

Pioneer High School for the Performing Arts
Charter School Application

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District Contact

Submitted to Superintendent Henshaw who works at Alpine School District on March 31, 2011.

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.

Daniel W. Smith
Authorized Agent (please print)

Signature of Authorized Agent

3/31/11
Date

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

2) Title Page

Name of Proposed Charter School Pioneer High School for the Performing Arts
 [X] New School [] Converted School

Name of Applicant Applying for the Charter Daniel W. Smith

Authorized Agent for Applicant Daniel W. Smith

Authorized Agent Mailing Address [REDACTED]

City West Jordan State UT Zip 80488

Daytime Phone (801) 803 – 5640 Email [REDACTED]

District(s) school will be located Alpine

Form of Organization

[X] 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	Phone	Type of Member	Position on Board
Darren Hensley	[REDACTED]	Business – Finance	Chair
Jon Funes	[REDACTED]	Business – Marketing	
Daniel W. Smith	[REDACTED]	Business – Real Estate	Treasurer
Derryl Yeager	[REDACTED]	Business – Performing Arts	Vice Chair
Anna Marie Smith	[REDACTED]	Business – Education	Secretary
Elected after opening		Elected parent	
Elected after opening		Elected 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), children of a licensed teacher in a teaching assignment, and siblings of students currently attending the charter school are eligible for preferential enrollment under both State and Federal Charter School law. [53A-1a-506\(b\)\(i\)\(A\)](#) Also, identify the percentage of students eligible for preferential enrollment under the status of founder’s child or teacher’s child.

All founding members have not been undetermined at this time, but the percentage of students eligible for preferential enrollment under the status of founder’s child or employee’s child will not exceed one percent (1%) of student population. Founders will be individuals who have significant involvement in the planning and opening of Pioneer High School for the Performing

Arts (“Pioneer High School”). They will be identified at least one month prior to the opening date of the school.

3) Target Population

Mission Statement (use only this space):

The mission of Pioneer High School is to make the arts a catalyst for learning as we prepare students to successfully meet future academic and social challenges.

Indicator – Upholding mission and purpose

<u>Measure</u>	<u>Metric</u>	<u>Goal</u>
Student academies	Percentage of new students enrolled in an academy by their second term in Pioneer HS	100%
Student academies	Percentage of students completing all academy coursework prior to graduation	75%
Higher education	Percentage of students successfully completing at least one higher education class in the Junior and Senior years	85%

	GRADES AND SPECIFIC NUMBER OF STUDENTS SERVED BY GRADE													TOTAL NUMBER OF STUDENTS (Enrollment cap)	
	Year 1	K	1	2	3	4	5	6	7	8	9	10	11		12
2012-2013*											250	175	50	25	500
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12		
2013-2014											450	300	200	50	1000
Ultimate Enrollment											450	300	200	50	1000

(The number of students should be at maximum the enrollment that is being requested. Insert as many rows as needed to accurately reflect the school's growth model.)

**Requesting waiver from timeline in R277-470 to open in fall 2012 since this is an online school the first three years, requiring no facility.*

School Calendar

Standard

Extended

Instructional Days 180

Alternative (please describe in 5 words or less)

Start Date August 19, 2013 (August 20, 2012 if waiver is granted)

Extended day, extended year

Title 53A-1a-503 statutorily defines seven purposes for charter schools. An individual charter school must meet only one of the seven purposes. Below is a detailed description of how Pioneer High School will meet these defined purposes.

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

And

4. Increase choice of learning opportunities for students:

Pioneer High School will be a blended school (i.e., online and on-site) offering academic courses mainly online and elective courses mainly on-site. Despite the school's desire to offer academic courses online, students will ultimately decide which format (online or on-site) best works for them. Students choosing to take academic courses online create additional opportunities for more electives on-site. In other words, students will not be limited to the traditional six classes each semester. Instead, students can take up to six elective classes each semester, if they take all of their academic courses online.

Students will also each select a program (e.g., Actor Training, Dance, Music, or Theater) of focus, which guides them through electives. (See sections 12 and 13 for a description of the arts programs and program courses.) Allowing for more time in arts electives allows Pioneer High School to focus on its mission.

6. Provide greater opportunities for parental involvement in management decisions at the school level.

Pioneer High School has a seven member Governing Board with five (5) appointed and two (2) elected members. Elected members will be parents of students attending the school. Elections occur annually in October beginning the first year of school, October, 2013. Elected members will hold leadership positions (i.e., Chair, Vice-Chair, Secretary, and Treasurer) and are elected to the officer positions by all board members. Additionally, parents will serve on ad-hoc committees called to serve as needed by the Governing Board. Ad-hoc committee members will

consist of one Board member and a specified number of volunteer parents. All ad-hoc committee members will vote during committee meetings to determine what proposals are presented to the Governing Board for consideration, allowing parents to have a greater role in school management. Ad-hoc committees may tackle such topics as student policies, staff policies, student discipline, instructional budget, graduation requirements, student programs, etc.

<i>Indicator - Student attendance and reenrollment</i>		
<u>Measure</u>	<u>Metric</u>	<u>Goal</u>
Student attendance rate	Percentage of students attending target number of days (167 school days)	93%
Within year enrollment rate	Percentage of students continuously enrolled throughout the year	87%
Year-to-year reenrollment rate	Percentage of students re-enrolled from one year to the next	80%
Continuous reenrollment rate	Percentage of students continuously enrolled for all available years	50%

4) Calendar and Bell Schedule

2013-2014 School Year

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Mon												
Tue			1						1			1
Wed			2			1			2			2
Thu	1		3			2			3	1		3
Fri	2		4	1		3			4	2		4
Sat	3		5	2		4	1	1	5	3		5
Sun	4	1	6	3	1	5	2	2	6	4	1	6
Mon	5	2	7	4	2	6	3	3	7	5	2	7
Tue	6	3	8	5	3	7	4	4	8	6	3	8
Wed	7	4	9	6	4	8	5	5	9	7	4	9
Thu	8	5	10	7	5	9	6	6	10	8	5	10
Fri	9	6	11	8	6	10	7	7	11	9	6	11
Sat	10	7	12	9	7	11	8	8	12	10	7	12
Sun	11	8	13	10	8	12	9	9	13	11	8	13
Mon	12	9	14	11	9	13	10	10	14	12	9	14
Tue	13	10	15	12	10	14	11	11	15	13	10	15
Wed	14	11	16	13	11	15	12	12	16	14	11	16
Thu	15	12	17	14	12	16	13	13	17	15	12	17
Fri	16	13	18	15	13	17	14	14	18	16	13	18
Sat	17	14	19	16	14	18	15	15	19	17	14	19
Sun	18	15	20	17	15	19	16	16	20	18	15	20
Mon	19	16	21	18	16	20	17	17	21	19	16	21
Tue	20	17	22	19	17	21	18	18	22	20	17	22
Wed	21	18	23	20	18	22	19	19	23	21	18	23
Thu	22	19	24	21	19	23	20	20	24	22	19	24
Fri	23	20	25	22	20	24	21	21	25	23	20	25
Sat	24	21	26	23	21	25	22	22	26	24	21	26
Sun	25	22	27	24	22	26	23	23	27	25	22	27
Mon	26	23	28	25	23	27	24	24	28	26	23	28
Tue	27	24	29	26	24	28	25	25	29	27	24	29
Wed	28	25	30	27	25	29	26	26	30	28	25	30
Thu	29	26	31	28	26	30	27	27		29	26	31
Fri	30	27		29	27	31	28	28		30	27	
Sat	31	28		30	28			29		31	28	
Sun		29			29			30			29	
Mon		30			30			31			30	
Tue					31							

	No School		Test window (DWA, CRT)
	SEOP / Student Conference		First / Last day of term
	Governing Board meeting		
	Professional Development		

2013 – 2014 School Year

Term 1

August 19 – October 10, 2013
37 days

August 30 – Professional Development (no students)
September 2 – Labor Day (no school)
September 13 – SEOP conference / make-up day
September 19 – Board meeting
September 27 – Professional Development (no students)
October 11 – 14 – Term break (no school)

Term 2

October 15 – December 11, 2013
37 days

October 17 – Board meeting
October 25 – Professional Development (no students)
November 8 – SEOP conference / make-up day
November 11 – Veteran's Day (no school)
November 21 – Board meeting
November 22 – Professional Development (no students)
November 28 – 29 – Thanksgiving Break (no school)
December 12 – 15 – Term break (no school)

Term 3

December 16, 2013 – February 19, 2014
36 days

December 19 – Board meeting
December 20 – Professional Development (no students)
December 23 – January 1 – Winter Break (no school)
January 10 – SEOP conference / make-up day
January 16 – Board meeting
January 20 – Martin Luther King Holiday (no school)

January 31 – Professional Development (no students)
February 14 – SEOP conference / make-up day
February 17 – Washington & Lincoln Day (no school)
February 20 – Board meeting
February 20 – 23 – Term break (no school)

Term 4

February 24 – April 16, 2014
36 days

February 28 – Professional Development (no students)
March 14 – SEOP conference / make-up day
March 20 – Board meeting
March 28 – Professional Development (no students)
April 11 – SEOP conference / make-up day
April 17 – Board meeting
April 17 – 20 – Term break (no school)

Term 5

April 21 – June 12, 2014
36 days

May 9 – SEOP conference / make-up day
May 15 – Board meeting
May 26 – Memorial Day (no school)
May 30 – Professional Development (no students)
June 13 – 15 – Term break (no school)

Term 6

June 16 – August 8, 2014
36 days

June 19 – Board meeting
June 27 – Professional Development (no students)
July 4 – Independence Day (no school)
July 11 – SEOP conference / make-up day
July 17 – Board meeting
July 24 – 25 – Pioneer Day (no school)

2012-2013 School Year (Assuming waiver is granted)

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Mon			1						1			1
Tue			2			1			2			2
Wed	1		3			2			3	1		3
Thu	2		4	1		3			4	2		4
Fri	3		5	2		4	1	1	5	3		5
Sat	4	1	6	3	1	5	2	2	6	4	1	6
Sun	5	2	7	4	2	6	3	3	7	5	2	7
Mon	6	3	8	5	3	7	4	4	8	6	3	8
Tue	7	4	9	6	4	8	5	5	9	7	4	9
Wed	8	5	10	7	5	9	6	6	10	8	5	10
Thu	9	6	11	8	6	10	7	7	11	9	6	11
Fri	10	7	12	9	7	11	8	8	12	10	7	12
Sat	11	8	13	10	8	12	9	9	13	11	8	13
Sun	12	9	14	11	9	13	10	10	14	12	9	14
Mon	13	10	15	12	10	14	11	11	15	13	10	15
Tue	14	11	16	13	11	15	12	12	16	14	11	16
Wed	15	12	17	14	12	16	13	13	17	15	12	17
Thu	16	13	18	15	13	17	14	14	18	16	13	18
Fri	17	14	19	16	14	18	15	15	19	17	14	19
Sat	18	15	20	17	15	19	16	16	20	18	15	20
Sun	19	16	21	18	16	20	17	17	21	19	16	21
Mon	20	17	22	19	17	21	18	18	22	20	17	22
Tue	21	18	23	20	18	22	19	19	23	21	18	23
Wed	22	19	24	21	19	23	20	20	24	22	19	24
Thu	23	20	25	22	20	24	21	21	25	23	20	25
Fri	24	21	26	23	21	25	22	22	26	24	21	26
Sat	25	22	27	24	22	26	23	23	27	25	22	27
Sun	26	23	28	25	23	27	24	24	28	26	23	28
Mon	27	24	29	26	24	28	25	25	29	27	24	29
Tue	28	25	30	27	25	29	26	26	30	28	25	30
Wed	29	26	31	28	26	30	27	27		29	26	31
Thu	30	27		29	27	31	28	28		30	27	
Fri	31	28		30	28			29		31	28	
Sat		29			29			30			29	
Sun		30			30			31			30	
Mon					31							
Tue												

	No School		Test window (DWA, CRT)
	SEOP / Student Conference		First / Last day of term
	Governing Board meeting		
	Professional Development		

2012 – 2013 School Year (Assuming waiver is granted to open in 2012)

Term 1

August 20 – October 11, 2012
37 days

August 31 – Professional Development (no students)
September 3 – Labor Day (no school)
September 14 – SEOP conference / make-up day
September 20 – Board meeting
September 28 – Professional Development (no students)
October 11 – 16 – Term break (no school)

Term 2

October 17 – December 12, 2012
36 days

October 18 – Board meeting
October 26 – Professional Development (no students)
November 8 – SEOP conference / make-up day
November 11 – Veteran’s Day (no school)
November 22 – Board meeting
November 23 – Professional Development (no students)
November 28 – 30 – Thanksgiving Break (no school)
December 12 – 15 – Term break (no school)

Term 3

December 17, 2012 – February 20, 2013
37 days

December 20 – Board meeting
December 21 – Professional Development (no students)
December 23 – January 1 – Winter Break (no school)
January 10 – SEOP conference / make-up day
January 16 – Board meeting
January 21 – Martin Luther King Holiday (no school)
January 25 – Professional Development (no students)

February 8 – SEOP conference / make-up day
February 21 – Board meeting
February 21 – 24 – Term break (no school)
February 22 – Professional Development

Term 4

February 25 – April 17, 2013
36 days

March 8 – SEOP conference / make-up day
March 21 – Board meeting
March 29 – Professional Development (no students)
April 12 – SEOP conference / make-up day
April 17 – 21 – Term break (no school)
April 18 – Board meeting

Term 5

April 22 – June 13, 2013
36 days

April 26 – Professional Development (no students)
May 10 – SEOP conference / make-up day
May 16 – Board meeting
May 27 – Memorial Day (no school)
May 31 – Professional Development (no students)
June 7 – SEOP conference / make-up day
June 13 – 16 – Term break (no school)

Term 6

June 17 – August 12, 2013
36 days

June 10 – Board meeting
June 27 – Professional Development (no students)
July 4 -5 – Independence Day (no school)
July 11 – SEOP conference / make-up day
July 18 – Board meeting
July 24 – Pioneer Day (no school)

Daily Bell Schedule	
Period 1	7:00 - 7:50 a.m.
Period 2	8:05 - 8:55 a.m.
Period 3	9:10 - 10:00 a.m.
Period 4	10:15 - 11:05 p.m.
Period 5	11:20 - 1:10 p.m.
Period 6	1:25 - 2:15 p.m.
Period 7	2:30 - 3:20 p.m.
Period 8	3:35 - 4:25 p.m.
Period 9	4:40 - 5:30 p.m.
Period 10	5:45 - 6:35 p.m.

Pioneer High School has an extended day and extended year schedule to best meet the needs of its students in the arts. The above bell schedule is for on-site classes only. Grading terms are 36 days in length and students must attend 5 terms each academic year (5 terms x 36 days = 180 school days). Students must select which grading terms he/she will attend with a member of the administrative team at the beginning of each year, with consideration of student progress towards graduation and academic progress on end-of-year tests.

In Years 1 and 2, it is anticipated that all students will take 100% of their academic courses and some of their elective courses online. Once the facility is built, it is anticipated that 75% of the students at Pioneer High School will take all academic courses online and 25% will take some academic courses on-site, leaving an ultimate population of approximately 600 students attending the school for academic courses each day when the school reaches full capacity (25:1 student-teacher ratio for on-site classes).

Balancing the number of student on-site for each term, staffing for the selected classes, and course scheduling will be a challenge, but it is one that the administrator must look forward to solving. Additionally, assuming this is a successful model, the administrator will share the blended school model with other public schools as an innovative model for public instruction, one of the seven purposes for charter schools in Utah.

Students are required to attend all SEOP / Student Conference's scheduled during the terms they attend. SEOP / Student Conference's will take place throughout the school day, as scheduled by the school's guidance counselor, with the balance of the day spent in regular courses.

Students will have a 15 minute nutrition break between each period, allowing them to have healthy food regularly throughout the school day and to allow sufficient time to arrive at the next elective class, which may be in a different building. Pioneer High School will consult with the USOE Child Nutrition Section regarding the requirements of the National School Lunch Program to determine if nutrition breaks are the best way to ensure students receive healthy meals, as well as if nutrition breaks will qualify for reimbursement.

5) Market Analysis

Entertainment in Utah traces its roots to the first settlers, who brought with them performing arts traditions from their native countries. Mormon immigrants staged plays and pageants in Nauvoo, Illinois, before they were driven from that state into the western wilderness. As they became established in Utah they resumed efforts to provide dramatic entertainment. From settlement days forward, Utahns have actively supported the performing arts as opportunities for entertainment, education, and enlightenment. Nearly every city and community has amateur performing companies, or access to performances through the state's colleges and universities.

Pioneer High School seeks to capitalize on Utahns love of the arts by collaborating with the community to provide a high school focused on the arts, including performing arts, visual arts, and other arts. The school will initially serve 500 students in its inaugural year (2012-2013) in grades 9 – 12, and add up to another 500 students per year until the school reaches 2400 students. As there are no other schools in Alpine School District that focus on the performing arts, Pioneer High School will offer a unique focus that will appeal to a wide variety of students. The Governing Board contacted several studios regarding their interest in a school dedicated and focused on the arts. Without fail, each studio indicated interest in the school and possible partnerships with the theater (See section 6). The main areas of community and business interest are Actor Training, Dance, Music, and Theater. Pioneer High School has programs of study for these four performance areas in addition to several courses focused on fine arts.

As evidenced by the recently signed Senate Bill 65, virtual schooling is a fast-growing educational model with increased enrollment nationally and proven results in the classroomⁱ. Clayton Christensen, author of *Disrupting Class* said “If our goal is to educate every student to the highest potential, then schools need to move away from this monolithic classroom model and toward a student-centric educational one with a modular design that enables mass customization”ⁱⁱ. Utah has been known as a pacesetter in virtual learning from its very early launch of the Utah Electronic High School in the 1990s, and is now home to two other full-time virtual charter schools and two other virtual charter schools scheduled to open in fall 2011. Using a blended model (i.e., online and on-site), Pioneer High School will reach both students with physical proximity to the building and students needing greater travel time to-and-from school. Pioneer High School can leverage excellent teachers and curriculum to meet the needs of students anywhere in the state.

In addition to the local interest in the art community, and statewide interest in virtual schools, Utah’s population continues to grow. According to the 2010 United States Census, Utah was the third fastest-growing state between 2000 and 2010, growing by 23.8 percent, preceded only by Nevada – 35.1 percent, and Arizona – 24.6 percent, respectively. Almost two-thirds of the nation’s 3,143 counties gained population between 2000 and 2010. In the West, all counties in Utah experienced population growth in the last decade, with some of those gains being 25 percent or more. More specifically, the Provo-Orem area grew in population by 39.8 percent between 2000 and 2010, making it 6th on the ten fastest-growing metropolitan statistical areasⁱⁱⁱ.

As Utah’s student population grows and diversifies, the need for new options and alternatives is growing even faster. Educators are keenly aware that each student learns in a unique and

individual way. Each student has a learning style and a set of instructional needs that are different from his or her peers. Also, more and more students have a desire to participate in activities outside the school. What better way to help students interested in the arts than to provide them with extensive elective courses in their program of interest, taught by practicing artists, combined with the opportunity to participate with community groups contracting to use the school's theater facility?

Most charter schools in Utah draw some students from outside the district in which the school resides. Pioneer High School anticipates drawing the majority of its students from Utah, Salt Lake, and Juab Counties or Jordan, Canyons, Alpine, Provo, and Nebo School Districts. Therefore, based on the neighboring district populations, the Governing Board feels a first year enrollment of 500 students is reasonable, but will require active outreach to the community.

Lehi, located 12 miles north of Provo and 23 miles south of Salt Lake City, is Utah's sixth oldest town, and the northernmost community in Utah Valley. Agriculture (producing wheat, oats, barley, and alfalfa) and animal industries (cattle ranching, sheep raising, dairying, poultry raising, fisheries, and mink ranching) have made a profound impact on the economic history of the community. A wide range of companies continue to maintain offices in Lehi in the today.

As a rapidly growing community, centered between the two largest urban areas in the state of Utah, Lehi provides businesses with opportunities that can't be found anywhere else. The following are just a few reasons why businesses flourish in Lehi;

- Nearby nationally-renowned universities providing a highly educated workforce
- Communities to the west with little or no retail, giving Lehi a large market population
- An average annual growth rate between 8-10%
- Corridors connecting Salt Lake and Utah counties bring an estimated 28,755 cars traveling on Lehi Main Street and 126,475 cars passing through on Interstate-15 everyday
- Numerous forms of mass media for disseminating information
- Plans for a revitalized downtown
- Tax incentives

Lehi's population in 2010 was 47,407 with the projected population increase to 62,516 in 2020, 77,064 in 2030, and 94,084 in 2040.

Alpine School District currently has nine high schools serving 17,579 students in grades nine through twelve. Additionally, there are three charter schools in the area serving 1,442 students in grades seven through twelve. By 2014, Alpine School District anticipates serving 76,400 students, with 20,697 in high school (a district population increase of 17.7 percent for grades nine through twelve). Assuming the high school growth increases as projected, Alpine School District will need at least one additional high school within the next four years^{iv}. Although specific conversations with the school district have not occurred, Pioneer High School plans to work with the district to build the school in a location that meets district needs.

The other surrounding school districts do not provide detailed enrollment history and projection reports as Alpine School District does. However, current and historical enrollment information

can be found on the USOE website. The USOE also provides projected enrollment increases, which can be used for a rough estimate of growth for the purpose of this application^v. This data informed the remaining statistical data:

- Jordan School District currently has six high schools serving 14,231 students in grades nine through twelve. Additionally, there are three charter schools in the area serving 947 students in grades nine through twelve. The USOE estimates that Jordan School District's enrollment increase is -0.1 percent from 2010 to 2011.
- Canyons School District currently has four high schools serving 10,310 students in grades nine through twelve. Only one charter schools in the area serves high school students, with an enrollment of 96 students in grades nine through twelve. The USOE estimates that Canyons School District's enrollment increase is 0.6 percent from 2010 to 2011.
- Nebo School District currently has six high schools serving 7,885 students in grades nine through twelve. Additionally, there are two charter schools in the area serving 884 students in grades nine through twelve. The USOE estimates that Nebo School District's enrollment increase is 3.6 percent from 2010 to 2011.
- Provo School District currently has three high schools serving 3,866 students in grades nine through twelve. Only one charter schools in the area serves high school students, with an enrollment of 91 in grades nine through twelve. The USOE estimates that Provo School District's enrollment increase is 3.4 percent from 2010 to 2011.

If only one percent of high school students in these districts (i.e., Alpine, Jordan, Canyons, Nebo, and Provo) chooses to attend Pioneer High School, that is 539 students using 2010 data (not including any projected growth). However, if the average percent of students attending charter schools (6.0 percent) in these five districts chooses to attend Pioneer High School, the estimated enrollment from 2010 data would be 3,232 students. Of course, one can't assume that all students will be interested in an innovative high school approach (i.e., blended school), so the enrollment projections in Section 3 are based on only 4.5 percent student interest.

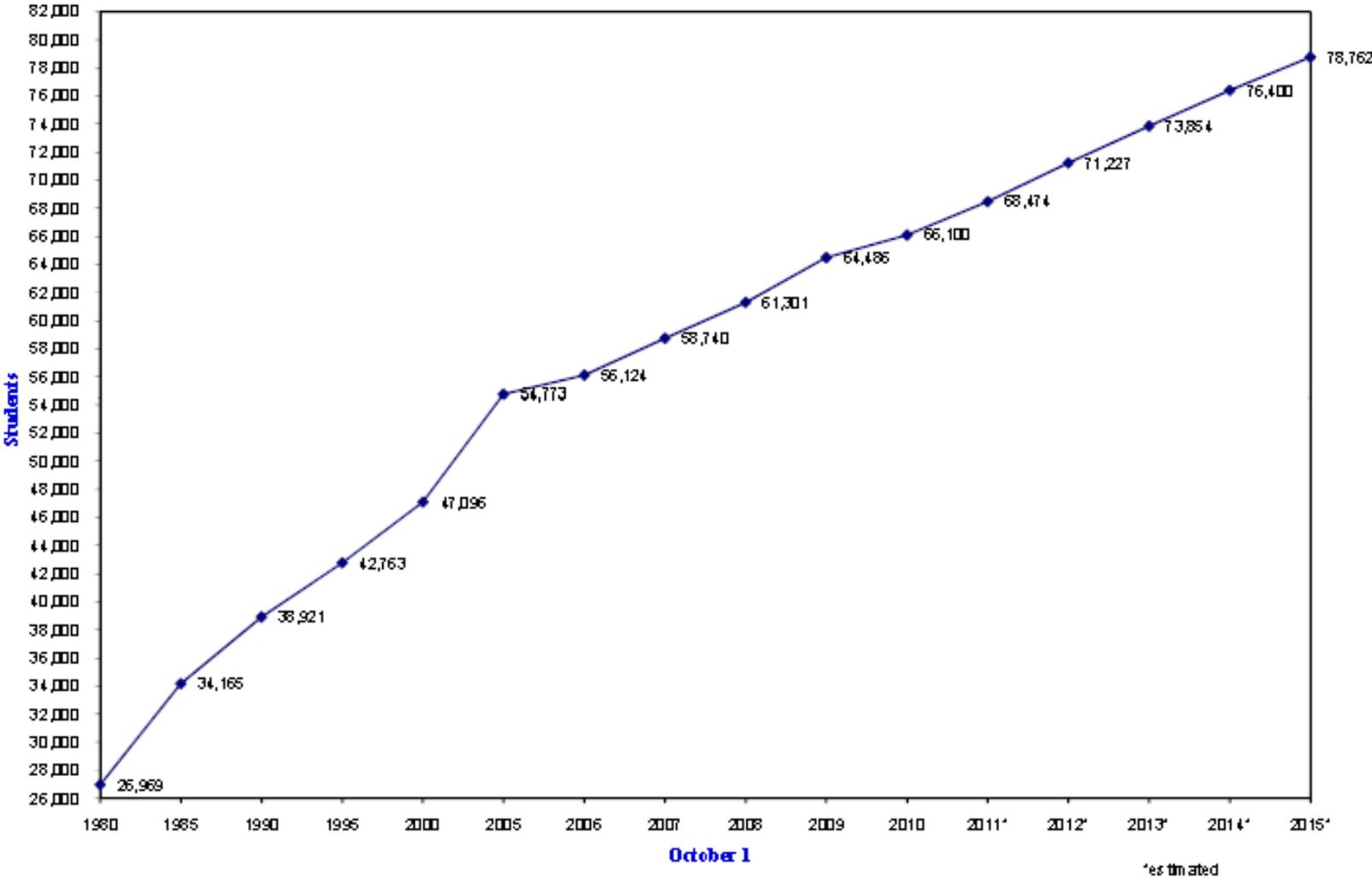
Pioneer High School's outreach to actively recruit students that represent the full cultural, demographic and socioeconomic range of Alpine School District^{vi}, will result in a school enrollment which includes special needs, low-income, minority, and other underserved populations. The enrollment goals of Pioneer High School are 9.3 percent students with disabilities, 12.8 percent minority, and 15 percent low-income. Active and indirect outreach efforts to inform students about Pioneer High School's services and provide them an equal opportunity to enroll, includes:

- *Direct mail:* After approval of the charter, Pioneer High School will conduct direct mailings and email campaigns announcing the school to students throughout the state. In a typical mailing, Pioneer High School will send out a postcard inviting students and parents to attend an informational meeting, visit the school website, and contact the e-mail help line.
- *Informational Meeting:* Pioneer High School will conduct multiple Informational meetings in Utah and Salt Lake Counties and virtually for students throughout the state. Notification of meetings via email, newspapers, and flyers occur at least quarterly.

