

Vanguard Academy

“Leading the Way in Innovation and Application of New Ideas”

Our mission is to empower our students to excel in college with exceptional math, science and leadership skills, inspired by music and a passion for learning.

I. Charter School Information

1. Name of proposed charter school : Vanguard Academy

2. Name of applicant: Jonie Jenkins

3. Authorized agent: Jonie Jenkins

4. Mailing address: Street, City, State, Zip: P.O. Box 910 West Jordan, UT 84096

5. Phone number 801-289-6268

6. Email address jonie91@live.com

7. District(s) where proposed charter school is located: Granite

8. District contact(s) and date complete application submitted to district(s). (NOTE: repeat this statement for each district in which the school may be located.)

Submitted to Martin Bates who works at Granite School District on April 1, 2013.

9. Form of organization (check)

Nonprofit Corporation

Tribal entity

Other

10. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add lines as necessary)

Name	Email	Type of Member (e.g., parent, business)	Position on Board (e.g., chair, secretary)
Jonie Jenkins	jonie91@live.com	Educator	President
Joy Palmer	awesome592@hotmail.com	Educator	Vice President
Grace Mitchell	Gem910910@msn.com	Financial	Treasurer
Kimly C. Mangum	kim@kcmdesign.com	Architectural, Real-Estate	Secretary
Mark Hansen	fmhlaw@comcast.net	Lawyer	Legal
Joshua Peterson	Jdp2424@gmail.com	Engineer, parent	Parent
Future Election		Future Board Member	PTSO President

11. Year school will start 2015

12. Number of instructional days 180

13. Grades served 7-12

14. Hours of instruction 990+ hours

15. Projected Enrollment (Complete growth model through the appropriate operational years):

Operational Year 1: Total: 300 Grades K-6: 0 Grades 7-8: 150 Grades 9-12: 150

Operational Year 2: Total: 375 Grades K-6: 0 Grades 7-8: 150 Grades 9-12: 225

Operational Year 3: Total: 450 Grades K-6: 0 Grades 7-8: 150 Grades 9-12: 300

Operational Year 4: Total: 450 Grades K-6: 0 Grades 7-8: 150 Grades 9-12: 300

Operational Year 5: Total: 450 Grades K-6: 0 Grades 7-8: 150 Grades 9-12: 300

Ultimate enrollment: Total: <u>450</u> Grades K-6: <u>0</u> Grades 7-8: <u>150</u> Grades 9-12: <u>300</u> Does proposed grade configuration match resident district grade configuration? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
16. Target percentage of students with an Individualized Education Plan - 20%	17. Target percentage of students identified as minority 20%
18. Target percentage of students qualifying for free or reduced lunch (i.e., economically disadvantaged) - 50%	19. Is this a conversion? <input type="checkbox"/> Yes (include required signatures and proof of local board approval in Section 19) <input checked="" type="checkbox"/> No
20. Does the charter school intend to participate in Utah Retirement System? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	21. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers. Provide details regarding the need for the waiver as Attachment I).
22. List 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 an employee, and siblings of students currently attending the charter school are eligible for preferential enrollment under both State and Federal Charter School law. The percentage of students receiving this preferential status will not exceed 10%	
Jonie Jenkins Grace Mitchell Joshua Peterson	Joy Palmer Kimly Mangum Mark Hansen

II. Assurances

The applicant charter school hereby assures and certifies to the Utah State Charter School Board and Utah State Board of Education that: Read and Check

- The charter school will make provision for such fiscal control, fund and program accounting procedures as may be necessary to assure proper disbursement and accounting for all funds, and will utilize fiscal procedures that are consistent with generally accepted standards of fiscal management.
- The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.
- 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.
- The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.
- 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.
- A copy of the charter will be supplied to interested individuals or groups on request.
- The charter school will be fully accredited no later than its third year of operation.
- The charter school will acquire and maintain nonprofit corporate status.
- The charter school will acquire and maintain all required insurances, including General Liability Coverage for both Bodily Injury and Property Damage Liability at \$2 million per occurrence; perhaps, with an annual aggregate amount; Automobile Liability Coverage for Bodily Injury and Property Damage 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. If coverage will be provided outside of State Risk Management, applicant provides a letter from the tentative insurer indicating a willingness to provide the coverage mentioned above and includes it in Section 19.
- The charter school will maintain accurate student transcripts.
- The charter school is nonsectarian in its programs, admission policies, and employment practices and all other operations.
- The charter school Principal/Director shall attend a one-day special education training class sponsored by the Utah State Office of Education prior to the first day of instruction and annually thereafter.
- The governing board will name and provide email contact information for the following individuals prior to

opening and at any time the school makes changes to these positions: Board Chair, Executive Director, Principal, Assistant Principal, Assessment Director, Special Education Director, Title IX Civil Rights Monitor Officer, Section 504 Coordinator, and Business Official.

- The charter school applicant certifies 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. The charter school applicant understands 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 Board of Education 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.

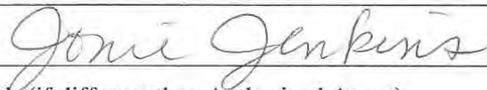
The authorized agent of the applicant charter school certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that the applicant will comply with the assurances noted above if this application is approved. Therefore, this application for charter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

III. Signatures

WE, THE UNDERSIGNED, do hereby agree to the certifications contained in *Section II. Assurances* above.

Name of Authorized Agent: Jonie Jenkins

Signature of Authorized Agent



Name of Charter School Board Chair (if different than Authorized Agent)

Signature of Charter School Board Chair (if different than Authorized Agent)

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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 *Joy Palmer* CHARTER SCHOOL.

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

Joy Palmer
Applicant's Signature

Subscribed and sworn before me this 15th day of November Year 2013.

County of Salt Lake State of Utah.

Notary Public *Brad Jenkins* My Commission Expires 2-27-16



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School Purpose & Goals

Executive Summary

Vanguard Academy's mission is to empower our students to excel in college with exceptional math, science and leadership skills, inspired by music and a passion for learning. To prepare students for success in college, our curricular program will focus heavily on Science, Technology, Engineering, and Math, essentially a STEM program of study. However, Vanguard's founders could not ignore the tremendous amount of research showing that a strong arts program, especially the musical arts, accentuates a STEM program, and the addition of the arts launched our STEM focus into a STEAM (Science, Technology, Engineering, Arts, and Math) curricular program.

The idea for Vanguard Academy began with concerned parents in a Parent Teacher Organization who had challenges finding a secondary school to fit the academic needs of their children seeking to excel in STEM fields. Vanguard Academy's founders believe that students in the traditional public schools have to fight on a rhetorical battlefield against a school culture that values athletic accomplishments over academic achievement and college preparation. Vanguard Academy board members also believe that a large majority of students in the traditional public schools graduate high school without the leadership and teamwork skills necessary in order to be successful in college and future careers.

