

Name of School:

NORTHERN UTAH ACADEMY FOR MATH, ENGINEERING, AND SCIENCE

Applicant Name:

ROB STILLWELL

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

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

Rob Stillwell _____

Authorized Agent (please print)

Signature of Authorized Agent

10-2-08 _____

Date

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

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Name of Proposed Charter School: Northern Utah Academy for Math, Science, and Engineering – An Early College High School

New School Converted School

Name of Applicant Applying for the Charter Northern Utah Academy for Math, Science and Engineering-An Early College High School

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

Authorized Agent for Applicant Rob Stillwell

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

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Form of Organization

Non-Profit Corporation

Tribal Entity

SECTION ONE: TARGET POPULATION

NUAMES Early College High School is designed to work with its partner school districts by providing another choice for student education. It is not meant to replace public high schools, but to provide a place for students who fit a profile beyond the average high school student. The target population for NUAMES is fully discussed in Section Eight of the Charter application.

	Grades Served Please circle all grades being taught.	Total Number Served Enrollment cap at all campuses and in all grades combined	Sites Number Operating
Year 1	K 1 2 3 4 5 6 7 8 <u>9</u> <u>10</u> <u>11</u> <u>12</u>	275	2
Year 2	K 1 2 3 4 5 6 7 8 <u>9</u> <u>10</u> <u>11</u> <u>12</u>	400	2
Year 3	K 1 2 3 4 5 6 7 8 <u>9</u> <u>10</u> <u>11</u> <u>12</u>	500	2
Year 4	K 1 2 3 4 5 6 7 8 9 <u>10</u> <u>11</u> <u>12</u>	500	1

School Calendar

Standard Extended School Year

Davis School District Calendar 2008

Alternative (please describe in 5 words or less)

Extended summer program available

Instructional Days 180

Start Date – Follow the Davis District calendar 2008

Ending

SECTION TWO: COMPREHENSIVE PROGRAM OF INSTRUCTION

Subsection Two - A: Curricular Emphasis

The Northern Utah Academy for Math, Engineering, and Science (NUAMES) is a public charter magnet school emphasizing math, engineering, and science and was developed in partnership with the Davis, Ogden, and Weber School Districts and Weber State University. Specialized curriculum in language arts and computer technology will also be important components of the curriculum. NUAMES will provide its students with the skills and knowledge necessary to be successful as adults by engaging them in a rigorous high school and university level academic program and exposing them to career possibilities that students can access through continued education. The foundation of NUAMES will be a caring, connected school culture that supports high expectations, inquiry, and effort.

NUAMES is an Early College High School working within the ideology of the Bill and Melinda Gates Foundation, Jobs for the Future, and the National Consortium of Specialized Secondary Schools of Math, Science, and Technology (NCSSSMST). The Early College model puts students in the alternative learning environment of a university program with a curriculum that is sequential and focused. NUAMES will be limited to approximately 500 students in grades ten through twelve. The school will serve students in the Weber, Ogden, and Davis school districts with residences from the south Davis County line north to the Box Elder County line.

NUAMES actively recruits populations of students that are under-represented in the fields of math, engineering, and science, and are the first in their family to attend college. The school will offer parents and students a challenging educational program, a heightened intellectual climate, and the opportunity to earn university credit while completing high school graduation requirements.

NUAMES is located on the Weber State University Davis Campus. Our students take some of their classes in classrooms in the Weber State University building(s).

NUAMES provides the opportunity for a student to earn enough credit from Weber State University to earn an Associate Degree by the end of the summer in which he/she graduates from high school. A New Century Scholarship is available for those students who qualify, which will help pay for two years of university coursework.

The school opened in the fall of 2004 with ninth and tenth grade students only. Each year after, a new ninth grade class was added until the 2008 school year. During 2007-2008 the school changed to a 3 year population of 10, 11 and 12 only.

Courses of Study

MATH

Tenth grade - Intermediate Algebra or Trigonometry/Pre-calculus (Geometry and Math Lab in 10th)

Eleventh grade -Trigonometry/Pre-calculus or WSU math (or Algebra II and/or Math Lab)

Twelfth grade – Algebra II, Pre-calculus, College Algebra, Trigonometry or College Calculus through early college or concurrent enrollment courses

SCIENCE

Tenth grade - Biology

Eleventh grade - Chemistry

Twelfth grade – Physics, Environmental Science

LANGUAGE ARTS

Tenth grade – 10th English Core with emphasis on technical reading, writing, and speaking

Eleventh grade – 11th English Core with emphasis on technical reading, writing, and speaking

Twelfth grade – 12th English or WSU Freshman English Courses

ENGINEERING

Tenth grade – Introduction to Engineering Design, Principles of Engineering

Eleventh grade –Digital Electronics

Twelfth grade – Engineering Design and Development or WSU Coursework

Subsection Two - B: Philosophy

The purpose of education is to provide each student the opportunity to acquire and develop the knowledge, skills, experience, attributes and attitudes necessary to be successful throughout life. Academic excellence, discipline and respect are the pillars of a student’s experience at NUAMES. In addition to the development of academic proficiency, it is essential that the student acquire traits such as responsibility, teamwork and collaboration.

Learning is a fundamental human need and as such it should be a lifetime process. Each individual possesses the ability to learn; however, we each learn different things, at different times, in different ways, and at different rates. The challenge for educators lies in being able to correctly identify and appropriately respond to the various learning needs and styles of individual students.

The Northern Utah Academy for Math, Engineering, and Science (NUAMES) is a specialized, regional public school that provides an educational opportunity for motivated high school students. It provides a focused curriculum for students who desire to develop a deep understanding of scientific/engineering principles, including laboratory and project development skills. Students encounter an integrated school-wide program

that improves their academic competence, and provides them the experience and self-assurance needed to complete an advanced university program.