Pioneer High School will use these sessions to provide a complete array of information about its program, including its curriculum, teaching methods, technology resources, and testing requirements.

- *Website:* Pioneer High School will launch and maintain a website that contains information about the proposed charter school, its learning approach, and its curriculum, as required in Board Rule. The site also contains regularly updated Frequently Asked Questions and their answers along with contact information for the Governing Board and administration. Students will be able to complete an online enrollment process at the website with an enrollment or placement counselor or an email away if any assistance is needed.
- *Community and youth services partnerships:* As part of its outreach process, Pioneer High School will provide information about the high school to a variety of community, family, and youth-serving organizations, and organizations for young performers.
- *Media outreach:* Pioneer High School will make use of local media's interest in promoting community events relevant to Utah residents in order to inform parents and students about Pioneer High School informational sessions and to raise awareness of the school, including television, radio and newspaper interviews and features.
- *Referrals and word of mouth:* Quality charter schools in Utah benefit from informal networks of referrals by parents, community members, and traditional school leaders. Pioneer High School will take every opportunity to partner with traditional school administrators and guidance personnel throughout the state on Pioneer High School as an alternative for students who might benefit from individualized instruction in a non-classroom setting. In addition, Pioneer High School students and parents will play an important role in serving as a source of information about the school and referring other families.

**Alpine School District
Total Student Enrollment**
1980 to 2015



6) Capital Facility Plan

To be fiscally responsible, Pioneer High School will not build a facility until it has obtained adequate student enrollment. If near target student enrollment levels for year 1 are obtained and it is anticipated that year 2 target levels will be obtained, then the facility will be constructed for the second school year. If, however, the enrollment levels are significantly below target levels, then the facility will not be constructed until year 3 or later depending on enrollment levels. The first year, and possibly year 2 depending on enrollment, will be 100% online classes for core subjects and some electives. On-site electives classes will be held at The Pointe and other similar leased facilities, until the facility is constructed.

With more than 78,000 square feet of state-of-the-art performance and classroom space, Pioneer High School will be a tremendous asset for Utah County. The theater (yet to be named) serves as an integral part of the programs offered by Pioneer High School. During the day, the theater will be divided and used as classroom space, utilizing stadium style seating. However, as a state-of-the-art facility, it also appeals to performance groups looking for a venue. In partnership with Pioneer High School, a separate corporation will lease and run the theater outside of school hours to interested groups. There is already a model for this kind of partnership in Pennsylvania. Pioneer High School will continue to work with Lincoln Park Performing Arts Charter School to learn from their successful model.

The theater will accommodate symphony, dance, musicals, ballet and drama for the school, as well as touring shows, resident civic groups, and University companies. The innovative design of this theater will permit separation of the seating space into multiple classrooms allowing maximum use of the space with up to twenty courses taught simultaneously.

The state-of-the-art Pioneer High School will include spaces similar to those described below:

- A 2,400-seat proscenium theater, featuring state-of-the-art sound, video, lighting, and rigging capabilities; star and ensemble dressing rooms; a fully-equipped rehearsal hall with sprung floor, mirrors, and barres; grand pianos; professional box office; and complete production office and storage space.
- A professional video production suite, featuring multi-camera studio with chromakey wall and full lighting grid; AVID Media Composer Adrenaline non-linear editing system; AVID Newscutter media lab with LANshare; and student camera/audio field packages.
- A professional recording studio, powered by DigiDesign Pro Tools HD recording system; a full complement of microphones; and a selection of musical instruments, including a grand piano.
- Band and choral rooms, fully-equipped with pianos, an array of percussion instruments, risers, chairs, and stands.
- Music practice rooms, each equipped with pianos.
- Multiple dance studios, with sprung floors, mirrors, barres, state-of-the-art sound systems, and pianos.
- Modern classroom space.
- Outdoor space – featuring green space outdoor performance and recreational amenities.

There will be design and media labs for print and web production, in addition to a dining hall, classroom and rehearsal space, and an amphitheater that can accommodate outdoor performances.

With the majority of students taking academic courses online (estimated at 75% for core courses and varied percentages for electives), there is a lesser need for traditional classroom spaces, allowing more space for the set-design shop, cooking labs, costume-design shop, etc. The school will have 20 traditional classrooms large enough for 25 students, including equitable space for special education and English Language Learners; chemistry, physics, and biology labs; a professional kitchen; shop; administrative offices; etc.

The Governing Board of Pioneer High School began researching properties available for purchase that are or can be properly zoned and amenable to a school facility, and identified two possible locations in Utah County near the Highland/Alpine exit. However, before making any decisions, the Governing Board will work with Alpine School District to ensure the facility's location is appropriate for its needs. Due to the size of the theater, and the need for parking beyond what traditional charter schools need, Pioneer High School is looking for approximately 8 acres of land. Due to the lack of transportation funds, and the desire for students to attend a performance arts high school, it is important that Pioneer High School locate itself in an area that is easily accessible from I-15 and other public transit options, as well as close to interested populations in both Utah and Salt Lake Counties. Pioneer High School has met with the land owner representatives to discuss the possibility of land donation or discounted pricing, which has been favorably received.

Pioneer High School acknowledges that a building will not be completed prior to opening of the first school year. Therefore, the Governing Board will conduct extensive research to locate several lease properties large enough to accommodate the student body until the facility can be constructed. These temporary facilities will meet all state requirements and compliance standards.

Pioneer High School realizes financing is the most difficult part of constructing or purchasing a facility, and as a result, consulted with a charter school finance specialist to determine feasibility of securing financing to build the necessary facility. Opening in a temporary location on a smaller scale greatly improves the outlook for securing reasonable credit to construct a permanent facility. However, a key goal of the school is to have a community facility available, with a state-of-the-art theater in its second or third year. Given the current financial market, the most viable option at this time is to place an RFP for a builder who will provide financing until Pioneer High School is able to utilize tax-exempt bonds, anywhere from two to four years following the opening of the school.

The following approximate timeline outlines a reasonable expectation for what items must be completed and in place to have a safe and adequate lease facilities prior to an August, 2012 opening date and for permanent facilities to be constructed prior to August 2013, provided target enrollment levels are obtained:

NOVEMBER 2011

- Apply for Charter School Revolving Loan for \$300,000 for use during the school's planning year

APRIL 2012

- Locate lease facilities capable of providing an adequate and appropriately zoned space for teaching on-site elective courses (e.g., dance, choir, theater)
- If building requires retrofit, prepare and post an RFP to oversee building retrofit and hire building manager

MAY - JUNE 2012

- Select successful respondents to RFP's
- Hire building officer and contract with engineer, architect, developer, etc.
- Building Officer to submit required SP forms to the USOE regarding the construction project and communicate with Alpine School District and Lehi municipality regarding the construction project

JULY - SEPTEMBER 2012

- Prepare and post RFP's for all necessary individuals involved with the architecture, engineering, construction, developing, etc. for the permanent high school facility
- Finalize acquisition of property
- Select successful respondents to RFP's
- Traffic study and analysis with necessary follow-up coordination with impacted government entities to ensure sufficient road access and construction timelines
- Inform local communities and government entities of the upcoming school location. Begin planning now for minimum impact later.
- Building Officer to submit required SP forms to the USOE regarding the construction project

OCTOBER 2012 – JULY 2013

- Construction of permanent facility supervised by Building Officer under direction of the Governing Board, provided near target level enrollment
- Building Officer to submit appropriate SP forms to the USOE
- Required inspections completed
- School staff will begin procuring items for the school

AUGUST 2013

- Obtain Occupancy Permit for the building, ideally by August 1, 2013
- Classroom set-up

7) Detailed Business Plan

The budget summary, found on pages 22-30, provide a detailed financial plan for Pioneer High School. The budget integrates and is supported by revenue projections provided by the Charter School State Revenue Templates shown following the cash flow statements.

The Pioneer High School budget is balanced, showing a very modest but prudent positive balance at the end of Years 1 and 2. In the First and Second operational years, revenue projections for state funding were calculated using the Charter School State Revenue Template. The proposed budget assumes 15 percent student turnover the first year, based on conversations with other charter schools. If necessary, the budget can readily be adjusted to accommodate turnover above 15 percent, including the additional curriculum, and related costs of replacing or adding students.

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

Pioneer High School understands the importance of having skilled professionals, who are adequately trained in the curriculums they teach. Initial staff development will be a large expense, one the Governing Board believes necessary to ensure content is taught consistently, properly, and thoroughly. Professional Development is set to occur monthly, beginning in July just prior to Pioneer High School receiving state revenues.

Technology plays an important role in virtual courses. It is the intent of Pioneer High School to ultimately provide access to a computer for every student through mobile laptops. Additionally, we will utilize state-of-the-art technology teaching devices in our classrooms. These costs are reflected in the school's budget and technology plan.

The Board of Directors acknowledges that start-up funding through the Revolving Loan may not be an option, and will work to secure comparable financing.

Planning Year Budget Narrative

Pioneer High School considers it a priority to manage the school finances with efficiency and cost effectiveness. The following narrative describes the budget for the planning year.

Revenues

Charter School Revolving Loan: Pioneer High School will apply for a Charter School Revolving Loan to cover necessary startup costs of the school. The low interest rate that this loan typically offers (<2%) is ideal for Pioneer High School. Pioneer High School will apply for a loan of approximately \$300,000 for the planning year.

Expenditures

Salary & Benefits (100 - 200): The Governing Board feels that the school should hire a Business Administrator, Information Officer, and Principal during its planning year to ensure that the school is ready to open on time and within budget. The potential principal has indicated willingness to provide services during the planning year at no charge to the school, so that salary is not included in the budget. The Business Administrator, Director of Virtual Curriculum, and Information Officer will be hired beginning in April 2012 and work through June 2012, being paid from the Charter School Revolving Loan funds ($\$75,000 \times 3 \times 0.25 = \$56,250$). Benefits are calculated at 40%.

Administrative Services in Support of Management (310): Pioneer High School may contract with an Education Service Provider for the role and responsibilities of report submission and student recruitment. The Education Service Provider will set up accounting systems including Accounts Payable (AP), payroll, Accounts Receivable (AR), and financial and statistical reporting, and will train the head secretary, governing board, and Director concerning financial processes and procedures. The Educational Service Provider will assist and support school leadership in recruiting, hiring, benefits setup, insurance, 501(c)(3) application, USDA School Lunch Setup, budgeting, SIS, CACTUS and more. The Education Service Provider fee for the planning year is estimated to be approximately \$50,000. This estimated cost is for specific services provided and does not reflect a 0.25 time contract. Also, as it exceeds the minimum amount set in the fiscal procedures requiring an RFP, the potential Education Service Providers will submit proposals for board consideration.

Legal (300): The budget of \$10,000 for this category includes fees for the submittal of Articles of Incorporation to the Secretary of State, review of bylaws, application fee to the IRS for federal tax-exempt status, 501(c)(3), and any other required business or licensing fee, as well as review of all other contracts and documents the board may deem necessary.

Website & IT support (300): As the school plans to be offer the majority of its classes online, it needs to have an outstanding learning management system, website, blog, Facebook page, twitter account, etc. \$20,000 has been budgeted for this purpose.

Advertising and Marketing (500s): Throughout the planning year, various steps will be taken to inform the community about Pioneer High School and the open enrollment process. Some of the methods used to share information about the school include flyers, newspaper articles and ads, online ads, billboards, etc. Expenses for the related costs are estimated at \$25,000.

Curriculum (645): Pioneer High School will research and select the best online curriculum from multiple providers to ensure that its students receive a first-rate education. While the cost for curriculum in the planning year is only \$2,000, because it plans to contract with Education Service Providers in operational years and the cost of this line item exceeds the minimum amount set in the fiscal procedures requiring an RFP, the potential Education Service Providers will submit proposals for board consideration.

Software (670): The \$30,000 budget for software may include a learning management system, business accounting system, licenses for Microsoft Office, and networking costs. Pioneer High School will apply to E-Rate for reimbursement of all applicable telecommunications services, which may reduce the cost of networking costs assumed in this line item.

Phone / Communications / Utilities: Pioneer High School anticipates some costs associated with communications during its planning year. Again, E-Rate funds will be sought to reduce any costs associated with this undertaking. \$1,000 has been budget for this category.

8) Budget

Charter School Name: Pioneer High School (Planning Year)				
		Planning Year		
Number of Students:		-		
Grade Configuration:		9 – 12		
Revenues				
State Funding		-		
Loans: Charter School Revolving Loan		\$272,548		
Total Revenue		\$272,548		
Expenses		# of Staff	@ Salary	Total
Salaries (100)				
	Salary- Director of Virtual Curriculum	0.25	75,000	18,750
	Salary- Business Administrator	0.25	75,000	18,750
	Salary- Information Officer	0.25	75,000	18,750
Employee Benefits (200)				22,500
Purchased Professional Services (300)				
	Contracted: Special Education, speech, & other ed related			-
	Professional Training & Development (330)			-
	Consulting/Management Services (310)			50,000
	Legal (300)			10,000
	Audit (300)			-
	Advertising, Marketing, Website (300)			20,000
Travel (500)				
	Travel (580)			-
	Transportation- Student (510-513)			-
	Personnel, Wage Records, Data Mgmt.			-
Supplies (600)				
	Student supplies (610)			3,500
	Instructor equipment & supplies (610)			2,000
	Textbooks, Library, Curriculum (640/641/645)			2,000
	Audiovisual Materials (646)			10,000
	Software (670)			30,000
	Other (Printing, Postage, Miscellaneous)			20,298
Total Instruction, Administration & Support				226,548
Operations & Maintenance				
Purchased Property Services (400)				
	Facilities rental or lease & build out (440)			-
	Property Tax			-

	Custodial Services- facility			-
Other Purchased Services (500)				
	Property/Casualty/E&O/Liability (520/521)			5,000
	Advertising & Marketing			25,000
	Sales & marketing materials			15,000
	Phone/communications/utilities			1,000
Supplies (600)				
	Supplies- Facility			-
Property (700)				
	Technology-Related Hardware (Computers)			-
	Furniture & Other Equipment			-
Debt Service and Miscellaneous Costs (800)				
	Loan Payments-Charter School Revolving loan			-
	Loan Payments-Facility Loan			-
Total Operations & Maintenance				61,775
Total Expenditures				\$272,548
Total Revenues				\$272,548
Budget Balance (Revenues-Expenditures)				\$ -
Budget Balance as Percentage of State Revenues				-
Cumulative Cash Balance				\$ -

CHARTER SCHOOL WORKSHEET

FY 2011-2012

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

School Name	TEMPLATE		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (9-12)	500	1.2	720
Special Ed ADM (9-12)	50		
Special Ed (Self-Contained)	3		
Number of Teachers (9-12)	11		
WPU Value	\$2,816		
ELL Students	15		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	600.0000	\$ 1,689,600
Professional Staff	0.05000	30.0000	84,480
Restricted Basic School:			
Special Ed--Add-on	1.0000	53.0000	136,581
Spec. Ed. Self-Contained	1.0000	3.0000	8,448
Total WPU Programs		686.0000	\$ 1,919,109
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$ 29.76 per WPU		\$ 20,415
Other			
School Land Trust Program	\$37.67 per student		18,835
Reading Achievement Program	\$15.97 per WPU		10,955
	\$32.96 per low income student		494
Charter Administrative Costs	\$100 per student		50,000
Local Replacement Dollars	Average \$1,687 per student		848,561
Total Non-WPU			\$ 949,261
One Time			
	\$200 or \$150 per teacher (7-12) ²	11	1,650
Library Books and Resources	\$0.84 per student	503	423
Total One Time			\$ 2,073
ESTIMATED Total All State Funding			
			\$ 2,870,443

Charter School Name: Pioneer High School (1st Operational Year)						
	Enrollment Maximum or Target			80% of Enrollment or Target		
	First Operational Year			First Operational Year		
Number of Students:	500			400		
Grade Configuration:	9 – 12			9 – 12		
Revenues	Total			Total		
State Funding	2,911,874			2,323,615		
Total Revenue	\$2,911,874			\$2,323,615		
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)						
Director/ Principal of School		90,000			90,000	
Director of Virtual Curriculum	1.00	75,000	75,000	1.00	75,000	75,000
Salary- Teacher- Regular Ed	8.00	35,000	280,000	7.00	35,000	245,000
Salary- Special Ed Coordinator		37,500			37,500	
Salary- Special Ed Teacher	1.00	35,000	35,000	1.00	35,000	35,000
Salary- Instructional Assistants	2.00	22,000	44,000	2.00	22,000	44,000
Salary- Secretary/Admin staff	1.00	25,000	25,000	1.00	25,000	25,000
Salary- Business Manager/Bookkeeper	1.00	75,000	75,000	1.00	75,000	75,000
Salary- Information Manager	1.00	75,000	75,000	1.00	75,000	75,000
Salary- IT technicians	2.00	45,000	90,000	1.00	45,000	45,000
Salary- Program Facilitator/Instructional Support	1.00	55,000	55,000		55,000	
Salary- Speech & Language Therapist	1.00	55,000	55,000		55,000	
Salary- Counselors	1.71	50,000	71,429	1.00	50,000	65,000
Salary- Substitute Teachers	80.00	100	8,000	70.00	100	7,000
Salary- Teacher Aids/ Paraprofessionals	2.00	22,000	44,000	2.00	22,000	44,000
Employee Benefits (200)			354,971			220,500
Purchased Professional Services (300)						
Contracted: Sp Ed, speech, & other Ed related			30,000			30,000
Professional Training & Development (330)			29,143			24,000
Consulting/Management Services			174,787			116,225
Legal (300)			5,000			5,000
Audit (300)			8,000			8,000
Web site & IT support			5,000			7,500
Travel (580)			7,500			7,000
Transportation- Student (510-513)			95,000			84,000
Personnel, Wage Records, Data Mgmt.			30,000			20,000
Supplies (600)						
Student supplies (610)			37,500			30,000

	Instructor equipment & supplies (610)			60,229			48,000
	Textbooks, Library, Curriculum (640/641/645)			591,375			470,700
	Audiovisual Materials (646)			7,500			5,000
	Software (670)			15,000			10,000
	Other (Printing, Postage, Miscellaneous)			3,408			3,222
Total Instruction, Administration & Support				2,332,968			1,824,147
Operations & Maintenance							
Purchased Property Services (400)							
	Facilities rental or lease & buildout (440)			188,900			181,900
	Custodial Services- facility			4,000			4,000
Other Purchased Services							
	Property/Casualty/E&O/Liability (520/521)			14,000			13,500
	Advertising & Marketing			15,000			10,000
	Sales & marketing materials			8,000			7,500
	Phone/communications/utilities			8,500			8,000
Supplies							
	Supplies- Facility			3,500			3,500
Property							
	Technology-Related Hardware (Computers)			150,000			120,000
	Furniture & Other Equipment			27,925			25,925
Debt Service and Miscellaneous Costs (800)							
	Loan Payments-Charter School Revolving loan						
	Loan Payments-Facility Loan						
Total Operations & Maintenance				419,825			374,325
Total Expenditures				\$ 2,752,793			\$ 2,198,428
Total Revenues				\$ 2,911,874			\$ 2,323,501
				Balance			Balance
Budget Balance (Revenues-Expenditures)				\$ 159,081			\$ 126,073
Budget Balance as Percentage of State Revenues				5.46%			5.43%
Cumulative Cash Balance				\$ 159,081			\$ 126,073

Charter School Name: Pioneer High School (2nd Operational Year)							
		Enrollment Maximum or Target			60% of Enrollment or Target		
		Second Operational Year			Second Operational Year		
Number of Students:		1,000			600		
Grade Configuration:		9 – 12			9 - 12		
Revenues		Total			Total		
State Funding		5,823,748			3,500,252		
Total Revenue		\$5,823,748			\$3,500,252		
Expenses		# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)							
	Director/ Principal of School	1.00	90,000	90,000		90,000	
	Director of Virtual Curriculum	1.00	75,000	75,000	1.00	75,000	75,000
	Salary- Teacher- Regular Ed	16.00	35,000	560,000	10.00	35,000	350,000
	Salary- Special Ed Coordinator	1.00	37,500	37,500	1.00	37,500	37,500
	Salary- Special Ed Teacher	2.00	35,000	70,000	1.00	35,000	35,000
	Salary- Instructional Assistants	3.00	22,000	66,000	2.00	22,000	44,000
	Salary- Secretary/Admin staff	2.00	25,000	50,000	1.00	25,000	25,000
	Salary- Business Manager/Bookkeeper	1.00	75,000	75,000	1.00	75,000	75,000
	Salary- Information Manager	1.00	75,000	75,000	1.00	75,000	75,000
	Salary- IT technicians	2.00	45,000	90,000	1.00	45,000	45,000
	Salary- Program Facilitator/Instructional Support	1.00	55,000	55,000	1.00	55,000	55,000
	Salary- Speech & Language Therapist	1.00	55,000	55,000	1.00	55,000	55,000
	Salary- Counselors	2.86	50,000	142,857	2.00	50,000	130,000
	Salary- Substitute Teachers	160.00	100	16,000	100.00	100	10,000
	Salary- Teacher Aids/ Paraprofessionals	3.00	22,000	66,000	2.00	22,000	44,000
Employee Benefits (200)				594,109			422,200
Purchased Professional Services (300)							
	Contracted: Sp Ed, speech, & other Ed related			55,000			50,000
	Professional Training & Development (330)			52,286			34,500
	Consulting/Management Services			637,875			175,088
	Legal (300)			5,000			5,000
	Audit (300)			10,000			10,000
	Web site & IT support			10,000			10,000
	Travel (580)			15,000			10,000
	Transportation- Student (510-513)			180,000			118,500
	Personnel, Wage Records, Data Mgmt.			50,000			40,000
Supplies (600)							
	Student supplies (610)			75,000			45,000
	Instructor equipment & supplies (610)			108,057			69,000

	Textbooks, Library, Curriculum (640/641/645)			1,182,750			801,057
	Audiovisual Materials (646)			7,500			7,500
	Software (670)			20,000			20,000
	Other (Printing, Postage, Miscellaneous)			8,923			3,797
Total Instruction, Administration & Support				4,264,857			2,877,142
Operations & Maintenance							
Purchased Property Services (400)							
	Facilities rental or lease & buildout (440)						204,300
	Property Tax			39,000			
	Custodial Services- facility			35,000			6,000
Other Purchased Services							
	Property/Casualty/E&O/Liability (520/521)			40,000			17,500
	Advertising & Marketing			15,000			12,000
	Sales & marketing materials			8,000			8,000
	Phone/communications/utilities			22,500			13,000
Supplies							
	Supplies- Facility			18,000			5,000
Property							
	Technology-Related Hardware (Computers)			150,000			60,000
	Furniture & Other Equipment			27,925			45,963
Debt Service and Miscellaneous Costs (800)							
	Loan Payments-Charter School Revolving loan			63,100			63,100
	Loan Payments-Facility Loan			839,836			
Total Operations & Maintenance				1,258,361			434,862
Total Expenditures				5,523,218			3,312,004
Total Revenues				5,823,748			3,500,252
				Balance		Balance	
Budget Balance (Revenues-Expenditures)				\$ 300,531			\$ 188,248
Budget Balance as Percentage of State Revenues				5.16%			5.42%
Cumulative Cash Balance				459,612			314,321

<i>Indicator – Financial performance and sustainability</i>		
<u>Measure</u>	<u>Metric</u>	<u>Goal</u>
Current ratio	Current Assets ÷ Current Liabilities	> 1.15
Debt ratio	Total Liabilities ÷ Total Assets	< 0.9
Occupancy costs	Facility Costs ÷ Total Operating Revenues	< 22%
Maintain applicable bond covenants	No Default Certification, Audited Financial Statements	No default. School upholds contractual obligations
Current assets to total annual operating expenses	[Current Assets ÷ (Total Annual Operating Expenses ÷ 365)]	> 30 – 60 days cash on hand
Adherence to Budget	(Budgeted expenditure - Expenditure) / Budgeted expenditure	Overall budget to actual expenditures within 5% of budget

9) Fiscal Procedures

The Pioneer High School Governing Board is ultimately responsible for the overall financial management of the school. The Board will designate one of its members to serve as the Treasurer of the school. This individual will have a financial background to enable him/her to perform this function. The Treasurer and the entire Governing Board will participate in regular board training with an emphasis on fiscal management and oversight and will ensure that the Business Administrator participates in USOE School Finance & Statistics training.

