

School Name: Academy of the Americas

Applicant Name: United Padres

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

The charter school applicant acknowledges that it has read all Utah statutes regarding charter schools and that, if approved, it is subject to and will ensure compliance with all relevant federal, state and local laws and requirements. The charter school applicant acknowledges that, if approved to operate a charter school, it must execute a charter contract with the Utah State 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.

_____ Barbara Fink	_____ Signature of Authorized Agent	_____ Date
Authorized Agent (please print)		
All information presented in this application becomes part of the charter contract and may be used for accountability purposes throughout the term of the charter contract		

Title Page

Name of Proposed Charter School Academy of the Americas
 New School Converted School

Name of Applicant Applying for the Charter United Padres
 (This may be a public body, private person, or private organization.)

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

Authorized Agent Mailing Address 2987 Creek Road

City Park City State UT Zip 84098

District school will be located Salt Lake E-mail bnbfink@msn.com

Daytime Phone (435) 655 - 7180 Fax (801) 587 - 7007

Form of Organization

NonProfit Corporation

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
Arellano, Dolores (Loli)	908-0884	Board Mem/Parent	
Barrientos, Julia	467-4855	Board Mem/Parent	
Clark, Rebecca	685-2181	Board Mem/Parent	
Dark, Patricia	879-6811	Board Mem/Parent	
Fink, Barbara	435-655-7180	Board Mem/Parent	C.A.O.
Totzke, Melissa	467-4723	Board Mem/Parent	

*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 R277-481) are eligible for preferential enrollment under both State and Federal Charter School law. 53A-1a-506(b)(i)*

Founding Members	
name	Phone
Arellano, Dolores (Loli)	908.0884
Barrientos, Julia & Lucio	467.4855
Bradford, LuAnn	485.9882
Clark, Rebecca & Chris	685.2181
Finch, Amy	278.8331
Fink, Barbara & Robert	435.655.7180
Malloy, Suzanne	274.5241
Marcus, Robin	480.4320
May, John & Elizabeth	463.5327
May, Nizhoni & Matt	347.2349
May, Temo & Leslie	
Middleton, Michelle	463.0366
Neilsen-Anson, Karen & David	583.0350
Padilla, Duane & Karla	
Oritz-Kunstadt, Karen	487.1929
Rubio, Lucia & Fernando	
Salcedo, Alejandra & Carlos	969.6261
Sanchez, Hugo & Valle, Blanca	364.4616
Sanchez, Nancy	364.4616
Samano, Susana & Anselmo	792.5108
Sullivan, Kathleen	463.1670
Totzke, Melissa & Mike	467.4723

Target Population

Mission Statement (use only this space):

Our mission is to provide a dual language immersion curriculum in Spanish and English which:

- ❖ Creates students who are bilingual, biliterate, and cross-culturally aware
- ❖ Challenges and stimulates students' academic growth
- ❖ Fosters positive identity, social responsibility, creativity, respect, courage and integrity
- ❖ Values diversity
- ❖ Nurtures students within a positive learning environment encouraging self-discipline and self-esteem
- ❖ Embraces family and community involvement
- ❖ Prepares graduates for leadership roles in our global community

	GRADES SERVED												TOTAL NUMBER OF STUDENTS (Enrollment cap)	
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Year 1														
2007-08	50	50	50	50	50	50	50							350
Year 2														
2008-09	50	50	50	50	50	50	50							350
Year 3														
2009-10	50	50	50	50	50	50	50							350
Ultimate Enrollment														350

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

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

We plan targeted street-level outreach, home meetings, community meetings, and will have booths at appropriate community events. We will partner with community agencies and seek referrals for interested parents. We will also implement a media campaign through print, radio and television media in Spanish and English.

School Calendar

Standard Extended School Year

Instructional Days 180

Alternative (please describe in 5 words or less)

Start Date September, 2007

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

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

Site Name Academy of the Americas

Site Address TBD

City _____ Zip Code _____ County _____

Site/Location Description

The school location has not yet been finalized. It will be approximately 25,000 square feet in size. The building will be regularly cleaned and maintained by parents, teachers, students, and/or professionals. To ensure all health and safety requirements are met, the building will be inspected by the local fire department and by the local county health department. The school will abide by the State of Utah Administrative Rule R-392-200 – Design, Construction, Operation, Sanitation and Safety of Schools. Ideally, the site will include an outdoor field suitable for soccer and other recreational activities and an indoor gym suitable for indoor soccer, assemblies, student performances as well as other recreational activities and events.

Comprehensive Program of Instruction 53-1a-508(3)(e)

Title 53A-1a-503 statutorily defines *seven purposes for charter schools*. The following is a description of how Academy of the Americas will meet these defined purposes.

Seven Purposes for Charter Schools Title 53A-1a-503

1. Continue to improve student learning:

Academy of the Americas is a dual immersion English and Spanish school. It should be noted that an equivalent term is two-way immersion. Approximately equal numbers of students will come from language majority (English) and language minority (Spanish) homes. Students will be integrated all day and receive content and literacy instruction through both languages. They will build a foundation which ensures biliteracy and bilingualism in Spanish and English. Persons who do not develop a literacy foundation in their primary language are greatly impeded in their second language literacy and lingual development and success. Substantial research indicates that dual language instructional programs enhance literacy and language skill development in both languages.

There are two classes at each grade level. In each classroom, approximately half of the students live in Spanish-dominant homes and the other half in English-dominant homes. The students in both classrooms are learning the same curriculum, but in different languages. One teacher teaches only in Spanish and the other only in English. Each week the students trade classrooms and continue learning the progression of the curriculum in the other language. The two teachers at each grade level meet weekly to ensure they are keeping the same pace.

The central goals of the program include students will developing high levels of proficiency in both English and Spanish through an interactive, kinesthetic curriculum. The academic performance for both groups will be at or above grade level. All students will demonstrate respectful cross-cultural attitudes and behaviors.

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

We will be modeling our curriculum after other established successful dual immersion schools such as Coral Way in Miami, Florida, which was converted in 1963 to the nation's first bilingual public school of the modern era. In 2002, there were 266 documented dual immersion programs in the United States and this number has continued to grow.

We will use the Core Knowledge Sequence developed by E.D. Hirsch Jr. This curriculum is not commonly used in other public schools in Utah, but is used successfully in numerous other charter and private schools. The Core Knowledge Sequence is discussed in more detail in the next section (Curriculum Emphasis).

All academic subject matter will be taught using creative instructional strategies such as Reciprocal Teaching as researched and validated by Palincsar (references available) and CRISS (Creating Independence Through Student-Owned Strategies) (references available). Strategies such as these will empower our students to take an active role in their education.

In and out of the classroom we will implement instructional activities that encourage civic engagement. Students will be encouraged to investigate community and world issues and act upon solutions they create as a team.

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

The school will provide a very exciting and innovative workplace setting for the educators who are selected to be part of the instructional team. Teachers will be involved in choosing and/or designing and developing the instructional methods that will be utilized with the leadership of the school director and the Board of Directors to maintain the overall focus and vision of the school. As faculty and staff are identified during our planning phase, they will be given literature to study on our dual immersion program and the Core Knowledge Sequence. Teachers will be encouraged and supported in developing innovative learning experiences for students, while ensuring they attain all necessary building blocks to perform well.