Instructors are proficient in curriculum development and delivery. Curriculum and assessment are carefully planned by the teachers and administrators. The curriculum emphasizes connections between disciplines, applications in real-world situations, collaboration between students and faculty, modeling of innovative approaches to learning, and integration of technology in the classroom.

The curriculum is designed to provide:

- ...an academic program which challenges students to pursue to their potential and interest in mathematics, engineering, and science.
- ...opportunities for students to learn the fundamentals of research through participation in research studies and projects.
- ...experiences which allow students to improve their technical skills and develop confidence in their ability to use, manage, and communicate using technology.
- ...experiences which expose students to the applications of mathematics, engineering, and science through field studies, university coursework, and internships.
- ...an environment which fosters independent learning and challenges students to become responsible for their own learning and acquiring proficiency with essential content and process skills.
- ...multiple opportunities for success.
- ...real world assessment where students demonstrate proficiency through competency based programs and outcome based projects.

NUAMES teachers are personally responsible to implement and utilize instructional strategies which have been validated to produce increased levels of student learning and performance. The teacher is the key element in the educational process. Every effort will be made to recruit, support and retain a diverse staff composed of dedicated, competent, caring, and professional educators.

NUAMES promotes a special sense of community that is nurturing, friendly and supportive of students and their intellectual achievement, without unnecessary barriers or constraints. This community is designed to ease the many transitions students encounter as they progress through their educational program.

Subsection Two – C: Methods of Instruction

NUAMES Early College High School is a blended institution; a school designed to go beyond dual or concurrent enrollment and Advanced Placement courses to give students a

head start on college. Blended institutions are secondary/postsecondary hybrids that combine the high school and college experience intellectually and socially. The curriculum is designed to combine high school and university level work into a single academic program.

The school schedule ensures that students receive the state mandated minimum of 990 hours of instruction per year. The Utah State Board of Education requirement of 180 days of instruction is met by following the Davis School District's calendar.

Professional development will take place throughout the school year. Teachers will attend professional development opportunities that contribute to the effectiveness of their instructional methods and the depth of their content knowledge.

Bi-weekly staff meetings will be held at which a variety of professional development topics will be presented along with discussion regarding the daily needs of the school. Time will be allocated for teachers and staff to communicate with each other about concerns or to answer questions regarding individual student development. All staff will be provided computer access for ease of communication. NUAMES will be responsible for maintaining all grades, attendance records, counselor and special education records, records regarding behavioral issues, and standardized test scores of each student.

Subsection Two - D: Special Emphasis

NUAMES Early College High School offers a unique program of instruction and social/emotional support for all students in addition to the curriculum.

Goals

NUAMES Early College High School students will:

- be connected to their school socially, emotionally and academically through a culture of caring and respect.
- learn to build student – adult relationships that cultivate success in school, work, and life.
- be ready for and work in a rigorous, in-depth, and intensive course of study.
- develop a love for learning and an interest in math, science, and technology.
- find that learning is fun and stimulating.
- perform to their academic potential.
- have low cost access to higher education.
- experience a seamless transition between high school and the university.
- have the opportunity to accumulate university credits by the successful completion of university level courses.
- graduate from NUAMES with the confidence and competence to enter into and complete a four-year university degree in a field related to math, engineering or science.

Unique Factors

- **Smaller Learning Community.** In recent years there has been extensive research done on the effectiveness of smaller schools. This research indicates that students do better and are more successful in smaller schools. Every student is unique and finds success differently; he or she has different learning styles and brings different needs and backgrounds to the classroom. The size of NUAMES offers an environment where teachers, students, and parents see themselves as part of a community and are able to deal with issues on a more intimate and personal level. Larger schools are unable to manage these issues as effectively simply due to their size.
- **Project Driven Outcomes.** Each student will develop a “capstone” project that will be completed as part of the requirements for graduation. Each student will give a presentation on their project to an audience that includes parents, teachers and technical experts. The project development process will follow the guidelines provided in the “Project Lead the Way” pre-engineering program.

Subsection Two - E: Mission

The Northern Utah Academy of Math, Engineering, and Science, an Early College High School, in partnership with Weber State University, is in the business of producing future college graduates in the fields of Math, Engineering and Science.

Subsection Two - F: Effectiveness Goals

Effectiveness Goals (also known as Action goals, Desired Results of Student Learning, etc.) are the major components of the *School Improvement Plan*. These goals reflect the mission and philosophy of the school as well as its needs. NUAMES will create a School Curriculum Team consisting of students, teachers, administrators, and patrons as soon as possible to develop the *School Improvement Plan* by the end of the 2008/09 school year.

Effectiveness Goals

Goal	Specific Objectives (What will be measured?)	Measurement Criteria (How you know it—means of measuring data, percent mastery, etc.)
1. Improve student learning	1-A Improve student skills in math, science, engineering, and language arts 1-B Improve critical thinking 1-C Improve problem solving 1-D Increase desire to learn	1-A Passing 80% mastery on teacher made assessment U-PASS, CRT 1-B Demonstration on projects and curriculum timelines 1-C Demonstrated on Daily work and projects

<p>2. Develop communication skills in Technology</p>	<p>2-A Improve technical writing 2-B Improve technical reading 2-C Improve technical speaking</p>	<p>1-D Demonstrated on attitude, attendance, and grades 2-A Demonstrated on writing assignments 2-B Demonstrated on oral reading and exams</p>
<p>3. Develop responsible behavior and citizenship</p>	<p>3-A Show respect for self, others, and property 3-B Show respect for the law 3-C Show kindness to others</p>	<p>3-A Demonstrated on incident charts and attitude 3-B S/A 3-C S/A</p>

Subsection Two - G: Lesson Plans and Summative Assessments

NUAMES provides teacher development workshops for teachers to work in collaborative groups to develop lesson plans that are cross-curricular and mutually supportive of the entire curriculum. Each lesson plan developed by a teacher will have cross-curricular connections with the other subjects taught, align with school goals, and have a statement of how the lesson outcome meets the state core.

