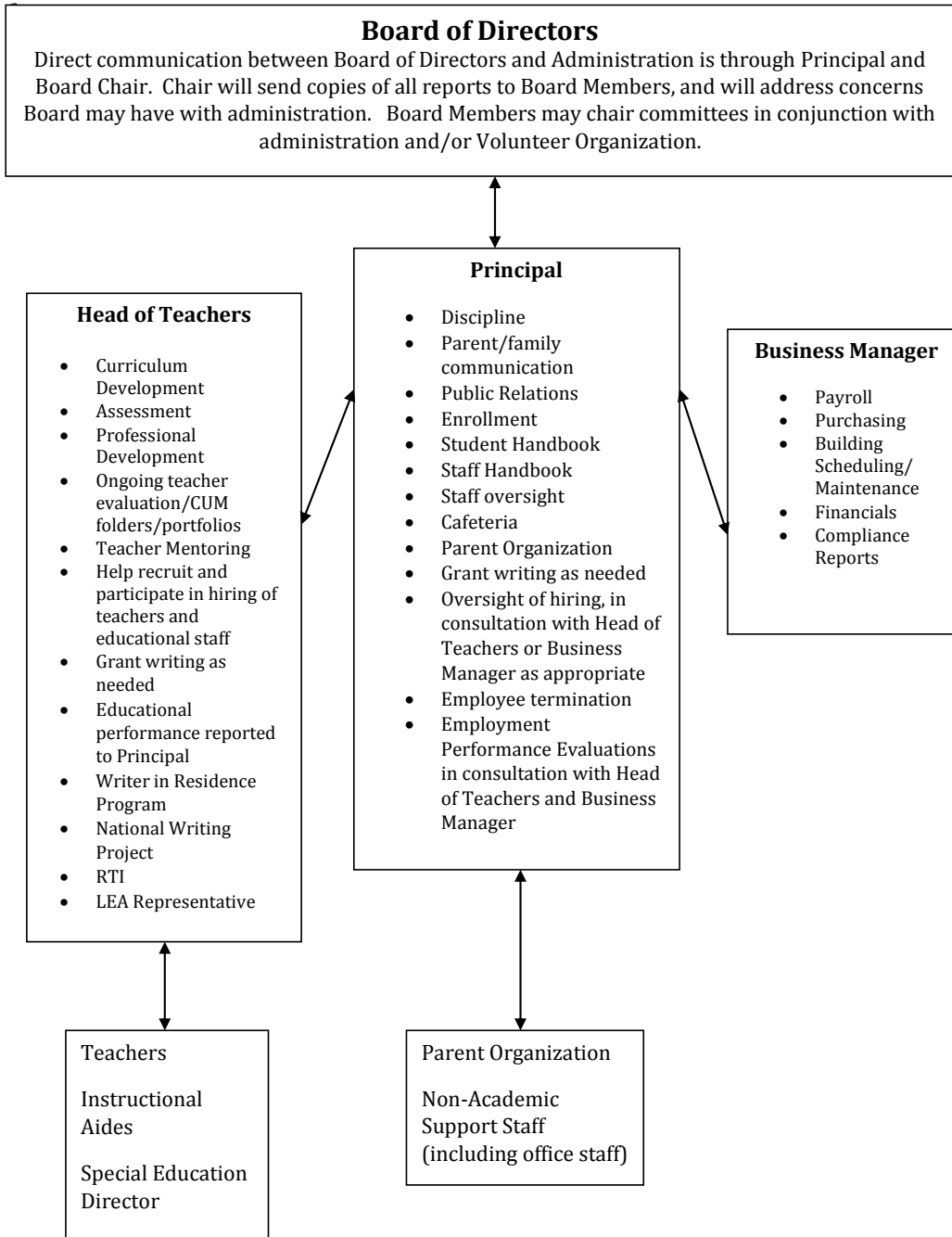


- B) Once a year, parents/guardians can organize a petition drive in which 2/3 of the school's legal guardians must sign (email signatures are not accepted).
- a. The BOD must be notified in writing that a group is starting a petition. The group has two weeks from that date to collect the necessary signatures.
  - b. Each legal guardian of a student (i.e. both parents) who are listed on official school records as such have the option to sign.
  - c. A petition can only be circulated once a year
  - d. The petition must list the name of the one board member the group would like removed.
- C) The Board Member is removed if a 2/3 majority request the removal.
- d. Collected signatures are verified by school administration
  - e. Board Chair (Vice-Chair if member to be removed is the Chair) must receive notice of collected signatures and place item on the next board meeting agenda.
  - f. During an open public meeting the Board Member is replaced by another Member appointed by the Board of Directors

Articles of Incorporation of Endeavor Hall are located in Appendix D. Board adoption of said Articles occurred in an open public meeting on Saturday, March 27, 2010 and can be referenced in Appendix C.

The following organizational flow chart shows administrative functions, as well as communication flow between all stake holders. Board Chair receives weekly reports from the Principal, which are disseminated to Board Members. Any concerns are addressed through the Chair. The day to day management of the school and employees is under the direction of the Principal. The Head of Teachers has supervision of teachers and educational support staff as it relates to teaching and academic performance and reports to the Principal in these matters. The Principal, Head of Teachers, and Business Manager have weekly coordination meetings, which Board Chair and/or Treasurer may attend. Staff meetings will be under the direction of the Principal.

## ORGANIZATIONAL FLOW CHART



## 11. BACKGROUND INFORMATION SHEET

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Name Jennifer Perry

Role in School (list positions with school) Chair, Board of Directors

### Statement of Intent:

Two of my great passions in life are education and community improvement. I spent the first years of life in a lower-income neighborhood while my father attended graduate school and then repaid student loans. He came from a very poor family, and was the first to graduate from college, not to mention graduate school. Part of the reason we remained in that first house so long was because my dad felt a responsibility to help make our neighborhood better, the same responsibility I feel for the West Valley community I now reside in. I was fortunate enough to have some tremendous teachers in my life that motivated and encouraged me in my academic achievement. After high school, I found myself attending Utah State University on a full scholarship, majoring in social work. My desire was, and still is, to make communities better.

My community volunteer work and employment history reflect these two great passions. Many years ago, long before I had children, I began watching charter school development in other states, particularly in lower socioeconomic areas. Education is the key to breaking the bands of poverty, and I saw the potential for charter schools to provide this. I became personally involved with charter schools in 2005 when I learned about a charter school (Monticello Academy) that was to be built in West Valley City. At that point in time, my husband and I were considering a move, in order for our children to attend schools better than those available in our neighborhood. The possibility of assisting in the development of a charter school was very appealing to us, as it would allow us to help our community and hopefully provide our children with a solid education.

I was named to the founding committee, and several months later to the Board of Trustees. After service on that Board for over two years, it became apparent I could no longer make a difference in the way I had hoped, and so I made the very difficult decision to resign. While serving in that capacity I learned a lot about the potential power of a charter school, if it can be managed effectively. When I left the Board, it was my intention to move my family to a location with better schools. However, a year and a half later we still live in our home in West Valley City. My husband and I continue to be very involved in the community in a variety of ways. I know the need for more charter schools on the west side of the Granite School District, but have been very reluctant to start one.

I decided in late November 2009 that I had the responsibility to apply for and hopefully open a new charter school. The evolution of our emphasis on writing has been a long one, as I have tried to find an academic root on which to grow success. Research and observing very poor writing skills among our youth finally brought me to the realization of our writing focus. I bring with me a Master's Degree in education along with eight years of teaching experience in special education, a Bachelor's degree in social work with an emphasis on community, and charter school experience—as a parent, a classroom volunteer, and board member. I also have a passion to make this school work. As Board Chair I am firmly and completely dedicated to lead the Board, the administration, and the

families of the school in an optimistic style that will instill the vision of this school in all involved and allow it to flourish. I sincerely believe every person brings strengths and gifts that can be used to better society. I also believe people can accomplish great things when provided with a framework and allowed to build in a manner they see fit. I know this school is much bigger than I, the Board, or any other vested parties. It will take on a life of its own, and I am prepared to step back and let that happen.

#### **Not-for-Profit History:**

In addition to previously sitting on a charter school board, I have participated on various boards and in different community groups as listed below. Each of these opportunities has helped me develop skills in effective management, communication, board function, and leadership.

#### **Governing Board Experience**

- Monticello Academy Board of Trustees September 2006-November 2008
- Altius Health Plans Member Advisory Board 2002-2006
- Salt Lake County Republican Party Legislative District 29 Chair, January 2009-Present

#### **Non-Profit Experience**

- Monticello Academy Board of Trustees September 2006-November 2008
- Children's Group Facilitator for Citizens Against Physical and Sexual Abuse (CAPSA), Logan, UT 1997-1999
- Bridgerland Literacy Volunteer, 1999-2001
- International Language Program, ESL Teacher in Voronezh, Russia, 1996

#### **Employment History:**

- **Utah Schools for the Deaf and Blind, 1999-2002, 2005-2009**

##### **Teacher of the Visually Impaired**

Responsibilities included teaching children with blindness or other significant visual impairment. I worked closely with families in helping them understand the diagnosis, how to most effectively help their children, connected them with community resources, and provided support in the loss and grieving process. I also helped in the development of curriculum to be used with young children (birth to three, although much of the content was appropriate for older students as well).

- **Practice Management Network, 1997-1999**
- **Logan Radiology Group, 1995-1996**

Both of these positions were with medical billing companies. Responsibilities included filing claims with insurance companies, handling all accounts receivable, billing of patients and customer service.

**Education History:**

- M.Ed., Utah State University, 2009
- B.S. Social Work, Utah State University, 1999, Cum Laude

Name Nichole Coombs

Role in School (list positions with school) Board Member, Vice Chair

**Statement of Intent:**

As a journalist, I know the power of words. I've seen the pendulum swing too far to one side leaving students with the ability to program an iPhone but not the communication skills to explain how to do it. This school will give students confidence in their writing abilities early in their educational careers which will in return give them the confidence they need to take AP tests, apply for scholarships and ultimately achieve college degrees. I believe college is simply the next step in the natural progression of a child becoming a productive member of society; college is not an elective. This school will give students the tools they need to achieve those degrees.

**Not-for-Profit History:**

- Wolf Den Leader, Boy Scouts of America, 2007- Present
- Monticello Academy, Parent Council, 2008
- Concerned Parent Coalition, West Jordan City, UT, 2007-2008
- West Jordan Neighborhood Annexation Committee, 2003-2004
- Miss America Scholarship Program, West Valley City, UT, 1994-1996
- West Valley Symphony, start up committee, Symphony Guild Board, 1992-1994

**Employment History:**

- Valley Journal Newspaper, Riverton, UT 2003-Present
  - Education Reporter, Rover Award, 2005
- KSTU-TV, Salt Lake City, UT 1998-2002
  - Lead producer, special project producer including coverage of Winter Olympics 2002, Pioneers of Progress, Fox Family and the X-Report. Recognized by the Utah Association of Broadcasters and Society of Professional Journalists.
- Emmy, National Academy of Television Arts and Sciences, 2000-2001, 1996-1997
- Pioneers of Progress, KSTU-TV July 2000 & 2001
  - Produced the Pioneer of Progress specials that are part of the Days of '47.
- WRDW-TV, Augusta, GA June 1996-June 1998
  - Producer, Special projects including: The Masters Golf Tournament, 1996 Summer Olympics in Atlanta, Georgia, 24 hour coverage of the tornadoes of 1997.

**Education History:**

- **University of Utah**, Bachelor of Arts, Mass Communication, Broadcast Journalism, 1996
- **Salt Lake Community College**, Associate of Science, General Studies, 1994

Name Rebecca Deppe

Role in School (list positions with school) Board Member, Secretary

**Statement of Intent:**

For me, it is about having a choice. For too long, families on the west side of the valley haven't had a choice in their students' educational careers. Parents have been forced to make-do with the status quo that was offered. Charter schools have changed the educational landscape forever. Being part of that change and providing a choice is what motivates me to bring this school to fruition.

**Not-for-Profit History:**

- West United Soccer Association, Board Member, 2004-2008
- President, Parent Council, Monticello Academy, 2008
- Founding Committee, Monticello Academy, 2005 (volunteering more than 1,000 hours in 18 months)
- Classroom Key Parent, 2008-2010 School Year
- Cub Scout Committee Chair, currently

**Employment History:**

- ACS, A Xerox Company, 1997-present (two year leave of absence)
- RC Willey Home Furnishings, Senior Accounting Clerk, 1993-1997

**Education History:**

University of Utah, Business Management major

Name Ryan Harrison

Role in School (list positions with school) Board Member

**Statement of Intent:**

It is my interest to provide top notch technology for students and faculty to provide the best education possible. As a community youth volunteer, I want to see all children, young and old, succeed in education and in life. With the ability to help this school with technology needs, I feel that I am making a difference in the life of every child that comes to learn. Improving the way teachers teach through technology can only help improve the way students learn.

**Not-for-Profit History:**

- Scout Master, 1999- Present Boy Scouts of America
- Eagle Scout, Order of the Arrow, and PLC, Boy Scouts of America
- Church Service mission to Hawaii

**Employment History:**

- **Westminster College**, Salt Lake City, UT 2006-present

Computer Support Coordinator/Computer Support Technician responsible to fix and report network problems, support staff, students and faculty. Manage computer technical office, hardware and printers campus wide. Effectively perform trouble shooting over the phone, order computer and hardware inventory. Responsible for yearly computer rollout and re-imaging.

- **Salt Lake Community College**, Salt Lake City, UT 2001-2004

Report and resolve computer and network problems, maintain financial reports for department. Implemented new software and hardware on campus.

**Education History:**

- **Comptia A+**, 2010
- **Networking Security +**, June 2005
- **CCNA**, May 2005
- **Networking +**, May 2005
- **Salt Lake Community College**, Associate of Science, General Studies, 2002



Name Greg Robinson

Role in School (list positions with school) Board Member, Treasurer

**Statement of Intent:**

Children are our future, and my desire is to make sure that they are prepared to take on the many challenges that will face them as they step into bigger and tougher roles in society. The value of a good education shouldn't be measured by monetary value, but by the content by which they are exposed to and how well it is taught in order for a student to retain the information. I would like Endeavor Hall be an institution of this caliber and will use all of my skills to assure that this is what it becomes. I think that the school has the potential of being a college prep school with an emphasis in writing, but be a trend setter for other schools to follow.

As treasurer I bring about 14 years of accounting and bookkeeping background to the table, and will use all of my skills to oversee budgets and offer my support and be an active member on the board.

**Not-for-Profit History:**

Church Treasurer, 2002-2006

Boy Scouts of America, Assistant scout master, 2000-2005

Little Leagues Head Coach (multiple sports), 1989-2009

Little League Baseball – Pound, VA.

Magna Recreation Center – 1994-1996

West Valley Parks and Recreation. 1997-2009. Coached kids ages 4-10

**Employment History:**

**Kenworth Sales Company** – West Valley City, UT - Assistant Controller – (2001 – Present) Duties include payroll distribution, financial preparation, budget analysis, manage five different employees, cost accounting, cash concentration, and bank reconciliations. Other jobs include Accounts Payable, Accounts Receivable. Many other duties are assigned and accepted on a daily basis.

**Knoxville Wholesale Supply** – Controller - Knoxville, TN (2001)

Duties included payroll, financial preparation, managing 3 office employees, HR duties, and many other duties including overseeing accounts payable and accounts receivable.

**Fleming Foods** – General Ledger Clerk – Salt Lake City, UT (1994 – 2001)

**Payless Supermarkets** – Assistant Store Manager Coeburn, VA (1991-1994)

**Education History:**

University of Phoenix, B.S. Accounting, University of Pheonix, 2001

General Studies, University of Utah, 1999-2001

General Studies, University of Virginia, 1987-1988

Name Brian Allen

Role in School (list positions with school) Board Member

**Statement of Intent:**

After 12 years in the Charter School arena, one might expect me to enjoy a rest before jumping back into charter service. I had intended to take a break, but was compelled by the notion that there were still some innovative ideas that I had hoped to see happen that I can now help make happen. Endeavor Hall was particularly intriguing to me because of its writing emphasis. This is a new twist for charter schools in Utah and one that is badly needed. In my work in legislative and legal arenas around the country I have noticed a significant lack of proficiency in the writing skills of professionals in various fields. Additionally, after regulating schools and making decisions on applicant's futures for the last six years, I really wanted to work with a start-up charter school to see the process from their perspective. I chose Endeavor Hall because of their innovative writing emphasis and because of the quality, passion and dedication of the parents who are the founders. This school will serve a population of students who ordinarily might not get introduced to the challenge and thrill of writing. Often children in this demographic need intense reading help and, consequently, their writing skills do not get the same attention. I have seen my own children and grandchildren blossom as they learned to colorfully and effectively express themselves with the written word. Writing can open up vistas of achievement and creativity for children who may not be blessed with painting, sculpting or music skills.

Writing, for me is a life-blood, not because I fancy myself as a writer, but because I am a voracious reader. Many great authors, and some not so great but entertaining, have transported me to places I might never have found but for their gift of expression. There is nothing quite as wonderful or sublime as opening the pages of a good book and having your imagination or intelligence awakened by the printed words of a gifted author. To be part of a school that will help children explore and develop that talent is a way for me to pay back in a small way the many scribed gifts that I have been given.