There will be ongoing dialogue within grade levels and between grade levels to modify, update, and improve instructional methods as well as assure appropriate foundations are in place to ensure students' success as they move to the next grade.

4. Increase choice of learning opportunities for students:

There are currently very limited opportunities for dual language development in the region. In this school, students from English-dominant homes as well as Spanish-dominant homes will not only acquire, but also excel in biliteracy. The children will be part of a school community where diversity is the standard. Latino children will benefit from this program by learning in an environment where their native language and cultures are valued equally to the culture we live in. Students will receive explicit instruction in their native language allowing them to develop a large vocabulary in their first language that will ensure they make a solid transition to their second language. A limited first language vocabulary impedes content area vocabulary growth in the second language. This program will build and improve students' first language skills, which will facilitate successful transition into second language learning. By developing academic content area vocabulary in both languages students will have a solid foundation for learning.

Our state charter will meet several needs within our community. Parents who want their children to grow up to be bilingual and biliterate will be provided with an option that offers their child an educational foundation necessary to become biliterate adults. Many U.S. educated children from Spanish-speaking homes never fully develop first language literacy which impedes their ability to become truly bilingual and biliterate adults. This program will develop the reading and writing skills necessary for Spanish and English speakers to achieve biliteracy. It is vital for children to acquire literacy skills at an early age. Their aptitude for language and literacy acquisition will never be at this level again in their lives. Our program will take advantage of this window of opportunity to develop dual language thinkers, readers and writers along with verbal fluency in both languages.

Our differences are assets. Children will be provided with successful learning experiences, increasing positive self-image. Our behavior management program will focus on positive

behaviors. Students will learn to study and work cooperatively within multi-age, flexible groups, learning from one another as well as their instructors. In these groupings they will learn interdependence, individual accountability, shared responsibility and social and leadership skills.

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

Exemplary learning opportunities in literacy and the content areas will be provided for students in both Spanish and English. All educators will be trained in this approach. There will be mentoring and peer coaching implemented to ensure that teachers are meta-cognitive in their educational approach. The use of thematic units will be implemented and explicit instruction will be provided to children in small group or individual settings, as the teachers deem appropriate. The thematic units will be consistent throughout the school, which will facilitate communication and coordination between the grade levels.

Our goal will be to develop students that are meta-cognitive and excited about their success in a rigorous academic program.

Standardized tests will assess our success in our goals and provide information so that we can continually improve our programming. The goal at every grade level will be to educate children in such a dynamic way that they will meet or exceed their grade level expectations in reading and math. The Criterion Referenced Tests (CRT) will be administered in each required grade level. As a diagnostic tool, teachers will use the Developmental Reading Assessment (DRA), which is available in both Spanish and English. Additional assessments using APRENDA will be administered in Spanish to measure students' progress. The teachers in 3rd through 6th grades will use the Jerry Johns for reading levels. The Jerry Johns is not published in Spanish, but we may use tests translated by Timpanogos Academy with approval from the publishers. Teachers will do ongoing assessment in Reading and Math.

The school will administer all state and/or district education assessments required. At the beginning of each year, a baseline will be established through a testing program developed by Jefferson Academy in Colorado. This program tests the Core Knowledge Sequence. The same test will then be administered in the spring to assess student progress as well as effectiveness of teaching methods. Touchstone Applied Science Associates (TASA) has developed this testing program in conjunction with The Core Knowledge Foundation.

Report cards will be issued every term and sent home for parental review and signature.

Teachers and administrators will focus on evaluating programming and implementing corrective action informed by assessment data. A model of accountability as it is connected to student learning will be forged.

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

We understand the importance of creating a team comprised of parents, educators and administrators. Parents, guardians and caregivers will be invited and encouraged to be involved in their child's education. Supporting teachers and students may be accomplished by

volunteering in the classroom, providing career mentoring, and/or providing teacher clerical support from home on the weekends or evenings. Parents are crucial in encouraging and facilitating good study habits in the home. Families will be encouraged to learn and explore together beyond the traditional classroom. Parent unity will be developed through parent evenings or parental support teams. All parents and guardians will be members of the Parent Organization. The president of the Parent Organization will act as liaison to the board of directors ensuring the voice, needs and desires of the parents are presented to the board. We will develop parent courses for both the English-speaking and Spanish-speaking parents. The Parent Organization will have a quarterly newsletter created in both languages that will support and inform the parents. The inability of a particular parent to donate their time as a volunteer or otherwise participate in the schools operations will in no way preclude their child from being a welcome student in the school. Every possible effort will be made to communicate in both Spanish and English with parents in school functions and in making management decisions ensuring a high level of parent access to involvement and leadership.

Parents and Guardians will be:

- Strongly encouraged to volunteer their valuable time and experiences to the school community in any way they are available to.
- Encouraged to make comments and suggestion related to policies, procedures, programs, curriculum and other issues at the monthly board of directors meetings.
- Encouraged to serve in the Parent Organization.
- Encouraged to serve on a Parent Committee to: research items related to school policy, procedure, programs, and/or curriculum; help with the day-to-day operations of each committee, etc. The committees may include but are not limited to:
 - Technology
 - Finance
 - Library
 - Kitchen
 - Art department
 - Music department
 - Teacher appreciation
 - Parent advocate
 - Fundraising
 - Board development
 - Marketing/public relations
 - Personnel/human relations
 - Budget
 - Curriculum

Academy of the Americas will:

- Hold parent orientation meetings prior to the beginning of each school year.

- Provide a Parent Handbook at orientation that will include a section outlining parental obligations and opportunities for involvement.
- Provide a quarterly school newsletter as well as bi-weekly classroom newsletters.
- Hold parent/teacher conferences as outlined in the Parent Handbook.
- Provide parents with teachers' e-mail addresses and times when teachers are available for phone conference during the day.

Parents will learn of the procedure for filing a complaint in the Parents Handbook. Parents will first voice complaints with the person(s) involved in the Director's office. If a complaint is not resolved, a parent may file a written complaint with the Board of Directors. The Board will then bring the matter up for discussion at their next monthly meeting.

7. Expand public school choice in areas where schools have been identified for improvement, corrective action or restructuring under the No Child Left Behind Act.
NA

Curriculum Emphasis

The philosophy of our state charter school is to bring together children of different linguistic and cultural backgrounds and teach them bilingually in Spanish and English. Early first language literacy greatly enhances the child's ability to acquire second language literacy. Learning in both languages, the children will become functionally fluent in both languages. We contend that our students will have an increased knowledge base, increased cognitive abilities and increased flexibility in their thought processes throughout their lives due to this program. The children are taught core content areas in Spanish and English, distinguishing our school from those with a Spanish emphasis or enrichment program. These students receive traditional classroom instruction and also acquire a second language.

At every grade level, Americas' School will integrate Utah's State Core Curriculum and E.D. Hirsch's Core Knowledge Sequence, which is available in both English and Spanish. The Core Knowledge Sequence will enhance the State's Curriculum and in most instances exceed the State's standards. The Core Knowledge Sequence is a grade-by-grade sequence of specific content guidelines in history, geography, mathematics, science, language arts, and the fine arts. This sequence is the result of a lengthy research process developed by the nonprofit Core Knowledge Foundation and Dr. E.D. Hirsch Jr.