Subsection Two - H: Discussion and Examples of Monitoring

NUAMES Early College High School strongly believes in the new Utah State Office of Education accreditation process. This process of self-assessment creates an environment whereby the *School Improvement Plan* will reflect the input of all stakeholders. Curriculum must align with state core standards and be assessed by CRT and Standardized tests. The data from these tests is used to measure the validity and reliability of the curriculum and teacher delivery style. NUAMES will adhere to the state model and will use assessment results to compare local, state, and national norms by student, teacher, curriculum, and environmental issues (socio-economic status, race, gender, etc.) categories to determine strengths and weaknesses in the curricular/presentation aspects of the school. Strengths will be reinforced and weaknesses eliminated by a concise plan of improvement.

As stated earlier, NUAMES will develop a *School Improvement Plan* by the end of the 2008/09 school year. As part of the plan, Desired Results of Student Learning (DRSLs) will be developed that include the goals, costs, timeline for implementation, who is responsible for implementation, and outcomes. These DRSLs will determine the action goals for the school year. We are now provisionally accredited and expect an accreditation site visit in the 2008/09 school year.

Teacher-made assessments will be measured for validity and reliability. They include a wide variety of non-traditional methods of assessment designed to measure outcome or competency-based student performance. Testing will include the traditional paper-pen tests but more often, testing will be in the form of an outcome such as a portfolio, a project, a video or slide presentation, an oral report or demonstration, etc. Student progress will be monitored on a daily basis. Daily work, attitude, and behavior will be tracked by teachers.

Subsection Two - I: Dissemination of Information

Effective communication with parents and others who are part of the NUAMES Early College High School community is essential to the school's success. NUAMES must be an open and responsive environment and provide multiple ways of communicating with the community. At minimum, the following strategies will be used to communicate effectively with parents:

- Information meetings will be held periodically during the year.
- Through information technology, parents and students will have regular access to attendance, grades, assignments, and teacher comments through the Davis School District Student System. For those students or parents who do not have access to computers at home, NUAMES will provide access at school or through printed copies.
- Parent-Teacher conferences that are focused on student education plans are a well established way of communicating progress, planning for the future, and opening up communication regarding unresolved problems and issues; such conferences will be an institutionalized part of NUAMES's instructional program.
- NUAMES sends a letter home to each parent/guardian with each mid-term progress report and each term report card.
- NUAMES will communicate via the Davis School District telephone "calling out" system for reminder announcements. NUAMES will also publish information on the web at www.nuames.net

Subsection Two - J: Plan for Tracking Student Progress

NUAMES Early College High School will participate in and adhere to all aspects of the *No Child Left Behind Act* and U-PASS as well as all other statewide public education assessment programs and end-of-level core curriculum assessments. NUAMES will also complete the state accreditation process by the end of the 2008 – 2009 school year.

For high school level assessment, NUAMES will use a variety of other assessment tools including private sector evaluations, student self-assessment, oral and written presentations, research projects, portfolios, and competency-based assessments derived from teacher-developed curriculum rubrics.

For NUAMES students taking either concurrent enrollment courses or early college courses, the assessment will be done under the auspices of the university offering the course. University test results and credit awarded will be reported by the university through their standard reporting methods. In addition, NUAMES will separately notify students and parents of all university grades and credit awarded. University credit will be awarded for successful completion of the course.

Standardized and end-of-level core curriculum test results will be communicated to students and parents and results will be made public in the same manner as all public schools. Teachers will track each student's progress by keeping daily logs of attendance, completion of assignments, and grades. Student attitude and participation in class will also be tracked and used as an indicator of student success.

NUAMES Early College High School will maintain a formal and informal, two-level reporting system for parents and students to assess curricular progress. Formally, assessment information will be reported to both the students and parents at the end of each grading period by report cards. Students and parents will also receive mid-term report cards at the mid-point of each grading period. Also, as part of the formal reporting program, parents and students will receive results of all state standardized test results as soon as they become available.

Informally, parents are kept abreast of student progress by parent/student/teacher contacts (phone, written, or face-to-face); by counselor/administrator contacts (phone, written, or face-to-face); and, by the internet. All teachers are required to maintain a daily computer log of attendance, assignments, and grades on each student. This log can be accessed by parents and/or students through the internet by a series of PIN numbers. Not all students or their parents will have access to a computer or the internet so the information can be printed at the school by request.

NUAMES Early College High School utilizes the Davis School District Secondary Grade Book to track student progress. This system allows teachers, parents, and students to receive daily updates as students move through the curriculum. Teachers post state standards and state core requirements for their subject in each classroom. By utilizing the Secondary Grade Book program and posting standards and core expectations, students are able to track their progress through each curriculum.

Subsection Two – K: Teacher Integration of State Standards into Instruction

Each department develops curriculum that is consistent with the core standards and develops lesson units that reflect what state core standards are being met with each unit.

Subsection Two - L: Specialized Services

Health and Safety

NUAMES Early College High School will promote and maintain a safe and healthy educational environment. The facilities will be maintained in

coordination with Weber State University. The facilities may be open to public use for a variety of activities and will meet all applicable Federal, State, County, and School requirements.

Emergencies

NUAMES Early College High School is included the Weber State University Emergency Plan. All students and staff will receive a copy of the emergency guidelines and will be in-serviced in dealing with different types of emergencies.