Pioneer High School will follow these detailed fiscal procedures, which comply with Generally Accepted Accounting Principles (GAAP) and will ensure sound financial management.

Budget process: The school will begin the annual budgeting process each February, beginning in 2013, with an enrollment target set by the Governing Board. The school's Business Administrator will coordinate the development of revenue and expenditure assumptions based upon this enrollment target. This will be a very iterative process and involve the appropriate stakeholders— Business Administrator, Governing Board, Principal, and community partners. Once an initial budget, based on planned events, has been drafted, it will be tested against a 75 percent level to ensure the school can withstand lower-than-expected enrollment. As more information is learned, assumptions will be revised and the impact discussed with the Governing Board.

Pioneer High School follows a detailed annual budget development process:

- Starts in February with Board-set enrollment target
- Key assumptions determined
- Student-to-teacher ratios determined
- Teacher compensation (base salary, merit increases, new positions)
- Physical expansion
- New initiatives (e.g., additional programs and classes)
- Per pupil funding rates determined – regular education, special education, add-ons
- Pioneer High School Business Administrator develops a draft budget
- Includes a financial narrative that explains all of the key assumptions and results
- Board designates individuals to review draft budget and narrative
- Pioneer High School Business Administrator presents revised draft budget to Board for adoption in May
- Pioneer High School Business Administrator will revise budget at start of school year that reflect updating of key assumptions (e.g., enrollment, actual salaries, etc.)
- Board will adopt this revised budget as its official school budget for the year

Budget reporting: Once the fiscal year begins, the school will maintain the discipline of a complete reforecast of the year on a monthly basis. During this reforecast all revenue and expenditure assumptions will be revised, as appropriate. The result of this process will be reviewed with the Governing Board at its regular meetings. At these meetings, a revenue and expense statement with a fiscal year forecast, balance sheet, bank account reconciliation, summary of all expenditures, and a payroll summary will be reviewed. By continually revising

its forecast, the Governing Board will be aware of developing situations that require their attention and action. Due to the importance of sound fiscal management, this discussion will be one of the first items on the Governing Board's agenda each meeting.

Segregation of Duties: Pioneer High School will develop and maintain simple check request and purchase order forms to document the authorization of non-payroll expenditures. All proposed expenditures must be approved by the Principal, who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget and sign the check request form. All check requests and purchase orders over One Thousand Dollars (\$1,000) must be co-signed by the Principal and a Board member who has been approved as a signatory on the school's checking account. Payments for invoices for operational services contracted by the school do not need to be countersigned. All transactions will be posted on an electronic general ledger. The transactions will be posted on the ledger by the Business Administrator. To ensure segregation of recording and authorization, the Business Administrator may not co-sign check requests or purchase orders. An industry-standard accounting software program will be used to ensure proper bookkeeping is maintained and that reports will be provided in the format required by the USOE.

Banking Arrangements/Reconciliation: Pioneer High School will maintain its accounts at a qualified depository institution. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments. For all funds, the Board must appoint and approve all individuals authorized to sign checks in accordance with these policies. Bank statements from private banking institutions will be sent directly to the school's Business Administrator for reconciliation. A written report of results of the reconciliation will be provided to the Board Treasurer. A reconciliation of the school's savings and checking account, showing all transactions, will be provided to the Governing Board at every meeting.

Limits on appropriations: By implementing the rigorous monthly reforecasting process, the Governing Board will be in a position to review and investigate projected expenditures against budgeted expenditures and make necessary adjustments, as appropriate. These adjustments may be an authorization to increase allowed spending, to reallocate funds from one account to another, or to direct the school to implement steps to reduce future spending.

Appropriations in excess of estimated revenue: As a result of the monthly reforecast activity, it is anticipated that any spending in excess of estimated revenue will be identified early and addressed in the normal course of operations (reducing planned future spending, pursuing new sources of revenue). Pioneer High School will also strive to maintain a contingency fund at a level that will permit it to absorb modest operating loss in a specific year. Finally, the school will implement a policy of carefully hiring staff only as enrollment, and its corresponding revenue, permit, thus minimizing the possibility of this situation from occurring. In the unlikely event that the school is faced with making necessary expenditures in excess of estimated revenues and all other avenues to avoid this situation have been exhausted, then it will arrange for short-term funds or a loan to be made available for this purpose. All appropriate parties, including the school's authorizer, would be informed. Given the procedures outlined above, this situation is not expected to occur.

Expendable revenue: The Governing Board will use its sound budgeting and forecasting policy and procedures to monitor revenue and authorize expenditures according to any restrictions placed on such revenue. A detailed revenue and expense statement will be reviewed at each meeting of the Governing Board and will serve as the vehicle to authorize future expenditures, along with the adopted budget and other board policies.

Emergency expenditures: Since a monthly reforecast is reviewed at each meeting of the Governing Body, the possibility of the need for an emergency expenditure will be minimized. That being said, if such a situation were to occur, then the school leader would consult with the Governing Board Chair to determine if an emergency Board meeting is appropriate. If the contemplated expenditure is within the level of approved expenditures, then a meeting may not be necessary; however, if it would exceed this level, then a meeting would likely be convened and a decision made. In case of emergency where timely Governing Board consultation is not possible (unlikely as that may be), the principal of the school will be authorized to make purchases that exceed the \$1,000 normal limit but not to exceed \$5,000.

Independent audit: The Pioneer High School Governing Board will engage an independent accounting firm that will be responsible for preparing annual audited financial statements and an audit of administrative operations, as required by state statute or regulation. Funds are budgeted for this purpose as shown under Accounting Services in the Budget above. To provide USOE and the Governing Board with as much early notice as possible, this audit will be conducted as soon after the fiscal year end as practicable. Should any findings be presented in the audit report, the Board will work with the administrators to ensure that findings are addressed in a timely fashion such that no repeat findings should occur.

The Pioneer High School Governing Board has chosen to follow the Purchasing Policies & Procedures of the State of Utah. Pioneer High School anticipates hiring a Business Administrator to carry out all key functions, with oversight by the Governing Board and its Treasurer, prior to the start of the 2012-2013 school year. This Business Administrator will attend USOE School Finance & Statistics training regarding Minimum School Program and financial reporting requirements prior to beginning work for the charter school. If additional financial staff is hired after the first year of operations, any new financial staff will also attend USOE School Finance & Statistics trainings regarding Minimum School Program and financial reporting.

10) Organizational Structure and Governing Body

The roles and responsibilities of the Pioneer High School Governing Board include, but are not limited to:

1. Protect the legal interests of the charter school
2. Determine the vision/mission of the school
3. Set Board policy
4. Govern the operations of the school
5. Exercise sound legal and ethical practices and policies
6. Manage liabilities wisely
7. Advocate good external relations with the community, school districts, media, neighbors, parents, and students
8. Hire and evaluate the administrator
9. Affirm Pioneer High School's teachers
10. Affirm contractors, service agreements, and hold contactors accountable for performance under such agreements
11. Comply with state and federal reporting requirements
12. Practice strategic planning
13. Ensure adequate resources and manage them effectively
14. Assess the organization's performance

Upon approval of the charter, the Pioneer High School non-profit corporate Governing Board will become the Governing Board for the school and will embrace the roles and responsibilities of an effective charter school board, as detailed below.

Governing Board responsibilities: The operating structure of Pioneer High School will be similar to a traditional educational environment, with a Principal, selected by the Governing Board, who will supervise administrative staff and teachers who implement the curriculum according to the policies and procedures approved by the Governing Board. The Principal will also act in an advisory capacity to the Governing Board and will be responsible for implementing board policies in the day-to-day operation of the school. The need for new policies may be suggested by parents, the school staff, or others, but development of those policies will be the responsibility of the Governing Board with advice from its counsel.

Under Governing Board direction, business matters, including development of budgets, creation of financial systems, and fiscal and student attendance reporting, will be carried out by the Business Administrator. The accounting and financial records of the school will also be available to the public, as required by Utah law. The Business Administrator will also act in an advisory capacity to the Governing Board on fiscal issues.

The Principal will make recommendations to the board regarding the hiring and firing of employees, following the school's Employee Handbook, which the Governing Board will review, revise, and approve.

The Principal and Business Administrator will ensure that all personnel undergo required background checks and other investigations before they are employed in the school.

The Principal and Business Administrator shall negotiate and oversee contracts for services such as financial accounting, legal services, and other services.

The Principal shall develop and adopt performance criteria, a performance appraisal system, and discharging policies for all employees. Explanation of such policies will be integrated into the Employee Handbook adopted by the Governing Board.

Under the Governing Board's direction, business matters, including development of budgets, creation of financial systems, and fiscal and student attendance reporting, will be carried out by the Business Administrator.

The Pioneer High School Governing Board will ensure that the school adheres to the same health, safety, civil rights, and disability rights requirements as are applied to all public schools operating in Utah.

Governing Board composition: Per the bylaws included in this section the Governing Board will be comprised of no fewer than five (5) and no more than seven (7) voting members. No member of the Governing Board of the Pioneer High School shall be an employee or independent contractor or otherwise be compensated by the Pioneer High School except as specifically allowed by the conflict of interest provisions set forth in applicable Utah law. Once each new Governing Board is seated, the Board members will choose officers as per the bylaws.

The officers of the corporation shall be a President, a Vice President, a Secretary, and a Treasurer, and the Governing Board may determine other such officers with such titles from time to time.

The President shall be the chief executive officer of the corporation and shall, subject to the control of the Governing Board, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation, or by the Bylaws, or which the Governing Board may prescribe from time to time.

In the absence of the President, or in the event of his or her inability or refusal to act, the Vice President shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President. The Vice President shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by the Bylaws, or as may be prescribed by the Governing Board.

The Secretary shall certify and keep at the principal office of the corporation the original, or a copy, of the Bylaws as amended or otherwise altered to date; keep at the principal office of the corporation or at such other place as the Board may determine, a book of minutes of all meetings of the Governing Board; see that all notices are duly given in accordance with the provisions of the Bylaws or as required by law; be custodian of the records and of the seal of the corporation and affix the seal, as authorized by law or the provisions of the Bylaws, to duly executed documents of the corporation; keep at the principal office of the corporation a membership book containing the name and address of each and any Governing Board members, and, in the case

where any membership has been terminated, he or she shall record such fact in the membership book together with the date on which such membership ceased; exhibit at all reasonable times to any Trustee of the corporation, or to his or her agent or attorney, on request therefore, the Bylaws, the corporate book, and the minutes of the proceedings of the Governing Board and in general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation, or by the Bylaws, or which may be assigned to him or her from time to time by the Governing Board.

The Treasurer may delegate any of the following responsibilities to the Business Administrator; however the Treasurer shall have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Governing Board; receive, and give receipt for, monies due and payable to the corporation from any source whatsoever; disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Governing Board, taking proper vouchers for such disbursements; keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses; exhibit at all reasonable times the books of account and financial records to any member of the Governing Board, or to his or her agent or attorney, on request therefore; render to the President and members, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the corporation.; prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports and in general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Governing Board.

Governing Board meetings: The Pioneer High School Governing Board shall meet regularly (at least 10 times per year) in open, public meetings to fulfill its duties, and may from time to time create subcommittees or task forces to carry out special tasks. Special and emergency meetings shall be held as needed. All meetings involving a quorum of the Governing Board shall be noticed and conducted in accordance with the Utah Open & Public Meetings Act. The Governing Board shall keep written or digital or tape recorded minutes of all its meetings. The minutes shall include, at a minimum, the date, time and place of the meeting, the names of members in attendance and absent, the substance of the proposals considered and a record of any decisions and votes taken that show how each member voted. Draft minutes shall be prepared within ten working days after the meeting and shall be approved, amended or disapproved at the next meeting where a quorum is present. Minutes shall not become official until approved by the Governing Board. All minutes shall be made available for public inspection.

Pioneer High School will also operate in compliance with GRAMA and FERPA, which allows the public access to school documents and protects student and family information from being revealed or released to non-authorized parties, respectively.

Governing Board training and capacity development: Governing Board members will have the opportunity to participate in Board training and development as determined necessary and

appropriate. Training topics may include charter school basics, non-profit management, conflict of interest, effective meetings, policy development and human resources oversight.

<i>Indicator – Board performance & stewardship</i>		
<u>Measure</u>	<u>Metric</u>	<u>Goal</u>
Board member development	Percentage of board passing all available training modules available on State Charter School Board website	100%
Regulatory and reporting compliance	Percentage of all required reports that are complete, accurate, and on time	100%
Regulatory and reporting compliance	Articles of Incorporation, Board Bylaws, and Charter are all in agreement and the school’s Charter is not changed without proper agreement from chartering entity	100% agreement
Board member participation	Percentage of meetings attended by individual Board members	80%

**BYLAWS
OF
PIONEER HIGH SCHOOL FOR THE PERFORMING ARTS**

DATED the 17th day of November, 2011

**AMENDED AND RESTATED BYLAWS
OF
PIONEER HIGH SCHOOL FOR THE PERFORMING ARTS**

**ARTICLE I
The Corporation**

Section 1.01. Name and Organizational Structure. Pioneer High School for the Performing Arts (the "Corporation") is a nonprofit corporation organized and existing under the Utah Revised Nonprofit Corporation Act in compliance with Title 16, Chapter 6a of the Utah Code Annotated.

Section 1.02. Tax Status and Purposes. In accordance with the status of the Corporation as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or corresponding provisions of any future United States internal revenue law) (the "Code"), the Corporation is organized and shall be operated exclusively for the purposes set forth in the Articles of Incorporation. The Corporation has been approved to operate as a public charter school under Utah law and has been granted a charter (the "Charter") to do so by the Utah State Board of Education.

Section 1.03 Membership. The Corporation shall not have any voting or nonvoting members.

**ARTICLE II
Directors**

Section 2.01. Power and Authority of Directors. Except as otherwise provided by law, the Articles of Incorporation or these Bylaws, all of the authority of the Corporation, shall be exercised by the Board of Directors. The Directors serving hereunder shall have the power, authority and responsibilities of and shall perform the functions provided for Directors under the Utah Revised Non-profit Corporation Act, including, but not limited to, the power to do the following:

- A. To appoint and control and at its pleasure remove any agents and employees and to allow such compensation for their services as the Board shall deem proper. This shall include the power to appoint investment advisors, trust companies, banks or other fiduciaries to invest and safeguard the assets of the Corporation;
- B. To prescribe, consistent with these Bylaws, the duties of any Officer;
- C. To determine and govern all matters affecting finances, discipline, committees or the function of the Corporation; and
- D. To conduct such acts as may be required to carry out the exempt purposes of the Corporation.

Section 2.02. Provisions Relating to Directors.

A. Number. As of the date of these Bylaws, the current Board of Directors is comprised of five (5) members, but shall be expanded to seven (7) members by no later than October 31, 2013, and then shall remain at seven (7) members. The number of Directors may be established by Board of Directors from time to time, but shall never be less than five (5) nor greater than eleven (11).

B. Term and Election. Five (5) Directors shall serve on the Board of Directors for a maximum of three terms (such Directors shall be referred to herein as the "Executive Directors"), or until his or her earlier resignation or removal as per Section 2.02(D). A term is five years. In the event of

a vacancy in office of an Executive Director, the remaining Executive Directors shall appoint a replacement.

In addition to the Executive Directors, two (2) additional Directors shall serve on the Corporation's Board of Directors (such Directors shall be referred to herein as the "Elected Directors"), and shall be elected as follows in accordance with the Corporation's Charter. Between September 1 and September 30 of each year parents of children attending the Corporation's charter school may apply to serve as an Elected Director. The Corporation shall use commercially reasonable best efforts to inform all parents of children attending the Corporation's charter school of such process. By no later than August 20 of each year the Corporation shall use commercially reasonable best efforts to provide all parents with an application for the Elected Director position, and all applications for consideration shall be returned to the Corporation by September 30. Any parent that fails to return a substantially complete application by September 30 shall not be considered for the Elected Director position. The Board shall then run elections between October 15 and October 31 for the term beginning November 1, allowing for one vote per family. The parent with the most votes will hold the position. In case of a tie between candidates, a tie breaker will occur in the form of a second election period for just those candidates.

Each Elected Director shall serve for a one (1) year term. Any Elected Director may be reelected. If any Elected Director vacates their position as an Elected Director for any reason before the expiration of their term, then the Board shall promptly fill the position by offering it to the parent with the next highest number of votes from the prior election. Should there be no other parents from the prior election interested, then the Board will hold a special election allowing at least two (2) weeks for application, and then shall hold an election for the vacant position.

All matters relating to the election and appointment of Directors under these Amended and Restated Bylaws shall be subject to the provisions of the Corporation's Amended and Restated Articles of Incorporation that govern the election and appointment of Directors. In the event of a conflict between these Amended and Restated Bylaws and the Amended and Restated Articles of Incorporation, the Amended and Restated Articles of Incorporation shall control.

C. Compliance with Applicable Utah Laws or Rules. In the event the composition of the Corporation's Board does not comply with any applicable Utah law or rule, the Executive Board shall replace any Elected Director as necessary to bring the composition of the Corporation's Board into compliance with such applicable Utah law or rule.

D. Resignation and Removal. Any Director, by notice in writing to the Board of Directors, may resign at any time. An Executive Director may be removed by a vote of at least five (5) Directors, excluding the Director to be removed, only for cause. An Elected Director may be removed by a vote of at least four (4) Directors, excluding the Director to be removed.

Section 2.03. Quorum and Voting.

A. Quorum. Except as otherwise provided in the Articles of Incorporation or these Bylaws, a majority of the Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Directors.

B. Voting. Except as otherwise provided in the Articles of Incorporation or these Bylaws, each Director then in office shall have one (1) vote, and the vote of a majority of the Directors present, whether in person, by mail or by proxy, at a meeting at which a quorum is present shall constitute the action of the Board of Directors.

Section 2.04. Notice of Meetings of Board of Directors. Notice of the place, date and time of each meeting of the Board of Directors shall be given to each Director not more than thirty (30) days nor less than two (2) days before the date of such meeting; provided that in those situations requiring expedited attention, notice may be given less than two (2) days before the date of such meeting but at least twenty-four (24) hours prior thereto. Any notice referred to in this Section 2.04 may be given by any reasonable means (including electronic communication such as e-mail) and need not specify the purposes of the meeting, except that if an amendment to the Articles of Incorporation or these Bylaws is proposed a copy of such proposed amendment shall accompany said notice, and except with respect to a proposed action to elect or remove a Director or Officer. Notice of any meeting shall be considered given if mailed or otherwise sent or delivered

to the Director at his or her address specified in the records of the Corporation. The giving of notice shall be deemed to be waived by any Director who shall attend and participate in such meeting, other than to protest the lack of proper notice at or prior to such meeting, and may be waived, in writing, by any Director either before, at or after such meeting. Such writing shall be filed with or entered upon the records of the meeting.

Section 2.05. Meetings of Directors.

A. Regular Meetings. Regular meetings of the Directors, including the annual meeting, shall be at such place (within or without the State of Utah), date and time as may be fixed by the Board of Directors or by the President as authorized by the Board.

B. Special Meetings. Special meetings of the Board of Directors may be called by the President or by two (2) Directors who deliver a written request to the Secretary for the calling of a meeting at least five (5) business days prior to the minimum notice period (as provided in Section 2.04) for the meeting to be called.

Section 2.06. Attendance and Participation at Meetings. Directors may attend and participate in any meeting of the Board of Directors through any communications equipment if all persons participating can hear each other.

Section 2.07. Action Without Meeting. Any action which might be taken at any meeting of the Board of Directors may be taken without such meeting by a writing or writings signed by all of the members of the Board. The writing or writings evidencing such action taken without a meeting shall be filed with the Secretary of the Corporation and inserted by him or her in the permanent records relating to meetings of the Board of Directors.

Section 2.08 Honorary Directors. In addition to the above-described voting Directors, there may also be one or more Honorary Directors who shall be entitled to attend meetings of the Board of Directors or other activities of the Corporation as determined by the Board of Directors. The individual employed as School Director shall serve as an Honorary Director during his employment with the Corporation. The Board of Directors shall provide for the selection and privileges thereof, provided that such persons shall not be entitled to vote, shall not be counted for quorum purposes or for purposes of determining the number of Directors and the failure of such persons to receive notice of a meeting of the Board of Directors shall not affect the validity of a meeting.

ARTICLE III

Committees

Section 3.01. Committees. The Board of Directors may from time to time create committees of the Board consisting of not less than two (2) Directors and appoint the members thereof. The Board also may appoint advisory committees consisting of Directors and/or persons who are not Directors, provided that at least one (1) Director shall be a member of each such committee. The Board of Directors may prescribe or limit the powers and duties of any committee of the Board.

Section 3.02. Committee Limitations.

A. Each committee shall serve at the pleasure of the Board of Directors, shall act only in the intervals between meetings of the Board or in making reports to the Board and shall be subject to the control and direction of the Board. Except as otherwise provided by law, the Articles of Incorporation or these Bylaws, each committee shall act by a majority vote of the whole number of its members.

B. No committee shall have the authority to:

- (1) approve any action for which the approval of the Board of Directors is required by the Utah Revised Nonprofit Corporation Act;
 - (2) establish committees of the Board of Directors or appoint members thereof;
- or
- (3) fill vacancies on the Board of Directors or any committee.

Section 3.03. Action Without Meeting. Any action which might be taken at any meeting of any committee may be taken without such meeting by a writing or writings signed by all of the members of such committee. The writing or writings evidencing such action taken without a meeting shall be filed with the Chair of such committee and inserted by him or her in the permanent records relating to meetings of the committee.

ARTICLE IV

Officers

Section 4.01. Election. The Officers of the Corporation shall consist of a President, Vice-President, a Secretary, a Treasurer and such other Officers as the Directors may from time to time designate. Election of Officers shall take place at each annual meeting of the Board of Directors or, if action is not then taken or if there is a vacancy, at any regular or special meeting for which notice is given as provided in Section 2.04. The same individual may be elected to more than one (1) office. All Officers shall be elected by the Board of Directors by a majority vote for a one (1) year term.

Section 4.02. President. The President shall preside at all meetings of the Board of Directors. The President shall, subject to the direction of the Board of Directors, have general supervision, direction and control of the business and Officers of the Corporation. The President shall be an ex officio member of all standing committees. The President shall have the general powers and duties usually vested in the chief executive officer of a nonprofit corporation under the laws of the State of Utah and shall have such other powers and duties as may be prescribed by the Board of Directors or these Bylaws. In addition, the President shall also serve as the Chief Administrative Officer (“CAO”) of the Corporation for purposes of: (i) satisfying Utah charter school law; (ii) interfacing with the Utah State Charter School Board; and (iii) for all other purposes required by the Utah State Charter School Board.

Section 4.03. Vice-President. The Board of Directors may, at a later date, create the office of Vice-President. The Vice-President shall in the absence or disability of the President, perform all duties of the President, and, when so acting, shall have the powers and be subject to the restrictions on the President. The Vice-President shall have such other powers and shall perform such other duties as from time to time may be prescribed by the Board of Directors.

Section 4.04. Secretary. The Secretary shall keep the minutes of the proceedings of the Board of Directors, shall be the custodian of all books, records, papers and property of the Corporation and shall perform such other administrative duties as shall be necessary or desirable to carry out the purposes of the Corporation. He or she shall have such other duties as may be established by the President with the consent of the Board of Directors.

Section 4.05. Treasurer. The Treasurer shall be the chief financial officer of the Corporation and shall perform such other administrative duties as shall be necessary or desirable to carry out the purposes of the Corporation. He or she shall have such other duties as may be established by the President with the consent of the Board of Directors.

ARTICLE V

Indemnification and Insurance

Section 5.01. Indemnification of Directors and Officers. The Corporation shall, to the maximum extent permitted by law, indemnify each of its Directors and Officers against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with any proceeding arising by reason of the fact that any such person is or was a Director or Officer of the Corporation and shall advance to such Director or Officer expenses incurred in defending any such proceeding to the maximum extent permitted by law.

Section 5.02. Indemnification of Other Agents. The Board of Directors of the Corporation may, at its discretion, provide by resolution for indemnification of any other agents of the Corporation comparable to that provided for Directors and Officers under Section 5.01, to the extent permitted by law.

ARTICLE VI
Miscellaneous

Section 6.01. Fiscal Year. The fiscal year of the Corporation shall end on the last day of June, or on such other date as may be fixed from time to time by the Board of Directors.

Section 6.02. Amendments. Unless otherwise provided in the Articles of Incorporation or these Bylaws, the Bylaws may be amended at a meeting called for that purpose by the affirmative vote of two-thirds (2/3) of the whole number of Directors; provided, however, that any such amendments shall be consistent with the Corporation's status as a tax exempt organization under Code Section 501(c)(3).

Section 6.03 Charter. At all times, these Bylaws shall be subordinate to the Corporation's Charter as granted by the Charter Board. In the event of a conflict between these Bylaws and the Charter, the provisions of the Charter shall control.

* * * * *

CERTIFICATION

THE UNDERSIGNED officer and/or director of Pioneer High School for the Performing Arts, a Utah nonprofit corporation, hereby certifies that the foregoing Amended and Restated Bylaws were duly adopted as of the 17th day of November, 2011.

Signature

Darren W. Hensley

Print Name

President

Title

11) Background Information Sheet

Pioneer High School will assure results of fingerprint and background check submission within 90 calendar days of approval of the charter by the State Board of Education.