Vanguard Academy's founders envision a school with a primary focus on academics, especially in the STEM areas, and a school culture that prepares students for college. This vision includes establishing strong leadership skills in students through interdisciplinary teaching and project-based learning. Students will apply the concepts they are learning across disciplines and gain leadership skills by solving real world problems in teams. As Vanguard's founder's researched successful STEM programs, we came across research showing that adding the Arts, especially the musical arts, to a STEM program enhances student achievement.

Vanguard's board contacted the founder of STEAM education, Georgette Yakman, who has been instrumental in developing our board's understanding of the STEAM framework and how to implement it in our school. Below, Yakman defines the STEAM Framework:

Science and Technology are understood as the basis of what the world has to go forward with, to be analyzed and developed through Engineering and the Arts, with the knowledge that everything is based in elements of Mathematics... The STEAM structure explains how all the divisions of education and life work together, therefore it offers a formal place in the STEM structure for the Language Arts, Social Studies, and the purposeful integration of the exploratory subjects including; the Arts, Music, CTE and Physical Education divisions of public education.

Shifting to a STEAM perspective means understanding learning contextually; not only in terms of having a framework that illustrates where the subjects overlap, but also in providing a living and adaptable learning structure for ever-changing personal and unpredictable global development (Yakman 2013).

Yakman has developed a STEAM program that has been used and has been proven successful in many schools. Georgette Yakman's organization offers resources and training for teachers and administrators that will be invaluable to the success of Vanguard Academy's STEAM program.

Vanguard Academy's founders determined a vital need for a STEAM program in Utah. Criterion Reference Test (CRT) data in the Granite School District show students scoring lower than expected proficiency levels in math and science, and lower than the state average. Students who are not proficient in math and science will not qualify to fill technology jobs that require a strong foundation in those subjects. According to Richard Nelson, president and CEO of the Utah Technology Council, "Utah has more technology jobs than we are able to fill, and local technology companies are being required to import skilled workers from out of state and some are opening offices elsewhere." (Lee, 2013) Nelson also notes that the number of tech companies in Utah has climbed 2.4 percent in the past 12 months, bringing with it scores of high-paying jobs and adding to the economic vitality of the state, but Utah will have to produce more qualified talent from its pool of students beginning as early in the educational process as possible all the way through graduate school. (Lee, 2013)

Vanguard Academy's STEAM program will help to fill this need for skilled workers in technology. In our opinion, the arts/music emphasis in our STEAM program will give our students an edge, and truly create a vanguard, a group of people leading the way in new developments or ideas. Vanguard Academy students will occupy foremost positions in STEAM fields, and in innovation and application of new ideas. Vanguard's administration and teachers will take the leading position in the rhetorical battle that our students face and lead them to success in college and beyond.

Vanguard Academy has a strong board with expertise and experience in many areas needed to start a school with a STEAM focus. Founding Board Members:

Jonie Jenkins: Bachelor of Science in Mathematics, English Endorsement, M.S. of School Counseling, Principal License. Secondary Teaching License, 10 years of teaching experience, counseling, administration, curriculum development in 5th-12th grade & adult education at SLCC.

Joy Palmer: Bachelor of Science in Social Science Teaching Composite, Masters of Education, Teaching license, 11 Years of Teaching Experience.

Grace Mitchell: Bachelor of Science in Accounting, MBA Certified Public Accountant, 20 years accounting experience, owner of accounting firm.

Kimly C. Mangum: Bachelor of Science in Civil Engineering, Masters of Architecture. Principal Architect and Professional Structural Engineer, 30 years of experience in building design, real-estate, development, and project management.

F. Mark Hansen: Bachelor of Science Cum Laude in Industrial Engineering, JD, practicing lawyer for 26 years, concentrating on commercial litigation and business transactions including contracts, property, business torts, labor and administrative law.

Joshua Peterson: Bachelor of Science in Mechanical Engineering, Associate of Science in Heavy Duty Mechanics, Certificate in Automated Manufacturing, Project Manager.

Mission Specific Goals

Vanguard Academy recognizes the importance of setting yearly goals. Vanguard Academy will evaluate our school mission goals yearly and make revisions based upon benchmark data, yearly stakeholder input, board training, and best practices. Additionally, Vanguard Academy will be involved in the accreditation process through the Northwest Accreditation Division of AdvancedEd, which lends itself to yearly evaluation of school mission goals. Vanguard Academy will use these goals to measure its success beginning the third year of operation.

<i>Indicator – Upholding mission and purpose</i>		
Measure	Metric	Board Goal
Performing Arts	Percentage of students who participate in a music program	>70%
College Educational Plan	Percentage of students who have a post-secondary academic plan	100%
College Financial Plan	Percentage of students who have a post-secondary academic financial plan	100%
College Credit in High School	Percentage of students who graduate high school with at least 12 college credits	>50%

Purpose

Continue to Improve Student Learning

Vanguard Academy will empower students to excel in college with a focus on Science, Technology, Engineering, Arts, and Math (STEAM). Utah currently has several STEM schools that outperform their neighborhood schools in math and science. 2013 CRT data show that students from the Academy for Math, Engineering, and Science (AMES) outperformed nearby Cottonwood High's students in math by 56%, and in science by 37%. Students attending Beehive Science and Technology Academy (BSTA) outperformed nearby Jordan High School's students by 60% in math, and 22% in science. According to recent Utah State Office of Education UCAS data, the gap between the scores of the STEM schools and the nearby local schools is increasing. These results indicate that a focus on STEM increases students learning. Vanguard can expect to achieve similar, or better results with our STEAM focus that enhances STEM with the Arts.

Higher test scores in math and science are only some of the ways Vanguard Academy will improve student learning. “STEM education offers students one of the best opportunities to make sense of the world holistically, rather than in bits and pieces. STEM education removes the traditional barriers erected between the four disciplines, by integrating them into one cohesive teaching and learning paradigm.” (Current Tech Integrations 2009). In our opinion, students who understand how each of the different disciplines work together will be better prepared to enter college.

Studies have shown that students who play an instrument perform better in mathematics and science. In a recent study, researchers found that students who participated in an instrumental program performed 16-33% higher in mathematics and English than students with no music at all. According to *The Journal for Research in Music Education*, “The results were even more pronounced when comparing students from low-income families. Those involved in orchestra or band were more than twice as likely to perform at the highest levels in math as their peers who were not involved in music.” The journal also stated that “nearly 100% of past winners in the prestigious Siemens Westinghouse Competition in Math, Science, and Technology (for high school students) play one or more musical instruments.” (Johnson & Memmet 2007).

In *The Chorus Impact Study*, Todd Estabrook found that children who sing in choruses get significantly better grades than those who have never been part of a chorus. In a survey, Estabrook showed that on average, children in choral groups perform 10% higher than those who do not, and “61% [of parents] say their child’s academic performance overall improved after he or she became a member of a choir” (Estabrook 2009).

Researchers such as Kelstrom have expressed the importance of a music program specifically in the middle school years. She states, “The importance of music in our schools is often overlooked, and true power is unrealized. Music deserves a place with the core subjects of math, science, history, and language arts. If it is given the opportunity, music can make a difference in the academic achievement of our students” (Kelstrom June 2004).