SECTION Three: DETAILED BUSINESS PLAN

Subsection Three - A: Start-Up Plan

NUAMES Early College High School received \$541,000 in a funding grant from the Utah Partnership for Education, Inc. for the planning phase of the school's development. These monies are allocated under the direction of the Utah Partnership for Education, Inc.

In 2002, Governor Michael Leavitt established the concept of the early college high school. He originally created six New Century High schools. They were to be "technology magnet schools that were intended to be the seed bed for a whole new generation of scientists and engineers that would fuel Utah's economy." NUAMES was one of these high schools. The "NUAMES" was specifically established to be consistent with the vision of the early college high school. Governor Leavitt had a vision that Utah needed to graduate more engineers in order to attract the kind of businesses that in the long term would make Utah's economy vibrant and viable. NUAMES was part of this strategy. Since then, many charter high schools have started. However, NUAMES' creation, and mission, was tied to a legislation establishing the New Century High Schools.

Subsection Three - B: Facilities

Originally, NUAMES developed a multi-site campus which allowed students to stay closer to home, to take classes in their neighborhood school, to maintain long standing friendships, to participate in extra-curricular functions from their neighborhood school not offered by NUAMES, and to spend far less time in travel. In August 2007, NUAMES consolidated the Roy and Kaysville campuses to one location at the Weber State University Davis campus in Layton.

NUAMES currently operates 11 classrooms and a school office in portables to the west of Building D-2. We have an agreement with Weber State University which gives NUAMES the use of 5 classrooms, labs, computer labs, library, offices and restrooms in Building D-2 during the daytime hours (7 am-4pm) in exchange for scheduling classes in our portable classrooms in the evening hours (5 pm-10 pm). WSU is currently designing a new classroom building (D-3). When it is constructed, NUAMES will lease 20 classrooms in this building as well as school office space, labs, computers, and library.

Subsection Three - C: Recruiting Students

Although all students who apply will be given equal opportunity to enroll, NUAMES will target three student populations for recruitment: (1) students who are under-represented in the fields of math, engineering, and science; (2) students from lower socio-economic levels; (3) students who would be the first in their family to attend college.

- In January preceding the next school year, an invitation to attend an open house information night is mailed to each household of 9th graders in the Davis, Ogden and Weber School Districts. There will also be a follow-up phone contact made by the NUAMES staff to each of these households to ensure they received the information.
- Information about NUAMES will also be placed in a variety of print publications: i.e., community newspapers, school newspapers and newsletters, metropolitan newspapers, regional PTSA newsletters, etc.

Students may make application online, by mail or in person. They will then be sent a more detailed packet of information about the school. Students will be accepted to NUAMES by application only. No qualifying standards of grades, attendance, standardized test scores, or environment issues will be used for acceptance. NUAMES complies with the State Uniform Charter application process.

Subsection Three - D: Recruiting Staff

NUAMES Early High School will make every attempt to hire teachers according to USOE and Weber State University concurrent teaching guidelines. Preference will be given to teachers who have previous teaching experience and at least a Master's degree in the field in which they teach. In addition, preference will be given to teachers who have had a successful experience in working with students as demonstrated by student attitude, maintenance, learning and assessment; who can demonstrate that they can work in small learning environments; who can demonstrate that they are team players; who can demonstrate that they are innovative and creative; and, who can demonstrate a knowledge of and willingness to work with students in extra-curricular activities and competitions both during the school year and summer break.

Teachers will be selected based on their skills and experience, as well as references. The selection team for new teachers may consist of the NUAMES principal, department chairperson, representatives from the Board, and representatives from the partner districts. All new hires will be approved by the Board. Every effort will be made to hire teachers who will fit the atmosphere/chemistry of NUAMES, which is to foster a warm, caring, educational environment where teachers develop close relationships with their colleagues and students.

NUAMES Early College High School is an equal opportunity employer. *Applicants will be considered for employment on the basis of qualifications without regard to race, color, religion, sex, national origin, age or handicap.* Additionally, NUAMES Early College High School will not use any public and/or private funds to support or service sectarian instruction or religious worship.

All staff will sign an employment agreement that will be developed by the School Management Team and approved by the Board. The agreement will be reviewed by State Risk Management. Teachers who wish to terminate employment must give a minimum of two weeks notice. NUAMES will do as much as possible to retain a teacher, but will also assist a teacher in a positive manner who wishes to resign. Teacher evaluations will follow a peer-evaluation format similar to the Pennsylvania Teacher Evaluation format. A teachers' Policy and Procedures handbook will also be developed as a companion to the contract. This Policy and Procedures handbook will be developed by the School Management Team, reviewed by legal counsel, and approved by the Board of Directors. All staff will be in-serviced on staff policies and procedures.

All NUAMES teachers, staff, and volunteers will be required to undergo criminal background checks as described in the Utah State Board of Education policy and regulations.

Subsection Three – E: Policies and Procedures

NUAMES Early College High School students will abide by policies modeled after the Davis School District policies including, but not limited to the following:

- Student Conduct and Dress guidelines for expected student conduct in various educational settings; dangerous conduct; and, guidelines for expected dress and grooming.
- Discipline of Students guidelines for dangerous behavior; due process procedures and disciplinary actions including suspension; and, appeals processes at the Board of Trustees level.
- Drugs and Alcohol guidelines for illegal substances; consequences for various violations, including suspension and expulsion; and, medication substance violations.
- WSU school practices and policies governing student conduct.

Subsection Three – F: Operational Budget (see attached)

Subsection Three – G: Financial Plan

NUAMES Early College High School is a 501(c) (3) entity under the auspices of the Utah Partnership Foundation and as such will follow standard non-profit corporation accounting procedures and file financial reports as required by the charter school statutes. NUAMES has contracted with the Davis School District to act as the school's fiscal agent.