It is important that the Governing Board of Pioneer High School has a diversity of skills including finance, marketing, law, real estate, performing arts, and education. Deciding which individuals would be the best Governing Board members is an important process. Four Board members have been determined at this time. Although several potential members have been identified for the fifth member, final selection will not occur until such time as he/she is determined to be the best fit.

Background Information

Name: Dan Smith

Role in School: Board Member

Statement of Intent: I have spent over 35 years of my life in Utah. I have attended middle school, high school and college in this state. I have 8 children that have attended every level of schooling that Utah has to offer. In addition, my children are extremely involved in the fine arts that Utah has to offer. From dancing to acting, from painting to choir, my children have participated in the fine arts at competitive levels. My children have not only performed here in Utah but have had the opportunity to perform all over the country and have even had international experiences in the fine arts.

These experiences have given me a perspective and passion for education in Utah that I believe is unique. My passion is to be able to offer a top quality education to our Utah children that will allow them to pursue their fine arts ambitions. I believe that the fine arts can be a catalyst for educational excellence as well.

I have children that are gifted and I have children that struggle in school and I believe that there are systems and curriculum that can assist our children in excelling no matter which end of the spectrum they are at. I am extremely motivated to be part of a school that will try to solve these tough issues for our youth here in Utah.

Not-for-Profit History: For over 20 years, I have successfully run an insurance agency. As I have grown my agency, and worn the many hats that a small business owner must wear to be successful in today's economy, I have learned many lessons that I believe will be extremely beneficial to a not-for-profit school. Items like controlling costs, marketing the business, putting together a profitable sales program, and overseeing the accounting are a few of the items that I believe will give me the skills to help run a charter school.

I have always believed in giving back to the community which has supported me in my business ventures. I have therefore had several opportunities to work with not-for-profit organizations. I have served not only as a volunteer but in leadership positions. These experiences have given me a foundation to work in a not-for-profit charter school setting and to sit on a governing board of directors and be able to offer significant leadership experience.

Employment History:

My primary employment for the last 20 years has been running my own insurance agency. As a small business owner, I have had primary responsibility for the success of my business. My business has been successful and I have always been one of the top rated agents in my district. In order to achieve this success, I have had to become proficient in all aspects of my business. I have become a student of successful businesses and have consistently sought to incorporate the best practices in my business. I believe that this determination to succeed and always implement best practices will allow me to infuse this disciplined approach to business into Pioneer School.

Education History: I attended elementary school in California. I attended middle school and high school here in Utah. After my LDS mission, I attended BYU for a period of time but due to financial pressures, began my professional career to provide for a quickly growing family. My professional, as well as my own scholastic experiences have taught me the need for quality education in Utah and I am committed to providing Utah students the best education possible which will hopefully provide them with a stepping stone for higher education and success in their personal and professional careers.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Daniel W. Smith

Address [REDACTED]

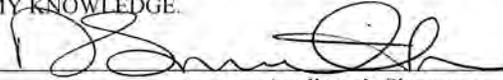
City, State, Zip South Jordan, UT 84095

<p>1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES [] NO <input checked="" type="checkbox"/></p>
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p>	
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES <input checked="" type="checkbox"/> NO []</p>
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES [] NO <input checked="" type="checkbox"/></p>

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

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

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



Applicant's Signature

Subscribed and sworn before me this 11th day of October Year 2011

County of Salt Lake State of Utah

Notary Public Neesha Sherman

My Commission Expires 2/20/2015



Background Information

Name: Jon Funes

Role in School: Board Member

Statement of Intent: As a father of 7 children, I have been deeply concerned about the quality of education that our children receive here in Utah. Most of my children lean toward being gifted and traditional public education often does not have the resources to cater to their needs. This has led me to be extremely motivated to create a charter school that can do a better job of meeting the needs of each student whether they are gifted or they need additional attention.

In addition, my children have significant interest in the fine arts. The concept of a premier secondary education school that can integrate the fine art into its curriculum is intriguing and I believe would be extremely well received here in Utah. I believe that as we successfully offer a quality fine arts program with a traditional high school curriculum we will be able to develop a more balanced youth and the two offerings will complement each other.

My educational background as well as my professional experience has given me access to the best practices in the US as well as in many of the developed countries in the world and I feel that I have experiences that I have gleaned from my worldwide travels that would be extremely beneficial to the business of running a secondary education charter school.

I am deeply committed to a quality scholastic experience that integrates the fine arts with a secondary education.

Not-for-Profit History: My professional experience is as Vice President of Sales and Marketing of several organizations, both large and small, and as President of several successful organizations. In these roles, I have accumulated significant expertise in managing large organizations and running complex business structures. I feel that this experience will qualify me to sit on a charter school board and give input from a business prospective.

I feel that the rigors of for-profit companies are often greater than not-for-profit organizations because of the significant requirements placed on these companies to deliver profits to the shareholders. As we run the charter school as a business and leverage the best business practices, I believe it will make the school fiscally healthier, create greater opportunities to provide a more significant educational experience to our students and be an excellent example to our students of how organizations should be run.

Employment History: Over the last 15 years, my professional experience has included being Vice President of Sales and Marketing for several small and large organizations as well and President for several successful organizations. Each of these positions included profit/loss responsibility. At one organization, the product line that I managed had worldwide sales of over \$150 Million (See attached Resume). At Zero, our organization generated over \$40 Million in annual revenue with EBITA of over \$10 Million annually (See Resume) At Wash Pro, we purchased a struggling company which we successfully turned around and sold for over 300% of the purchase price after 5 years (See resume). These are just a few of the experiences that, I believe, qualify me to sit the board of charter school and help to make it organizationally and financially successful.

Education History: After graduating from High School and consistently residing on my high schools honor role, I served an LDS mission. I then enrolled at Brigham Young University in the college of Electrical and Computer Engineering. At BYU, I received that Barrett Engineering Scholarship. I began my college degree in 1998 and successfully graduated from the EEE program at BYU in 1993.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name JON FUNES

Address [REDACTED]

City, State, Zip SOUTH JORDAN, UT 84095

<p>1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p>	
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>

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

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

[Signature]
Applicant's Signature

Subscribed and sworn before me this 11th day of October Year 2011

County of Salt Lake State of Utah

Notary Public [Signature] My Commission Expires 2/20/2015



Background Information

Provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Darren W. Hensley, CPA

Role in School (list positions with school) Board Member

Statement of Intent:

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

I have been involved in completing the financial sections of this application; more specifically, the budget and financial projections contained therein. I have also been involved in the Detailed Business Plan and Fiscal Procedures sections of the application.

As a Board Member and CPA, my commitment to the application is to continue to provide financial support and oversight to ensure that Pioneer Charter School stays within its budget and that appropriate expense adjustments are made at the different enrollment and revenue levels. I will also be involved in any modifications or amendments to the business plan and application, which may be necessary due to changes in market conditions, student enrollment levels, or new business opportunities.

Not-for-Profit History:

Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation of a non-profit corporation, governing board experience, and background in group organization.

I have over 25 years of accounting experience with public and private entities. As an auditor for a large national public accounting firm, I performed audits for municipalities, utility companies and other non-profit companies. I have also been the lead consultant for the internal audits of the Ute Indian Tribe for the years ended 2005 through 2008. I also served as the CFO for the Ute Indian Tribe Enterprises for 2008 through 2010. Also as CFO of several Private companies, I have worked directly with several Governing Boards. I have also served on several boards and have been the President of non-profit Homeowner Associations for over six years.

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate

a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

As an auditor of a large national public accounting firm (Deloitte Haskins & Sells), I performed audits on municipalities, utility companies, and other non-profit and for profit entities. As a consultant for Gregory and Associates, a public accounting firm in Salt Lake City, I was the lead internal auditor for the Ute Indian Tribe, engaged to clean up and audit the Tribe's financial reports and processes. I was also partner of Hensley & Associates, a public accounting firm, which provided financial, accounting and tax services to its clients.

As CFO of several companies, I have extensive experience in managing the financial, accounting, human resource, and administrative operations of the companies. I have strong management experience with great decision making skills. I have expertise in implementing accounting systems and systemic processes to increase the efficiency and effectiveness of the operations.

Education History:

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

I graduated from the University of Utah with a BA degree in Accounting in 1985. I am a current licensed CPA in the State of Utah. I also am a licensed Realtor, Appraiser, and have a Series 6 Securities License. Current member of the AICPA and UACPA.

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

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Darren W. Hensley

Address [REDACTED]

City, State, Zip Santa Clara, Utah 84765

<p>1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES [] NO[X]</p>
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p>	
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES [] NO[X]</p>
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES [] NO[X]</p>

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

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

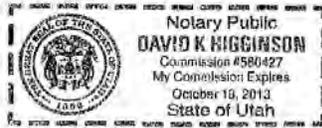
Damen W. Mewley

Applicant's Signature

Subscribed and sworn before me this 5th day of October Year 2011.

County of Duchesne State of Utah

Notary Public [Signature] My Commission Expires 10-18-13



Background Information

Provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Derryl Yeager

Role in School (list positions with school) Board Director – Arts Programs

Statement of Intent:

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

As a long-time resident of Utah and as an active participant in Utah Arts programs I have become increasingly alarmed at the continuing reduction of Arts Programs in Utah's public schools. My hope here is to create a charter school that will address not only the academic needs of students, but also their creative and talent development needs during those formative high school years.

Not-for-Profit History:

Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation of a non-profit corporation, governing board experience, and background in group organization.

Created and administrated dance programs at 2 highly successful private dance studios – The Pointe Performing Arts Academy and Center Stage Performing Arts Studios.
Founder and Artistic Director of Odyssey Dance Theatre (501(c)3) with numerous education programs which include a full-scholarship Junior Company (17 yrs)
Been on the faculty of two major universities – BYU, U of U
25 Years of professional dance experience (see experience below)
20 Years of professional directorial/choreographic experience (see experience below)

Employment History:

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

Professional Experience:

Performer:

Film - A More Perfect Union, She's Having A Baby, Staying Alive, When the Heat Hits the Street, How Rare a Possession, The Lamb of God, Girls Just Wanna Have Fun, Limit Up.

Television - Touched by An Angel, Crossroads, Boys of Twilight, Fame, Days of Our Lives, Tracy Ullman Show, Coach, Moonlighting, For the Love of My Daughter, The Young and the Restless, The Stand,

Hardcastle & McCormick, General Hospital, A Whole Lot Of Fun, Soup to Nuts, The Music of Your Life, Rodney Dangerfield Special, Country Jamboree, Steppin' Out, Universal Studios Grand Opening Celebration, The Rose Parade.

Broadway Theatre - A Chorus Line, Dreamgirls, Cats, Shenandoah, Oklahoma!, Cinderella.

Nightclub - Mary Hart, Carol Lawrence, The Horn, Gardenia, Carlos and Charlies, The Sahara, The Mint, The Golden Nugget, The Desert Inn.

Industrial - LA Gear World Tour with Jennifer Love Hewitt, Dominos Pizza, Ford, Dihatsu, Reebok, Kohler, Fila, Levis, Novell Commercials - Broadway, Rogaine

Director/Choreographer:

Footloose, Joseph and The Amazing Technicolor Dreamcoat (2x), Oklahoma!, CATS (2x), Les Miserables - Tuacahn Amphitheatre, Coca-Cola- 2002 Olympics, The Dance, Tahitian Noni Industrial, Usana Convention

Choreographer:

Television - The Stand, Young and the Restless, The Bold and The Beautiful, Steppin' Out, Country Jamboree, Touched by An Angel.

Film - Girls Just Wanna Have Fun, The Great American West, When the Heat Hits the Street.

Music Video - Stevie Nicks, Julio Iglesias, Paul Anka, I Don't Like Peanuts

Ballet - Promenades, Punch & Judy, Enya Variations, Saxon Suite, Flight of Icarus, Fresh Aire, Catfish Row, Windchimes, Jelly Roll Blues, Reebach Revival, Dreamtime USA, The Steadfast Tin Soldier, Alice in Wonderland, Carnival of the Animals, Sarah's Letter, Prayer of the Children, Three Preludes, Motif

Contemporary – Heap, Joplin Variations, Vision of Love, Move-Dance-Be Born, Thriller, It's A Wonderful Life, Joy to the World, Let It Be, Sledgehammer, Deep Forest, Staying Alive, Meandres, Haun's Mill, Degrees of Separation

Equity Theatre – Grease, The Little Mermaid, Utah! (4x), Pippin, South Pacific, Joseph and the Amazing Technicolor Dreamcoat, Damn Yankees, Pirates of Penzance, Annie Get Your Gun, The King and I, The Wizard of Oz, My Fair Lady, Sound of Music

Education History:

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

BFA – Magna Cum Laude - University of Utah- 1976

MFA – Summa Cum Laude - University of Utah – 1978

Founder and Artistic Director – Odyssey Dance Theatre – 1994-present

American Conservatory Theatre - San Francisco,

ABC Television Actor's Workshop - Director

Harvey Lembeck Comedy Workshop - LA

Voice - Seth Riggs

Ballet West Principal Dancer - 6 yrs

25 years as professional Singer/Dancer/Actor

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

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Derryl Yeager

Address [REDACTED]

City, State, Zip Orem, UT 84058

<p>1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES [] NO[X]</p>
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p>	
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under <u>§7-18-3(15)</u> declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES [] NO[X]</p>
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES [] NO[X]</p>

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

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

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

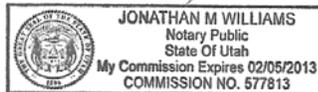

Applicant's Signature

Subscribed and sworn before me this 4 day of November Year 2011.

County of Utah State of Utah.

Notary Public 

My Commission Expires 02/05/2013



Background Information

Provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Anna Marie Smith

Role in School (list positions with school) Board member

Statement of Intent:

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

I support and approve of this application. I am very excited and humble to be involved in such a ground breaking project that will effect generations to come.

Not-for-Profit History:

Using as much space as necessary below, please provide your not-for-profit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation of a non-profit corporation, governing board experience, and background in group organization.

See attached info

Employment History:

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

See attached info

Education History:

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

See attached info

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

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Anna Marie Smith

Address [REDACTED]

City, State, Zip St. George, Utah 84770

<p>1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p>	
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>

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WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Pioneer High School for the Performing Arts CHARTER SCHOOL.

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

Anna Marie Smith
Applicant's Signature

Subscribed and sworn before me this 13 day of November Year 2011.

County of Washington State of Utah.

Notary Public *Judi Moore* My Commission Expires 1-8-12



12) Comprehensive Program of Instruction

Pioneer High School's performing arts mission guides all course and instructional decisions for the school. It is anticipated that 75% of core classes will be taken virtually to afford students maximum time for elective courses during the school day. The Principal will identify several accredited virtual education providers and select the best options for required and elective classes for the students. Virtual education providers will offer curriculum that:

- Fosters breadth and depth of understanding in each subject area
- Aligns to the Common Core Curriculum and state standards
- Supports quality, reputable, recently published textbooks and/or proven instructional resources and materials
- Uses assessments which are accurate and unbiased
- Provides current, relevant and real-world applications
- Matches the needs of the learner (e.g., age, ability, background, reading level, learning style)
- Adapts to meet individual needs of teachers and students
- Provides students with opportunities to improve learning skills using technological tools (e.g., virtual labs and instruments, tutorials, business software, online calculator, etc.)
- Navigates intuitively and is age-appropriate
- Appropriately scopes the amount of content, length of course and lessons, and course requirements
- Introduces effective lesson objectives, accesses prior knowledge, sets expectations and motivates
- Prepares students to access new content, skills and strategies using background information
- Includes opportunities for developing problem-solving and critical thinking skills
- Includes opportunities for collaboration and independent study
- Includes opportunities to develop oral and written communication skills
- Incorporates timely and appropriate feedback to students

Placement process: As part of the student registration process, Pioneer High School works with students to determine appropriate grade level placement.

Ongoing formative assessments: During each phase of their curriculum mastery, students will engage in several formative assessments that tap into all levels of student thinking. Such assessment activities may include: scored daily assignments, daily checks for understanding, and regular online quizzes to measure understanding of newly presented material. Other more subjective assessment activities may include written journal responses and group discussions.

Unit assessments and portfolios: Each subject in the Pioneer High School curriculum is broken into logical units of study. Throughout each unit, students are required to complete a series of offline and online assessments. Offline assessments may include written compositions, science lab reports, short answers and essays, book responses, and a variety of work samples, which will make up a student's portfolio. These assessments require direct teacher evaluation. Online assessments include several quizzes and a unit test. While the quizzes are brief and frequent, the

unit tests are more comprehensive and occur at the end of an entire unit. Online assessments provide students with immediate objective feedback, while offline assessments provide valuable reflection and expertise from Pioneer High School's certified program teachers. Student report cards and grades will ultimately include a balanced combination of quizzes, tests, work samples (portfolio items) and teacher feedback.

State standardized testing: Pioneer High School is dedicated to meeting and exceeding all of Utah's state standardized testing and grade level requirements including, but not limited Direct Writing Assessment (DWA), Core CRTs for identified courses, Utah's Alternate Assessment (UAA) for identified students with disabilities, and the Utah Academic Language Proficiency Assessment (UALPA) as appropriate, and will ensure 95percent participation by its students in these Utah required tests. The state-mandated assessments will be administered to students in person at the school. Teachers will administer and proctor all state assessments. At the beginning of every school year and prior administering any state assessment, Pioneer High School will review the *Standard Test Administration and Testing Ethics Policy for Utah Educators* brochure and then teachers will sign the *Standard Test Administration and Testing Ethics Policy* document. The signed document will be kept on file at the school.

Administration of each state assessment will follow all ethical testing procedures including a secure testing site as defined in the *Standard Test Administration and Testing Ethics Policy for Utah Educators*. The school will administer all required assessments in a secure and standardized manner, and have a process in place to administer criterion-referenced tests (CRTs) via the computer. Proctors will:

- Actively proctor testing to ensure authenticity of student work.
- Follow all requirements outlined in the *Test Administration Manual*.
- Work with the computer lab Manager to ensure that students' results are not submitted for scoring until all sections are finished.
- Work with the computer lab Manager to resolve problems that arise during testing.
- Work with the computer lab Manager to schedule make-up or completion sessions for students to finish testing.
- Work with School Testing Coordinator to review each raw score report for accuracy.

All test administrations will follow the protocol for submission of school files, ordering and administration of the test in the testing windows for each assessment. Results of these annual assessments will be reported through the USOE as well as communicated directly to Pioneer High School families and other stakeholders.

School evaluation: All Pioneer High School stakeholders will participate in an independent satisfaction survey administered each spring, with the goal of a 65 percent response rate. Pioneer High School strives to be accountable to its stakeholders and authorizer and receive at least 90 percent exemplary and substantial ratings. Additionally, Pioneer High School intends to seek accreditation as required by Board Rule R277-470. As soon as Pioneer High School is approved by the Utah State Charter Board, the school will submit the application for Accreditation. Once the application is processed, Pioneer High School will begin the Accreditation process as directed by the USOE.

Tiered Intervention Approach: The Pioneer High School program offers a Tiered intervention model (RtI) so that every student has access to the resources they need to be successful. This approach consists of: Tier 1 – Core Instructional Program; Tier 2 – Supplemental Programs and Supports; and Tier 3 – Alternative Programs. The Student Support Team may recommend placement of a student into Tier 2 for a specified period or longer-term placement into Tier 3.

Teachers will begin professional development two weeks prior to the first day of school and will be involved with new student orientation. Teachers in virtual classes will also undergo an intensive online orientation in addition to face-to-face training provided locally by the principal in conjunction with the selected virtual education service providers. Teacher professional development is then ongoing throughout the school year based on teacher and student need.

<i>Indicator - Student achievement level</i>		
<u>Measure</u>	<u>Metric</u>	<u>Goal</u>
Proficiency levels on state assessments for Language Arts	Percentage of students scoring at proficiency (9-11)	90%
Proficiency levels for Math	Percentage of students scoring at proficiency	79%
Proficiency levels for Science	Percentage of students scoring at proficiency	79%
Progress score on UPASS	Attainment of minimum status composite score (school wide) on UPASS	200
High school graduation rate	Percentage of students graduating high school using Utah graduation formula	88%
College entrance exam composite and subtest measures	Percentage of students reaching >21 score predictive of college success by disaggregated groups	80%
College entrance exam composite and subtest measures	Median score by disaggregated groups (ELL, SWD, Econ. Dis.)	18

13) Graduation Requirements and Master Course List

Students at Pioneer High School are exemplary students in Utah, with high academic and art expectations. Students must select a Program of study that reflects the school’s emphasis (e.g., Actor Training, Music, Dance, Theater, more programs to follow based on teacher expertise and student interest) by the end of their ninth grade year to guide their elective choices in subsequent years. A total of 26.0 credits must be attained for graduation from Pioneer High School, with the following minimum requirements (course descriptions follow):

Required courses	
Language Arts	4.5
Language Arts 9	1.0
Language Arts 10	1.0
Language Arts 11	1.0
Foreign Language	1.0
Mathematics	3.0
Secondary Mathematics I	1.0
Secondary Mathematics II	1.0
Secondary Mathematics III	1.0
Science	3.0
Earth Systems	1.0
Biology	1.0
Chemistry	1.0
Social Studies	3.0
Elective	0.5
Geography for Life	0.5
World Civilizations	0.5
United States History	1.0
United States Government	0.5
The Arts	1.5
General Financial Literacy	0.5
Physical and Health Education	2.0
Health	0.5
Participation Skills	0.5
Fitness for Life	0.5
Individualized Lifetime Activities	0.5
Computer Technology	0.5
Career and Technical Education	1.0
Core total	18.5
Program	var.
Dance	1.5
Dance history	0.5
Acting for dancers	0.5

Voice for dancers	0.5
Music	2.5
The study of music	1.0
Music theory I	1.0
Conducting	0.5
Actor Training	2.5
An approach to the play	0.5
Acting techniques	0.5
Speech	0.5
Voice I	0.5
Theater history	1.0
Theater	1.0
Set design	1.0
Electives	var.
Total of Program + Electives(9)	
Total	28.0

Course Catalog

The following course catalogue is an example of possible courses that might be included in our course offerings. Final course catalogue will be determined by curriculum provider, student interest, class size, facility availability and capacity, and elective arts programming.

Program: Actor Training

Course: An Approach to the Play

Grades: 9 - 12

Classification: Required

Credits: 0.5

Prerequisites: None

Description: A detailed examination and explanation of a play designed to help the student identify a play's theme, its structure, and its character relationships. By discovering how to analyze a text and to appreciate a whole play, the student will be better able to approach a specific role in it and to do useful research and homework for rehearsal.

Program: Actor Training

Course: Basic Masks

Grades: 9 - 12

Classification: Elective

Credits: 0.5

Prerequisites: None

Description: Improvisation on large themes, including mythology and poetic texts, incorporating the wearing of simple masks. The work is designed to free the student from self-consciousness and to release imaginative impulses.

Program: Actor Training
Course: Rehearsal Projects
Grades: 9 - 12
Classification: Elective
Credits: 0.5

Prerequisites: None

Description: Throughout the year, students are cast in plays and rehearse them under the guidance of professional directors. Plays are selected to challenge the students in a variety of progressively demanding ways. The rehearsal projects are laboratory exercises for exploring an actor's process and are not aimed toward performance results. Casting is determined by the needs of the training rather than the demands of the play. While the projects are developed to a point at which they are shared with an audience of fellow students and faculty, they are not "produced" but are shown in a room with only basic rehearsal clothes, props, and furniture. These projects are also yardsticks for measuring the degree to which the student is able to apply and integrate what has been learned in the various classes.

Program: Actor Training
Course: Scene Study
Grades: 9 - 12
Classification: Elective
Credits: 0.5

Prerequisites: None

Description: Aims to free students from self-consciousness, fear, and pretense, and to enhance their powers of concentration; to foster a full awareness and control of their inner resources; through a broad spectrum of improvisation, to expand the imagination and to encourage expression, interaction, and temperament; and finally, in order to emphasize the requisite sense of process, to explore the initial stages of work on scenes.

Program: Actor Training
Course: Acting Technique
Grades: 9 - 12
Classification: Required
Credits: 0.5

Prerequisites: None

Description: A method for becoming aware of and changing movement habits. Focus is on the development of awareness of oneself in movement — to recognize and learn how to release excess tension and to change those habits of movement which interfere with the free and centered use of the body.

Program: Actor Training

Course: Movement

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: None

Description: A class designed to increase the physical range of the student through stretching, flexibility, and strengthening exercises. Emphasis is placed on rhythm, phrasing, dynamic, intent, and moving in space.

Program: Actor Training

Course: Speech

Grades: 9 - 12

Classification: Required

Credits: 0.5

Prerequisites: None

Description: Concentration on the formation of the individual sounds of spoken English and the development of an ability to speak clearly, expressively, and without impediments.

Program: Actor Training

Course: Stage Combat

Grades: 9 - 12

Classification: Elective

Credits: 0.5

Prerequisites: None

Description: Introduction to armed and unarmed theatrical fighting. Basic principles belonging to the single rapier and rapier and dagger are studied while developing safe and effective performance techniques. Unarmed stage combat explores falls, kicks, punches, and slaps.

Program: Actor Training

Course: T'ai chi Ch'uan

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: None

Description: A Chinese exercise system consisting of a series of movements performed in a specific sequence that work to benefit the actor by providing physical stability, relaxation, balance, and subtleness of movement.

Program: Actor Training

Course: Voice I - II

Grades: 9 - 12

Classification: Required

Credits: 0.5

Prerequisites: Voice I before II

Description: Devoted to the examination and practice of the basic principles of breathing, resonance, placement, and diction, with a view to developing vocal stamina, resonance, range, and flexibility which can then be fused with the student's imaginative, creative process.

Program: Actor Training

Course: Vinyasa Yoga

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: None

Description: A class designed to provide an overview and focus on the core fundamentals of Vinyasa "Flow" Yoga. Attention to the breath is studied in detail as it is used as a constant point of reference for returning to and resting in the present moment. Vinyasa means to be in the "flow."