The other important facet that compels me to become involved with this school is the changing technological environment. For years face-to-face and spoken communication have been the expected mode of interacting in business. With the great technological tools that now exist and will soon exist, written communication will, if it hasn't already, become the standard form of idea exchange in the business world. Those individuals who can write well will find more avenues of success and advancement open to them. Teaching them the art of written communication will give our students a leg up in the world when they apply for college, jobs or other opportunities. I am honored and excited to serve as a board member for Endeavor Hall.

**Not-for-Profit History (Including Governing Board Experience):**

- Utah Connections Academy Charter School, July 2010-Present
- Governor's Education Excellence Commission, April 2010-Present
- Cottonwood Heights Arts Council, March 2009-Present
- State Charter School Board, July 2004-July 2010
- Utah Executive and Judicial Compensation Commission, June 2003-Present
- Utah Occupational and Licensing Review Board, April 2000-April 2008

- Utah House of Representatives, January 1995-December 1998
- Volunteers of America May 1989-June 2007

**Employment History:**

- Evivva Enterprises, Inc., March 2003-Present
- Zions Insurance Agency, September 1996-March 2003
- Utah House of Representatives, January 1995-December 1998
- First Security Insurance, Inc., February 1991-August 1996
- Key Insurance Services, October 1986-February 1991
- South Salt Lake Police Department, November 1980-October 1986

**Education History:**

- Certified Insurance Counselor, December 1999
- Completed Life Underwriter Training Council Fellow (LUTCF) designation, December 1992
- Salt Lake Community College/University of Utah, September 1984-May 1987
- Aetna Life and Casualty Prime Agent Program, October 1986-October 1988
- Category 1 Peace Officer, Utah Police Academy, 1982

SEE APPENDIX F – AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

## 12. COMPREHENSIVE PROGRAM OF INSTRUCTION

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Each of the curriculums utilized at Endeavor Hall has been carefully selected to help students gain necessary knowledge and skills to write successfully, while building strong academic skills in preparation for college. In order to conserve space, only the most significant and compelling research information for Spalding, Core Knowledge, and Saxon math is presented in the following narrative summary of each program. Recent adoption by the Utah State Board of Education of the Common Core State Standards may have an impact on curricular programs. The Board of Directors may modify this plan as recommended by the administration and as approved by the State Charter Board and State Board of Education.

The **SPALDING LANGUAGE ARTS PROGRAM** has been shown to increase language arts skills by not teaching skills in isolation, but in the context of subject material and an integrative approach. Statistics drawn from schools in Arizona and Colorado show a dramatic increase in language arts skills in schools using the Spalding Program as opposed to those using other language arts curriculums. On the Iowa Test of Basic Skills, students receiving instruction in the Spalding Method outperformed other students of similar background by *31-33 percentile points in reading*, and *25-32 points in language*. Data can be verified through the Arizona Department of Education and the State of Colorado Department of Education (links included in works cited in this section). The best illustration of this data, however, is found on Spalding's website as referenced below, particularly the 2004 Special Report (most current). Multiple books on reading instruction have also cited the effectiveness of the Spalding Method by evaluating research, and show similar results to those listed above. The Spalding method has been found to help bridge deficits for students with learning disabilities as well as English language learners. This is documented by comparing Arizona test scores of English language learners and students with disabilities in Spalding Schools, against those not receiving Spalding instruction.

**CORE KNOWLEDGE** has been studied extensively, and has proven results. The most comprehensive list of studies is found on the Core Knowledge website. While a few of the studies listed have been commissioned or conducted by Core Knowledge, the majority are independent, third party evaluations, primarily from universities throughout the country. Core Knowledge provides students with necessary background information to communicate successfully, a very important key for writing and for students new to the language and culture of American society. It has also been proven to be of great benefit to students residing in lower socioeconomic homes where they are less likely to be exposed to the variety of information and subject matter that children residing in more affluent homes receive. In essence, Core Knowledge levels the playing field for many children. The lower socioeconomic status of children in the target area of Endeavor Hall will benefit from the use of the Core Knowledge curriculum.

Studies conducted have revealed math performance for students using the **SAXON MATH** program are higher than for students in schools using other types of math curriculum. Links to the studies and bibliographic information for one book are listed at the end of this section.

Student learning is optimized when instruction is systematic, explicit, and efficient. **DIRECT INSTRUCTION** is a teaching methodology that ensures teaching meets all three of these criteria. Spalding, Core Knowledge, and Saxon all utilize Direct Instruction, which has been shown to be effective in a number of studies. The works cited under Direct Instruction has many studies which verify this assertion. Direct Instruction has proven to be particularly beneficial to students of lower

socioeconomic status. As illustrated in the Target Population and Market Analysis of this charter application, Endeavor Hall will serve many students in this category, making Direct Instruction an attractive method for teaching. While Direct Instruction is the primary mode of teaching, other instructional methods may be used by teachers to reinforce principles and concepts.

The Spalding Language Arts Program allows teachers the flexibility to structure lessons around the State Core. All Core Requirements in Language Arts are covered in the Spalding Scope and Sequence. Some Core Curriculum Standards are not covered by the Core Knowledge Sequence in a particular grade. Saxon is aligned to the State Core very well in the lower grades, with conformity in the upper grades (six through nine at Endeavor Hall) of 90-100 percent, depending on grade. When there is not 100 percent correlation, a supplementary unit will be used in order to make sure content is taught. This will be overseen by the Head of Teachers, who is responsible for curriculum development and implementation. A report to the Board of Directors concerning the plan for covering all Core Curriculum will be submitted annually, prior to the beginning of the school year. This annual report allows for faculty to regularly review the Core Standards and Objectives, and makes sure all content is taught as State Core Curriculum Standards and Objectives are updated and/or modified. Under the direction of the Head of Teachers, grade level teachers will work together to develop the teaching timeline utilized to cover all curriculum during the course of the year. This plan will be submitted and approved by the Head of Teachers and Board of Directors prior to the beginning of each school year, and will include specific writing projects for each unit of study as a means of ensuring the writing mission and vision of the school are implemented.

**ENGLISH LANGUAGE LEARNERS** Endeavor Hall recognizes there will be students who will not be proficient in English enrolled at the school. It is anticipated that a spectrum of services will be available, with programs and staffing determined by need. Endeavor Hall will submit an ELL plan in order to receive Title III subgrant funding to help cover the associated costs. In the early grades, a Transitional Bilingual Early Exit Program will be the main mode of teaching English to ELL learners, but students may receive more intensive instruction if needed. For the middle and upper grades, a Sheltered English Instruction program will be used. For those students not learning English at a rate adequate to learn the academic core, pull out ESL may be offered.

**CHARACTER EDUCATION** Through a community partnership with the Franklin Covey Corporation, Endeavor Hall has the opportunity to use the *Leader In Me* character education program written and designed by Steven R. Covey. Students are taught seven habits, similar to those detailed in Covey's book *The Seven Habits of Highly Effective People*, which are adapted for younger children. The program is integrated into the Core Curriculum and helps develop life skills and characteristics students need to become productive citizens of their school and community. The *Leader In Me* program does not tell students what to do it teaches them how to do it. Students learn how to be proactive, how to organize, how to listen and understand others, how to problem solve and how to balance what they want to do with what needs to be done. Using the *Leader In Me* program will give parents, students and staff a common language when implementing characteristics that will help students become leaders in their own lives. Using phrases such as "win-win", "you're in charge", "begin with the end in mind" and "work first, and then play" will help students learn the balance needed to be successful in school, college and future careers. The *Leader In Me* program is relatively new. Approximately 200 schools use the program world-wide with less than a dozen using it in Utah. Many of the activities in the program dovetail beautifully with Endeavor Hall's writing mission. One example is a fifth grade class being required to write an essay about how the French and Indian War could have been a win-win situation.

**RTI (RESPONSE TO INTERVENTION)** The Head of Teachers is responsible for oversight of the RTI program. The purpose of RTI is to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning or other disabilities. This includes training teachers in RTI, and working with them to construct and implement effective RTI plans. It is a three-tiered model, with intervention strategies intensifying if adequate progress is not made at current intervention level.

Spalding works cited:

- <http://www10.ade.az.gov/ReportCard/>
- <http://reportcard.cde.state.co.us/reportcard/CommandHandler.jsp>
- <http://www.spalding.org/index.php?tname=program&p=aztest00>
- <http://www.spalding.org/index.php?tname=research&p=testscores>
- Farnham-Diggory, S. (1992), *Cognitive Processes in Education*. 2nd Ed. New York: Harper Collins Publishers, Inc.
- Aukerman, R. (1984), *Approaches To Beginning Reading*. Hoboken, New Jersey: John Wiley & Sons Inc.

Core Knowledge works cited:

- <http://teachingcontentisteachingreading.com/CK/about/research/index.htm>

Saxon Math works cited:

- <http://ies.ed.gov/ncee/wwc/publications/quickreviews/ORReport.aspx?QRID=117>
- [http://ies.ed.gov/ncee/wwc/reports/middle\\_math/topic/index.asp](http://ies.ed.gov/ncee/wwc/reports/middle_math/topic/index.asp)
- Perlstein, L. (2007), *Tested: One American School Struggles to Make the Grade* New York: Henry Holt and Company

Direct Instruction works cited:

- [http://www.nifdi.org/15/index.php?option=com\\_jresearch&view=publicationslist&layout=filtered&task=filtered&modelkey=tabular&Itemid=295](http://www.nifdi.org/15/index.php?option=com_jresearch&view=publicationslist&layout=filtered&task=filtered&modelkey=tabular&Itemid=295)



### 13. ELEMENTARY ASSESSMENTS/GRADUATION REQUIREMENTS AND MASTER COURSE LIST

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Endeavor Hall will employ continuous assessment as a means of identifying students who may be in need of additional services including, but not limited to, special education, gifted and talented education, and English language learning. This ongoing assessment also allows teachers to find specific skills students are struggling with early on, so that intervention can be made immediately. By looking at individual assessment results teachers can improve the education of each child, particularly when support staff and/or parents are involved. Utilization of one assessment given repeatedly provides teachers, parents, and administrators with a view of progress over time, especially with reading skills. The specific measurement tools used at Endeavor will be valid and reliable, and will be selected by the Head of Teachers in conjunction with the teaching staff.

Endeavor Hall will utilize formative, summative, and cumulative assessments, of both formal and informal forms in the ongoing assessment of students. Writing skill assessment will employ a great deal of formative assessment, as designed and selected by the Head of Teachers in conjunction with teaching staff to ensure the writing mission of Endeavor Hall is achieved. Comprehensive year-end exams covering the Core Knowledge Sequence will be given each year, and Endeavor Hall may utilize third party assessments such as one specific to Core Knowledge from Questar Assessments, Inc. The Head of Teachers is responsible for determining types and frequencies of ongoing assessment, which will be approved annually by the Board of Directors. All assessments will reflect academic progress generally, and writing skills in particular, as a measurement of successful implementation of Endeavor Hall's mission. Test results will be used to find areas of weakness and implement teaching strategies and/or supplementary curriculum in order to increase content mastery and achievement.

Endeavor Hall will house a ninth grade, and will be accredited by the Northwest Association of Accredited Schools. This will allow students to receive high school credit to be applied towards graduation at an accredited high school upon leaving Endeavor Hall. While there are no graduation requirements at Endeavor Hall, all courses offered are in alignment with Utah Graduation Requirements. Course offerings for seventh through ninth grades are as follows.

#### LANGUAGE ARTS

<b>Course</b>	<b>Required/Elective</b>	<b>Grade(s)</b>	<b>Credit</b>
<b>Language Arts 7</b>	(Required)	7	1.0

This course is designed to emphasize reading comprehension, writing, and methods of inquiry as found in the core.

<b>Language Arts 8</b>	(Required)	8	1.0
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This course is designed to emphasize reading comprehension, writing, and methods of inquiry as found in the core.

**Language Arts 9** (Required) 9 1.0

The course will focus on the processes, skills, and strategies for effective communication in all its forms.

**Journalism I** (Elective) 8/9 0.5

This course is designed to introduce students to newspaper writing and reading. Interviewing, writing, and editing are emphasized, students produce the school newspaper.

**Journalism II** (Elective) 8/9 1.0

This course is designed to introduce students to publishing techniques and continued writing skills. Students will design and produce the school yearbook.

**Creative Writing 1** (Elective) 8/9 0.5

This course is dedicated to further developing writing skills in various genres. Students have the opportunity to prepare manuscripts for publication, awards, and scholarships.

**Digital Storytelling** (Elective) 8/9 0.5

This course combines writing skills and desk top publishing skills and utilizes technology for students to produce a digital work.

**Genre Writing** (Elective) 8/9 0.5

This course focuses on how to write within a specific genre. The genre types will vary from semester to semester, and will be taught by an Endeavor Hall Language Arts teacher with supplemental instruction through the Writer in Residence author participants.

**Technical Writing** (Elective) 8/9 0.5

Students are introduced to technical writing and begin developing skills necessary for successful technical writing.

## SCIENCE

Course	Required/Elective	Grade(s)	Credit
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<b>Integrated Science 7</b>	(Required)	7	1.0
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Life, physical, and earth science contents are integrated in a core curriculum. The standards to be taught relate to matter, structure of earth's crust and interior, structure of cells and organisms, reproduction and heredity of organisms, and classification schemes.

<b>Integrated Science 8</b>	(Required)	8	1.0
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Physical, earth, and life science contents are integrated in a core curriculum. The standards to be taught relate to observations of chemical and physical change, changes in biological energy, forces, energy and motion, constructing machines, and changes in the Earth's crust and climate.

**Biology** (Required) 9 1.0

This is a high school core science course stressing the scientific processes of living things. Learning activities are varied with an emphasis on student investigations in the field, laboratory, and technical research.

## MATH

Course	Required/Elective	Grade(s)	Credit
<b>Saxon Math 8/7</b>	(Required)	7	1.0

(Pre-Algebra) This course is a bridge between arithmetic and algebra. Students build on concepts previously learned by focusing on algebra-basics; integers, symbolic representations, algebraic properties, and solving multi-step equations.

**Algebra I** (Required) 8 1.0

Students in this course will learn algebra as a style of thinking for formalizing patterns, functions, and generalizations. Students will expand previously learned quantitative rational number relationships to include the irrational numbers. The focus will be on proficiency in recognizing and working effectively with linear relationships and their corresponding representations in tables, graphs, and equations. NOTE: Students enrolled at Endeavor Hall who are not sufficiently prepared for Algebra I in the eighth grade will receive alternative math instruction and take Algebra I during ninth grade.

**Geometry** (Required) 9 1.0

Students in this course will study Euclid's postulates and theorems as the basis for an axiomatic system. Topics include logic, angle and line relationships, triangles and other polygons, congruence, and similarity. Students also study coordinate geometry. Trigonometric ratios of sine, cosine, and tangent are used to solve triangle problems. Students will use area, volume, geometric probability, and geometric relationships to solve real-life problems.

## SOCIAL STUDIES

Course	Required/Elective	Grade(s)	Credit
<b>Utah Studies</b>	(Required)	7	0.5

This course is designed to help students understand Utah's early history and particularly emphasizes the periods of time in Utah from statehood to the present.

**World History**(Required) 7 0.5

This course covers the Core Knowledge social studies content for seventh grade, which includes World War I, the Russian Revolution, World War II, and basic United States geography.

**United States History** (Required) 8 1.0

The course emphasizes historic events from the Age of Exploration to post-Civil War Reconstruction and the Westward movement. Emphasis will be placed on using primary source documents in the learning and understanding of history.

**Geography** (Required) 9 1.0

This course introduces students to cultural and physical geography. The framework of this course is the five themes of geography—location; place; human interaction with the physical environment; the impact of movements of people, ideas and things; and similarities and differences within and between regions.

#### HEALTHY LIFESTYLES

Course	Required/Elective	Grade(s)	Credit
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<b>Health</b>	(Required)	7	0.5
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This course develops the skills needed to improve the quality of life by helping students to cope with and solve problems, develop positive self-image, and make better decisions. The students will explore positive life styles, disease prevention, emergency procedures, media literacy, and alcohol and drug abuse prevention.

<b>Fitness 7</b>	(Required)	7	0.5
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This physical education course emphasizes basic skill development, basic knowledge and participation in a variety of games, sports and fitness conditioning.

<b>Fitness 8</b>	(Required)	8	1.0
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This is a physical education course with emphasis on skills, knowledge and participation in a variety of team sports, conditioning and recreational activities.

<b>Fitness 9</b>	(Required)	9	1.0
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This course is designed to develop skills and techniques in a variety of team and individual sports as well as improvement in personal fitness.

#### WORLD LANGUAGES

Course	Required/Elective	Grade(s)	Credit
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<b>Spanish I</b>	(Required)	7	1.0
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This course is designed to teach elementary skills in listening, speaking, reading, and spelling. Students will develop an appreciation for the culture of the countries where the language is spoken.

<b>Spanish II</b>	(Required)	8	1.0
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*Prerequisite: Spanish 1*

This course is designed to teach intermediate skills in listening, speaking, reading, and writing. Students will continue to develop an appreciation for the culture of the countries where the language is spoken.

<b>Spanish III</b>	(Required)	9	1.0
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*Prerequisite: Spanish II*

This course is designed to teach advanced skills in listening, speaking, reading, and writing. Students will continue to develop an appreciation for the culture of the countries where the language is spoken.