All requests for disbursement of school funds will be accompanied by sufficient documentation to explain the expenditure. All requests will be approved and signed by the designee, the Director of Business Operations and/or the Principal. Funding requests that exceed \$5,000 must be approved by the Board of Trustees.

The NUAMES Director of Business Operations shall prepare monthly financial reports including actual monthly expenditures, projected quarterly expenditures, a summary of revenue and expenses, and a statement of capital revenue and expenses under the direction of the school principal. The Director will be responsible to insure proper accounting controls are implemented and utilized. These reports will be reviewed by the Board at their regularly scheduled meetings. All financial reports and records will be audited annually by an external independent auditor.

The Utah State Office of Education guidelines for Budgeting, Accounting and Auditing for Utah School Districts will be applied in administering and reporting school revenue and expenditures. NUAMES will issue financial reports in accordance with Generally Accepted Accounting Principles (“GAAP”), which include Generally Accepted Governmental Auditing Standards. Revenue and expenditures and record management will be administered by the School Board.

An audit will be conducted at the end of the fiscal year and the results reported to the Board. The Board shall develop and adopt a budget each year, subject to ratification by the Board, for the following school year.

An annual summary of financial reports and the NUAMES audit report will be sent to the Utah State Superintendent for Public Instruction. All school funds will be deposited in a school account with the Davis School District.

The Director of Business Operations will be responsible for preparing and submitting financial and enrollment reports. The Principal will be responsible for preparing and submitting reports on student achievement. The Board of Trustees will monitor all school reports to ensure accuracy and timeliness.

Subsection Three – H: Management Plan

The management of NUAMES is detailed in Section 4 of this Charter application. The principal manages the day-to-day operation of the school, reporting to the Board of Trustees. The Director of Business Operations manages the financial aspects of the school will report directly to the Board and the Principal depending on the reporting requirements. Teachers also report directly to the Principal.

Subsection Three – I: Marketing Plan

NUAMES Early College High School markets the school in a variety of ways, including but not limited to the following:

- Articles in local and school newspapers.

- Through the development of a NUAMES web page.
- Through the development of brochures and posters to be displayed in schools and local businesses.
- Community-based meetings held at local churches, community centers, etc.
- Conducting a series of open houses.

SECTION FOUR: ORGANIZATIONAL STRUCTURE AND GOVERNING BODY

Subsection Four – A: Board of Trustees

NUAMES Early College High School began as a partnership among the Davis, Ogden, and Weber School Districts and Weber State University. NUAMES is operating under an *INTERLOCAL AGREEMENT* that has been approved by these three districts' Boards of Education and is applying to move the charter to the State Charter Board.

NUAMES Early College High School is governed by a Board of Trustees, hereinafter referred to as the Board, comprised of at least eight members including representatives from Davis School District, Ogden School District, Weber School District, Weber State University, the local business community, and parents. The Board will have the ultimate oversight and responsibility for the school. Four members of the Board of Trustees were appointed by the Governor and are listed below:

Linda Carver
 Assistant Superintendent, Weber School District
 5320 S. Adams Blvd.
 Ogden, Utah 84405
 476-7823
lcarver@weber.k12.ut.us

Dr. Warren Hill
 Dean, College of Applied Science and Technology
 1801 University Circle
 Weber State University
 Ogden, Utah 84408-1801
 626-6304
whill@weber.edu

Sue Johnson
 President, Futura Industries
 P. O. Box 160350
 Clearfield, Utah 84016

773-6282
sjohnson@futuraind.com

Bruce Penland
Executive Director, Ogden School District
1950 Monroe Blvd.
Ogden, Utah 84401
737-7286
penlandb@ogdensd.org

Besides the four (4) originally appointed members of the NUAMES Board of Trustees, also known as the “founding members” a minimum of three (3) and maximum of four (4) additional Trustees will be elected. Two will be business/ community members and/or parents and be elected by the board. Two (2) will be parent members, and one will be elected by the *Community Council*. The other parent will be elected by vote of all parents of school. Both of the parent members serve one (1) year terms. Parents will have the opportunity to run for the Board when their child enrolls and begins classes at NUAMES. Elections for the two (2) parent members will be held by October 15 every year, with the new members taking office the first Board Meeting in November.

Appointed members (founding) of the Board of Trustees serve until they resign or are removed. Replacements to the Founding Members will be nominated and selected by the remaining members of the Board and will serve six (6) year terms. The elected members of the Board serve four (4) year terms, or until resignation or removal. Trustees have no term limits. Any member of the Board may resign at any time by delivering a written resignation to the Board. If the resignation or removal of a Trustee results in less than seven (7) remaining members of the Board, the vacancy shall be filled by appointment upon a vote of the majority of the remaining members of the Board. Candidates for appointment to the Board shall be limited to business or community members, and parents or guardians of students who will be enrolled in NUAMES during the term of their appointment. The School Administrator is a non-voting ex-officio member of the Board.

Any member of the Board may be removed at any time for cause, including conduct injurious to the best interests of NUAMES, 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.

The Board of Trustees will meet throughout the year to establish policy, evaluate instructional and programmatic activities, identify problems, issues, and challenges that arise, and make recommendations regarding more effective coordination and collaboration. The Principal will report to the Board of Trustees and communicate pertinent information to the Utah State Charter Board. Five members of the Board of Trustees shall constitute a quorum. Each board member shall have one vote and may not vote by proxy. The Board may make such rules and regulations covering its meetings as it may in its discretion determine necessary.

The Board of Trustees shall have the final control and oversight of the management of the affairs and business of the NUAMES. The Board shall only act in the name of the organization when it shall be regularly convened by the Chair after due notice to all the Trustees and the public of such meeting. The names of officers and members of the Board shall be maintained in the minutes of the corporation.