Program: Actor Training

Course: Theater History

Grades: 9 - 12

Classification: Required

Credits: 1

Prerequisites: None

Description: A series of lectures/seminars about major dramatists and dramatic forms in their historical contexts, ranging from the ancient Greeks through the 20th century.

Program: Actor Training

Course: Prose and Poetry

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: None

Description: This course introduces the process of transforming written language into spoken language. Material covered includes a variety of historical styles in prose and verse, as well as fundamental issues of storytelling, rhetoric, and syntax.

Program: Music

Course: The Study of Music

Grades: 9 - 12

Classification: Required

Credits: 1

Prerequisites: None

Description: An overview of general musical periods, styles, and forms. Introduction to all orchestral instruments. Fundamentals of music theory, including harmony and melodic construction, which are necessary to analyze form in music. Development of basic skills in score-reading and sightsinging. Work in eurhythmics.

Program: Music

Course: String Quartet

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: None

Description: Students will be placed into quartets by audition, and will work on ensemble and rehearsal techniques with the emphasis on traditional string quartet literature.

Program: Music

Course: Brass Quintet

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: None

Description: Students placed in brass quintets by audition will receive coaching. Students will also hear guest brass ensembles and explore brass chamber music topics in seminars.

Program: Music

Course: Jazz Orchestra

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: None

Description: Performance of the big-band repertoire from the early works of jazz to newly composed works from established as well as emerging composers. Public concerts at School, around the town, as well as an annual tour.

Program: Music

Course: Jazz Choir

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: None

Description: Performance of the works of jazz from established as well as emerging composers. Public concerts at Pioneer High School, venues around town, as well as an annual tour.

Program: Music

Course: Concert Choir

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: None

Description: Performance of classical and contemporary vocal music. Public concerts at Pioneer High School, venues around town, as well as an annual tour.

Program: Composition

Course: Music Theory I - II

Grades: 9 - 12

Classification: Required

Credits: 1

Prerequisites: Music Theory I before II

Description: This course is designed for students who seek the opportunity to create original music compositions. In addition to developing compositional abilities, experiences will include the development of skills needed to analyze and evaluate music, continued explorations into music's relationship with other disciplines and its impact on culture, and development of ability to perform/record/present/discuss original compositions

Program: Composition

Course: Conducting

Grades: 9 - 12

Classification: Required

Credits: 1

Prerequisites: None

Description: This course is designed for students who seek the opportunity to conduct music. In addition to developing conducting abilities, experiences will include the development of skills needed to analyze and evaluate music, continued explorations into music's relationship with other disciplines and its impact on culture, and development of ability to perform/record/present/discuss music compositions.

Program: Composition

Course: Musical Insight

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: None

Description: Selected from a rather broad range, but without adhering to chronological sequence, the course will examine compositions of various kinds with a view to increasing familiarity and insight into their particular, unique traits, their subtleties, and even those aspects in which they might be problematic.

Program: Composition

Course: Music Studies

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: None

Description: An introduction to the basic elements of musical composition, including melody, harmony, rhythm, counterpoint, and orchestral color.

Program: Composition

Course: Counterpoint

Grades: 9 - 12

Classification: Elective

Credits: 0.5

Prerequisites: None

Description: An intensive course devoted to studying the contrapuntal nature of music. Counterpoint is treated here not as a historical, style-based study, but rather as a fundamental controlling force in the syntax of Western music. The class is designed as a rigorous seminar with weekly written assignments.

Program: Theater

Course: Fashion & Design I - II

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: Fashion Design I before II

Description: This course is designed for students who have interests in the fields of design, apparel, textiles, and clothing construction. Individual projects using design principles will be used as vehicles to further develop the students' skills. Experiences may include pattern design, surface design, principles of clothing construction, fitting and alteration, custom sewing, home decorating, and other entrepreneurial opportunities.

Program: Theater

Course: Set Design

Grades: 9 - 12

Classification: Required

Credits: 1

Prerequisites: None

Description: This course provides students the opportunity to develop advanced skills in applying the elements and principles of design to sets. Portfolio projects are integrated throughout the course to provide applications as the students continue their study of floor plans, color schemes, lighting, textures, fabrics, and furniture design and style. Appropriate computer design programs are used in this course. The students will explore the various career opportunities related to design. A coordinated project that allows applications of set design skills in a school performance setting may be a component of this course.

Program: Theater

Course: Theater Lighting

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: None

Description: An advanced instructional course to aid site-based and pilot programs that have identified specific interdisciplinary technology education goals. Sites may apply for approved advanced technology education program status. Approval of specialized courses will be made individually, as needed, and based on the development of a course outline and listed competencies. Leadership and direction of the instructional content will be provided by the state Career and Technical Education director and the Technology and Engineering Education specialist at the Utah State Office of Education.

Program: Dance

Course: Ballet Technique I - II

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: Ballet Technique I before II

Description: A graded study of the exercises and vocabulary of the classical technique with a strong emphasis on placement, alignment, coordination, and movement quality.

Program: Dance

Course: Modern Dance Technique I - II

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: Modern Dance Technique I before II

Description: The study of various techniques as the foundation for this constantly developing art form.

Program: Dance

Course: Dance Performance I - II

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: Dance Performance I before II

Description: A study to develop the performer's powers of projection. The course emphasizes the differences between simply displaying movement and communicating it to an audience. The building of concentration, awareness of stylistic differences, and the establishment of professional rehearsal behavior are developed.

Program: Dance

Course: Dance Composition

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: None

Description: Movement experiences in imagery and design develop the dancer's creative imagination. Students begin to discover how a dance is made through the process of choreographing short dance studies.

Program: Dance

Course: Dance History

Grades: 9 - 12

Classification: Required

Credits: 0.5

Prerequisites: None

Description: A survey of the dancer's heritage covering periods and styles of dance, choreographers, and selected dance masterworks. Comparisons are drawn between dance and other arts in the same era.

Program: Dance

Course: Acting for Dancers

Grades: 9 - 12

Classification: Required

Credits: 0.5

Prerequisites: None

Description: Studies to expand the performance capabilities of the dancer through an exploration of basic acting exercises, improvisations, and simple scenes, with particular emphasis on spontaneity and the transmission of impulse to verbal expression.

Program: Dance

Course: Voice for Dancers

Grades: 9 - 12

Classification: Required

Credits: 0.5

Prerequisites: None

Description: A basic course in singing in preparation for musical theater, focusing on the coordination of singing and dancing. Preference given to third- and fourth-year students.

Program: Language Arts

Course: Language Arts 9

Grades: 9

Classification: Required

Credits: 1

Prerequisites: None

Description: This course focuses on reading and writing experiences that are developmentally appropriate: vocabulary instruction that compares connotation with denotation and identifies word meanings using sentence structure (grammar), reading instruction that focuses on inference and the difference between interesting and important information in informational text, and character development and more complex figurative language in narrative and poetry. Writing focuses on comparing multiple ideas and perspectives to extend thinking through writing, and concentrates on persuasive writing. Skills in analytical evaluation and assessment of writing become more nuanced, and editing skills are specific and clearly delineated. Inquiry skills are focused on questioning as a research technique and evaluating sources of information.

Program: Language Arts

Course: Language Arts 10

Grades: 10

Classification: Required

Credits: 1

Prerequisites: Language Arts 9

Description: This course focuses on reading and writing experiences that are developmentally appropriate: vocabulary instruction that evaluates connotation in text and compares and identifies word meanings using analogy and antonym context clues. Because human beings are never too old to improve their reading skills, reading instruction focuses on electronic text, using explicit and implicit information to evaluate informational text; on the ways in which character development and connections to politics, history, and culture contribute to great literature; and on more complex figurative language, including simile, metaphor, pun, symbolism and personification. Writing focuses on analysis and interpretation of multiple ideas and perspectives to extend thinking through writing.

Program: Language Arts

Course: Language Arts 11

Grades: 11

Classification: Required

Credits: 1

Prerequisites: Language Arts 10

Description: This course focuses on reading and writing experiences that are developmentally appropriate. Vocabulary instruction looks at the cultural and contextual meanings of words. Reading instruction continues to offer young adults opportunities for improvement through growing sophistication in interaction with a variety of texts. Writing moves to analysis and interpretation of multiple ideas and perspectives to extend thinking and demands synthesizing of ideas to form conclusions and recommend actions. Analytical evaluation and assessment of writing are further nuanced, and editing skills are more sophisticated and specifically and clearly delineated. Inquiry skills are focused on synthesizing information in preparation for presenting research results.

Program: Language Arts

Course: French I

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: None

Description: Introductory language courses provide basic reading, writing, listening, and speaking skills. Students also study the culture and history of the language and the countries where it is spoken.

Program: Language Arts

Course: French II

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: French I

Description: The goal of this class is twofold: to improve self-expression in French and to provide a better understanding of French and Francophone life, language, and culture. Outstanding French films will be used as springboards for classroom French-language discussion and for instruction in the full range of language proficiencies — reading, listening, speaking and writing — in an array of contexts and situations.

Program: Language Arts

Course: Italian I

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: None

Description: Introductory language courses provide basic reading, writing, listening, and speaking skills. Students also study the culture and history of the language and the countries where it is spoken.

Program: Language Arts

Course: Italian II

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: Italian I

Description: This course combines the study of second-year grammar and culture with highly contextualized discussions of specific films. By viewing recent Italian cinema, reading related cultural material, and discussing issues raised by the movies, students will discover the many facets of life in Italy.

Program: Language Arts

Course: German I

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: None

Description: Introductory language courses provide basic reading, writing, listening, and speaking skills. Students also study the culture and history of the language and the countries where it is spoken.

Program: Language Arts

Course: German II

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: German I

Description: Intermediate language courses emphasize oral communication and a thorough study of grammar. Materials taken from a variety of written and aural sources (newspapers, poetry, TV advertisements, opera) will be used to improve the students' facility in oral self-expression and to expand vocabulary.

Program: Language Arts

Course: American Literature

Grades: 9 - 12

Classification: Elective

Credits: 0.5

Prerequisites: None

Description: This class examines American literature after 1945 from a variety of critical perspectives. Possible topics include: Postmodern literature and culture; American literature and social revolution; American literature and the post-Colonial condition; the Beat Movement; the Black Arts Movement; the literature of witness; poetry as performance; literature and critical theories of race; the literature of immigration; literature and the environment; literature and contemporary film; folklore and literature; the New Journalism; and digital literature.

Program: Language Arts

Course: Shakespeare

Grades: 9 - 12

Classification: Elective

Credits: 0.5

Prerequisites: None

Description: Shakespeare has not only shaped the theater that has followed him, but has profoundly influenced major artists in music, dance, and film. This course will focus on several of his plays (e.g., Romeo and Juliet, A Midsummer Night's Dream, Othello) and the musical compositions, operas, ballets, and films that have been based on them. Landmark productions of the plays will also be discussed.

Program: Language Arts

Course: Professional Writing

Grades: 9 - 12

Classification: Required

Credits: 0.5

Prerequisites: None

Description: This class examines the tasks of written self-representation required of professionals, including the biographical statement, the memorandum, the curriculum vitae, the letter of application, the grant application, the white paper, and the review. Students will practice these forms in print as well as in digital media. Rhetorical strategies will be examined for public, academic, government, and corporate audiences. Emphasis will be placed on crafting a professional image that is both accurate and persuasive.

Program: Language Arts
Course: Writing for Humanities
Grades: 9 - 12
Classification: Elective
Credits: 0.5

Prerequisites: None

Description: This course develops skills necessary for participation in the Liberal Arts core curriculum. Emphasis is placed upon reading and writing skills, verbal expression, and critical analysis of texts.

Program: Language Arts
Course: Contemporary American Poetry
Grades: 9 - 12
Classification: Elective
Credits: 0.5

Prerequisites: None

Description: An examination of the cultural and historical elements shaping the very young and fluid tradition of American poetry. In addition to poems, students will read literary and cultural essays written by contemporary poets on issues related to the American tradition.

Program: Mathematics
Course: Secondary Mathematics I
Grades: 9 - 10
Classification: Required
Credits: 1

Prerequisites: None

Description: This course will formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Program: Mathematics

Course: Secondary Mathematics II

Grades: 9 - 11

Classification: Required

Credits: 1

Prerequisites: Secondary Mathematics I

Description: This course focuses on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Program: Mathematics

Course: Secondary Mathematics III

Grades: 10 - 12

Classification: Required

Credits: 1

Prerequisites: Secondary Mathematics II

Description: It is in Mathematics III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions.³ They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Program: Mathematics

Course: Precalculus

Grades: 11 - 12

Classification: Elective

Credits: 1

Prerequisites: None

Description: The main goal of Precalculus is for students to gain a deep understanding of the fundamental concepts and relationships of functions. Students will expand their knowledge of quadratic, exponential, and logarithmic functions to include power, polynomial, rational, piecewise, and trigonometric functions. Students will investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use graphing calculators and mathematical software to build understanding, make connections between representations, and provide support in solving problems. Students will analyze various representations of functions, sequences, and series. Students will analyze bivariate data and data distributions. Students will apply mathematical skills and make meaningful connections to life's experiences. Precalculus is highly recommended preparation for students who plan to continue their formal education beyond high school.

Program: Science

Course: Earth Systems

Grades: 9

Classification: Required

Credits: 1

Prerequisites: None

Description: Life and physical science content are integrated in a curriculum with two primary goals: (1) students will value and use science as a process of obtaining knowledge based on observable evidence, and (2) students' curiosity will be sustained as they develop the abilities associated with scientific inquiry. This course builds upon students' experience with integrated science in grades seven and eight and is the springboard course for success in biology, chemistry, geology, and physics.

Program: Science

Course: Biology

Grades: 10

Classification: Required

Credits: 1

Prerequisites: None

Description: The Biology Core has three major concepts for the focus of instruction: (1) the structures in all living things occur as a result of necessary functions. (2) Interactions of organisms in an environment are determined by the biotic and abiotic components of the environment. (3) Evolution of species occurs over time and is related to the environment in which the species live.

Program: Science

Course: Physics

Grades: 10 - 12

Classification: Elective

Credits: 1

Prerequisites: None

Description: Physics students should design and perform experiments, and value inquiry as the fundamental scientific process. They should be encouraged to maintain an open and questioning mind, to pose their own questions about objects, events, processes, and results. They should have the opportunity to plan and conduct their own experiments, and come to their own conclusions as they read, observe, compare, describe, infer, and draw conclusions. The results of their experiments need to be compared for reasonableness to multiple sources of information. They should be encouraged to use reasoning as they apply physics concepts to their lives.

Program: Science

Course: Anatomy / Kinesiology

Grades: 10 - 12

Classification: Elective

Credits: 0.5

Prerequisites: None

Description: A detailed kinesthetic exploration of skeletal joint mechanics and the muscles that produce motion of those joints. Students will examine movement strategies to enhance stability, control, and articulation while developing musculo-skeletal problem-solving skills applicable to dance.

Program: Social Studies

Course: Geography for Life

Grades: 9

Classification: Required

Credits: 0.5

Prerequisites: None

Description: Geography is described as the study of the “why of the where.” Geography for Life will explore how to use geography as a tool to better understand the world in which we live. Students will learn to evaluate and question the why and where of spatial perceptions that are read, seen, and heard. The six standards identified below are best understood when using the following geographic themes: location, place, movement, region, and human-environmental interaction. Geography for Life is designed as a semester course, but is recommended to be a year-long course. A semester course will include map skills with physical and human geography essentials, beginning with North America, South America, Europe, and their connections to other world regions.

Program: Social Studies

Course: World Civilizations

Grades: 10

Classification: Required

Credits: 0.5

Prerequisites: None

Description: The study of World Civilizations emphasizes the increasing interrelationships over time of the world's peoples. These interrelationships have developed in two major arenas. First, the relationships have developed among major regions of the world: East Asia, South Asia, Southwest Asia (Middle East), Africa, Europe, North America and Latin America. Second, they have developed within all aspects of human activity: political, economic, social, philosophical and religious, scientific and technological, and artistic. This course is designed as a semester course but recommended for a year's study.

Program: Social Studies

Course: United States History

Grades: 11

Classification: Required

Credits: 1

Prerequisites: None

Description: Understanding United States history is essential for the continuation of our democratic society. This course will help students make connections between their world and the rich heritage of United States history. The course is designed as a survey of American history with an emphasis on post-Reconstruction America (1876-Present), but should include a review of the earlier period. The course can be taught using a thematic approach or in chronological order.

Program: Social Studies

Course: United States Government & Citizenship

Grades: 12

Classification: Required

Credits: 0.5

Prerequisites: None

Description: The goal of this course is to foster informed, responsible participation in public life. Knowing how to be a good citizen is essential to the preservation and improvement of United States democracy. Upon completion of this course the student will understand the major ideas, protections, privileges, structures, and economic systems that affect the life of a citizen in the United States political system. This course is recommended for seniors due to their proximity to voting age.

Program: Social Studies

Course: Psychology

Grades: 9 - 12

Classification: Elective

Credits: 0.5

Prerequisites: None

Description: This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals.

Program: Social Studies

Course: Sociology

Grades: 9 - 12

Classification: Elective

Credits: 0.5

Prerequisites: None

Description: Studies sociological perspectives, focusing on social groups and social interaction. Presents basic sociological terms and concepts, and examines a variety of social institutions and processes.

Program: Social Studies

Course: Anthropology

Grades: 9 - 12

Classification: Elective

Credits: 0.5

Prerequisites: None

Description: Introduces the methods and theory of cultural anthropology through a theoretical and comparative examination of the role of culture in human life. Includes the study of other cultures and field research on contemporary United States culture.

Program: Social Studies

Course: Economics

Grades: 9 - 12

Classification: Elective

Credits: 0.5

Prerequisites: None

Description: This course focuses on the study of economic problems and the methods by which societies solve them. Characteristics of the market economy of the United States, its function in the world, and methods of applying economics to one's life will be explored.

Program: General Financial Literacy

Course: General Financial Literacy

Grades: 11 - 12

Classification: Required

Credits: 0.5

Prerequisites: None

Description: The General Financial Literacy Core is designed for junior and senior students and represents those standards of learning that are essential and necessary for all students. The implementation of the ideas, concepts, knowledge, and skills contained in the General Financial Literacy Core will enable students to implement those decision-making skills they must apply and use to become wise and knowledgeable consumers, savers, investors, users of credit, money managers, citizens, and members of a global workforce and society.

Program: Physical & Health Education

Course: Health

Grades: 9 - 10

Classification: Required

Credits: 0.5

Prerequisites: None

Description: The Utah State Health Education Core Curriculum emphasizes developing positive, life-long, health-related attitudes and behaviors. Although these attitudes and behaviors begin in the home, the school, in partnership with local school boards and community agencies, can provide support and reinforcement for parents and families. The standards and objectives in the Health Education Core Curriculum incorporate the National Health Education Standards providing Utah's students commonality with students across the nation.

Program: Physical & Health Education

Course: Participation Skills

Grades: 9

Classification: Required

Credits: 0.5

Prerequisites: None

Description: Participation Skills and Techniques is designed to develop competency in up to five different activities. Competency involves the ability to apply the basic skills, strategies, and rules using standardized guidelines or rubrics. Course activities present an extension of or newer content than that presented in previous classes, and the curriculum provides enough diverse offerings to meet the individual needs of all students. It is recommended that physical educators, grades 7-12, map the physical education curriculum offered at each level to avoid unnecessary repetition in the different physical education offerings.

Program: Physical & Health Education

Course: Fitness for Life

Grades: 10

Classification: Required

Credits: 0.5

Prerequisites: Participation Skills

Description: Fitness for Life is an individualized, concepts-based, one-semester course designed to give students the knowledge and skills necessary to self-assess, create, conduct, evaluate, and redesign personal fitness programs. It is required of all students and there are no substitutions, including participation in athletics. Fitness for Life may be taken anytime during grades nine through twelve, but it is strongly recommended that students take the class in either the ninth or tenth grade year. The course is a combination of classroom and activity-based learning activities with a focus on proper nutrition and the mastery of skills and concepts necessary for students to become accomplished monitors of their personal lifetime fitness. Through participation, students learn to compare the fitness benefits in a variety of individual and team activities.

Program: Physical & Health Education

Course: Individualized Lifetime Activities

Grades: 11

Classification: Required

Credits: 0.5

Prerequisites: Fitness for Life

Description: Individualized Lifetime Activities is a number of one-semester classes. They are designed to offer a higher level of proficiency and more in-depth instruction in up to three different lifetime activities. Activities requiring large numbers of participants, where individual participation may be limited, are not appropriate; rather, the curriculum should emphasize individual or dual activities. Team sports are not emphasized, and only those with carry-over value as lifetime activities are offered. Improved fitness is a goal of each Individualized Lifetime Activities course. The curriculum provides diverse offerings to meet the individual needs of all students and to develop competency in up to three lifetime activities. Competency is defined as the ability to apply basic skills, strategies, and rules using standardized guidelines or rubrics.

Program: Career & Technical Education

Course: Costume Design I - II

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: Costume Design I before II

Description: This course introduces students to basic sewing and pressing equipment, serger, textiles, reviews the types of fabric construction, makes an intermediate level project using correct construction techniques.

Program: Career & Technical Education

Course: Cooking I - II

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: Cooking I before II

Description: This course is designed for students who are interested in understanding the principles of nutrition and food preparation. Attention will be given to the selection and preparation of food and personal health.

Program: Career & Technical Education

Course: Entrepreneurship for Business

Grades: 9 - 12

Classification: Elective

Credits: 0.5

Prerequisites: None

Description: Students gain an understanding of the marketing and management principles necessary to start and operate their own business. They will develop an awareness of the opportunities for small business ownership and develop the planning skills needed to open a small business. Students will become aware of the traits and characteristics of successful entrepreneurs. Students gain an awareness of knowledge needed in research, planning and regulations affecting the small business and the means of financing a small business. They will understand the specific strategies of business management and marketing and the economic role of the entrepreneur in the market system. Entrepreneurship is designed for students enrolled in Business Education, and/or other courses, who have an interest in developing the skills, attitudes, and knowledge necessary for successful entrepreneurs.

Program: Career & Technical Education

Course: Internet Marketing

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: None

Description: This is a marketing course about Internet sales, service, and technology. Students learn Internet marketing principles and gain experiences setting up online shopping capabilities and database integration. Online customer service and retention, buyer behavior, merchant services, and current Internet commerce issues are presented. Online store experiences are provided through partnerships with Internet-based companies. This course offers concurrent enrollment through Weber State University.

Program: Career & Technical Education
Course: Introduction to Office Applications 2007
Grades: 9 - 12
Classification: Elective
Credits: 0.5

Prerequisites: None

Description: This course helps students develop advanced application competencies in Microsoft Word, Excel, Office, PowerPoint, and Publisher. Improved productivity in the most efficient, timesaving way of producing documents using Microsoft Office 2007 software is stressed. An integral part of this course is continued instruction and practice in formatting and editing and the creation of business documents through the use of functions such as merge. Graphics are also introduced.

Program: Career & Technical Education
Course: Computer Integrated Manufacturing
Grades: 9 - 12
Classification: Elective
Credits: 1

Prerequisites: None

Description: A course that applies principles of robotics and automation. The course builds on computer solid modeling skills developed in Introduction to Engineering Design, and Design and Drawing for Production. Students use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing, and design analysis are included.

Program: Career & Technical Education
Course: Computer Programming
Grades: 9 - 12
Classification: Elective
Credits: 1

Prerequisites: None

Description: An advanced class in computer programming and application development. Reviews and builds on the concepts introduced in CP-I. Introduces students to dynamic allocation of data, to creation and utilization of classes, to advanced GUI techniques, and to advanced applications of recursion.

Program: Career & Technical Education
Course: Web Design
Grades: 9 - 12
Classification: Elective
Credits: 1

Prerequisites: None

Description: Web Development industry certification programs target individuals interested in demonstrating the baseline of technical knowledge that would allow them to pursue a variety of Internet-related careers. iNet+ is accepted by all other Internet certification programs as a fundamental (beginning) level certification, and is a good place to start.

Program: Career & Technical Education

Course: Business Web Page Design

Grades: 9 - 12

Classification: Elective

Credits: 0.5

Prerequisites: None

Description: This course provides students with an introduction to the Internet. Students will demonstrate a basic knowledge of the Internet and its tools through the use of e-mail, search engines and browsers. HTML and Web publishing software will be used to create, format, illustrate, design, edit, and publish Web pages. Emphasis will be placed on the application of the Internet in business.

Program: Career & Technical Education

Course: Advanced Business Web Page Design

Grades: 9 - 12

Classification: Elective

Credits: 0.5

Prerequisites: Business Web Page Design

Description: This course is a continuation of skill developed in Business Web Page Design. This course provides skill development in the electronic procedures of producing, editing, publishing, and maintaining documents on the Internet. Web publishing software and HTML are used to develop the competencies of creating, formatting, illustrating, designing, editing/revising, and publishing documents on the World Wide Web. Proofreading, document composition, and communication competencies are included.

Program: Career & Technical Education

Course: Digital Media I

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: None

Description: Digital media is the process of planning, instructional design, and development. Digital Media I is the first-year digital media course where students will create and learn using elements of text, graphics, animation, sound, video, and digital imaging to create digital computer applications to be delivered on CD-ROM, Internet or other media. These skills will prepare students for entry-level multimedia positions and will provide fundamental digital media understandings and skills beneficial for other occupational/educational endeavors.

Program: Career & Technical Education

Course: Digital Media II

Grades: 9 - 12

Classification: Elective

Credits: 1

Prerequisites: Digital Media I

Description: Digital Media II is a course designed to teach the process of planning, instructional design, development, and publishing of digital media and interactive media projects. Digital Media II is the second year course within Digital Media Pathway where students will focus on developing advanced skills to plan, design, and create interactive projects using the elements of text, 2-D and 3-D graphics, animation, sound, video, digital imaging, interactive projects, etc. These skills can prepare students for entry-level positions and other occupational/educational goals.