Students who desire to take on the rigor of college courses will have access to Concurrent Enrollment courses through the Salt Lake Community College (SLCC). Vanguard will offer many Concurrent Enrollment and AP classes for high school students, and release time will be given to students who need to take concurrent enrollment classes on the SLCC campus. Students will be encouraged to complete as many college courses as possible and assisted in planning to earn an Associate’s degree upon graduation from High School.

Qualified teachers are essential to the successful implementation of Vanguard’s STEAM curriculum. All teachers will receive training in using the STEAM framework, and proper implementation of the framework will improve student learning in all areas. Each grade level will have a teacher who acts as a team leader to help facilitate the integration of subjects across that grade level. Teachers will be given collaboration time twice a month during early release days to plan and refine curriculum with the other teachers in their department and across curricular areas.

Student Population

Target Population

Vanguard Academy intends to target:

1. Students who seek preparation to excel in college.
2. Students interested in future STEM careers.
3. Students who seek an exceptional instrumental and choral music program.
4. Students desiring to take Concurrent Enrollment and AP classes in high school.

In order to prepare students to succeed in STEM fields of college and careers, Vanguard Academy's curriculum will be STEAM focused. Our exceptional Music Program will help our students to excel in their STEM classes. "Early music training helps students perform more successfully in other areas of academics and social adaptation, which ultimately gives them a greater advantage as a working professional later in life" (Fitzpatrick Sept 2013).

Special Populations

Vanguard Academy understands its responsibility to provide services to special populations. Services that will be provided to the special populations at Vanguard Academy are described below.

ELL Students

All entering students will have a parent complete a Home Language Survey (HLS) as a preliminary screen to identify the primary language of the student. If the language provided in response to any question is a language other than English, the student will be referred for further assessment. If the HLS indicates further testing is required, the next step will be to conduct an objective assessment that considers four language domains — reading, writing, speaking, and listening. This screening test will be appropriate for the student's grade level.

The test administration materials will give scores that correlate to a particular English proficiency level, which will help guide whether a student should receive English Language Learner (ELL) services. The test will be administered as early in the school year as possible. Whatever test is used must be validated for the purpose of assessing ELL proficiency. The HLS and assessment test results will be kept in the student's educational record. Parents will be notified of their child's placement in an ELL program.

ELL students will be educated in the regular education classroom with subject matter in core content areas taught in English, with scaffolding to ensure comprehension and acquisition of curricular context. Teachers of ELL students will receive training in methods in best practices to instruct English language learners.

Students in the ELL program will be tested at least once a year to determine if they still need ELL services. Students will continue to receive services in the ELL program only as long as needed for them to develop adequate English skills which will allow them to participate

meaningfully in the regular instructional program for their grade level. The academic performance of former ELL students will be monitored for two years following their exit from the program to make sure they can participate meaningfully in the regular educational program.

504 Students

Upon receipt of a 504 student referral, the school-level 504 Coordinator (assigned by the director) will determine whether or not an evaluation will occur. If an evaluation is decided the Coordinator will communicate with parents to review the referral and discuss the evaluation process. The Coordinator will also make arrangements for the 504 team to meet to review the referral and determine the evaluation data that should be collected, as well as set a date for an eligibility determination meeting. At least one or more teachers of the student will be a part of the 504 team.

The team's first responsibility is to review the nature of the impairment and determine how it may affect the student's access to educational programs and activities. Section 504 eligibility meetings are not intended to be as comprehensive as a special education evaluation. However, in every case, the eligibility team will investigate the specific concern that initiated the student review request.

If the eligibility team determines that a student has a Section 504 disability, the team's second responsibility is to identify the specific accommodations and/or services that will provide equal access to education. Documentation of these accommodations will be written in a Section 504 Accommodation Plan, which provides a summary of the accommodations that a student requires to gain equal access to the learning process and/or programs, activities, and services.

The 504 eligibility team will review active Section 504 Accommodation Plans yearly, with more frequent meetings occurring if needed. The purpose of a yearly review is to add, subtract and/or modify student accommodations as needed. If a student no longer needs a 504 Plan, the eligibility team will end the plan in a review session.

Gifted and Talented

Gifted and talented students will be identified by a variety of methods, which may include Standardized creativity instruments, teacher rating scales, standardized group achievement tests, standardized group aptitude tests, standardized individual achievement tests, and standardized individual aptitude tests.

Vanguard's gifted and talented program will include the components that the Utah State Office of Education has identified as necessary for a gifted and talented program to have a positive impact on gifted and talented learners. These components are identification, peer association, content differentiation, differentiated instruction, and pacing.

Rather than any single gifted program, a continuum of programming services will be offered for gifted learners. Gifted education programming services will be an integral part of the general education school day, along with enrichment programs offered after school. Students will be grouped flexibly to facilitate differentiated instruction and curriculum. The school director will

choose the approach(es) used to deliver gifted services, and may consider approaches such as the Levels of Service Approach. A Gifted and Talented committee will be established to review best practices and to help facilitate best practices throughout the school.

Economically Disadvantaged

Students will be identified as economically disadvantaged if they qualify for free or reduced price lunch, and/or if they qualify for other public assistance. Parents will be given an application for this program in their registration packet at the beginning of each school year. Vanguard plans to have a school lunch program that follows the standards of the National School Lunch Program (NSLP).

High educational and behavioral standards will be maintained for all students, including economically disadvantaged students. We feel that access to technology is key to closing the achievement gap for economically disadvantaged students, therefore, computer access will be available for students after school or during lunch.

Effective teaching strategies for economically disadvantaged students that may be used include connecting STEAM education to students' sense of "place" as physical, historical, and sociocultural dimensions in their community; applying students' "funds of knowledge" and cultural practices; and using project-based science learning centered on authentic questions and activities that matter to students.

Economically disadvantaged students will be exposed to the arts through a variety of cultural experiences. All students will take courses in music instruction, classes may take field trips to museums, art galleries, concerts, and other cultural events that affect cognition and achievement. If providing excursions to cultural events is not possible, alternate methods of presentation will be used to share music, art, and museum exhibits in the school.

Admission Procedures/Lottery Process

In accordance with state and federal law, admission to Vanguard Academy is not limited based on ethnicity, national origin, gender, religion, income level, creed, color, disabling condition, or proficiency in the English language.

Vanguard Academy recognizes and adheres to the right to free and public education for all children, which is supported by the Individuals with Disabilities Improvement Act (IDEA 2004) and Civil Rights protections. No tuition is charged for attendance at Vanguard. In accordance with Free Appropriate Public Education (FAPE), special education and related services will be provided at public expense, under public supervision and direction, without charge, and these services will meet the standards of the USBE-SER and Part B of IDEA.

Appropriate fees may be charged for instructional programs at the secondary level (Grades 7 – 12) as defined by the State of Utah. Vanguard Academy will enroll all eligible students who submit an application by the stated deadline, unless the number of applications exceeds the capacity of the School's program, class, grade level, and/or the building.