The Core Knowledge Sequence gives students a classical education through an historical perspective, e.g., first-graders study Pizarro and the Incas, while third-graders study Ancient Rome, and fifth-graders learn specifics about the European Renaissance. The Core Knowledge Sequence builds background knowledge which is vitally important for academic success.

We will utilize specific math and science instructional methods to facilitate teaching the Core Knowledge Sequence and Utah's State Core Curriculum. We will use the Saxon math program

and a comparable kinesthetic approach science program, but will be open to other instructional methods. Our teachers will have an opportunity to be involved in making the final decisions on the instructional methods.

Our school will support high levels of academic achievement enabling all students to meet rigorous standards as developed through the Utah State Office of Education Core Requirements. We know the state is committed to ensuring the success of all students. We recognize that rigorous standards must be supported by the very best teaching strategies for both dominant English speakers and for English Language Learners. This school will give students an opportunity to achieve grade-level standards in the context of a Dual Language Immersion Program. We envision our program as a community of life-long learners who study together within a stimulating and nurturing environment where emphasis is placed on academic and social skills. Students will complete the program prepared for responsible, productive, and successful memberships as enfranchised citizens of our society.

There is a rapidly growing body of research literature supporting the efficacy of dual language immersion education. According to this literature, the dual language approach excels at producing several outcomes. Research literature clearly supports the benefits of dual language immersion programs for the individual students of the minority and majority language, their local communities, and society globally. Research supports the following:

- Language majority children best develop a second language through immersion in that language (Lindholm-Leary 2000).
- The English-speaking students will become proficient in the target language without detrimental effects to their primary language development (Cloud, et al 2000).
- Language minority students who acquire strong literacy skills in their primary language are able to apply these skills to the acquisition of English literacy (Cloud, et al 2000). Language minority students best acquire a second language when their first language is firmly established (Lindholm-Leary 2000).
- The additive bilingual environment supports development of both languages and enhances students' self-esteem and cross-cultural understanding (Christian, 1994).
- The two-way approach is effective not only in the teaching of two languages to both language groups but also in the development of academic excellence (Lindholm and Galvek, 1994; Cazabon, Lambert, & Hall, 1992).
- Students in two-way programs experience more long-term educational gains than students in other bilingual or English as a Second Language (ESL) programs (Collier 1994).
- Language minority students benefit from the opportunity to develop and learn through their native language as well as English (Krashen, 1991).

Our educators will actively involve students in their learning. They will also integrate Language, Reading, Math and Science in thematic units and adapt language and content instruction to student background and life experience. A comprehensive curriculum that is aligned with the state's content and performance standards will be designed for our Dual Language Immersion Program. This curriculum will provide exemplary learning opportunities in literacy and the content areas for students based on accurate identification of their individual needs.

Spanish and English instruction is always separate, allowing for maximized concentration of both languages. Heterogeneous groupings provide students with opportunities to assist and learn from each other, allowing second language acquisition to occur naturally. This encourages social interaction in which students truly learn from each other, developing high levels of self-confidence. Students develop fluency and literacy in two languages, achieve proficiency in all academic subjects, and cultivate an understanding and appreciation of other cultures.

We will provide a program that embraces and maximizes the strengths of our diverse student community, their families and the instructional staff. Our vision is that students will be self-sufficient, responsible, critically thinking, socially involved partners in their local, national and global communities. The program will teach within the context of a multicultural, bilingual community that uses its diversity as an added value to the fullness of each child's education.

Our program will provide: a well-rounded educational curriculum emphasizing biliteracy in English and Spanish, project based thematic learning utilizing kinesthetic techniques, state of the art technology, community resources, an educational structure reinforcing diversity, community involvement, values and ethics, a community resource center and support network for parents, students and staff. Professional development programs and incentives will be offered to attract and maintain highly qualified and motivated teachers. Public and private partnerships will be cultivated to incorporate the best practices in education and business.

Effectiveness Goals

Goal	Specific Objectives (What will be measured?)	Measurement Criteria (How you know it—means of measuring data, percent mastery, etc.)
<p>1. Improve Student Learning.</p> <p>2. Oral Language Development. English language learners will increase fluency in Spanish, and Spanish-language learners will increase fluency in English.</p> <p>3. Create and develop biliteracy for all students.</p> <p>4. Academic Achievement. All students will meet or exceed district standards for academic achievement.</p> <p>5. Implement Effective Parental Involvement. A parent leadership organization will design</p>	<p>1. Students will be reading at appropriate levels to meet the standards of AYP and UPASS.</p> <p>2a. English-Speaking students will increase oral language fluency in Spanish by one level each year.</p> <p>2b. Spanish-Speaking students will increase oral language fluency in English by one level each year.</p> <p>3. Train teachers to teach Spanish and English literacy in an effective manner.</p> <p>4a. Students will be able to show mastery of the Math skills at appropriate levels to meet the standards of AYP and UPASS.</p> <p>4b. Students will be able to show mastery of the Language Arts skills at appropriate levels to meet the standards of AYP and UPASS.</p> <p>5. Parent participation</p>	<p>1. CRT tests, running records</p> <p>2a. Language Assessment Scales- the Quick Informal Assessment (QIA) or IPT.</p> <p>2b. Language Assessment Scales-possibly the QIA or IPT.</p> <p>3. All students' progress will be measured standardized test in English and Spanish i.e. DRA, IPT, APRENDA</p> <p>4a. Informal assessment as well as the Math Criterion Referenced Test (CRT) will be given in English each year.</p> <p>4b. Informal assessment as well as the Language Arts CRT will be given in English each year.</p> <p>5. A parent organization will be formed and create an annual plan and will create a system to quantify participation.</p>

<p>a plan to involve as many parents as possible in a variety of ways. We will specifically plan ways to involve Latino parents.</p> <p>6. Provide Professional Development Opportunities.</p> <p>7. Provide Tutoring that Ensures Student Success.</p> <p>8. Provide a Multicultural Education to all Students.</p> <p>9. Connect Academic Content to Real-World Learning Experiences</p>	<p>6. An annual schedule will be developed and implemented based on the professional/technical development needs of the staff.</p> <p>7. Recruit parents and/or community volunteers to work within the classroom on a daily basis. Provide training for volunteers to be as effective as possible. Implement cross-age tutoring where students are trained to be tutors.</p> <p>8. Develop units that include multicultural stories and activities. Create physical spaces that reflect multiculturalism.</p> <p>9. Teach life skills units that incorporate real-world activities with academic content.</p>	<p>6. Observation of successful implementation of knowledge acquired through professional/technical development.</p> <p>7. Keep an attendance record for community volunteers.</p> <p>8. Facilitator observation and parent surveys.</p> <p>9. Successful completion of thematic units.</p>
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Curriculum and Instruction Design and Development Goals:

A comprehensive curriculum, which is aligned with the state’s content and performance standards as well as the Core Knowledge Sequence, will be designed for the program. The curriculum will provide exemplary learning opportunities in literacy and the content areas for students, based on accurate identification of needs.