Program: Computer Technology

Course: Computer Technology

Grades: 9

Classification: Required

Credits: 0.5

Prerequisites: None

Description:

Program: Accelerated Program

Course: Costume Design III - IV

Grades: 11 - 12

Classification: Elective

Credits: 1

Prerequisites: Costume Design I - II; III before IV

Description: This course is designed for students who have interests in the fields of design, apparel, textiles, and clothing construction. Individual projects using design principles will be used as vehicles to further develop the students' skills. Experiences may include pattern design, surface design, principles of clothing construction, fitting and alteration, custom sewing, home decorating, and other entrepreneurial opportunities.

Program: Accelerated Program

Course: Cooking III - IV

Grades: 11 - 12

Classification: Elective

Credits: 1

Prerequisites: Cooking I - II; III before IV

Description: Students will be trained for career opportunities in the food service/culinary arts industry. Students will have the opportunity to learn and practice safety and sanitation procedures, and use and maintain commercial food service equipment. They will perform quantity food preparation as it relates to catering, bakery, restaurant, hospitality, and fast food business operations.

Program: Accelerated Program

Course: Baking

Grades: 11 - 12

Classification: Elective

Credits: 1

Prerequisites: None

Description: This baking course from the National Restaurant Association introduces students into the world of professional cooking. Basic communication skills, safety and sanitation, food preparation, meal planning, and other topics are taught in this course.

Program: Accelerated Program

Course: Ballet Technique III - IV

Grades: 11 - 12

Classification: Elective

Credits: 1

Prerequisites: Ballet Technique I - II; III before IV

Description: A graded study of the exercises and vocabulary of the classical technique with a strong emphasis on placement, alignment, coordination, and movement quality.

Program: Accelerated Program

Course: Modern Dance Technique III - IV

Grades: 11 - 12

Classification: Elective

Credits: 1

Prerequisites: Modern Dance I - II; III before IV

Description: The study of various techniques developed by such 20th-century masters as Cunningham, Graham, Limón, and Taylor serves as the foundation for this constantly developing art form.

Program: Accelerated Program
Course: Dance Performance III - IV
Grades: 11 - 12
Classification: Elective
Credits: 1

Prerequisites: Dance Performance I - II; III before IV

Description: A study to develop the performer's powers of projection. The course emphasizes the differences between simply displaying movement and communicating it to an audience. The building of concentration, awareness of stylistic differences, and the establishment of professional rehearsal behavior are developed.

Program: Accelerated Program
Course: Critical Thinking
Grades: 11 - 12
Classification: Elective
Credits: 1

Prerequisites: None

Description: Most of the time we don't think about the way we arrive at our beliefs or conclusions. We rarely think about whether they are well founded or supported by good reasons or arguments, or by any argument at all. We take them for granted. But we all have had our beliefs challenged successfully by someone making good arguments. And at other times we have successfully questioned the opinions of others. What makes for a good argument? We will answer this question by looking at the relation between beliefs and the arguments that support them, the differences between valid and invalid arguments, fallacies that confront us every day, deduction and induction, and better ways to organize our thinking.

Program: Accelerated Program
Course: Fact and Fiction in Art
Grades: 11 - 12
Classification: Elective
Credits: 1

Prerequisites: None

Description: With the popularity of books and films like The Da Vinci Code, Jackson Pollock, Frida Kahlo, Mona Lisa Smile, and many others, questions arise as to which parts are truth and which fiction in the visual arts. This course will examine some of this contemporary media and compare historical facts with the media's portrayals.

Program: Accelerated Program
Course: Jazz Dance
Grades: 11 - 12
Classification: Elective
Credits: 1

Prerequisites: None

Description: The elements of jazz dance.

Program: Accelerated Program

Course: Tap Dance

Grades: 11 - 12

Classification: Elective

Credits: 1

Prerequisites: None

Description: Basic tap, directed toward auditioning successfully for musical theater, films, and videos.

Program: Accelerated Program

Course: Music Theory III - IV

Grades: 11 - 12

Classification: Elective

Credits: 1

Prerequisites: Music Theory I - II; III before IV

Description: The purpose of this course is to introduce students to musicianship, theory, musical materials, and procedures. The course emphasizes and integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course.

Program: Accelerated Program

Course: Stagecraft

Grades: 11 - 12

Classification: Elective

Credits: 1

Prerequisites: None

Description: Study and practice in elements of theater production. Laboratory work, with practical application in producing a dance concert, music concert, or drama production.

Program: Accelerated Program

Course: Voice III - IV

Grades: 11 - 12

Classification: Elective

Credits: 0.5

Prerequisites: Voice I - II; III before IV

Description: Devoted to the examination and practice of the basic principles of breathing, resonance, placement, and diction, with a view to developing vocal stamina, resonance, range, and flexibility which can then be fused with the student's imaginative, creative process.

Program: Elective

Course: ACT / SAT Prep Math

Grades: 11 - 12

Classification: Elective

Credits: 0.5

Prerequisites: None

Description: This course is designed to prepare students for the ACT / SAT mathematics section.

Program: Elective

Course: ACT / SAT Prep Verbal

Grades: 11 - 12

Classification: Elective

Credits: 0.5

Prerequisites: None

Description: This course is designed to prepare students for the ACT / SAT verbal section.

14) Special Education

With a dedicated, appropriately credentialed Special Education Coordinator on staff, a Principal who has the knowledge of IDEA 2004 and the Utah Special Education Rule requirements (gained through specific professional development provided to the Principal), and the guidance of USOE, Pioneer High School will serve students with disabilities whether such children are currently or newly identified as disabled.

As a public school Pioneer High School shall, through its policies and procedures, comply with all applicable requirements of IDEA, 20 U.S.C. 1400 et. Seq. (IDEA), and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (Section 504), as well as applicable Utah statutes and regulations including ensuring that a free appropriate public education (FAPE) is available to any individual student with a disability, ages 3 through 21, who needs special education and related services, including students with disabilities who have been suspended or expelled from school and students who are advancing from grade to grade (§300.101(c)).

Pioneer High School will provide a free appropriate public education (FAPE) to children with disabilities, including, but not limited to, identifying and evaluating students; planning educational programs; conducting IEP team meetings; arranging for the provision of any necessary related services through charter school staff and contractual arrangement with private providers and/or, where feasible, traditional public school districts; and implementing placements in accordance with federal and state law.

Specific details of how Pioneer High School will provide the full continuum of special education placement and services, including direct, consultative, and related services, are provided on the following pages. The Pioneer High School teaching staff will include a Special Education Coordinator, who together with the Principal, regular education staff, and service providers, and with the guidance of USOE, will be able to effectively meet the needs of special learners. The role and the function of the Special Education Coordinator at Pioneer High School, who will at a minimum possess full certification in special education, will be to facilitate the implementation of the students' IEPs. The Special Education Coordinator will consult with the general education teachers so that the general education teachers may provide direct instructional support to special education students. Consultation provided by the Special Education Coordinator will include adjustments to the learning environment, modifications of instructional methods, adaptation of curricula, and the use of appropriate accommodations to meet the needs of individual students. If specified by the child's IEP, if the child takes virtual classes, direct special education will be provided via telephone, Internet, and in person.

For students enrolling in the charter school, who already have an IEP, Pioneer High School will follow all state and federal law and civil rights requirements. Once enrolled, all families are asked to disclose if their child has an IEP in place. Pioneer High School will review the existing IEP and take one of these actions:

- If the IEP already reflects a virtual environment, the student continues with the existing, compliant IEP.
- If a student with a disability who had an IEP that was in effect in a previous Utah public school transfers to Pioneer High School, Pioneer High School (in consultation with the

parents) will provide FAPE to the student (including services comparable to those described in the child's IEP from the previous public agency-to the extent possible), until the Pioneer High School either (1) Adopts the child's IEP from the previous public school; or (2) Develops, adopts, and implements a new IEP that meets the Utah Special Education Rules.

- If a student with a disability who is receiving special education services pursuant to an IEP in another state transfers to Pioneer High School, Pioneer High School will, in consultation with the parents of the student, provide the student with a FAPE including services which are comparable to the services described in his/her previous IEP. Pioneer High School shall continue to provide such a free appropriate public education to the student until such time as the school conducts an evaluation of the student and develops a new IEP for the student, if determined appropriate, in accordance with applicable federal and state law.

Although parents may play an important role in the virtual classes, the Pioneer High School staff of highly qualified, Utah certified teachers will in fact be responsible for the day-to-day monitoring of progress for students with special needs. Teachers carry out this responsibility through a variety of means, including monitoring of attendance, participation, and performance metrics; Web Mail, telephone, and email communication; and student completion of online quizzes and activities. Students with disabilities are further assisted by the school's Special Education Coordinator, working closely with the school's regular education staff, and contracted professionals. These professionals work in close partnership with the Learning Coach (thus allowing the student to benefit from the proven positive impact of parent/family involvement) but the responsibility remains with the professional teachers.

The proposed Pioneer High School budget and staffing pattern, which includes an appropriately licensed and endorsed Special Education Coordinator, oversight and monitoring by the Principal, will allow this unique virtual school to provide the full continuum of placement and services to disabled students. These services include but are not limited to:

- consultative support to the Pioneer High School regular education teachers to provide modification and accommodation to the general education curriculum;
- direct special education support to a student which may be provided via the telephone, Internet, as well as in person;
- direct related service support (for example, speech-language, occupational or physical therapy, psychological counseling, among others) provided face to face via computer, in homes, community sites, and therapist offices;
- related services may also include parent training, autism support, parent groups, student support groups, and itinerant hearing or vision support consistent with the student's IEP;
- ongoing progress monitoring for every student, including: frequent and thorough review of student performance, attendance, and participation data as reported to the student, parent and teacher through their respective home pages; careful logging of every conversation (by phone, WebMail, or other means) and consultation with the student and/or parent;
- specific tracking and reporting for providers of direct/related services, with close scrutiny by the special education staff of any missed appointments or incomplete services.

To ensure service for students entering Pioneer High School without prior diagnosis for special education, the Pioneer High School Principal and Special Education Coordinator will regularly review teacher observations, assessment results and other data to identify any possible special education needs among Pioneer High School students. The Pioneer High School Special Education Coordinator will serve as the Child Find coordinator to conduct Child Find coordination and location activities. These activities will include coordination with appropriate state and local organizations and agencies, as well as ensuring public awareness throughout Utah through outreach each fall about Pioneer High School special education services and procedures.

Pre-referral/Referral/Evaluation: The Pioneer High School staff will form a study team consisting of teachers, Special Education Coordinator, Principal, and Pioneer High School specialists to handle all pre-referrals, which may be made by teachers, parents, or others. Study team procedures will be reviewed with USOE. The study team will determine if the student's needs can be met through curriculum modifications and interventions or if a formal referral for special education evaluation is warranted. If the former, the teacher then implements and documents suggested modifications, lesson adaptations, and alternative instructional strategies, as well as the student's level of success with each.

If the study team suspects that a student requires special educational services, the following procedures are implemented:

- The Pioneer High School teacher consults with the Principal and Special Education Coordinator to complete an official special education referral. The parent is notified of this referral.
- Parental consent for the student evaluation is obtained and the appropriate evaluations are arranged. Parents are sent a copy of *Procedural Safeguards*.
- The initial evaluation is conducted within 45 school days of receiving parental consent for the evaluation; and will consist of procedures to determine if the student is a student with a disability; and the educational needs of the student. Either the parent or the Pioneer High School staff may initiate the request for an initial evaluation.
- Parent is invited to the interdisciplinary study team meeting to review the assessment results.

IEP Development: If, as a result of evaluation, the study team determines that the student has a disability, the Utah Special Education Rules will be followed to develop an IEP. An IEP meeting is scheduled within 30 calendar days and the parents are invited to attend. IEP goals are formulated with parental consent.

The IEP team membership will include:

1. The parents of the student;
2. Not less than one regular education teacher of the student (if the student is, or may be, participating in the regular education environment);
3. Not less than one special education teacher of the student, or where appropriate, not less than one special education provider of the student;
4. A representative of Pioneer High School who:
 - a. Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
 - b. Is knowledgeable about the general education curriculum; and

- c. Is knowledgeable about the availability of resources of Pioneer High School.
5. An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in this section;
6. At the discretion of the parent or the school, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate; and
7. Whenever appropriate, the student with a disability.
8. The determination of knowledge or special expertise of any individual described in #6 above must be made by the party (parents or school) who invited the individual to be a member of the IEP team.
9. If a purpose of the IEP team meeting is consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, the school must invite the student with a disability to attend the student's IEP meeting. If the student does not attend the IEP meeting, the school must take other steps to ensure that the student's preferences and interests are considered.
10. To the extent appropriate, with the consent of the parents or a student who has reached age 18 or older, the school must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

The IEP is then implemented as described above.

Pioneer High School is well-positioned to add staff and contractors as needed to conduct evaluations and provide services to additional students with special learning needs. The support of the Pioneer High School Special Education department can help to fill short-term staffing gaps and will follow all federal and state requirements. Quickly identifying and vetting qualified evaluation and related service contractors near where students live is a core competency of the school and Pioneer High School as a whole.

The Pioneer High School will meet all local minimum Americans with Disabilities Act (ADA) standards include building access and handicapped-accessible restrooms. In addition, the teaching center will include at least one conference room with doors for use in IEP conferences and other special education related activities by the Pioneer High School staff.

Pioneer High School will follow all Utah Special Education Rules regarding confidentiality (§300.610) to ensure the protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the USOE and Pioneer High School pursuant to Part B of the IDEA including but not limited to:

- Notice to parents. (§300.612)
The USOE and Pioneer High School must give notice that is adequate to fully inform parents, including:
 - (1) A description of the extent that the notice is given in the native languages of the various population groups in the State;
 - (2) A description of the students on whom personally identifiable information is maintained, the types of information sought, the methods the USOE intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;

(3) A summary of the policies and procedures that school must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; and

(4) A description of all of the rights of parents and students regarding this information, including the rights under FERPA.

- Access rights. (§300.613)

Pioneer High School will permit parents to inspect and review any education records relating to their students that are collected, maintained, or used by the school. The school must comply with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing, or resolution session, and in no case more than forty-five (45) calendar days after the request has been made.

- Record of access. (§300.614)

Pioneer High School must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the school), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

- Consent. (§300.622)

a. Except as to disclosures addressed in referral to and action by law enforcement and judicial authorities, for which parental consent is not required by 34 CFR 99, parental consent must be obtained before personally identifiable information is:

(1) Disclosed to anyone other than officials of participating agencies collecting or using the information under Part B of the IDEA, or

(2) Used for any purpose other than meeting a requirement of Part B of the IDEA.

b. Pioneer High School may not release information from education records to participating agencies without parental consent unless authorized to do so by 34 CFR 99.31 and 99.34 (FERPA):

(1) Regulation 34 CFR 99.31 allows an LEA to disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the student age 18 or older, if the disclosure is:

(a) To other school officials, including teachers within the LEA who have been determined by the LEA to have legitimate educational interests.

(b) To officials of another school or school site in which the student seeks or intends to enroll, subject to the requirements set forth in 34 CFR 99.34 below.

(2) Regulation 34 CFR 99.34 requires that an LEA transferring the education records of a student pursuant to 34 CFR 99.34 above shall make a reasonable attempt to notify the parent of the student or the student age 18 or older of the transfer of records at the last known address of the parent or student age 18 or older, except that the LEA does not have to provide any further notice of the transfer of records when:

(a) The transfer is initiated by the parent or student age 18 or older at the sending LEA.

(b) The LEA includes in its annual notice of procedural safeguards, that it is the policy of the LEA to forward education records on request to a school in which a student seeks or intends to enroll.

c. An LEA receiving personally identifiable information from another educational agency or institution may make further disclosure of the information on behalf of the LEA without the prior written consent of the parent or student age 18 or older if the conditions of 34 CFR 99.31 and 99.34 noted above are met, and if the educational agency informs the party to whom disclosure is made of these requirements.

d. If the parents refuse consent for the release of personally identifiable information to a third party, then that party may proceed with statutory procedures in an effort to obtain the desired information.

Note: As authorized in 34 CFR 99.31 (FERPA), Utah LEAs include in the annual procedural safeguards notice that it is their policy to forward educational records of a student with disabilities without parental consent or notice to officials of another school or school district in which a student seeks or intends to enroll.

- Safeguards. (§300.623)

a. Each LEA must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

b. One official at each LEA must assume responsibility for ensuring the confidentiality of any personally identifiable information.

c. All persons collecting or using personally identifiable information must receive training or instruction regarding the State's policies and procedures in this section and 34 CFR 99.

d. Each LEA must maintain, for public inspection, a current listing of the names and positions of those employees within the LEA who may have access to personally identifiable information on students with disabilities.

- Destruction of information. (§300.624)

a. The LEA must inform parents or student age 18 or older when personally identifiable information collected, maintained, or used under Part B of the IDEA is no longer needed to provide educational services to the student.

b. The information no longer needed must be destroyed at the request of the parents or student age 18 or older. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

c. Each student's records may be considered —no longer needed to provide educational services—and may be destroyed three (3) years after the student graduates or three (3) years after the student turns 22.

- U.S. Department of Education use of personally identifiable information. (§300.627)

If the U.S. Department of Education or its authorized representatives collect any personally identifiable information regarding students with disabilities that is not subject to the Privacy Act of 1974, 5 USC 552a, the Secretary applies the applicable Federal statute, and the regulations implementing those provisions in 34 CFR 5b.

15) School Closure Plan

Consistent with Utah Code 53A-1a-510.5, Charter School Closure, Pioneer High School is committed to the following school closure plan as required.

Upon notice from the school's authorizer regarding necessity of closure, or in the event a public charter school desires to close or become a private school, the school will provide notification of the decision in writing from the school's governing board to the State Charter School Board, the State Board of Education, parents of students enrolled at the school, school founders, creditors, and the school district in which the school is located, as well as other charter schools within that district.

The notification shall include the following information:

- (1) proposed date of school closure;
- (2) plan to help students identify and transition to a Pioneer High School;
- (3) contact information for the school during transition (contact person or people, emails and telephone numbers); and
- (4) schedule of closure events.

Pioneer High School will follow Utah Code with regards to the appointment of a custodian for the protection of student files, school business records, and other pertinent files and records. Additionally, individuals with knowledge of educational support, finances, and law will be included to facilitate a smooth transition to closure. These items will be maintained at a base of operations or office throughout the closure process and available during hours of operation. Appropriate insurance and State Risk management coverage will be maintained throughout the transition period as well as for a time following closure as directed by the State Charter School Board.

Along with these activities, the school will complete a thorough financial audit, inventory all assets, and develop a list of all creditors, identifying secured creditors along with identifying assets that are security interests. In and through all these activities, it is the school's primary duty to protect all assets against theft, misappropriation, and deterioration. Any and all assets held subject to written conditions or limitations in accordance with Utah Code 53A-1a-517 shall be disposed of in accordance with those conditions or limitations. Further, all liabilities and obligations shall be paid and discharged or adequate provisions made to discharge liabilities and obligations as allowed by school assets. Remaining assets not encumbered by use to discharge liabilities and obligations shall be returned to the State Charter School Board. The Board may liquidate assets at fair market value or assign the assets to another public school. All leases, service agreements, and other contractual obligations that are unnecessary in the transition will be terminated upon notice of closure.

The school will submit all required documentation per the original charter agreement which verify compliance with the closure order as well as satisfaction of financial issues. Upon closure and dissolution, the State Charter School Board will conduct a final audit.

With regards to the transition of students to other schools, in the event the closure takes following a school year, Pioneer High School will hold informational meetings for parents and students assisting with enrollment in a another high school Appropriate district personnel and interested charter schools will also be involved in these meeting so as to provide the most support to students and families throughout the transition. Every effort will be made to avoid closure during a school year. However, in the event closure takes place mid-year, these efforts will be brought on site as soon as closure becomes imminent. A primary concern will be to address the disruptive nature of sudden closure for students. Regardless of time frame, school personnel or designees will follow up once transfers are completed to make sure needs are being met and that the transition was as successful as possible.

As seen in the budget, Pioneer High School will manage the fiscal integrity of operations by having in reserve 3% of the annual budget along with three months of fixed costs. This effort is a minimum standard to which the school is committed to as a matter of fiscal and governance best practice. Preferably, the school's reserve will be closer to 5% of the annual budget and six months of fixed costs as soon as that is advisable. Working from such figures would ensure that the school might avoid mid-year closure and the associated negative repercussions of such actions.

According to Utah Code 53A-1a-517, a charter school may receive, hold, manage, and use any device, bequest, grant, endowment, gift, or donation of any asset made to the school for any of the purposes of this part unless a donor or grantor provides otherwise in writing. This identifies all such items as assets of the charter school. All items purchased with charter school funds are to be included in the school's assets, though it may not dispose of its assets without providing for a uniform dissolution plan should the need to close the school occurs, in accordance with Utah Code 53A-1a-510.5.

The school will maintain an accurate record of student enrollment throughout the closure process and for whatever time is specified by the State Charter School Board. This information will be kept electronically, as well as in hard copy format in a secured location as determined at the time closure is deemed the only viable option for the school.

In compliance with all fiscal practices, Pioneer High School will keep an accurate account of the school's financial status during and after closure activities (for the period set forth by the State Charter School Board). This fiscal oversight will be provided by the trustee (not a founder or a current member of the school's board but preferably an attorney with experience in business dissolutions) who will officially dissolve the board under state law. The trustee will likewise assure oversight of the school's dissolution process and have primary responsibility for archived records. This same trustee will be appointed along with key personnel to ensure each student has complete student records (e.g., academic, health, special education, discipline, etc.) transferred to his/her transferring High School. Likewise, this trustee will ensure employment records are updated and archived, satisfy the school's liabilities and distribute assets in a fair and transparent manner, and properly liquidate goods acquired through federal and state grants. The trustee of the charter school to be closed will conduct a final financial audit, maintain copies on file and submit required end-of-year reports.

16) Admission and Dismissal Procedures

Admission Procedures

Pioneer High School seeks students whose talent and commitment to excellence promise future achievement in their chosen program of study, but will accept any interested and eligible Utah student. To be considered for admission to Pioneer High School prospective applicants must submit an application for admission during the open enrollment period, be eligible as defined in Utah Code 53A-1a-506, and submit a complete registration packet by the deadline if selected in the lottery.

To gain admission to Pioneer High School for their children, parents first complete a simple registration form online or on paper that collects their name, email address (if registering online), address, phone number, and student names. They also confirm that they meet the basic eligibility requirements for Pioneer High School (e.g., state residency and legal school age, as noted on the school's web site and through a link on the enrollment page) and they have read and understood the program of study requirements.

If student demand requires Pioneer High School to implement a lottery, the lottery will provide for a random selection process by which all applicants who have completed the application process by a specified, publicly announced deadline are given an equal chance of being admitted to the charter school, with the exception that the school shall give enrollment preference to (1) students who were enrolled in the school in the prior year (once enrolled, students will not be required to reapply, but will need to provide notification that they intend to return to the school for the next grade); (2) siblings of students presently enrolled in the school; and (3) children of Founding Board members and staff totaling less than 1 percent of the schools overall population

The lottery will be held in a public forum on a specified, publicly announced date and time with at least one school administrative staff member, one Governing Board member, and one outside observer in attendance. The lottery will be facilitated by a randomizing system at the lottery session. A waiting list will be formed of students who were not selected through the lottery; based on their completion of all enrollment paperwork, these students will be enrolled into the school in lottery order as slots open.

Once a family has registered their student, additional information must be collected in order to place the student into his/her classes.

Pioneer High School's admissions procedures comply with IDEA 2004 and Civil Rights protections. Pioneer High School will comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act and agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State. The school will not discriminate against pupils on the basis of race, color, religion, national origin, familial status, sexual orientation, and disability in its education programs or activities, including its admissions policies and procedures. However, the school's enrollment/admissions process will include rigorous screening for verification of Utah residency (address

check, etc.). All students who enroll in Pioneer High School will be full-time public school students. Pioneer High School will actively recruit families that represent the full cultural, demographic and socioeconomic range of the Alpine School District. See Section 5, Market Analysis for a complete description of the Pioneer High School plan to inform families about its services and provide them an equal opportunity to enroll.

All students enrolled in Pioneer High School are expected to conduct themselves in accordance with the rules for the school, and parents are expected to cooperate with the school staff in helping students to maintain this conduct. Students are also guaranteed due process of law as required by the 14th Amendment to the Constitution.

The school will comply with the requirements of the *Rehabilitation Act* of 1973, the *Individuals with Disabilities in Education Act* (IDEA), or the *American with Disabilities Act* (ADA) and will also follow all Utah Special Education Rules Discipline Procedures (§300.530).

Dismissal Procedures

There are three levels of disciplinary measures utilized by the school: 1) Warning, 2) Suspension, and 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur.

1. Warning

Students that receive warnings from the school will have a conference with their parent/guardian(s) and the school administrator(s), and the incident will be documented in writing. The student will not have a disruption in schooling and will not be removed from virtual courses. Warnings are issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories listed below.

2. Suspension

When a student is suspended, he or she is temporarily removed from courses or a school sponsored program or activity. The length of a suspension is determined by the school Principal (up to 10 days at a time). A suspension will be documented in writing and will become part of a student's permanent record.

During a period of suspension as defined by the school Principal, a student's access to WebMail, message boards, and online clubs/activities may be revoked. The student should continue with his or her schoolwork during a suspension.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- *Cheating on tests or daily work:* A student who knowingly participates in copying, using another's work, and representing it as his or her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.