<b>Spanish for Native Speakers 1</b>		7/8/9	1.0
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*(Required if native speaker)*

This course is designed to teach elementary academic skills in reading and writing for the native speaker. The course content includes further development of reading and writing skills for students who already have a grasp of the spoken language.

<b>Spanish for Native Speakers II</b>		7/8/9	1.0
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*Prerequisite: Spanish for Native Speakers 1*

*(Required if native speaker)*

This course is designed to cover intermediate skills in listening, speaking, reading, and writing. The course focus includes further development of reading and writing skills for students who already have a strong grasp of the spoken Spanish language.

<b>Spanish for Native Speakers III</b>		7/8/9	1.0
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*Prerequisite: Spanish for Native Speakers II*

*(Required if native speaker)*

This course is designed to cover advanced skills in listening, speaking, reading, and writing. The course focus includes further development of reading and writing skills for students who already have a strong grasp of the spoken Spanish language.

## FINE ARTS

<b>Course</b>	<b>Required/Elective</b>	<b>Grade(s)</b>	<b>Credit</b>
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<b>Choir 1</b>	(Elective)	7/8/9	1.0
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This is a vocal music course. Two, three, and four-part music is performed at various concerts. Primary consideration is given to part-singing, good vocal production, and rudiments of music.

Rehearsals and performances outside of class time are part of the course requirement and constitute a portion of the grade.

**Concert Choir** (Elective) 7/8/9 1.0

*Prerequisite: Audition*

An advanced vocal music group designed for advanced choral literature and techniques of singing. Rehearsals and performances outside of class time are part of the course requirement and constitute a portion of the grade.

**Band 1** (Elective) 7/8/9 1.0

This is a course in beginning band offered for students who have had little or no previous experience in playing an instrument. Practice outside of class time and instrument is required.

**Concert Band** (Elective) 7/8/9 1.0

*Prerequisite: Audition/Interview*

This is an intermediate level band course that encourages increased technical and expressive musical proficiency through performance and study of music. Rehearsals and performances outside of class time are part of the course requirement and constitute a portion of the grade. Practice outside of class time and instrument required.

**Art Foundations 1** (Elective) 7/8/9 1.0

This course provides an overview of visual arts while studying a broad variety of art tools and materials. With an emphasis on studio production, this course is designed to develop higher-level thinking, art related technology skills, art criticism, art history, and aesthetics.

**Art Foundations II** (Elective) 7/8/9 1.0

*Prerequisite: Art Foundations 1 or Instructor approval*

This course provides an overview and introduction to visual arts through studying a variety of art tools and materials. This course builds on Foundations 1 with a more in-depth experience with fewer art forms. This course is designed to develop higher-level thinking, art-related technology skills, art criticism, art history, and aesthetics, with an emphasis on studio production.

**Specific Arts Medium I** (Elective) 7/8/9 1.0

*Prerequisite: Art Foundations II or Instructor approval*

This course will be in-depth instruction in one artistic medium, to be determined by the instructor and administration.

## CAREER AND TECHNOLOGY EDUCATION

<b>Course</b>	<b>Required/Elective</b>	<b>Grade(s)</b>	<b>Credit</b>
<b>CTE Intro</b>	(Required)	7	1.0

This is the introductory career and technology education class. The purpose of this program is to allow students to be involved in activity-centered lessons, which utilize technology, develop beginning skills, and explore careers.

<b>Computer Technology</b>	(Elective)	8/9	0.5
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This is an introduction to computer application software that encompasses document processing, spreadsheets, and presentations. Creation of a project for another school subject will be incorporated as part of the assigned coursework.

<b>Desktop Publishing</b>	(Elective)	8/9	0.5
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This course helps students develop strong editing and layout skills and introduces them to the skills necessary to successfully produce professional-quality documents and publications. This course is recommended to be taken prior to or concurrently with the journalism classes.

## 14. SPECIAL EDUCATION

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All special education services at Endeavor Hall will be in compliance with the Individuals with Disabilities Education Act (IDEA) as it was reauthorized in 2004 and State of Utah Special Education Rules. Section 504, accommodations for regular education students are also followed as directed by law. The Head of Teachers will oversee the special education department, staffed by licensed and NCLB highly qualified staff. In addition to special education teachers and aids, Endeavor Hall will hire or contract with ancillary service providers, including but not limited to, psychologists, speech-language pathologists, occupational therapists, and physical therapists as needs are identified in individual education programs (IEP). Endeavor Hall administration will closely monitor special education caseloads. Endeavor Hall realizes the special education population of the school will grow, especially during the first year as students with special education needs are identified. In planning for this, Endeavor Hall has referred to special education caseload guidelines from the USOE and has planned for two full-time equivalency (FTE) special education teachers in the school's budget, along with multiple paraprofessionals. If needs exceed this FTE and current number of paraprofessionals, additional staff will be hired, as appropriate to the situation. Funding will come from special education monies, and if necessary, the general school budget, in compliance with Endeavor Hall Fiscal Policy.

All students are entitled to a free and appropriate public education (FAPE). Endeavor Hall provides services along a continuum, making sure students receive their educations in the least restrictive environment. Some general education students may require one or more accommodations to receive FAPE, and will then be placed on a 504 plan. Students requiring academic instruction or related services in addition to those provided in the regular classroom setting will have an IEP in place. The IEP will determine type(s), frequency and location(s) of service; services may happen in or outside of the regular classroom, for varying amounts of time, based on individual student needs. Some students may receive services through a regular education teacher who is receiving consultation and support from the special education staff. Direct services to students may include receipt of supplemental instruction individually or in a small group setting within the classroom by a special education or regular classroom teacher, an instructional aide being assigned to help within or outside of the classroom, instruction outside of the classroom setting (pull-out), placement in a self-contained classroom, or home and hospital instruction. Endeavor Hall has classrooms dedicated to special education, and the entire school building, including restrooms, classrooms, playgrounds, playground equipment, and building accesses will meet the Americans with Disabilities Act (ADA) accessibility requirements.

In order to locate students needing special education services, Endeavor Hall will actively participate in child find activities. Upon entrance to the school, initial paperwork will ask if the student has a current IEP. If an IEP is in place, records from the previous school will be requested and special education services will begin immediately in accordance with the existing IEP. The IEP team will then determine whether to adopt the existing IEP or convene a meeting for the purpose of constructing a new IEP. Teachers will receive training on identifying students who may have special education needs at the beginning of each year, with ongoing training through staff meetings or written communication from the Head of Teachers and/or special education department.

Additionally, Endeavor Hall will utilize the response to intervention (RTI) approach for all students who may be struggling with academic skills. With this approach, a teacher identifies the area(s) in



which a student is struggling. Strategies are then determined by the teacher and parent, with or without special education consultation, which may be beneficial to the student. If these are not successful, special education consultation and testing will begin in accordance with procedural safeguards. It is the intent of Endeavor Hall to provide all students with skills and supports necessary for academic success. One of these tools may be extended school year (ESY) services, which will be addressed in the IEP meeting. Any student qualifying for ESY will receive academic services during the summer at no cost to the family. ESY services may also address social, behavioral, and communication needs.

Procedural safeguards are in place and compliant with IDEA laws. When a child is identified as potentially needing special education services, a request for an initial evaluation is made to the special education department. This request can be generated by a parent or teacher. Before testing can begin, the parents must sign a "consent to test" form. Upon receipt of the consent to test, the initial evaluation to determine eligibility for IDEA Part B services must be completed within 45 days. If the referral is generated by Endeavor Hall and parents do not return or refuse to sign the consent to test, the initial evaluation may occur under the due process procedures established by the Utah State Office of Education Special Education Rules. Evaluations will utilize a variety of appropriate assessments, both formal and informal, and will be comprehensive enough to adequately address all areas of need. All assessments will be valid and reliable, and administered by trained and qualified personnel. Observations may also be included as part of the assessment. Parents will receive a copy of the evaluation results, and if the student is determined to be eligible for Special Education, an IEP meeting is scheduled.

Parents will receive a prior written notice about the meeting, which will indicate the mutually agreed upon time, location, purpose of the meeting, as well as who will be in attendance. Parents must also receive a copy of procedural safeguards prior to the beginning of services, and annually thereafter. The IEP meeting is held within 30 calendar days of eligibility determination with the IEP team, which will include all of the following:

- Parent(s)
- At least one of the student's regular education teachers
- Special education teacher
- Local Education Agency (LEA) representative (Head or Teachers or Special Education Director at Endeavor Hall)
- Someone who can interpret assessment results to the team, and may be one of the team members listed above

The team may also include any of the following:

- Related service providers
- The student, whenever possible and appropriate
- Someone with special knowledge or expertise if invited by the parent, or Endeavor Hall with parental consent

Should a parent not be able to attend the IEP meeting, alternative participation methods such as conference calls or video conferences may be used. A meeting may be conducted without a parent present if Endeavor Hall has made and kept record of attempts to arrange a mutually agreed upon time and place. Records will include actual and attempted communication made and results thereof. Copies of correspondence and any responses, as well as detailed records of visits made to the parent's home or place of employment and results of those visits.

During the IEP the type(s) of service the student needs, along with where they will occur and the frequency and duration (defined as placement) will be determined. The IEP must include a statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general education curriculum. It must also include measurable goals designed to meet the student's needs resulting from the disability that allow the student access, involvement, and progress in the general education curriculum. They must meet any other educational needs resulting from the disability, assistive technology the student may need, how progress will be measured and reported, and alternative assessment means and methods with justification if it is determined the student is unable to use the regular State-wide assessments. Other elements may be included as determined by State and Federal law. The IEP is valid for one year, and must be reviewed and have a new IEP in place prior to the expiration of the current IEP. A meeting to review and/or revise a current IEP may be held at any time, and must follow the procedural safeguards of a regular IEP meeting.

If parents have complaints, all grievance policy, as laid out in the most current Utah Special Education Rules will be followed (last updated 12/09, pages 109-116). This includes requests for amendment of student records as well.

The Head of Teachers of Endeavor Hall will be familiar with special education policy and procedure, and will receive ongoing training in Special Education Rules and Regulation through interaction with the Utah State Office of Education Special Education Department. He or she works closely with the special education staff of the school, and all receive annual training regarding policy, procedure, and best practices. An annual report to the Board of Directors will indicate the type and amount of training received, as well as a schedule for trainings in the coming year.

The special education department, under the direction of the Head of Teachers, will maintain proper forms and paperwork that are available and used, including, but not limited to:

- Procedural Safeguards Notice
- Prior Written Notice
- Notice of Meeting
- At Risk Documentation
- Referral
- Consent to Evaluate/Re-evaluate
- Review of Existing Data
- Evaluation Summary Report
- Determination of Eligibility
- Individual Education Program

- Transition Plan
- Services Plan
- Consent for Initial Placement
- Change of Placement
- Notice Regarding Age of Majority  
Rights
- Summary of Academic Achievement  
and Performance
- Record of Access
- Access Authorization

All Federal Education Right to Privacy Act (FERPA) laws will be followed at Endeavor Hall. The confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages will be protected. The Head of Teachers has responsibility for ensuring this confidentiality, in conjunction with the special education director. All persons collecting or accessing student information are required to receive instruction regarding policies and proper procedures for safeguarding information. A current list of staff with access to records is posted for public inspection, and records are kept in a locked filing cabinet in the Head of Teacher's or Special Education Director's office. A record is kept in each file documenting persons who have reviewed the file, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. Additionally, parents must be given access to records when requested unless Endeavor Hall has been advised the parent does not have legal access to due guardianship, separation, or divorce situations.

Parents must receive notice prior to records being transferred, and when collected personally identifiable information is no longer needed, the parents (or student if age 18 or older) must be notified, and information must be destroyed at their request. A permanent record of student's name, address and phone number, grades, attendance record, classes attended, grade level completed, and year completed shall be maintained without limitation. Records may be considered "no longer needed" and may be destroyed three years after the student graduates or three years after the student turns 22. In accordance with FERPA, the rights of privacy afforded to parents are transferred to the student at age 18, unless declared incompetent by a court order. Prior written notice will be provided to the student and the parent.

## 15. ACCOUNTABILITY PLAN

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Accountability Plan has been removed per the direction of the Utah State Charter Office.

## 16. ADMISSION AND DISMISSAL PROCEDURES, INCLUDING SUSPENSION/EXPULSION

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### ADMISSIONS

In compliance with Utah law 53A-1a-506(2)(b)(i and ii) Endeavor Hall will implement the following lottery procedures giving every student equal opportunity to attend the school. Priority will be given to prospective students as listed in the “Enrollment Preference” section.

### OPENING YEAR LOTTERY PROCEDURE

Endeavor Hall will conduct an open enrollment period. Families will be able to attend an open house in order to better understand the mission, expectations and programs of the school. During the opening year, Endeavor Hall will fill seats using a random lottery system.

- a. Each student applying will receive a number through a random lottery.
- b. Numbers will be randomly selected until each grade is filled.
- c. Siblings will not automatically gain admittance once one member of the family is selected in the opening year lottery.
- d. Siblings who are not selected through the lottery will be placed on the sibling priority list. These students will be the first contacted when seats in corresponding grades become available.
- e. The sibling priority list will be compiled based on original lottery number.

### GENERAL LOTTERY PROCEDURE

Endeavor Hall will conduct an open enrollment period. Families will be able to attend an open house in order to better understand the mission, expectations and programs of the school.

- a. Under Utah code 53A-1a-506(2)(b)(i and ii) returning students and siblings of returning students will be given preference.
- b. If there are additional seats available and more students applying than available seats, a lottery will be held.
- c. Each student applying will receive a number through a random lottery.
- d. Numbers and grades will be randomly selected until each grade is filled.
- e. Siblings of students selected in the general lottery will be granted sibling preference in compliance with Utah Code 53A-1a-506(2)(b)(i and ii) or placed on the sibling priority list.
- f. The sibling priority list will be compiled based on original lottery number.
- g. Students not selected in the lottery or on the sibling preference list will be placed on the waiting list after sibling preferences in order of lottery selection number .

## ENROLLMENT PREFERENCE

In compliance with Utah Code 53A-1a-506(2)(b)(i and ii) the following categories of prospective students receive enrollment preference:

- a. Students of Founding Members. Founding Members are defined as those who have actively participated in the development of the school by donating no less than 250 recorded volunteer hours.
- b. Students enrolled the previous year.
- c. Siblings of students currently enrolled.
- d. Children of full-time teachers.

## EXCEPTIONS TO ENROLLMENT PREFERENCE

Endeavor Hall recognizes that it is not in the best interest of a child to be moved from school to school. Unnecessary change can cause lack of continuity in curriculum and can hamper a feeling of community for the child and family. For that reason exceptions to the enrollment preference list are as follows:

- a. Children of founding members who leave the school will not be given priority if they return unless there are extenuating circumstances such as, but not limited to, family illness or military duty. Such situations will be reviewed by the Board of Directors on a case by case basis.
- b. Students who leave the school, and have a remaining sibling, will not be put on the sibling preference list if they wish to return. They may participate in the general lottery.

## ACCEPTING ADMISSION AND FORFEITING ADMISSION

Students who are selected through the first lottery to attend Endeavor Hall will be notified by email, phone call, or U.S. mail of their acceptance. It is the parent or guardians' responsibility to make sure all contact information is correct and accurate. Parents will have two weeks from the date of the first lottery to respond by returning the acceptance form by email, in person or via U.S. mail. Forms returned by U.S. mail must be delivered to the school by the due date.

Students who do not respond within the two week period forfeit their enrollment spot but can reapply for the lottery during the next open enrollment period, generally the following year. If there are additional available seats, another round of acceptance phone calls and emails will be issued. Students in the second and subsequent rounds will have 48 hours from the notification date to respond or their seats will be forfeited. Forms returned by U.S. mail must be postmarked by the due date or it will not be accepted.

## SUSPENSION

The Board of Directors (BOD) at Endeavour Hall recognizes that student discipline is essential to maintain a healthy educational environment. The BOD authorizes the administration to take appropriate action to preserve order among students and staff and to protect school property. The BOD will not, as a general rule, review student suspensions.

Acts of violence, use or possession of a weapon or facsimile, criminal behavior toward persons or school property or activities shall be dealt with in accordance with state law (Utah Code §53-A-11-901) as it explains suspension/expulsion of students from public schools and in accordance with Utah special education rules and IDEA 2004.

## DUE PROCESS PROCEDURE AND DISCIPLINARY ACTION

Due process is the administrative procedure followed when a students' attendance at Endeavor Hall is in question. Fairness and reasonableness are to be used when deciding on disciplinary actions.

a. As soon as possible following the incident, a school administrator shall investigate and document the incident and schedule a conference with the student and parent(s)/guardian.

b. A behavioral plan to help the student correct the behavior should be agreed upon by all parties including other administrators and staff members who may be involved in the situation or overseeing the behavioral plan.

c. If a good faith effort is not made by the student to follow the behavioral plan, or problems escalate to a more serious violation, an administrator may suspend a student for one to ten days in accordance with Utah Code 53-A-11-901 for the following reasons:

- The student's behavior disrupts normal school proceedings sufficiently that it hampers the right of other students to learn.
- The student willfully and knowingly destroys school property or threatens to do so.
- The student physically injures or threatens to injure himself/herself or others.
- The student participates in gang-related activity, which may include but is not necessarily limited to the following: wearing, possessing, using, distributing, displaying or selling any clothing, jewelry, emblem, badge, symbol, sign or other things which evidence membership in a gang.
- Participates in Bullying, Hazing, Cyber Bullying or Retaliation as defined;
  1. *Bullying* means intentionally or knowingly committing an act that endangers the physical or emotional health or safety of a student or school employee regardless of whether the person against whom the conduct is committed directed, consented to or acquiesced in the conduct.



