

Proposed School Name

Good Foundations Academy, Syracuse

Applicant Name

Good Foundations Academy, Charter School

Table of Contents

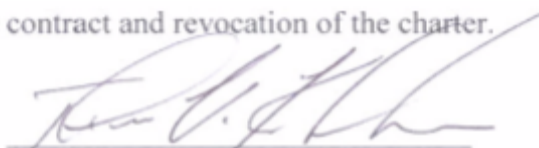
1) Cover Sheet (Table of Contents) - - - - -	1-2
2) Title Page - - - - -	3
Current List of Founding Members - - - - -	4
3) Target Population - - - - -	5-8
4) Market Analysis - - - - -	9-12
5) Capital Facility Plan - - - - -	13-14
6) Detailed Business Plan (Federal and State) - - - - -	15-18
7) Fiscal Procedures - - - - -	19-21
8) Organizational Structure & Governing Body - - - - -	22-24
9) Background Information - - - - -	25-46
10) Articles of Incorporation - - - - -	47-52
11) Comprehensive Program of Instruction	
11a) Curricular Emphasis - - - - -	53-65
11b) Accountability Plan - - - - -	66-70
11c) Lesson Plans - - - - -	71-82
11d) Program Instruction - - - - -	83-85
11e) Calendar and Master Schedule - - - - -	86-90
11f) Special Education - - - - -	91-96
12) Admission (Lottery) and Suspension/Expulsion Procedures - - - - -	97-106
13) Procedures to Review Complaints - - - - -	107-108
14) Opportunities for Parental Involvement - - - - -	109-111
15) Educator Qualifications - - - - -	112-113
16) Administrative Services - - - - -	114-118
17) Library Plan - - - - -	119-120

19) Terms & Conditions of Employment - - - - -	121-123
20) Employee Evaluation - - - - -	124-125
21) Employment of Relatives - - - - -	126
22) Insurance - - - - -	127
23) N/A	
24) Assurances- - - - -	128-132
25) Utah State Retirement - - - - -	133
26) Additional Information / Letters of Support - - - - -	134-135
27) Waivers from State Board Rules - - - - -	136

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.

Thomas V. Koehler
Authorized Agent (please print)


Signature of Authorized Agent

03/26/2009
Date

2) Title Page

Name of Proposed Charter School Good Foundations Academy, Syracuse
☒ New School ☐ Converted School

Name of Applicant Applying for the Charter Good Foundations Academy, Charter School
(This may be a public body, private person, or private organization.)

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

Authorized Agent Mailing Address 290 Marilyn Drive

City Clearfield State Utah Zip 84015

District school will be located Davis E-mail tomkoehler2002@yahoo.com

Daytime Phone (801) 686-1762 Fax (801) 731-4155

Proposed location S 2000 W Syracuse, Utah

Form of Organization

☒ Nonprofit Corporation

☐ Tribal Entity

☐ _____

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

Name (if known at time of application)	Phone Number	Type of Member (examples: parent, business, potential staff)	Position on Board
Thomas Koehler	(801) 686-1762	Board Member/ Non-Profit Exp.	President
Hugh Ryan	(801) 728-9027	Business/Parent	Member
Laurie Mercer	(801) 732-2590	Board Member/ Potential Staff/ Educ. Background	Member
Nathan Bartsch	(801) 529-7032	Board Member/ Parent	Member
Parent Representative		To be elected	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) are eligible for preferential enrollment under both State and Federal Charter School law. [53A-1a-506\(b\)\(i\)\(A\)](#)

The percentage of the student population eligible for any allowable types of preferential enrollment shall not exceed 7.5% of student population. Enrollment preferences for children of Founding Members are in Section 12 Admission (Lottery) & Suspension/Expulsion Procedures.

Cory & Carie Chartier

Michele Myers-Cox

Rex & Jessica Griffin

William & Regina Henning

Michael & Brandi King

Thomas & Marina Koehler

Laurie Mercer

William Mickley

Windy & Julia Rohwer

Hugh & Cindi Ryan

William & Misty Tarlton

Michael & Crystal Jones

Brandon & Jessica Rogers

Nathan & Johanna Bartsch

3) Target Population

Mission Statement (use only this space):

Our **vision** is educational excellence in knowledge, skills, and character with strong parent-teacher-student partnerships.

Good Foundations Academy's mission is to provide excellence and fairness in education through a common foundation. This will be achieved by successfully teaching a contextual body of organized knowledge, the skills of learning including higher order thinking, and the values of a democratic society. The chief metaphor of classical education is *the journey*. The purpose of a liberal education is to lead young people on an odyssey of the mind and heart, which will steer them toward self-reliance. The beauty of this journey is its applicability to the actual development of mind, heart, skills, and knowledge in each child.

We acknowledge the importance of teacher leadership and parent-student responsibility to achieve our ends.

	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	60	69	69	69	69	44	44							424
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
2012-2013	60	69	69	69	69	69	44							449
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
2013-2014	60	69	69	69	69	69	69							474
Ultimate Enrollment	60	69	69	69	69	69	69							474

(The number of students should be at maximum the enrollment that is being requested)

School Calendar

☒ Standard ☐ Extended School Year Instructional Days 180
 Start Date August 31, 2011
☐ Alternative (please describe in 5 words or less)

Title [53A-1a-503](#) statutorily defines seven purposes for charter schools. Please provide a detailed description of how your school will meet these defined purposes. If a purpose does not apply to your proposed school, please so indicate.

Good Foundations Academy (GFA) is unabashedly setting out to duplicate award-winning charter/public schools we've personally observed in Fort Collins, Colorado and have become aware of throughout the country. The vision we have for a charter school has already been fulfilled by forerunner schools and we believe by duplicating their approach, we can be equally

successful. These schools have received national recognition for educational excellence and that is the goal to which we aspire at Good Foundations Academy.

Although we believe Good Foundations Academy will touch on each of the seven purposes for a charter school, our primary focus will be on purposes 1 and 2.

1. ***Continue to improve student learning:*** It is our belief that the proper environment, coupled with the proper educational philosophy and curriculum will achieve an ongoing improvement in student learning. This has been shown in numerous charter, public, and private schools throughout the country. The founding committee has visited three such schools in Colorado (Liberty Common School, Traut Core Knowledge School, and Ridgeview Classical School – all in Fort Collins, Colorado) and been in contact with others via personal contacts, phone, and e-mail (The Classical Academy in Colorado Springs, CO, Timpanogos Academy in Lindon, Utah, Military Charter School in Salt Lake City, DaVinci Charter School in Ogden, Utah, and the Core Knowledge Foundation in Charlottesville, Virginia). Our approach will model these successful schools where improved learning has been demonstrated through state test scores. We will focus on character development as part of the educational process and will weave virtues and character throughout the school curriculum and indeed, throughout the school environment.
2. ***Encourage the use of different and innovative teaching methods:*** We believe different and innovative for their own sakes is not worth pursuing. However, we are confident that there are different and innovative methods being employed throughout the country and even throughout the world that are proving to be extremely effective in helping children learn and develop as skilled, knowledgeable, and extremely strong citizens. We will benchmark those methods as well as encourage the introduction of new methods as long as they prove effective in improving student learning.

Comprehensive Program of Instruction

Our hope for Good Foundations Academy is to give children the tools necessary to achieve their dreams for who they want to be in this world. These tools are derived from a solid education centered on two primary focuses; the core knowledge curriculum and a commitment to teach strong values.

Core Knowledge Curriculum

Good Foundations Academy (GFA) will use the Core Knowledge Curriculum (CKC), which is based on the premise that a grade-by-grade core of common learning is necessary to ensure a sound and fair elementary education. The Core Knowledge Sequence encompasses language arts, mathematics, science, history, geography, fine arts, and physical education.

The State's Core Curriculum is skill-based rather than content-based. CKC explicitly lays out what content a child should know at each grade level and that content is connected and enriched across the grades. The State Core lays out concepts and skills a child should learn at each grade level, but leaves each teacher left with the looming question of what content do I teach in order to develop that concept? At GFA our teachers will be equipped to help every child succeed with a curriculum that is solid, sequenced, specific, and shared.

First, the CKC is solid. By solid we are referring to a lasting body of knowledge that we believe should be passed down from one generation to the next, such as important events in world history. At GFA we will not cater, as many public schools do, to an ever changing body of “relevant” information.

Second, the CKC is sequenced. In our sequenced curriculum we will be building on what one already knows. By having a planned progression GFA will be able to build on student's previous knowledge, thus eliminating excessive repetition as well as large gaps of learning.

Finally, the knowledge taught at GFA will be shared. All children, regardless of their background, should have access to the same knowledge bank so they can participate more fully in society. GFA will provide all students with the shared knowledge they will need in order to be included in our national literate culture.

Along w/ the implementation of the CKC, GFA has a strong commitment to literacy. Woven throughout the curriculum will be rich, diverse, and meaningful works of literature, both fiction and non-fiction. Reading, reading, and more reading will characterize our academic environment. GFA will strive to develop the appreciation of language, increase specific knowledge, and provide meaning to students through the achievement of Primary Literacy, Mature Literacy, and Moral Literacy. (These different forms of literacy are defined and explained on pages 64-66 of this document.)

So, the Core Knowledge Curriculum, with an infusion of diverse, well-written literature, is an integral part of helping our students establish a “good foundation” as we strive for educational excellence.

Character Education

Good Foundations Academy is going to have what we will call seven foundation stones that will be interwoven through all that we do and teach. These foundation stones are Respect, Cooperation, Citizenship, Integrity, Perseverance, Self Control, and Responsibility. We understand that there are many schools that would consider these values as something important, but seeing them as something important and having them clearly spelled out as an important goal of the school are two totally different scenarios. The “7 Foundation Stones” are not meant to be a nice-sounding platitude for the school, but actualized behavior among the faculty, staff, and student body. As part of the on-going development of the school environment/culture, we see the headmaster, teachers, reading, and parents as the four main avenues by which the foundation stones will become part of the students being.

The Headmaster

A key role of the headmaster will be to ensure that all staff in the school actively adhere to and promote the school's standards with regards to dress, behavior, and promoting of the “7 Foundation Stones.” The Headmaster will instill the right values within the student body so that they:

- 1) know the right behavior,
- 2) know how to self-discipline themselves to adhere to proper behavior,
- 3) can be trusted in most situations to comply with the proper behavior.

Another key role of the **headmaster** is to make sure the teachers understand and are fully on board with the vision of Good Foundations Academy before they are hired.

Teachers

Teachers are the mind and heart of every successful school. Without dedicated, competent teachers, the best of educational practices will never actually come to fruition in the classroom. This is why we will be looking for teachers who consider teaching a calling and not just a job. Instilling these values will take extra effort and time from our teachers and we will find teachers who are up for the challenge.

Reading

Another way in which the students will own these values is through reading. As one examines literature for children these days you will typically find stories that are not inspiring them to any higher ground. Many times the moral to the story is self-acceptance rather than moral growth. We are not saying that there is something wrong with literature that has a therapeutic tone. The danger is not that such books lead to a life of crime, but to a life of boredom, selfishness, and limited horizons. The willingness to let go of self-concern is requisite for both moral and mental health. Fortunately, there is no shortage of stories that will encourage students in this area, books that challenge, thrill, excite, and awaken young readers to the potential drama of life, especially to the drama of a life lived in obedience to the highest ideals. Such books have something better to offer than therapeutic reassurance, like true friends; they encourage us to be our best selves.

Parents

We believe that by far the most influential part of a child's' intellectual and moral development is the child's parents, and we will be reminding the students of this on a continual basis. GFA believes that the school's strong emphasis on character will result in parents wanting to play a strong role in their children's education. We will do all we can to create the mindset and atmosphere that will enable us to partner together with the parents.

In Conclusion

We strongly believe, backed by statistics and examples, that a commitment to the Core Knowledge Curriculum and an emphasis on character development will provide our students with a good foundation to begin their life long journey of fulfilling their dreams and to becoming productive members of our society.

4) Market Analysis

Site Location and Facility

We are proposing Good Foundations Academy (GFA) to be located at 3125 South 2000 West, Syracuse, Utah, between 2700 South (Gordon) and 3700 South (Gentile) on 2000 West. The property consists of five acres, purchased by Christ Community Church (CCC) with the goal to benefit the community. GFA would lease the building from CCC (all legal ramifications of a lease will be thoroughly scrutinized by a fully qualified attorney).

The school building will be constructed to accommodate both the school and community center during the week, and CCC's meeting place on Sundays. A separate building on the premises will house the offices for CCC. Care will be taken to ensure that nothing in the building could offend a public school student.

Most of the single-family residential developments in the area are to the north and east of the property. Also, housing developers have been given the green light from Syracuse City to develop another twenty acres of land adjacent to the five acres that CCC purchased.

In our facility planning, we have been in constant communication with a developer headquartered in Ogden, specializing in building schools and churches nationwide. The developer has built two private schools in the Ogden area and has been personally involved in the beginning planning sessions for GFA.

The building will include state of the art classrooms, computer lab, premier media center (library), offices, and a gymnasium/assembly hall that will accommodate both physical activities and group performances such as plays (and will be ADA compliant). The grounds will have ample parking and a playground area that will encourage vigorous play and adventure.

Education Landscape

There are currently five elementary schools in Syracuse: Arts Academy, Syracuse Elementary, Cook Elementary, Bluff Ridge Elementary, and Buffalo Point. There are two other elementary schools within 3 miles of GFA's proposed location, in Layton and Clearfield: Antelope Elementary and Sands Springs Elementary. Yet there are none within 1 1/2 miles of our location. Two of the larger private schools in the area: Layton Christian Academy with an enrollment of 631; and Christian Heritage School with an enrollment of 540; are over 10 miles away (Will mention why this is significant later).

<i>School</i>	<i>Population</i>
Antelope	925
Bluff Ridge	1018
Cook	890
Sand Springs	734
Syracuse	837
Buffalo Point	850
Arts Academy (Charter)	520

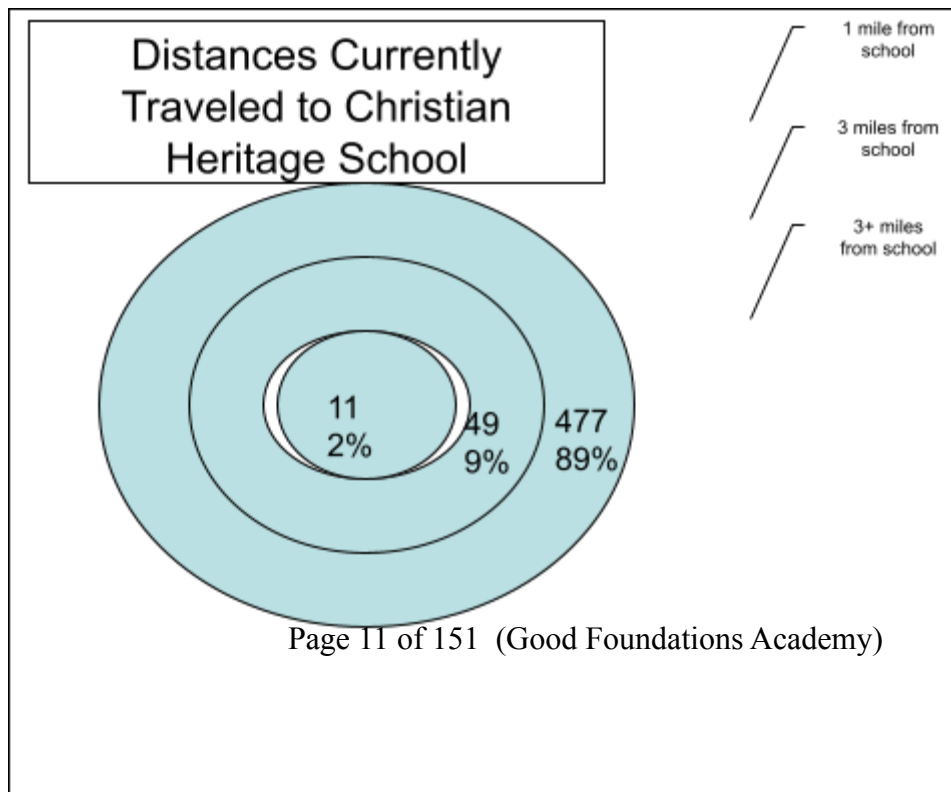
Market Trends

Davis county and the Syracuse area have been experiencing rapid growth that has maximized the use of existing facilities. According to an article in the Standard Examiner (which is included in this application), by the year 2025 Davis County is projected to have an increase of about 15,000 students requiring 10 more elementary schools. Having more facilities is one consideration, but the desire of parents to have a choice in education is another. This desire is made evident by the success of the charter school system as a whole in Utah, and locally by the newly built Syracuse Arts Academy which already has a waiting list.

Competitive Advantage

We think that the main advantage for Good Foundations Academy, is based on the successes of the above mentioned private schools. One might think the only reason for choosing a private school is for religious beliefs. Though we would agree that a lot of people do, there are many that pay a lot of money to send their children to private religious schools that don't even agree with the doctrine taught, but want the emphasis that character is a vital part of education as well as the high standards that they hold (which GFA will emphasize as well). We mention this to highlight the fact that this example is worth paying for and therefore many parents would choose GFA for this reason, especially if they can't afford to choose a private over a public school. .

We are following the example of schools that are already doing this in Colorado, which have waiting lists of over 1,000 students. Even though we did the market analysis for schools in Syracuse and the immediate surrounding area, we believe that parents will be coming from greater distances to GFA, just as some do for a private school. The chart below shows an example of Christian Heritage School and the distance students are traveling. We realize that this chart does not reflect the number of students that are going to CHS for religious purposes, that information is not available other than word of mouth, but we do know from word of mouth that the percentage is high.



We have searched many sources to try and find statistical analysis to answer the question of why parents choose the schools they do for their children, but as Louis Thomas says, "There is still very little discussion of the basis on which parents choose schools". Source: Why Do Parents Choose the Schools They Do?

<http://education.rsablogs.org.uk/2009/03/03/why-do-parents-choose-the-schools-they-do/>

But one thing we do know is that, "Approximately 85 percent of all private school students attend schools affiliated with religious organizations". Source: Private Education in the United States, Online Encyclopedia 2009.

http://encarta.msn.com/encyclopedia_1741500929/Private_Education_in_the_United_States.html

And many of the students in those schools are sent by parents who don't necessarily agree to the religion, but are paying for the emphasis on character and high standards.

Another reason GFA is going to be the compelling choice for enrollment is the Core Knowledge Curriculum that will be used. Most education authorities are familiar with the contents and philosophy of the Core Knowledge Curriculum because of its success in many charter schools teaching it in central Utah and nationwide. So far, we will be the only public school in Northern Utah that will be offering this curriculum, which in itself will be a big draw.

For those who may not be familiar with the Core Knowledge Curriculum, here are a few quotes from an article written by Katherine Kersten, director of The Center of the American Experiment in Minneapolis and a commentator for National Public Radio's "All Things Considered." While making reference to the curriculum she says,

"Hirsch starts with the assumption that what -- not just how -- we teach our children is vitally important. It makes no sense to rhapsodize about 'critical thinking,' he insists, while disparaging facts. The truth is facts and the way they fit together is crucial to understanding. You can't think critically about something unless you know a good deal about it.

In the Core Knowledge Curriculum, students acquire specific knowledge and skills at specific times, so they can build on these from year to year in an orderly and productive way. Hirsch sees such a 'shared core of knowledge' as vital for democracy, because it enables citizens to communicate at more than a superficial level. But he also believes that a content-rich curriculum is a matter of equity. Middle-class children can often fill in 'knowledge gaps' at home, but disadvantaged children deprived of a strong knowledge base are permanently handicapped."

After quoting many examples of success of the curriculum she ends by stating this:

“Core Knowledge schools have been so successful that entire districts, like Nashville, TN, and Polk County, FL, have recently made the switch. Duluth, too, will soon have a new Core Knowledge school.” Source: Core Knowledge Curriculum Delivers Vision and Result *Star Tribune*, May 6, 1998

<http://www.americanexperiment.org/publications/1998/19980506kersten.php>

Outreach

It's a well known fact that one of the best methods of advertising is word of mouth. We are already working on getting people excited for GFA and getting the word out. GFA will also market the school in a variety of ways, including but not limited to the following:

- Articles in local and school newspapers.
- Through development of a GFA web page.
- Through the development of brochures and posters in both English and Spanish to be displayed in schools, local newspapers, and mass mail outs. (To include mail routes in minority communities, highlighting the fact that this is free).
- Community-based meetings held at local churches, community centers, etc.
- Conducting an Open House, once the facility is built.
- In-servicing partner school administrators, counselors and staff.
- Facebook, etc

GFA will not only be actively recruiting students but teachers as well. We realize that the mission is very unique and will need unique teachers to fill this mission. We have begun to recruit interested teachers from both in and out of the state of Utah, through web advertising and visiting job fairs.

5) Capital Facility Plan

Location

Good Foundations Academy has identified the property on which the school will be built. Christ Community Church of Syracuse has 5 acres of land in the area of 2000 W and Bluff Road which they are willing to build a school building and lease it to Good Foundations Academy. In the event this land option were to fail we have two other options we will pursue. First; the current economy has opened up several other attractive locations within the same area and Good Foundations is looking earnestly at these other desirable properties for the most advantageous location possible. Second; Clearfield Mayor Wood has a desire to possibly locate the school within his city and has expressed a strong interest to talk further about that possibility.

Building

Good Foundations Academy will solicit bids from at least 3 construction firms that specialize in the design and building in the construction of schools (private & public). We have completed a needs analysis study based on the school's projections and have selected an optimal 52,000+ square foot facility plan that would best to accommodate the Good Foundations Academy but are prepared to adjust plans as the details evolve. Facility will be built in accordance with the School Building Construction and Inspection Resource Manual. Plans and alterations will be prepared by a licensed architect.

Good Foundations Academy desires to focus on state-of-the-art building techniques that we feel will realize impressive reductions in utility costs for years to come. The building design will incorporate maintenance-reducing materials which will help to keep on-going costs at a minimum. Good Foundations will ensure should the builder not finish on time, that an alternate high quality facility will be made available to the students as conditions within the building construction contract.

Good Foundations will follow the Utah Purchasing Policy and Procedures guidelines outlined in the 6F-103 Purchasing Policy when soliciting bids for the project.

Planning Year Financing

Good Foundations intends to apply for any Start Up and Implementation Grants available to ensure a seamless transition from planning year to first operating year. The federal start-up grant amount listed in the budget is \$12k less than the average of all start-up grants recently awarded. The grant money would be used to pay for a headmaster for 8 months, curriculum development, marketing, web site costs and professional development of staff in Core Knowledge and Spalding method. The school will try to avoid the use of any loans but may apply if not enough grant money is not available.

Access for People with Disabilities

Good Foundations Academy will ensure the building contractor utilizes the ADA Accessibility Guidelines for Buildings and Facilities (ADAAG) in the design and construction of the school building, its grounds, and any associated structures to the school. GFA will be a disability-friendly school in all ways.

Equal Access in Public Charter School Context

Good Foundations hired an attorney to help articulate our position on equal access. The following statement reflects our desire to open the facilities to as many as are entitled.

I have been asked to address the equal access aspect of the proposed Good Foundations Academy's "Capital Facility Plan." As it is known, an application is now pending for approval of Good Foundations Academy charter school. Under the pending proposal, this charter school will lease a building owned by Christ Community Church of Syracuse and located on the church's 5 acres of property in Syracuse, Utah.

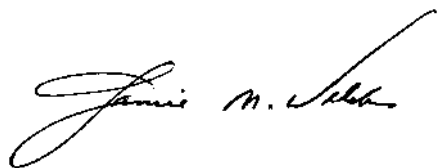
The federal Equal Access Act (20 U.S.C. 4071-74 (2000)), and also the First Amendment of the U.S. Constitution, both protect against discrimination to any student-led group based upon the religious, political, philosophical, or other content of a group's speech. Student-led groups that are given official recognition to use a school facility must also give similar recognition to other religious or non-religious student-led groups to use of the same facility.

Likewise, under the Free Speech Clause of the First Amendment, some speakers are granted access to public property (i.e.: the charter school facility) for expressive purposes. Public schools have generally been held by federal courts as "nonpublic forums." However, it has been confirmed to me that Good Foundations Academy (by its policies/by-laws) and Christ Community Church (by its by-laws) will allow non-curricular groups to meet in this school building(s) so long as their meetings are held during available non-school and non-church schedules.

After scheduling considerations, Good Foundations Academy's school board and Christ Community Church have stated to me that they intend to allow any non-curricular clubs, etc. to meet on the school's/church's premises, so long as they do not engage in any viewpoint-based discrimination, cause physical destruction to the school facility, carry proper insurance coverage, etc. and further meet any requirements of local, state or federal laws or regulations.* It is the intent of this school's board and Christ Community Church to allow all community, religious, or other interest-based groups both Equal Access and First Amendment access to meet at these charter school premises, making it an open-forum facility.

The incorporators of Good Foundations Academy and the leadership of Christ Community Church have further conveyed to me that they will or have already incorporated into their policy manuals/by-laws, use of this charter school facility for non-curricular student and even community groups as well, despite their religious, political, or philosophical opinions.

Comments prepared this 27th day of May, 2009 by:

A handwritten signature in black ink, appearing to read "Janice M. Welsh". The signature is fluid and cursive, with a long, sweeping underline that extends to the right.

Janice M. Welsh

Attorney at Law

*This has been successfully done by at least one Utah church, Washington Heights Baptist in Ogden, which allows local businessmen's luncheons, Chamber of Commerce meetings, other religious youth groups (for overnight access), etc. so long as appropriate certificates of insurance are provided by the requesting entity.