If the number of applications exceeds the capacity of a class, grade level, or the building, students shall be selected through a randomized lottery process as outlined in Utah State Code 53A-1a-506(2)(b)(i and ii) giving preference as allowed by state law on the following basis:

1. First preference in enrollment is given to children of the founding members of Vanguard (not to exceed five percent of the student body when combined with students granted preference in number 3).
2. Second preference in enrollment is given to siblings of currently or presently enrolled students.
3. Third preference will be given to children of school employees. (not to exceed 5% of the student body when combined with students granted preference in number 1).

Vanguard Academy will follow state and federal laws regarding enrollment. Vanguard will conduct a lottery *if applications exceed the enrollment cap*. Parents/legal guardians who submit an enrollment form through the Vanguard Academy website, by calling the school, or turning in an enrollment form to the school office will qualify their student(s) as an applicant for the lottery. At the close of the application period, applicants who are age-ineligible will be notified of their ineligibility for enrollment in the school. If the remaining applicants will oversubscribe the school, a lottery will be conducted.

If necessary, a lottery will be conducted at Vanguard Academy and will be open to the public. The date, time, and location of the lottery will be publicized on our website. The lottery will be conducted by a school administrator and will be attended by a founding board member and one outside observer. If a lottery is to be held, caretakers of applicants will be notified of the lottery date, time, and place by email no later than five business days in advance of the lottery.

In conducting the lottery, Vanguard Academy will follow a family-friendly approach in conducting the lottery. All eligible students will receive a lottery number in a random drawing. Beginning with 12th grade, as each grade is drawn, any siblings of students accepted, regardless of grade, will be accepted at the same time. The lottery will continue by grade through seventh grade, or until all spaces are filled.

The children of founding board members and/or the children of teachers who were not exempt from the lottery process, and who were also not accepted in the lottery, will be placed on a **Founder/Teacher Preference List**. These students will be given the first opportunity to enroll if space becomes available in their grade. As with the regular lottery process, students on this list with the lowest lottery number will be placed first.

Siblings of students accepted in the lottery for whom space was not available during the initial lottery will be placed on a **Sibling Preference List**. These students will be made an offer of enrollment if/when space becomes available in their grade, after students on the Founder/Teacher Preference List. As with the regular lottery process, students on this list with the lowest lottery number will be placed first.

Other students who were in the lottery, but who were not accepted, will be placed on a **Priority List**. If a space becomes available, and there are no students from the Founder/Teacher

Preference List or the Sibling Preference List who accept an offer of enrollment the space will be offered to the student on the Priority List in that grade with the lowest lottery number.

Student Attendance and Enrollment

<i>Indicator - Student attendance and reenrollment</i>		
Measure	Metric	Board Goal
Student attendance rate	Percentage of students attending target number of days (162 school days)	90%
Within year enrollment rate	Percentage of students continuously enrolled throughout the year	95%
Year-to-year reenrollment rate	Percentage of students re-enrolled from one year to the next	85%
Continuous reenrollment rate	Percentage of students continuously enrolled for all available years	80%

Calendar & Bell Schedule

Calendar 2015/2016

SUMMARY OF CALENDAR

First Quarter 46
Second Quarter 44
Third Quarter 45
Fourth Quarter 45
Total Classroom Days	180

CALENDAR & LEGEND

School Begins	
PTC	
New Quarter	
Holiday/Breaks (No School)	
Teacher PD (Student Early Release)	
Teacher PD Days (End of Quarter)	
Early Release (Student & Staff)	

HOLIDAYS & BREAKS:

Labor Day	Sept 7
Thanksgiving Day	Nov 26-27
Winter Break	Dec 23 -Jan 1
Civil Rights Day	Jan 18
President's Day	Feb 15
Spring Break	Mar 24-28
Memorial Day	May 30

EARLY RELEASE FOR STAFF & STUDENTS (No Leadership Class)

Nov 25	Beginning Thanksgiving Break
Dec 22	Beginning Winter Break

TENTATIVE MEETING DATES (Early Release & End of Quarter Days)

FACULTY MEETINGS
 Aug 28, Oct 2, Nov 6, Dec 18, Jan 29, Mar 4, Apr 1, May 6, May 27

DEPARTMENT MEETINGS
 Sept 4, Oct 9, Nov 13, Jan 8, Feb 5, Mar 11, Apr 8, May 13, Jun 1

TEACHER COLLABORATION
 Sept 11, Oct 23, Nov 20, Jan 22, Feb 12, Mar 18, Apr 15, May 20

TEACHER PLANNING TIME
 Sept 18, Oct 30, Dec 4, Jan 15, Feb 25, Mar 23, Apr 22, May 20, Jun 2, Jun 3

180 DAY CALENDAR

Aug 17-21	Teacher PD & Planning
Aug 24	School Begins
Sept 7	Labor Day (No School)
Sept 24	PTC 4-8pm, release at 2:35
Sept 25	Early Release, PTC 2-4pm
Oct 15-16	Fall Break
Oct 29	End of 1st Quarter (46 days)
Oct 30	Teacher PD Day (No School)
Nov 2	Beginning of 2 nd Quarter
Nov 25	Early Release Day
Nov 26-27	Thanksgiving Holiday (No School)
Dec 10	PTC 4-8pm, release at 2:35
Dec 11	Early Release, PTC 2-4pm
Dec 22	Early Release Day
Dec 23-31	Winter Break (No School)
Jan 1	New Year's Day (No School)
Jan 14	End of 2nd Quarter (44 days)
Jan 15	Teacher PD Day (No School)
Jan 18	Civil Rights Day (No School)
Jan 19	Beginning of 3 rd Quarter
Feb 15	President's Day (No School)
Feb 18	PTC 4-8pm, release at 2:35
Feb 19	Early Release, PTC 2-4pm
Feb 27	Teacher PD Day (Early Release)
Mar 23	End 3rd Quarter (45 days)
Mar 24-28	Spring Break (No School)
Mar 28	Snow Day make-up if Needed
Mar 29	Beginning of 4 th Quarter
Apr 28	PTC 4-8pm, release at 2:35
Apr 29	Early Release, PTC 2-4pm
May 9-13	School Wide Testing (CBT)
May 30	Memorial Day (No School)
June 1	End 4th Quarter (45 days)
	Teacher PD Day (Early Release)

August					
M	T	W	H	F	S
03	04	05	06	07	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
September					
31	01	02	03	04	
07	08	09	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			
October					
			01	02	
05	06	07	08	09	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	46
November					
02	03	04	05	06	
09	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
December					
30	01	02	03	04	
07	08	09	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		
January					
				01	
04	05	06	07	08	
11	12	13	14	15	44
18	19	20	21	22	
25	26	27	28	29	
February					
01	02	03	04	05	
08	09	10	11	12	
15	16	17	18	19	
21	22	23	24	25	
29					
March					
	01	02	03	04	
07	08	09	10	11	
14	15	16	17	18	
21	22	23	24	25	45
28	29	30	31		
April					
				01	
04	05	06	07	08	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	
May					
02	03	04	05	06	
09	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				
June					
		01	02	03	45
06	07	08	09	10	

The Vanguard Academy school calendar is outlined in quarters, in compliance with State Board requirements on minimum school outlined in R-277-419.