- a. Any brutality of a physical nature such as whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
  - b. Forced or involuntary consumption of any food, liquor, drug, or other substance;
  - c. Forced or coerced actions or activities of a sexual nature or with sexual connotations;
  - d. Other physical activity that endangers the physical health and safety of a school employee or student;
  - e. Physically obstructing a student's or school employee's freedom to move; or
  - f. Emotional intimidation or exposure to ridicule; and
  - g. Is done for the purpose of controlling the student or school employee in some way or placing the student or school employee in fear of:
  - h. Physical or emotional harm to the student or school employee; or
  - i. Harm to property of the student or school employee.
2. *Hazing* means intentionally or knowingly committing an act of bullying, as defined in this policy, which is done for the purpose of:
- a. Initiation or admission into, affiliation with, holding office in, or as a condition for, membership or acceptance, or continued membership or acceptance, in any school or school sponsored team, organization, program, or event; or
  - b. If the person committing the act against a student or school employee knew that the student or school employee is a member of, or candidate for, membership with a school, or school sponsored team, organization, program, or event to which the person committing the act belongs to or participates in.
  - c. The conduct described above constitutes hazing, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.
3. *Cyber bullying* means the use of email, instant messaging, chat rooms, cell phones, social networking sites, or other forms of information technology to deliberately harass, threaten, or intimidate someone for the purpose of controlling the student or school employee in some way or placing the student or school employee in fear of:

- a. Physical or emotional harm to the student or school employee;  
or
  - b. Harm to property of the student or school employee.
4. *Retaliation* means an act or communication intended:
- a. As retribution against a person for reporting bullying, hazing or cyber bullying; or
  - b. To improperly influence the investigation of, or the response to, a report of bullying, hazing or cyber bullying.

## **DISRUPTIVE BEHAVIOR**

PARENTAL NOTIFICATION OF DISRUPTIVE BEHAVIOR: If a student engages in disruptive behavior 1) three times not resulting in suspension, or 2) anytime a student is suspended, the parents shall be notified in person or by phone, or by certified mail failing other efforts at contact by the school.

Following the informal conference, and prior to suspending a student for repeated acts of disruptive behavior which are not of such a nature to warrant immediate removal, good faith efforts to implement a remedial discipline plan should be made. Should a disciplinary sanction be determined appropriate, alternatives to suspension should be considered before imposing a suspension from school attendance. The administrator shall take appropriate disciplinary action. Interventions and/or disciplinary sanctions may include one or more of the following:

## **INTERVENTIONS**

Referral to:

- anger management/self-discipline classes;
- court/ law enforcement agency;
- school guidance specialist;
- First Offenders program; or
- Division of Family Services, Child Protective Services or other agency.

## **SANCTIONS**

- behavior contract;
- community or school service;
- inter-class timeout;
- in-school suspension;
- lunch/after-school detention;
- restitution for damage/harm;
- parent/guardian attending class with student (requires teacher permission).

## EXPULSION OF STUDENT (Utah Code 53A-11-904)

A student shall be suspended or expelled from a public school for any of the following reasons:

(i) any serious violation affecting another student or a staff member, or any serious violation occurring in a school building, in or on school property, or in conjunction with any school activity, including:

(A) the possession, control, or actual or threatened use of a real weapon, explosive, or noxious or flammable material;

(B) the actual or threatened use of a look-alike weapon with intent to intimidate another person or to disrupt normal school activities; or

(C) the sale, control, or distribution of a drug or controlled substance as defined in Section **58-37-2**, an imitation controlled substance defined in Section **58-37b-2**, or drug paraphernalia as defined in Section **58-37a-3**; or

(ii) the commission of 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.

(b) A student who commits a violation of Subsection (a) involving a real or look alike weapon, explosive, or flammable material shall be expelled from school for a period of not less than one year subject to the following:

(i) within 45 days after the expulsion the student shall appear before Endeavor Hall's chief administrative officer or the chief administrative officer's designee, accompanied by a parent or legal guardian; and

(ii) the chief administrator shall determine:

(A) what conditions must be met by the student and the student's parent for the student to return to school;

(B) if the student should be placed on probation in a regular or alternative school setting consistent with Section **53A-11-907**, and what conditions must be met by the student in order to ensure the safety of students and faculty at the school the student is placed in; and

(C) if it would be in the best interest of both the charter school and the student to modify the expulsion term to less than a year, conditioned on approval by the governing board of a charter school and giving highest priority to providing a safe school environment for all students.

## DISMISSAL PROCEDURE FOR STUDENTS WITH DISABILITIES

The policy for student disciplinary action (including suspension and expulsion) and due process shall apply to students with disabilities only to the extent permissible under the current Utah Special Education Rules (last updated 12/09, pages 109-116) and IDEA 2004.

This information in English can be found at

<http://www.schools.utah.gov/sars/DOCS/law/finalrules.aspx>. These rules in Spanish are located at <http://www.schools.utah.gov/sars/DOCS/law/finalrules-sp.aspx>.

## 17. PROCEDURES TO REVIEW COMPLAINTS

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Endeavor Hall recognizes that both parents and students need to have an active role in the student's education. The Board of Directors welcomes comments and suggestions regarding the operation and procedures of the school. Board members, if approached privately to resolve concerns, will refer parent/guardian to the 'procedures to review complaints' section of the charter.

### General Procedure for Suggestions and Complaints (Utah State Code 53A-1a-508(3)(g))

- A) Meet with the Principal to discuss the issue. A good faith effort will be made by both parties to resolve the issue.
  - a.) The Principal can consult other administrators and faculty as he/she sees necessary.
  - b) If the issue requires action specific to a student, the Principal and guardian will set a timeline to measure improvement or resolution.
- B) A Parent or guardian who has a specific concern over procedure or policy at Endeavor Hall can make recommendations in writing. Letters must be submitted to the chairman of the BOD two weeks prior to the next scheduled board meeting.
  - a.) Recommendations must be in line with the schools' mission and vision.
  - b) Recommendations will only be accepted if the individual or group has first met with the Principal.

### Procedure for Suggestions and Complaints with a Teachers and Staff

- A) If the issue involves a specific teacher or staff member, parent/guardians are to discuss the issue and look for a resolution with that person directly.
- B) If a solution cannot be found working directly with the teacher or staff member, parent/guardians are to meet with the Principal to discuss the problem and look for a resolution.
- C) If a parent or guardian does not feel that the problem was sufficiently resolved, a parent or guardian can follow the above steps in sending a written letter to the BOD.

## CONCERNS INVOLVING SPECIAL EDUCATION

Endeavor Hall encourages parents to use the informal complaint procedure listed above when concerns involving special education arise. If these concerns are not adequately addressed, a formal complaint can be made using the following process, as contained in the most recent Utah State Office of Education Special Education Rules (currently December 2009).

The complaint must include the following:

- a. A statement that Endeavor Hall has violated a requirement of Part B of the IDEA or the current Utah State Office of Education Special Education Rules.
  - b. The facts on which the statement is based.
  - c. The signature and contact information for the complainant.
  - d. If alleging violations with respect to a specific student:
    - (1) The name and address of the residence of the student;
    - (2) The name of the school (Endeavor Hall) the student is attending;
    - (3) In the case of a homeless student, available contact information for the student and the name of the school the student is attending;
    - (4) A description of the nature of the problem of the student, including facts relating to the problem; and
    - (5) A proposed resolution of the problem to the extent known and available to the party at the time the complaint is received as described in IV.E.1.
3. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received by Endeavor Hall, 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 two (2) years prior to the date the complaint is received by Endeavor Hall.
4. Endeavor Hall shall resolve the complaint within thirty (30) calendar days unless exceptional circumstances exist (e.g., delay by a complainant to provide necessary information). An extension of time shall not exceed ten (10) calendar days. Within this time limit, Endeavor Hall shall:
- a. Carry out an independent on-site investigation, if Endeavor Hall determines that such an investigation is necessary.
  - b. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint.

- c. Review all relevant information and make a determination as to whether Endeavor Hall is violating a requirement of Part B of the IDEA or of these Rules.
- d. Issue a written decision to the complainant, with a copy sent to the State Director of Special Education that addresses each allegation in the complaint and contains:
  - (1) Findings of fact and conclusions, and
  - (2) The reasons for Endeavor Hall's final decisions.
- e. Permit an extension of the time limit under IV.G.4.a only if:
  - (1) Exceptional circumstances exist with respect to a particular complaint; or
  - (2) The parent, individual, or organization and Endeavor Hall agree to extend the time to engage in mediation, or to engage in other alternative means of dispute resolution available in the State; and
- f. Determine procedures for the effective implementation of Endeavor Hall's final decision, if needed, including technical assistance activities, negotiations, and corrective actions to achieve compliance.
- g. Inform the complainant in writing of the right to appeal the decision for review to the USOE, and the procedures for doing so. The appeal request must be received by the State Director of Special Education within ten (10) calendar days of the receipt of Endeavor Hall's final decision.

Issues relating to allegations of due process violations must follow the procedure found in §300.507, similar to that listed above.

#### PROCEDURE FOR PARENTS/GUARDIAN TO REMOVE BOARD MEMBERS

- A) Parents vocalize concerns during the public comment period of a board meeting.
  - b. Members of the public have 2 minutes to speak to the BOD or 5 minutes if they represent a group.
- B) Once a year, parents/guardians can organize a petition drive in which 2/3 of the school's legal guardians must sign (email signatures are not accepted).
  - a. The BOD must be notified in writing that a group is starting a petition. The group has two weeks from that date to collect the necessary signatures.
  - b. Each legal guardian of a student (i.e. both parents) who are listed on official school records as such have the option to sign.
  - c. A petition can only be circulated once a year
  - d. The petition must list the name of the one board member the group would like removed.

- C) The Board Member is removed if a 2/3 majority request the removal.
  - g. Collected signatures are verified by school administration
  - h. Board Chair (Vice-Chair if member to be removed is the Chair) must receive notice of collected signatures and place item on the next board meeting agenda.
  - i. During an open public meeting the Board Member is replaced by another Member appointed by the Board of Directors

## 18. OPPORTUNITIES FOR PARENT INVOLVEMENT

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Endeavor Hall recognizes the importance of parental involvement in facilitating an overall feeling of community. A partnership between parents, volunteers and the school is necessary to help students see the importance of education and create a love of learning.

A Volunteer Organization (VO)—consisting of parents and legal guardians of enrolled students will be organized with by-laws that compliment the mission of Endeavor Hall and fit harmoniously within the administrative structure of the school. All parents and guardians have the opportunity to participate in the VO. One member of the VO will be a voting member of the Board of Directors serving a one year term, and may not serve more than two consecutive one-year terms.

### VOLUNTEER ORGANIZATION

- 1) The VO officers will consist of a minimum of five but no more than nine volunteers who have students currently attending Endeavor Hall or will be attending the school for the year elected to serve. The VO officers will work under the direction of the Principal.
- 2) Elections will be held in the spring of the previous year.
  - a) Before the first day of the first school year, three interim members of the VO will be appointed by the BOD during its regularly scheduled meeting. Applicants must be a member of the founding committee or active on a subcommittee. Solicitation for applications will be placed on the school's website. Applications will be received and voted on by the BOD. Election for 2011-2012 VO will be held by October 1, 2011. Interim members will have the option to participate in this election.
  - b) A special election to select two additional VO officers will be held once school has convened for the school year. This special election is to be held no later than the end of the first term. The elected VO officers will serve during the current school year with the option of running for reelection in the spring.
- 3) Once the VO officers have been elected, all officers may apply to be the VO representative on the BOD and a voting member. If there is more than one candidate, the BOD will vote and select one applicant to serve on the BOD for a minimum of one year but no more than two years if reelected to serve on the VO.
- 4) VO officers are elected for one year terms but have the opportunity to run for a second, consecutive term.
- 5) The BOD maintains the right to remove any or all of the VO officers if they see fit in accordance with the VO by-laws.
- 6) VO officers serve on the Land Trust Committee for the length of their elected term.



## ADDITIONAL OPPORTUNITIES

Opportunities for volunteers in and out of the classroom include, but are not limited to:

- Providing teacher support during class time or at home with special projects, enrichment activities, clerical duties and other opportunities that arise in individual classrooms
- Contribute as a special guest with information that enriches the curriculum being studied
- Serve on VO committees
- Volunteer in the library
- Support fundraising projects
- When issues or concerns about the school arise, interested parents may be asked to participate in a research committee to study the issue and offer alternatives/solutions to the Board of Directors for consideration
- Several parents, who may or may not be part of the Volunteer Organization leadership, will serve on the strategic planning team

Opportunities for parental involvement will be advertised on the school website, through e-mail requests, and/or through direct notice from teachers. Additionally, parents will have the opportunity to join subcommittees at the beginning of each school year.

Communication of opportunities specifically related to a subcommittee will be communicated through the subcommittee Chair by phone call, e-mail, or other written request

## 19. EDUCATOR QUALIFICATIONS

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Endeavor Hall follows all requirements and regulations put forth by the Utah State Office of Education. Each of our teachers, paraprofessionals, instructional aides, classroom aides, and substitute teachers are held to the standards set for the respective positions.

Teachers must hold an appropriate license with areas of concentration and necessary endorsement(s) and be highly qualified or eligible for highly qualified status under No Child Left Behind (NCLB). According to R277-520(3) from the Utah Administrative Code, this affects early childhood teachers (K-3), elementary teachers (1-8), secondary teachers (grades 6-12), and educators that have qualified for a J-1 Visa as an international visitor. By following these guidelines, Endeavor Hall ensures students receive instruction from appropriately trained teachers and qualifies for state and federal funding for hiring qualified teachers. Each educator will be given an assignment appropriate to his or her qualifications.

Requirements for highly qualified teachers at Endeavor Hall are as outlined by Utah State Law (R277-520(3)) which states:

### EARLY CHILDHOOD TEACHERS K-3

A. For a teacher assignment to be designated as NCLB highly qualified, the teacher's qualifications shall match the NCLB requirements of content expertise for the assignment. A special educator assigned in an elementary school as the classroom teacher of record shall meet the NCLB requirements for the assignment. The teacher shall have:

- (1) a bachelor's degree; and
- (2) an educator license with an early childhood area of concentration; and
- (3) at least one of the following:
  - (a) a passing score at the level designated by the USOE on a Board-approved subject area test; or
  - (b) a Level 2 license with documentation of satisfaction of the veteran teacher requirements for the assignment as described in R277-510-8.

B. NCLB requirements do not apply to any pre-K assignment.

### ELEMENTARY TEACHERS 1-8

A. For a teacher assignment to be designated as NCLB highly qualified, the teacher's qualifications shall match the NCLB requirements of content expertise for the assignment. A special educator assigned in an elementary school as the classroom teacher of record shall meet the NCLB requirements for the assignment. The teacher shall have:

- (1) a bachelor's degree; and
- (2) an educator license with an elementary area of concentration; and
- (3) at least one of the following:
  - (a) a passing score at the level designated by the USOE on a Board-approved subject area test; or
  - (b) a Level 2 license with documentation of satisfaction of veteran teacher requirements for the assignment as described in R277-510-8.

B. A teacher holding a license with an elementary area of concentration assigned to teach an NCLB core academic subject in a secondary school shall meet the requirements of R277-510-3(B).

#### SECONDARY TEACHERS 6-12

A. For a teacher assignment to be designated as NCLB highly qualified, the teacher's qualifications shall match the NCLB requirements of content expertise for the assignment. The teacher shall have:

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

B. An assignment in grades 7 or 8 given to a teacher holding an elementary area of concentration may be designated as NCLB highly qualified if the teacher holds an endorsement in the content area and meets one of the requirements of R277-510-5A(3) above.

C. These requirements are only applicable to NCLB core academic subject assignments.

D. Each NCLB core academic course assignment is subject to the above standards.

Endeavor Hall follows all state and federal guidelines in regard to hiring qualified paraprofessionals for a program supported by Title I funds as outlined in R277-524, which states that:

- a. The individual shall have earned a secondary school diploma or a recognized equivalent; and
- b. The individual has completed at least two years (minimum of 48 semester hours) at an accredited higher education institution; or
- c. The individual has obtained an associates (or higher) degree from an accredited higher education institution; or
- d. The individual has satisfied a rigorous state or local assessment about the individual's knowledge of an ability to assist students in core courses under NCLB.
- e. The individual shall satisfactorily complete a criminal background check.

Both instructional and classroom aides are subject to the above listed qualifications at Endeavor Hall.

In the event a teacher or paraprofessional is hired without being highly qualified, he or she will work closely with the Head of Teachers to develop an individual plan and timeline for achieving highly qualified status in a timely manner, but in no more than three years following initial hire. A detailed plan will be completed by the Head of Teachers with input from and in agreement with the involved teacher which will be submitted to the Utah State Office of Education for approval. Individual plans must include the date for passing the Praxis test and taking any additional college courses required to receive highly qualified status. Endeavor Hall will assign a mentor to help in preparing for the Praxis exam, and may choose to provide financial incentives such as tuition reimbursement to complete necessary coursework. A report of progress must be made to the Head of Teachers on a bi-monthly basis.