6) Detailed Business Plan (page 1)

	Planning Year			First Year			Second Year		
Number of Students (ADM): 3 Track			0			424			449
Revenue			Total			Total			Total
State Funding						\$1,919,245			\$2,035,236
Federal & State Projects									
Federal Start Up Grant			\$160,000						
Private Grants & Donations									
Loans									
Total Revenue			\$160,000			\$1,919,245			\$2,035,236
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)			\$			\$			\$
Headmaster (Principal)	0.70		\$35,000	1.00	\$50,000	\$50,000	1.00	\$52,000	\$52,000
Dean of Students	-			1.00	\$40,000	\$40,000	1.00	\$42,000	\$42,000
Teacher-Regular Ed - 3 Per Grade	-			19.00	\$30,000	\$570,000	20.00	\$32,000	\$640,000
Teacher-Special Ed	-			1.00	\$40,000	\$40,000	1.00	\$42,000	\$42,000
Instructional Assts - 1 for Special Ed	-			1.00	\$10,000	\$10,000	1.00	\$10,000	\$10,000
Office Secertary/Manager	-			1.00	\$30,000	\$30,000	1.00	\$32,000	\$32,000
Bookkeeper/ Business Manager	-			1.00	\$40,000	\$40,000	1.00	\$42,500	\$42,500
Other: Janitorial	-			1.00	\$30,000	\$30,000	1.00	\$32,000	\$32,000
Other: Subs \$80/dayx10 days/teacher	-			1.00	\$7,200	\$7,200	1.00	\$7,300	\$7,300
Other: Office Assistant	-			0.50	\$20,000	\$10,000	1.00	\$22,000	\$22,000
Retirement @ 7% x 25 Staff				25.00		\$52,000	26.00		\$56,000
Payroll Taxes @10% of \$864k						\$86,300			\$93,900
Ins (Hlth Avg \$7.5k mo/Dent \$276mox25)	-			25.00		\$192,400	26.00		\$202,000
Travel: Cont Ed & Conference/Travel Fees			\$5,000			\$8,000			\$16,000
Purchased Prof Admin Services(300)						\$8,000			\$8,000
Purchased Property Services(400)						\$10,000			\$11,000
Instructional Aids/Books/Library(600)			\$10,000			\$40,000			\$50,000
Supplies(600)			\$3,000			\$10,000			\$11,000
Prof Development (Core Knowledge, etc)			\$20,000						
Prof Serv - (Legal, Admin, Tech Consult)			\$10,000			\$10,000			\$12,000
Auditor (Student Count, 501c3)						\$8,000			\$8,000
Contract Services (therapists, etc)						\$10,000			\$10,000
Marketing (300)			\$10,000			\$6,000			\$7,000
Web Site Development			\$3,000						
Other (printing; postage)			\$3,000			\$13,000			\$16,000

Total Instruction, Admin. & Support			\$99,000			\$1,280,900			\$1,422,700
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6) Detailed Business Plan (page 2)

Operations & Maintenance									
Gen, Edu, Compr, Mx Sup (Cty Ex)						\$30,000			\$30,000
Phone/Communications (Cty Exmpl)						\$4,000			\$5,000
Advertising (Cty Ex)						\$6,000			\$6,000
Prprty/Casltly Ins: \$18 per pupil x 446						\$12,500			\$13,000
Utilities: Nat Gas, Elec, Mtr Fuel (Cty Ex)						\$27,000			\$27,500
Rent - Building Lease						\$390,000			\$390,000
Fees/Permits & dues (Cty Ex)						\$5,000			\$5,000
Transportation - Bus Passes - Fld Trps						\$6,000			\$6,000
Food Svc % of Low Incm Kids (Cty Ex)						\$15,000			\$15,000
Accounting Services									
Land & Improvements									
Building & Improvements									
Comp Equip Grades 3-6 1:5 80 compx\$500			\$20,000			\$30,000			\$10,000
Furniture & Other Equipment \$2900 per Class			\$25,000			\$65,000			\$25,000
Upgrades (Connectivity)									
Leases/Loan Payments									
Other (security, copier lease)						\$10,000			\$10,000
Total Operations & Maintenance			\$45,000			\$600,500			\$542,500
Total Expenditures			\$144,000			\$1,881,400			\$1,965,200
Total Revenues			\$160,000			\$1,919,245			\$2,035,236
Budget (Revenues-Expenditures)			\$16,000			\$37,845			\$70,036

CHARTER SCHOOL WORKSHEET

FY 2009-2010

*****PROJECTION ONLY*****

Good Foundations Academy

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	60	0.55	33
Estimated ADM (1-3)	207	0.9	186.3
Estimated ADM (4-6)	157	0.9	141.3
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)	0		
Special Ed (Self-Contained)	1		
Number of Teachers (K-6)	19		
Number of Teachers (7-12)	0		
WPU Value	\$2,577		
Prior Year Teacher FTE (CACTUS)	0		
School Administrators (CACTUS)	2		
Prior Year WPUs	0		
ELL Students	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	360.6000	\$ 929,266
Professional Staff	0.04200	15.1452	39,029
Restricted Basic School:			
Special Ed--Add-on	1.0000	1.0000	2,577
Spec. Ed. Self-Contained	1.0000	1.0000	2,577
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)	\$226.30 per K-8 ADM		95,951
Total WPU Programs		377.7452	\$ 1,069,401

Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	\$ 406.24 per WPU		\$ 153,455
Interventions-Student Success	\$22.79 per K-12 WPU \$61.92 per ELL student		8,218 -
Special Populations			
At Risk Regular Program	\$6.43 per total prior year WPUs; OR If new, \$6.43 X C35 or current WPUs		- 2,429
Gifted and Talented	\$3.63 per K-12 WPU		1,309
Other			
School Land Trust Program	\$34.38 per student		14,577
Reading Achievement Program	\$25 per WPUs \$2.57 per K-3 student \$41.92 per low income student		9,444 686 -
Charter Administrative Costs	\$100 per student		42,400
Educator Salary Adjustment (ESA)	\$4,200 per qualified educator		-
ESA-School Administrators	\$2,500 per qualified administrator		5,000
Local Replacement Dollars	Average \$1,427 per student		606,475
Total Non-WPU			\$ 843,993
One Time			
Teacher Materials/Supplies	\$360 or \$285 per teacher (K-6) ¹ \$310 or \$235 per teacher (7-12) ²	19 0	5,415 -

Library Books and Resources	\$1.026 per student	425	436
Total One Time			\$ 5,851
ESTIMATED Total All State Funding			\$ 1,919,245
¹ Steps one through three get \$360; steps four or higher get \$285			
² Steps one through three get \$310; steps four or higher get \$235			
Questions: Call Cathy Dudley @ 538-7667			Updated 04-07-09

7) Fiscal Procedures

General Fiscal Policies

Accounting records for the Good Foundations Academy will follow the State office of Education guidelines for Budgeting, Accounting, and Auditing for Utah School Districts. The Academy will maintain procedures in accordance with all applicable federal, state, and local laws and regulations and ensure such records are available to the State or other interested parties, as requested from time to time. The Academy's financial reporting will follow fund accounting in accordance with Generally Accepted Accounting Principles (GAAP). Under the direction of the board and guidance of the **Business Manager, the Headmaster** shall be ultimately responsible for filling out and submitting reports to the state board as set forth in the Utah Charter School Act.

The Academy will fully comply with all established budgetary and reporting deadlines mandated by the State. This includes, but is not limited to, annual audits performed by a third-party CPA firm, AFR/APR submissions, and other financial documents as requested by USOE. School budgets will be maintained for one and three year periods. A budget comparison report will be maintained to compare actual expenses to budgeted items. The Academy reserves the right to re-allocate funds from one budgeted item to another if the expenditure is unfavorable to budget due to unforeseen purchasing and or pricing and the line items are changeable according to budget rules and regulations. Favorable reserves will be properly re-allocated according to the direction of the board. The Academy will maintain a reserve fund to add financial stability to the Academy's budget. Emergency expenditures will be drawn from this fund only after board approval. The Academy will operate in the black.

Good Foundations Academy will provide a budget to the school board by **March** of each academic year. The budget will support the Academy's mission and stated school goals. It will list:

- A. Anticipated revenue itemized by sources of funds
- B. Budgeted expenses for labor, overhead expenses, rent, capital purchases (if any), and any extraordinary items
- C. Be detailed enough to allow for tracking of expenses by category
- D. Facilitate annual audits and reviews of accounting records

E. Meet board expectations for accountability of funds

BUSINESS MANAGER

Good Foundations Academy will hire or contract a Business Manager. The Business Manager will attend USOE School Finance and Statistics training regarding Minimum School Program and financial reporting requirements prior to beginning work for GFA.

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

CASH RECEIPTS PROCEDURES

Cash collected at the school will be reconciled in the presence of two authorized individuals. Cash will be sealed in tamper-evident envelopes and delivered to the bank within 3 business days of receipt (preferably on the same business day of receipt). Cash should not remain in the building over night unless secured in a safe. GFA will comply with Utah State Money Management act 51-71-18.1 <http://www.le.utah.gov/UtahCode/getCodeSection?code=51-7-18.1>

DISBURSEMENT PROCEDURES

All checks originating from the school's bank account will require two signatures as designated by the Board. In order to safeguard assets, accounting personnel will not be permitted as signors on the bank account. The responsibility for approving purchases is designated to the Business Manager by the Board of Directors. Disbursements will be handled in such a manner as to ensure that the proper funds and accounts are charged; that the disbursement is used only for authorized purposes; and that laws, rules and regulations governing the disbursements, and handling of public funds, are followed.

The Academy will follow state procurement rules and procedures for all expenditures that are governed by the state procurement code.

<http://purchasing.utah.gov/legal/documents/procurementcode.pdf>

Good Foundations Academy will use the Utah Purchasing Code requirements surrounding vendor selection, multiple bids, and the guidelines for large purchases.

ASSET CONTROL

PURCHASES

Policy: CAPITALIZATION / EXPENSE POLICY

The purpose of this policy is to allow for accounting to depreciate rather than expense qualified inventory items. Purchases totaling over \$1,000.00, which have a life of more than 3 years, shall be depreciated rather than expensed. The period of time items will be depreciated will be based on GAAP. All items with a purchase value less than \$1,000.00 will be expensed.

DISPOSALS

Asset for disposals will be submitted by the Business Manager on a disposal request form. The disposal request form will include the asset name, use, year purchased, asset original value and

depreciated value. It will also contain the reason for disposal such as obsolescence or beyond repair. Only after the disposal request form is signed by a board member will the asset be removed from the Academy and proper accounting entries made for the disposal.

PURCHASING POLICY

The purpose of this policy is to enable the administration to make minor purchases that are necessary for the day-to-day operation of the school, without Board approval.

The responsibility for approving purchases is designated to the Business Manager of the School by the Board of Directors. Invoices, purchase orders, and authorized facsimiles must be maintained for records by the Business Manager. Purchases of miscellaneous items (office supplies) shall be coordinated through the front office. Personal purchases which result in reimbursement shall be kept to an absolute minimum.

PURCHASING PROCEDURES

The following controls are established to assure that all payments are made on a timely basis and in accordance with all purchase orders and contracts:

- A. Purchase order shall be completely filled out prior to purchase.
- B. Purchase order shall be signed by the Business Manager prior to purchase.
- C. Completed purchase orders are to be sent to the Business Manager.
- D. All invoices received by the Business Manager without a purchase order will be sent to the school for proper approval, or proper authorizations, prior to disbursement.
- E. Each disbursement is properly vouched and approved by the Business Manager prior to the actual disbursement. This will ensure the proper and regular review of all disbursements.
- F. Disbursements are to be made primarily by check with counter signatures to provide additional control.

Good Foundations Academy understands and will follow all requirements of the Utah State Procurement Code. This includes providing the various forms:

- A. [IRS 501\(c\)3 Letter](#)
- B. [IRS Form W9](#)
- C. [Sales Tax Exemption Form](#)
- D. [Requisition Reimbursement Form](#)

VENDOR SELECTION PROCEDURES

Good Foundations Academy requires that all vendors be selected using a process in either the [State of Utah Division of Purchasing](#):

- Phone quotation form
- <http://purchasing.utah.gov/contract/documents/phonequotation.pdf>
- Sole source form
- <http://purchasing.utah.gov/contract/documents/solesourcerequestform.doc>
- Multi-step bid form
- <http://purchasing.utah.gov/contract/documents/multistepbidmanualept3008.doc>
- RFP form

- <http://purchasing.utah.gov/contract/documents/rfpmanualept2308.doc>

Contracts will be awarded only after two, but preferably three bids have been obtained. Quotes for goods and services may be obtained via the telephone but preferable via written documentation communicated by fax, the internet, or in person. Good Foundations Academy will follow purchasing procedures in accordance with the State of Utah Purchasing Rules R33-3-401 and R33-3-402.

8) Organizational Structure & Governing Body

A. Board of Directors

A five to seven member governing Board of Directors (BOD) will administer policy-making processes at GFA. The BOD is to be aware, to the fullest extent possible, of all matters pertaining to the philosophy and goals of the School to assure that its overall direction is consistent with the Charter. The members of the BOD shall be volunteers. They shall not be compensated in any way.

1. Board of Directors – BOD Structure, Operation and Functionality

a. The BOD will elect a **Chief Administrative Officer (CAO)** to serve as the primary liaison with USOE, and a President of the BOD.

i. The members of the BOD will select one member each to serve as President, Vice President, Treasurer and Secretary. These members will serve as the executive committee of the board.

ii. No board member may hold more than one office consecutively.

iii. The **Principal** may not serve as BOD President.

b. Members of the BOD shall serve for terms of up to three years, which shall be staggered. Of the original members, one shall serve for one term from the opening date of the School, and two shall serve for two terms from the opening date of the School. The remaining four members shall serve three terms from the opening date of the School.

i. The BOD will make it a goal to have at least two members of the BOD to be parents, grandparents or guardians of children who attend GFA.

ii. **The President of GFA community council, elected by the vote of parents of the school, will also serve as a member of the BOD.** The remaining members will:

a. Be parents, grandparents or guardians of children who attend GFA or

b. Be elected from the community, preferably from persons having backgrounds in education, business, or other occupations that would be beneficial to the board.

c. The original BOD members will be a compilation of members from the Founder's Committee (or additions to the committee prior to opening day), whereby each member will nominate one person to serve on the five to seven member BOD. From this list of nominees, the members of the Founder's Committee will assemble the BOD by vote. To the fullest extent possible, the people that make up the BOD will be persons who;

i. have strong work ethic and community ties.

ii. have energetic personalities.

iii. are from different backgrounds.

d. In the event of a vacancy on the BOD, volunteers will be asked to apply to serve, and selected by a majority vote of the BOD, except for the **President of the GFA parent Organization which is voted by the parents of children attending GFA.**

i. BOD members may be re-elected/re-appointed to three consecutive terms before a mandatory one term absence from the board.

ii. Any member of the School community may nominate candidates for the BOD.

iii. BOD members may be removed by an affirmative vote of 2/3 of the BOD.

e. Any member of the Board may be removed at any time for cause, including conduct injurious to the best interests of GFA, by an affirmative vote of two thirds (2/3) of the remaining members

of the Board, provided that proper notice of the meeting and an opportunity to respond by the offending member is given

f. No two board members may be immediate family members.

2. Board of Directors - Duties.

In the first year after the charter is granted, the BOD will oversee the establishment of the school. The BOD will also be responsible for other activities:

- a. Have final responsibility for the schools direction and philosophy.
- b. Hire the Headmaster and Business Manager, and have any necessary input in the hire of additional teachers and staff.
- c. Create and amend Bylaws.
- d. Provide for the financial management of the School.
- e. Create and maintain a strategic and long-range plan for the School.
- f. Negotiate and coordinate with the District and State on behalf of the School.
- g. Provide a performance evaluation of the Headmaster & Business manager at least annually.
- h. Elect a chairperson from among its members. The chairperson shall preside over all meetings, and cast the deciding vote in the case of a tie vote.
- i. Hold meetings in public and maintain full and accurate meeting minutes.
- j. Ensure the School's compliance with all applicable Federal, State, and Local Charter School requirements.

3. Board of Directors - Powers.

The BOD powers will include:

- a. Final decision to dismiss the Headmaster, Business Manager, teachers and staff
- b. To establish goals, objectives, and performance criteria of the Headmaster.
- c. To establish committees for research and implementation of policy.
- d. To appoint committee chairs and to approve sub-committee chairs.
- e. To remove committee chairs or sub-committee chairs.
- f. To accept gifts, grants, and donations of any nature for the use of the School.
- g. To appoint members to the Community Advisory Board of the School.

B. Community Counsel

The community counsel purpose, organization, and structure are covered in Section 14- Opportunities for Parental Involvement.

C. Special Task Forces/Committees and Delegation of Action

The BOD may, at their discretion, appoint and delegate to special parent task forces or committees, and/or the principal, for the purpose of implementing BOD decisions, conducting investigations and research for specific items related to school policy, procedure, programs and curriculum, and making recommendations as requested by the BOD. To the fullest extent possible, the board will provide clear instructions and/or suggestions regarding the task forces/committees responsibilities. The members and chairperson of such committees will be volunteers. They will not be compensated in any way.

D. Administration and Staff

The organizations structure of the GFA Administration and Staff is covered in Section 16-Administrative Services.

II. RULES OF GOVERNANCE

A. Board of Directors (BOD) - General Procedures

1. Changes to the Charter require unanimous vote of the BOD and State approval for any substantial changes.
2. Four members of the BOD shall constitute a quorum.
3. All actions must receive four “affirmative” votes to pass. Proxy votes by absent members may be recognized if a quorum is present to do business.
4. All BOD meetings shall be held in accordance with Utah State Law.
5. All BOD votes shall be by roll call and shall be recorded.
6. Notice of all BOD meetings shall be posted at the School site in a conspicuous place at least twenty four hours prior to any BOD meeting. These notices shall also be posted on the official website for the State of Utah, Public Meeting Notice at www.uatech.edu/pmn.
7. Emergency meetings may be convened by the **chairman** of the BOD without notice; however, official business may only occur after a unanimous vote is cast to continue such meetings.

9) Background Information Sheet and Resumes

Attached are the six board members background information sheets. Should additional information be required, contact information is included for each board member.

Background Information

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

Name: Tom Koehler

Role in School (list positions with School) Chairman of the Board

Employment History

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

Lead Pastor of Christ Community Church (CCC), a church that started from scratch about five (5) years ago, with about 200 people making CCC their congregation. I oversee staff members, a Board of Elders, a Board of Deacons, and several other ministry leaders. I prepare lessons on a weekly basis and have authored an eighty (80) page discipleship curriculum.

Education History

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

Emmaus Bible College

1983 - 1986

Dubuque, IA

B.S., Biblical Studies

Liberty University

2002 - 2006

Lynchburg, VA

Enrolled in "Master of Arts in Religion" degree program at Liberty University

I have been on the board of NUAMES charter school from the beginning until present. This has been an educational experience where I benefited in numerous ways. Like in most learning experiences, I have gained insight on both what to do and what not to do.

I have read many books on character based education and the type of curriculum we will be using. I have also visited the schools that we will be modeling GFA after with a commitment from them that they are willing to give assistance and advice in any way that they can.

Statement of Intent

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

My role and commitment to this application is very strong. I have seen the difference that these types of schools can make and am thoroughly committed to seeing this through. My five (5) children are past elementary age but I have two grand children that live very close to the projected location and they have a mother and father that are very excited about the possibility of GFA. I am probably most excited about the difference a school like this can make in the community.

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

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Thomas Victor Koehler **Social Sec. No.** 398-66-4732
Address 290 S. Marilyn Dr. Clearfield UT 84015
Street **City** **State** **Zip**
Phone 801-686-1762 **Date of Birth** 05/30/1961 **Place of Birth** Manitiwoc WI

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, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process. In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check: <div style="display: flex; justify-content: flex-end;"> <div style="text-align: right;">Administrative cost</div> <div style="text-align: right;">\$15.00</div> </div> <div style="display: flex; justify-content: flex-end;"> <div style="text-align: right;">Cost of fingerprint analysis by BCI and FBI</div> <div style="text-align: right;">\$60.00</div> </div> <div style="display: flex; justify-content: flex-end;"> <div style="text-align: right;">Total Cost</div> <div style="text-align: right;">\$75.00</div> </div>	
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"/>

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 Good Foundations Academy 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 19 day of March Year 08.

County of Weber State of Utah.

Notary Public Sam Hume

My Commission Expires Nov/30/2010



THOMAS V. KOEHLER

EDUCATION:

1983 - 1986	Emmaus Bible College
Dubuque, IA	B.S., Biblical Studies
2002 – 2006	Liberty University
Lynchburg, VA	Enrolled in “Master of Arts in Religion” degree program

EXPERIENCE:

- | | |
|---|--------------------------|
| 2003 – Present | NUAMES Board Member |
| <ul style="list-style-type: none">• Board member of NUAMES (Northern Utah Academy for Math, Engineering and Science) Charter School | |
| 2002 – Present | Minister |
| <ul style="list-style-type: none">• Headed up church plant from Wasatch Evangelical Free Church and started Christ Community Evangelical Free Church.• Heavily involved on the church extension board for the Intermountain West district. | |
| 1986 – 2002 | United States Air Forces |
| <ul style="list-style-type: none">• <i>1986 – 1993 Airframes structural repairman</i><ul style="list-style-type: none">o Repaired various aircraft structureso Managerial responsibilities during this assignment• <i>1993 – 1997 Air Force Recruiter</i><ul style="list-style-type: none">o Classroom presentationso Public and personal community relationso Top flight recruiter for 3 years (I averaged 30% above goal during that time.)• <i>1997 – 2002 Marketing NCO</i><ul style="list-style-type: none">o Trained recruiters in marketing and public relation skills in the Rocky Mountain district.o Instruct Marketing NCO's on how to train recruiters in the Western United States region. | |

INTERESTS:

- Coaching youth basketball and baseball, hunting, camping, fishing, volleyball, basketball, and softball

Utah Charter School Board
Charter School Application

Background Information

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

Name: Hugh Martin Ryan

Role in School (list positions with School) Governing Board Member

Employment History

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

*21 Year career in military-direct role in budgeting assets of 300+ personnel
Hill AFB Airfield Manager-Overseer of 650 acre airport operation, coordinated \$11.3 million runway project, \$2 million lighting project and management of all expenses related to airport operations.*

5 years experience in co-leading non-profit organization from infancy to 150 plus members.

Lead and teach weekly home based leadership development study programs for 20+ leaders.

Education History:

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

Embry Riddle University 1996 - 2000
Daytona Beach, FL
BS-Professional Aeronautics

Community College of the Air Force 1998 – 2000
Maxwell AFB, Alabama
AA- Airport Resource Science

Statement of Intent

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

My role as Governing Board Member and founding member has been and will continue to be one of building a charter school that will develop learning institutions that will educate and model the high values of trustworthiness, respect, responsibility, fairness, caring and good citizenship. With the help of some excellent foundational curriculum and the willingness to teach the oldest truths to the youngest people I am very excited that we will be able provide fresh and relevant academic tools to our students.

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

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Hugh Martin Ryan Social Sec. No. 266-81-1207

Address 326 N 2550 W West Point UT
Street City State Zip

Phone 801-728-9027 Date of Birth 20 March 1962 Place of Birth Bristol, PA

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, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process. In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check: Administrative cost \$15.00 Cost of fingerprint analysis by BCI and FBI \$60.00 Total Cost \$75.00	
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"/>

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 GOOD FOUNDATIONS 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 19 day of March Year 2008.

County of Weber State of Utah

Notary Public Gabe Rasmussen

My Commission Expires Nov 30 2010



HUGH M. RYAN

326 N 2550 W West Point UT 84015

Professional Summary

- Twenty five years experience of flight line supervision and airport management
- Overall understanding of Part 139 compliance and application
- Comprehensive experience in airport disaster response, airfield construction and maintenance activities, wildlife control, flight line driving and snow control

Experience Highlights

Air Field Manager Hill Air Force Base Utah – January 17 2003 to Present

- Manage 650 acre airport – busiest fighter operational airfield in Air Force
- Managed \$11.5 million dollar runway renovation project
- Teach over 1000 airman annually airfield operations

Charleston Air Force Base/International Airport and North Auxiliary Field – August 2001 to January 2003

- Supervises 13 military and civilian personnel. Manages all activities of airfield management, flight planning, NOTAMs and training for 205 flightline drivers
- Supervised application of Air Force and FAA standards during seven nonstop airfield projects at two airfields; Identified design errors, saved over \$30K
- Built Charleston FAA Tower stop alert response procedures to isolate unauthorized aircraft landing/movements
- Thorough understanding of runway closure effect on air carriers; coordinated 45-day main runway closure for \$340K equipment repair, perfect execution

Osan Air Base, Songtan South Korea – August 2000 to August 2001

- Provided flight planning coordination and airfield infrastructure support for more than 48,000 annual aircraft operations. Monitored aircraft emergencies.
- Project Manager on two complete runway renovation projects totaling \$600K
 - Utilized displaced thresholds to offset overrun replacements
 - Spearheaded Precision Approach Path Indicator installation/FAA flight check certification and complete airfield marking renewal project

Seymour Johnson Air Force Base – November 1999 to August 2000

- Airfield Manager for 1999 air show attracting 25K visitors and 100 aircrew
- Managed \$3.5 million in concurrent lighting, taxiway, and runway projects
- Negotiated new contract for runway rubber removal, resulting in 40% annual savings over previous contract. Education

Education:

B.S., Professional Aeronautics, Embry-Riddle Aeronautical University

A.S., Airport Resource Management, community College of the Air Force

A.S., Airframe Repair Technology, Community College of the Air Force

Licensed Airframe and Powerplant Certificate Holder.

Utah Charter School Board
Charter School Application

Background Information

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

Name: Nathan Bartsch

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

Employment History:

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

Department of Defense, Hill Air Force Base, UT – Computer Scientist, 2007-present
Working as a public servant in a government environment

Flying J Corporation, Ogden, UT - Senior developer, 2005-2007
Leading team through challenging projects with tight deadlines

Stark Investments, Milwaukee, WI - Senior developer, 2004-2005
Interfacing with stakeholders, coming up with the best solution to the problem for everyone, working with difficult stakeholders, helping as needed in the business environment

Compuware Corporation, Milwaukee, WI – Senior staff analyst, 2001-2004
Consultant, rapidly came up to speed with client's situation, was able to offer solutions

KnowledgeTrack, Inc., Clearfield, UT – Programmer/analyst, 2000-2001
Rapidly learning new technologies and techniques as needed

Pallas, Inc., Englewood, CO – Programmer 1999-2000
Changed fields, had to come up to speed in a new environment

Utah State University, Logan, UT – Graduate Student then Research Engineer 1994-1999
Student in the graduate research program, saw what free, learner-friendly environments could do

Education History:

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

Utah State University

1994 – 1997

Logan, UT

Master of Science Degree, Civil and Environmental Engineering

Iowa State University

1989 – 1994

Ames, IA

Bachelor of Science Degree, Aerospace Engineering

Statement of Intent:

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

It is my personal commitment to help in creating and advising a charter school that will promote the best academic standards and instill in the students a sense of character and citizenship in the community and this country.

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

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.				
Name <u>Nathan Bartsch</u>	Social Sec. No. <u>484-04-8508</u>			
Address <u>1444 3rd. St.</u>	City <u>Ogden</u>	State <u>UT</u>	Zip <u>84404</u>	
Street	City	State	Zip	
Phone <u>(801) 529-7032</u>	Date of Birth <u>07/31/1971</u>	Place of Birth <u>San Luis Obispo, CA</u>		

<p>1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	YES [] NO[X]						
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p style="margin-top: 10px;">In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check:</p> <table style="width: 100%; margin-top: 5px;"> <tr> <td style="width: 60%;">Administrative cost</td> <td style="text-align: right;">\$15.00</td> </tr> <tr> <td>Cost of fingerprint analysis by BCI and FBI</td> <td style="text-align: right;">\$60.00</td> </tr> <tr> <td style="text-align: right;">Total Cost</td> <td style="text-align: right;">\$75.00</td> </tr> </table>	Administrative cost	\$15.00	Cost of fingerprint analysis by BCI and FBI	\$60.00	Total Cost	\$75.00	
Administrative cost	\$15.00						
Cost of fingerprint analysis by BCI and FBI	\$60.00						
Total Cost	\$75.00						
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	YES [] NO[X]						
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	YES [] NO[X]						

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.