Bell Schedule

7-12th Grade Block Regular Bell Schedule & Early Release Bell Schedule

Vanguard Academy Regular Bell Schedule 2014-2015

Warning Bell	8:25		
1st or 5th Period	8:30	9:50	80 min
2nd or 6th Period	9:55	11:15	80 min
<u>A Lunch</u>	11:15	11:45	30 min
3rd or 7th Period	11:20	12:40	80 min
3rd or 7th Period	11:50	1:10	80 min
<u>B Lunch</u>	12:40	1:10	30 min
4th or 8th Period	1:15	2:35	80 min
Leadership	2:40	3:25	45 min

Vanguard Academy Early Release Bell Schedule 2014-2015

Warning Bell	8:25		
1st or 5th Period	8:30	9:40	70 min
2nd or 6th Period	9:45	10:55	70 min
<u>A Lunch</u>	10:55	11:25	30 min
3rd or 7th Period	11:00	12:10	70 min
3rd or 7th Period	11:30	12:40	70 min
<u>B Lunch</u>	12:10	12:40	30 min
4th or 8th Period	12:45	1:55	70 min
Leadership	None		0 min

Market Analysis

Location

Vanguard Academy founding board members began their search over a decade ago looking for a secondary school to meet the needs of their own children who sought a rigorous course of study in math and science to prepare for a college. The founders began their search in the Granite School District. After looking at test scores of neighboring schools that were less than impressive, founders of Vanguard Academy spoke with several other parents within the community and found that they were also concerned with finding a secondary school in the area that would provide their children with academic rigor in math and science and prepare them for college.

Of the schools in the surrounding area, Academy of Math, Engineering, and Science (AMES) is the only school that performed above 57% overall proficient on the CRTs and showed that more of their students are college and career ready from the ACTs. It is also the only school in the surrounding area that scored higher than 52% proficient in science and 35% proficient in math on the CRTs. Of these schools, AMES also has an equivalent, and in some cases a higher, percentage of minorities and low income students than the schools in the surrounding area. AMES' test score data and STEM focused curriculum has attracted many students and their parents to the school.

Some of the board members spoke with the principal at AMES about what makes the school successful. He pointed out that AMES was in the same location as Cottonwood High School and a higher percentage of minorities, yet their test scores were higher. He also noted that AMES students included a large percentage of Cottonwood students involved in the academic programs, including the music programs. He attributed the success of the students at AMES was the focus to the STEM areas rather than sports and other non-academic extra-curricular areas.

Due to the success the school has made, AMES currently has a waiting list of about 200 students per grade in 9th-11th grade. 12th grade has about 100 students on the waiting list, which shows a need for another STEM focused school. Since a large number of AMES students are involved in the music program at Cottonwood High School, it is also evident that students interested in attending a STEM school would also be interested in a STEAM school that includes a music program. Although there are up to 200 students per grade on the waiting list at AMES, Vanguard Academy intends on having 75 students per grade. This is less than half of the amount of students on the waiting list at AMES. Vanguard Academy will begin small in order to allow the program to meet the needs of the students. After the school has shown that it can manage a larger number of students, it may seek additional numbers in the future.

There are a few other STEM secondary charter schools throughout the state; however, none of these secondary schools are located nearby. The closest secondary STEM school is Itineris Early College High School. The children of one of the board members of Vanguard Academy attend Itineris. Through conversation with the school staff and parents of other students attending Itineris, it is evident that several parents in the community choose to carpool their children to this high school in order to provide their children with an educational

opportunity that will help prepare them to be successful in college. Students attending Itineris live in the school boundaries of several of schools in the Jordan School District, Canyons School District, and Granite School District. Although some of the parents are able to carpool to other cities for a STEM high school, finding a junior high school with the same focus is extremely difficult. Like AMES, Itineris also has a waiting list. Itineris reports having twice as many applicants as seats available at their school. Recently the school has added 10th grade, and next year plan to increase their number of students in 10th grade. Many parents of students at Itineris or others that have considered taking their children to Itineris have also expressed the desire to have a music program included at Itineris. Itineris has a great program and does very well, but music is not a class choice.

Vanguard Academy board members have reviewed potential locations that will work for the STEAM school and rated each location from 1-5 based on location, size, cost, availability, and accessibility.

1. 1363 W Crystal Avenue, West Valley, UT (Rated at a 4 out of 5)
 - 8.41 Acres, priced at \$700,000
 - Cost to build to E-occupancy - \$5-10 million – Although the cost is much higher than the other choices, it would allow the school to be built to meet the ideal needs of a STEAM school. With promised loans and donations, Vanguard will be able to meet the expenses necessary to build.
 - Near TRAX station to provide quick access to SLCC
 - Surrounding development is mostly residential, with one neighboring K-9 charter
2. 3195 S Main Street, South Salt Lake, UT (Rated at a 3 out of 5)
 - Approximately 30,000 sq ft – Lease \$11.50/sq ft, or Purchase \$2,180,000
 - 1.86 acre land with building
 - Cost to bring to E-occupancy - \$280,000 - \$445,000 – this option will be the best choice if large loans and donations are not available upon charter approval.
 - Walking distance to UTA TRAX Station, Central between 3 SLCC campuses
 - Location has been vacant for 1-2 years.
3. Meadowbrooks (rated at a 2 out of 5)
 - Within walking distance to SLCC
 - Priced at \$15.00 per square foot annually for up to 46,000 sq ft – up to \$690,000/yr.
 - Cost to renovate to “E” Occupancy – covered in lease price
 - Walking distance to SLCC and UTA TRAX station
 - Part of the location has been vacant for over 3 years. The other part has a current lease that expires in 2014.

Market Context & Trends

Vanguard Academy will be located in West Valley, close to Taylorsville and the South City campus of SLCC. This location was chosen based on low scores in core subjects, especially in math and science.

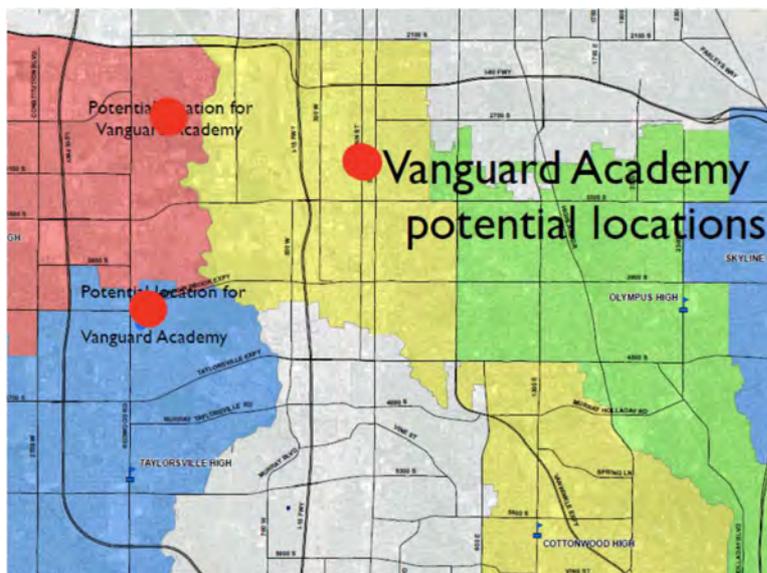
Below is a chart of the 2012-2013 CRT data for the neighboring schools surrounding the target location of Vanguard Academy.