The Board shall elect a Chair and a Vice Chair. The Chair of the Board of Trustees shall preside at and conduct all meetings of the Board. The Vice Chair shall, in the event of the absence or inability of the Chair, become acting Chair of the Board with all the rights, privileges and powers associated with that office. Additionally, the Board shall elect a Secretary and Treasurer. The Chair, Vice Chair, Secretary and Treasurer shall comprise the Executive Committee of the Board.

NUAMES shall provide a recorder for all meetings of the Board, whose duty is to keep minutes and file any certificate required by any statute, federal or state.

The Executive Committee has the authorization to approve spending up to \$25,000.00. Additionally, the Executive Committee can use their discretion in reasonably implementing the details of decisions made by full Board vote.

The Board must approve decisions of the Principal which authorize the hiring and compensation of any and all employees, major policy revision recommendations, or other important matters which they in their discretion may determine to be necessary for the conduct of the business of NUAMES. The Board reserves the right to overturn any decision of the Principal.

The Board is responsible for activities typical of creating and governing a public secondary school such as (but not restricted to) the following:

- Authorization and oversight of the school charter.
- Adoption of policies necessary to ensure compliance with all state and federal laws and provide for efficient school operation.
- Creation of by-laws to govern and facilitate the Board's activities.
- Approval of the hiring of faculty, support staff, and other employees including the creation of salary schedules, benefit plans, and human resource policies.
- Approval of the curriculum for the school and a formal program of study that meets or exceeds State standards.
- Approval of a school calendar and schedule.
- Approval of evaluation and assessment procedures consistent with Utah's U-PASS program, end-of-level testing, Annual Yearly Progress, and the Federal government's *No Child Left Behind* program.

- Advisement of a marketing and recruitment plan and procedures for advising students and admitting them to the school in a fair and equitable way consistent with Utah Office of Education regulations and Utah law.
- Approval of budgets for start up costs and annual operating expenses to maintain the sustainability of the school in future years.
- Establishment of procedures that will ensure sound financial management and efficient operation of the school.
- Approval of contracts for services as needed to operate the school.
- Ratification of articulation agreements with other schools and universities.
- Approval of reports consistent with those required by the Utah Legislature and the Utah State Board of Education.

Indemnification

NUAMES shall indemnify any and all persons who may serve or who have served at any time as Trustees, directors, Council members, officers, and their respective heirs, administrators, successors, and assigns, against any and all expenses, including amounts paid upon judgments, counsel fees, and amounts paid in settlement (before or after suit is commenced), actually and necessarily incurred by such persons in connection with the defense or settlement of any claim, action, suit, or proceeding in which they, or any of them, are made parties, or a party, or which may be asserted against them or any of them, by reason of being or having been Directors or officers of NUAMES, except in relation to matters as to which any such Trustee or officer or former Trustee or officer shall be adjudged in any action, suit, or proceeding to be liable for his or her own negligence or misconduct in the performance of his or her duty. Expenses of each person indemnified hereunder incurred in defending a civil, criminal, administrative or investigative action, suit or proceeding (including all appeals), or threat thereof may be paid by NUAMES in advance of the final disposition of such action, suit or proceeding as authorized by the Community Council, whether a disinterested quorum exists or not, upon receipt of an undertaking by or on behalf of the Community Council to repay such amount unless it shall ultimately be determined that he or she is entitled to be indemnified by NUAMES. Such indemnification shall be in addition to any other rights to which those indemnified may be entitled under any law, bylaw, agreement, vote of members, or otherwise.

Subsection Four – B: Day-to-Day Operation

The day-to-day operation of NUAMES shall be under the control of a school administrative team consisting of a Principal, a Director of Business Operations, a Counselor/Recruiter, and a Registrar.

NUAMES Principal

The Principal shall manage the school's daily operation, and as the Chief Administrative Officer of NUAMES, will be responsible for all academic programs as well as the business operations of the school. The Principal is subject to policy defined by the Board and as a key representative of the school bears the considerable responsibility of upholding the standards and values of the school at all times. Academic responsibilities of the Principal include the oversight of curriculum development and implementation, teacher training, and program development and management, in addition to any additional duties assigned by the Board of Trustees. Business operations will include oversight of the facility, timely reporting to parents, full compliance with state and federal agencies, and responsibility for human resource management. The principal also serves on the Parent Council and is an "at will" employee who is hired by the Board of Trustees. The Board of Trustees approves all the major budgetary, human resource, and policy recommendations of the Principal.

Responsibilities of the Principal include:

- Serve as a voting member of the NUAMES Community Council.
- Recommend policy changes to the Board of Trustees.
- Oversight for and implementation of the school curriculum.
- Represent the school in public relations events.
- Provide arbitration services between parents and teachers
- Oversight of school finances
- Facility repairs, maintenance, security, equipment, and service contracts
- Budget adherence and purchasing oversight.
- Compliance with state and federal reporting and testing.
- Publicity through the NUAMES Academy Newsletter, press releases, and communication with families.
- Human Resources duties, including hiring and termination of faculty and staff, benefits and professional development
- Other duties as assigned by the Board.

Employee Termination Policy

All NUAMES employees are “at will” and serve at the pleasure of the Principal and the Board. Additionally, the Principal serves at the pleasure of the Board. The Principal, in consultation with the Board, may terminate or suspend the employment of any employee. All employees will be hired on the basis of annual contracts and their terms expire at the end of their annual contract. In the event the school finds it necessary or desirable to terminate an employee's employment before the end of the school year, NUAMES may give the employee written notice at least 10 calendar days before termination, unless the Principal determines that the employee poses a threat to the health, safety, or welfare of the school or students. In the event of termination of employment prior to the end of an employment contract, the employee shall be entitled only to the prorated salary and benefits earned through the last date of employment.