Nathan R. B...
Applicant's Signature

Subscribed and sworn before me this 19 day of March Year 2008.

County of Weber State of Utah.

Notary Public Lance Trease

My Commission Expires Nov 30 2010



Nathan Bartsch
1444 3rd St., Ogden, UT 84404

EXPERIENCE:

Department of Defense, Hill Air Force Base, UT – Computer Scientist, 2007-present

- Working as an Air Force Civilian on Air Force projects (classified).

Flying J Corporation, Ogden, UT - Senior developer, 2005-2007

- Computer programming on customer support and internal accounting system using Java, JBoss and Oracle.

Stark Investments, Milwaukee, WI - Senior developer, 2004-2005

- Developed websites and website administrative applications utilizing C# web services with Oracle backend. Improved product from rollout/rollback cycle to a consistent quality product.

Compuware Corporation, Milwaukee, WI – Senior staff analyst, 2001-2004

- Created C++-based consumer metrics measurement PocketPC. Maintenance on with SQL Server database work for Compuware human resources and also an executive hiring firm.

Knowledge Track, Inc., Clearfield, UT – Programmer/analyst, 2000-2001

- Maintained and created C and C++-based personal planning applications on the Palm OS.

Pallas, Inc., Englewood, CO – Programmer 1999-2000

- Planning and product development for Windows 2000 administrative services testing simulator.

Utah State University, Logan, UT – Graduate Student then Research Engineer 1994-1999

- Conducted aquatic habitat modeling based on GPS and GIS data gathering along with 1-D and 2-D temperature models, used ArcView to conduct habitat analyses.

EDUCATION:

- Master of Science Degree, Civil and Environmental Engineering, GPA 3.81/4.00
Utah State University, Logan, UT
- Bachelor of Science Degree, Aerospace Engineering, GPA 3.42/4.00
Iowa State University, Ames, IA
National Merit Scholar

References available upon request

Utah Charter School Board
Charter School Application

Background Information

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

Name: Laurie Ann Mercer

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

Employment History:

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

Weber School District, Lakeview Elementary School, UT - 2006 to present
Full-day Kindergarten Teacher

Lynchburg City Schools, Perrymont Elementary School, VA – 2004 to 2006
Fourth Grade Regular Education Teacher

English Language Institute of China, Changsha, Hunan and Jingzhou, Hubei – 2004 to 2005
English Teacher

Sylvan Learning Center, VA – 2003 to 2004
Instructor

Lynchburg City Schools, VA, 2003 to 2004
Substitute Teacher

Education History:

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

Weber School District
May 2008
Ogden, UT

August 2007 –

License Endorsement in English as a Second Language

Northeastern State University

to May 2003

Tahlequah, OK

Bachelor of Science in Elementary Education

August 1999

Tulsa Community College

to May 1999

Tulsa, OK

August 1998

Utah Charter School Board

Charter School Application

Statement of Intent:

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

I am an enthusiastic and committed elementary teacher that has a passion to see students achieve and surpass their limitations through creating innovative, contemporary, and engaging instruction. I support and seek to collaborate with other like-minded educators and faculty to encourage students to be life-long learners, to maximize their potential, and to grow to be an integral part of the fast-paced world around them. I encourage healthy social and emotional well-being, model values in decision making, and demonstrate strong character and citizenship to my students within the confines of a multicultural classroom. I strive daily to create a caring, mutually respectful, and interactive atmosphere in and outside of the classroom. These attributes are the foundation of this future charter school that is in the developmental stages. I wish to work in professional partnership as an ambassador for the public school affairs for this charter school and with the administration to fulfill these goals.

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

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Laurie Anne Mercer **Social Sec. No.** 444-92-1876
Address 4608 South 1900 West #37 Roy Utah 84067
Street **City** **State** **Zip**
Phone (801) 732-2590 **Date of Birth** 10/19/1979 **Place of Birth** Tulsa, Okla.

<p>1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p> <p><u>NO</u></p>						
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check:</p> <table style="width: 100%;"> <tr> <td>Administrative cost</td> <td style="text-align: right;">\$15.00</td> </tr> <tr> <td>Cost of fingerprint analysis by BCI and FBI</td> <td style="text-align: right;">\$60.00</td> </tr> <tr> <td style="text-align: right;">Total Cost</td> <td style="text-align: right;">\$75.00</td> </tr> </table>	Administrative cost	\$15.00	Cost of fingerprint analysis by BCI and FBI	\$60.00	Total Cost	\$75.00	
Administrative cost	\$15.00						
Cost of fingerprint analysis by BCI and FBI	\$60.00						
Total Cost	\$75.00						
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p> <p><u>NO</u></p>						
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p> <p><u>NO</u></p>						

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

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

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

Laurie Mercer

Applicant's Signature

Subscribed and sworn before me this 17 day of March Year 2008.

County of Webb State of Utah

Notary Public Glenn Hansen

My Commission Expires Nov 30 2010



Laurie Mercer
4608 South 1900 West #37 • Roy, Utah • 84067

Professional Profile

Enthusiastic and committed elementary teacher that has a passion to see students achieve and surpass their limitations through creating innovative, contemporary, and interesting instruction. Supports and seeks to collaborate with other like-minded educators to encourage students to be life-long learners, to maximize their potential, and to grow to be an integral part of the fast-paced world around them. Encourages healthy social and emotional well-being, models values in decision-making, and demonstrates strong character and citizenship to her students. Strives daily to create a caring, mutually respectful, and interactive atmosphere in and outside of the classroom. Works in professional partnership with students, parents, and administration to fulfill these goals.

Education and Certification

Weber School District 2007 to May 2009 Ogden, Utah License Endorsement in English as a Second Language	August
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Northeastern State University 1999 to May 2003 Tahlequah, Oklahoma	August
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Bachelor of Science in Elementary Education

Tulsa Community College 1998 to May 1999 Tulsa, Oklahoma	August
--	--------

Selected Skills and Accomplishments

- actively involved and engaged students in hands-on, interactive learning through various resources and manipulatives, including students with accommodations (English as a Second Language and Special Education);
- pro-actively utilized student's individual learning styles to enhance educational goals; organized time, space, and resources to manage heavy workloads and deadlines;
- reviewed numerous classroom assessment tools and adopted effective tools that were compliant with the school board;
- cultivated parent involvement through consistent written and verbal communication, inviting classroom participation;
- maintained a learning environment by stating concise and clear classroom rules, holding the students accountable for their behavior, and implementing fair and consistent consequences;

- exercised effective classroom management techniques by providing students a safe and secure environment that is conducive to learning;
- collaborated with other educators and administrators to implement policies, procedures, and increase student achievement in the areas of Standards of Learning for Virginia and other state-mandated assessments;
- participated in community outreach with Partnership Committees such as organizing tutoring arrangements with Fort Hills Methodist Church; leadership in the Canned Food Drive, Recycling Committee; involved in the Academic Reading Programs, Math/Science Committees, instruction for After-School Programs, and weekly educational science lessons for the 4th and 5th grade Enrichment Program; actively participated to Professional Learning Communities, Child Study Teams, and community partnership with Harmon's and other local establishments.

Teaching Experience

Weber School District
Lakeview Elementary School
 Roy, Utah

August 2006 to Present

Full-day Kindergarten Teacher

Lynchburg City Schools
Perrymont Elementary School
 Lynchburg, Virginia

August 2004 to May 2006

Fourth grade Regular Education Teacher

English Language Institute of China
 Changsha, Hunan and Jingzhou, Hubei

Summer of August 2004 and 2005
 People's Republic of China English Teacher

Sylvan Learning Center
 Instructor

September 2003 to August 2004
 Lynchburg, Virginia

Lynchburg City Schools
 Substitute Teacher

September 2003 to August 2004
 Lynchburg, Virginia

Professional Certification

Exempt from taking the Pre-Professional Skills Test; successfully passed the Oklahoma General Education Test in February 2002, the Oklahoma Subject Area Test in November 2002, and the final Oklahoma Professional Educational Test in Spring 2003. Obtained passing scores for the Virginia PRAXIS Test in Spring 2004. Earned passing scores for PRAXIS "Elementary Education: Content Knowledge" in August 2006. Received Collegiate Professional License for Virginia, effective July 1, 2004 to June 30, 2009. Currently holds a Professional Educator License for the State of Utah with areas of concentration of Early Childhood (PreK-3) and Elementary Education (1-8).

References

Credentials available from the Office of Placement Services, Northeastern State University, Tahlequah, Oklahoma 74464 (918) 456-5511 Ext. 3111.

10) Articles of Incorporation

The following four pages include a copy of the original Articles of Incorporation for Good Foundations Academy, Charter School.

**ARTICLES OF INCORPORATION
OF
Good Foundations Academy, Charter School**

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 Good Foundations Academy, Charter School:

Article I
NAME

The name of the corporation is Good Foundations Academy, Charter School

Article II
DURATION

The period of duration of this corporation is perpetual.

Article III
PURPOSE

- (a) To act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Utah.
- (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 and following purposes.
- (c) To engage in any and all other lawful purposes, activities and pursuits, 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
- (d) To solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any activity "in furtherance of, incidental to, or connected with any other purposes."
 - (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 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/STOCK

The corporation shall not have any class of members or stock.

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 this Corporation shall be no less than three (3) members, and no more than (7), as fixed from time to time by the By-Laws of the Corporation. A seventh (7th) board member, the parent representative, will be elected and in place by the time school starts classes. The number of directors constituting the present Board of Directors of the Corporation is six (6), and the names and addresses of the persons who are to serve as directors until their successors are elected and shall qualify are:

Thomas Koehler
290 Marilyn Dr.
Clearfield, UT 84015

Hugh Ryan
326 North 2550 West
West Point, UT 84015

Nathan Bartsch
1028 E 900 N
Ogden, UT 84404

Laurie Mercer
4608 South 1900 West #37
Roy, UT 84067

Article VII
INCORPORATORS

The names and addresses of the incorporators are:

Thomas Koehler
290 Marilyn Dr.
Clearfield, UT 84015

Hugh Ryan
326 North 2550 West
West Point, UT 84015

Nathan Bartsch
1028 E 900 N
Ogden, UT 84404

Laurie Mercer
4608 South 1900 West #37
Roy, UT 84067

**Article VIII
REGISTERED OFFICE AND AGENT**

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

4433 S. 3100 W
Roy, UT 84067

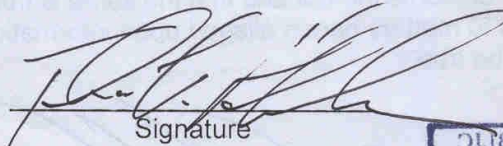
Such office may be changed at any time by the Board of Trustees without amendment of these Articles of Incorporation.

The corporation's initial registered agent at such address shall be:

Thomas Koehler

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

I hereby acknowledge and accept appointment as corporate registered agent:


Signature

**Article IX
PRINCIPAL PLACE OF BUSINESS**



The principal place of business of this Corporation shall be Davis County, Utah. The business of this Corporation may be conducted in all counties of the State of Utah and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Trustees shall determine.

**Article X
DISTRIBUTIONS**

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, 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 Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or (b) by a corporation, contributions

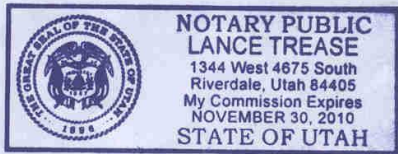
to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended or supplemented.


Article XI DISSOLUTION

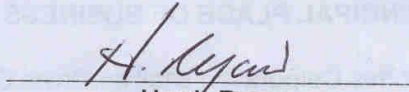
Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or shall be distributed to the federal government or to a state or local government for a public purpose.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

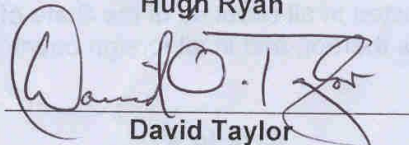
In Witness Whereof, We, Thomas V. Koehler, Hugh Ryan, David Taylor, Matthew Mercer, Laurie Mercer, and Nathan Bartsch have executed these Articles of Incorporation in duplicate this 19 day of March, 2008, and say:

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.

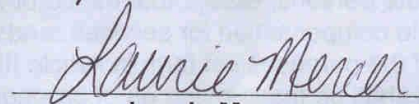


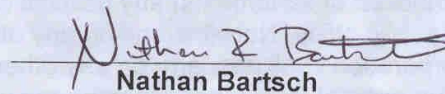

Thomas Koehler


Hugh Ryan


David Taylor


Matthew Mercer


Laurie Mercer


Nathan Bartsch

Good Foundations Academy, Charter School
Minutes of Open & Public Meeting held on Friday, 14th March 2008
Held at Syracuse City Community Center

There was an advertisement concerning the meeting run in the Standard-Examiner the week prior to the meeting. An article was also put in the paper following the meeting on 03-18-2008.

Present: Tom Koehler, Dave Taylor, Hugh Ryan, Nathan Bartsch, Laurie Mercer (Original Board Members); 27 additional members of the community.

Absent: Matt Mercer

Moderator/Recorder: Peter Kind

1 The meeting was opened by Peter Kind at 6:37 pm. Peter welcomed everyone & thanked them for attending; he then laid out the business for the evening:

- a. An introduction of the vision of Good Foundations Academy
- b. An introduction of the Board of Directors
- c. A presentation of the Articles of Incorporation with a time for questions/answers
- d. The proposal to adopt the Articles of Incorporation with discussion.
- e. A general question and answer time for the audience concerning Good Foundations Academy and the Charter School process.

2 Presentation of the Articles of Incorporation

- a. The Articles were briefly explained and presented to the audience. There were very few questions regarding them, the ones asked were merely for clarification.
- b. Peter Kind said the Board of Directors were prepared to adopt the Articles of Incorporation and asked if there was any further discussion or objections from the Board Members or the audience in general. There was none. The motion was made to adopt them by Tom Koehler, it was seconded by Hugh Ryan, and all present consented by a show of hands.
- c. The decision to draft By-Laws at a future date was agreed upon.
- d. The issue of adopting Utah State's Purchasing Policies & Procedures was agreed upon and will be formalized in the By-Laws when written.

3 General Question & Answer Session

- a. An open session of questions and answers followed, lasting approximately 25 minutes.
 - many of the questions were about the Charter School process – timing for application, finding out when the school would know it was going to be officially approved, etc.
 - questions of curriculum, lottery procedures, general “public” vs. “private” school questions, etc.
 - people also asked how they could get involved, if they could personally appeal to the State Board of Education to let them know they wanted the school, etc.
- b. All questions were fielded by the Board Members and Peter Kind, who has been working extensively on the Charter School Application. People were encouraged to stay abreast of the process, get involved in generating interest and excitement about Good Foundations Academy, but that contacting the State School Board would be inappropriate at this time as the Charter Application Process needs to run its course.

4 The meeting adjourned at approximately 7:45 pm and people stayed to talk and discuss in small groups until the Community Center closed at 8:00 pm.

11) Comprehensive Program of Instruction

11 a) Curricular Emphasis

As previously stated, Good Foundations Academy (GFA) is unabashedly setting out to duplicate award-winning charter/public schools we've personally observed in Fort Collins, Colorado and become aware of throughout the country. The vision we have for a charter school has already been fulfilled by forerunner schools and we believe by duplicating their approach, we can be equally successful. These schools have received national recognition for educational excellence and that is the goal to which we aspire at Good Foundations Academy.

Our program of instruction will be a classical approach to education built upon the foundation of the Core Knowledge Curriculum for grades K-6. Our game plan is to open with a K-6 elementary school with three classes K-4 and two classes for the 5th & 6th grades. Grade 5 will grow to three classes in year two and grade 6 to three classes in year three. Other than class size, that should be the extent of our growth as an elementary school.

Our program of instruction will utilize the Core Knowledge Curriculum with supplemental support from Singapore Math (Primary Mathematics series), Michael Clay Thompson Language Arts Curriculum, and the Spalding Method (Riggs) for reading. In addition, we will have an emphasis on science. The foundation of our science curriculum is contained in the Core knowledge Sequence. We further supplement the Core Knowledge Sequence with the habits of mind from the Benchmarks for Science Literacy: Project 2061 (Oxford Press 1993). Combined, these will provide the foundation for our academic program.

Along with the above, GFA will weave into the very fabric of the school an environment that focuses on character development and citizenship. GFA will not only be a school known for its academic excellence, it will also seek to promote a culture of respect & personal responsibility in everything we do.

Declaration of Principles

1. Children yearn for meaning and require a basis of solid contextual common knowledge for the development of mature literacy and critical thinking, for growth and communication in a diverse society.
2. The educational "playing field" between students of differing backgrounds should be level to provide all students a basis to the greatest degree practicable, upon which they can build further knowledge and to develop the skills necessary to communicate and succeed.
3. The skills of learning--reading, writing, speaking, calculating, and higher order thinking -- are most meaningfully learned from the knowledge or content of the curriculum, modeling, coaching, and sensible practice.
4. To thrive in work, citizenship, and personal growth, children must be taught the values of a democratic society. These values include: Respect for others - their property and rights; Responsibility for actions, honesty and social justice; Resourcefulness - being ready to learn, to serve, and to share.

5. Inclusiveness is fundamental in responding to the diverse needs of children and raising academic standards. All parents, regardless of economic status, should be free to choose this educational program for their children.

6. Teachers are professionals, which imply considerable autonomy, mastery and independence. Having accepted the academic and philosophic mission of a school, the teacher needs to be free to exercise informed judgment in order to fulfill his/her primary role as an educator.

7. The principle determinants of individual academic success are individual ability and effort. The policies of the School (grading, discipline, homework, pedagogy) must support the student's adoption of a personal quest for academic growth using the clearly marked path of expectations in knowledge, skill, and character. The guiding philosophy of the School acknowledges that children can and should be held accountable for their own school work and behavior with the support of teachers and parents.

PHILOSOPHY

Assumptions about how one learns, the purposes and goals of learning, and what constitutes effective teaching is what define an educational philosophy. GFA's educational philosophy is known as *agency education*, or classical education. It forms our decisions on how knowledge, skills, and democratic values should be taught and how students, parents, and teachers should work together to accomplish the portion of education that occurs during formal schooling. The individuals who have most clearly identified and characterized the major issues of education reform as well as put forth the best solutions are E.D. Hirsch (*The Schools We Need and Why We Don't Have Them*, *Cultural Literacy*), William Kilpatrick (*Why Johnny Can't Tell Right from Wrong*), Neil Postman (*The End of Education*, *Amusing Ourselves to Death*, *The Disappearance of Childhood*), Thomas Sowell (*Conflict of Visions*), and Jacques Barzun (*Begin Here*). We will ask all parents to please read *The Schools We Need and Why We Don't Have Them* and *Why Johnny Can't Tell Right from Wrong*. Copies will be made available. We will also encourage parents to read the other books from this list in order to gain a better understanding of the philosophy of this school.

The chief metaphor of classical education is *the journey*. The journey is the individual's own quest in life and includes responsibility for one's own education, which is a lifelong endeavor. The purpose of a liberal education is to lead young people on an odyssey of the mind and heart, which will steer them toward self-reliance. The classical allegories for a liberal education, such as the journeys of Odysseus, Aeneas, and Faust, represent a journey of the soul from one's particular time, place, and attachments to the universal and back again. The beauty of this journey is its applicability to the actual development of mind, heart, skills, and knowledge in each child.

Children begin their cognitive development by first developing a broad framework of knowledge through early acquisitioned curiosity, much like they acquire their early spoken vocabulary. After they have gained a wide familiarity with literature, history, science, math, music, people, and places, as one does in the early years of Core Knowledge, they begin to appreciate patterns and forms. Following this, particularly when trained in the *Habits of Mind* of different disciplines, the student is able to engage in mental modeling, which is possible only when one's broad background knowledge allows her or him to associate ideas and to observe patterns. By

continuing the Habits of Mind, and the search for patterns, discernment is applied to deeper levels of knowledge, enabling one to solve problems and exercise judgment.

The beginning of the moral journey follows a similar course. At first the focus is obedience to parental authority. Later the child focuses on rules, or the required patterns of expectation. As in writing or thinking, it is only through the formation of good habits that the ability to act rightly and act wisely becomes instinctive. The goal is to help the student journey towards a place of moral self-reliance by helping them develop habits which become more and more internalized; in short, providing them a moral compass by which their choices in life can be successfully navigated.

ACADEMIC PROGRAM

Our goal is to provide a rich and balanced educational opportunity for all students. High standards are at the heart of our expectations, although we recognize every student has unique abilities, interests, and motivations. Parents encourage their child's success by monitoring progress in school and at home, and by participating as fully as possible in the GFA community. Class work and homework are designed to challenge each student to make the most of his or her talents.

GFA's curriculum is based on the Core Knowledge Sequence for grades K-8 (which can be purchased on the Core Knowledge website <http://www.coreknowledge.org>). Portions of it can be found in the book series *What Your 1st Grader Needs to Know*, *What Your 2nd Grader Needs to Know*, etc. It establishes the "master plan" for content to be explored at each grade level. Resources are obtained from many varied sources.

Knowledge

GFA has selected the Core Knowledge Foundation's Curriculum Sequence as the framework of its curriculum. The Core Knowledge is distinguished by planned progressions of specific knowledge in history, geography, mathematics, science, language arts, and fine arts.

Children learn by building on what they already know. Thus, it is important for them to begin building foundations of knowledge in the early grades when they are most receptive to attaining an organized body of knowledge. Children are by instinct driven to construct a contextual view of the world. Thus, it is important to provide them an educational framework that assists them in developing the constructs upon which their viewpoints will be based. Academic deficiencies in these areas in the first eight grades can permanently impair the quality of later schooling.

By specifying the knowledge that all children should have in common, all students can achieve equal access to that knowledge. At risk children especially suffer from low expectations, which often translate into watered-down curricula. In schools using the Core Knowledge Sequence, however, all children are exposed to a coherent core of challenging, interesting, interwoven knowledge. This knowledge not only provides a foundation for later learning but also defines a common heritage and establishes a common ground for communication and cooperation in a diverse society.

In addition to its specificity, the Core Knowledge curriculum is characterized by knowledge that is shared, solid, and sequenced. Literacy in every subject requires a set of mechanical skills and

a shared background. The shared, many-cultured knowledge that promotes effective classroom learning also promotes cooperation and respect among students, both in the classroom and in society. GFA's teachers will be able to rely on that shared background knowledge about the students, which will enable them to build sequentially on that knowledge year by year.

As used above we define knowledge not in the simplistic sense of mere facts but in the broader sense of the word, as follows: Knowledge consists of the facts, the relations between them, the thinking about them, and the effort to understand and connect them. It is not out of ignorance that we discover understanding. It is exactly because of what we already know that we can know more, that we can discern organizing principles, make and test hypotheses, and act rationally.

Skills

The skills of learning, namely, reading, writing, speaking, listening, calculation, problem solving, and exercising critical judgment, are best taught through the content of a body of organized knowledge. The development of literacy is one of the primary aims and focuses at GFA. This includes a great deal of reading from a variety of both fiction and non-fiction primary literature. Particularly in the early grades, GFA emphasizes reading and *more* reading. In the early grades, students receive explicit, systematic phonemic awareness; phonics instruction, and regular assessment with individual progress closely monitored. Children are provided deliberate, coherent, direct instruction in letter-sound correspondences. Practices which teach children to rely on word-memorization (the look-say method) and guessing (through illustration and/or context) are avoided.

Mature literacy develops as students become acquainted with a broad and rich body of knowledge and become familiar with many well-written, diverse, and meaningful works of literature. The literature suggested by the Core Knowledge Sequence, as well as other literature that will be introduced, is chosen not only for its place in the core body of knowledge, its representation and various cultures, and its rich use of language, but also because it provides access to the deeper meaning of universal human problems, particularly those which preoccupy children's minds.

GFA acknowledges the central role of language in thought and action. GFA's students are taught to write and speak through example and sensible practice. Grammar, logic, and real spelling learned from real literature are part of these skills.

GFA will teach thinking skills not as a stand-alone course, but rather as instruction integrated within the content. Additionally, we will teach the more specific thinking skills unique to each discipline, called "Habits of Mind." The "Habits of Mind" to be taught for scientific literacy are found in Benchmarks for Scientific Literacy from the American Association for the Advancement of Science. The Habits of Mind for historical literacy are found in the book by the same title, which is a report of the Bradley Commission on History. Habits of Mind or the ways of thinking specific to literature, language, art, and music are also taught.

The development of skills requires time, thought, and active engagement of the visual and verbal imagination. We encourage students to replace non-instructional television watching,

which is passive and discourages creative play, with the myriad of activities that will foster the development of imagination and skills. Television viewing is diametrically opposed to reading, may stifle cognitive development and imagination, trivializes information, undermines values, distorts cause and effect, and is unable to portray thought. Excessive viewing (greater than 10 hours per week) is discouraged.

Values

The purpose of public education in a democracy is to prepare people for the demands of work, the duties of citizenship, and the obligation of each individual to make as much of herself or himself as possible. For this to be accomplished, our youth must be taught the values inherent in a democratic society, such as devotion to human dignity and freedom, equal rights for all, social and economic justice, the rule of law, civility and honesty, self-respect, and self-reliance. These values are taught from the content of the curriculum by inference and example, and also through our teaching methods.

READING AND LITERACY

The development of literacy will be one of the primary aims and focuses of effort in the School. This will include a great deal of reading from a variety of both fiction and non-fiction primary literature. Particularly in the early grades, the School will emphasize reading and more reading. Most American schools dedicate two or more hours each day to “literacy.” A majority of time is spent teaching children the fundamentals of reading strategies, such as making inferences, predicting, classifying, and “looking for the main idea.” The purpose of these exercises is to bolster test scores, independent of real knowledge. In contrast, GFA will strive to develop the appreciation of language, increase specific knowledge, and provide meaning to students through the achievement of Primary Literacy, Mature Literacy, and Moral Literacy.

Primary Literacy

Primary Literacy begins with phonic recognition. Our goal in the early grades will be for students to receive explicit, systematic phonemic awareness and phonics instruction. Children will be provided deliberate, coherent, direct instruction in letter-sound correspondences. Practices which teach children to rely on word-memorization (the look-say method) and guessing (through illustration and/or context) will be avoided.