School	Overall % Proficient	Grade	Language Arts	Math	Science	College & Career Readiness (150)	Overall Score (750)
Hunter	54%	D	70	35	40	122	407
Granger	55%	D	75	29	39	97	411
Taylorville	57%	D	83	14	52	123	431
Cottonwood	54%	D	71	24	41	115	407
Kearns	47%	F	70	11	35	101	353

Below is data from a STEM charter high school in Salt Lake City, which outperforms the schools above.

School	Overall % Proficient	Grade	Language Arts	Math	Science	College & Career Readiness (150)	Overall Score (750)
AMES	81%	A	95	80	78	148	604

The above data justifies the need of a STEAM school that focuses on college and career readiness. The map below shows the boundaries of the neighboring Granite School District High Schools located near the potential locations of Vanguard Academy.



Vanguard Academy board members have also looked into the number of students proficient for 2012-2013 CRT's in the Granite junior high schools. Although the percentages were higher than those in the high school, they were still quite low. The following table shows the test scores for the junior high schools near the potential locations for Vanguard Academy, none of which are STEAM focused.

School	Overall % Proficient	Grade	Language Arts	Math	Science	Overall Score (600)
Valley Jr	50%	D	70	52	53	299
Hunter Jr	62%	C	78	63	64	369
John F Kennedy Jr	53%	D	76	57	42	316
Kearns Jr	62%	C	78	55	58	372
Eisenhower Jr	55%	D	79	54	55	330
Westlake Jr	55%	D	68	66	45	328
Granite Park Jr	59%	D	69	54	37	352

These scores show that a STEM program is also needed in Vanguard Academy's target area at the junior high/middle school level. Students in the STEM schools outperform neighboring schools, and our target area needs a STEM focused school.

United States census data also shows that a low percentage of students entering college actually complete their college education, especially in science, technology, engineering, and math. A STEAM focus school is designed to better prepare students to be successful in college, specifically in these areas. Granite School District has seen a need for a STEM school and opened a STEM elementary school in West Valley City in 2012. Utah's House Bill 139 also expressed the need for an action center for Science, Technology, Engineering, and Mathematics (STEM) to assist educators and schools in moving toward a STEM focus. Although Utah has not seen a push for STEAM, according to Yakman, including the A (arts) in the STEM has shown to strengthen the STEM program in other states (Yakman 2013). Vanguard Academy will provide students in the area with an option of a STEAM school.

Competitive Advantage

There are a few charter schools that offer 7th -9th grade in West Valley, which is near our choice location. The major difference between these neighboring charter schools and Vanguard Academy is that Vanguard specifically focuses on STEAM areas and teaching through project based learning. One of the neighboring charter schools does offer high school courses; however, the other schools only offer courses up through 9th grade. Vanguard Academy will serve students in 7th through 12th grade.

Some students may wish to attend adult high or online high school programs. These programs serve the students well if they would like to graduate high school quickly to either begin working or attend college. Since Vanguard Academy will target students who wish to pursue a Bachelors of Science Degree, specifically in areas of STEM, we do not compete with the students who want to graduate quickly so they can work. Vanguard Academy will offer Advanced Placement (AP) classes and concurrent enrollment through SLCC giving students the opportunity to earn an Associate Degree upon high school graduation.

Other regular public schools also serve as a competition to Vanguard Academy. The larger high schools offer Concurrent Enrollment, AP classes, and a much larger variety of classes for their students. Vanguard is different from these schools in the STEAM focus, small class sizes, and a school setting where students are able to receive more attention and help, and well qualified teachers and staff that who do not have tenure and must meet high expectations in order to remain part of Vanguard Academy.

Vanguard Academy will also be a superior choice for students who wish to earn college credit while attending high school because it will be located near the Salt Lake Community College for easy access to additional courses. Vanguard Academy will prepare students for success who wish to pursue a Bachelor of Science, specifically in areas of science, technology, engineering, and math. There is not another school in the area with this focus.

Outreach

Vanguard Academy will develop well-written and well-designed marketing materials. These materials will advertise as well as provide families with information on how they can register for Vanguard Academy. Examples of these materials include brochures, a website, and notices to be posted in public areas. These materials will be created during the planning process of the school. Vanguard has also discussed possible marketing with through a donation process at a local jazz game, where donation will be given to the school for every basket made.

Once Vanguard Academy has a scheduled opening date, Vanguard Academy founders will begin additional marketing strategies will begin. Vanguard Administration will hold open houses and public meetings in centrally located sites (civic centers or at the school site, if possible) where the community can learn about our school. Vanguard Academy will seek the help of enrolled families to serve as promoters of our school.

An integrated marketing approach will spread the word to our targeted population. Marketing strategies we may choose to utilize include:

1. Create an interactive website with an online enrollment application.
2. Participate in community celebrations, parades, local sponsorships, and STEM events such as the annual spring STEM fun run and conference in Salt Lake City.
3. Submit press release(s) to the Salt Lake Tribune and Deseret News
4. Distribute informational packets, brochures, posters or postcards throughout the area, as well as neighboring community centers and/or libraries.

5. Host multiple parent meetings at local community centers and libraries.
6. After charter approval, we will post notices of public board meetings on the school's website as well as the Utah Public Meeting Notice website as required by the Utah Open Meetings Act.
7. Market to possible donors in STEAM areas.

Capital Facility Plan

Building

Vanguard Academy board members have researched property available for purchase or lease that can be properly zoned and meet E-occupancy for a school facility. Vanguard Academy's first choice is to purchase property at 1368 Crystal Avenue. The land is 8.41 acres and will cost \$700,000 with improvements, which is below current market value as determined by the Salt Lake County Assessor. Vanguard Academy board recognizes that the purchase of the property is pending approval for the start-up of the school.