In the event of a dispute involving employment or the implementation of the personnel policies, and after a good faith effort with the Principal or their supervisor to resolve the dispute, all employees may submit their complaint following the procedures outlined below. The good faith effort will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up. A written summary of the good faith effort will be included in the personnel file. Failure to follow the procedures and timelines below constitutes a waiver of the employee's right to grieve. The Board of Trustees shall appoint a 3 person Personnel Committee from among its members and members of the Parent Council to review employee grievances.

1. The employee may submit his/her grievance in writing to the Chair of the Personnel Committee within five days of a failed good faith effort to resolve the dispute.
2. Within ten working days of receipt of the written complaint, the Personnel Committee shall schedule a hearing at a mutually convenient time and place for discussion of the complaint with all parties involved, but not later than 20 days after receipt of the written complaint and after notification to the employee. Personnel Committee members who are interested parties shall recuse themselves from grievance proceedings if such members have a conflict of interest in the subject of the proceedings. The Board shall then appoint a temporary member to the committee.
3. A decision as established by a majority vote of the members of the Personnel Committee hearing the grievance shall be rendered within five working days of the completion of the hearing. Any such proceedings shall be conducted in closed session, unless requested otherwise by the employee. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision shall be made within five working days of the last committee hearing, or as soon thereafter as is practicable. Any additional proceedings shall be completed as soon as practical.
4. The decision of the Personnel Committee shall be final unless appealed by the employee to the Board, which may review and modify the decision of the Personnel Committee if it finds that the Committee failed to properly follow the

grievance process described above. A request for an appeal may be submitted to the Chair or Secretary of the Board within five days of the decision of the Personnel Committee. After receiving an appeal request, the Chair shall schedule a meeting to consider such an appeal as soon as practical. Board members who are interested parties shall recuse themselves from reviews of Personnel Committee decisions to the extent permitted under law. Any such proceedings shall be conducted in executive session, unless requested otherwise by the employee.

Employee Evaluation Procedures

NUAMES will maintain a confidential personnel file for each employee. The file will contain the evaluation documents discussed in this section, as well as any other employment-related documents or correspondence. All documents placed in the personnel file will have been signed by all concerned parties.

All instructional and professional staff will create and maintain a Personal Development Portfolio containing the goals and outcomes of the school and the employee's personal plan for meeting those goals and outcomes and for continuous improvement. After an initial meeting between the Principal and employee, at which time mutual goals are reviewed and a professional growth program is developed, the employee will create a Portfolio that include samples of classroom work, personal reflections, and any other material deemed appropriate as evidence of continuous improvement.

All employees will be observed on an ongoing basis by the Principal, using both formal and informal observations. Formal observations will include a pre-observation conference as well as a post-observation conference. Level one employees shall have at least two formal observations prior to the three-month review. Prior to the six-month review, at least two additional formal observations will be conducted for first-year employees. Level two will have one formal observation prior to the six-month review. Results of formal observations, consisting of the employee's and the Principal's observations and recommendations, will be put in writing and included within the employee's own Personal Development Portfolio and the school's personnel file. Nothing in this section limits the Principal from conducting other observations of an informal or unannounced nature. Additionally, annual parent evaluations of teachers and the Principal may be considered as part of the overall evaluation.

Evaluation criteria will be more thoroughly developed in collaboration with the Board, the Principal and teacher supervisors and will include, but are not limited to, a review of 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. Results of this evaluation shall be in writing and included in the employee's Personal Development Portfolio and personnel file.

The Principal shall be evaluated by the Executive Committee of the Board prior to the end of each year's contract based on criteria defined by his/her job responsibilities. The

Executive Committee of the Board shall make a continued employment recommendation, considering results of parent satisfaction surveys, to the Board in executive session excluding the Principal.

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.

Policy Regarding Employment of Relatives

It is the policy of NUAMES that no employee may hire or cause to be hired, nor supervise, any relative of the employee otherwise employed by NUAMES except with the prior approval of the Board of Trustees. In enforcing this policy it is important to keep in mind that any appearance of impropriety, nepotism, or conflict of interest should be avoided.

Subsection Four – C: The Role of the Utah Partnership for Education, Inc.

The Utah Partnership is a charitable foundation organized by business and education organizations for the purpose of improving the quality of education in the state and advancing the collaboration of schools, colleges, and universities with private business to improve the State's economy. The Partnership is made up of eighteen educational, government and business leaders who have sponsored a number of statewide efforts to create school business partnerships, increase the use of technology in schools, and to support a variety of initiatives that strengthen both public and higher education.

The Partnership received a grant from the Bill and Melinda Gates Foundation for creating six new early college high-tech high schools throughout the state. The grant specifically directed that these new high schools seek students from populations that traditionally are not well represented in and graduating from university programs in math, engineering, and science (e. g., female, Hispanic, Black, and Pacific Islander). NUAMES Early College High School received a \$541,000 planning grant through the Partnership for the purpose of designing and launching an Early College High School in partnership with the Davis, Ogden, and Weber School Districts, and Weber State University. The Utah Partnership's responsibility is to oversee the planning grant expenditures but has no authority over the operation of the school once it is chartered. However, the Utah Partnership will continue to be of service in an advisory and support capacity.

SECTION FIVE : STUDENT SELECTION, ADMISSION, AND DISMISSAL POLICY

Selection Policy

NUAMES Early College High School operates under an open admission policy. NUAMES is an equal opportunity provider and does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

NUAMES Early College High School staff collects names of prospective students, from school counselors, parents, civic organizations, etc., that align with the following criteria.