Once phonetic decoding skills are introduced, fluency must be developed. Fluency allows students to focus their mental energies on comprehension rather than decoding. Fluency means “flowing,” and in this context it also means “fast.” **Fluency takes practice - a lot of it.** Riggs & Open Court Phonics, selected stories from Open Court, and selected books from Accelerated Reader (AR) will be the primary source for the development of decoding skills and fluency at GFA.

Teachers will use discretion and select Open Court stories and AR books which are content-based and meet the principles of this policy and the Literature Acquisition policy to the greatest extent possible. Child-centered stories and books of a trivial nature (see Mature Literacy below) will be avoided.

Although the approved Open Court and AR materials are necessary for practicing early literacy skills, these books can quickly bore students and may not develop language appreciation. Language is at the heart of reading. The love of the sound of language will carry with a child, if it is properly developed. Children need to discover at an early age the peculiar satisfaction that comes from experiencing form in language, as in nursery rhymes and poetry. When this occurs, children will continue to prefer the sound of beautiful or interesting language as they later select books for meaning. Furthermore, we believe young children should be shown incrementally what is outside their realm of experience. Children who are exposed to complex speech patterns learn to express themselves earlier and more fluently than those spoken to in careful sentences.

In the early grades nursery rhymes, poetry, fairy tales, and captivating stories, beyond the students' own reading abilities, will be read aloud to children. In addition to the development of language appreciation, this practice fosters the desire in children to master the difficult of skill of reading in order that the students might gain personal access to the exciting world of stories.

Mature Literacy

Mature literacy develops as students become acquainted with a broad and rich body of knowledge and become familiar with many well-written, diverse and meaningful works of literature. According to E.D. Hirsch Jr., one of the reasons children lag behind in their reading ability, and are thus prevented from achieving mature literacy, is a huge vocabulary deficit. Hirsch advises, and GFA will advocate, time devoted to activities that "foster vocabulary, domain knowledge, and fluency."

Domain knowledge is the threshold level of knowledge needed to understand a topic. If one knows nothing of the game of baseball, for example, one cannot comprehend the sentence: "Jones sacrificed and knocked in a run." The more domain knowledge acquired, the easier it becomes to read and understand a wider variety of material. Hirsch suggests, "Such knowledge could be conveyed through read-aloud, well-conceived vocabulary instruction, and a variety of cumulative activities that immerse children in word and world knowledge."

In today's schools, the teaching of the kind of specific knowledge needed to become a fully literate individual is woefully inadequate. The texts and literature used in most American elementary schools are, for the most part, of a trivial nature. There is no shortage of material on topics like pets and sharing, but little on history, geography, and science. At GFA, vocabulary and domain knowledge are developed by teaching the rich body of content knowledge defined in the Core Knowledge Sequence. Vocabulary is further developed through Greek roots and Latin language instruction.

Finally, in order to immerse students in word knowledge and expose them to many well-written, diverse and meaningful works of literature, we have supplemented the Core Knowledge Sequence with (primarily) classic works of fiction – stories which have withstood the test of time. In accordance with GFA's goals, the literature suggested by the Core Knowledge Sequence, as well as other literature that will be introduced, is chosen not only for its place in the core body of knowledge, its multi-cultural representation, and its rich use of language, but also because it

provides access to deeper meaning of universal human problems, particularly those which preoccupy children's minds.

Additions to the Core Knowledge literature sequence, recommended read-aloud lists for primary grades, required reading lists for 4th-6th grades, and K-6 summer reading lists will be developed by the faculty and Academic Advisory Committee and approved by the Board. The books on these lists will be selected with consideration to exposing children to literature that they might not otherwise encounter. The books are intended to nudge students toward higher levels, not just in matters of syntax and vocabulary, but also in sophistication of plot, character development, conflict and resolution, and the sustained reading of lengthy works rather than simply excerpts. Teachers should become familiar with the books on the lists for their grades so that they can assist students in selecting books according to student interest and ability.

Moral Literacy

At GFA, character education is achieved through a coherent program of expectations, modeling, and study of historical and literary figures. Stories, poems, essays and other writings in our curriculum are intended to help children achieve moral literacy. That achievement involves recognizing the virtues (e.g. honesty, compassion, integrity, perseverance, courage, and citizenship), understanding what they are in practice; and developing a desire to do what is right. How is this accomplished?

Firstly, literacy gives children specific moral reference points. Literature and history are rich in moral literacy. Children need specific illustrations of what is good and bad so that what is morally right and wrong can be known and promoted. Through the power of imagination, children become vicarious participants in a story; they share in a hero's choices and challenges and identify with his suffering and triumph. Because a child's allegiances are based not so much on right versus wrong, but on who arouses his sympathy and who his antipathy, it is important to choose stories in which virtue wins over vice, as in fairy tales and other classic works. Frequent and strong identification with virtuous and victorious heroes allow children to rehearse and strengthen their commitment to goodness.

Secondly, reading and literacy promote fascination. Nothing compares with a story that begins "Once upon a time." The imaginative process gives us hope because we want to believe that in the stories of our lives we too can make the right choices. Stories help us to make sense out of our lives: a plot; a purpose; a sense that our struggles have meaning.

Thirdly, reading and literacy create a living link to our culture, its history, and its traditions.

Fourthly, by teaching a domain of knowledge, children will become a part of a common world, a community of moral persons. Reading affords us the opportunity to do what we cannot often do in life: become thoroughly involved in the inner lives of others. As with visiting foreign cultures, the sustained involvement with a character in a story enlarges a child's sympathies and gives them those broad, wholesome, and charitable views that are the reward of both travel and reading. This involvement is not simply the sharing of adventures, but also of ideas, emotions, loyalties, and principles.

"Shall we just carelessly allow children to hear any casual tales which may be devised by casual persons, and to receive into their minds ideas for the most part the very opposite of those which we should wish them to have when they are grown up? We cannot! Anything received into the mind at that age is likely to become indelible and unalterable; and therefore it is most important that the tales which the young first hear should be models of virtuous thoughts." – Plato's Republic

Application of GFA's Reading & Literacy Program: The following will be part of GFA's extended academic culture

- **In addition to regular homework assignments, each student should be read to or with everyday.**

- **Teachers will set expectations for reading homework for grades K-3.**

- **Older students are required to read literature for homework as follows:**

4th - 6th grades - at least 20 minutes per night

- If required reading is not assigned from the Core Knowledge Sequence or the approved additions to the Sequence, students shall select books from the approved reading lists for their grade(s). **Required reading is limited to the approved reading lists in order to ensure that the principles of this policy are fulfilled.**

- Students may submit suggestions for additions to the reading lists to their teachers for consideration and possible approval.

- Students are encouraged to read additional books of their own choosing over and above the required reading. Parents are encouraged to steer their children toward selections which support this policy and the school's Literature Acquisition policy.

- All students are strongly encouraged to participate in the school's summer reading program. Teachers will set accountability measures to ensure students complete the summer reading.

Supporting References

- *The Vocabulary Deficit* by Andrew Wolfe, The New York Sun, May 2, 2003
- *The Book of Virtues*, William Bennett
- *On Learning to Read* by Bruno Bettelheim
- *The Uses of Enchantment* by Bruno Bettelheim
- *Books that Build Character* by William Kilpatrick
- *Why Johnny Can't Tell Right from Wrong* by William Kilpatrick
- *Why Johnny Can't Read* by Rudolf Flesch
- *Beginning to Read* by Marilyn Jager Adams
- *Honey for a Child's Heart* by Gladys Hunt
- *Amusing Ourselves to Death* by Neil Postman
- *The Disappearance of Childhood* by Neil Postman
- *The New Read-Aloud Handbook* by Jim Trelease
- *The Plug-In Drug* by Marie Winn

SUMMER READING

GFA's Charter does state, *"Because television viewing is diametrically opposed to reading, may stifle cognitive development and imagination, trivializes information, undermines values, distorts cause and effect, and is unable to portray thought, the School will discourage excessive (greater than 10 hours per week) viewing."* We will encourage students to replace non-instructional

television watching with activities that will foster the development of imagination and skills, such as reading.

"The development of literacy will be one of the primary aims and focuses of effort in the School. This will include a great deal of reading from a variety of both fiction and nonfiction primary literature. Particularly in the early grades, the school will emphasize reading and more reading."

Finally the Board acknowledges that nationwide teachers observe a decline in student reading ability over the summer. The administration, Board of Directors, and faculty all agree it is critical for our students to read quality literature during the summer to help prepare them for the demands of the Core Knowledge sequence for the upcoming year. In addition to keeping our student's skills sharp, it is our hope that students will develop a desire to read for pleasure and begin to see themselves as readers.

For all of these reasons, the school will implement a summer reading program. Books selected for summer reading should expose children to literature with a rich use of language that they might not otherwise encounter. The books should help to nudge students toward a higher level, not just in matters of syntax and vocabulary, but also in sophistication of plot, character development, conflict and resolution, etc.

The books for students entering kindergarten through 3rd grade are intended to be read to the child by the parent (or another capable adult). Students entering 4th-6th grades should be capable of reading the books themselves. The reading will provide a common foundation for class discussion as students begin the new school year. Teachers will determine what is expected from the students to demonstrate they have completed the summer reading.

Summer reading will be encouraged by the use of incentives for children and the recognition of parent involvement and participation in the parent-child equivalent of summer book clubs patterned after recognized community book clubs. Incentives will be age based and agreed upon by teachers, administrators and parents before the end of each school year. Teachers will be able to use the agreed upon incentives as a demonstration of each child's level of participation in the summer reading program. Children not participating or participating in a limited way will not be penalized by non participation.

How do we identify great stories, i.e. good literature? Great authors do not write stories so that students can identify the main characters or write plot summaries. Rather, they seek to portray characters struggling with the great issues of life (e.g. truth, love, war, faith, politics, even loneliness). We recognize these stories because they hold our interest, even as adults. We recognize these stories because the characters have something to learn. They develop and grow as the plot unfolds. We recognize these stories because readers desire to emulate their heroes. Good literature has withstood the filter of time, speaking to the universal struggles of humans throughout the ages.

Great stories are intended to be enlarging experiences, rather than cures prescribed for a given sociological, political or emotional problem. Genres which encourage narrow self-preoccupation, are void of meaningful character development, encourage acceptance of

and identification with poor role models, or strive to give children “appropriate” attitudes about contemporary social issues (e.g. divorce, sex, war, gender) will be avoided. The school will give first priority to the works of fiction required by the Core Knowledge Sequence, Board-approved additions to the sequence, and books on the Board-approved reading lists below:

Non-Fiction - The school will strive to provide content-based, non-fiction books necessary to support the Core Knowledge Sequence, Board-approved additions to the Sequence, and a student reference section. Teachers may recommend books for purchase (other than text books - which require the approval of the Board of Directors) that support their instruction of the curriculum. These suggestions should adhere to the parameters of this policy, the Charter, and the Reading and Literacy Policy.

Children’s “non-books,” a prevalent trend in children’s non-fiction, are composed of tiny facts and snippets of interesting material with visually pleasing photography which have no sustained narrative, carefully developed argument, or background knowledge. They require little concentration or focused thinking, but like television, are instantly accessible. The most conspicuous example of a “non-book” is the *Guinness Book of World Records*. Such books commonly are but diverting filler and fail to meet our criteria for prioritized acquisitions.

In addition to the student reference section, a teacher reference section and a parent education section will be acquired. The school will purchase copies of the Core Knowledge Sequence for each grade along with supporting books and references published by the Core Knowledge Foundation and the Board of Directors.

Donated Literature

Classroom teachers and the school librarian will be the initial arbiters of the quality of books donated to the school. This discernment will require adherence to this policy, the Charter, and the Reading and Literacy Policy.

Media Acquisition

It is the policy of this school to expose students to subject matter through direct instruction, project, practice and literature to near exclusivity. Professional video productions should not serve as isolated exposition of subject matter. Video and film media will only be purchased and utilized to the extent that these materials supplement the pedagogy outlined herein, with the approval of the Headmaster.

Requests for Library Additions

Students, teachers and parents may request additions to the school’s library and classroom collections. These requests will be considered with respect to the criteria outlined herein with the understanding that not all literature is destined to be considered classic and that student interest in reading should be affirmed and encouraged. These purchases will be subsequent to those necessary to satisfy the curriculum and required reading program, and must be consistent with the intent of this policy.

Questions about literature acquisition should be directed to the Academic Advisory Committee or the Headmaster. The Board of Directors is the final authority regarding any book or other media offered by the School for education or enjoyment.

Reading and Fiction

Children who read have broader sympathies and a larger picture of life. They develop more powerful, healthy, and discerning imaginations. That is, if they read the sort of stories that present them not only with memorable pictures, but also with dramas in which they imaginatively become vicarious participants in the story, sharing the hero's and heroine's choice and challenges. They meet characters who have something to learn; otherwise they would not be interested in them. If the story grips them, they root for the hero, suffering with him and cheering him on. This imaginative process of participation and identification gives them hope because they want to believe that in the stories of their lives they too can make the right choices. The question for the child is not "Do I want to be good?" rather "Who do I want to be like?" Imagination is one of the keys to virtue. It's not enough to know what's right. It's also necessary to desire to do right. Plato said, "Children should be brought up in such a way that they will fall in love with virtue and hate vice." How does a child fall in love with virtue? "The right kind of stories", said Plato. Stories, because of their hold on the imagination, can help create an emotional attachment to goodness. The dramatic nature of stories enables us to 'rehearse' moral decisions, strengthening our solidarity with the good. Reading affords us the opportunity to do what we often cannot do in life: become thoroughly involved in the inner lives of others. At one and the same time, reading carries us out to others and becomes the mirror by which we discover ourselves more fully, exactly because we have escaped self-concern.

Parents should be aware that, while reading is potentially an enlarging experience, it can also have an opposite effect. The danger facing children's literature does not come from ogres and villains that haunt the pages of fairy tales and fantasy stories; the danger lies, rather, in the continued proliferation of norm-less books that cater to anxiety and self-absorption, and have nothing to teach about life except, perhaps, that whatever happens is okay. The danger is not that such books lead to a life of crime, but to a life of boredom, selfishness, and limited horizons. Sooner or later your child will come across a genre that encourages narrow self-preoccupation. The early teen years are obviously a time of introspection and rumination, and there is an entire literature devoted to ensuring that no emotional scab remains unpicked. This is the genre known as the realistic problem novel for young adults. The intent of such books is mainly therapeutic: to help a child with a similar problem learn self-acceptance; to let him know that there are other children just like him, with problems and concerns just like his. There are some serious drawbacks to this problem approach.

One is the problem of what might be called 'trendy didacticism.' Many writers of this genre see books as cures to be prescribed for a given sociological, political, or emotional problem. So much of this literature wants to give children "appropriate" attitudes about divorce, sex, war, and gender. A second drawback in the problem novel genre is that self-acceptance rather than moral growth is called maturity. Perhaps the main trouble with literature intended as therapy is that there is not self-forgetfulness.

The willingness to let go of self-concern is requisite for both moral and mental health. Fortunately, there is no shortage of stories of another sort: books that challenge, thrill, excite, and awaken young readers to the potential drama of life, especially to the drama of a life lived in obedience to the highest ideals. Such books have something better to offer than therapeutic reassurance. Like true friends, they encourage us to be our best selves.

MATHEMATICS

Principles for Teaching Elementary Mathematics:

1. The United States has historically taught mathematics procedurally. With the *procedural* approach students are taught “cookbook steps” for solving problems. Studies show that students are able to extract simple concepts from procedural teaching in the early grades, but in later years, as concepts become more difficult, understanding is lost, and students retain less knowledge.
2. GFA will utilize a *conceptual* approach to teaching mathematics. With the conceptual approach, it is not enough to assert something is true; instead teachers (and students) must be able to prove why something is true every step of the way, based on concepts the students already know and understand. Once students understand why something works, they can apply the concept to other situations.
3. New knowledge builds on old knowledge. To be successful, students need to thoroughly master a math concept before moving on to the next.
4. As students progress along the Thinking Framework, students should recognize multiple ways of solving a problem, be able to evaluate each approach, and determine which would be the most reasonable to use.

The Singapore National Math Curriculum is a conceptual math curriculum which supports these principles and will be used for math instruction in kindergarten through 6th grade at Good Foundations Academy.

Skill Development:

- Skills and understanding are heavily intertwined. Teachers must combine the approved math curriculum with proper emphasis on automation of skills

- Automaticity - the ability for students to immediately recognize math facts - takes practice.

Automaticity allows students to focus their mental energies on the demands of more difficult math concepts. Teachers will establish expectations for math fact automaticity at each grade level.

- Fluency in executing basic math skills is essential for students to progress to the next level.

Once concepts are taught, students should be assigned sufficient practice problems so that students develop fluency of the math operations.

Calculators:

- Calculators will be introduced and students will learn how to use them, as they are part of the CRT testing done at the end of the year.

Curriculum Considerations:

- The approved curricula (Singapore Math) may not cover all math content in the Core Knowledge Sequence. In accordance with the school's Educational Priorities policy, teachers will follow the timeline in the approved math curriculum rather than the Core Knowledge Sequence. Teachers should verify, however, that the Core Knowledge math content for their

grade level is covered at some grade level in the approved curriculum. Any gaps in the approved curriculum should be documented and provided to the Headmaster.

Supporting References:

- *Knowing and Teaching Elementary Math* by Liping Ma
- *Basic Skills Versus Conceptual Understanding*, by H. Wu, American Educator, Fall 1999

TEACHING SCIENCE

We are committed to providing an excellent education with an additional emphasis on science. The foundation of our science curriculum is contained in the Core Knowledge Sequence. We further supplement the Core Knowledge Sequence with the habits of mind from the Benchmarks for Science Literacy: Project 2061 (Oxford Press 1993). We uphold the following principles in teaching science at Good Foundations Academy:

Principles for Teaching Science:

- Science is a particular way of knowing about the world. In science, explanations are limited to those based on observations and experiments that can be reproduced and substantiated by other scientists. Explanations that cannot be based on empirical evidence are not a part of science. For example, science can attempt to explain and formulate theories on the processes by which the universe was originally formed (i.e. Big Bang theory). However, science cannot comment on the role that supernatural forces might play in such events because such hypotheses cannot be tested and are outside the realm of science.
- We support teaching the following habits of mind from Project 2061:
 - Scientific knowledge is subject to modifications as new information challenges prevailing theories and as a new theory leads to looking at old observations in a new way.
 - Some matters cannot be examined usefully in a scientific way. Among them are matters that by their nature cannot be tested objectively and those that are essentially matters of theology.
 - No matter how well one theory fits observations, a new theory might fit them just as well or better, or might fit a wider range of observations. In science, the testing, revising, and occasional discarding of theories, new and old, never ends. This ongoing process leads to an increasingly better understanding of how things work in the world, but not to absolute truth.
- Teachers are encouraged to include discussions of alternate scientific theories and the data that supports and contradicts existing theories.
- Students should understand the difference between science based on direct observation and/or experimentation, and historical science, which is based on the study of past events. Historical science can be found in the fields of astronomy, geology, evolutionary biology, and archeology, and has led to such theories as the “Big Bang,” tectonic plate theory, and the theory of evolution. Because it is based on past events, historical science generally depends on a higher degree of inference than science based on direct observation and experimentation.

Curriculum Considerations:

Science text-books which support the Core Knowledge Science Sequence have been approved for use in some grades. These are:

3rd grade: Crabtree Publishing, *The Science of Living Things*

TEACHERS AND PROFESSIONALISM

Teachers are the center of the mind and the heart of every successful school. Without dedicated, competent teachers, the best of educational practices will never actually come to fruition in the classroom. Research on effective schools reveals that after individual ability and effort, the organizational structure implemented at a school is the most influential factor in determining academic achievement. GFA's teachers are expected to implement GFA's academic mission. In the classroom, the teacher is in charge. Outside of the classroom, teachers receive professional guidance with respect to specific goals and objectives from the Headmaster. Professionalism requires a body of knowledge and skill applied with a clear level of accountability that affords the flexibility to accomplish the defined task. All teachers have a different style of teaching: the unique blend of classroom characteristics that enables them to give the very best of themselves to the education of their students. The teacher's style sets some basic parameters for the parents as well as the children. Within those parameters, and at the teacher's and/or Headmaster's discretion, parents have all the opportunity to assist the teacher. A high level of parental involvement is actively encouraged, and teachers are expected to incorporate parental volunteer efforts in the classroom as much as is reasonably possible. Parents with children in a classroom will have the priority for volunteer opportunities in that class. The central role of teachers in the classroom deserves respect. All teachers accept responsibility for teaching the entire curriculum, both content and skills, in a way congenial to the school's philosophy toward values and the student. This will be defined as their primary role.

11 b) Effectiveness Goals

All public schools are attempting to achieve the same goal: student learning at a level where every child is considered proficient and all children realize the greatest extent of their potential. Unfortunately, those goals have not only been missed in the last several decades, but have actually been in digression. The basic philosophy of Good Foundations Academy is that, done the right way, an environment of learning can be established where children flourish in achieving the goals of proficiency and potential-realization.

Although no school will see perfect results when it comes to these goals, some schools are recognizing that for an extremely high percentage of their students, they can be obtained. GFA believes that the learning environment begins and ends with the staff of the school and the parents buy-in to the philosophy, goals, & overall learning environment that the school seeks to promote. If the main focus of the school is on creating such an environment, then the results of obtaining the goals of learning become the natural by-product of that environment.

Everything about GFA will be centered on the concept of teaching students not just information, but the very skills & tools required to learn for a lifetime (i.e. *the journey*). That's why critical thinking skills, understanding the ideas & premises behind the do's & don'ts of mathematics, grammar, etc. and subject-area mastery before moving onto subsequent subjects will be the bread-&-butter of how GFA operates in the classroom.

We understand that this will mean, for the sake of the students ready to forge ahead in learning, that additional time and attention will be required to bring all students up-to-speed in any given subject area. That's why parental buy-in to the process will be a key factor to ensure as many children as possible move into proficiency and beyond.

All that being said, GFA is fully on board with establishing measurable goals to ensure the product of our environment is, indeed, learning. Specific objectives, authenticated with measurable goals, will become the "proof" that GFA is accomplishing what they've set out to obtain. Again, this has been demonstrated at many successful charter schools across the nation, and GFA believes we can create the environment and obtain the goals set out below using specific objectives and measured criteria to ensure we stay on course & arrive at our promised destination.

School-Specific Goal for Good Foundations Academy

<p><i>Mission Statement</i></p>	<p>The mission of our charter school is to provide educational excellence in knowledge, skills, and character with strong parent-teacher-student partnerships.</p> <p>Good Foundations Academy's mission is to provide excellence and fairness in education through a common foundation. This will be achieved by successfully teaching a contextual body of organized knowledge, the skills of learning including higher order thinking, and the values of a democratic society. The chief metaphor of classical education is <i>the journey</i>. The purpose of a liberal education is to lead young people on an odyssey of the mind and heart, which will steer them toward self-reliance. The beauty of this journey is its applicability to the actual development of mind, heart, skills, and knowledge in each child.</p>
<p><i>Performance Goal</i></p>	<p>In-class participation & documentation by the teacher; informal assessment of the skills & abilities required to read and comprehend; periodic testing, both in-house as well as via state CRTs and national testing.</p> <p>Reading/Language/Arts</p> <ul style="list-style-type: none"> • 75% in the “proficient” or better categories; 5% improvement each year • Hours of student reading each month (a minimum standard set for each grade level with no more than 20% of students below minimum; a 1% decrease in that number each month)-- 75% in the “proficient” or better categories; 5% improvement each year <p>Mathematics</p> <ul style="list-style-type: none"> • 75% in the “proficient” or better categories; 5% improvement each year <p>Science</p> <ul style="list-style-type: none"> • 75% in the “proficient” or better categories; 5% improvement each year <p>Writing</p> <ul style="list-style-type: none"> • 75% in the “proficient” or better categories; 5% improvement each year <p>Teachers</p> <ul style="list-style-type: none"> • Records will be kept of teachers' training (in-house and from seminars, workshops, and conferences). Teacher in-service time will focus on teaching skills & knowledge. <p>The Headmaster will conduct periodic visits to teachers' rooms for observation – with documentation. Teachers who have not yet reached the designation of “highly qualified” will be teamed with teachers who are “highly qualified”, for mentoring, observation, and coaching.</p>
<p><i>Performance Indicators</i></p>	<p>Each year specific goals will be set for each Core Standard in the school (reading, writing, math, science, etc.) based on the previous year's results.</p> <p>Students will demonstrate proficiency in State standards specific to grade levels.</p>

	Initially, curriculum-based assessments should demonstrate a minimum of 75% of students scoring 3-4 on grade specific end-of-level tests. Each following year, there will be an additional goal set which raises the bar incrementally.
<i>Assessment Tools and Measures</i>	<p>Reading/Arts/Language</p> <ul style="list-style-type: none"> ● less than 25% of students below proficient for reading at their grade level ● decrease percentage by 5% each year <p>Mathematics/Science/Writing</p> <p>GFA will develop a core group of writing “experts” (staff & volunteer) to help standardize the writing process (what are the basics required, how to grade, how to constructively critique, etc.). The core group will provide in-service for teachers and will train volunteers as coaches/graders within the school.</p> <ul style="list-style-type: none"> ● less than 25% of students below proficient for writing at their grade level ● decrease percentage by 5% each year <p>Discipline</p> <p>Student-parent handbooks will give the Academy’s expectations for student behavior including the respecting of other classmates and teachers. The students behavior will be assessed through parent/teacher conferences and if necessary meetings with the Headmaster.</p> <ul style="list-style-type: none"> ● Yearly goals will be established for reduction in incidents, suspensions, and other violations. <p>Attendance</p> <ul style="list-style-type: none"> ● Yearly goals will be set for decreasing the number/percentage of absences for the student body. -- less than 15% of students miss more than 10 days due to illness or other excused absence. ● less than 10% of students miss more than 2 days of unexcused absence. ● Excessive absences by a teacher will be looked at as well, on a case-by-case basis. ● less than 10 % of teachers miss more than 5 days for illnesses. <p>Morals/Values</p> <ul style="list-style-type: none"> ● 25% of students receive recognition for positive role model implementing at least one of the foundation stones (letter home to parents, stone presented to child with virtue on it). ● Annual increase of positive recognition awards by 3% each year <p>Computer Skills</p> <ul style="list-style-type: none"> ● A computer time log will be established for each student. Age-appropriate time standards will be set. A computer lab will be utilized to ensure standardized training & time availability. ● A minimum monthly usage will be determined for each grade level; no more than 20% below minimum with that percentage decreasing by 1% each month <p>Volunteerism</p> <ul style="list-style-type: none"> ● Goal of 25-30 hours per family members of students per year ● Provide a simple tracking mechanism and make it easily accessed for parents, teachers, and staff.