- By July 2007, each grade-level team will have developed thematic units integrating Math, Language Arts, Social Studies, and Science for the 2007-2008 school year, using the activities and principles above.
- By the end of the 2007-2008 school year teachers will have completed teaching, evaluating, and adjusting their first-year lesson plans.

Classroom teachers will provide all the instruction in the core curriculum. They will also teach art, music, technology, physical education and other courses that are part of the programming. Student teachers will be utilized to assist classroom teachers. As funding becomes available, staff positions and programs/services will be added. These proposed positions and programs are not necessarily in priority order. The board of directors will make decisions on priority of implementation.

Staff positions to be added:

(These positions may be part-time or full time)

Reading Specialists (1-4)

Math Specialists (1-2)

Art Director

Music Director

Computer/Technology Director

Student Services Coordinator

The proposed additional staff positions will augment, facilitate, or direct the classroom teachers in their area of expertise.

Professional Development and Training Goals:

Our goal is that our teachers will be able to demonstrate proficiency in application of The Core Knowledge Sequence and selected instructional methods.

The school will provide pre-service and in-service training including:

Core Knowledge Sequence

Utah's State Core Curriculum

Family Involvement

SIOP

Cooperative Learning

Differentiated Instruction

CELL/ExCELL strategies—Shared reading, choral reading, guided reading, independent reading, and centers

Cross-age tutoring and other tutoring

Brain-Based Research

Invitational Education

Multiple Intelligences

All teachers will demonstrate increased knowledge and expertise in effective instructional strategies for dual language immersion classrooms. This will be measured by documentation of training, observational checklists, teacher self-evaluation, and improvements in performance of students according to the state of Utah's assessment requirements.

Ideally we will recruit and hire teachers who have an ESL/Bilingual Endorsement preferably with experience teaching in a dual immersion program. We have contacts in place to assist us recruiting graduate applicants from Universities in Colorado, Illinois, New Mexico and

internationally. These universities have programs specializing in dual immersion, second language acquisition, sheltered strategies, content-based instruction and Spanish literacy.

Each teacher will be involved in Teacher Action Research Projects where each creates an action plan that he/she implements and collects data to see if it works. Action Research is the process by which teachers conduct research in their own classroom on the effectiveness of their own instruction. They are trained to identify an area of inquiry, and then work through the scientific process- create a hypothesis, collect data, try differing strategies, collect data on each, and then conclude the most effective strategies for that one area of inquiry. Teachers will also participate in Cognitive Coaching. They will work together in a learning community; observing each other to improve teaching through peer coaching, and collegial mentoring. In addition, teachers will be involved in “critical circles” where they will discuss required books regarding best practices and methodologies. Optimally, board and staff members will attend conferences on dual immersion each year to stay up-to-date on best teaching strategies for dual immersion.

Sample Lesson Plans

See attached lesson plans in English and parent lesson plan guides in Spanish. For more examples of lesson plans see www.coreknowledge.org

Program of Instruction Monitoring Process

The director of the school is responsible for overseeing the evaluation process. The school will disseminate information regarding student performance to track students’ progress toward mastery of the Utah Core curriculum over time by producing an annual report and complying with all other testing and reporting guidelines. This annual report will include measurable objectives pursued by the school during the previous academic year and will be provided to the district and the USOE. The report will include demographic information and parental feedback in addition to documentation supporting the attainment of our objectives. Copies of the report will be made available to school constituents.

Student performance will be assessed and those not achieving Adequate Yearly Progress (AYP) towards the Utah State Core Curriculum standards will be identified and appropriate measures for improvement will be implemented. The use of intensive early intervention and aggressive support means will be utilized to support student learning. Progress reports, parent conferences, phone calls and other forms of written and oral communication will be utilized to ensure continuous communication between the school and parents.

Academy of the Americas will follow the requirements of the Utah Performance Assessment System for students (UPASS), including pre and post assessment tests, Core Assessments Tests, the Developmental Reading Assessment (DRA) in Spanish and English, the Direct Writing Assessments, the Iowa Test, and other testing as deemed appropriate. Additional assessments will include teacher observations, facilitator observation, presentations, teacher tests and quizzes, projects, the IPT oral proficiency test, student interviews, and student portfolios, and attendance rates. Baseline data will be established in the first year and future achievement goals will be

developed to measure progress for all students regarding stated goals. Core Knowledge Sequence testing will be implemented in the beginning and the end of the year. Our strategy is to ensure skills are mastered in order to prevent the need for corrective action or remediation. When the students are found to be in need of extra help, it will be provided at the point of need.

Each child, through his or her portfolio, will have an Individual Learning Plan (ILP). The educational philosophy of Academy of the Americas is to teach according to the needs of the individual while maintaining a commitment to high standards of achievement. All students will be given continuous assessments to ensure skills are mastered, ensuring their preparedness to perform at least on grade level on all standardized tests. Ongoing internal audits of student performance in the beginning, middle, and end of the year will be utilized to guide instruction and intervention.

The director will supervise a lead teacher. They will develop a checklist of criteria based upon the best available research on curriculum and instructional methods for dual-immersion settings. At the beginning of the program, they will negotiate a set of program management indicators and benchmarks for satisfactory program management. The director will meet quarterly with the lead teacher to review program management against these indicators and benchmarks. If program management difficulties arise, specific goals and timelines for resolving problems will be negotiated and progress reviewed monthly or more often if needed. An overarching indicator of appropriateness of program management will be student achievement data and progress towards mastery of academic standards.

A unique part of our annual report will provide a comparison of the outcomes for students who are Spanish-dominant students to students who are English-dominant students. A typical report will include an analysis as follows (where "n" is a number indicating a percentage):

Student	% Below Standards	% Meeting or Exceeding Standards
English-dominant students, subjects taught in Spanish	n%	n%
English-dominant students, subjects taught in English	n%	n%
Spanish-dominant students, subjects taught in Spanish	n%	n%
Spanish-dominant students, subjects taught in English	n%	n%

Students at Academy of the Americas will be meta-cognitive and reflective members of our school community. Our willingness to ensure success and look at students as individuals will allow us the opportunity to increase student performance, productivity and intrinsic motivation.

School Calendar

Academy of the Americas student calendar will follow the district's student calendar. All students in our school, including kindergarteners, will attend full-day. School hours will meet or exceed state requirements for "seat time," and the schedule will be based on evidence-based best-practice patterns.

Teachers will teach at least 180 days per school year and attend up to 10 days of training per year. Teachers will be expected to be present at the school a minimum of 40 hours per week with flex time to be managed by the school director.

Teachers are also required to attend weekly grade-level team meetings and bimonthly faculty meetings. Parent/teacher conferences will be held a minimum of two times per school year. Teachers and/or parents will be encouraged to request additional conferences as the need arises.

Special Education Program

Academy of the Americas will comply with all federal anti-discrimination laws: the Free Appropriate Public Education as well as the Individuals with Disabilities Education Act (including section 504 of the Rehabilitation Act of 1973). Two bilingual, biliterate special education teachers will be employed - one full time and one part time - to accommodate an anticipated 10% special needs population. We hope to recruit teachers out of bilingual special education programs such as the one being offered at BYU.