- Under-represented in math, engineering, and science
- Family operates at low socio-economic level as evidenced by free/reduced lunch eligibility
- First member of family to attend college

NUAMES Early College High School staff meets with the prospective students and parents in small groups to provide a more complete picture of the process necessary to be ready to enroll in NUAMES at the beginning of the students' tenth grade year. During these student/parent/ NUAMES staff meetings, the students are evaluated by their current progress, attitudes, and desire to ensure that NUAMES will be an appropriate placement for that student's continued academic development. If the number of applications exceeds the established student enrollment limit, then students will be chosen at random by a lottery from among the applicants. Lines of communication between the school and parents will be open so that the student's progress can be tracked at all times. NUAMES Early College High School believes that once a student is enrolled, the student's needs must be met at all times such that he/she will want to continue his/her high school career at NUAMES.

Dismissal Policy

Parents/guardians of NUAMES Early College High School students who are having difficulty in the program (academic, attendance, social, etc.) will be afforded multiple opportunities for help and support. Program interventions include but are not limited to: summer and/or after-school assistance, individual/small group tutorials with NUAMES teaching staff during the school day, support from various community/professional partners in the form of tutoring/mentoring relationships; and, peer/cross-age tutoring, as well as support from the school counselor and administration. These interventions are consistent with the school's commitment to a small, personalized learning community. These interventions also afford the involved parties the basic legal principles of fairness and due process.

While students attending NUAMES come primarily from three school districts (Davis, Ogden, and Weber), all students are held to the adopted policies of the Davis District's Safe and Orderly School Policy, School Attendance Policy, and Discipline Policy. Students and parents will be given copies of the policy. The policy as well as all pertinent information about NUAMES Early High School can be found on the school's web page. Students who violate the *Safe School Policy* will be referred to their home school district for an appeals hearing to determine appropriate placement. In addition, according to *Utah Compulsory Education Law* (53A-11-101), if a student is absent for 10 consecutive days, the school is required to withdraw the student and notify parents.

Students attending NUAMES Early High School may opt to return to their neighborhood school. A review of the student's situation will be held with a parent, the NUAMES

administration and counselor, and a representative from the student's neighborhood school. If it is determined to be in the best interest of the student to go back to their home school, then NUAMES will facilitate such a move. .

All policies and practices shall be administered according to the federal and state Family Education Right and Privacy Act (FERPA) laws.

SECTION SIX: COMPLAINT PROCEDURE:

Concerns and/or complaints will arise at NUAMES Early College High School as in any other human endeavor. Resolution begins with a school climate that is open, inviting, and responsive to patrons. The school will have a written policy establishing guidelines for hearing complaints and/or concerns and a fair, consistent process for resolving these problems. NUAMES will use a normal resolution process for dealing with any complaint. The policy must provide an avenue of appeal should the complainant not be in agreement with the resolution put forth.

The complaint procedure will be a line-of-authority process beginning with the staff member closest to the problem. If a satisfactory resolution cannot be reached then it will move to the next higher level. Good communication procedures are the best way in which misunderstandings and complaints can be avoided. NUAMES will develop an active communication system with all its stakeholders.

SECTION SEVEN: OPPORTUNITIES FOR PARENTAL INVOLVEMENT

Parent involvement is essential in accomplishing the purpose of the NUAMES Early College High School in providing a quality educational experience to all students. Every effort is made to ensure that the activities and services of NUAMES are the product of a collaborative effort. At minimum, the following strategies may be used to facilitate collaboration:

Community Council

NUAMES has adopted a simple organizational structure to enable flexibility and increased parental involvement while maintaining the founders' vision and without jeopardizing accountability. NUAMES is ultimately governed by a Board of Trustees, but minor policies and implementation of the Trustees' 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 Trustees 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

Responsibilities of the Community Council will be in accordance with the state rules as outlined by the Utah State Charter Board.

Parents will be involved in their own child’s choice of course work and in classroom instructional practices as the school continues to look for the most effective means to help students succeed. However, because of the nature of the school structure and curriculum, students may not have as wide a choice of course offerings as is available in traditional high schools.

SECTION EIGHT: INSURANCE

NUAMES Early College High school secures insurance policies concerning general liability insurance, property/lease insurance, employee dishonesty bond, workers compensation insurance and health insurance for full time employees. NUAMES enters into insurance agreements with Utah State Office of Risk Management.

SECTION NINE: UTAH CHARTER SCHOOL ASSURANCES

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

- A. The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds, including a monthly submission of a financial report of revenue, expenditures, and student enrollment.
- B. The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the Utah State Office of Education.
- C. The charter school gives the Utah State Office of Education or the U.S. Comptroller General, through any authorized representative, the access to, and the right to examine, all records, papers, or other documents related to all funds, including the submission of reports as may be required.
- D. The charter school will annually provide written evidence of liability and other appropriate insurance coverages, including a description of the levels of coverage and the relationship of these coverages to local and state agency obligations.
- E. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.
- F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes.
- G. All physical assets owned by the charter school become the property of the Utah State Board of Education upon the termination of the charter school.

H. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.

I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.

J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.

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

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

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

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

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

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

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

Q. The charter school will employ the use of the Stanford Achievement Test Ninth Edition and the Utah State Core Curriculum End-of-Level Tests 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 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): Robert J. Stillwell

Title (type): Principal

Signature: _____

Date: _____

Admission Procedures

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

NUAMES 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 program, class, grade level, or building, all applications for that program, class, grade level or building will be selected for the available slots through a lottery, except that preference shall be given to siblings of a pupil. After the application deadline, pupils for any remaining slots will be accepted in order of their lottery position. If an opening in the school occurs mid-year and no students remain from the original lottery, a notice for applications will be announced and applicants enrolled on the same basis as outlined above.

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

Proof of Insurance

NUAMES 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

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

Nonsectarian Statement

NUAMES 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 NUAMES 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.

CAO (please print)

CAO Signature

Date