	<ul style="list-style-type: none"> • less than 25% of parents/guardians not involved; decrease number by 5% annually • Develop “thank you” event and recognize at least 15% of parents for “above & beyond” service
<i>Attachments</i>	Performance goals are listed above but will later be provided by GFA in a separate illustrative format.
<i>Rational for Goal and Measures</i>	<p>Reading/Arts/Language</p> <ul style="list-style-type: none"> • The students' mastery of skills, knowledge, and ability across the spectrum of the curriculum will be monitored and measured on a regular basis in order to evaluate teaching methods, materials and students ability to excel in reading, the arts and language. <p>Mathematics/Science/Writing</p> <ul style="list-style-type: none"> • The students' mastery of skills, knowledge, and ability across the spectrum of the curriculum will be monitored and measured on a regular basis in order to evaluate teaching methods, materials and students ability to excel in mathematics, science and writing.
<i>Assessment Reliability and Scoring Consistency</i>	<p>Measurements</p> <ul style="list-style-type: none"> • Standardized assessments will be used for Reading, Arts, Language, Mathematics, Science and Writing. • Discipline, Attendance, Morals/Values, Computer skills and volunteerism measurement standards will be given to each individual teacher through a preschool workshop emphasizing the schools mission and goals for these disciplines.
<i>Baseline Data</i>	<p>Reading/Arts/Language GFA will use standardized assessments for measurement of students and proficient for reading at their grade level</p> <p>Mathematics/Science/Writing GFA will use existing standardized assessments for measurement of students and proficient for mathematics/science and writing at their grade level</p> <p>Discipline, Attendance, Morals/Values, Computer Skills, Volunteerism, Benchmarks will be established within the first year of GFA's regular school year</p>

Three and Fifth Year Target Goals

<i>Third Year Target</i>	Reading/Language/Arts <ul style="list-style-type: none">• 15% to 20% improvement over initial year• Meets school standards
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	<p>Mathematics</p> <ul style="list-style-type: none"> • 15% to 20% improvement over initial year • Meets school standards <p>Science</p> <ul style="list-style-type: none"> • 15% to 20% improvement over initial year • Meets school standards <p>Writing</p> <ul style="list-style-type: none"> • 15% to 20% improvement over initial year • Meets school standards <p>Discipline, Attendance, Morals/Values, Computer Skills, Volunteerism,</p> <ul style="list-style-type: none"> • Individual improvements in students, teachers and parents within prescribed goal and mission of school. • Approaching Standard – school expects to be making progress toward meeting its school-specific goal
<i>Fifth Year Target</i>	<p>Reading/Language/Arts</p> <ul style="list-style-type: none"> • 20% to 25% improvement over initial year • Exceeds – School has clearly exceeded its school-specific goal <p>Mathematics</p> <ul style="list-style-type: none"> • 20% to 25% improvement over initial year • Exceeds – School has clearly exceeded its school-specific goal <p>Science</p> <ul style="list-style-type: none"> • 20% to 25% improvement over initial year • Exceeds – School has clearly exceeded its school-specific goal <p>Writing</p> <ul style="list-style-type: none"> • 20% to 25% improvement over initial year • Exceeds – School has clearly exceeded its school-specific goal <p>Discipline, Attendance, Morals/Values, Computer Skills, Volunteerism,</p> <ul style="list-style-type: none"> • <u> </u> Individual improvements in students, teachers and parents within prescribed goal and mission of school. • Meet standards – School has met its school-specific goal

11 c) Lesson Plans

Name That Virtue!

Grade level: First Grade (Language Arts)

STATE OF UTAH CORE CURRICULUM OBJECTIVES: Standard VI, Objective 3; Standard VII, Objectives 1, 2, & 3

Length of Unit: 8 lessons (Unit overview & lesson 1 shown)

I. ABSTRACT

This unit integrates sayings, fables and songs with character education. The students will correlate the moral of the fables and sayings with seven virtues. These virtues include respect, responsibility, honesty, self-discipline, compassion, generosity, and perseverance. The students' understanding of the sayings will create connections to everyday experiences. Through each story lesson, the student will be able to associate the moral of the story to one of the specified virtues. This unit is intended to be used at the beginning of the school year to set expectations for school behavior. Center ideas are included to extend the content and develop independent skills in language arts.

II. OVERVIEW

A. Concept Objectives

1. Recognize that literature can reflect the moral character of people.

B. Core Knowledge Content

1. The Boy Who Cried Wolf
2. Dog in a Manger
3. Anansi
4. The Frog Prince
5. Jack and the Beanstalk
6. Tale of Peter Rabbit
7. Why the Owl Has Big Eyes
8. Rumpelstiltskin
9. Do Unto Others
10. If at first you don't succeed
11. Never leave till tomorrow what you can do today
12. Practice makes perfect
13. For He's a Jolly Good Fellow
14. There's a Hole in the Bucket
15. The Wolf in Sheep's Clothing
16. The Boy at the Dike

C. Specific Skills

1. The student listens attentively and engages actively in a variety of oral language experiences.
2. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.
3. The student speaks appropriately to different audiences for different purposes and occasions.
4. The student communicates clearly by putting thoughts and feeling into spoken words.

5. The student demonstrates knowledge of concepts of print.
6. The student orally demonstrates phonological awareness.
7. The student uses letter-sound knowledge to decode written language.
8. The student uses a variety of word identification strategies.
9. The student responds to a variety of texts.
10. The student recognizes characteristics of various types of texts.
11. The student develops the foundations of writing.
12. The student understands the purposes of rules and laws.
13. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.
14. The student uses problem solving and decision making skills, working independently and with others, in a variety of settings.

III BACKGROUND KNOWLEDGE

A. For Teachers:

Hirsch, Jr. E. D. What Your First Grader Needs To Know. New York: Dell Publishing, 1997.
Kid Pix Studio Deluxe, Broderbund Software, Inc., Novato, CA

B. For Students:

Hirsch, Jr. E. D. What Your Kindergartener Needs to Know. New York: Dell Publishing, 1997.

IV RESOURCES

A. Hirsch, Jr. E. D. What Your First Grader Needs To Know. New York: Dell Publishing, 1997.

B. Zike, Dinah Big Book of Books and Activities. San Antonio, TX: Dinah-Might Activities, Inc., 1989-1993, Layered Look Book, page75.

C. Kid Pix Studio Deluxe, Broderbund Software, Inc., Novato, CA

V. LESSONS

Lesson One: Introduction

A. Daily Objectives

1. Concept Objective: Recognize that literature can reflect the moral character of people.
2. Lesson Content
 - a. Aesop
3. Skill Objectives
 - a. The student listens attentively and engages actively in a variety of oral language experiences.
 - b. The student uses problem solving and decision making skills, working independently and with others, in a variety of settings.

B. Materials

1. Virtue Chart, Appendix A
2. Sticky Notes
3. Velcro

4. Icons, Appendix A – page 2

C. Key Vocabulary

1. Moral – lesson you learned from the story

D. Procedures/Activities

1. Read about Aesop from What Your First Grader Needs To Know.
2. Define “moral”.
3. Display virtue chart : See Appendix A. Identify titles and icon of fables, sayings, & songs in order that they are taught in the unit. Identify 7 virtues.
4. Using sticky notes, class will predict which virtue goes with each story and support heir prediction. The supporting reason will be written on sticky note. At the end of each lesson, the class will check if their predictions were correct and identify the one main virtue.

E. Evaluation/Assessment

1. Teacher observation of student participation

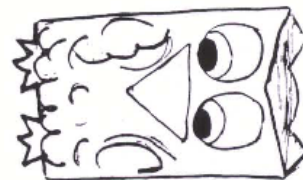
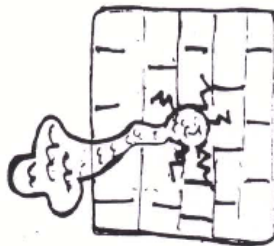
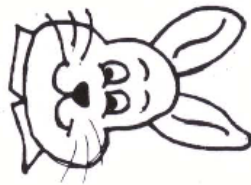
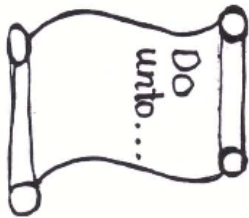
Appendix A

“Name that Virtue”

	Responsibility	Perseverance	Self-Discipline	Honesty	Respect	Compassion	Giving
Jack and the Beanstalk							
The Little Red Hen							
All Stories Are Anansi's							
The Frog Prince							
If at first you don't succeed, try, try, again.							
Practice makes perfect							
There's a Hole in the Bucket							
The Tale of Peter Rabbit							
Why The Owl Has Big Eyes							
The Wolf in Sheep's Clothing							
The Boy Who Cried Wolf							
Do unto others as you would have others do unto you							
The Boy At The Dike							
For He's A Jolly Good Fellow							
Dog In A Manger							

Rumpelstiltskin							
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Appendix A (page 2)
(Icons for virtue chart)



Velcro can be used to
attach these icons to the side
of the chart.



Manipulatives x Problem Solving = Fun

Grade Level: 3rd grade (Mathematics)

STATE OF UTAH CORE CURRICULUM OBJECTIVES: Standard I, Objectives 3, 5; Standard II, Objective 2

Length of Unit: 5-6 Lessons (Overview & Lesson 1 Shown)

I. ABSTRACT

From introduction to automaticity, students need a balanced math curriculum that works with the concept of multiplication using manipulatives as well as problem solving skills! The Core Knowledge math sequence outlines this discipline as one that requires mastery of basic facts as well as an understanding of concepts in order to solve problems in a variety of ways. This unit contains ideas for introductory multiplication concepts including symbols, vocabulary, and basic facts. The flexibility of the unit also allows for strategies and pattern awareness necessary for higher-order thinking skills.

II. OVERVIEW

A. Concept Objectives

1. Interrelationships between addition and multiplication

B. Content from the Core Knowledge Sequence

1. Addition and multiplication

C. Skill Objectives

1. The student will observe that multiplication is a “short cut” for repeated addition.
2. Student will write a word problem for a multiplication problem.
3. Student will illustrate a picture showing equal groups of an object to be used when writing multiplication equations.
4. Student will write both a word problem and a numerical multiplication equation for their illustration.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Van De Walle. Elementary School Mathematics, Teaching Developmentally. New York: Longman Publishing, 1994, ISBN 0-8013-1184-5
2. Skinner, Penny. It All Adds UP!. California: Math Solutions Publications, 1998, ISBN 0-91355-24-1. (<http://www.mathsolutions.com>)
3. Richardson, Kathy. Developing Number Concepts Using Unifix Cubes. Massachusetts: Addison- Wesley Publishing Co., 1971, ISBN 0-201-06117-1
4. Owen, M.J. It's elementary 275 Math Word Problems, Book One. Cambridge and Toronto: Educators publishing service, Inc., 2000, ISBN 0-8388-2411-0

B. For Students

1. Skip counting
2. Number patterns
3. Addition concepts

IV. RESOURCES

A. Giganti, Jr., Paul. Each orange Had 8 Slices. New York: Greenwillow Books, 1992, ISBN 0-688-10428-2

B. Unifix Cubes or other math manipulatives used for counting

V. LESSONS

Lesson One: Intro to Multiplication – Counting Around the Class

A. Daily Objectives

1. Concept Objective(s)
 - a. Interrelationship between addition and multiplication
2. Lesson Content
 - a. Addition and multiplication
3. Skill Objective(s)
 - a. The student will be able to skip count using a 100 matrix.
 - b. The student will be able to verbally skip count by a given interval.

B. Materials

1. 100 matrix made into an overhead
2. 100 matrix – one paper / child / given interval
3. Pencils for marking the number intervals
4. Unifix cubes

C. Key Vocabulary

1. skip counting – assigned a given interval, count by that number and skip the numbers in-between (2,4,6,8,...)

D. Procedures/Activities

*Determine if students need to be introduced to the lesson with the use of Unifix cubes as manipulatives for counting when marking the 100 matrix with given interval (i.e., counting by 2's. Can the child connect two cubes together and mark on the matrix by circling, outlining the box, or lightly shading over the numeral 2? Can the child make another group of 2, counting the total of now having 4 and marks the numeral accordingly on the matrix, etc.?)

* Begin the lesson by using familiar skip counting intervals, such as by 5's and 10's.

1. Introduce lesson with the use of a 100- chart overhead and if needed, unifix cubes.
2. Label the chart at the top by the given skip counting interval ("2's")
3. The teacher should highlight the student dictated responses on the chart, beginning with the numeral indicating the interval. Count out the unifix cubes and demonstrate the connection between the actual number counted and the numeral highlighted on the chart.
4. Ask the students, "What pattern do you notice on our chart?" Practice skip counting aloud while pointing to the highlighted numerals.
5. Hand out the student matrix sheets and instruct them to label the top of the chart with the given interval. The student independently marks each number within the counting interval (ie. counting by 3's the student will mark 3, 6, 9, 12...) by lightly shading over the #, circling the #, or outlining the #'s box. It is important to have unifix cubes accessible for students who continue to need the concrete in order to understand the concept of what # comes next.

6. Instruct the students to double-check the accuracy of their work by comparing their chart with a neighbor.
7. As a follow-up: gather the students in a circle and instruct students to go around the group and skip count by the given interval. Stop at a particular student and ask questions, such as, "What will be the last person's number if we each take only one turn? We are at 14 now, how many more students until we get to the number 22? If we count by 5's, how many students will need to count to get to 50? etc.
8. The 100 matrix charts may be assigned as homework to practice any given interval. Teacher may want to instruct students to write noticed patterns on the back of sheet.

E. Assessment/Evaluation

1. Teacher will informally assess student dictations as working on overhead with whole class.
2. Teacher will informally assess student "double-checking" work with a partner and noting if mistakes are consistently being made and/or identified and corrected.
3. Teacher will assess collected 100 charts after student has worked with a partner.

Where in the Latitude Are You? A Longitude Here.

Grade Level: 5th Grade (Social Studies)

STATE OF UTAH CORE CURRICULUM OBJECTIVES: Standard 6050-08, Objective 6050-1102; Standard 6050-09, Objective 6050-0901

Length of Unit: 8 Lessons (Overview & Lesson 1 Shown)

I. ABSTRACT

Students will gain an understanding of map and globe terminology. Students will distinguish between the different imaginary lines dividing the earth, and regions of the United States. Students will be using different types of activities and assessments including paper/pencil, art, games, and fun hands-on activities that promote an entertaining way to learn important skills needed for life. Students will be so involved they won't realize they are learning. The unit is set up to be used as a whole or in parts to ease in the instruction and learning of geography.

II. OVERVIEW

A. Concept Objectives

1. Students will analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present, and future in terms of patterns, events, and issues. (NM Geography II-A)

B. Content from the Core Knowledge Sequence (Grade 5 World Geography, pp. 112, 113,& 114)

Basic Geography Skills Core Knowledge Sequence p. 112

1. Read maps and globes using longitude and latitude, coordinates, degrees.
2. Tropic of Cancer and Tropic of Capricorn: relation to seasons and temperature
3. Climate Zones: Arctic, Tropic, Temperate
4. Time Zones (Review from 4th grade): Prime Meridian (0 degrees); Greenwich, England; 180° Line (International Date Line)

5. Arctic Circle (imaginary lines and boundaries) and Antarctic Circle
6. From a round globe to a flat map: Mercator projection, conic and plane projections.
United States Geography Core Knowledge Sequence p. 114
7. Regions and their characteristics: New England, Mid-Atlantic, South, Midwest, Great Plains, Southwest, West, Pacific Northwest

C. Skill Objectives

1. The student will be able to divide the globe into various spatial relations.
2. The student will be able to identify climate zones of the earth.
3. The student will be able to identify and locate the natural resources of the earth.
4. The student will be able to identify and locate various time zones around the earth.
5. The student will be able to compare and contrast a flat map and globe.
6. The student will be able to recognize the regions of the United States.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Core Knowledge Foundation. Core Knowledge Sequence. Charlottesville, VA: Core Knowledge Foundation, 1998 ISBN 1-890517-7.
2. Hirsch Jr., E.D. What Your Fifth Grader Needs to Know: Fundamentals of a Good Fifth-Grade Education. New York: Dell Publishing, 1993, ISBN 0-385- 31464-7.
3. Pearson Learning Core Knowledge. History and Geography 5th Grade Edition. 2003 Core Knowledge® National Conference, Where in the Latitude Are You? Grade 5 United States of America: Pearson Education, Inc. , 2002, ISBN 0-7690-5026-3.

B. For Students

1. The students will have a basic knowledge of geography and maps from prior Core Knowledge lessons in Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, and 4th Grade.
2. The students will have a basic knowledge of landforms from prior Core Knowledge lessons in Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, and 4th Grade.

IV. RESOURCES

- A. Hirsch Jr., E.D. What Your Fifth Grader Needs to Know: Fundamentals of a Good Fifth-Grade Education. New York: Dell Publishing, 1993, ISBN 0-385-3164-7.
- B. Pearson Learning Core Knowledge. History and Geography 5th Grade Edition. United States of America: Pearson Education, Inc., 2002, ISBN 0-7690-5026-3.
- C. http://www.education-world.com/soc_sci/geography/index.shtml Education World.
- D. <http://www.maps.com/> Maps.com
- E. Nelson, Tom. Math in Geography. Monterey, CA: Evan-Moor, 1994, ISBN1-55799-331-9.

V. LESSONS

Lesson One: The important lines of the world. Part I (This activity takes about 3 days, 1 to 2 hours per day)

A. Daily Objectives

1. Concept Objective
 - a. The student will analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the

past, present, and future in terms of patterns, events, and issues.(NM Geography II A)

2. Lesson Content

- a. Tropic of Cancer, Tropic of Capricorn, Equator
- b. Arctic Circle (imaginary lines and boundaries) and Antarctic Circle
- c. Prime Meridian (0 degrees); Greenwich, England; 180° Line (International

Date Line)

3. Skill Objectives

- a. The student will be able to divide the globe into various spatial relations.
- b. The student will distinguish between tropics, Prime Meridian, and Equator.

B. Materials

1. Pre-assessment (Appendix A)
2. Globe
3. Maps with longitude and latitude lines
4. Many newspapers (torn in strips)
5. Glue
6. Water
7. Flour
8. 9" balloons
9. Blue paint
10. Black markers (fine point)
11. String, enough for each student cut in about 1 yard lengths.
12. Paint brushes
13. Rectangular plastic pans or bowls (1 for every 4 students)
14. Wax paper
15. Important Lines of the World Checklist (Appendix B)

C. Key Vocabulary

1. Prime Meridian: zero degree meridian (longitude) that passes through Greenwich, England.
2. International Date Line: an imaginary line that goes through the Pacific Ocean at 180 degrees longitude.
3. Equator: an imaginary line that divides the earth into northern and southern hemispheres. It is the zero degrees latitude.
4. Tropic of Cancer: 23° 27' north of the equator. The farthest point north at which the sun can shine directly overhead.
5. Tropic of Capricorn: 23° 27' south of the equator. The farthest point south at which the sun can shine directly overhead
6. Arctic Circle: the Frigid Zone located directly on the center of the North Pole
7. Antarctic Circle: the Frigid Zone located directly on the center of the South Pole.

D. Procedures/Activities

1. Teacher will administer the pre-assessment to all students. While students are completing the pre-assessment the teacher will begin to mix up the glue mixture and pour into rectangular pans. The amount of mixture needed is based upon the number of students. The glue mixture is 1 part glue, 2 parts water, 1 part flour.

2. After collecting all pre-assessments, teacher will give each student one 9" balloon, one bowl of glue mixture per four students and a pile of newspaper strips. The students will blow the balloon up as large as possible without busting.

3. A strip of newspaper is dipped into the glue mixture and laid on the balloon. This procedure is repeated until the balloon is entirely covered 3 to 4 times.

4. The balloons should be placed on wax paper to dry over night.

5. At the beginning of the next day's lesson have students paint their entire balloon blue and dry on wax paper. This may be done throughout the day if time to allow time to dry.

6. After all balloons are painted and drying the teacher will introduce the vocabulary words.

7. Using a globe and a map the teacher will point out each line beginning with the Equator and working toward the Arctic and Antarctic Circles. The teacher will then introduce the Prime Meridian and International Date Line.

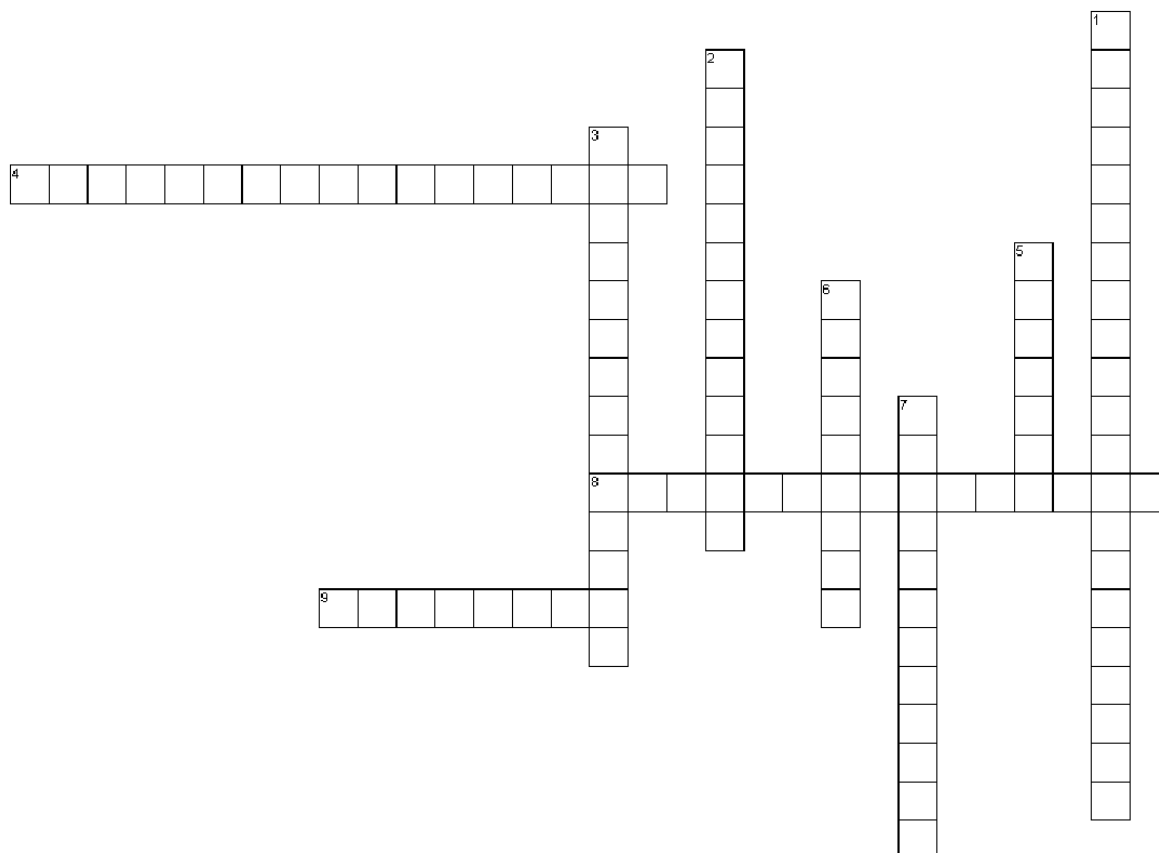
8. Students will retrieve their balloons and using the string as a guide will draw the lines on their "globe". The string should be wrapped around the "globe" in the center. Once the string is in place, take the black magic marker and follow along the string creating a line around the globe. It is easier to start with the Equator and then the Prime Meridian and International Date Line. Students will continue until all appropriate lines are drawn. Student globes should be kept in a safe place for use in future lessons.

E. Assessment/Evaluation

1. The Important Lines of the World Checklist (Appendix B) should be used to evaluate the students' work on their globes.

Appendix A Where in the Latitude Are You?

Vocabulary Pre-assessment



Across

- 4. Imaginary tropic boundary line south of the equator
- 8. Frigid zone south of the equator
- 9. Imaginary lines going from the east to the west, but dividing the globe north to south

Down

- 1. An imaginary line that goes through the Pacific Ocean at 180 degrees longitude
- 2. Zero degrees longitude that passes through Greenwich, England
- 3. Imaginary tropic boundary line north of the equator
- 5. An imaginary line that divides the earth into northern and southern hemispheres. It is zero degrees latitude
- 6. Imaginary lines going from the north to the south, but dividing the globe east and west
- 7. Frigid zone north of the equator

Appendix B Where in the Latitude Are You?

Important Lines of the World Checklist

- _____ Draw Equator*
- _____ Draw Prime Meridian and International Date Line*
- _____ Draw Arctic Circle*
- _____ Draw Antarctic Circle*

- _____ Label these five lines*
- _____ Add 45° longitude lines
- _____ Label longitude lines
- _____ Add 45° latitude lines
- _____ Label latitude lines
- _____ Add longitude lines at every 15°
- _____ Label longitude lines
- _____ Add latitude lines at every 15°
- _____ Label latitude lines
- _____ Add continents
- _____ Africa
- _____ South America
- _____ North America
- _____ Australia
- _____ Asia
- _____ Europe

* Use only these during first assessment, and all on second assessment

11 d) Program of Instruction (Monitoring)

Monitoring Instruction and the Utah Core Curriculum

Good Foundations Academy will be using the Core Knowledge Curriculum as its curricular foundation. It will be supplemented by Singapore Math (Primary Mathematics series), Michael

Clay Thompson Language Arts Curriculum, and the Spalding Method (Riggs) for reading. In our emphasis on science, the foundation of our science curriculum is contained in the Core knowledge Sequence; however, we will further supplement the Core Knowledge Sequence with the habits of mind from the Benchmarks for Science Literacy: Project 2061 (Oxford Press 1993). Combined, these will provide the foundation for our academic program.

The Core Knowledge Curriculum has been demonstrated both in print and in practice to meet (and often exceed) Utah Core standards. However, this will be part of the initial in-service training each year that our teachers experience – namely, an exposure to and review of both the Utah Core Standards and the Core Knowledge Curriculum, and how the one fulfills the other. At the same time, the school's effectiveness goals will be reviewed and discussed to ensure all staff is on-board with the goals for the coming year.

That being the starting point of our academic year, the teachers will be required to develop their individual "game plan" for successfully completing their curriculum for the year and working with same-grade teachers as a team to ensure each grade level has a team of teachers prepared to work together to accomplish the required curriculum. The school will bring in, as necessary, Core Knowledge instructors to ensure that the entire staff is prepared for the year's academic material.

But being prepared to "cover the material" is not the goal for each teacher. The goal is to ensure that each student masters the curriculum and is prepared for further learning as they progress into the next grade level.