The basic requirements for successfully offering special education in a charter school are: a zero reject policy, identification of students with disabilities, evaluation of those students suspected of having a disability, and the development of an Individualized Education Program (IEP) by parents and staff. Our school will use the least restrictive environment possible to educate our special needs population while continuing communication between staff and parents/guardians. All courses of action will be evaluated for effectiveness and reviewed annually.

One strategy we are considering is "neverstreaming," a successful tool used in other charter schools. The philosophy on which neverstreaming is based includes the use of intensive early intervention and aggressive support means for students who are struggling rather than waiting for them to fall far behind their peers as well as risk referrals for special education assessment.

We will coordinate with the Pinnacle Academy to utilize the services they provide via their grant-funded program, which was created, to assist with special education services in charter schools in Utah. This will include their providing us with speech pathology testing on all our kindergarten students and written speech IEP's when appropriate, psychology testing for behavioral IEP's including comprehensive report, and technical assistance such as training, sitting in on and facilitating our IEP process.

We understand it is our responsibility to know how special education funds are distributed within Utah and the conditions that need to be met to receive those funds. Detailed documentation of our services and our personnel will be provided for this purpose.

Charter schools are creating new frontiers in education and issues concerning how special education will fit into these new programs. We are committed to being knowledgeable and adaptable to best serve the needs of our exceptional students (any child needing special education).

Business Plan

See attached budget, state funding worksheet for charter schools, and supporting information for budget calculations.

Organizational Structure and Governing Body

See attached organizational chart.

Board of Directors

There will be a minimum of five and a maximum of twelve positions on the board of directors that will govern Academy of the Americas. All board members must show dedication to Academy of the Americas' mission statement, goals, philosophy and vision. The board of directors will establish and administer policies and procedures at Academy of the Americas. The founding parents elected the initial board.

A Chief Administrative Officer (CAO) will be elected by the board of directors from among its members to serve as the primary liaison with the school district, the State Office of Education and the board of directors. The board will endeavor to be representative of the school community demographics. The board may contract with a management company for some administrative functions as needed.

The elected president of the parent organization (the parent advocate) will attend board meetings and be a voting member of the board of directors. The school director will participate as an ex-officio board member without voting authority. Only one voting board position may be filled per household.

The parent advocate position is elected by the parent organization. A potential candidate must submit his/her qualifications and letter of intent to the board. This process must occur at least 6 weeks prior to the annual May meeting in order to insure that these documents are printed in the monthly newsletter and sent home with the students. If the position should become vacant due to dismissal or resignation, then a special election will be held.

Members of the governing board must be willing to submit to a background check and may not have a criminal record. If any board member fails to fulfill his/her primary responsibilities, he/she may be dismissed by a majority vote of the remaining board members. The board of directors is the ultimate policy-making body and retains total control in the selection or removal of any service organization or company serving the school. No person that is an officer, director or shareholder in any service organization or company serving the school will serve as a member of the board of directors of the school or vote on any matter affecting the schools relationship

with the service organization or company. Any member of the Board of Directors who serves as an officer, director or shareholder in any service organization or company that offers to contract for services to the school will resign as a board member prior to the Board of Directors taking action to contract with that organization or company or set up a vendor relationship.

Terms of Service

- The CAO will serve a two-year term and may be re-elected to serve up to two consecutive terms.
- The parent organization president will serve a one-year term.
- Of the initial members of the board of directors, one member will serve a two-year term, two members will serve three-year terms, and two members will serve four-year terms.
- Subsequently, all members of the board of directors will serve two-year terms.

Board members may serve consecutive terms up to eight years, and may be considered for additional terms of service after a one-year leave. Current board members will elect new board members. When the CAO of the Board of Directors term expires, the remaining board members will elect a new CAO at their next scheduled meeting. Positions left vacant from expired terms will be filled at the annual meeting and general election in January.

If the CAO determines there is a need for more than five board positions, subsequent board members will serve alternating two and three-year terms. All board positions the parent advocate position will be filled by appointment by the existing board of directors.

Sub-committees and Task Forces

The board of directors will form committees and task forces as needed to accomplish the goals of the board. These sub-committees may investigate and research curriculum, school policies and procedures, effective programs, or other relevant issues and/or events. They will report to and be overseen by a board member.

Meetings

The board of directors will meet at least monthly during the first year of operation and may elect to meet quarterly in subsequent years. The board will review reports and present and discuss updates on school operations, financial business, policy adoption and revision, and allocate open agenda time to respond to input and concerns of students, parents, teachers, and other staff. The board may not act unless a quorum is present. An action by the board will be decided by a majority vote. The CAO may request additional meetings as needed. Meeting minutes will be taken at all board meetings.

Filling of Vacancies

In the event of resignation or dismissal of a board member, applications will be invited and the seat will be filled by a board vote. In the event candidates are not available to fill vacancies, the board will continue to govern until appropriate applicants are found.

Current board members will elect new board members. When the CAO of the board of directors' term expires, the remaining board members will elect a new CAO at their next scheduled

meeting. Positions left vacant from expired terms will be filled at the annual meeting and general election in January.

If a board position is filled any other time than in January, the new board member will serve the remainder of the original term. Therefore, all reelections will occur in the month of January. If the CAO determines there is no longer a need for a board position (positions five through twelve), the position will simply be left vacant after the term expires.

Amendments

In order to make any changes to the administrative structure, the mission statement, or the philosophy of the school, the amendment must be approved by the board of directors and by a 2/3-majority vote of the parent organization at the annual meeting.

Advisory Board

The board of directors will form an advisory board. Following a majority vote in favor of a candidate, the board of directors will extend an invitation to join the advisory board. The function of the advisory board is to advise the board of directors. Members will be selected from the community based on their unique professional and/or personal experience and abilities to advise the board of directors. Members of the advisory board may be parents, caregivers or guardians from the school community.

Director

A majority vote of the board of directors will hire the school director. The board of directors will accept applications for the director position. All applicants under the terms established by the board will be considered. The board will interview qualified candidates and hire the director who is best qualified and who will support the mission and vision of the school. The board may dismiss the director by a majority vote if deemed necessary. The director will be reappointed to serve for another year by a majority vote at the May board meeting. The job description for the director is outlined later in this application.

Parent Organization

All parents, guardians and caregivers will be encouraged to take an active role in the parent organization. The president will attend board meetings and be a voting member of the board. The parent organization will coordinate a comprehensive parent involvement plan including volunteers, fundraisers, carpools, instructor appreciation, etc. See "Opportunities for Parental Involvement" later in this application.