All substitute teachers at Endeavor Hall will have a minimum of a high school diploma or equivalent. However, preference will be given to applicants who have a bachelors or masters degree, with highest preference given to those who hold a current teaching license.

In order to protect students at Endeavor Hall, all volunteers who spend a significant amount of time in the classroom will be required to complete a background check prior to beginning service. Additionally, students will not be alone with a volunteer unless in a highly visible area within the classroom or other open area in the school. The Principal will be responsible for making sure all background checks are complete and on file at the school. Files will be updated at least annually and be managed by office staff under the direction of the Principal. Any teacher or other staff member wishing to have volunteers work directly with students without direct supervision will be required to have his or her request for a specific named volunteer who has passed the necessary background check approved by the principal.

## 20. ADMINISTRATIVE SERVICES

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Endeavor Hall Board of Directors acknowledges that competent administration is a vital key in making the mission and vision of the school a reality. The supervisory and reporting duties of administration will be carried out by three administrators. The Principal is the head administrator and is responsible for running the day-to-day business of the school and is directly responsible to the Board of Directors as outlined in the job description below. The Head of Teachers has supervision of and responsibility for all curriculum implementation and teaching staff, the special education department, and reports involving academic performance as described in the job description below. Head of Teachers reports to the Principal. Provision for salaries and associated costs are adequate, as reflected in the school budget. The Business Manager is the third administrator, and reports to both the principal and the administrative management organization. The business manager will work closely with the Board Treasurer in creating and maintaining the budget.

**PRINCIPAL JOB DESCRIPTION** - Responsibilities include, but are not limited to:

- Oversight of all regular communication between the school and families
- Handling of disciplinary matters
- Staff oversight
- Enrollment
- Write and annually update the student/family and employee handbook
- Coordinate volunteer efforts with and serve as a member of the Volunteer Organization board
- Oversight of the cafeteria and school lunch program
- Public relations efforts in conjunction with Board of Directors
- Oversee guidance counselor services
- Oversee IT Department
- Grant writing as needed
- Participate in regular correlation meetings with Head of Teachers and Business Manager
- Regular reporting to the Board of Directors regarding school achievement, progress, concerns and problems
- Serve as an exemplary model of character to the Endeavor Hall community

**QUALIFICATIONS:** Applicant must have at minimum a Bachelors Degree in Education or a related human services field, preference may be given to candidates holding a Masters Degree and/or an educational administrative endorsement. It is the intent of the Board of Directors to hire a Principal with a strong educational background, but acknowledges a person with a business, public administration, or other related background may be able to fill the position. Strong interpersonal skills, ability to communicate verbally and in writing

with students and parents, supervisory skills and background working with youth are required. Salary is commensurate with experience.

**HEAD OF TEACHERS JOB DESCRIPTION** – The primary role of the Head of Teachers is to support and assist teachers as they work to implement the programs and curriculum as they relate to the school’s mission. The Head of Teachers is the administrator who teachers report to when they have questions, concerns, or need assistance. Duties include, but are not limited to:

- Assist in recruiting, hiring, and supervision of instructional staff
- Curriculum development and implementation
- Assessment
- Ongoing teacher evaluations
- Teacher mentoring
- End of Year evaluations in conjunction with Principal
- Professional development
- CUM folders and portfolios
- Special education oversight
- Oversight of RTI program
- Serve as LEA representative
- Oversee Writer in Residence and National Writing Project partnerships
- Grant writing as needed
- Regular correlation meetings with Principal and Business Manager
- Serve as an exemplary model of character to the Endeavor Hall community

**QUALIFICATIONS:** Applicants must have a minimum of a Level II teaching license in the State of Utah, but preference may be given to an applicant with a Masters Degree and/or an administrative endorsement. Familiarity with the Spalding Language Arts Program and Core Knowledge are strongly encouraged. A highly qualified candidate will have completed the training and be designated as a Spalding Certified Teacher and/or Spalding Certified Teacher Instructor. Good organizational and communication skills, along with a positive attitude and desire to work collaboratively with teachers are required. Salary is commensurate with experience.

**BUSINESS MANAGER JOB DESCRIPTION** - The Board of Directors may contract this service out, as a means of ensuring the other two administrators have adequate time and availability to oversee the programs that create academic success. This contract will go through the request for proposal (RFP) process, as it is estimated it will exceed \$50,000 per year in cost. The Endeavor Hall Board of Directors has done some preliminary research in this area to assure the viability and affordability of this option. A memorandum of

understanding has been received from Charter Solutions, Inc. (Appendix B), subject to the RFP process. While the Business Manager is the employee of the administrative service provider, the Board of Directors will be involved in the hiring of the business manager, and will expect and receive regular reports regarding business aspects of the school. The Board of Directors retains the right to have the business manager replaced at any time, with or without cause.

Duties include:

- Accounting
- Accounts Payable
- Budget development, in coordination with administration
- Development of human resource forms and processes
- Interview support
- Employee orientation and training
- Development of general HR manuals and policies, subject to Board approval
- Procurement
- Development of emergency plans
- Generate and file reports to proper authorities in a timely manner
- Oversee annual independent audit in cooperation with Board of Directors and the Principal and works with them to plan a means of addressing and correcting any problems found in the audit.
- Participate in correlation meetings with Principal and Head of Teachers
- Serve as an exemplary model of character to the Endeavor Hall community

**QUALIFICATIONS:** Qualifications for the Business Manager position will be determined in consultation with the administrative service provider.

### **SPECIAL EDUCATION DIRECTOR**

The Special Education Director is under the supervision of the Head of Teachers. Endeavor Hall will recruit and hire a highly qualified special education director. Responsibilities include ensuring all IEPs are in compliance with state and federal regulations, services are delivered as prescribed on each IEP, oversight and maintenance of files, and ensuring special education reports are complete and accurate. The position may also require teaching within the special education department. Applicant must have a valid teaching license in the state of Utah with appropriate special education endorsement(s). Related services providers will be contracted out or paid on a consultation basis.

## GUIDANCE COUNSELOR

Endeavor Hall will provide guidance counseling services as required by Utah State law.

Duties Include:

- Supervision of and responsibility for Student Education Plans (SEP)/Student Educational Occupational Plans (SEOP)
- Junior high scheduling
- Provide direct support to individual students, small groups, and classrooms as needed
- Completes assessments, referrals, and counseling with students and families
- Completes written reports as needed
- Works with administrative team to implement school programs
- Other duties as assigned by the Principal or Board of Directors
- Serve as an exemplary model of character to the Endeavor Hall community

**QUALIFICATIONS:** A qualified candidate will possess a Masters degree or higher in school counseling, and possess or be able to obtain a guidance counselor license through the Utah State Office of Education. Applicant will have good organizational and communication skills, along with a positive attitude and desire and ability to work collaboratively with students, families, administration and teaching staff. Salary is commensurate with experience.

## RECRUITING

The Board of Directors will advertise for and recruit applicants for the Principal and Head of Teachers positions in a variety of ways. Strategies employed will be through web postings, career fairs, national education publications, newspaper advertisements and networking with members of the education community. Both positions will be filled by and employment started by January 1 of the opening year or as soon after as is practical.



## 21. LIBRARY PLAN

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Endeavor Hall provides students with access to literature and media that enriches the educational experience. In accordance with the Northwest Association of Accredited Schools, and in partnership with Diane VanderPol, director of library services at Westminster College, the following library plan has been created and will be implemented by school administration and library staff.

The strategic plan consists of strategies in the following goals: education and service, collections, access, staff, outreach, and environment. The timeframe for accomplishing each task is included in the action part of the plan.

Staffing: Endeavor Hall will hire and maintain a full-time certified library media specialist and additional media center personnel by August 1, 2011. Library staff will be responsible for teaching or assisting teachers in teaching the Media Core Curriculum, and will introduce students to the Pioneer online database that can be accessed outside of the school.

### GOAL 1 - EDUCATION AND SERVICE

Provide user-centered services and instruction that enrich the curriculum and facilitate the research endeavors of faculty, staff and students. Prepare students for lifelong learning by promoting critical inquiry and information literacy.

#### STRATEGY A

Use emerging and existing technologies to advance library instruction, information literacy programs, and library services.

**Action:** Encourage and support technology in training and research. All teachers and staff are to complete offered technology training by September 30, 2011.

#### STRATEGY B

Use collaboration with teaching faculty to situate the development of information literacy skills and knowledge within the disciplines and to integrate it throughout the curriculum and co-curricular activities.

**Action:** Teachers will collaborate to create research assignments that further the development of both information literacy and subject content knowledge. Each grade level team will submit a plan to Head of Teachers on or before October 1 each year indicating research and writing requirements for at least two research writing projects.

**Action:** Pilot a Library Research Award to recognize effective and sophisticated use of information sources by a student. Establish a committee of faculty, staff and students to develop Award criteria and judge submissions. Measure of progress: Award established, publicized and awarded before the end of the school year (June 2012).

### STRATEGY C

Provide library services in a variety of formats that facilitate use by a diverse student and faculty community.

**Action:** Implement the delivery of overdue notices via e-mail. Measure of progress: Integrated Library System feature configured to deliver overdue notices via e-mail in place by October 1, 2011.

**Action:** Survey or conduct focus groups with various user groups (faculty and staff) to determine need and interest in regard to a variety of potential services (office delivery/ pickup of print materials, reference help via IM or text messaging, workshops on information literacy topics, etc.). Measure of progress: Results from surveys or conversations with at least two user groups will be compiled and analyzed so that the Library can plan to respond to the prioritization of need. Meeting is to be held on or before January 20, 2012; end of second term.

### GOAL 2- COLLECTIONS

Develop and manage a collection of resources in appropriate and effective formats which supports and strengthens the curricular, informational, research and personal pursuits of Endeavor Hall's community.

### STRATEGY A

Continually strengthen our resource base for all formats (books, electronic journals, subject databases, books, DVDs, etc.).

**Action:** Increase the database and serials acquisitions budgets by at least 9 percent in order to make new purchases and to keep up with inflation. Measure of progress: Library selects and deselects items based on use statistics and consultation with faculty, staff and students to ensure a strong collection. By July 1 each year.

### STRATEGY B

Develop policies and processes regarding the digitization and access to unique library resources.

**Action:** Form a committee consisting of library staff and faculty. Measure of progress: Representative committee explores best practices and develops policy for Endeavor Hall's Library. Plan is to be submitted to administration by January 20, 2012; end of second quarter.

### STRATEGY C

Develop a thorough library liaison program that will allow librarians to work more extensively with faculty members to develop and access library collections in all formats.

**Action:** Gather input from faculty on ideal liaison program model. Measure of progress: Most appropriate liaison program model is identified and adopted by January 20, 2012; end of second quarter.

#### STRATEGY D

Maintain an up-to-date and well balanced collection.

**Action:** Revise and update our collection development policy to insure it reflects our acquisition, retention, and replacement needs for all formats. Measure of progress: Completely updated policy adopted and shared with stakeholders by September 1 each year.

#### GOAL 3 - ACCESS

Identify, employ, and fully support innovations and applications from both current and emerging approaches and technologies that will facilitate discovery and allow for simple and seamless access to the Library's information resources and services.

#### STRATEGY A

Provide anytime/ anywhere access to the Library's resources as is possible and appropriate.

**Action:** Benchmark current electronic holdings and investigate additional resources which may be more suited to availability in electronic format. Measure of progress: Identify baseline percentage of collection in e-format. Select appropriate goal for percentage increase over the next three to five years. Plan will be submitted by January 20, 2012; end of second quarter.

#### STRATEGY B

Support and develop best practices in resource sharing.

#### STRATEGY C

Maintain a user centered integrated library system geared toward information discovery, which meets the changing needs of our library staff and processes.

**Action:** Recommend a new integrated library system. Measure of progress: Selected system will be purchased from software budget allowance and implemented by August 15, 2011. New system will be selected based on functionality, cost efficiency, and ability to interface with partners.

#### GOAL 4 - STAFF

Build and continually develop a skilled staff equipped to meet the constantly changing needs of the Library and the Endeavor Hall community.

#### STRATEGY A

Provide staff opportunities for training, cross training, networking and other important professional development.

**Action:** Send library staff to the Institute for Information Literacy's Immersion program.

Measure of progress: Required reporting following professional development engagement on the "take-aways" and usefulness for the Endeavor Hall Library. Training will occur within three years of school opening due to budget constraints.

#### STRATEGY B

Maintain staff in sufficient numbers and with appropriate work assignments in order to adapt to changing needs and opportunities.

**Action:** Maintain appropriate staff, which may include parent volunteers. Measure of progress: Paid staff is hired on or before August 1, 2011 and volunteers have been recruited and properly trained by October 1, 2011, and annually thereafter.

#### GOAL 5 - OUTREACH

Enhance visibility of Endeavor Hall's Library services, resources and contributions.

#### STRATEGY A

Librarians and library staff will provide a unique perspective by serving on committees and active participation on the strategic planning team.

**Action:** Maintain library representation on key committees, task forces and other groups while identifying strategic opportunities to expand involvement. Measure of progress: Committee assignments complete by October 1, 2011.

#### STRATEGY B

The Library will be pro-active in sharing information about our services, resources and programming.

**Action:** Produce and disseminate Library e-newsletter at least once a quarter to promote library services, programming, and events. Measure of progress: Newsletter is produced each quarter, no later than September 15, 2011; November 5, 2011; January 25, 2012; and March 25, 2012.

**Action:** Ensure library presence at student and faculty orientations and at recruitment open houses. Measure of progress: Library staff member attends at least 80% of all orientations and open houses.

**Action:** Library liaisons will hold office hours within Grades- bringing services to faculty and students where they teach, work and study. Measure of progress: schedule in place by September 15, 2011.

#### STRATEGY C

Contribute to school culture by providing programming that takes advantage of the Library's facility, resources and staff talents.

**Action:** Curate student art shows as needed; possibly in conjunction with the Inspirations Program. Measure of progress: Library sponsors annual art show at Endeavor Hall. Dates will be determined by school administration and library staff.

#### GOAL 6 - ENVIRONMENT

Provide safe, sustainable and accessible physical and virtual environments that encourage exploration, innovation and information exchange.

##### STRATEGY A

Library will be the size of approximately two and a half to three classrooms, and will include a 25 seat computer lab (listed in IT plan under computers for labs, not library), a study area with chairs and tables to accommodate at least 25, natural lighting, break-out areas, reading spaces furnished with size-appropriate furniture, and a story-telling area. Additionally, there will be a work space/office area for the media specialist and storage area for mobile computer labs and other equipment.

**Action:** Construct computer lab, seating, and reading areas. Measure of progress: Library will have documentation of total numbers of seats and will be able to calculate the percentage of group study seats, technology enhanced seats, etc. before opening August 29, 2011.

##### STRATEGY B

Ensure the continued quality and upkeep of the Library.

**Action:** Use deep cleaning of upholstery and carpets as a way to forestall future replacement costs. Measure of progress: Carpets and upholstered chairs are renewed through deep cleaning. Cleaning will be completed by June 30 each year.

## 22. TECHNOLOGY PLAN

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

Technology is a powerful tool that can be used very effectively in teaching. Endeavor Hall views it as a vehicle to support and extend student learning in all areas of the curriculum, and uses technology to further the mission of writing at the school. It will be integrated into the academic programs and not taught or used in isolation, as it is a means of providing active rather than passive learning. Technology will be used to assist in the writing process, conduct research, learn how to prepare works for publication, and participate in digital publishing. Teachers will use technology to enhance teaching, and the Writer in Residence program will utilize technology to connect writers (real-world professionals) who are unable to do extensive on-site work with students and faculty. Helping students develop strong skills in technology is also a vital part of preparing them for future academic and professional success. The following goals and strategies will be used to acquire, maintain, teach, and utilize technology at Endeavor Hall.

### **Goal 1-Provide adequate infrastructure and equipment**

Endeavor Hall will provide students and faculty with adequate equipment and network access to effectively utilize technology in the educational setting, particularly as it relates to writing.

#### Strategy A: Provide adequate connectivity in the school

- *Action:* Equip the school with fiberoptic connectivity through UEN to provide the fastest internet connection possible.
- *Action:* Provide wireless capability throughout the building

#### Strategy B: Provide each teacher with necessary classroom technology to enhance teaching and learning opportunities.

- *Action:* Provide each teacher with a lap top computer which includes both a CD and DVD player
- *Action:* Equip each classroom with an interactive white board
- *Action:* Equip each classroom with an LCD projector

#### Strategy C: Have adequate computer access for students

- *Action:* Build two desktop computer labs prior to school opening
- *Action:* Build a third desktop computer lab prior to the beginning of the second year
- *Action:* Have three mobile laptop labs prior to school opening
- *Action:* Add an additional two mobile laptop labs during the second year of operation
- *Action:* Annually add additional mobile lap top labs as funding allows with an ultimate goal of equipping each classroom with a mobile laptop lab
- *Action:* Provide computers in the media center to aid in research, initially this may be one of the mobile laptop or desktop labs.