Therefore, monitoring of the instruction and of the student's mastery of the material becomes vital to ensure students do not fall behind and that intervention can occur at the earliest possible moment. We will require weekly progress reports for each student to record where the student is in terms of competency. Methods of assessing students' mastery of performance outcomes will include, but will not be limited to, facilitator observation, peer- and self-evaluations, teacher tests and quizzes, projects, presentations, exhibitions, portfolios, and attendance rates.

Utilizing a user-friendly grading program, each teacher will have a simple and straightforward means to input and chart the progress of each student. Reports can easily be generated for parents and administrators and trends can quickly be recognized to signal the need for additional help for the student in any and all subject areas.

In addition, the Headmaster will have as one of his main purposes the role of visiting, assisting, and coaching/mentoring the teacher staff. It will be one of the Headmaster's mottos that *"teaching is not a closed-door (i.e. private) event"*. In other words, though there will be a minimum required formal observation and assessment each year for each teacher, as an ongoing practice, the Headmaster will make it his/her business to routinely visit classrooms, observe learning first hand, do his/her best to know the current status of each student with regards to academic performance & behavior, and to assist teachers as necessary to ensure pupil success. Additional coaching, teacher-to-teacher mentoring, teacher aid & volunteer assistance, and professional development will all be in the Headmaster's "tool kit" to ensure each teacher succeeds in their goal of student learning and that, truly, no child is left behind in the classroom.

Good Foundations Academy Environment

As part of the on-going development of the school environment/culture, another key role of the Headmaster will be to ensure that all staff in the school actively adhere to and promote the school's standards with regards to dress, behavior, and promoting of the "7 Foundation Stones" (respect, cooperation, citizenship, integrity, perseverance, self-control, & responsibility). GFA does not want a system to monitor student behavior at all times. GFA believes it is more important to instill the right values within the student body so that they 1) know the right behavior, 2) know how to discipline themselves to adhere to proper behavior, and 3) can be trusted in most situations to comply with the proper behavior. After all, that is what making good citizens is all about. If it is a matter of "being good" only when someone is watching or for fear of being caught, then the school has not obtained its goals of inculcating the 4th & 5th R's into the student body. The "7 Foundation Stones" are not meant to be a nice-sounding platitude for the school, but actualized behavior among the faculty, staff, and student body.

Monitoring of this culture will be the day-to-day task of the Headmaster. However, the BOD will ultimately be responsible for the governance of the school and will make provision to ensure they are aware of the on-going status of the schools environment and necessary changes and/or interventions are made as required.

Student Academic Tracking via State Testing

GFA will participate in all applicable components of the Utah Performance Assessment System for Students (U-PASS), including the Kindergarten Pre- and Post- Assessments, the Core Assessment Tests, the Direct Writing Assessments, ITBS, the Diagnostic Reading Tests, Iowa Testing, and curriculum based assessments. By participating in U-PASS GFA will be able to evaluate and compare student performance with comparable student populations.

STAR Math/Reading and DIBELS testing at the beginning of the year, along with curriculum based assessments, will establish a baseline for learning. Additional instruction in-class and via one-on-one instruction may be necessary to assist students who are behind. The teacher will work closely with parents to establish and implement a schedule that emphasizes concepts introduced during classroom instruction. In some cases, a particular student will need the help and assistance of an IEP. The teacher, special education teacher, parents and student will work collaboratively to develop an intervention plan that is modeled to the student's needs.

GFA will complete a school wide assessment after the completion of each academic year. This report will contain the measurable objectives (effectiveness goals) that were pursued by the school during the previous academic year. The attainment of the objectives, with supporting documentation will be detailed in the school's Annual Report, as well as demographic information, highlights of the program, and parental feedback. Copies of the report will be made available to charter school constituents.

The self assessment will become the starting point for the SIT as they develop an improvement plan for the following school year. Additionally, student performance will be assessed. Though at this point, it should not be a surprise to teacher or parents if a child has not mastered the necessary skills and core curriculum, it can be an indicator for some that learning during the year has not been retained and further instruction/tutoring may be required over the summer

break. Ongoing communication will occur between the school and the parents through progress reports, parent conferences, and other forms of written and oral communication.

Teachers will participate in weekly staff meetings to share best teaching practices and problem solve with the help of their peers. Staff meetings also provide the Headmaster with an opportunity to provide in-service training on the Core Knowledge as well as the Utah State Standards. Teachers will work in teams (based on grade level) in order to support each other in a mentor/mentee relationship. Each teacher team will consist of at least one senior teacher who can provide leadership and guidance to new teachers. The importance of effective teacher teams will be to ensure the teachers continue to learn and grow in the profession and to ensure that new teachers have a source of wisdom as they learn their craft.

GFA will utilize resources from the Utah Professional Development Center, including their mentor action plans and logs. The Utah Professional Teacher Standards and Continuum of Teacher Development published in 2006 by USOE will be followed.

Teachers will be encouraged to participate in personal development all targeted at improving student performance. Our philosophy is that professional development, mentoring and modeling need to be driven by academic performance outcomes.

Professional development opportunities for educators will include, but not be limited to:

- Integration of technology into the teaching and learning process
- Linking learning activities to content and technology standard/designing templates
- Developing Multidisciplinary Resource Units/designing templates
- Attending a variety of conference workshops appropriate to school goals
- Completing university course segments
- Professional development sessions designed around allowing the teachers to customize standards/objectives to meet state requirements

Good Foundations Academy Calendar 2011-12

AUGUST 2011

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SEPTEMBER 2011

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OCTOBER 2011

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NOVEMBER 2011

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DECEMBER 2011

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JANUARY 2012

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29 30 31

1st Quarter Aug 31-Nov 4 46

Days

2nd Quarter Nov 7-Jan 20 43

Days

3rd Quarter Jan 24- Mar 23 44

Days

4th Quarter Apr 2-Jun 6 47

Days

TOTAL DAYS IN SCHOOL: 180

Days

SCHOOL ATTENDANCE DATES

Classes Begin Aug

31

Iowa Tests (3rd & 5th) Sep 19-Oct

7

DWA (5th) Mar

5-23

Iowa Reading (3rd) April

4-29

CRT (2nd – 6th) Apr 30-Jun

1

Last Day of Classes (1/2 day) Jun

6

SCHOOL HOLIDAYS/INTERMISSIONS

Labor Day Sep

5

Columbus Day Oct

10

Veterans Day Nov

11

Thanksgiving Break Nov

23-25

Christmas/New Year's Break Dec

23-Jan 2

MLK Day Jan

16

President's Day Feb

20

Spring Break Mar

26-30

Memorial Day May

28

Teacher In-Service Aug 30 &

Jun 7

Half Days Nov 10, Dec 22, Jan

13, Mar 23, May 25, Jun 6

BOARD OF DIRECTORS MEETINGS

August 24

September 21

October 26

November 16

December 21

January 25

February 22

March 21

April 25

May 23

June 13

July - off

PARENT-TEACHER CONFERENCES

November 1-3, 7-8

March 19-22

April 2-4

FEBRUARY 2012

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MARCH 2012

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APRIL 2012

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MAY 2012

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Good Foundations Academy Calendar 2011-12

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JUNE 2012

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JULY 2012

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Good Foundations Academy Calendar 2012-13

AUGUST 2012

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SEPTEMBER 2012

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OCTOBER 2012

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NOVEMBER 2012

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DECEMBER 2012

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JANUARY 2013

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27 28 29 30 31

1st Quarter Aug 29-Nov 2 46

Days

2nd Quarter Nov 5-Jan 18 44

Days

3rd Quarter Jan 22- Mar 22 43

Days

4th Quarter Apr 2-Jun 5 47

Days

TOTAL DAYS IN SCHOOL: 180

Days

SCHOOL ATTENDANCE DATES

Classes Begin Aug

29

Iowa Tests (3rd & 5th) Sep

17-Oct 5

DWA (5th) Mar

4-22

Iowa Reading (3rd) April

1-26

CRT (2nd – 6th) Apr 29-May

31

Last Day of Classes (1/2 day)

Jun 5

SCHOOL HOLIDAYS/INTERMISSIONS

Labor Day

Sep 3

Columbus Day

8

Veterans Day (Celebrated)

12

Thanksgiving Break

21-23

Christmas/New Year's Break Dec 22-Jan

1

MLK Day

21

President's Day

18

Spring Break

25-29

Memorial Day

27

Teacher In-Service

24, Aug 27, 28

Half-Days Nov 9, Dec 21, Jan 18, Mar

22, May 24, Jun 5

BOARD OF DIRECTORS MEETINGS

August 22

September 19

October 24

November 14

December 19

January 23

February 20

March 20

April 24

May 22

June 12

July - off

PARENT-TEACHER CONFERENCES

October 29, 30 & November 1

March 18-21

November 6 - 8

April 2 - 4

FEBRUARY 2013

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MARCH 2013

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APRIL 2013

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MAY 2013

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Good Foundations Academy Calendar 2012-13

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JUNE 2013

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JULY 2013

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Good Foundations Academy Calendar 2013-14

AUGUST 2013

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SEPTEMBER 2013

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OCTOBER 2013

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NOVEMBER 2013

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DECEMBER 2013

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JANUARY 2014

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19	20	21	22	23	24	25
26	27	28	29	30	31	

March 26

April 23

May 21

June 11

July - off

1st Quarter Aug 28-Nov 1 46

Days

2nd Quarter Nov 4-Jan 17 44

Days

3rd Quarter Jan 21- Mar 21 43

Days

4th Quarter Mar 31-Jun 4 47

Days

TOTAL DAYS IN SCHOOL: 180

Days

SCHOOL ATTENDANCE DATES

Classes Begin

Aug 28

Iowa Tests (3rd & 5th) Sep

16-Oct 4

DWA (5th)

Mar 3-21

Iowa Reading (3rd)

April 1-26

CRT (2nd - 6th) Apr

28-May 30

Last Day of Classes (1/2 day)

Jun 6

FEBRUARY 2014

S	M	T	W	T	F	S
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2	3	4	5	6	7	8
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16	17	18	19	20	21	22
23	24	25	26	27	28	

SCHOOL HOLIDAYS/INTERMISSIONS

Labor Day

Sep 2

Columbus Day

Oct 14

Veterans Day (Celebrated)

Nov 11

Thanksgiving Break

Nov 27-29

Christmas/New Year's Break Dec

21-Jan 1

MLK Day

Jan 20

President's Day

Feb 17

Spring Break

Apr 14-18

Memorial Day

May 26

Teacher In-Service Aug 21-Aug 24 &

Aug 26, Aug 27, Jun 5, Jun 6

Half-Days Nov 8, Dec 20, Jan 17,

Feb 18,

Apr 11, Jun 4

MARCH 2014

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APRIL 2014

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MAY 2014

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BOARD OF DIRECTORS MEETINGS

August 21

September 25

October 23

November 20

December 18

January 22

February 19

Good Foundations Academy Calendar 2013-14

11	12	13	14	15	16	17
18	19	20	21	22	23	24
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JUNE 2014

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JULY 2014

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27	28	29	30	31		

Good Foundations Academy Daily Schedule Calendar 2011-2014

DAILY SCHEDULE (Kindergarten Only):

K-AM: 8:25 AM – 1st Bell
 8:30 AM – Tardy Bell
 11:30 AM – Dismissal
 K-PM: 12:30 PM – Tardy Bell
 3:30 PM – Dismissal

Kindergarten Friday Schedule

K-AM: 8:30 AM – 11:00 AM

 K-PM: 12:00 PM – 2:30 PM

DAILY SCHEDULE (Grades 1-6, Monday - Thursday):

8:25 AM – 1st Bell
 8:30 AM – Tardy Bell
 3:30 PM – Dismissal

	AM RECESS	Lunch Recess	PM RECESS
KINDERGARTEN	9:45 – 10:00		1:30 – 1:45
1st Grade	10:00 – 10:15	11:50-12:05	1:45 – 2:00
2nd Grade	10:00 – 10:15	11:50-12:05	1:45 – 2:00
3rd Grade	10:15 – 10:30	11:50-12:05	2:00 – 2:15
4th Grade	10:30 – 10:45	12:30-12:45	2:00 – 2:15
5th Grade	10:35 – 10:50	12:30-12:45	NONE
6th Grade	10:35 – 10:50	12:30-12:45	NONE

FRIDAY SCHEDULE (Grades 1-6):

8:25 AM – 1st Bell
 8:30 AM – Tardy Bell
 2:30 PM – Dismissal

Half Day Schedule

K 8:30-10:00 11:00-12:30
 1 - 4 8:30 – 12:30
 5 – 6 8:30 – 12:30 (working lunch for 5-6)

WEEKLY LUNCH SCHEDULE (Grades 1-6):

1st – 3rd Grade 11:30 – 12:00
 4th – 6th Grade 12:10 – 12:40

KINDERGARTEN HOURS IN SUMMARY

142 days (M-Th) x 2.75 hrs = 390.50 hrs
 32 days (F) x 2.25 hrs = 72.00 hrs
 6 half days x 1.25 hrs = 7.50 hrs
 180 days Total = 480.00 hrs

GRADES 1-4 HOURS IN SUMMARY

142 days (M-Th) x 6.00 hrs = 852.00 hrs
 32 days (F) x 5.25 hrs = 168.00 hrs
 6 half days x 3.250 hrs = 19.50hrs
 180 days Total = 1039.50 hrs

GRADES 5-6 HOURS IN SUMMARY

142 days (M-Th) x 6.25 hrs = 887.50 hrs
 32 days (F) x 5.25 hrs = 168.00 hrs

6 half days x 3.75 hrs = 22.50 hrs
180 days Total = 1078.00 hrs

Staff Development Hours - Total 42 hours minimum yearly.

Teacher hours will generally be from 7:30 am to 4:30 pm to allow for preparation time. Hours may be adjusted for staff development, conferences, or faculty meetings as needed and directed by the Headmaster. Teacher preparation time will also include time blocks when students have specials, such as: art, music, PE, computer, language.

Basic Daily Schedule for 1 – 6:

7:30 – 8:25 Teacher preparation
8:30 – 8:40 Attendance, lunch count, teacher instructions for the day, turn in homework, initial seat work, math drill, etc.
8:40 – 10:00 Reading/Language Arts
10:00 – 10:15 Recess (grades do vary)
10:15 – 11:30 Math
11:30 – 12:05 lunch and recess (varies by grade)
12:05 – 12:20 Individual Reading time (Drop Everything And Read)
12:20 – 1:00 History
1:00 – 1:45 Specials: Art/music/PE/computer/Language (Spanish, French, etc.) varies by day/ (teacher preparation time)
1:45 – 2:00 Recess (grades vary)
2:00 – 2:45 Science
2:45 – 3:15 Social Studies/Health
3:15 – 3:30 Homework assignments, dismissal preparations
3:30 – 4:30 Teacher preparation, faculty meetings, etc

The specific schedule will be developed by each teacher and grade level team to best meet the needs of their students.

Basic Kindergarten schedule blocks for AM and PM:

8:30 – 8:50 Gathering time, attendance, calendar, weather, helpers for the day, instructions etc
8:50 – 9:30 Reading
9:30 – 10:00 Math
10:00 – 10:15 Recess
10:15 – 10:30 Snack, social skills, manners
10:30 – 11:00 Specials: art, music, PE, computer, lang
11:00 – 11:20 Science, health, social studies
11:20 – 11:30 Dismissal preparation, homework, etc.

11f) Special Education

Special Education Coordinator

The job requirements for the Special Education Coordinator can be found in section 16, "Administrative Services". It will be necessary to insure our director be knowledgeable about IDEA 2004 and Utah Special Education Rule Requirements. Successful candidates for the director's position will be required to demonstrate their familiarity with IDEA 2004 and Utah Special Education Rule Requirements (USERR) to the hiring committee. We will utilize expertise at the State Office of Education to ensure the individual hired has the background, skills, & knowledge to successfully run our Special Education Program.

The Headmaster, working closely with the Special Education Coordinator, will ensure all staff complies with IDEA 2004, Americans with Disabilities Act, and all Utah Special Education Rule Requirements. He/she will ensure all federal, Utah, and school reporting requirements are met.

The Special Education Coordinator will attend all special education trainings required by the state charter school board as well as to participate in the monthly special education in-service training for teachers. He/she will be encouraged to participate in ongoing special education training to stay current in trends and best practices in the special education field.

The Special Education Coordinator will be the resident authority for special education with regards to federal and state laws, paperwork, and resources available to assist the school in meeting their special education needs. He/she will maintain all paperwork for federal, state, and district compliance with IDEA 2004 and Utah Special Education Requirements and will assist the staff as necessary to comply with the school's overall requirements.

The Headmaster will act as the Legal Educational Administrator (LEA). The LEA will be required to complete all necessary 504 paperwork, legally obligating GFA to provide all accommodations in a student's IEP, and ensure the compliance by GFA staff and administration with IDEA 2004, Utah Special Education Rule Requirements, and Section 504 of the Americans with Disabilities Act. The Special Education Coordinator will be assigned the student's special education case file by the LEA when the administration receives permission to test for eligibility for special education. The LEA follows up with the coordinator to ensure the time lines are followed.

The Special Education Coordinator will also work closely with the LEA to ensure all reporting to comply with programs such as child count, child find, Title I, UPASS, and all other information required by the USOE, IDEA, or the Department of Education.

Initially, the Special Education Coordinator will work with the special education population and with each teacher with special education students in their classroom to provide for their IEPs. For students who need additional special education focus (e.g. small group or personalized

instruction outside of the normal classroom setting), the Special Education Coordinator will ensure an appropriate setting with the appropriately qualified instructor are found to meet the students' needs.

Depending on the number of students in the special education program, along with the range and severity of disabilities within the special education population, the Special Education Coordinator will coordinate with the Headmaster for hiring additional special education teachers and recommending contractors for cases where GFA is not equipped to handle the need of the child. The Special Education Coordinator will supervise any educational contractors including but not limited to occupational therapists, physical therapists, speech therapists, educational psychologists, mental health professionals, etc. He or she will also have responsibility for all aides or certified medical assistants used by the students.

It is impossible to know exactly what needs and what the make-up of GFA's special education population will look like at this point in time. However, our plan is to hire a seasoned professional who will be able to evaluate the initial cadre of students and build a solid and responsive program which will grow as necessary to accommodate the needs of the students identified for the special education program.

Special Education Case Load Requirements

The Special Education Coordinator will oversee the initial case load of the school and will proactively approach the Headmaster as soon as he/she recognizes the need for additional staff and/or contractors to service the needs of the special education population. Regardless of the Special Education Coordinators thoughts on the matter, the case load for special education teachers will always be in alignment with the State rules, both present and future.

It is vital that the school be proactive in adding to the special education team as quickly as possible to ensure that no one teacher or special educator become overwhelmed by his/her personal responsibilities to students. Though each case will be unique, our philosophy will be to provide additional staff/contractors as soon as a special educator has more students than he/she can spend the necessary time with during the school day/week (depending on their needs).

Special Education Service Contractors

A contract for services will be signed with an occupational therapist, physical therapist, speech therapist, and an educational psychologist before GFA's first day of classes. Educational contractors will be paid on an hourly basis as needed by GFA's students. Contractors will be required to follow all requirements of a student's IEP, IDEA 2004, Utah Special Education Rule Requirements, section 504 of the American's with Disabilities Act, and the Records Privacy Act. Any violation of state or federal law will be taken with extreme seriousness and may be grounds for ending the contract.

General Education Teachers with Special Education Students

It will be the goal at GFA to keep any and all students capable of working within the normal classroom setting in that setting to the greatest degree practical. General education teachers with special education students will be required to attend IEP meetings for their students as appropriate.

General education teachers will receive a list of all students' accommodations from the special education coordinator (teachers) needed in their class room. General education teachers will be required to follow all IEP and 504 accommodations. Minor violations of a student's IEP or 504 may result in verbal or written warnings.

Special Education Students

Good Foundations , current which will help GFA prepare in advance for its special education population.

Evaluation

a particular student, ,

Though our initial evaluation process will certainly have the inputs of our Special Education Coordinator, some of the basics of the process can already be highlighted

1) We will do our best to ensure

2) Parents may request an evaluation for their child to see if they are a prospect for our Special Education Program.

3) We will place to advise parents of their options for evaluation and for the process involved. As stated above, intervention techniques with monitoring and results will be the first course of action. If the child does not show any positive benefit from these interventions, then the parents in corroboration with the teacher and Special Education Coordinator can decide to proceed with formal testing. Parents must sign paperwork granting permission prior to this formal testing.

4) Should the decision be made to evaluate the student, the Special Education Coordinator

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5) will receive

6) P a free and appropriate public education ()

Developing a Student's Individual Education Plan (IEP)

Once evaluated, a group of school staff professionals and the parents of the student must determine if the student is a "student with a disability" as defined in Part B of the IDEA and the State Special Education Rules. Students can be determined eligible in 13 different categories as directed by the categorical criteria and the test results. Once determined eligible and formally placed in the Special Education Program, the team (consisting of the LEA, any special education teachers involved, the general education teacher as applicable, and the parents) will develop an Individual Education Plan (IEP). The IEP team will seek to place the student in the least restrictive environment for learning and provide the best educational services for the child. The IEP will be reviewed at least annually and a renewed assessment for Special Education services will take place at least every three years. This is based on the current reauthorization

of IDEA 2004. GFA will remain abreast of and comply with any changes to the program in subsequent legislation.

The IEP for each student will include:

1. A statement of the student's present levels of educational performance, including how the student's disability affects the student's involvement and progress in the general curriculum.
2. A statement of measurable annual goals, including benchmarks or short-term objectives, related to:
 - a. Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum (i.e. the same curriculum as for non-disabled children); or for preschool students, as appropriate, to participate in appropriate activities.
 - b. Meeting each of the student's other educational needs that result from their disability.
3. A statement of the special education and related services and supplementary aids and services to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided for the student.
4. An explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular class and in the activities described in this USERR.
5. A statement of any individual modifications in the administration of state or charter wide assessments of student achievement that are needed in order for the student to participate in the assessment. If the IEP team determines that the student will not participate in a particular state- or charter-wide assessment of student achievement (or part of an assessment), a statement of why that assessment is not appropriate for the student and how the student will be assessed will be included in the IEP.
6. The projected date for the beginning of the services and modifications described in this rule and the anticipated frequency, location, and duration of those services and modifications.
7. A statement of how the student's progress toward the annual goals described in the IEP will be measured and how the student's parents will be regularly informed.

Child Find

To enable the state of Utah to meet its obligations under 34 CFR 300.125 (relating to child find), we shall have written policies and procedures to ensure that all children with disabilities that are enrolled in Good Foundations Academy, and who are in need of special education and related services, are identified, located and evaluated.

The written policy shall include: public awareness activities sufficient to inform parents of children applying to or enrolled in the charter school of available special education services and programs and how to request those services and programs; systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in the charter school; periodic training of staff about disabilities and the educational needs of special education students; and collection and transmission of all child count data to the USOE. All data collected and used will meet the requirements of child find and are subject to the confidentiality of information provisions under the USERR.

Ethnic & Racial Minorities

IDEA 2004 eligibility criteria will be used to ensure that over-identification of ethnic and racial minorities does not occur. GFA will collect demographic data to determine if significant disproportional identification of special education students based on race and ethnicity is occurring. In addition to educational disabilities, the incidence, duration, and type of

disciplinary actions, including suspensions and expulsions, will also be factored into the demographic data.

Discipline

LEA 2004 face the following consequences 2004

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Special Education Records

All special education records shall be stored in a fireproof locked file cabinet in accordance with federal privacy and records keeping laws. Special education records shall include but not be limited to consent for evaluations and testing, a statement of transition needs, transition planning records, and receipt of procedural safeguards.

A parent who believes that information in the education records collected, maintained, or used under Part B of the IDEA is inaccurate or misleading or violates the privacy or other rights of the student, may request the records be amended. GFA shall decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If GFA decides to refuse to amend the information it shall inform the parent of the refusal, and advise the parent of the right to a hearing on the matter.

The parents of a student with a disability will be afforded, in accordance with USERR, an opportunity to inspect and review all education records with respect to the identification, evaluation, and educational placement of the student, and the provision of a FAPE to the student.

Transfer Students

If a student with an IEP transfers to GFA, GFA will ensure that the student receives a free and appropriate public education (FAPE) while eligibility is being determined. GFA may choose at their discretion to follow the student's old IEP for 30 calendar days after their enrollment or develop a temporary IEP until a new IEP may be developed. If parents and GFA cannot come to an agreement about an interim IEP, the old IEP will be implemented to the extent possible until a new IEP can be agreed upon. During that 30 day time period, GFA may choose to implement the student's old IEP, develop a new IEP, or determine the student is not eligible for special education services. If GFA staff determines the student is ineligible for special educational services, GFA will provide parents with prior written notice as outlined in USERR.

Extended School Year Services (ESY)

and

12) Admission (Lottery) and Suspension/Expulsion Procedures

Our admissions process at Good Foundations Academy (GFA) will not make any distinction on account of disability, race, creed, color, gender, national origin, religion, or ancestry of any student who seeks admission. Furthermore, admission will be offered publicly to Kindergarten through 6th grade students with an effort to invite all families to carefully review the GFA Charter & handbook and enroll their children if the parents value the school's philosophy and educational offering. The School recognizes the value of inclusiveness, or providing access to a broad cross-section of the community, so that students from all backgrounds can benefit from the School's educational offering.

Vacancies exist whenever the number of students enrolled in class is below that class' capacity. As vacancies occur, those vacancies will be filled using a lottery system (subject to the exceptions listed below). Admission will be formally granted to the student by the **Headmaster**.

The lottery will be conducted by an outside agency which will also validate its non-biased choice of students from the pool of applicants.

The following lottery enrollment procedure will be implemented:

- a) Parents of potential new students must complete a Lottery Pool Form; at which time their child's name will be added to the appropriate grade-level Enrollment Pool. Potential students may be added to the Enrollment Pool at any time during the year.
- b) When a vacancy occurs during the school year, that vacancy may or may not be filled at the school's discretion. If GFA chooses to fill the vacancy and has more applicants in the Enrollment Pool than spaces available, the spaces will be filled by lottery among those students currently in the Enrollment Pool.
- c) Enrollment priority may be given to the following students up to 7.5% of total student enrollment: (53A-1a-506)
 - A student of a parent who has actively participated in the development of the school
 - Siblings of students presently enrolled in the school
 - Students of Parents Employed by School
 - Students articulating between charter schools offering similar programs that are governed by the same governing body; and
 - Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that is approved by the State Charter School Board

Students are not officially enrolled until all paperwork is complete and turned in to the front office, including a current Emergency Contact form.

Discipline — A copy of the School's discipline policy will be included in the Student-Parent Handbook, distributed to parents each year. The discipline policy clearly describes behavioral infractions and associated consequences. The policy allows for suspension and expulsion from the School in extreme cases. Repeated minor infractions will be treated as major infractions. Parents are urged to become familiar with the discipline policy.