The board of directors will have full authority for operating the charter school with the following primary responsibilities:

- Promote the mission and the vision of the school at all levels
- Oversee chosen committees
- Attend monthly board meetings
- Complete assignments
- Hire/dismiss and supervise the school's Director
- Hire/dismiss and supervise teachers and staff, in concert with the Director
- Evaluate performance of the Director yearly

- Review the director's annual performance reviews of teachers and staff
- Oversee the raising of school funds
- Oversee and evaluate programs
- Develop relationships with school personnel, students and their families and community members
- Assure financial accountability by-
 - A. approving the budget and overseeing adherence
 - B. contracting for and approving an independent audit
 - C. controlling investments of capital funds

Board of Directors' Officers Job Descriptions:

President/CAO

- Preside over all meetings of the Board
- Execute the powers and perform the duties of the office as outlined by the Board
- Coordinate monitoring and functions of the school
- Convene impromptu committee meetings and emergency board meetings as needed
- Prepare board agenda
- Oversee chosen committees
- Determine the number of board positions (minimum of five with a maximum of twelve)
- Attend monthly board meeting
- Complete assignments

Board Secretary

- Keep, review and publish minutes of board meetings
- Oversee chosen committees
- Attend monthly board meetings
- Complete assignments

Treasurer

- Keep and review the financial matters and transactions of the school
- Oversee the budget
- Present and interpret monthly and annual financial reports to the Board
- Make recommendations regarding fiscal management policies and procedures
- Chair the Finance Committee
- Support and facilitate the scope of the Finance Committee
- Oversee chosen committees
- Attend monthly board meetings
- Complete assignments
- Sign all checks over \$500 00

President of the Parent Organization/Parent Advocate

- Represent the parent organization on the board of directors
- Attend all parent organization meetings
- Encourage participation by all parents

Articles of Incorporation for the organization seeking a charter.

A copy of the Articles of Incorporation and bylaws will be submitted to USOE charter board after an open meeting in which the bylaws are adopted.

Admission (including your lottery plan) and dismissal procedures, including suspension procedures. If the charter school will follow a district's discipline/suspension policy, attach a copy of the policy from the district. 53A-1a-508(3)f

Admission

Any student will be welcome in the program regardless of race, class, national origin, special needs, religion, gender or any other protected factors provided there is an opening in the program for them. We hope for a balance of Spanish-dominant and English (or other language)-dominant students. A waiting list will be created and maintained and a student from the list will be admitted when a slot opens up.

One to two open enrollments will be held. Parents will be notified of the open enrollment dates, place and times through a newspaper ad, an article (if possible), web site announcements and open community information meetings. Parents must attend an open enrollment with all documents necessary to enroll a child in school, i.e. immunization record, birth certificate, social security number.

The first priority for enrollment will be given to students whose parents are founding parents and/or board members. This number will not exceed 10% of total student body. Should there be more students wishing to attend than slots available, students will be selected by lottery. Returning students will be given preference for re-enrollment for subsequent years. Siblings of enrolled students will be given preferential enrollment. Students not selected will be placed on the waiting list and offered enrollment as it becomes available. Academy of the Americas will not discriminate in its admission policies or practices on the same basis as other public schools may not discriminate in their admission policies and practices.

Suspension

The school will follow all policies and guidelines as required in Utah State Law (UCA 53A-11-901-909). The Parent Handbook given to parents at orientation will contain a section on school rules and discipline. The three step due process required by law for student dismissal will be followed:

- Student will be properly informed
- Student will be given the opportunity to respond
- Student will be given the opportunity for remediation

Serious violations will be referred to the office where an administrative staff member will deliver the consequence. All staff members will be trained before school begins regarding the procedures for an office referral and what types of behavior require such a referral.

Parents will be called for a parent conference to assess the behavior. After-school detention, in-school suspension, out-of-school suspension and expulsion are other options, which will be left to the director's discretion. Repeated office referrals will warrant a corrective plan to help eliminate any future violations.

Illegal behaviors will receive an office referral and the police will be called. Such a behavior will warrant the consequences listed above and any Utah State Statute requirements will be met.

The school will focus on the developing individual and their unique assets. The staff will focus on what the child is doing well and have high expectations regardless of student's past performance.

Dismissal

The school will make every attempt to avoid suspension or dismissal. Actions taken may include parent conferences, after-school detention, school community service, or other actions deemed appropriate for the child and situation. See attached school district policy.

Procedures to review complaints of parents regarding the operation of the school. These procedures should include a description of how complaints of parents of students served under Section 504 or IDEA will be handled. See <http://www.usoe.k12.ut.us/sars/rules/NewGrules.pdf> for guidance in preparing this section. 53A-1a-508(3)(g)

Parents must first communicate their concern or complaint directly to the person it involves. If the problem is not remedied, a parent may address the director and request they mediate the complaint or disagreement or otherwise assist in resolving the problem. All parties involved will have an opportunity to articulate their concerns in a calm atmosphere. The director may take notes. The director may choose to address the complaint with the board of directors. If a parent feels the director has not adequately addressed their complaint, they may file a written complaint with the board of directors. The board will not address the complaint unless the parent has first tried to resolve it with the director. The board will then bring the matter up for discussion at their next monthly meeting and send a written response to all involved parties. In highly unusual cases where the problem was not satisfactorily resolved at this level, a complaint may be referred to a mediator agreed upon by both parties. If all efforts continue to fail, the complaint may be referred to the legal system.

Parents may dismiss board members using the following procedure. If a board member has not consistently acted with the best interest of the school, students, staff or mission statement, the parent organization may vote at the annual meeting in May to have that board member dismissed by a two-thirds majority vote. They may remove only one board member per year.

With regards to students served under section 504 or IDEA, the Academy of the Americas will comply with all guidelines and regulations as defined in the Special Education Rules of the Utah State Office of Education.

Parental Involvement Opportunities. 53A-1a-508(3)(h)

A parent organization will be formed, and will elect an executive committee. They will also elect a president who will serve as a voting member of the board of directors. All members will be encouraged to be actively involved.

Parents will be informed about the goals, methods and learning outcomes for children enrolled in this program through written documents as well as parent orientations and regular parent meetings. Parents will complete an application process that will include permission and consent forms detailing the mission, vision, structure and goals of the program. Parents, guardians and caregivers will be strongly encouraged to be involved in their child's education. Opportunities will be available both in and outside the classroom, such as encouraging and facilitating good study habits in the home, providing teacher clerical support from home on the weekends or evenings, contributing cultural materials and awareness, and/or volunteering in the classroom and/or library. Parents are a goldmine of value in practice for the students and their languages. Parents will not in any way be penalized for inability to volunteer. Parents/guardians will be encouraged to make a long-term enrollment commitment to the school in order for students to achieve successes resulting in bilingual and biliterate students.

During the first year of implementation, parents, community, staff and the board of directors will develop a comprehensive parent and community involvement plan. Opportunities will be provided for cross training between parents and teachers. This will improve teacher skills and increase their understanding of the cultural issues that affect the families of their students. Parent involvement opportunities will focus on improving parent skills in assisting children with their success in school. By the end of each year, there will be an increase in the number of parents who can accurately describe based on a parent survey.

Each parent will receive a handbook explaining school policies and procedures, as well as the rationales, major goals and basic methods of the dual immersion program. Each student and parent will be required to sign a statement acknowledging that he/she has read the handbook, understands the school's rules and the consequences for rule infractions.