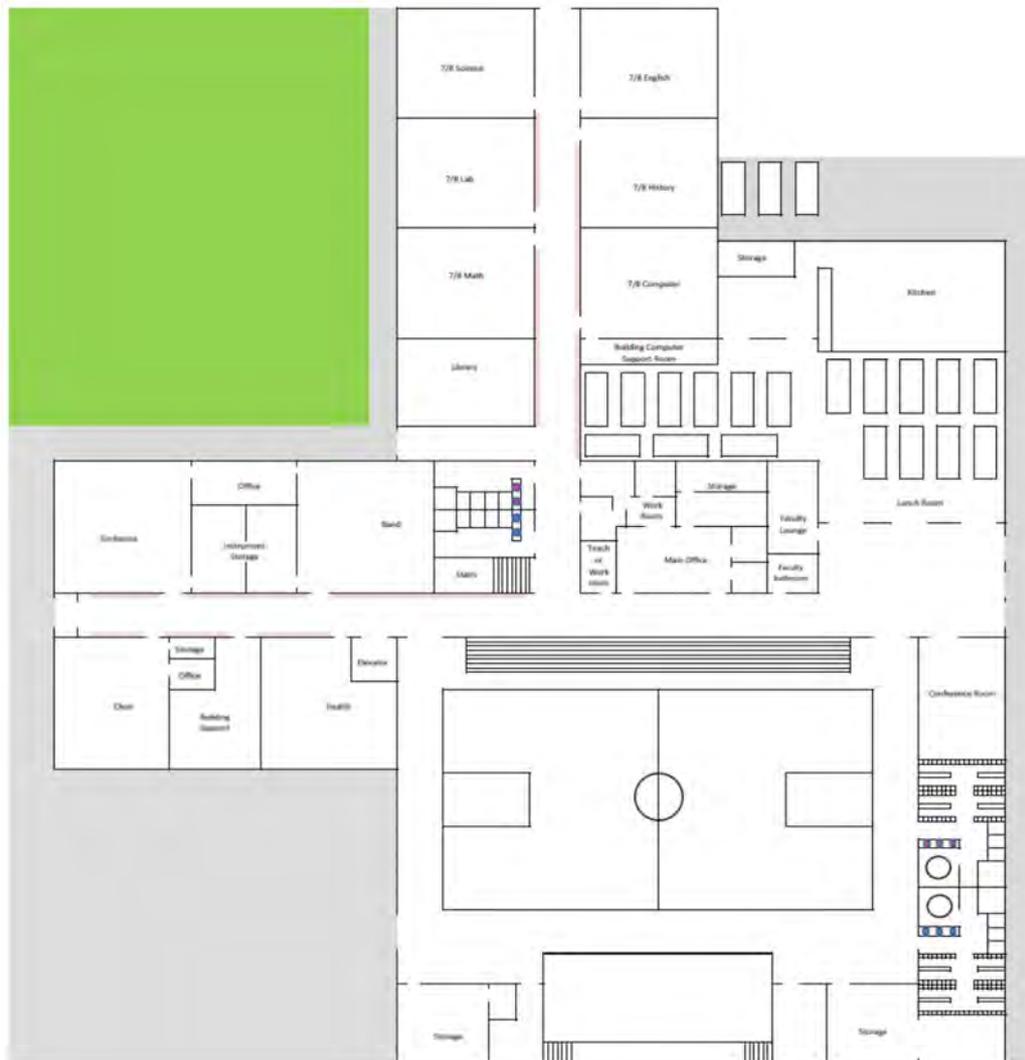
An estimated architectural design for the school has been developed to support the needs of Vanguard's STEAM focus. When final plans are drawn for the building, the layout of the building could include all desired extra options for the school. The desired need for the school is approximately 48,000-58,000 square feet which includes 20-23 classrooms, which fits nicely on the land size. These classrooms include computer labs, science laboratory, math lab, special education room, and music rooms with required storage areas. Vanguard will have a centrally located administration area and would like to have a dedicated cafeteria and gym/auditorium facilities. As part of the construction, we estimate a need of 150-180 parking stalls and a carpool lane that will go around the parking lot and pass the front of the building.

Based on average size used by other charter schools and the needs of Vanguard Academy, the following spreadsheet was used to measure our estimated needed square feet for our building.

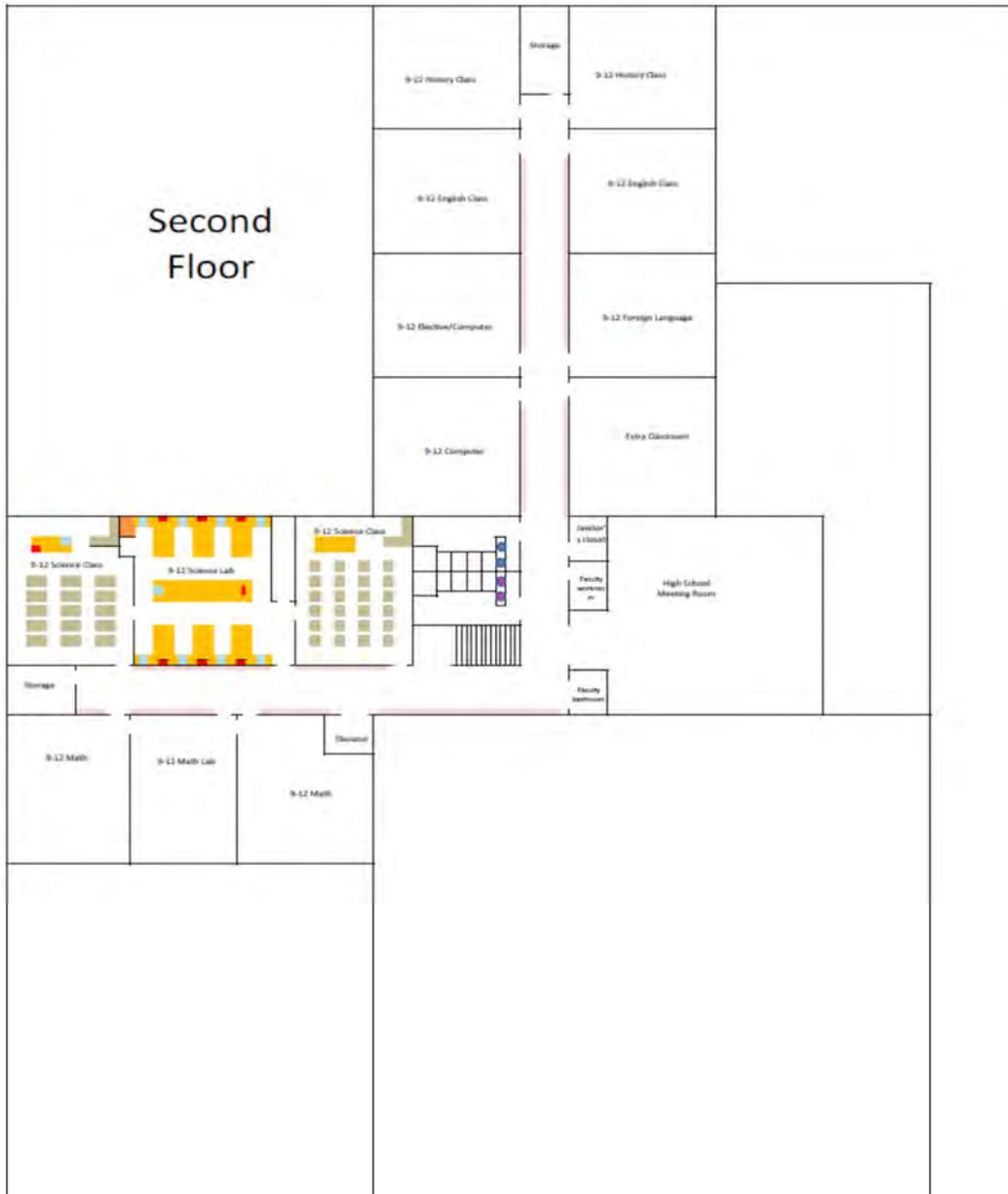
Vanguard Academy						
American Charter Development, LLC - Facilities Form						
Room	Range: Sq. Ft.			Q T Y	Estimated Sq. Ft.	Total Sq. Ft.
	Low	High	Average			
Classrooms	441	953	744	11	750	8250
Computer Classrooms	203	860	586	2	750	1500
Special Education	121	928	411	1	286	286
Music Instruction & Storage	440	1200	834	3	1050	3150
Science Instruction	441	1200	786	3	750	2250
Science Labs	Not enough data: One Submission		770	1	1020	1020
Administrative Suites/Counseling	80	1000	397	1	1134	1134
Faculty Lounge	137	750	332	1	231	231
Faculty Work Rooms	106	540	315	3	96	288
Stages/Platforms	500	2768	900	1	1825	1825
Kitchen Areas	170	1200	500	1	1575	1575
Building Support Areas	48	840	237	1	180	180
Storage Rooms	94	674	318	3	450	1350
Restrooms (Faculty)	50	250	100	2	99	198
Restrooms (students)	50	1000	238	4	242	968
Commons Areas	106	8980	1638	2	1066	2132
Conference Rooms	121	232	177	1	532	532
Multi-Purpose Room / Cafeteria	1354	6600	4000	1	3255	3255
Media Center	171	1770	981	1	600	600
Custodial Spaces	51	528	212	1	360	360
Full Size High School Gym	9000	13000	11000	1	8208	8208
Physical Education Locker Rooms/bathrooms				2	551	1102
Total Net Area	Excludes Hallways, Circulations areas, walls, etc.					40394
Total Gross Area						58571.3