Strategy D: Provide students with software that will encourage and enhance writing and publishing skills

- *Action:* Purchase software such as Adobe Design, Microsoft Publisher, and other grade appropriate commercial writing courses in consultation with teachers and IT staff

**Goal 2-Encourage use of technology in the Endeavor Hall Community**

In an ever-increasingly technological world, it is crucial for students, families, and faculty to develop and maintain technology skills, particularly as used by students in preparation for higher education and future careers.

Strategy A: Encourage teachers to use up-to-date technology

- *Action:* Provide teachers with new and/or updated hardware and software to be used in the educational experience
- *Action:* Provide staff with ongoing support and education (see box 2, below)

Strategy B: Teach students how to use technology to assist in the learning process

- *Action:* Teach students word processing skills in the context of the writing process
- *Action:* Use technology as a means of research or to assist in the research process by
- *Action:* Teach more advanced publishing skills in the upper grades as students develop superior writing skills and learn how to publish their works.
- *Action:* Use technology in testing, especially in formative assessments

Strategy C: Use technology to gather and analyze data.

- *Action:* Enter assessment data into programs that allow faculty and administration to track progress and find trends in student learning.
- *Action:* Use data analysis programs to sort data in order to provide the Administration and Board with information about school needs and areas of strengths and weaknesses.

Strategy D: Use technology to increase parent education and involvement with Endeavor Hall.

- *Action:* Create a school website where families can get information about school activities, programs, and access a student portal
- *Action:* Utilize an on-line student portal to allow families to monitor progress, view lunch account, and access classroom information
- *Action:* Require teachers to post information about what is happening in the classroom, included, but not limited to, assignments, upcoming tests, activities, current topics of study, and handouts.

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

Endeavor Hall will use the following strategies in professional development, as it relates to technology:

- *Action:* Faculty and staff must receive training on how to effectively use technology in the classroom at Endeavor Hall prior to beginning to teach.
- *Action:* Faculty and staff will have an annual IT training prior to the beginning of each school year where updates of equipment and/or programs are taught.
- *Action:* Teachers attend monthly in-services and hands-on training to learn how to effectively use technology at Endeavor Hall.
- *Action:* Teachers may be asked to provide in-service during staff meeting about how they are implementing technology in creative ways that enhance the learning process for students.
- *Action:* Faculty will set annual goals in conjunction with Administration and the IT department about how each will individually use technology effectively in teaching.
- *Action:* IT goals will be included as part of the teacher evaluation.
- *Action:* IT personnel will be available to answer questions and provide additional training as needed by individual teachers.

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

Endeavor Hall will use the following processes in evaluating the progress and effectiveness of technology in the school:

- Endeavor Hall will create a **technology review committee** to evaluate progress. This committee will be comprised of IT staff, administration, library media specialist, Board Member over IT, and parents. Prior to school opening they will be responsible for monitoring progress of acquisition and installation. If it appears that Endeavor Hall will not be able to accomplish the goals as stated, they will work to create a contingency plan and present strategies to the Board to remediate the situation in a timely manner that will have the least impact on students and faculty. After the school is opened, the committee will be responsible for making sure technology is replaced and updated in a timely manner, including presentation to the Board of any new technologies that may be beneficial to Endeavor Hall, particularly in relation to its mission to develop strong writing skills.
- Under the direction of the Board Member over IT, and in conjunction with school administration, Endeavor Hall will collect baseline data on both staff and student proficiency skills. This data will be used to set goals for technology instruction and implementation methods. Ongoing assessment will measure effectiveness of instruction, results of which may be used to modify the technology curriculum.
- Students will be tested on their use of technology through regular assessment in order to ensure they have adequate skills appropriate for their grade level. The protocol will be



determined by the Head of Teachers, in consultation with the IT department. Additionally, teachers will monitor progress through use of assignments utilizing technology. Students not performing proficiently will be offered supplemental instruction in a manner determined by the teaching staff.

- A technology survey will be conducted annually soliciting feedback about what is and is not working for faculty, students, and families. The feedback will be used to make any adaptations or changes that enhance the use of technology at Endeavor Hall.
- The IT department will participate in the annual strategic planning meeting, and will update the IT plan within it. This will allow the school to address any concerns, make necessary changes, and incorporate any new technology that may be relevant to the school and its mission.

During the first and possibly second operational years, IT services will be the responsibility of a staff member or members (most likely the CTE teacher), under the direction of the Principal. Should Endeavor Hall require support beyond this, budgetary adjustments will be made in order to create a dedicated IT position (full or part time).

Inventory/Assessment of telecommunication services, hardware, software, and other services.

	Computer Labs	Classrooms	Library or Media Center	Admin. Office	Other Locations	Planned Future Acquisitions		
						Yr 1	Yr 2	Yr 3
<b>Computers (List by Type)</b>								
A. Less than 4 yrs old / desktops	0	0	2	4	3	9	50	25
B. Greater than 4 yrs	0	0	0	0	0	0		
C. Laptops	100	14	0	2	0	116	49	50
D. Macs	0	0	0	0	0	0		25
<b># of above computers that are Internet capable</b>	100	14	2	6	3	125	99	100
	Computer Labs	Classrooms	Library or Media Center	Admin. Office	Other Locations	Planned Future Acquisitions		
						Yr 1	Yr 2	Yr 3
<b>Peripheral Devices</b>								
A. Printers	3	0	1	3	1	8	2	2
B. Scanners	1	0	1	0	0	2	0	1
C. Assistive/Adaptive Devices	1	14	1	0	0	16	29	0
D. TVs/Projectors capable of receiving digital signal	1	14	1	1	1	18	29	0
E. DVD Players	0	0	1	0	0	1	0	0
F. LCD Projectors	1	14	1	0	1	17	29	0
G. Copier/ scanner/ fax/ printer	0	0	1	1	0	2	0	0
H. interactive whiteboard	0	14	0	0	0	14	31	0

	Current	Planned Future Acquisitions		
		Year 1	Year 2	Year 3
<b>Network Equipment</b>				
A. Hubs	1	1		
B. Routers	4			
C. Servers	2	2		
D. Wireless Access Points	4			
<b>Total Classrooms</b>	40			
<b>Number of classrooms wired for internal connections</b>	40			

	Current	Planned Future Acquisitions		
		Year 1	Year 2	Year 3
<b>Telecommunication Links</b>				
A. Gigabit Ethernet	0			
B. Multiple T1s or T3	1			
C. Microwave	0			
D. Other / fiber	1			
<b>Total School Buildings</b>	1			

## 23. EXTRA-CURRICULAR ACTIVITIES

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Students attending Endeavor Hall, regardless of gender (Title IX of the Education Amendments of 1972) and in compliance with Utah Code (53A-1a-508(3)(k)), will have the opportunity to participate in the following established extra-curricular activities. Additional extra-curricular activities may be added as the need and desire are expressed and as they support the mission of the school. Any fees associated with extra-curricular activities are subject to the fee policy, found in the fiscal procedures of Endeavor Hall.

### ATHLETICS

Currently (January 2010), approximately eight charter schools located within the Salt Lake Valley participate in an inter-charter school sports league. There is no formal overseeing body of this organization. The responsibility of organizing and scheduling this league rotates. This is a voluntary system that has been developed by charter school coaches. Assuming the inter-charter school sports league is still operational, a physical education teacher will be hired to oversee Endeavor Hall's participation in this program depending on student interest.

Reasonable fees for (but not limited to) uniforms, clothing and accessories outside typical student dress needed to participate in extra-curricular activities can be required.

- Fee waivers must be offered to those who qualify.
- All fees must be approved on a yearly basis by the BOD.

### INSPIRATIONS PROGRAM

Endeavor Hall will offer students the opportunity to participate in the Inspirations program as outlined by the Inspirations Art Program Committee with Reba Vest as the current Director. Details can be found at <http://charterinspirations.blogspot.com>. Mrs. Vest can be reached at [rebavest@hotmail.com](mailto:rebavest@hotmail.com) or at 801-494-3516.

- Currently there is a \$100 participation fee per school per year that covers the cost of medals at the region level and trophies at the state level. Until further notice, the fee is sent to C.S. Lewis Academy at 364 North SR 198, Santaquin, Utah 84655. Endeavor Hall will pay the participation fee giving all students the opportunity to participate.

### WRITING MENTOR PROGRAM

Students will work with published authors to learn specific writing skills. These workgroups will be supervised by a faculty advisor, and will vary by interest and author availabilities.

## 24. TERMS AND CONDITIONS OF EMPLOYMENT

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Endeavor Hall seeks to recruit and hire employees who are competent, capable, hard working and who perform their jobs in a professional manner. Endeavor Hall does not discriminate against applicants on the basis of race, color, religion, sex, national origin, disability, or age in hiring, promoting, firing, setting wages, testing, training, apprenticeship, and all other terms and conditions of employment.

All employees at Endeavor Hall are considered at-will, and may be terminated at any time without cause. The Principal has authority to terminate all employees excluding administrative staff, defined as Principal, Head of Teachers and Business Manager. The Board of Directors maintains power of termination for administrative staff.

All faculty and staff of Endeavor Hall will be provided with a handbook specifying standards of conduct and professionalism, which will be part of the employee evaluation. Administration will set the guidelines which will be in compliance with Title VII, ADA, and EEO regulations. It will be approved by both legal counsel and the Board of Directors. All employees must sign that they have received a copy of the handbook prior to beginning employment.

## 25. EMPLOYEE EVALUATION

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All employees at Endeavor Hall will be evaluated in seven areas as follows: teamwork, quality of service, accountability, communication, leadership, service attitude, and job knowledge. All teachers and instructional staff will be evaluated by the Head of Teachers and Principal. All other staff will be evaluated by the Principal. Criteria for each area listed above will be determined by the administration in consultation with, and approved by, the Board of Directors. All employees will be given job expectations in their employee handbooks prior to beginning employment, and will be required to review policies and standards annually. Copies of all employee evaluations are kept in the employee's personnel file.

For non-instructional staff, evaluations will be conducted at least twice per year, using assessment tools selected by the Principal and approved by the Board of Directors. When an employee is performing below standards set by administration, a remediation plan will be created by the Principal and the employee, complete with a timeline and specific criteria for improvement.

For instructional staff, the Principal and Head of Teachers are responsible for evaluations. All teachers and instructional aides will be given a copy of the formative rubric used in determining overall job performance, as well as copies of formative assessments to be used at the beginning of the school year.

Types of formative assessments for teachers may include lesson plan evaluation, classroom observation, self-assessment, portfolio review, peer review, student satisfaction surveys, and parent satisfaction surveys. Teachers in their first year of teaching will be evaluated bi-monthly. All other teachers will be evaluated quarterly unless Head of Teachers determines a more frequent evaluation is necessary. All teachers will be evaluated on the standards set forth in the Utah Professional Teachers Standards as follows: NOTE: These standards are currently under revision. Endeavor Hall will always use the most current standards in conducting teacher evaluations.

**Standard 1:** Creating and maintaining a positive classroom environment that promotes student learning.

**Standard 2:** Planning curriculum and designing instruction to enhance student learning.

**Standard 3:** Engaging and supporting all students in learning.

**Standard 4:** Assessing and evaluating student learning.

**Standard 5:** Demonstrating professionalism to support student learning.

**Endeavor Hall Specific Standard:** Incorporating writing throughout the curriculum in creative and innovative ways.

The steps in the evaluation process for teachers are as follows:

- **Pre-evaluation**—The teacher receives information from Head of Teachers to discuss upcoming evaluation, including which assessment tools will be used, and evaluation time. Notice must be given at least ten days prior to the evaluation.
- **Evaluation**—Head of Teachers conducts classroom observation and assesses lesson plans, stake-holder satisfaction surveys, portfolios, and/or self assessments.
- **Post Evaluation**—Teacher meets with Head of Teachers to discuss the evaluation results. Head of Teachers will find and point out strengths, and discuss areas for improvement. If a remediation plan is necessary, teacher and Head of Teacher will jointly create it, including measurable goals and timelines and criteria for satisfactory improvement. This plan serves as notice that improvement must occur, and that current and/or future employment with the school is in jeopardy. The plan will be signed by both the teacher and administrator. If adequate progress has not been made at the end of the remediation plan timeframe, Head of Teachers may choose to implement another plan if he/she believes the teacher can be adequately remediated, or opt to terminate the teacher. The Board of Directors leaves decision of dismissal or lack of invitation to return to the Head of Teachers, but accurate and persuasive evidence must be in teacher's file and the decision to terminate must be in the overall best interest of the students.

The same process is used for the evaluation of instructional aides. In addition to the types of formative assessment tools listed above, an assessment by teachers working with each aide will be provided to the Head of Teachers.

All Level 1 teachers will be required to participate in the Entry Years Enhancement (EYE) for quality teaching program. Each teacher will be assigned to a mentor teacher who holds a Level 2 or Level 3 license and has completed a mentor training program. It is preferred that the mentor be assigned prior to the first day of school, but must occur by September 15. The mentor should teach the same subject and/or grade level if possible. As defined in Utah Code R277-522, a mentor teacher shall do the following:

1. Guide Level 1 teachers to meet the procedural demands of the school and school district;
2. Provide moral and emotional support;
3. Arrange for opportunities for the Level 1 teacher to observe teachers who use various models of teaching;
4. Share personal knowledge and expertise about new materials, planning strategies, curriculum development and teaching methods;
5. Assist the Level 1 teacher with classroom management and discipline;
6. Support Level 1 teachers on an ongoing basis;
7. Help Level 1 teachers understand the implications of student diversity for teaching and learning;
8. Engage the Level 1 teacher in self-assessment and reflection; and
9. Assist with development of Level 1 teacher's portfolio.

A teacher must be employed for three years before being eligible to hold a Level 2 license, and must also complete the following:

1. Pass PRAXIS II test, with results posted in CACTUS;
2. Receive satisfactory evaluation under the evaluation program set forth by Endeavor Hall; and
3. Complete a portfolio that has been evaluated and approved by Head of Teachers and is subject to evaluation by the Utah State Office of Education upon request, meets INTASC principles and include artifacts demonstrating teaching competency.

Endeavor Hall will have each teacher in the EYE program meet with the Head of Teachers bi-monthly to review progress on his/her portfolio. Teachers will also be given support in preparing for the PRAXIS exam through participation in study groups, individual assistance, and/or the payment of tuition for a preparatory class.

If a Level 1 teacher is not successful in obtaining a Level 2 license, Head of Teachers may choose to continue employment on a provisional status or terminate the teacher. The Board of Directors requires documentation regarding reasons for retention of a teacher on provisional status.



## 26. EMPLOYMENT OF RELATIVES

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Endeavor Hall will not employ immediate family members of the governing Board of Directors or administrative staff. Immediate family members are defined as a father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law and domestic partner.

Should a relative of a current Endeavor Hall Board Member or administrative staff desire employment, the board member must resign from the board prior to consideration of the applicant for employment and disclose the nature of the relationship.

An Endeavor Hall Board Member, or relative of a Board Member, may not have a financial interest in a contract or other transaction relating to Endeavor Hall. If a family member of a Board Member or Employee seeks a contract for financial gain with Endeavor Hall, the Board Member or Employee must disclose this conflict to the Board. Failure to do so may result in dismissal.

## 27. INSURANCE

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Endeavor Hall will acquire and maintain a certificate of insurance at all times, beginning prior to the opening date of the school, which will be renewed on an annual basis. Endeavor Hall will obtain insurance through the Utah Division of Risk Management for the following in amounts recommended by the State Charter Board in the 2012-2013 Charter School application :

- General Liability Coverage for both Bodily Injury and Property Damage  
Coverage Amount: \$2 million per occurrence
- Automobile Liability Coverage for Bodily Injury and Property Damage including PIP coverage  
Coverage Amount: \$2 million per occurrence Coverage Amount: \$2 million per occurrence
- Personal Injury/Civil Rights Coverage  
Coverage Amount: \$2 million per occurrence
- Errors and Omission Coverage for, among other things, actions taken by directors and board members who govern the school  
Coverage Amount: \$2 million per occurrence
- Government Crime Policy, including theft, faithful performance coverage for employees, and officer bonds
- Dishonesty Bond at an annual cost of \$250 which will cover all employees except the treasurer.
- Property coverage will also be provided by Risk Management, at the cost of \$0.10 per \$100 of property.

Additionally, letters of insurance for workers compensation insurance and a treasurer's bond are attached as to this application (Appendix E).

Cost of coverage is reflected in the school's budget.

## 28. FOR CONVERSION CHARTER SCHOOLS

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Not Applicable.

## 29. ASSURANCES

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Utah State Charter School Board  
Charter School Application 2011 - 2012

### Utah State Board of Education

#### **UTAH CHARTER SCHOOLS Assurances**

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

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

K. The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.

L. The charter school will function under an open admission policy. If the number of students applying to enroll at any grade level exceeds the capacity of the school or of, classes, or grade levels within the school, then those to be admitted shall be chosen at random from among the applicants, within the allowable mandatory and optional preferences specified in Section 53A-1a-506, Utah Code Annotated.

M. The charter school assures that it will not conduct a program of instruction until such time as:

- (1) The requisite health and safety standards for the school building have been met according to the local fire and health department inspectors;
- (2) Adequate equipment, and materials are available; and
- (3) Conditions are adequate to provide for the economical operation of the school with an adequate learning environment.