All parents and guardians of students will be members of the Parent Organization. The founding parents will evolve into the parent organization. Members will:

- Elect a president who will serve on the board of directors as the parent advocate
- Be encouraged to make comments and suggestion related to policies, procedures, programs, curriculum and other issues at the monthly board of directors meetings

- Be encouraged to serve on a parent working committee, to research items related to school policy, procedure, programs, and curriculum. They will also be asked to help with the day-to-day operations of each committee. The committees can include but are not limited to:

- Technology
- Finance
- Library
- Kitchen
- Arts
- Music
- Teacher appreciation
- Parent advocate
- Fundraising
- Board development
- Marketing/public relations
- Personnel/human relations
- Curriculum
- Field trip
- Uniforms
- Adult education

Description of how the school will secure the following insurance: \$2 million in liability; property insurance; comprehensive/collision; and employee dishonesty bond. If coverage will be provided outside of State Risk Management, provide a letter from the insurer indicating a willingness to provide the coverage mentioned above. Insurance expenses should be included in the school's budgeted expenses. School must provide, before opening date and annually thereafter, a certificate of insurance. 53A-1a-508(3)(i)

The school will contract with the Utah State Risk Management for \$2 million in liability insurance, sufficient property insurance coverage, and an employee dishonesty bond. The school will carry Comprehensive/collision insurance if the school owns or maintains any vehicles.

Agreements or plans developed with school districts regarding participation of charter school students in extracurricular activities within the school districts. If no agreements have been reached, applicant may describe the school's plan for providing extracurricular opportunities. 53A-1a-508(3)(k)

No legal contract/agreement with the school district has been established at this time. Extra curricular activities and clubs will be developed in athletics, arts, and music as interest evolves and funding becomes available.

The activities may include, but are not limited to:

- Music

- Performing Arts
- Field Days
- Science Fair
- Spelling Bee
- Geography Bee
- Field Trips
- Service Projects
- Summer School
- Accelerated Programs
- Ski Program

Bussing will be evaluated and implemented as funding becomes available and/or the need is determined.

Qualifications to be required of the teachers. 53A-1a-508(3)(l)

The director will select and interview applicants. The final selections of the director will be presented to and discussed with the board. The board will make final hiring decisions.

All school employees, with the exception of the director, will be given an at-will contract. The director will be given a one-year contract. The director along with the governing board will conduct periodic reviews of all employees. If an employee not in compliance with the standards set forth by the school in the employment contract or state standards, the board may dismiss said employee. The school will employ equal opportunity hiring practices and be nonsectarian in employment practices.

All teachers will be licensed, certified teachers or be qualified to teach under USOE's alternative certification or authorization program. Background checks and/or drug testing of current and prospective employees will be performed as required by Utah state law.

The school may employ or contract with skilled non-certified personnel to assist the teaching staff as educational professionals in the same manner as defined in 53A-1a-512, and as provided by the Utah State Board of Education rule for charter school employees.

The school's intention to create a library with a description. The description may include location, size, staffing, and estimates of size and types of collection. 53A-1a-508(3)(o)

Academy of the Americas will employ a half-time librarian who will play a key role in developing our state-of-the-art library and acquiring collections of age appropriate fiction, non-fiction and reference materials as well as multi-media tools and periodicals in Spanish and English. The library will have defined spaces for working individually or in groups as well as computer stations for research or testing. The board will oversee acquisitions and development and maintain final decision-making authority. Parent volunteers will staff the library during school hours with and without the librarian.

The school's plan for providing administrative and supervisory services. These may include, but are not limited to, roles of instructional leader and curriculum consultant, supervision and improvement of instruction, interpretation of student and school progress and performance, community relations, staff professional development, counseling, employment issues, discipline, student placement, responsibilities for operation and maintenance of school plant, management of school equipment and supplies, preparation and completion of federal and state reports, assistance and support to teachers. 53A-1a-508(3)(p)

The school will employ the following positions with the listed responsibilities:

Director

- Establish and maintain a coordinated and challenging K-6 curriculum that incorporates research-based methods of instruction appropriate for promoting students' academic performance in Spanish and English
- Implement policies and procedures as determined by the board of directors
- Provide leadership to the instructional staff that includes supervision, coaching, professional development, and delegation of authority
- Implement accountability measures and evaluation of results individually with instructional staff members and collectively with the instructional team utilizing student testing data
- Identify performance challenges with individual staff members and develop plans for remediation and improvement
- Conduct human resources functions including recruitment, hiring, training, ongoing performance coaching, corrective action and termination of employees
- Implement effective student disciplinary procedures and oversee judicial hearings and appeals that comply with all relevant laws, policies and procedures
- Provide leadership and support instructional staff in implementing positive classroom management skills that focus on children's strengths and problem-solving abilities
- Ensure that administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous
- Interact with staff and intercede for the needs of students, parents and/or staff as needed
- Develop processes for communication within the school community including board reports, communication with staff, meeting facilitation, and provide support for the parent organization
- Ensure the compilation, preparation and timely completion of federal and state reports
- Serve as the point of contact for community relations by attending or conducting meetings of constituent groups; attending school functions; attending external meetings, conferences, or legal training sessions
- Manage the day-to-day operation of the school, recommend to the board the hiring of teachers and staff, and approve purchase orders

- Oversee maintenance and operations of the school facility, including supplies and equipment purchasing and management
- Oversee the overall fiscal health of the school
- Research, pursue, and manage grant funds and corporate and individual donations
- Perform other duties as assigned by the board of directors

The director position will be evaluated annually, based on mutually agreed upon performance objectives and other criteria developed by the board of directors and the director.

Education and Experience:

- Graduate degree in educational administration or an academic content area substantively related to the goals and purposes of the school, preferably in elementary education
- Demonstrated skills and proven experience as an advocate for bilingual education and for diverse communities
- Bilingual in Spanish and English
- Experience in fund development and financial management of an organization
- Classroom teaching experience
- Demonstrated management, coaching and conflict resolution skills

Business Manager

• Annual Accountability Report (Utah Code 53A-3-602)

• Monthly Financial and Enrollment Report

- Manage finances of the school
- Writes all checks and tracks expenditures within the approved budget
- Assist the director with grant applications
- Complete all fiscal reports
- Contract for external audits annually and when requested by the board
- Coordinate payroll and benefits administration with designated vendor(s)
- Coordinate applications for free and reduced lunch
- All other tasks assigned by the director

The business manager, under the supervision and authorization of the board, will be responsible for preparing and submitting required annual and monthly financial reports. The business manager will submit the reports to the board for final approval. The board of directors will ultimately be responsible for financial reports. These reports will be made available to the Utah State Board of Education for review. All Utah state and federal laws will be followed.

Social Services Coordinator/Counselor

- Facilitate a positive social environment within the school between and among students, teachers, and staff.