- *Plagiarism*: A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.
- *Habitual Truancy*: Unexcused absences by a student who is under the age of 18 who is absent from school due to avoidable absences, parental neglect, unapproved family vacations, etc.
- *Abusive conduct*: A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- *Bullying*: A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him or her.
- *Harassment*: A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- *Vandalism*: A Student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agency(ies).
- *Theft and robbery*: A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances the school reserves the right to contact the proper law enforcement agency.
- *Sexual harassment*: A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
- *Violation of acceptable use policy*: Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as parents.
- *Repeated violation of any disciplinary issues*: Included in this category could be when inappropriate items are included in drop boxes after previous incidents or previous excuses of accidents.

3. Expulsion

When a student is expelled, he or she is separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented in writing and will become part of a student's permanent record. Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia. Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws, including Utah Special Education Rules Discipline Procedures (§300.530).

IDEA Disciplinary Procedures

School staff may order the removal of a child from school for disciplinary reasons to the extent the removal is applied to non-disabled children, as long as the removals do not constitute a change of placement. A change in placement occurs if the child is removed from school for disciplinary reasons for more than 10 consecutive school days or if the child is subjected to a series of removals that constitute a pattern of removal.

If a child has been removed from their current placement for more than 10 days during a school year, the school staff will provide services to the child to the extent necessary for the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals in their IEP.

School staff may order a change of placement to an appropriate alternative setting for not more than 45 days to the extent removal for disciplinary reasons is applied to non-disabled children if your child carries a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance; or causes serious bodily injury to another person while at school or a school function. The interim alternative setting must enable the child to continue to progress in the general curriculum and to continue to receive those services and modifications that will enable the child to progress on the goals set out in their IEP.

If the school staff is considering a disciplinary action that involves changing a child's placement, the parent will be notified of that decision and a review will be conducted to determine the relationship between the child's disability and the behavior subject to the disciplinary action. If the result of this review is that the behavior was not a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner in which they would be applied to children without disabilities; however, Pioneer High School must provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in their IEP.

After changing a child's placement for disciplinary reasons, school staff will conduct a functional behavioral assessment and convene the IEP team to develop a behavioral intervention plan; or if a behavior plan was in place it must be reviewed and modified as necessary by the IEP team.

To ensure compliance with state and federal law, Pioneer High School will provide the following *Due Process* protections for each type of disciplinary action:

- *Suspension (no more than 10 days)*: An informal hearing will be convened with the student, parent, school Principal and other staff members as appropriate. At this hearing, the student will be provided all due process as required by law. The school Principal will inform the student and parent of the charges. If the student does not admit to the charges, he or she will be provided an explanation of the evidence. The student will be provided with an opportunity to present his or her version of the occurrence. If the school Principal

determines that the occurrence justifies suspension, written notice will be sent to the student and parent.

- *Suspension of an additional 10 days, or an Expulsion:* Prior to a student progressing to the point where a formal hearing takes place, the Principal will request a meeting with a Pioneer High School discipline committee to review the situation and circumstances that led to issues at this level. The student and parents may also be included in this process as deemed appropriate by the committee and Principal. If this intervention does not resolve the issue or if it is the recommendation of this committee to move forward, the school Principal will initiate the next step in the process.
- *Formal Hearing:* A student and/or parent/guardian may request a formal hearing with the Governing Board regarding expulsion and following the requirements of Utah state law 53A-11-904. The decision of the Governing Board will be considered final.

17) Procedures to Review Complaints

The school is committed to ensuring parent satisfaction, and takes its responsibilities for the provision of educational services to the student very seriously. These school responsibilities are set out in the School Handbook and include such things as: contacting the family regularly, delivering educational materials and equipment, and providing accessible support. The school will also ensure the family and student are aware of their rights and adhere to their responsibilities stated in the School Handbook, and when necessary, will discipline a student, or take legal action against the family for a breach of the agreement or a school policy.

Parent Remedies: If a parent has concerns with the school's actions, he or she has the following remedies available (depending on the severity of the issue):

- **Minor Issues/First Complaint:** For a first complaint, parents may contact Pioneer High School.
- **Major Issues:** For major issues and to address lack of resolution of the issue at lower level, a detailed grievance procedure has been set forth below. All grievance proceedings will be conducted in a manner that protects the confidentiality of the parties and the facts and follows all federal and state law, including Utah State Special Education Rules on appeals by a parent or LEA. (§300.532). If a hearing is required for grievance proceedings, the parties will be provided with all due process procedures as required by law. Where a parent feels that there has been discrimination on the basis of sex or on the basis of Section 504 of the Rehabilitation Act of 1973 that prohibits discrimination on the basis of disability, allegations of sexual abuse or any other misconduct on the part of the school or its employees, then the parent must activate the grievance procedures set out below and can directly report the complaint to the Director of Schools (Step 4) who is the person designated for the overall implementation of the requirements of Title IX and Section 504. If charges are brought against a student for a breach of the PLCA, which could result in a suspension of an additional ten (10) days or an expulsion, the due process procedures in the Discipline section of the handbook are to be followed, which will follow all federal and state laws.
- **Grievance Process**
 1. A parent with the grievance must, in writing, report the dissatisfaction, and submit it to the student's teacher (or other appropriate Pioneer High School staff member, as necessary). All parties involved must be appropriately defined, and the problem must be clearly outlined.
 2. The recipient of the grievance (generally the teacher) must review the issue with his or her supervisor (generally the Principal) and respond to the parent within three (3) school days.
 3. If the original recipient did not resolve the grievance, the parent should request a meeting with the recipient's supervisor. The supervisor should investigate the matter, and schedule a meeting with the parent, the student, if necessary, and any other staff member (if necessary), within five (5) school days.
 4. If either party does not resolve this grievance, the parent should then request a meeting with an administrator. The administrator will investigate the matter, and schedule a meeting within five (5) school days.

5. If a resolution was not reached at the above three (3) meetings, the parent may request a meeting with the Principal, who will investigate the matter, and arrange a meeting within five (5) school days. If the school has not been able to address the parent's concern through the grievance process set out above, or if there has not been a prompt and equitable resolution of a complaint prohibited by Title IX and Section 504, the parent can contact the parent member on the school's Governing Board for further recourse. The parent can also contact the USOE. Current contact information for school board members will be listed on the Pioneer High School's web page.

Pioneer High School follows both federal and state law and requirements for due process. The parent of a student with a disability who disagrees with any decision regarding placement, or the manifestation determination, or who has been informed that Pioneer High School believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may appeal the decision by requesting a hearing. The hearing is requested by filing a due process hearing complaint.

In addition, whenever a hearing is requested, the parents or the school involved in the dispute must have an opportunity for an impartial due process hearing. Utah Special Education Rules will be followed. All students have the opportunity to timely resolutions to issues and due process hearings. In addition to Pioneer High School's timeline, the school will follow all Utah state laws and rules.

State Complaint Procedures: Pioneer High School is committed to fully complying with all requirements of the IDEA; however, if a parent believes Pioneer High School has violated a requirement of the IDEA, the parent has the right to file a written complaint. The parent informs the Pioneer High School Principal of their complaint, the Principal will investigate, or appoint someone to investigate the complaints, and issue a written decision of findings to the parent within 30 days.

If the parent disagrees with the Pioneer High School findings, they have the right to appeal to the USOE State and Federal Compliance Officer, who will investigate and issue a final decision in writing.

18) Opportunities for Parental Involvement

Pioneer High School believes parental support and involvement is crucial for its success. As such, Pioneer High School has two elected parent positions on the Governing Board. Parent elections for open parent positions will be held in October of each school year. All parents with students currently attending the school are eligible for election consistent with the Governing Board's by-laws (See section 10).

Additionally, Pioneer High School desires to have parents partner with its teachers to provide unique and meaningful learning opportunities for students. Through professional development with teachers, teaching them how to better communicate and work with parents in their classroom, Pioneer High School will create and identify additional specific opportunities for parents.

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

- Providing teacher support during class time or at home with special projects, enrichment activities, clerical duties and other opportunities that arise in individual classrooms
- Contribute as a special guest with information that enriches the curriculum being studied
- Volunteer in the library
- Support fundraising projects
- Strategic planning team

Opportunities for parental involvement will be advertised on the school website, through e-mail requests, and/or through direct notice from teachers. Additionally, parents will have the opportunity to join subcommittees at the beginning of each school year. Communication of opportunities specifically related to a subcommittee will be communicated through the subcommittee Chair by phone call, e-mail, or other written request

19) Educator Qualifications

Teachers: To be hired at Pioneer High School, teachers will be expected to possess:

- appropriate Utah teaching license and endorsement(s);
- certification that they are highly qualified for the assigned grades/subject matter according to R277-510;
- skills in teaching a standards-based curriculum and incorporating innovative approaches to instruction;
- good communication skills;
- technology literacy; and
- passion for performing arts.

All Pioneer High School teachers will be Utah certified and highly qualified according to NCLB standards. All administrators will be appropriately certified. At least one teacher on staff will have certification in special education in one or more of the areas of disability for students needing special education, and as the school enrollment grows, dedicated Special Education teachers with certifications in identified areas of disability will be added to work under the direction of the Special Education Coordinator (see below). Ideally, one teacher will also have certification as an English Language Learner (ELL) teacher, though this number may vary depending on the enrollment of students with ELL needs.

English Language Coordinator: Pioneer High School's English Language Coordinator will be an appropriately credentialed educator with 5 or more years of experience in modifying curriculum and instruction for students with a variety of language needs.

Special Education Coordinator: Pioneer High School's Special Education Coordinator will be an appropriately credentialed special educator with 5 or more years of experience in modifying curriculum and instruction for students with a variety of special needs. The Special Education Coordinator will be certified in one or more of the areas of disability for students needing special education, and any Special Education teachers hired to work under the Special Education Coordinator's supervision will have complementary certifications such that all disability areas will have at least one certified teacher represented on staff.

Requirements / Responsibilities

- Excellent communication skills, both oral and written.
- Knowledge of federal and state laws, regulations and rules, including IDEA 2004 and Utah Special Education Rules is required.
- The Special Education Coordinator will be certified in one or more of the areas of disability for students needing special education, and any Special Education teachers hired to work under the Special Education Coordinator's supervision will have complementary certifications such that all disability areas will have at least one certified teacher represented on staff.
- Customer focused approach.
- High degree of flexibility.
- Demonstrated ability to work well in fast paced environment.

- Technologically proficient (especially with Microsoft Office products).
- Team player track record.
- Occasional travel.
- Assist with locating service providers for students needing related services as mandated by their IEPs.
- Assist Business Administrator with negotiating and executing contracts with service providers for students requiring such services.
- Other duties as assigned.

Special Education Teacher: Responsible for the successful completion of the following tasks:

Requirements / Responsibilities

- Excellent communication skills, both oral and written.
- Knowledge of federal and state laws, regulations and rules, including IDEA 2004 and Utah Special Education Rules is required.
- Utah license with appropriate endorsement(s)
- Customer focused approach.
- High degree of flexibility.
- Demonstrated ability to work well in fast paced environment.
- Technologically proficient (especially with Microsoft Office products).
- Team player track record.
- Develop, write, and help implement IEPs.
- Communicate regularly with parents of students with special needs to insure that their IEP goals are being met, and that their needs are addressed in a timely fashion.
- Consult with teachers and coordinate the implementation of specially designed instruction as defined in the IEP regarding students with specific needs and potential learning issues.
- As needed, provide direct services to students including services delivered through web conferencing software.
- As needed, schedule, organize and conduct IEP related meetings.
- Participate in the school's support team; help teachers develop and implement program modifications and strategies.
- Assist, as needed, with the organization and proper implementation of all paperwork, documentation and procedures for the IEP process.
- Maintain accurate and up-to-date data in the schools' Learning Management System and special education software.
- Assist with administering state testing and coordinate the special adaptations that are required based on the IEP.
- Other duties as assigned.

Pioneer High School may hire paraprofessionals who will possess all of the required qualifications including: holding a secondary school diploma or recognized equivalent, or completion of at least two years (48 semester hours) at an accredited higher education institution, or holds an associates (or higher) degree from an accredited higher education institution, or has

satisfied a rigorous state assessment about the individual's knowledge of State CORE areas, and completes a criminal background check.

Pioneer High School will ensure that all volunteers having significant unsupervised time with students receive criminal background checks in accordance with all state laws, regulations and rules.

20) Administrative Services

Pioneer High School intends to contract with multiple educational service providers for virtual curriculum, as well as professionals to assist with technology, employment issues, and other services needed by the school. The school will follow its adopted Purchasing Policies & Procedures (See section 9). Additionally, Pioneer High School will hire employees to provide the following administrative services:

- *Instructional leadership:* The school's instructional leader is the Principal, who serves all school stakeholders and is selected by the Governing Board.
- *Curriculum consulting:* Staff access to curriculum and teaching specialists who assist teachers with their mastery of subjects, as well as problem-solving and resource identification for individual students.
- *Supervision and improvement of instruction:* Instruction at Pioneer High School is improved through a professional development program.
- *Interpretation of student and school progress and performance:* Pioneer High School intends to use an analytical tool for interpreting student and staff performance data. Present research on appropriate analytical tools is being conducted by the Board.
- *Community relations:* While the entire school staff is responsible for community relations, parent volunteers will focus on this function with guidance from the Principal.
- *Counseling:* The school guidance counselor is a school-employed staff position responsible for SEOP's and student guidance.
- *Discipline:* The discipline policy described above is administered and enforced by school staff.
- *Student placement:* The teachers work with students and their families to properly place students in the curriculum.
- *Operation and maintenance of school plant:* The school operations manager is a school-employed staff position responsible for the operation and maintenance of the facility.
- *Management of school equipment and supplies:* The school office staff will arrange for adequate school equipment and supplies.
- *Preparation and completion of federal and state reports:* The Business Administrator and finance staff will prepare any necessary reports, which will be reviewed by the Principal and Board before submission.
- *Assistance and support to teachers:* The Principal will provide day-to-day supervision of the teachers.

Pioneer High School has budgeted carefully for all administrative services. The presented budget is a result of that careful planning (See section 8).

The following administrators will provide instructional, operational, and student support leadership at Pioneer High School.

Principal: Pioneer High School's instructional leader will be the Principal, who serves all school stakeholders and is selected by the Governing Board. While this person has not yet been selected, the qualifications for the position are as follows.

Requirements

- Minimum of 5 years teaching experience, with preference given for administrative or management experience
- Utah education license with administrative endorsement preferred
- Working knowledge of IDEA 2004 and Utah Special Education Rules
- Advanced degree preferred
- Excellent communication skills
- Customer focused approach
- Flexibility
- Demonstrated ability to work well in fast paced environment
- Team player
- Technologically proficient (especially with Microsoft Office products)
- Must be able to build consensus and inspire teachers to teach, students to learn and parents to engage in their child's learning while following the mission of the school
- Passionate about performing arts

The Pioneer High School Principal shall be offered a performance contract that includes provisions regarding the due process protections to be afforded to Principals and the procedures for termination. This performance contract will also include any performance criteria or goals negotiated between the Pioneer High School Governing Board and the Principal.

- The Principal is responsible for the overall day-to-day school operations for students, certified teachers, and staff that facilitate student instructional programs.
- Ensure that teachers exhibit and maintain a high level of professionalism, instructional support, and customer service.
- Ensure the academic success of individual students by utilizing all levels of academic support available and by maintaining a high level of communication with parents to deliver program information and address individual student needs.
- Hold regular faculty and support team meetings to continuously address the needs and staff and students.
- Meet regularly with the Governing Board.
- Provide the Pioneer High School Governing Board with regular written and verbal reports and updates, as well as maintaining high-level communication with other appropriate staff.
- Assist teaching staff with implementing any program changes and/or new software application introductions.
- Exhibit high quality communication with all Pioneer High School staff, students, and families.
- Be available to handle all perceived emergencies.
- Oversee the contracting and/or delivery of special education services to ensure that the school is in compliance with state and federal laws, and be available to attend all special education IEP meetings.
- Oversee the implementation and coordination of the mandated state standardized testing process, and ensure high student participation rates.

- Provide specified assistance to families in need of additional support to prevent unnecessary absences and encourage a high level of participation.
- Participate in student recruitment efforts including in-state trips, presentations, Q& A sessions and responding to the press.
- Communicate with parent Community Coordinators (if available) to suggest social activities and relevant field trips for students. Ensure that monthly field trips take place in each designated region.
- Devise and implement virtual methods of creating and maintaining a —school community.
- Recruit, supervise and evaluate all school staff as required by the state and the Governing Board
- Supervise remote teachers as appropriate and necessary
- Handle any student problems escalated by parents and teachers
- Other duties as assigned

Assistant Principal / Activities Director: As Pioneer High School grows it will add one or more Assistant Principal positions to help the Principal in carrying out administrative duties. Candidates for this position may be recruited from within the school staff.

Requirements

- Minimum of 5 years of relevant work experience
- Some operational or logistics experience and/or administrative or management experience
- Relevant advanced degree is preferred, MBA is a plus
- Education experience a plus
- Excellent communication skills, both oral and written
- Demonstrated ability to work well in a fast paced environment
- Technologically proficient (especially with Microsoft Office products)
- Experience in managing people a plus

Assistant Principal will work collaboratively with the Principal. The Assistant Principal will manage all of the virtual course operations. It is also anticipated that this individual will manage a range of special projects. Other key responsibilities include the following:

- Manage the implementation of Pioneer High School virtual courses.
- Oversee student accounting functions including attendance maintenance and tracking and assisting with fee collection.
- Manage receipt, storage and maintenance of local student records.
- Manage student information system.
- Act as the human resources liaison for school staff in the areas of benefits, leave tracking and the maintenance of local files.
- Act as the technology liaison for teachers and administrative staff.
- Provide state testing support including logistics for scheduling and tracking participation.
- Support contracting for supplemental student services.

- Provide Governing Board with support including posting of Agendas, Board communication, meeting materials, and providing specialized reports or information as needed under the direction of the Principal.
- Assist with student outreach.
- Stay current on the state's policies, procedures and legislation.
- Be available to handle all emergencies.
- Other duties as assigned.

Business Administrator: Pioneer High School will hire a Business Administrator as part of the school's administrative team to carry out financial duties.

Requirements

- Minimum of 5 years of relevant work experience, including charter school or site-based school accounting – Utah-specific experience a plus
- Some operational or logistics experience and/or administrative or management experience
- Relevant advanced degree is preferred, CPA or MBA is a plus
- Experience working under direction of a Governing Board, including interaction with a volunteer Board Treasurer
- Excellent communication skills, both oral and written
- Demonstrated ability work effectively with state regulators and independent auditors
- Technologically proficient (especially with financial software and Microsoft Office products)
- Experience in managing people a plus

Business Administrator will work collaboratively with the Principal. The Business Administrator will manage all of the school's finances and state and federal reporting requirements. It is also anticipated that this individual will manage a range of special projects. Other key responsibilities include the following:

- To advise the Governing Board on issues of state funding, grant and other revenues, and costs of operation.
- To develop each prospective school year's budget under the direction of the Governing Board and Board Treasurer
- Track all actual school revenues and expenditures and reforecast the budget on an ongoing basis.
- Provide and explain the updated budget as part of a Financial Report to the Governing Board at its monthly meeting.
- Ensure that the Board Treasurer reviews and approves all expenditures.
- Oversees fulfillment of contracted payroll and other back-office accounting services.
- Work with the Principal and Assistant Principal to ensure correct oversight of student accounting functions including attendance maintenance and tracking and assisting with payment collection.

- Oversee development of all financial reports and other relevant reports for Governing Board approval for submission to the USOE.
- Work with the Governing Board's selected Independent Auditor to ensure an effective annual audit of the school's finances.
- Monitor and track all school-based assets.
- Monitor regulatory compliance and support preparation for audits.
- Provide Governing Board with support including creating monthly budget report and providing specialized reports or information as needed under the direction of the Principal.
- Attend USOE School Finance & Statistics training regarding Minimum School Program and financial reporting requirements prior to beginning work for the charter school.
- All other duties as assigned.

Guidance Counselor: At Pioneer High School, the Guidance Counselor(s) will serve grades 9-12. The number of counselors is determined by the student enrollment, meeting or exceeding the required 1:350 ration found in Board rule.

Requirements

- Masters Degree in School or Guidance Counseling.
- Utah educator license with appropriate counselor endorsement.
- Minimum 3 years of counseling experience, secondary school setting preferred.
- Excellent communication skills, both oral and written.
- Customer focused approach.
- High degree of flexibility.
- Occasional travel.
- Demonstrated ability to work well in fast-paced environment.
- Team player with demonstrated leadership skills.
- Technologically proficient (especially with Microsoft Office products).

The Guidance Counselor will implement processes and procedures to maintain a high-quality school counseling program. The Guidance Counselor will provide direction to the counseling staff and will assist students and parents in understanding and meeting graduation requirements, course selection and scheduling, post-secondary school planning, and crisis intervention.

Responsibilities

- Plan and implement counseling programs for students and families related to academic and career planning and graduation.
- Oversee and maintain the SEOP of each student.
- Keep abreast of all high school graduation requirements, including special requirements of the student's selected program, and communicate this information to the Principal and Assistant Principal.
- Counsel students with issues related to dropping courses and changing schedules.

- Counsel families through the school withdrawal process, assisting with data collection regarding withdrawal.
- Supervise the review of student transcripts and the entry of credits into the online transcript system.
- Implement procedures to ensure that Pioneer High School transcripts are accurate and up-to-date.
- Supervise efforts to secure complete and accurate records for Pioneer High School students.
- Generate and authorize official transcripts for families upon request.
- Plan and implement counseling programs for students and families related to interpersonal adjustment issues.
- Implement crisis prevention and management plans for the school and provide leadership to the services team.
- Report and refer critical incidents that jeopardize student well-being as obligated by law, administrative regulations, or ethical standards.
- Work with school teams to maintain an up-to-date list of school and community resources, making them available to school teams and to families.
- Implement processes to regularly and frequently review the status of each secondary school student related to attendance, participation, and performance.
- Ensure that the counseling staff is able to assist teachers when students enroll mid-semester, making sure that teachers receive guidance on integrating the students into their coursework, and ensuring that previous grades, credits, and evaluations are handled appropriately.
- Work closely with teachers to review the content of courses, making recommendations for enhancement to the administrative team related to content and state requirements.
- Implement special programs such as Advanced Placement support, SAT, ACT, and ACCUPLACER Preparation, and college entrance preparation.
- Understand the requirements for and facilitate the administration of all high school testing, including exit exams, PSAT, SAT, ACT, and AP exams.
- Implement professional development activities for teachers and school staff members.
- Coordinate high school graduation ceremonies.
- Coordinate a team of teachers, helping to identify students who are at risk or in crisis. The Advisory Teacher will be the main point of contact for parents and students for these issues.

Administrative Assistant: Responsible for daily administrative tasks of the school such as answering phones and email, receiving visitors, assisting the principal and teachers with administrative tasks, filing and other duties as assigned.

Requirements / Responsibilities

- Proficiency with Microsoft Office tools and web-based applications is essential, experience with SIS2000+ preferred.
- Ability to multitask in a fast-paced environment.
- Good interpersonal skills and attention to detail.

- Excellent communication skills, both oral and written.
- Customer focused approach.
- High degree of flexibility.
- Demonstrated ability to work well in fast paced team environment.
- Entering data into the online student information system.
- Generating reports.
- Answering the phones.
- Scheduling appointments.
- Speak with Parents and Students.
- Assist school administrative team with a wide variety of daily responsibilities.
- Other duties as assigned.

21) Library Plan

Pioneer High School provides students with access to literature and media that enriches the educational experience. In accordance with the Northwest Accreditation Commission the following library plan has been created and will be implemented by school administration and library staff.

Due to the fact that Pioneer High School is a virtual school, we will consult with Northwest Accreditation Commission and the States Charter Board staff to determine the how library requirements can be filled through the Internet and access to virtual literature and media. Pioneer High School will provide staffing and assistance to its students to ensure that materials, via the Internet, are accessible and comprehensive. The strategic plan consists of strategies in the following goals: education and service, collections, access, staff, outreach, and environment. The timeframe for accomplishing each task is included in the action part of the plan.

Goal 1 – Education and Service: Provide user-centered services and instruction that enrich the curriculum and facilitate the research endeavors of faculty, staff and students. Prepare students for lifelong learning by promoting critical inquiry and information literacy.

STRATEGY A

Use emerging and existing technologies to advance library instruction, information literacy programs, and library services, by encouraging and supporting technology in training and research. All teachers and staff are to complete offered technology training by September 30, 2013.

STRATEGY B

Use collaboration with teaching faculty to situate the development of information literacy skills and knowledge within the disciplines and to integrate it throughout the curriculum and co-curricular activities. Teachers will collaborate to create research assignments that further the development of both information literacy and subject content knowledge. Each grade level team will submit a plan to Head of Teachers on or before October 1 each year indicating research and writing requirements for at least two research writing projects.

STRATEGY C

Provide library services in a variety of formats that facilitate use by a diverse student and faculty community. Implement the delivery of overdue notices via e-mail. Measure of progress: Integrated Library System feature configured to deliver overdue notices via e-mail in place by October 1, 2013. Survey or conduct focus groups with various user groups (faculty and staff) to determine need and interest in regard to a variety of potential services (office delivery/ pickup of print materials, reference help via IM or text messaging, workshops on information literacy topics, etc.). Measure of progress: Results from surveys or conversations with at least two user groups will be compiled and analyzed so that the Library can plan to respond to the prioritization of need. Meeting is to be held by the end of Term 4.

Goal 2 – Collections: Develop and manage a collection of resources in appropriate and effective formats which supports and strengthens the curricular, informational, research and personal pursuits of Pioneer High School’s community.

STRATEGY A

Continually strengthen our resource base for all formats (books, electronic journals, subject databases, books, DVDs, etc.). Increase the database and serials acquisitions budgets by at least 9 percent in order to make new purchases and to keep up with inflation. Measure of progress: Library selects and deselects items based on use statistics and consultation with faculty, staff and students to ensure a strong collection. By July 1 each year.