N. The charter school will comply with all applicable federal and state laws, rules, and regulations regarding the recruitment, screening, selection, and evaluation of all school employees.

O. The charter school will only employ educators who hold valid Utah Professional Educator Licenses or who meet State Board requirements for alternative licensing routes or Board authorization.

P. The charter school will employ the use of the Utah State Core Curriculum as the foundation for the instructional program for the school.

Q. At the beginning of every school year and prior administering any state assessment, the charter school will review the State Ethics Policy PowerPoint with all teachers who will administer any state assessment during the school year. School test proctors are then responsible to read the *Standard Test Administration and Testing Ethics Policy for Utah Educators* brochure and then sign the *Standard Test Administration and Testing Ethics Policy* document. The signed document must be kept on file at the school.

The charter school will administer the Iowa Test of Basic Skills (IOWA), the Utah State Core Course End-of-Level Tests (Criterion Referenced Test - CRT), the Direct Writing Assessment (DWA), the Utah Basic Skills Competency Test (UBSCT), and the Utah Alternate Language Proficiency Assessment (UALPA), in the grade levels required by U-PASS as a fundamental part of the overall assessment program for the school. Administration of each state assessment will follow all ethical testing procedures including a secure testing site as defined in the *Standard Test Administration and Testing Ethics Policy for Utah Educators*.

The school will administer all required assessments in a secure and standardized manner, and have a process in place to administer criterion-referenced tests (CRTs) via the computer. All test administrations will follow the protocol for submission of school files, ordering and administration of the test in the testing windows for each assessment. Virtual schools are responsible to secure approved sites where state assessments can be administered and proctored.

R. The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student.

S. The charter school will operate with a written procedure for student suspension and dismissal, including appeal procedures.

T. The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.



Utah State Charter School Board  
Charter School Application 2011 - 2012

U. The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt allowable fees annually in an open board meeting.

V. The charter school will operate under the provisions of the Utah Open Meeting Law and adopt bylaws in an open meeting.

W. A copy of the charter will be supplied to interested individuals or groups on request.

X. The charter school will submit an appropriately amended application prior to any material change affecting the purpose, administration, organization, or operation of the school.

Y. A secondary charter school will be accredited or in the process of seeking accreditation.

Z. The charter school will acquire and maintain nonprofit corporate status.

AA. The charter school will follow all state procurement rules.

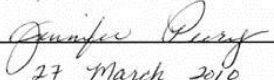
BB. The charter school will maintain accurate student transcripts.

CC. All governing board members will attend a mandatory human resources training annually.

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

Name (type): Jennifer Perry

Title (type): Chair, Board of Directors

Signature: 

Date: 27 March 2010

**Admission Procedures**

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

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

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

**Proof of Insurance**

Endeavor Hall will acquire and retain a certificate of insurance before the first day of school in its initial year and annually thereafter.

**Electronic Data Submission**

- The Charter School must have an electronic student information system, SIS that can fulfill the following requirements.
  - Produce a complete USOE Clearinghouse file multiple times a year. For details see: <http://www.schools.utah.gov/computerservices/Clearinghouse/Clearinghouse.htm>
  - Submit electronic standardized testing "pre-load" and "all-student" files, for details see: <http://www.schools.utah.gov/computerservices/Testing/Testing.htm>
  - Integrate with the USOE statewide student identification, SSID system. For details see: [http://www.schools.utah.gov/computerservices/SSID/USOE\\_SSID\\_User\\_Manual.pdf](http://www.schools.utah.gov/computerservices/SSID/USOE_SSID_User_Manual.pdf)
  - Integrate with the USOE UTREx system. This system is expected to become operational during the 2010-11 school year and will replace the USOE Clearinghouse. For details see: <http://www.digitalbridgeeducation.com/usoeproject.aspx>
- An electronic fiscal system that can fulfill the following requirements.
  - Provide basic school accounting functions such as budgeting, payroll, accounts payable, account receivable, and personnel management.
  - Produce a USOE specified electronic file for the production of the Annual Financial Report and the Annual Program Report (AFR/APR).
  - Produce a school financial report for publication on the Web for public review. This only applies to schools with budgets that exceed one-million dollars per year.

Endeavor Hall will have the technology and ability to meet all of the electronic data submission requirements for charter schools

**Nonsectarian Statement**

Endeavor Hall is nonsectarian in its programs, admission policies, and employment practices and all other operations.

**Special Education/Exceptional Student Services Training**

The principal / director for Endeavor Hall (or applicant/authorized signer if no principal has been hired) will take a one-day Special Education training class sponsored by the Utah Department of Education subsequent to signing the contract, but prior to the first day of instruction and annually thereafter.

**Assessment**

Endeavor Hall will name an individual to act as the Assessment Director prior to the first day of instruction, who shall be responsible for ensuring that all U-PASS assessments are administered in a secure and standardized manner, in accordance with information provided during regular Assessment Director meetings and specific assessment trainings.

Jennifer Perry  
\_\_\_\_\_  
CAO (please print)

*Jennifer Perry*  
\_\_\_\_\_  
CAO's Signature

27 March 2010  
\_\_\_\_\_  
Date



### 30. UTAH STATE RETIREMENT

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Endeavor Hall will not participate in the Utah State Retirement System. Endeavor Hall will participate in a 401(k) program for its employees.

## APPENDIX A –NATIONAL WRITING PROJECT PROPOSAL



### Proposed Long-term In-service between Central Utah Writing Project and Jennifer Perry's Charter

In reflecting what research shows is effective professional development, we propose an initial training followed by training at intervals to allow for implementation of learning and a final follow-up for reflection and new goal-setting. We suggest that the initial training occur during early summer so that faculty can have time to align principles of good writing they gain from the instruction with the content of their courses. Then we recommend follow-up during the year in 2-hour sessions (after school or, we recommend, on days with students dismissed early) that will allow discussion of implementation and deeper instruction. Finally a full-day follow-up after school is out for the year is recommended so that teachers can reflect on their practices, gain further help in designing effective practices for the future, and begin that instructional planning while the year is still fresh in their minds. We believe such a program will offer a strong foundation to establish effective writing as an emphasis in the school.

June: Initial 2-day training of faculty	\$1500
September follow-up	\$250
November follow-up	\$250
January follow-up	\$250
April follow-up	\$250
June: Full-day follow-up	\$750
Total cost for in-service	\$3250

We also recommend planning for a materials fee of \$50 per participant. And, if you would like it, we recommend adding \$500 as an option for a guest speaker to come in at some point to talk about writing and writing instruction as an additional 2-hour in-service.

Central Utah Writing Project

Deborah Dean, Director

A handwritten signature in black ink that reads 'Deborah Dean'.

Chris Crowe, Associate Director

Karen Brown, Associate Director

## APPENDIX B – CHARTER SOLUTIONS, INC. MEMORANDUM OF UNDERSTANDING

### MEMORANDUM OF UNDERSTANDING (MOU)

Between  
**Charter Solutions, Inc**  
and  
**Endeavor Hall c/o Jennifer Perry**

This is an agreement between Charter Solutions, Inc. hereinafter called "Charter Solutions" and Endeavor Hall c/o Jennifer Perry, hereinafter called "School."

#### I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of Charter Solutions as they relate to the implementation of Business Management Services for School in the event its charter application is approved

In particular, this MOU is intended to:

- *Demonstrate School's financial stability in its charter application*
- *Begin the process of business operations and startup immediately upon charter approval*
- *Generally describe the terms of a future formal service agreement*
- *Support the School's board in school startup and operation*

#### II. BACKGROUND

Charter Solutions is a charter school business services firm that provides a full range of central and business support services to charter schools. School is an applicant for an approved charter to operate a public school in Utah.

Both parties understand that the charter application and operation process requires expertise and experience.

#### III. CHARTER SOLUTIONS RESPONSIBILITIES UNDER THIS MOU

Charter Solutions shall undertake the following activities:

- *Management of School's Business Operations, including*
  - *Finances*
    - *Standard startup funding applications*
    - *Bank account setup*
    - *Accounting*
    - *Accounts Payable*
    - *Development of budgets*
    - *Other financial services as required*
  - *Human Resources*
    - *Development of HR forms and processes*
    - *Interview support*
    - *Employee orientation and training*

- *Development of manuals and policies*
- *Other HR services as required*
- *Facilities*
  - *Procurement of furniture and equipment*
  - *Coordination with facilities officer*
  - *Provide information for facility purchase*
  - *Oversight of maintenance staff*
  - *Development of emergency plans*
  - *Other facilities oversight as required*
- *Compliance*
  - *Reports related to the above*
  - *Operate within applicable rules and laws*
  - *Establish appropriate segregation of duties and procedures*
  - *Oversee annual independent audit*

#### **IV. SCHOOL RESPONSIBILITIES UNDER THIS MOU**

School shall undertake the following activities:

- Submit its charter for consideration and approval by the State Charter School Board
- Upon approval and consistent with Utah purchasing rules, enter a formal Service Agreement
- Support Charter Solutions in the execution of its duties
- Adopt relevant and reasonable policies
- Require school staff and agents to cooperate and support Charter Solutions in its duties

#### **V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:**

1. This MOU represents a good faith intent to formalize services in a binding Service Agreement upon approval of School's charter
2. This MOU does not represent a binding agreement and does not absolve School of requirements to follow Utah purchasing rules

#### **VI. FUNDING**

This MOU does not include the reimbursement of funds between the two parties.

#### **VII. EFFECTIVE DATE AND SIGNATURE**

This MOU shall be effective upon the signature of Charter Solutions and School authorized officials. It shall be in force from the effective date until the execution of a formal Service Agreement or the failure of School to gain approval for its charter.

Signatures and dates

 Mar 20, 2010 \_\_\_\_\_  
Date Date

## APPENDIX C –PUBLIC MEETING MINUTES, MARCH 27, 2010

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Endeavor Hall Founding Board Meeting  
Saturday, March 27, 2010  
10:00 a.m.  
Salt Lake County Library Hunter Branch

THE FOUNDING BOARD OF ENDEAVOR HALL MET IN A SPECIAL MEETING ON MARCH 27, 2010 AT 10:00 A.M., AT THE SALT LAKE COUNTY LIBRARY, HUNTER BRANCH. THE MEETING WAS CALLED TO ORDER BY JENNIFER PERRY 10:09 A.M.

The following Founding Board Members were present:

Jennifer Perry  
Nichole Coombs  
Ryan Harrison  
Rebecca Deppe

The following visitors were present:

Chantelle Ray  
Greg Robinson

### **1. Call the meeting to order, welcome**

Mrs. Perry introduced the Articles of Incorporation and the Charter application as they are to be submitted to the State board of Education through the State Charter Board.

### **2. Approve charter application**

Mr. Harrison made a motion to approve the charter application for Endeavor Hall as it will be submitted to the State board of Education through the State Charter board on or before April 1, 2010. Ms. Coombs seconded the motion.

A roll call vote was taken

Mrs. Perry	Yes
Mrs. Deppe	Yes
Ms. Coombs	Yes
Mr. Harrison	Yes

The vote was unanimous.

### **3. Approve Articles of Incorporation**

Mrs. Deppe made a motion to approve Articles of Incorporation of Endeavor Hall as a private, non-profit group 501c3 applicant, subject to approval by the State board of Education. Mr. Harrison seconded the motion.

A roll call vote was taken

Mrs. Perry	Yes
Mrs. Deppe	Yes
Ms. Coombs	Yes
Mr. Harrison	Yes

The vote was unanimous.

### **3. Approve purchasing policy**

Ms. Coombs made a motion to approve purchasing policy and procedure and contained in Section 9 "Fiscal Procedures" of Endeavor Hall charter application. Mr. Harrison seconded the motion.

A roll call vote was taken

Mrs. Perry	Yes
Mrs. Deppe	Yes
Ms. Coombs	Yes
Mr. Harrison	Yes

The vote was unanimous.

### **4. Amend agenda**

Ms. Harrison made a motion to amend the agenda to add ratification of board officers to the agenda. Ms. Coombs seconded the motion.

A roll call vote was taken

Mrs. Perry	Yes
Mrs. Deppe	Yes
Ms. Coombs	Yes
Mr. Harrison	Yes

The vote was unanimous.

### **5. Board members and positions**

Jennifer Perry	Chair
Nichole Coombs	Vice-chair
Rebecca Deppe	Secretary and Interim Treasurer
Ryan Harrison	Member at Large

All in favor of board members and position as presently constituted.



Ms. Coombs made a motion to approve the board officers. Mr. Harrison seconded the motion.

A roll call vote was taken

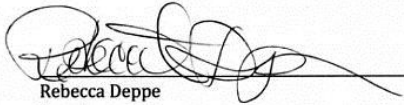
Mrs. Perry	Yes
Mrs. Deppe	Yes
Ms. Coombs	Yes
Mr. Harrison	Yes

The vote was unanimous.

Ms. Coombs made a motion to adjourn the meeting. Mrs. Deppe seconded the motion.

THERE BEING NO FURTHER BUSINESS OF THE ENDEAVOR HALL BOARD OF DIRECTORS  
SPECIAL MEETING ON SATURDAY, MARCH 27, 2010, WAS ADJOURNED AT 10:13 BY JENNIFER  
PERRY.

I hereby certify the foregoing to be a true, accurate and complete record of the proceedings of the  
Special Meeting of the Endeavor Hall Board of Directors held Saturday, March 27, 2010.

  
Rebecca Deppe  
Secretary

## APPENDIX D – ARTICLES OF INCORPORATION

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### ARTICLES OF INCORPORATION OF Endeavor Hall

We, the undersigned natural persons all being of the age of eighteen years or more, acting as incorporators under the Utah Non-Profit Corporation and Cooperative Association Act, adopt the following Articles of Incorporation for Endeavor Hall:

#### Article I The name of the corporation is Endeavor Hall.

#### Article II DURATION

The period of duration of Endeavor Hall is perpetual.

#### Article III PURPOSE

- (a) To provide educational services to students in the Salt Lake County area as a public charter school.
- (b) To engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code and are consistent with those powers described in the Utah Nonprofit Corporation and Cooperation Association Act, as amended and supplemented.
- (c) To solicit and receive contributions, borrow money, purchase, own and sell real and personal property, to make contracts, and to engage in any activity "in furtherance of, incidental to, or connected with the furtherance of the corporation's goals, namely the creation and operation of a public charter school."
- (i) No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein;
- (ii) no substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office except as authorized under the Internal Revenue Code of 1954, as amended;



(iii) the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under 501(c)(3) of the Internal Revenue Code of 1954, as amended (or the corresponding provision of any future United States Internal Revenue law).

**Article IV  
MEMBERS**

The corporation shall not have any members.

**Article V  
BY-LAWS**

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the By-Laws.

**Article VI  
DIRECTORS**

The number of directors of Endeavor Hall, their classifications, if any, their terms of office and the manner of their election or appointment shall be determined according to the By-Laws of Endeavor Hall. The number of directors constituting the initial governing Board of Directors of Endeavor Hall is four (4), and the names and addresses of the persons are as follows:

Jennifer Perry  
3191 Collins Camp Ct  
West Valley City, Utah 84128

Nichole Coombs  
6791 Liza Lane  
West Jordan, Utah 84081

Becky Deppe  
5317 West Amber Ridge Lane  
West Valley City, Utah 84120

Ryan Harrison  
1911 Leisure Lane  
Taylorsville, Utah 84118

**Article VII  
INCORPORATORS**

**The names and addresses of the incorporators are:**

**Jennifer Perry  
3191 Collins Camp Ct  
West Valley City, Utah 84128**

**Nichole Coombs  
6791 Liza Lane  
West Jordan, Utah 84081**

**Becky Deppe  
5317 West Amber Ridge Lane  
West Valley City, Utah 84120**

**Ryan Harrison  
1911 Leisure Lane  
Taylorsville, Utah 84118**

**Article VIII  
REGISTERED OFFICE AND AGENT**

The address of the corporation's initial registered office shall be:

3191 Collins Camp Ct  
West Valley City, Utah 84128

Such office may be changed at any time by the Board of Trustees without  
amendment of these Articles of Incorporation.

The corporations initial registered agent at such address shall be:

Jennifer Perry

I hereby acknowledge and accept appointment as corporate registered agent.

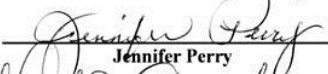


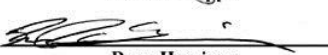
**Article IX**

**PRINCIPAL PLACE OF BUSINESS**

The principal place of business of Endeavor Hall shall be 3191 Collins Camp Ct,  
West Valley City, Utah 84128 until permanent location is secured.

In Witness Whereof, We, Jennifer Perry, Nichole Coombs, Rebecca Deppe, and  
Ryan Harrison, have executed these Articles of Incorporation in duplicate this  
twenty-seventh day of March, 2010, and say:

That they are all incorporators herein; that they have read the above and foregoing  
Articles of Incorporation; know the contents thereof and that the same is true to the  
best of their knowledge and belief, excepting as to matters herein alleged upon  
information and belief and as to those matters they believe to be true.