Infractions

For purposed of handling discipline, Good Foundations Academy will consider infractions of rules as either major or minor.

Special note about dress code violations: Students in violation of dress code will be given a scholar's robe to wear for the day, or may be required to call home for appropriate clothing. Students must be strictly in code to attend class. Students out of code may do class work in the office or in an isolated workspace until dress is in code. Continued dress code violations will require stronger consequences including suspensions and a conference with the parent.

Examples of Minor Infractions include, but are not limited to the following:

Yelling; slamming; kicking; throwing; running in halls; causing minor damage to personal property (without intent to injure others); losing school property*; disobeying school and classroom rules; disruptive behavior in class or halls; continual patterns of misbehavior in or out of class; ridiculing others or using profane language or gestures; showing disrespect to an adult through face, body, or action; three unexcused tardies per quarter; continual late arrivals to classes.

*Fines will be levied to parents for vandalism or theft. Fines will also be levied for lost or damaged school property. Students may also be required to be involved in the maintenance or repair of damaged property.

Examples of Major Infractions include, but are not limited to the following:

Any minor infraction or pattern of activity that is detrimental to the welfare or safety of other students or repeatedly interferes with a school's ability to provide educational opportunities to other students; hitting, shoving, biting, or physically assaulting another student; verbal intimidation or threats, physical intimidation, or sexual intimidation or harassment; possession of matches or cigarette lighter (or other potentially dangerous items); willful destruction or defacing of school property*; theft*; actions of continual willful disobedience or open persistent defiance of proper authority; cheating on a test; plagiarism; tampering with any document; providing false statements of any kind; leaving the school property without permission; truancy; or cutting class.

*Fines will be levied to parents for vandalism or theft. Fines will also be levied for lost or damaged school property. Students may also be required to be involved in the maintenance or repair of damaged property.

Discipline Procedures

Minor infractions are generally handled by a student's classroom teacher, but may also involve the Dean of Students and/or Headmaster. Anytime a student is required to see the Dean of Students or the Headmaster, a learning opportunity arises. Every student is encouraged to be responsible for his or her own actions, and students are instructed to share the incident with their parents. If and when necessary, the interaction between the student and the Dean of Students or the Headmaster will be followed up with a phone call or written communication to the parents as soon as possible after the incident. The Headmaster, Dean of Students, or faculty members may assign consequences.

Depending on the nature of the offense, damages to others, and continued pattern of offenses, consequences may include detentions, service, student behavior plans, fair remuneration, relinquishing privileges, apologies, required extra work, and/or activity restrictions. Should a situation become more severe, a parent conference will be required immediately. For major infractions, suspension procedures will be followed.

All detentions for discipline will be served soon after the infraction. If the discipline situation warrants notification of the parents, an attempt will be made to notify them the day the detention is given. Students serving a detention or suspension on the same day as an after school activity will not be allowed to participate in the activity until the detention is served. Any change in the detention or suspension date(s) will be at the discretion of the Dean of Students or Headmaster.

Major infractions may require an immediate parent conference prior to suspension, during which time appropriate follow-up actions are discussed. These actions may include activity restrictions, creation of remedial student discipline plans, and requirement of parent to attend class with student for a specified time or other plans. Discipline referrals and suspensions become part of a student's permanent record.

If a student has been given an In-School Detention or an Out-Of-School Suspension two or more times during the year, or if the student has received more than 8 tardies in a quarter, the Dean of Students or Headmaster reserve the right to restrict the school events or field trips that the student may attend. All decisions concerning this matter will be made at the discretion of the Dean of Students or Headmaster.

Formal Discipline Proceedings

Typically, a student may not be suspended for a time exceeding 25 school days. During suspensions, opportunities will be given for a student to make up school work; however, the school will determine the amount of credit the student shall receive for this makeup work. Suspensions at Good Foundations Academy can be assigned only by the Headmaster and/or the Dean of Students. Prior to suspension the student's parent will be notified, and a parent conference will be required before the student returns to class. Notice of suspension shall be given in writing. An informal hearing will be offered to a parent and student after receipt of notice of suspension lasting less than 10 days, by the Headmaster and/or Dean of Students. A parent conference involving the Headmaster and/or Dean of Students, student, and student's parent(s) or guardian(s) may be required before a student will be readmitted following a suspension. A suspension lasting more than 10 days will be given a formal hearing.

Levels

If the student continues to be disruptive and exhibits inappropriate behavior or actions, the student will be placed on levels. A level 1 is an indication that the student is exhibiting behavior or actions that are not acceptable. A level 2 status indicates that the student is continuing with the inappropriate actions or behavior. A level 3 will result in expulsion from the school. Good Foundations Academy reserves the right to place the student at any level at any point according to the severity of the offense.

Step 1, Initial suspension

An initial suspension will occur after a major infraction or a series of minor infractions, depending on the severity of the infraction(s). Step one, initial suspension, will include a minimum of a one-day, and a maximum of a ten-day suspension. A remedial student discipline plan may be created during the conference between parent, student, and Headmaster and/or Dean of Students depending on the severity of the infraction. A parent-student-Headmaster or Dean of Students conference may be required before the student is re-admitted to the

classroom. Depending on the severity of the infraction, the student may or may not be placed on a level 1 at this point.

Step 2, Secondary suspension with remedial discipline plan review and revision

A secondary suspension is the second step of formal discipline proceedings and will occur after one or two major infractions following initial suspension, depending on severity of offense, and/or as a result of the student's violation of his or her remedial discipline plan. Step 2 suspensions will include a minimum of two days and a maximum of no more than ten days total suspension. A required parent-student-Headmaster and/or Dean of Students conference will be held before student is allowed to return to school. If a remedial student discipline plan already exists, it will be reviewed and revised if necessary. If a remedial student discipline plan has not been created as yet, one will be created for the student at this point. Depending on the severity of the infraction, the student may or may not be placed on a level 1 or 2 at this point.

Step 3, Final suspension

A final suspension from Good Foundations Academy is the third and final step of formal discipline proceedings. After a final suspension, and prior to movement toward a declaration of "habitual disruption" (placing the student on a Level 3) or the expulsion proceedings, a student may appeal the decision and obtain a hearing from a representative of the Board of Directors.

A student may be declared habitually disruptive after being suspended three times in one year on the grounds of causing a material and substantial disruption in the class, on school grounds, on school vehicles, or at school activities or events because of behavior that was initiated, willful, and overt on the part of the student, and the suspensions were made for

- Continual, willful disobedience or open and persistent defiance of proper authority;
- Willful destruction or defacing of school property;
- Behavior on or off school property, which is detrimental to the welfare or safety of other students or of school personnel;
- Serious violations in a school building or in or out of school property;
- Repeated interference with a school's ability to provide educational opportunities to other students;

Expulsion from Good Foundations Academy shall be mandatory for the following violations:

- carrying, bringing, using, or possessing a dangerous weapon (including a firearm or firearm facsimile, any pellet, or BB gun or other device operational or not, designed to propel projectiles by spring action or compressed air, fixed blade knife with a blade that measures longer than three inches in length or a spring loaded knife with a blade longer than three and one-half inches, any object, device, instrument, material, or substance, whether animate or inanimate used or intended to be used to inflict death or serious bodily injury;
- the sale or possession of a drug or controlled substance;
- death threats to other students or administration;
- or the commission of an act, which if committed by an adult would be robbery or assault other than third degree assault.

Expulsion is also mandatory if a student is declared habitually disruptive.

Discipline & Special Education Students

LEA .

A 2004 :

1. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a student with a disability who violates a code of student conduct.
2. School personnel may remove a student with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) consecutive school days (to the extent those alternatives are applied to students without disabilities), and for additional removals of not more than ten (10) consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
3. After a student with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the LEA must provide services to the extent required.
4. For disciplinary changes in placement that would exceed ten (10) consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities, except after the 10th day of removal that constitutes a change in placement, the LEA must provide services to the student.

Services

1. A student with a disability who is removed from the student's current placement must:
 - a. Continue to receive educational services, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and
 - b. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.
2. The services may be provided in an interim alternative educational setting.
3. An LEA is only required to provide services during periods of removal to a student with a disability who has been removed from his or her current placement for ten (10) school days or less in that school year, if it provides services to a student without disabilities who is similarly removed.

4. After a student with a disability has been removed from his or her current placement for ten (10) school days in the same school year, if the current removal is for not more than ten (10) consecutive school days and is not a change of placement, school personnel, in consultation with at least one of the student's teachers, determine the extent to which services are needed, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.
5. If the removal is a change of placement, the student's IEP team determines appropriate services to be provided during the removal.

Change of Placement Due to Disciplinary Removals

1. For purposes of removals of a student with a disability from the student's current educational placement, a change of placement occurs if:
 - a. The removal is for more than ten (10) consecutive school days; or
 - b. The student has been subjected to a series of removals that constitute a pattern:
 - (1) Because the series of removals total more than ten (10) school days in a school year;
 - (2) Because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
 - (3) Because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.
2. The LEA determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

Manifestation Determination

1. Within ten (10) school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the student's IEP team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
 - b. If the conduct in question was the direct result of the LEA's failure to implement the IEP.
2. The conduct must be determined to be a manifestation of the student's disability if the LEA, the parent, and relevant members of the student's IEP team determine that the misconduct was caused by or had a direct and substantial relationship to the student's disability, or was the direct result of the LEA's failure to implement the IEP.
3. If the LEA, the parent, and relevant members of the student's IEP team determine that the misconduct was the direct result of the LEA's failure to implement the IEP, the LEA must take immediate steps to remedy those deficiencies.
4. If the LEA, the parent, and relevant members of the IEP team make the determination that the conduct was a manifestation of the student's disability, the IEP team must:
 - a. Either:
 - (1) Conduct a functional behavioral assessment (FUBA), unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan (BIP) for the student; or
 - (2) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and
 - b. Unless the misconduct falls under the definition of *special circumstances*, return the student to the placement from which the student was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.
5. *Special circumstances*. School personnel may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:
 - a. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an LEA;

- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an LEA, or
- c. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an LEA.

Procedural Safeguards Notice

On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct, the LEA must notify the parents of that decision, and provide the parents the procedural safeguards notice.

Determination of Setting

The student's IEP team determines the interim alternative educational setting for services if the behavior that gives rise to the removal is not a manifestation of the student's disability, the removal constitutes a change of placement, or the behavior falls under the *special circumstances*.

Appeals By Parent or LEA

1. The parent of a student with a disability who disagrees with any decision regarding placement, or the manifestation determination, or an LEA that believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may appeal the decision by requesting a hearing. The hearing is requested by filing a due process hearing complaint.
2. Authority of hearing officer.
 - a. A due process hearing officer hears, and makes a determination regarding an appeal.
 - b. In making the determination, the hearing officer may:
 - (1) Return the student with a disability to the placement from which the student was removed if the hearing officer determines that the removal was a violation of the discipline procedures under Part B of the IDEA or these Rules or that the student's behavior was a manifestation of the student's disability; or
 - (2) Order a change of placement of the student with a disability to an appropriate interim alternative educational setting for not more

than forty-five (45) school days if the hearing officer determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

- c. The appeal procedures may be repeated if the LEA believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.

3. Expedited due process hearing.

- a. Whenever a hearing is requested, the parents or the LEA involved in the dispute must have an opportunity for an impartial due process hearing.
- b. The LEA is responsible for arranging the expedited due process hearing with the USOE, which must occur within twenty (20) school days of the date the complaint requesting the hearing is filed. The hearing officer must make a determination within ten (10) school days after the hearing.
- c. Unless the parents and LEA agree in writing to waive the resolution meeting, or agree to use mediation:
 - (1) A resolution meeting must occur within seven (7) calendar days of receiving notice of the due process complaint; and
 - (2) The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) calendar days of the receipt of the due process complaint.
- d. The decisions on expedited due process hearings are appealable.

Placement During Appeals

When an appeal has been made by either the parent or the LEA, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period specified, whichever occurs first, unless the parent and the SEA or LEA agree otherwise.

Protection for Students Not Determined Eligible for Special Education and Related Services

- 1. A student who has not been determined to be eligible for special education and related services under Part B of the IDEA, and who has engaged in behavior that violated a code of student conduct, may assert any of the protections provided for in this part if the LEA had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

2. An LEA must be deemed to have knowledge that a student is a student with a disability if, before the behavior that precipitated the disciplinary action occurred:
 - a. The parent of the student expressed concern in writing to supervisory or administrative personnel of the appropriate LEA, or a teacher of the student, that the student is in need of special education and related services;
 - b. The parent of the student requested an evaluation of the student; or
 - c. The teacher of the student, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education of the LEA or to other supervisory personnel of the LEA.
3. An LEA would not be deemed to have knowledge that a student is a student with a disability if:
 - a. The parent of the student:
 - (1) Has not allowed an evaluation of the student; or
 - (2) Has refused services under this part; or
 - b. The student has been evaluated in accordance with and determined to not be a student with a disability under Part B of the IDEA.
4. If an LEA does not have knowledge that a student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the disciplinary measures applied to students without disabilities who engage in comparable behaviors.
 - a. If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.
 - (1) Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.
 - (2) If the student is determined to be a student with a disability, taking into consideration information from the evaluation conducted by the LEA and information provided by the parents, the LEA must provide special education and related services.

Referral To and Action by Law Enforcement and Judicial Authorities

1. Nothing in Part B of the IDEA prohibits an LEA from reporting a crime committed by a student with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student with a disability.
2. Transmittal of records.
 - a. An LEA reporting a crime committed by a student with a disability must ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the LEA reports the crime.
 - b. An LEA reporting a crime under this section may transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

13) Procedures to Review Complaints

GRIEVANCES

Good Foundations Academy recognizes the value of the observations, perspectives, and ideas of the parents of students at the school, as well as the importance of being accountable to the parents for the educational program for their children.

An important element of the accountability process is to provide an avenue for parent suggestions and grievances that both satisfies the parents and improves the operation of the school. A procedure for soliciting and responding to the parent suggestions and grievances is outlined below.

Avenues for Expression

The first element of the parent grievance process is to establish appropriate avenues for expression to allow the right people to respond and deal with the issues that may be raised. These avenues should also be satisfactory to those with a concern, so that they know that their concerns will be addressed. The following avenues for submitting a complaint or suggestion will be provided:

1. Teacher appointments – If the concern is regarding specifics of the classroom, the teacher or staff member may be contacted directly for an appointment. We recommend that parents work directly with the teacher to resolve issues teachers are responsible for. Parents choosing this avenue should be careful to respect the time and privacy of the teacher they need to contact. Please do not interrupt teacher lunch or grading time.
2. **Headmaster and Dean of Students** appointments – If the concern is regarding a specific area of the school or if the parent has been unable to address the concern by working directly with the teacher regarding classroom issues, the Headmaster or Dean may be contacted directly for an appointment. Parents choosing this avenue should be careful to respect the time and privacy of the Headmaster and Dean of Students.
3. Personal Appointments – If the concern is of a personal nature involving a particular member of the GFA staff or BOD, the individual may be contacted directly for an appointment. Parents choosing this avenue should be careful to respect the time and privacy of those they need to contact.
4. **Parent Grievance/Suggestion Box** – Concerns of a general nature may be written on parent grievance/suggestion forms and deposited in a box that will be provided for this purpose in the front office. A member of the Site Improvement Team will be assigned to follow up on each item placed in the box.
5. **Site Improvement Team Contact** – A concern may also be directed to designated individuals on the Site Improvement Team for personal contact and follow up. They will initiate the process using the parent grievance form and assign follow up on the committee.
6. If a parent has pursued other options and still has issues, the grievance can be summarized for the Board in writing. The Board will review the summary and will make one of the following determinations: The Board may decide to support the previous decision; the Board may appoint up to two Board members to address the issue; the Board may address the issue in an open Board format; or the Board may address the issue in an executive session.
7. BOD Meeting – Parent concerns and grievances may also be raised during the community comment portion of the BOD meeting. It is recommended that the concern or grievance be addressed in one of the aforementioned steps before using this option. A designated

representative of the Site Improvement Team may facilitate the discussion if present (based on prior information that an issue may be addressed) and follow up using the parent grievance/suggestion form.

8. Proposed Action to the BOD – Good Foundations will have written into their Bylaws a specific avenue for parents to propose formal action by the BOD:

“The BOD believes that parents and staff should have a means to be heard by the BOD; to propose action to the BOD; in matters of sufficient community concern, to compel BOD action. To that end, the BOD adopts the following procedure; any parent or staff member may present a proposed action to the BOD or any BOD member in writing at any time. If it is moved and seconded at the next meeting of the BOD at which a quorum is present, the BOD will vote on it.”

Resolution of Grievances

All grievances involving the Site Improvement Team will be tracked using the parent grievance form. Resolution of each issue will be assigned to a member of the committee. Assignments will be made when grievances are discussed at each committee meeting. If an item is deemed to require action prior to a committee meeting, an assignment may be made without waiting for the next meeting.

Grievances & Special Education Student Provisions

Parents will be made aware of the provisions available for grievances involving special education students. Per the Utah State Office of Education provisions, parents have four recourses available to them to pursue grievance resolution:

1. Problem Solving Facilitation
2. Formal State Complaint
3. Mediation
4. Due Process Hearing

Each provision is spelled out in the USOE/Special Education web site and will be made available and explained to any and all parents who have a child in the Special Education Program at GFA.

14) Opportunities for Parental Involvement

PARENTAL INVOLVEMENT AND VOLUNTEERING

GFA is a school of choice. This means that parents have the option to choose, for their child, the philosophy of this school as articulated in the Charter. GFA believes that the school's design will result in parents wanting to play a strong role in their children's education. When parents have the opportunity to choose the kind of education they prefer, they find the necessary energy, time, and resources to devote to their children's education and we at GFA will provide that opportunity. GFA will provide the opportunity for parents to be directly engaged in tutoring, coaching, classroom instruction, preparing resource materials, and providing other necessary and invaluable assistance throughout our school. The family naturally provides the most influential and effective context for basic lifelong learning and teaching. For this reason, and at the discretion of the classroom teacher or Headmaster, parents will be invited to teach or assist with learning projects in all subjects, depending on their interests and expertise. Parents will be encouraged to spend time reading aloud to children at school which will assist the teachers and/or in the home, coaching them in skill development, and otherwise contributing time and talents in a variety of ways. Parents with children in a specific grade level will have opportunity to volunteer in that grade at the teacher's discretion.

Community Council

GFA has adopted a simple organizational structure to enable flexibility and increased parental involvement while maintaining the founders' vision and without jeopardizing accountability. GFA is ultimately governed by a Board of Directors, but minor policies and implementation of the Directors' vision are accomplished by the Principal and the Community Council. In addition to maintaining the vision and mission of the school, The Community Council can be used as a recommending body to the Principal and the Board of Directors and also for supporting the principal in compliance and in maintaining efficient operations.

The composition of the Community Council: (As per Community Council By-laws)

- 2 employee members
- 8 elected parent members (staggered 2 year terms)
- Principal of NUAMES

Parent Involvement, Observation, and Volunteering

Good Foundations Academy is a charter school. As such, there are many new ideas being implemented. The classroom itself is the context for several of these innovations. There is great emphasis on parent-volunteers in this school. There is also a need to establish a learning environment that best serves the students. At Good Foundations Academy we have defined the general parameters for parents volunteering in our classrooms.

1. Parent volunteers are an integral part of Good Foundations Academy and will play a vital role in our school's success. Parents are not only welcome, but they are crucial if we are to have high quality teaching of the entire curriculum each year. Parent-volunteer activities are coordinated by GFA's Volunteer Support Team. All persons volunteering at Good Foundations Academy must have a current, signed volunteer application, agreement form, and volunteer oath form on file with the School. Each volunteer will have a volunteer name badge with their

picture on it to wear during volunteer activities on campus. Volunteer applications are subject to background checks.

2. At the beginning of the year each parent will be given opportunity to fill out a parent skills survey and return it to GFA. This will have specific questions posed to the parent about areas they enjoy volunteering in or are skilled in so we can notify them when volunteer opportunities arise in their areas of interest or skill. Once surveys turned into GFA our Volunteer Support Team will organize/sort the data to enable a potential volunteer pool to work from.

3. Also at the beginning of the year parents will receive a list of volunteer opportunities in which they can be involved as well as positions available for volunteer involvement on the Volunteer Support Team and the Parent Organization.

4. All families will be encouraged to volunteer 30 hours per school year. If more than one child from a family attends GFA this will not increase the encouraged volunteer time. Volunteer hours will be recorded and maintained in a volunteer database for ease and accessibility. Regular volunteer opportunity memos, electronic or written will be sent home so each family will be aware of how they can help GFA and their child through volunteering.

5. GFA will have a Parent Organization. This will have elected positions for: president, vice-president, secretary and treasurer. Any parent, grandparent or legal guardian of a student may apply for these positions. These elected position holders will then plan and organize various activities that will benefit our school, teachers and students. They will meet once a month and welcome parents to attend the meetings to hear what is taking place or being planned through the Parent Organization and to share their ideas.

6. GFA will also have a Volunteer Support Team. This team will be directed by the Parent Organization and will report to them on progress and needs. They will be responsible for organizing and delegating volunteer needs throughout the school. Some examples would be: CVC (Classroom volunteer coordinators), yard duty monitors for recess and before and after school, carpool organizing, lunch monitors...

7. There will be a classroom volunteer coordinator (CVC) for each primary and intermediate class. The CVC is responsible for organizing and delegating the volunteer needs of the teacher, classroom, and parents.

8. The teacher has primary responsibility for the classroom and student learning within the classroom.

9. The teacher's "individual teaching style" sets the tone for the classroom. This includes everything from delivery of the educational program to classroom management.

10. Parents who wish to be volunteers in the classroom need to learn the teaching style of the teacher they wish to assist. If the teaching style is in conflict with the parent's volunteering style, the parent will need to either adjust his or her style or find a more compatible setting within GFA to volunteer.

11. Any grievance or concern a parent has with a classroom or a teacher will be handled by the procedures defined in the school handbook.

12. Under **NO CIRCUMSTANCE** is it acceptable for a parent volunteer to confront a teacher about an issue *"in the classroom, or any other part of the school, when students are present."*

13. Parents are responsible for their pre-school children. They must remain with you at all times.

GFA encourages every adult (parents, stepparents, grandparents, aunts and uncles) to take a special interest in the lives of GFA's students, to act as mentors and tutors, and to instill in every student a love of learning. Parents work in conjunction with the staff to ensure the most effective education possible for their children. To this end, parents are responsible for knowing

and understanding the contents of GFA's Charter, and are encouraged, but not required, to participate on school committees and provide other volunteer services, as they are able.

Parents are welcomed and encouraged to participate in the school, to reasonably observe and/or assist the teacher. However, any parent whose presence or actions are deemed by the teacher and **Headmaster** to be a distraction, to exhibit hostility, or to interfere with the instruction or learning of the students, will be barred from the school. In order to create a consistent school atmosphere for learning, parents wishing to observe a class must arrive before class begins. Each class will have two teacher-provided chairs for observers. Observing parents do not participate in classroom activities unless invited to do so by the teachers, and observers must not interrupt teachers and /or students. Observers may take a few notes; however, computers, tape recording, etc. may be a distraction to students and are not permitted. Primary and intermediate parents wishing to be active in Good Foundations Academy and volunteer in various ways must go through procedures given by the Classroom Volunteer Coordinators. Parents will receive specific training in areas of interest to them so that they may be the most efficient helpers.

VOLUNTEER CODE OF CONDUCT - Volunteers at Good Foundations Academy shall:

- be on-time and reliable in fulfilling volunteer commitments.
- exercise kindness while volunteering for Good Foundations Academy.
- respect the confidential nature of anything they might see or hear while volunteering.
- be prompt and dependable for the times they agree to volunteer.
- conduct themselves in a businesslike and fair manner, without partiality to individual students.
- motivate children to work and help them succeed in school.
- graciously accept direction and constructive criticism from staff members for which they are volunteering.
- acknowledge the teacher as the authority in the classroom.
- NOT confront a teacher regarding disagreements or differences of opinion in the presence of children.
- be respectful of the classroom by not disrupting a teacher's instructional time or student learning.
- schedule all in-classroom volunteer hours through the Classroom's Volunteer Coordinator (CVC) or the teacher.
- Dress modestly and appropriately for a school environment (i.e. midriff covered, no short shorts/skirts, no spaghetti straps).
- wear a current volunteer nametag at all times when volunteering at the school.
- sign in and out at the front office when volunteering at the school.
- record all GFA volunteer hours, including those worked outside of school, on the log sheet in the front office.
- ensure that each child in the car has a properly functioning seatbelt when transporting students.
- provide a copy of a valid driver's license and proof of insurance to the front office, if transporting students.
- ensure that all children (e.g. younger siblings, non-students) accompanying the volunteer on school premises are supervised at all times. (*Children may only accompany volunteers in the resource room, health office, lunchroom, hallways, and at recess.*)
- arrange for a replacement in the event the volunteer cannot meet their scheduled obligations.
- call the school 24 hours in advance and inform appropriate staff of any volunteer replacements via voice mail.

15) Educator Qualifications

A. Employee Policies

The School will adopt its own written policies (in compliance with federal and state law) concerning the recruitment, promotion, discipline and termination of personnel; methods for evaluating performance; and a plan for resolving employee related problems, including complaint and grievance procedures.

B. Hiring of Personnel

The BOD will be responsible for the hiring and termination of the **Headmaster and the Business Manager**. The **Headmaster** will be responsible for the hiring and termination of all other staff. The **Headmaster** may seek confirmation from the BOD on teacher positions. Employment agreements will address salary, benefits, working conditions, and rights. The School will recruit and hire licensed teachers per R277-520(3) who meet the requirements of “highly qualified” and who have the appropriate area of concentration/endorsement(s). If they are licensed or certified in another state, they will be required to take the PRAXIS-II test and immediately work towards any other items to obtain “highly qualified” status and achieve endorsement in their specific area.

During the interview process, the school’s philosophy and method of instruction, its curriculum, and overall desired school environment will be addressed and teachers will need to make an up-front commitment to fully supporting these.

As a K-6 school, Good Foundations Academy will primarily be hiring teachers with early childhood and elementary license areas of concentration. However, there will be a few **specialized teachers (music, science, PE, etc.)** who will require an appropriate license in their specific area of concentration.

All teachers hired will either already be designated as “highly qualified” teachers or will be on an aggressive timeline to be designated as such. Teachers will be required, as a minimum, to hold a bachelor’s degree, an educator license with either an early childhood or elementary area of concentration, and a passing score on a Board-approved subject-area test or a Level 2 license with documentation of satisfaction of veteran teacher requirements.