STRATEGY B

Develop policies and processes regarding the digitization and access to unique library resources. Form a committee consisting of library staff and faculty. Measure of progress: Representative committee explores best practices and develops policy for Pioneer High School’s Library. Plan is to be submitted to administration by the end of Term 4.

STRATEGY C

Develop a thorough library liaison program that will allow librarians to work more extensively with faculty members to develop and access library collections in all formats. Gather input from faculty on ideal liaison program model. Measure of progress: Most appropriate liaison program model is identified and adopted by the end of Term 4.

STRATEGY D

Maintain an up-to-date and well balanced collection. Revise and update our collection development policy to insure it reflects our acquisition, retention, and replacement needs for all formats. Measure of progress: Completely updated policy adopted and shared with stakeholders by September 1 each year.

Goal 3 – Access: Identify, employ, and fully support innovations and applications from both current and emerging approaches and technologies that will facilitate discovery and allow for simple and seamless access to the Library’s information resources and services.

STRATEGY A

Provide anytime/ anywhere access to the Library's resources as is possible and appropriate. Benchmark current electronic holdings and investigate additional resources which may be more suited to availability in electronic format. Measure of progress: Identify baseline percentage of collection in e-format. Select appropriate goal for percentage increase over the next three to five years. Plan will be submitted by the end of Term 4.

STRATEGY B

Support and develop best practices in resource sharing.

STRATEGY C

Maintain a user centered integrated library system geared toward information discovery, which meets the changing needs of our library staff and processes. Recommend a new integrated library system. Measure of progress: Selected system will be purchased from software budget allowance

and implemented by August 2013. New system will be selected based on functionality, cost efficiency, and ability to interface with partners.

Goal 4 – Staff: Build and continually develop a skilled staff equipped to meet the constantly changing needs of the Library and the Pioneer High School community.

STRATEGY A

Provide staff opportunities for training, cross training, networking and other important professional development. Send library staff to the Institute for Information Literacy's Immersion program. Measure of progress: Required reporting following professional development engagement on the "take-aways" and usefulness for the Pioneer High School Library. Training will occur within three years of school opening due to budget constraints.

STRATEGY B

Maintain staff in sufficient numbers and with appropriate work assignments in order to adapt to changing needs and opportunities. Maintain appropriate staff, which may include parent volunteers. Measure of progress: Paid staff is hired on or before August 2013 and volunteers have been recruited and properly trained by October 2013. As this is an extended day and extended year model, the library will be staffed year round from 30 minutes prior to the first class through 30 minutes following the last class.

Goal 5 – Outreach: Enhance visibility of Pioneer High School's Library services, resources and contributions.

STRATEGY A

Librarians and library staff will provide a unique perspective by serving on committees and active participation on the strategic planning team. Maintain library representation on key committees, task forces and other groups while identifying strategic opportunities to expand involvement. Measure of progress: Committee assignments complete by October 2013.

STRATEGY B

The Library will be pro-active in sharing information about our services, resources and programming. Produce and disseminate Library e-newsletter at least once a quarter to promote library services, programming, and events. Measure of progress: Newsletter is produced each quarter, no later than the end of Term 1, 3, 4, and 6. Ensure library presence at student and faculty orientations and at recruitment open houses. Measure of progress: Library staff member attends at least 80% of all orientations and open houses. Library liaisons will hold office hours. Measure of progress: schedule in place by September 2013.

STRATEGY C

Contribute to school culture by providing programming that takes advantage of the Library's facility, resources and staff talents. Curate student art shows as needed. Measure of progress: Library sponsors annual art show at Pioneer High School. Dates will be determined by school administration and library staff.

Goal 6 – Environment: Provide safe, sustainable and accessible physical and virtual environments that encourage exploration, innovation and information exchange.

STRATEGY A

Library will be large, accommodating a 100 seat computer lab, study areas, reading areas, and a separate space for a class to meet. Additionally, there will be a work space/office area for the media specialist and storage area for mobile computer labs and other equipment. Construct computer lab, seating, and reading areas. Measure of progress: Library will have documentation of total numbers of seats and will be able to calculate the percentage of group study seats, technology enhanced seats, etc. before opening August 2013.

STRATEGY B

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

22) Technology Plan

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

Technology is a powerful tool that can be used very effectively in teaching. Pioneer High School views it as a vehicle to support and extend student learning in all areas of the curriculum, and uses technology to further the instructional model of virtual academic courses. It will be integrated into the academic programs and not taught or used in isolation, as it is a means of providing active rather than passive learning. Technology will be used to assist in the writing process, conduct research, create art, etc. Teachers will use technology to enhance teaching. Helping students develop strong skills in technology is also a vital part of preparing them for future academic and professional success. The following goals and strategies will be used to acquire, maintain, teach, and utilize technology at Pioneer High School.

Goal 1-Provide adequate infrastructure and equipment

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

Strategy A: Provide adequate connectivity in the school

Action: Equip the school with fiber optic connectivity through UEN to provide the fastest internet connection possible.

Action: Provide wireless capability throughout the building

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

Action: Provide each teacher with a lap top computer which includes both a CD and DVD player

Action: Equip each classroom with an interactive white board and LCD projector, or other interactive technology

Strategy C: Have adequate computer access for students

Action: Build two desktop computer labs prior to school opening

Action: Build a third desktop computer lab prior to the beginning of the second year

Action: Have three mobile laptop labs prior to school opening

Action: Add an additional two mobile laptop labs during the second year of operation

Action: Annually add additional mobile lap top labs as funding allows

Action: Provide computers in the media center to aid in research

Strategy D: Provide students with software that will encourage and enhance performing arts

Action: Review and purchase software that enhances the arts

Goal 2-Encourage use of technology in the Pioneer High School Community

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

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

Action: Provide teachers with new and/or updated hardware and software to be used in the educational experience

Action: Provide staff with ongoing support and education

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

Action: Teach students word processing skills in the context of the writing process

Action: Use technology as a means of research or to assist in the research process

Action: Teach more advanced computer skills in the upper grades as students develop skills and learn how to publish their works

Action: Use technology in testing, especially in formative assessments

Strategy C: Use technology to gather and analyze data.

Action: Enter assessment data into programs that allow faculty and administration to track progress and find trends in student learning.

Action: Use data analysis programs to sort data in order to provide the administrative team and Governing Board with information about school needs and areas of strengths and weaknesses.

Strategy D: Use technology to increase parent education and involvement with Pioneer High School.

Action: Create a school website where families can get information about school activities, programs, and access a student portal

Action: Utilize an on-line student portal to allow families to monitor progress, view lunch account, and access classroom information

Action: Require teachers to post information about what is happening in the classroom, included, but not limited to, assignments, upcoming tests, activities, current topics of study, and handouts.

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

Pioneer High School will use the following strategies in professional development, as it relates to technology:

Action: Faculty and staff must receive training on how to effectively use technology in the classroom at Pioneer High School prior to beginning to teach.

Action: Faculty and staff will have an annual IT training prior to the beginning of each school year where updates of equipment and/or programs are taught.

Action: Teachers attend professional development with hands-on training to learn how to effectively use technology at Pioneer High School.

Action: Teachers may be asked to provide in-service during staff meeting about how they are implementing technology in creative ways that enhance the learning process for students.

Action: Faculty will set annual goals in conjunction with administrative team about how each will individually use technology effectively in teaching.

Action: IT goals will be included as part of the teacher evaluation.

Action: IT personnel will be available to answer questions and provide additional training as

needed by individual teachers.

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

Pioneer High School will use the following processes in evaluating the progress and effectiveness of technology in the school:

- Pioneer High School will create a technology review committee, composed of administration, teachers, library media specialist, parents, and possibly a Governing Board member, to evaluate progress. If it appears that Pioneer High School will not be able to accomplish the goals as stated, they will work to create a contingency plan and present strategies to the Governing Board to remediate the situation in a timely manner that will have the least impact on students and faculty. After the school is opened, the committee will be responsible for making sure technology is replaced and updated in a timely manner, including presentation to the Governing Board of any new technologies that may be beneficial to Pioneer High School, particularly in relation to its mission to develop strong writing skills.
- Under the direction of the administrative team, Pioneer High School will collect baseline data on both staff and student proficiency skills using classroom technology. This data will be used to set goals for technology instruction and implementation methods. Ongoing assessment will measure effectiveness of instruction, results of which may be used to modify the technology curriculum.
- Students will be tested on their use of technology through regular assessment to ensure they have adequate skills appropriate for their grade level. The protocol will be determined by the teachers. Additionally, teachers will monitor progress through use of assignments utilizing technology. Students not performing proficiently will be offered supplemental instruction in a manner determined by the teaching staff.
- A technology survey will be conducted annually soliciting feedback about what is and is not working for faculty, students, and families. The feedback will be used to make any adaptations or changes that enhance the use of technology at Pioneer High School.
- The administrative team will participate in the annual strategic planning meeting, and will update the IT plan. This will allow the school to address any concerns, make necessary changes, and incorporate any new technology that may be relevant to the school and its mission. As the school is a blended model, it is imperative that a full time IT staff be hired prior to the opening of school. Additional IT staff may be hired, as needed, based on survey feedback from students, parents, and staff.

	Computer Labs	Classrooms	Library or Media Center	Admin. Office	Other Locations	Planned Future Acquisitions		
						Yr 1	Yr 2	Yr 3
Computers (List by Type)								
A. Less than 4 yrs old / desktops	10		10					
B. Greater than 4 yrs	0	0	0	0	0	0	0	0
C. Laptops	10	10	0	5	0	500	500	50
D. Macs	10	0	0	0	0	0	0	0
# of above computers that are Internet capable	30	10	10	5	0	500	500	50

	Computer Labs	Classrooms	Library or Media Center	Admin. Office	Other Locations	Planned Future Acquisitions		
						Yr 1	Yr 2	Yr 3
Peripheral Devices								
A. Printers	2	0	2	2		0	0	1
B. Scanners	0	0	1	1		0	1	0
C. Assistive/Adaptive Devices	0	0	0	0		0	0	0
D. TVs capable of receiving digital signal	0	0	0	0		0	0	0
E. DVD Players	0	0	0	0		0	0	0
F. LCD Projectors	2	8	1	0		8	10	5
G. Copier / Scanner	2	0	1	1		0	0	1
H. Interactive Boards	2	8	1	0		5	5	5

	Current	Planned Future Acquisitions		
		Year 1	Year 2	Year 3
Network Equipment				
A. Hubs	0	3	0	1
B. Routers	0	3	0	1
C. Servers	0	3	0	1
D.				
Total Classrooms	0	8	25	10
Number of classrooms wired for internal connections	0	8	25	10

	Current	Planned Future Acquisitions		
		Year 1	Year 2	Year 3
Telecommunication Links				

A. Gigabit Ethernet	0	1	0	0
B. Multiple T1s or T3	0	0	0	0
C. Microwave	0	0	0	0
D. Other / fiber	0	1	0	0
Total School Buildings	0	0	1	0

23) Extra-curricular Activities

Pioneer High School plans to have limited clubs as decided by the teachers and students. Students interested in participating in sports will be allowed to participate according to Utah Code 53A-1a-519. Pioneer High School will comply with Title IX requirements in both clubs and sports. Should any clubs or sports require fees, a fee schedule will be created and approved annually by the governing board. All students, including fee waiver eligible students will have equal access to all clubs and sports offered by Pioneer High School.

24) Terms and Conditions of Employment

Pioneer High School has developed policies and procedures regarding the terms and conditions of employment. The Governing Board of Pioneer High School, strives to offer a work environment that provides opportunities for each employee to maximize his/her potential and meet the highest performance standards. Our core values include:

- Integrity; Service; Professionalism; Innovation; Excellence
- We value creativity in all aspects. We expect and support employees to be creative with their ideas, their work environment, and their approach to their jobs.
- We value the health and comfort of our employees.
- We will recognize and reward exceptional performance.
- We will be available to answer questions or take suggestions from any employee.
- We appreciate your ideas. We firmly believe the person doing a job is in the best position to think of ways of doing it more easily, efficiently, and effectively.
- We value and support education and expect everyone to undertake life-long learning.
- We expect everyone to work very hard, but we value family above all else. We will always work to make sure that we provide the flexibility and support in our work environment so that our employees can attend to family emergencies and school conferences.

Pioneer High School is guided by the following core principles aligned with both ADA and Civil Rights protections:

Equal Opportunity Policy: Pioneer High School is an equal opportunity employer. All employment decisions are made without regard to age, race, color, religion, sex, national origin, physical or mental disability, sexual orientation, marital status, veteran status, or any other basis prohibited by federal, state, or local law. This policy applies to all of the terms and conditions of employment, including, but not limited to, hiring, compensation, transfer, promotion, leaves of absence, benefits, and termination.

Accommodation of Disabilities: Pioneer High School will conform to the requirements and regulations of the Americans with Disabilities Act of 1990, as amended, the Rehabilitation Act of 1973, and all applicable state and local laws. Qualified individuals with disabilities may be entitled to a reasonable accommodation in the workplace. Employees should communicate that information in writing to the Principal. The school will attempt to work with such employees to accommodate their needs, as well as the school's work requirements. Any employee with questions regarding the application of these laws to an individual situation may discuss them confidentially with the Principal. Any information regarding a disability will be kept confidential to the extent possible.

Harassment-Free Workplace: It is the policy of Pioneer High School to provide a workplace free of harassment or intimidation based on age, race, color, religion, sex, national origin, physical or mental disability, sexual orientation, marital status, veteran status, or any other category protected by federal, state, or local law. Pioneer High School does not tolerate harassment or hostile actions in the workplace and takes prompt action to correct any such situation. Any employee who violates this policy will be subject to disciplinary action, up to and including

termination. For further details regarding the Harassment policy, see —Standards of acceptable conduct and professionalism below.

Recruitment and Hiring: The Pioneer High School Governing Board will make all hiring and compensation decisions for administrative and instructional staff; however, the Governing Board expects the recruitment and screening of employees will be performed by the Principal. Core principles guiding recruitment and hiring are as follows.

At-Will Employment: All employment is governed by the laws in the state of Utah. Employment can be terminated by either the employee or the employer at any time, for any reason, with or without notice. No representative or agent of the employer, other than the Chair of Pioneer High School Governing Board, and by written mutual agreement, can authorize or sign an employment agreement contrary to the above terms and otherwise make any binding offer of employment for a specific term. To be effective, any agreement altering the terms and provisions of this handbook must be in writing and signed the Chair of the Pioneer High School Governing Board.

Hiring of Principal: To hire a Principal the Pioneer High School Governing Board will develop a job description reflecting the job requirements, included in the previous section of this application, or it may hire an outside contractor for this duty. The job listing will then be posted to education employment websites and other sources. Applicants will be required to complete an employment application and provide a resume. The Governing Board will evaluate the applications and resumes, and conduct preliminary verification of information provided on applications and resumes of applicants who will be further considered for employment. As part of the employment application process, applicants will be required to sign release forms authorizing Pioneer High School (and its authorized agents) to conduct background investigations on the applicants. Interviews, background checks and fingerprinting follow, along with screening techniques such as initial interviews, writing assignments, etc. The Governing Board will either select one or seek additional candidates. Once a candidate is selected, an offer will be made to the candidate by a representative of the Governing Board.

Hiring of Other Staff: Once the Pioneer High School Principal is in place, the hiring decisions for instructional staff and other employees will be his/hers, subject to final approval by the Governing Board. As part of the employment application process, applicants will be required to sign release forms authorizing Pioneer High School (and its authorized agents) to conduct background investigations on the applicants. Interviews, background checks and fingerprinting follow, along with screening techniques such as practice writing assignments. The Pioneer High School Principal will make final selection of instructional staff, subject to approval by the Governing Body. Note that all Pioneer High School teachers will hold a Utah license and will be highly qualified as defined by NCLB.

Background Checks: Offers of employment are contingent upon satisfactory reference and background checks, as well as receipt of valid certification documents and fingerprint clearances as required or any other approvals as listed in the offer letter. Pioneer High School reserves the right to conduct additional background checks periodically during employment. Employment may be denied or terminated if the school believes the result of any of the background checks

performed would affect an individual's ability to do his or her job and/or the safety of the workplace or our customers. Background checks and other clearances or verifications as required by state law are conducted at the time of hire and for school-based employees, every two years thereafter. The following standard checks are conducted for all employees:

- County and/or statewide criminal checks for addresses in the previous 7 years
- Social security number verification
- Sex offender check or U.S. criminal indicator search

Additionally, the employer will perform a verification of educational credentials for school-based employees and a credit check for individuals assuming a significant degree of financial responsibility.

If it is found after employment begins that any information provided on the application was false, or that information that could be detrimental to the school or company was withheld during the interview and/or hiring process, employment may be terminated.

Termination: Pioneer High School will only terminate employees when it is in the best interest of the school's mission and educational philosophy. Employees are expected to meet the standards of work performance and conduct as outlined below. Employees who do not meet the standards and expectations may be given the opportunity to improve performance and/or conduct through the disciplinary process where appropriate, given the circumstances. The nature of the discipline used, up to and including immediate termination of employment, will depend upon the conduct of the employee and the relevant circumstances. It is not a guarantee of continued employment when an employee is placed on an improvement plan as part of the disciplinary process. Employees are expected to meet their performance expectations daily.

Termination processes and procedures:

Notice and Severance: Pioneer High School requests that employees who plan to resign notify their manager in writing at least two (2) working weeks prior to their last day. For those employees in a supervisory capacity, three (3) weeks of notice is requested. Vacation and other forms of leave are not to be used during the notice period. The purpose for advance notice is to provide for a successful transition of the employee's duties in a professional manner. Employees who are considered at risk for accessing confidential information during the notice period may have their duties adjusted during this time period or may be requested to work at home or may be excused from their work responsibilities. In this case, the employee will continue to receive their regularly scheduled pay. If notice is received with more than two (2) working weeks' notice, Pioneer High School reserves the right to limit the notice period to a maximum of two (2) working weeks (for supervisory employees, the notice period may be limited to three (3) weeks). The right to work through the end of a notice period is at the discretion of the employer. Employees who do not perform their assigned responsibilities in a professional manner may have their notice period unilaterally shortened by the employer.

Last Pay and Payment of Leave: Employees who resign or are terminated will be paid through the last day worked, including any overtime worked. Employees will be paid for unused vacation leave according to the terms of the vacation policy. An employee is considered to have

terminated employment as of the last day worked, for all pay and benefits purposes. Medical, dental, and vision benefits end on the last day of the month in which the employee has terminated employment.

Return of Property and Equipment: As provided in the property and equipment policy, employees must return any of the items in their possession no later than the last regular day of employment. Subject to state law and regulation, the value of any property and equipment issued to the employee and not returned in working condition equivalent to when it was received, normal wear and depreciation excluded, may be deducted from the final paycheck and the may be required to sign a wage deduction authorization for this purpose.

Continuation of Benefits: COBRA stands for the Consolidated Omnibus Budget Reconciliation Act. This law allows eligible employees to extend health insurance for up to eighteen (18) months (at their own expense) following termination of employment.

Exit Interviews: In instances where an employee voluntarily leaves our employ, Pioneer High School would like to discuss the reasons for leaving and any other impressions that the employee may have about our organization. If you decide to leave, the employee will be asked to grant the privilege of an exit interview. All information will be kept strictly confidential.

25) Employee Evaluation

The Pioneer High School Governing Board, in consultation with the Principal and teachers, shall adopt a staff evaluation process based on best practices across the nation. At the beginning of each school year (no later than 40 days after school starts), a member of the administrative team will work with each teacher to develop an individualized evaluation plan, containing individualized goals, with measurable objectives.

Teachers will be evaluated by a member of the administrative team using data, which allows for both detailed observation of educator practice and specific, objective assessment of student performance. Data may include student performance on required and teacher determined assessments, student and staff attendance, complaints received, as well as other data determined by the administrative team and the teacher, as appropriate. Each teacher will have one major annual evaluation as well as up to two other evaluations during the year, and will be encouraged to engage in self-reflection on their evaluation plan. The school will provide coaching and administrative intervention as needed.

In addition, the Pioneer High School Governing Board may increase responsibility and financial reward for those teachers who are successful.

Pioneer High School employees who do not meet the standards and expectations may be given the opportunity to improve performance and/or conduct through the disciplinary process where appropriate, given the circumstances. The nature of the discipline used, up to and including immediate termination of employment, will depend upon the conduct of the employee and the relevant circumstances. It is not a guarantee of continued employment when an employee is placed on an improvement plan as part of the disciplinary process. Employees are expected to meet their performance expectations daily.

Each Level 1 teacher will be assigned a trained mentor, as defined by R277-522. Level 1 teachers will collaborate with a trained mentor, pass a required pedagogical exam, complete three years of employment and evaluation, and compile a working portfolio by the end of their third year of teaching. The Principal or an Assistant Principal will offer study courses for the pedagogical exams, provide ample and regular formative assessments to improve teacher effectiveness, and arrange for professional development time for EYE teachers to compile their portfolio, including review of materials and critique regarding quality and appropriateness of selected materials. Teachers will be recommended to the State Board of Education who have been approved by Pioneer High School upon successful completion of the requirements of R277-520 to receive a Level 2 license, including documentation demonstrating completion of the enhancements.

26) Employment of Relatives

Pioneer High School has the following policy regarding employment of relatives:

Any employee or Governing Board member involved in a non-work-related personal relationship may not work in a position where one directly or indirectly supervises the performance or evaluates the performance of the other or is in a position to approve or recommend compensation for the other. Should this situation occur, then one or the other of the employees must be transferred to another position where there is no longer a supervisory relationship and the Governing Board member must recuse himself/herself from any meetings in which the performance or compensation of the employee is discussed. If a position is not available that eliminates the conflict, then one employee must resign. If no employee is willing to resign, then the employer may terminate one of the employees.

A non-work-related personal relationship is defined as a family relationship including a spouse, parent, child, brother, sister, aunt, uncle, niece, nephew, cousin, in-laws (brother, sister, father, mother, son, daughter), domestic partner, shared custodial responsibilities, or an intimate relationship, an external business relationship, or any other relationship that could create the potential for a conflict of interest in the workplace.

27) Insurance

Pioneer High School will carry all required insurances. The school has reviewed the State Risk Management Program and intends to continue to evaluate the most cost-effective and comprehensive insurance program for the school. Prior to commencing operations, the school will select the plan offering the most value (coverage/premium). Pioneer High School will ensure the insurance requirements are in place in advance of commencing operations and will obtain a certificate of insurance evidencing such coverage, and annually thereafter.

Insurances will include:

- General Liability Coverage for both bodily injury and property damage liability at \$2 million per occurrence;
- Automobile Liability Coverage for both bodily injury and property damage liability at \$2 million per occurrence including PIP coverage;
- Personal Injury / Civil Rights Coverage for claimed Constitutional violations and claimed violations of federal and state law at \$2 million per occurrence;
- Errors and Omission Coverage for, among other things, actions taken by directors and board members who govern the school at \$2 million per occurrence;
- Government Crime Policy including employee theft, faithful performance, and coverage for employee and officer bonds;
- Property Coverages - probably a standard all-risk property policy with possible endorsements for Business Interruption, Extra Expense and Tuition Fee coverage;
- Workers' Compensation Coverage at such amounts and limits as required by Utah law; and
- Treasurer's Bond.

29) Assurances

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 maintain written evidence of liability and other appropriate insurance coverages, including a description of the levels of coverage and the relationship of these coverages to local and state agency obligations.
- E. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.
- F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education or Legislature, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes.
- G. After settling any outstanding debt, all physical and other assets owned by the charter school become the property of the Utah State Board of Education upon the termination of the charter school.
- H. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.
- I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.
- J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.
- K. The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- W. A copy of the charter will be supplied to interested individuals or groups on request.
- X. The charter school will submit an appropriately amended application prior to any material change affecting the purpose, administration, organization, or operation of the school.
- Y. A secondary charter school will be accredited or in the process of seeking accreditation.
- Z. The charter school will acquire and maintain nonprofit corporate status.
- AA. The charter school will follow all state procurement rules.
- BB. The charter school will maintain accurate student transcripts.
- CC. All governing board members will attend a mandatory human resources training annually.

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

Name (type): Daniel W. Smith

Title (type): Authorized Agent

Signature: _____

Date: March 30, 2011

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 **Pioneer High School** except those allowed by law.

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

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

Proof of Insurance

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

Electronic Data Submission

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

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

Nonsectarian Statement

Pioneer High School is nonsectarian in its programs, admission policies, and employment practices and all other operations.

Special Education/Exceptional Student Services Training

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

Assessment

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

Assessment

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

Daniel W. Smith

CAO (please print)

CAO's Signature

March 30, 2011

Date

30) Utah State Retirement

Pioneer High School has reviewed in detail and plans to participate in the Utah State Retirement program.

31) Letters of Support

ⁱ NCREL *Synthesis of New Research on K-12 Online Learning*, 2005, North Central Regional Education Laboratory/Learning Point Associates. www.ncrel.org/tech/synthesis/

ⁱⁱ Online Learning for Student-centered Innovation accessed March 8, 2011 from

<http://www.deseretnews.com/article/700116326/Online-learning-for-student-centered-innovation.html>

ⁱⁱⁱ <http://www.census.gov/prod/cen2010/briefs/c2010br-01.pdf>

^{iv} Alpine School District Enrollment History and Projection found at

<http://www.alpine.k12.ut.us/publicComponents/newsletters/Enrollment%20History%20&%20Projections-2011a%20Enrollment%20History%20and%20Projection.pdf>.

^v Fall enrollment (October 2010) found at <http://www.schools.utah.gov/data/Educational-Data/Student-Enrollment-and-Membership.aspx>

^{vi} Fall Enrollment by LEA and grade (October 2010) found at

<http://www.schools.utah.gov/data/Educational-Data/Student-Enrollment-and-Membership.aspx>.