  
Jennifer Perry  
  
Nichole Coombs  
  
Rebecca Deppe  
  
Ryan Harrison

## APPENDIX E – INSURANCE QUOTES

---

ALBA INSURANCE AGENCY, INC.  
Auto-Life-Health-Home and Business  
3996 S 5600 W  
WEST VALLEY CITY, UT 84120 PHONE (801) 968-1801

March 19, 2010

JENNIFER PERRY GREGG  
3191 COLLINS CAMP COURT  
WEST VALLEY CIT, UT 84128

Dear Jennifer,

We appreciate your inquiry into the fidelity bond for the treasurer on the proposed charter school. Thank you for allowing myself and State Farm to provide this quote and this particular service. As I discussed this with you over the telephone, the annual premium for a \$1,000,000 bond would be \$454.00 and for a \$2,000,000 bond, the price would be \$600.00.

If you have any other insurance questions or concerns, feel free to contact me at the above listed telephone number and or address. We appreciate your inquiry and look forward to any servicing of your accounts.

ALBA INSURANCE AGENCY, INC.



#### WORKERS COMPENSATIONS INSURANCE

Workers Compensation quote was requested from Robin Penix at Workers Compensation Fund of Utah (WCF) on March 19, 2010. Quotes are valid for six months from date of issuance, and WCF was hesitant to produce an actual quote since coverage will not begin for well over one year. Current rate is 0.35% of total payroll, which was used for budget calculations. This figure was verified by Lincoln Fillmore of Charter Solutions, Inc.

## APPENDIX F – AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Utah State Charter School Board  
Charter School Application 2011 - 2012

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

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

Name Jennifer Perry

Address 3191 Collins Camp Ct

City, State, Zip West Valley City, UT 84128

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.	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.  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.	
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?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
4. Do you have outstanding or unresolved civil judgments against you?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

ATTACHMENT G

55

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 Endeavor Hall \_\_\_\_\_ 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 24<sup>th</sup> day of March Year 2010.

County of Salt Lake State of Utah.

Notary Public Veronica Savic My Commission Expires May 1, 2013




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

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

Name Nichole B. Coombs

Address 10791 Liza Lane

City, State, Zip West Jordan, UT 84081

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.	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.  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.	
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?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
4. Do you have outstanding or unresolved civil judgments against you?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>



Utah State Charter School Board  
Charter School Application 2011 - 2012

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.

Nichole B. Cronley  
Applicant's Signature

Subscribed and sworn before me this 22 day of March Year 2010.

County of Salt Lake C. State of Utah.

Notary Public Kaitlin Youd My Commission Expires 2/5/14



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

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

Name Rebecca G. Deppe

Address 2317 W. Amber Ridge Ln

City, State, Zip West Valley City, UT 84120

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.	YES [ ] NO <input checked="" type="checkbox"/>
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.  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.	
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?	YES [ ] NO <input checked="" type="checkbox"/>
4. Do you have outstanding or unresolved civil judgments against you?	YES [ ] NO <input checked="" type="checkbox"/>

Utah State Charter School Board  
Charter School Application 2011 - 2012

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 Endeavor Hall CHARTER SCHOOL.

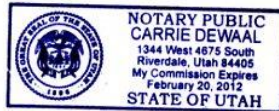
I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Rebecca [Signature]  
Applicant's Signature

Subscribed and sworn before me this 26 day of March Year 2010.

County of Salt Lake State of Utah

Notary Public Carrie Dewaal My Commission Expires 20 Feb 2012



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

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

Name Ryan P Harrison

Address 1911 Leisure Ln.

City, State, Zip Taylorsville UT 84118

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.	YES [ ] NO <input checked="" type="checkbox"/>
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.  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.	
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?	YES [ ] NO <input checked="" type="checkbox"/>
4. Do you have outstanding or unresolved civil judgments against you?	YES [ ] NO <input checked="" type="checkbox"/>

Utah State Charter School Board  
Charter School Application 2011 - 2012

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.

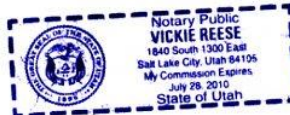
I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE  
BEST OF MY KNOWLEDGE.

 \_\_\_\_\_  
Applicant's Signature

Subscribed and sworn before me this 25<sup>th</sup> day of March, Year 2010.

County of Salt Lake State of Utah.

Notary Public Vickie Reese My Commission Expires 07-28-2010



**VINTAGE WINE CO.**  
**TINA CLIFFORD**  
2012 E. Greenback Ave.  
Grand Forks, ND 58201  
M, Tuesdays-Regent  
N, August 31, 2016  
**SOME OF US!!!**



## APPENDIX G—TRAINING COST ESTIMATES DOCUMENTATION



### Course Organizer Agreement

**Organizer's Name:** Jennifer Perry

**Course #** 30049

(Indicate course number on  
P.O. & all correspondence)

**Phone Number:** 801 955 5189

**Fax:**

**Mailing Address:**

**Course Contact Email:** jb\_perry@hotmail.com

It is our intent to provide: WRTR1 (Writing Road to Reading 1) 45 hours

**Course Dates:** \_\_\_\_\_ to \_\_\_\_\_

**Course Times:**

**Course Location:**

Salt Lake City

UT

**Course Instructor:**

**Phone:**

The estimated number of participants for this course is 30.

**The Course Organizer agrees to:**

- \* schedule course for the total number of hours prescribed in the course description, not to exceed 5 clock hours per day and not to exceed 35 participants.
- \* adhere to the Course Organizing Responsibilities and Procedures in the Spalding Course Organizing guidelines, and insure that only and all Spalding content will be taught.
- \* submit to SEI, at least four weeks prior to the course start date, Purchase Order(s) or other form of payment for course registration and materials costs. Only this time frame guarantees materials will be received by the course start date.
- \* (WRTR 2 courses only) provide to SEI a list of registered participants at least two weeks prior to the course start date.
- \* distribute the SEI Welcome flyer to all course participants prior to class start date.

Cost estimates are based on dates, location, number of participants and instructor availability, and are subject to change.

<b>Course Fee</b>	11,405.00
<b>Materials</b>	5214.00
<b>Estimated Total</b>	<b>16,619.00</b>

**Other recommended materials:**

Specify items \_\_\_\_\_ @ \$ \_\_\_\_\_ ea = \$ \_\_\_\_\_

**On-site inservice** (e.g.: Teacher's Guide overview, modeling, coaching, and Q&A sessions)  
\_\_\_\_\_ days @ \$500 per day, plus travel expenses, if applicable \$ \_\_\_\_\_

Please review and sign below. Keep a copy for your records and submit the original to SEI.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Course Organizer

SEI Date Approved: \_\_\_\_\_

*Carole Wile*

Director of Instruction and Certification

23335 N. 18th Drive, Suite 102 - Phoenix, AZ 85027-6301 - 623-434-1204 - Fax 623-434-1208

1/14/08

## THE COST OF CORE KNOWLEDGE IMPLEMENTATION

### FOR K-8 SCHOOLS WITH **15 TEACHERS**

There are many options and choices for schools implementing Core Knowledge. This budget provides a minimum estimate for starting a new Core Knowledge school with 15 teachers to be trained. Keep in mind Core Knowledge provides individualized plans for any districts interested in implementing Core Knowledge.

**REQUIRED FOR FIRST YEAR = \$38,795** (plus student materials)

- 5 consecutive days of professional development = \$10,225
- Required workshop materials for 15 teachers (*Core Knowledge Sequence, Day-by-Day Planner, What Your \_ Grader Needs to Know, Teacher Handbook, Art Resources, Text Resources*) = \$3,750

#### OPTIONAL, BUT STRONGLY SUGGESTED

- 6 follow-up visits (fall, winter, spring) = \$10,500
- Additional resources as needed for 15 teachers = \$7,500 (\$500.00 per teacher)
- Additional resources for students (math, science, social studies, and language arts) \$200.00 per student
- Sending 5 teachers to the National Conference (including travel and lodging) = \$5,000
- Principal and Core Knowledge Coordinator attending a Leadership Institute = \$2,000 (does not include travel and lodging)

**SUGGESTED FOR THE SECOND YEAR = \$33,325** (plus student materials)

- 5 consecutive days of professional development = \$10,225
- 6 follow-up visits (fall, winter, spring) = \$10,500
- Additional materials as needed for 15 teachers = \$7,500 (\$500.00 per teacher)
- Additional resources for students (math, science, social studies, and language arts) \$200.00 per student
- Sending 5 teachers to the National Conference (including travel and lodging) = \$5,000

**SUGGESTED FOR THE THIRD YEAR = \$28,400** (plus student materials)

- 2 consecutive days of professional development = \$4,450
- 4 follow-up visits (fall, spring) = \$7,000
- Additional materials as needed for 15 teachers = \$7,500 (\$500.00 per teacher)
- Additional resources for students (math, science, social studies, and language arts) \$200.00 per student
- Sending 5 teachers to the National Conference (including travel and lodging) = \$5,000



It would be important to customize a plan that works for you (based on exact figures and expectations), but this should, hopefully, provide a realistic framework for budgeting. **Note that a large amount budgeted is for materials for the school's direct usage.**

## APPENDIX H—LAND PURCHASE PROPOSALS



Land Acquisition & Development Specialists  
Residential & Investment Sales Specialists

September 20, 2010  
Jennifer Perry  
Endeavor Hall

RE: Letter of Intent and Understanding  
Endeavor Hall Buyer and BBSOLD PC Seller for property located at 4700 South and  
5800 West.

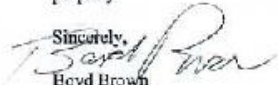
Dear Jennifer,

This letter is to outline and verify our intent to sell you approximately 5 acres of land in West Valley. The property is a portion of a 14.5 acre tract that is currently approved as North-view Estates at the Vistas residential sub-division. We agree to sell you the property at the following terms:


1. Purchase price to be \$120,000 per acre. Total acreage to be determined as a result of a survey but not less than 5 acres.
2. Seller agrees to construct access road and improvements from 6000 West.
3. Buyer to have until January 20, 2011 to gain approvals and financing approvals for the construction of their school. At this date a non-refundable earnest money deposit of \$15,000 will be required.
4. Closing to be on or before April 20, 2011.

This letter is to express willingness and intent for the above purchase and sale. Both parties realize that it is not a binding agreement. Within 30 days of acceptance of this letter, a Real Estate Purchase Contract will be executed to reflect the above terms. I look forward to working with you on this and am excited to have a great school on our property.

Sincerely,

  
Boyd Brown  
BB SOLD PC

Accepted By,

  
Jennifer Perry  
Endeavor Hall



1214 E. Wilmington Ave, SLC, UT 84106  
Direct: (801) 326-8882 • Cell: (801) 298-8838 • Fax: (801) 326-8605 • Boyd@KW.COM



September 21, 2010

Ms. Jennifer Perry

Re: Approximately 4 acres of land for a Charter School located at approximately the NWC of 5400 South and 5600 West in West Valley, UT (the "Property")

Dear Ms. Perry:

We are pleased to present this Letter of Intent ("LOI") setting forth the principal terms and conditions for the proposed sale of the above referenced Property. For purposes of this LOI, Strategic Capital Partners and/or assigns shall be referred to as "Seller" and \_\_\_\_\_ shall be referred to as "Buyer". Buyer and Seller are collectively referred to herein as the "Parties".

Proposed Terms

Except with respect to the provisions of Sections 2 hereof, the execution of this LOI shall not impose upon any of the Parties hereto any obligations in connection with the proposed purchase unless and until the Parties hereto enter into a definitive agreement relating thereto (the "Definitive Agreement"), the basic business terms of which are set forth as follows:

1. Definitive Agreement. As soon as reasonably practicable after execution of this LOI the Parties will negotiate in good faith the terms and conditions and other relevant provisions to be included in the Definitive Agreement, which shall reflect more specifically the Parties' understandings with respect to the Buyer's purchase of the Property. The Parties agree that they will use their best efforts to complete and execute the Definitive Agreement prior to or on the date that is Thirty (30) days from the execution of this LOI

(the "Execution Date"). If for any reason whatsoever the Definitive Agreement is not executed on or prior to the Execution Date, this LOI will automatically terminate, unless the Parties decide by mutual written agreement to extend the Execution Date.

2. Disclosures: Confidentiality. The Parties shall maintain confidentiality and shall not disclose to any person or entity (other than its attorneys, accountants and agents, who shall be under a similar duty of confidentiality) any information relating to this LOI, or in any other manner relating to the proposed Purchase, except as necessary to consummate the Purchase, and except as required by law. None of the Parties hereto will, without the prior consent of the other party, issue any public announcement and/or press release concerning this LOI or the Purchase. However, the Parties may respond to questions in this regard from its employees (if any), officers, directors, shareholders, creditors and regulators.
3. Property. The Buyer agrees to purchase and the Seller agrees to sell the Property, all rights, title and interest, all customer lists, trademarks, business records, leases, intellectual property, all tangible and intangible personal property and improvements used in connection with the operation of the Property, all associated amenities and businesses free and clear of all encumbrances, liens, and management agreements.
4. Purchasing Entity. \_\_\_\_\_
5. Purchase Price. Buyer will purchase the Property for One Million Dollars and no/100 (\$1,000,000.00) paid in cash at Closing for approximately 4 acres.
6. Deposits.
  - A. Twenty Five Thousand Dollars (\$25,000.00) upon execution of the Definitive Agreement.
  - B. An additional Twenty Five Thousand Dollars (\$25,000.00) upon expiration of the Due Diligence period.

The first deposit will be held in escrow and will be fully refundable to Buyer should Buyer elect to not go forward with the proposed transaction for any reason prior to the expiration of the Due Diligence Period. Upon expiration of the Due Diligence period, if Buyer has elected to proceed with the transaction in writing, both deposits will become non-refundable to Buyer and will be held in escrow and applied to the payment of the Purchase Price by the Buyer at Closing.
7. Due Diligence. Buyer shall have ninety (90) days from the execution of the contract to conduct its due diligence of the Property. An initial list of due diligence materials to be reviewed by Buyer will be provided by Seller upon execution of this LOI. A complete due diligence review list of materials will be requested before or upon execution of the Definitive Agreement.
8. Closing. If Buyer accepts the Property after the Due Diligence period, the Closing shall take place within Thirty (30) days after the expiration of the Due Diligence Period.
9. Existing Contracts and Leases. All FF&E and personality will be acquired free and clear without debt. Operational contracts will be reviewed during the course of the due

diligence period.

10. Closing Costs. All transaction expenses, including title and transfer taxes, will be prorated as typical for a transaction of this type and size, as set forth in the Definitive Agreement.
11. Representation, Warranties & Indemnities. The Definitive Agreement shall contain typical and customary representations, warranties and indemnities for a transaction involving a Property of this type and size.
12. Expenses. Except as may otherwise be expressly provided in the Definitive Agreement, each party shall bear its own legal, accounting and other expenses in connection with the proposed transaction.
13. Governing Law. This LOI shall be governed by, and shall be construed in accordance with the laws of the State of Utah, United States of America, without giving effect to the conflict of laws of such state.
14. Commissions. Seller agrees to pay a commission to Coldwell Banker Commercial NRT per the listing agreement.

The proposal outlined in this LOI is valid until Tuesday, October 5, 2010 at 5:00 pm MST. We look forward to a successful closing of this transaction.

Sincerely,

Cameron Simonsen

Stuart Thain

Coldwell Banker Commercial NRT

Agreed and Accepted by Seller:

\_\_\_\_\_

By: \_\_\_\_\_

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

Agreed and Accepted by Buyer:

\_\_\_\_\_

By: \_\_\_\_\_

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

## APPENDIX I—FRANKLIN COVEY LEASE INFORMATION

---

November 17, 2010



Jennifer Perry

Charter School- Endeavor Hall Board Chair

Via email: [jb\\_perry@hotmail.com](mailto:jb_perry@hotmail.com)

Dear Jennifer:

On behalf of Franklin Development I would like to present the following offer to lease space at the Franklin Covey campus in Salt Lake City. The landlord is proposing a concise option for your review which includes two different lease lengths. Additionally, Franklin master leases the entire campus on a long term lease. The final agreement will be a sublease from Franklin however for purposes of this proposal, the term "Landlord" shall mean Franklin and "Tenant" shall mean Charter School ( ).

**Premise:** Approximately 20,000 rentable office sq. ft. in the Patrick Henry Building, and approximately 8,000 warehouse rentable sq. ft.

**Lease Term:** July 1, 2011 – ( )

**LEASE COMMENCEMENT:**

Please provide this info.

**RENTAL RATE:**

Option 1: \$12.00 per office sq. ft & \$5.00 per warehouse sq. ft. Full service with 3% annual increases.

**OPERATING EXPENSES:**

Full Service is included in the \$ 12.00 per office sq. ft and \$5.00 per warehouse sq. foot.

**PARKING:**

6 stalls per every 1000 square foot leased.

**SECURITY DEPOSIT**  
first  
Tenant's financial

Tenant shall pay a security deposit equal to the month's rent subject to review of statements.



**Information:**

- Close proximity to I-215 & Highway 201
- On site property Management
- On site wellness center
- Use of auditorium
- Access to a backup generator
- Fiber Connectivity
- 24/7 security West Valley Police
- On site cafeteria

**RESPONSE DATE:**

Please respond no later than January 7, 2011.

Landlord and Tenant acknowledge that this is not a lease. It is understood that the terms and conditions referenced above shall not be binding upon Landlord and Tenant until the lease and related documents have been fully executed by both Tenant and Landlord.

Sincerely,

Marty Jaramillo

**AGREED AND ACCEPTED:**

TENANT

LANDLORD

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Date

Date