For those teachers hired directly out of college and granted a Level 1 license, GFA will match them with a “highly qualified” teacher to ensure that they receive the mentoring and assistance to obtain their Level 2 license as quickly as possible.

For substitute teachers, GFA will follow the guidelines of R277-508. We will seek to have a list of licensed teachers available to draw upon; will not allow a non-licensed substitute to teach for

more than 8 weeks in any one class within the school, and will encourage non-licensed substitutes to pursue their licensure to remain as an active substitute for the school.

All teachers, substitutes, teacher's aides, and volunteers must fill out appropriate background check paperwork. The school will utilize CACTUS to ensure teacher's licenses have not been suspended or revoked. Background checks will be completed for any and all personnel who have access to students, whether it be, supervised or unsupervised access.

All teachers assigned to areas covered under the No Child Left Behind Act must be highly qualified as outlined in R277-510.

All paraprofessionals hired for a program supported by Title I funds must have appropriate qualifications as outlined in R277-524, including:

- 1) Holding a secondary school diploma or recognized equivalent, or
- 2) Completion of a least two years (48 semester hours) at an accredited higher education institution, or
- 3) Holds and associate (or higher) degree from an accredited higher education institution, or
- 4) Has satisfied a rigorous state assessment about the individual's knowledge or State CORE areas, and completes a criminal background check.

EYE (Entry Years Enhancements) for Quality Teaching include:

Work with a trained mentor for three years (grade level teams)
Complete a professional portfolio
Receive two successful professional evaluations per year for three years
Achieve a score of 160 or better on the Praxis II Principles of Learning and Teaching test at the appropriate level of educational preparation and assignment
Achieve NCLB Highly Qualified status in at least one license area or endorsement

16) Administrative Services

Organizational Innovation: Good Foundations Academy will split the traditional role of principal into a full-time Headmaster focused on managing and supporting teachers, a full-time Business Manager focused on managing the operations of the School, and a full-time Dean of Students focused on discipline, parent-teacher-student relationships, and assisting the Headmaster in running the school. The School plans to exercise flexibility in school hours to increase preparation time for teachers as well as learning time for students.

A. Headmaster

The Headmaster will be hired by and is directly accountable to the BOD. The Headmaster will act as chief administrator of the School and oversee all day-to-day operations.

1. Responsibilities of the Headmaster

- Implements BOD policy.
- Reports routinely to the BOD.
- Supervises and manages all personnel.
- Establishes and oversees the process of ensuring staff accountability regarding the Charter, curriculum, and professional standards.
- Trains, mentors and coaches staff towards pre-determined objectives and goals.
- Maintains knowledge of, and insures compliance with, all State and Federal laws that apply to the School.
- Coordinates and prioritizes efforts for implementation of the School Improvement Plan.

2. Job Requirements

- Master's Degree in related field or equivalent combination of education and experience
- Substantial classroom teaching experience
- Experience in educational management or administration
- Experience in developing and implementing organizational budgets
- Management/supervision experience

Desired Characteristics

- Knowledge of Core Knowledge Curriculum including sequencing and teaching
- Experience/knowledge of entrepreneurial education systems
- Experience/knowledge of developing instructional curricula

B. Business Manager

Responsible for managing the School's facilities, and administering & implementing most of the School's budget. Reports to the School's Headmaster.

1. Responsibilities of the Business Manager

- Assists the Headmaster in developing the school budget.
- Responsible for administration of significant portions of the budget.
- Prepare financial reports as requested by the Headmaster or BOD.
- Works with grant committee to effectively use and track contributions.
- Maintenance of general school data base, (statistical improvement objectives, enrollment, grades, testing, etc.).

- Manages the School's facilities. Responsible for relationships with other parties regarding facility maintenance and improvements.
- Responsible for before & after school activities such as athletics, clubs, and ride programs.
- Works with Headmaster to meet applicable state, federal, and local laws & regulations.
- Produces all required federal, state, and district reports for the school.
- Works with Headmaster to implement school policies.
- Other responsibilities as delegated by the Headmaster.

2. Job Requirements

- Bachelor's degree or equivalent combination of education and experience.
- Experience in implementing organizational budgets & financial administration.
- Experience in facility management.
- Computer literacy.

3. Adoption of State of Utah's Purchasing Policies and Procedures

- GFA will adopt and adhere to the purchasing policies and procedures of the State of Utah, as found on their web site (<http://www.purchasing.utah.gov/main/>) including the State purchasing card.

C. Dean of Students

The Dean of Students will be hired by the Headmaster, with direct corroboration with the BOD. He/she will be directly supervised by the Headmaster and will have oversight of student life, character education, student behavior, and any student athletics. The Dean of Students will assume the role of the Headmaster at the School in the absence of the Headmaster.

1. Responsibilities of the Dean of Students

- Character Education – develops and oversees implementation of the character education program for the school based on the established “foundation stones”.
- Student Life – develops, with the help of all the faculty, staff, & administration, a positive school culture and school traditions.
 - develops student “connectedness” to the school
 - develops supplemental electives
 - manages class scheduling
 - acts as intermediary between teachers and students & teachers and parents
 - consults with Business Manager and assists with ensuring student security & safety
- Student Behavior – responsible for management of student behavior including establishing discipline policies across the school.
 - communicates with parents
 - oversees lunchtime workroom
 - develops and oversees detention process
 - chairperson for dress code policy and main compliance advocate

2. Job Requirements

- Bachelor's degree or equivalent combination of education and experience.
- Experience in educational management and administration.
- Experience in developing and implementing school schedules
- Student-teacher relational expertise
- Teacher-parent relational expertise

Desired Characteristics

- Educational background in the classroom or around schools

- Knowledge of Core Knowledge Curriculum including sequencing and teaching
- Experience/knowledge of entrepreneurial education systems

D. Special Education Coordinator

The Special Education Coordinator will plan, organize, and implement the entire special education program at Good Foundations Academy. The Special Education Coordinator will report directly to the Headmaster.

1. Responsibilities of the Special Education Coordinator

- Ensures that GFA is in compliance with all applicable federal/state laws, regulations and requirements regarding special education.
- Ensure to the fullest extent possible that special education students obtain the maximum benefit from Good Foundation's unique educational program.
- Familiar with IDEA 2004 and ensure its requirements & intent are implemented at GFA.
- Maintain appropriate licensure through the State of Utah Office of Education
- The special education program should strive for inclusion as much as possible. This could include creativity in arranging special education instruction. We are proposing that we may meet with special education children after school hours if parents voluntarily agree to this. This may be done as long as the multidisciplinary staffing team feels that this format will allow the student's individual special education needs to be addressed.
- Be proactive in identifying borderline special education students. Establish methods to help these students before they require IEP's.
- Develop/adapt curriculum to make it relevant for special education students.
- Monitors and participates in the development of IEP's to ensure accuracy, completeness and implementation according to local, state and federal regulations.
- Responsible for acquisition and/or installation of materials or equipment needed to meet the needs of the special education students.
- Maintain scheduled meetings with regular education teachers who have special education students.
- Provide in-service training for administration and staff to improve understanding of special education program.
- Follow progress of K-2 students to ensure they are progressing appropriately. Protect against a child reaching 2nd or 3rd grade and not having received intervention if needed.
- Assess the progress of the students on a regular basis and provide progress reports as required.
- Oversee and work with other professionals including speech therapist, occupational therapist, and psychologist to serve the needs of GFA students.
- Responsible for the training and supervision of the K-4 paraprofessional and 5th – 6th paraprofessional.
- Maintain accurate, complete and correct records as required by law, district policy and administrative regulations, and in accordance with our contract.
- Communicate with parents of special education students on a consistent basis.
- Work in cooperation with the school nurse to ensure the following occurs:
 - Vision and hearing screening
 - Maintain all records for all required health services

2. Job Requirements

- Bachelor's/Master's degree or equivalent combination of education and experience.
- Experience in administering a special education program.

- Appropriate licensing.

E. Head Secretary/Registrar

1. Responsibilities of the School Secretary/Registrar

- Provides quality customer service in the school's front office, professionally greeting visitors and efficiently answering telephones.
- Manages issuing purchase orders and receipt of ordered material.
- Provides clerical and administrative support to all GFA staff.
- Maintains the school's student records system, including enrollment records, waiting lists, and emergency contact information.
- Collects grade information from teachers and generates student report cards.
- Maintains student attendance records.
- Manages a small staff of full-time, part-time, or volunteers to assist in the above responsibilities.

2. Job Requirements

- Demonstrated ability and willingness to represent the school in a professional and courteous manner to parents, students, and visitors.
- Demonstrated ability to work effectively in a dynamic, interrupt-driven environment.
- Demonstrated computer literacy including word processing and spreadsheets.
- Demonstrated skill in organizing multiple tasks and projects.
- Good communication skills and initiative.
- Ability and willingness to be part of an active team.

Preferred Characteristics:

- BS/BA in applicable area of study
- Experience in educational, school, or non-profit environment

F. SIT (School Improvement Team)

The SIT will be established to fulfill state mandated accountability reporting requirements and to establish a yearly School Improvement Plan. Accountability will include two key features:

1) Significant involvement of the community in school improvement planning; and 2) Disclosure of actual progress to the public.

The SIT will report on how well the School is meeting the educational objectives set forth in the Charter. The SIT will be responsible for developing the annual School Improvement Plan and reporting at year's end on progress toward the plan.

The SIT will submit a written report to the BOD concerning the learning environment during that school year. The report is to include information on conduct and discipline actions taken during the school year, and will be made available to parents and the general public. The report will review how the Headmaster, staff, and parents carried out their responsibilities toward the adopted School Improvement Plan.

1. Relationship of the SIT to the BOD

The SIT will write the School Improvement Plan and the associated reports. The plan will be submitted to the BOD for formal adoption. The Headmaster will prioritize and coordinate efforts for implementing the plan.

2. SIT Membership and Meetings

The SIT will be comprised of:

- a. All the members of the BOD,
- b. One parent elected by the parent community,
- c. One teacher elected by the teacher community which will consist of all teachers on the School's payroll, and
- d. Other members as determined by BOD.

The SIT will meet yearly in public meetings, and more frequently in full or in part, to carry out its assignment. Each member shall have one vote in determining the annual School Improvement Plan and adopting the annual School performance evaluation, which will be by simple majority.

17) Library Plan (Optional)

VISION

While a library is not a requirement for the Elementary Charter School Program, Good Foundations Academy intends to establish a library media center to support the mission of grounding students in strong academic achievement. A thorough review of the Core Knowledge curriculum system reveals a heavy emphasis on reading and literary listening skills. The Academy library media program is intended to be the primary resource for literacy, information, and curriculum support.

The Academy library media program, through the coordinated efforts of a certified library media specialist and the teaching staff, will contribute to the achievement of student learning by providing instruction, resources, and activities that enable students and staff to become effective, independent users of ideas and information for lifelong learning.

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

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

The Academy intends to provide activities and measures for the student population in alignment with Utah State Library Media standards. In accordance with the philosophy of the Academy, competencies will be established and measured in relation to the Library Media materials by the Library Media Specialist. These competencies will facilitate the academic success of students and provide students with a solid foundation for continued learning and contribution to society.

One of the main focuses of the Academy will be to establish a reading program in order to expose students to a variety of genres within the classical literary model. This program will provide students with the opportunity to track and receive credit for meritorious literary pursuits.

LOCATION AND ACCESS

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

STAFFING

The library will be staffed by a part-time employee in year-one and a media specialist beginning year-two. The Academy will also seek volunteers to assist in the function and academic success of the students. These volunteers will come from the population of advanced readers within the academy. The advanced readers will be encouraged to read with and mentor their fellow students. Additional volunteers will be drawn from the community to include, but not be limited to, parents of students, college interns, and senior citizens interested in assisting in the literary academic advancement of the Academy.

FACILITIES

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

COLLECTION

The Academy is a charter school catering to students K-6; therefore it will seek to provide 5 volumes per student, while keeping within the guidelines of the Northwest Association of Schools and Colleges. The collection of books and resource materials will be as extensive as financially possible and expand as funds become available. The Academy will use budgetary allowances as the main source of funding in meeting the library media requirements. (Please refer to the budget portion of the business plan section.) In an effort to expand the library's collection, the Academy will work diligently to raise funds for additional library media needs. Examples include, but are not limited to, book fairs, book exchanges, business partnerships, fundraisers, read-a-thons, donations, and grants.

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

18) Extra-curricular Activities

Good Foundations Academy will provide no extra-curricular activities.

19) Terms & Conditions of Employment

Good Foundations Academy is guided by the following core principles in its terms of employment:

- *At-Will Employment:* All employment is “at-will” as governed by the laws in the state of Utah. Employment can be terminated by either the employee or the employer at any time, for any reason, with or without notice. No representative or agent of the employer, other than the President of Good Foundations Academy Governing Board, and by written mutual agreement, can authorize or sign an employment agreement contrary to the above terms and otherwise make any binding offer of employment for a specific term. To be effective, any agreement altering these terms and provisions must be in writing and signed the President of the Good Foundations Academy Governing Board.
- *Equal Opportunity Policy:* Good Foundations Academy is an equal opportunity employer. All employment decisions are made without regard to age, race, color, religion, sex, national origin, physical or mental disability, sexual orientation, marital status, veteran status, or any other basis prohibited by federal, state, or local law. This policy applies to all of the terms and conditions of employment, including, but not limited to, hiring, compensation, transfer, promotion, leaves of absence, benefits, and termination.
- *Accommodation of Disabilities:* Good Foundations Academy will conform to the requirements and regulations of the Americans with Disabilities Act of 1990, as amended, the Rehabilitation Act of 1973, and all applicable state and local laws. Qualified individuals with disabilities may be entitled to a reasonable accommodation in the workplace. When applicants and/or employees request accommodation, the school will attempt to work with the individuals to accommodate their needs, as well as the school’s work requirements while maintaining the integrity of the mission of GFA. However, hiring preference will be given to credentialed applicants for all teaching positions.
- *Harassment-Free Workplace:* It is the policy of Good Foundations Academy to provide a workplace free of harassment or intimidation based on age, race, color, religion, sex, national origin, physical or mental disability, sexual orientation, marital status, veteran status, or any other category protected by federal, state, or local law. Good Foundations Academy does not tolerate harassment or hostile actions in the workplace and takes prompt action to correct any such situation. Any employee who violates this policy will be subject to disciplinary action, up to and including termination.

GFA wants all of its employees to enjoy their jobs and work together to accomplish the mission of the school. An atmosphere of “team” and mutual support will be the desired culture at GFA.

Employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism, whether with children, parents, prospective parents, coworkers, or within the community.

New employees will complete a one **semester** probationary period to determine overall compatibility with the culture and standards of GFA. During the probationary period and up until the beginning of the next term, the **Headmaster** may terminate or suspend the employment of any employee if it is determined that the employee has failed to fulfill the duties and responsibilities and/or demonstrate the qualities outlined in the job description, or if other good cause exists. After the probationary period, the Board must approve or disprove the termination of any employee based on documented cause as presented by the **Headmaster**. Board approval or disapproval will comply with standard Board procedures as outlined elsewhere in this document. Successful completion of a probationary period neither grants due process rights nor changes the at will employment relationship.

Cause for termination may include but is not limited to, criminal behavior or behavior outside the norm of the broader local community and/or the GFA community. Cause may also include lying on application documents or otherwise failing to perform to self-described levels of ability or failure to comply with job description documents.

In the event of termination of employment prior to the end of the school year the employee shall be entitled only to the prorated salary and benefits earned through the last date of employment.

Employees who wish to terminate their employment with GFA may do so at any time. If notification coincides with the end of the school term or year, termination will be effective on the last employment day of that term or year.

Employee evaluations are discussed in Section 20. The goal of all evaluations is the ultimate success of each employee.

20) Employee Evaluation

The **Headmaster** shall be evaluated by the Board of Directors. This evaluation may take place twice a year (once mid-year and once at the end of the school year). The evaluation process will give the administrator an opportunity to set personal and professional goals in alignment with the charter prior to the beginning of the school year. Specific objective feedback will be given to the **Headmaster** in areas relating to charter alignment, staff development, student success, community outreach, leadership and other areas the Board sees fit.

In line with effective practices, the **Headmaster** should administer reviews/evaluations of teachers and staff members. The **Headmaster** shall help each staff member to develop a professional development plan and set goals that follow the school's mission statement of improving student learning and using innovative teaching techniques. At the same time, the **Headmaster** will help set timelines and activities that will enable each staff member to achieve their goals. The **Headmaster** will also observe the staff in day-to-day activities to determine strengths, areas of deficiency, and if necessary, the appropriate remediation. The **Headmaster's** goal is to provide regular performance feedback to staff members, including but not limited to, constructive remediation, praise for exemplary performance, formal, and informal evaluations.

The **Headmaster's** goal will be to meet with each staff member, at the end of both the first and second **semesters**, to review professional development plans and/or performance evaluation reports. This meeting may be a formal evaluation as outlined below. An executive member of the governing board may be present at formal performance evaluations. The signature of the staff member and the **Headmaster** are required at the conclusion of a formal evaluation. More details on **Headmaster** interaction on evaluations are described below. Continued employment, and salary increases will be based on the outcome of each staff member's formal employee evaluation.

Personnel File

The school shall maintain a confidential personnel file for each employee. The personnel file will contain the evaluation documents discussed in this section, as well as any other employment-related documents or correspondence. Access to the personnel file will be limited to; the employee named on the file, the **Headmaster**, Human Resource personnel, and the Board of Directors.

Professional Portfolio

All instructional and professional staff will create and maintain a Personal Portfolio containing the mission statement and goals of the school, the employee's plan and goals to help the school achieve its mission and goals, and a professional development program. The Portfolio should also include samples of classroom or school work, personal reflections, and any other material deemed appropriate to show professional growth.

Employee Observations

All employees will be observed on an ongoing basis by the **Headmaster**, using both formal and informal observations. Formal observations may include a pre-observation conference as well as a post-observation feedback session. All teachers will have at least two formal observations and feedback sessions per year. More may occur and numerous informal observations will be anticipated by the teachers and expected of the **Headmaster**. Remember the motto, "*Teaching is not a closed door event.*" Results of formal observations, consisting of the employee's and the **Headmaster's** observations and recommendations, will be put in writing and included within the employee's own Personal Portfolio and the school's personnel file.

Formal Evaluations - First Year Employees and Level 1 Teachers

For all first year employees and Level 1 teachers in the EYE program, there shall be two formal reviews, (at the end of both the first and second semesters). The purpose of **the these** reviews shall be to review the employee's self-assessment, the job description, areas of responsibility, and progress toward goals and outcomes, noting particularly good work, areas for improvement and skill development, and deficient work, and developing a clear plan for improvement. At that time, the **Headmaster** may inform the employee and report to the Board of Directors whether the school intends to continue employment for the subsequent school year. Results of formal reviews will be put in writing and placed within the employee's own Professional Portfolio and the school's personnel file.

Each Level 1 teacher will work with the **Headmaster** to develop a professional development plan that demonstrates the teacher's progress towards obtaining "Highly Qualified" status as defined under NCLB. Level 1 teachers shall satisfy the requirements of the Entry Year Enhancement (EYE) program by satisfactorily collaborating with a trained mentor, passing a required pedagogical exam, completing three years of employment, with two formal evaluations per year, and compiling a Professional Portfolio.

Formal Evaluations - Returning Employees

For returning staff, there shall be a minimum of one formal review six months after the start of the school year. The purpose of the review will be to review progress toward the employee's personal plan and professional growth program described above in the *Professional Portfolio* section. In addition, the employee may provide feedback to the **Headmaster** on the **Headmaster's** job performance, and the **Headmaster** may share with the employee his/her own self-assessment. At that time, the **Headmaster** may inform the employee and report to the Board of Directors whether the school intends to continue employment for the subsequent school year. Results of formal reviews will be put in writing and placed within the employee's own Personal Development Portfolio and the school's personnel file.

Response to Observation and Evaluation Findings

All employees shall have the right to make written objections to the observations or review findings within one week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the employee's personnel file.

21) Employment of Relatives

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

Supervising Related Employees

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

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

Prospective employees are responsible to provide a list of any relationships to current school employees at time of application for employment and before hiring.

22) Insurance

The Good Foundations Board of Directors will assure that the Director will carry appropriate levels of coverage in the form of a Treasurers Bond at all times. Good Foundations assures it will acquire and maintain a Certificate of Insurance in an amount not less than minimum state requirement, as per Utah Risk Management and Utah State Office of Education.

LIABILITY INSURANCE

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

PROPERTY (BUILDING AND/OR CONTENTS) INSURANCE

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

VEHICLE COMPREHENSIVE / COLLISION INSURANCE (Good Foundation Academy will not own nor maintain any fleet vehicles)

EMPLOYEE DISHONESTY BOND

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

Workers Compensation: Per State law, Good Foundations will carry a policy with the Workers Compensation Fund for approximately \$3500 a year.

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

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

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

24) Assurances

Utah State Board of Education

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

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

to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.

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

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

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

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

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

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

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

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

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

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

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

- U. The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt allowable fees annually in an open board meeting.
- V. The charter school will operate under the provisions of the Utah Open Meeting Law and adopt bylaws in an open meeting.
- W. A copy of the charter will be supplied to interested individuals or groups on request.
- X. The charter school will submit an appropriately amended application prior to any material change affecting the purpose, administration, organization, or operation of the school.
- Y. A secondary charter school will be accredited or in the process of seeking accreditation.
- Z. The charter school will acquire and maintain nonprofit corporate status.


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

BB. The charter school will maintain accurate student transcripts.

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

Name (type): Thomas V. Koehler

Title (type): Board President

Signature: 

Date: 31 March 2008

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 Good Foundations Academy Charter School except those allowed by law.

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

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

Proof of Insurance

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

Electronic Data Submission

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

Nonsectarian Statement

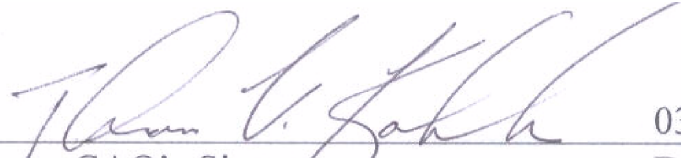
Good Foundations Academy Charter School is nonsectarian in its programs, admission policies and employment practices and all other operations.

Special Education/Exceptional Student Services Training

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

Thomas v. Koehler

CAO (please print)



CAO's Signature

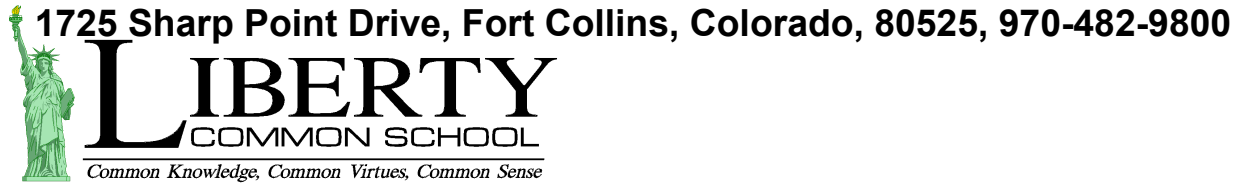
03/26/2009

Date:

25) Utah State Retirement

Good Foundations Academy will participate in the Utah State Retirement System

26) Additional Information / Letters of Support



March 31st, 2008

State of Utah Office of Education - State Charter School Board

Dear Sir or Madam:

This letter is written to demonstrate support of the charter school application for Good Foundations Academy. Three parents who are pursuing this charter visited our nationally recognized, award winning charter school to learn more about a successful model. I was very impressed with these gentlemen and the questions they asked. It was very apparent to me that they were on the right track for designing a strong knowledge and character based charter school.

Upon researching our school, the writers of the charter application for Good Foundations Academy decided that it would be beneficial to duplicate the model set forth by our school. I applaud their efforts in this area. Having been in existence for 11 years now, our school has been named a National Blue Ribbon School, a National Charter School of the Year, a National Core Knowledge Visitation Site, and is always one of the top performing schools in the state of Colorado. Good Foundations Academy seems motivated and passionate about reproducing what LCS has achieved.

We have worked closely with the writers of the charter school application to give them the benefit of our knowledge about what works and doesn't work in a charter school. We have also vowed to stand with them as they start the school. We will make all of our administration, teachers, and resources available for them.

It is without hesitation that I recommend you approve the Good Foundation Academy application. I am very confident that they will provide a very solid educational choice for the community of Syracuse, Utah.

Please feel free to contact me if you have any questions. My email is rspicer@libertycommon.org and my phone is 970.482.9800.

Sincerely,

Russell D. Spicer

Russell D. Spicer
Headmaster

LIBERTY COMMON SCHOOL is an authorized charter school of Poudre School District.

OUR VIEW: "Davis needs new schools"

Standard-Examiner – Tuesday, March 24, 2009

The above headline could stand as a very succinct editorial -- The Davis School District needs new schools. The big question is, will Davis County residents have the will to spend the money that's necessary to keep educational needs on pace with growth?

Blame the babies, or their parents, if you must. We breed here in Utah at a faster rate than any other state in the union -- 20.8 kids were born per 1,000 people in 2007.

We like to marry young in Utah and have our children quickly. Also, our young immigrants in the state are procreating often as well. In all, 55,000-plus babies were born in Utah in 2007.

And that brings us back to Davis County. There are 65,000 students in the Davis School District. In 2025, enrollment will likely be about 80,000. In fact, in only 10 years, the Davis district will need, more or less, 10 more elementary schools, three more junior high schools and two more high schools.

That's going to cost a lot of money. In these tough economic times, residents will understandably be wary of having the district owing more cash. Nevertheless, the Davis district will send out feelers to Davis residents. The district has asked Dan Jones to do a survey asking residents how they feel about a \$250 million bond. The survey results will be reported at a district board meeting on April 14.

Based on what the survey finds, a bond election could be set or the district could do nothing for now.

We'll be very interested in reporting the results of the survey. There's no doubt a bond is needed to keep up with growth.

The bond could fund the building of three new elementary schools, a junior high school, remodeling and upgrades for other schools, and a special-education unit for medically fragile students.

But again, the big question is, how to pay for it. The Davis district is \$457 million in debt. It could bond for another \$250 million and still be legally OK. The poor economy could actually result in lower construction costs, but you can't blame Davis residents for being wary about a district already in debt adding \$250 million to the pile.

Elected officials have been punished by Davis voters for raising taxes that were perceived to be too high. District officials want to keep the promises they made earlier this decade not to raise the current tax rate if there is a bond election. What happens if "want" clashes with the "reality" of a fast-growing population and schools that can't keep up with that growth?

If Davis County residents want to continue sending their children to high-quality schools over the next generation, they will likely need to accept tax hikes as the price.

27) Waivers from State Board Rules

Good Foundations Academy will not request any waivers from the state board of education rules.