- Proactively facilitate growth on topics such as bullying, working out disagreements, dealing with emotions, etc.
- Help students and staff work out difficult or challenging situations
- Work with families to reduce or eliminate barriers student's participation in school
- Provide referral to social services, health services or other community support organizations
- All other tasks assigned by the director

Facilities Manager

- Responsible for all maintenance, upkeep, repair, and remodeling of school facilities inside and out
- Perform daily cleaning tasks such as emptying trashcans, cleaning bathrooms, compiling recycling, etc.
- Complete as much maintenance as possible including basic plumbing, electrical, and mechanical tasks independently, hiring outside contractors only when necessary
- All other tasks assigned by the director

Lead Teacher

- Assist the Director in training teachers in the Core Knowledge Sequence curriculum and school instructional methods
- Facilitate teacher meetings every other week to coordinate curriculum and instructional methods
- Mentor teachers
- Assist the director in compiling and analyzing assessment and evaluation data
- All other tasks assigned by the director

Administrative Assistant

- Coordinate student enrollment and attendance tracking
- Coordinate school calendar and daily schedule
- Maintain a list of substitute teachers and ensure all classes are covered when needed
- Call homes of students who miss school each day of absence, or direct a parent volunteer to do so
 - Complete clerical tasks to support the director, business manager, social service coordinator, and board of directors
 - Answer telephones, answer basic questions and direct callers as needed, be available in the main office as a receptionist
 - Perform basic computer, typing and office tasks
 - All other tasks assigned by the director

The school's fiscal procedures. These may include policies around the governing board's budget process, limits on appropriations, budget reports, the school's policy on making appropriations in excess of estimated revenue, expendable revenue, policy around undistributed reserves, policies around interfund transfers, and policies around emergency expenditures. 53A-1a-508(3)(q)

All required financial statements and documents will be submitted by the school to the district and USOE by established deadlines. The school will adhere to all proper accounting procedures and guidelines; the fiscal soundness of the school will be evident in audited financial statements.

The board will establish and adhere to an annual budget. The director will submit monthly financial reports to the treasurer on revenue and expenditures for that month and cumulative for the year. The treasurer will present the director's financial report to the board of directors including any points of interest.

Purchases up to \$500.00 will be paid out of a petty cash account. All checks will be written by the business manager and signed by the director. All petty cash receipts will be turned in to the business manager by the last day of the month in which the purchase was made. A copy of the receipt and a short description of the purchase will be turned in to the director for review and filing.

All purchases over \$500.00 require a purchase order. The director is responsible for issuing purchase orders and turning the request in to the board for review. Such purchases require the signature of the director and the treasurer. In the event the treasurer not reasonably available, another board member may sign.

The board will approve all interfund transfers. Undistributed reserves will be maintained in reserve unless determined by the board that reserves are in excess at which time they will be expended on priorities as determined by the board of directors. The school will not make appropriations in excess of estimated revenue.

Board financial reports will follow GAAP (Generally Accepted Accounting Principles) guidelines. The results of the audits will be made available to the State Board of Education for review. This information will be used in preparing all financial reports and any other report(s) required.

The school's policy and procedure regarding employee termination. Policy may include policies on hearings, appeals, dismissal procedures, and necessary staff reductions. 53A-1a-508(3)(r)(i)

Job performance

Employees are expected to observe high standards of job performance and professional conduct. If an employee's conduct does not meet school standards, the employee will be provided a reasonable opportunity to correct the behavior or may be terminated if deemed appropriate by the school. If a corrective opportunity is given and the school determines that the employee has failed to make the correction he/she will be subject to further discipline including termination.

Employees may be disciplined and/or discharged for:

- Below expected work quality and/or quantity
- Poor attitude and/or lack of cooperation
- Excessive absenteeism, tardiness, or abuse of break or lunch privileges
- Failure to follow school policies and/or procedures
- Failure to follow established safety and/or security procedures

Discipline and/or discharge are not limited to the above.

Voluntary termination

The school considers an employee to have voluntarily terminated or abandoned his/her employment if the employee:

- Resigns from the school
- Fails to return from an approved leave of absence on the date specified by the school
- Fails to return to work without notice to the school for three consecutive days

Involuntary termination

An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence in excess of 180 days, poor performance, misconduct, or other violations of the schools rules of conduct for employees.

Discipline and rules of conduct for employees

Any conduct that adversely affects or is otherwise detrimental to the interests of the students, school, or fellow employees may result in disciplinary action up to and including termination.

Employee guidelines for conduct include but are not limited to:

- Respectfulness
- Honesty
- Courteousness
- Proper use of school property
- Confidentiality of proprietary and confidential information
- Accurate and true school records including application for employment
- An attitude of encouragement and providing aid that enhances the work performance of others

Misconduct includes but is not limited to:

- Refusal to perform the job duties and adhere to the mission of the school
- Dishonesty
- Theft
- Discourtesy to students, parents, peers, and or supervisors
- Misusing or destroying school property
- Disclosing or using confidential or proprietary information without authorization
- Falsifying or altering school records, including the application for employment
- Interfering with the work performance of others

- Harassing other employees or students
- Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances while on school property, supervising students or while conducting school business
- Gambling on school premises or while conducting school business
- Sleeping on the job or leaving the job without authorization
- Possessing a firearm or other weapon on school property or while conducting school business
- Conduct which poses a threat to the safety and/or well being of the students, school, employees or property, including being charged or convicted of a crime that indicates unfitness for the job
- Failure to inform the school within five days of any charge or conviction under any criminal, drug, state or felony arrests Criminal charges that would prevent the staff person from legally working in a school setting must be reported by the beginning of the next business day.

When the school deems it appropriate, it may proceed directly to a written reprimand or to termination for misconduct or performance deficiency, without resorting to prior disciplinary steps. The director will meet with the employee to discuss the situation and listen to the employee's feedback. The director will then decide whether to further investigate and/or make a recommendation to the board of directors for an employee dismissal.

The school's policy and procedures regarding employee evaluation. These may include frequency, components, and staffing for evaluation, remediation, notice, and criteria.
53A-1a-508(3)(r)(ii)

Employee evaluations

The director will assist each staff member to create a professional development plan, establishing goals, timelines and activities that precede the achievement of each goal. The director will also be involved with the staff in day-to-day activities to determine areas of deficiency and the appropriate remediation. The director will provide regular performance feedback to staff members, consisting of constructive remediation techniques and praise for exemplary performance.

The director shall meet with each staff member at the end of the first and second semesters to review professional development plans and performance evaluation report. A member of the executive committee of the Board of Directors shall be present at each performance evaluation. The signature of the staff member, the director and the executive board member shall be required on all performance evaluations at its conclusion.

At-will contract renewal and salary increases will be weighted by the outcome of each staff member's evaluations based on director recommendations and approval by the board. The director's evaluation will be conducted by no less than a quorum of the governing board present. The board of directors or the director shall to perform background checks and/or drug testing on prospective and/or current employees.

The school's policy and procedures regarding employment of relatives. 53A-1a-508(3)(r)(iii)

All persons responsible for hiring shall avoid any act or practice that might be interpreted as preferential toward a relative. Fair and equitable hiring practices will be observed in all cases. Relatives may not directly supervise any family member. A 'family member' is defined by all traditional terms including foster, extended, in-law and non-traditional family relationships.

Utah State Board of Education

UTAH CHARTER SCHOOLS
Assurances

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

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

Utah State Charter School Board
Charter School Application

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): Barbara Fink

Title (type): Chief Administrative Officer

Signature: _____

Date: _____

Admission Procedures

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

Academy of the Americas Charter School will admit all eligible pupils who submit a timely application. The Academy of the Americas 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

Academy of the Americas 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

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

Nonsectarian Statement

Academy of the Americas 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 Academy of the Americas 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's Signature

Date

Waivers from State Board Rules

NONE