Currently the only infrastructure on the land is trees that will need to be removed prior to construction and a small amount of debris. Vanguard Academy intends to use advanced green building methods while creating an energy efficient building.

A sample layout that has been designed for the school is as follows. The first floor has a full size high school gym with locker rooms, music classrooms with storage, special education rooms, administrative suite with faculty work room and lounge, and a school cafeteria with a kitchen and enough classrooms for the junior high classes.



Although some of the classes on the first floor will also be available for the high school students (music, special ed, and health/PE), the second floor is designed to meet the needs of the majority of the high school classes. The high school classes include a dedicated math and science lab, computer classrooms, and a large room that could be used for high school meetings or later be constructed for two more classrooms or 4 large offices.



Vanguard Academy recognizes that the purchase of this land is pending until final charter approval. In the event the land is not available, Vanguard Academy board members have researched property available for purchase or lease that can be properly zoned and meet E-occupancy for a school facility. Vanguard Academy has located an existing building with 30,000 sq. ft. and 1.86 acres. The current asking purchase price is \$2,180,000 or for lease at \$11.50 psf, which is below current market value as determined by the Salt Lake County Assessor. Although this location is not the ideal location, it could be renovated to meet E-occupancy and could suffice to meet the needs of our students.



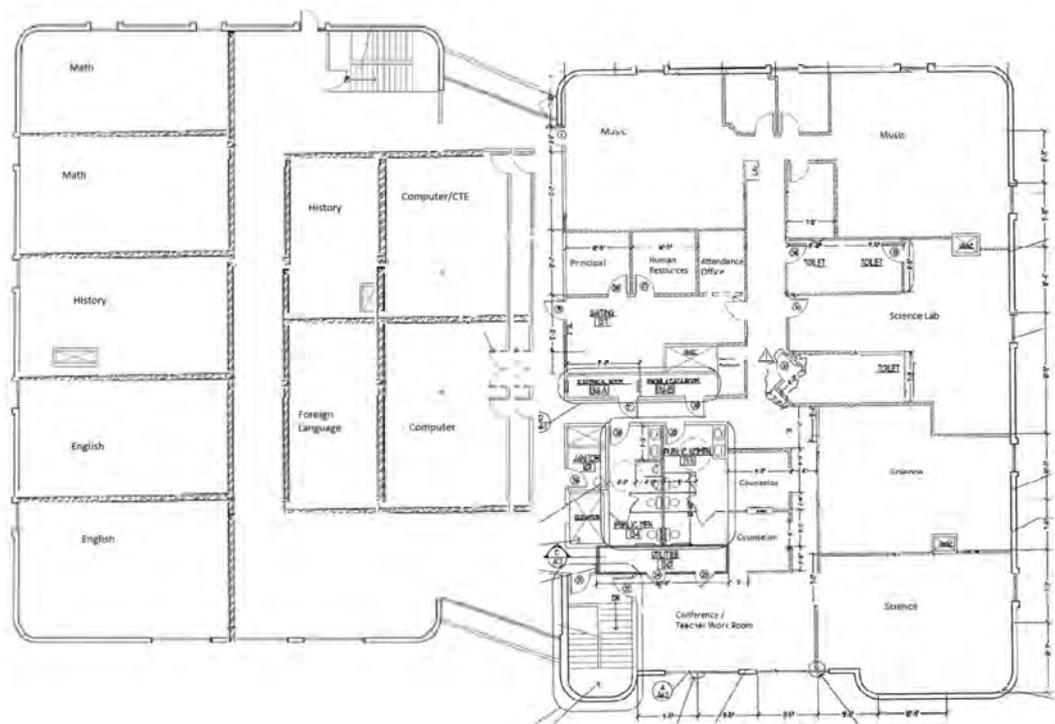
Based on average size used by other charter schools and the needs of Vanguard Academy, the following spreadsheet was used to measure our estimated minimum needed square feet for our building for the first opening year. Over the next two years, there would be a need of five more classrooms at approx. 580 sq. ft. each, totaling 2,900 sq. ft. This location would meet the school’s needs when it reaches full capacity.

Room	Range: Sq. Ft.			QTY	Estimated Sq. Ft.	Total Sq. Ft.
	Low	High	Average			
Classrooms	441	953	744	8	580	4640
Computer Classrooms	203	860	586	2	600	1200
Special Education	121	928	411	1	130	130
Music Instruction & Storage	440	1200	834	2	630	1260
Science Instruction	441	1200	786	2	580	1160
Science Labs	Not enough data: One Submission		770	1	420	420
Administrative Suites/Counseling	80	1000	397	1	630	630
Faculty Lounge	137	750	332	1	196	196
Faculty Work Rooms	106	540	315	1	96	96
Kitchen Areas	170	1200	500	1	1200	1200
Building Support	48	840	237	2	180	360

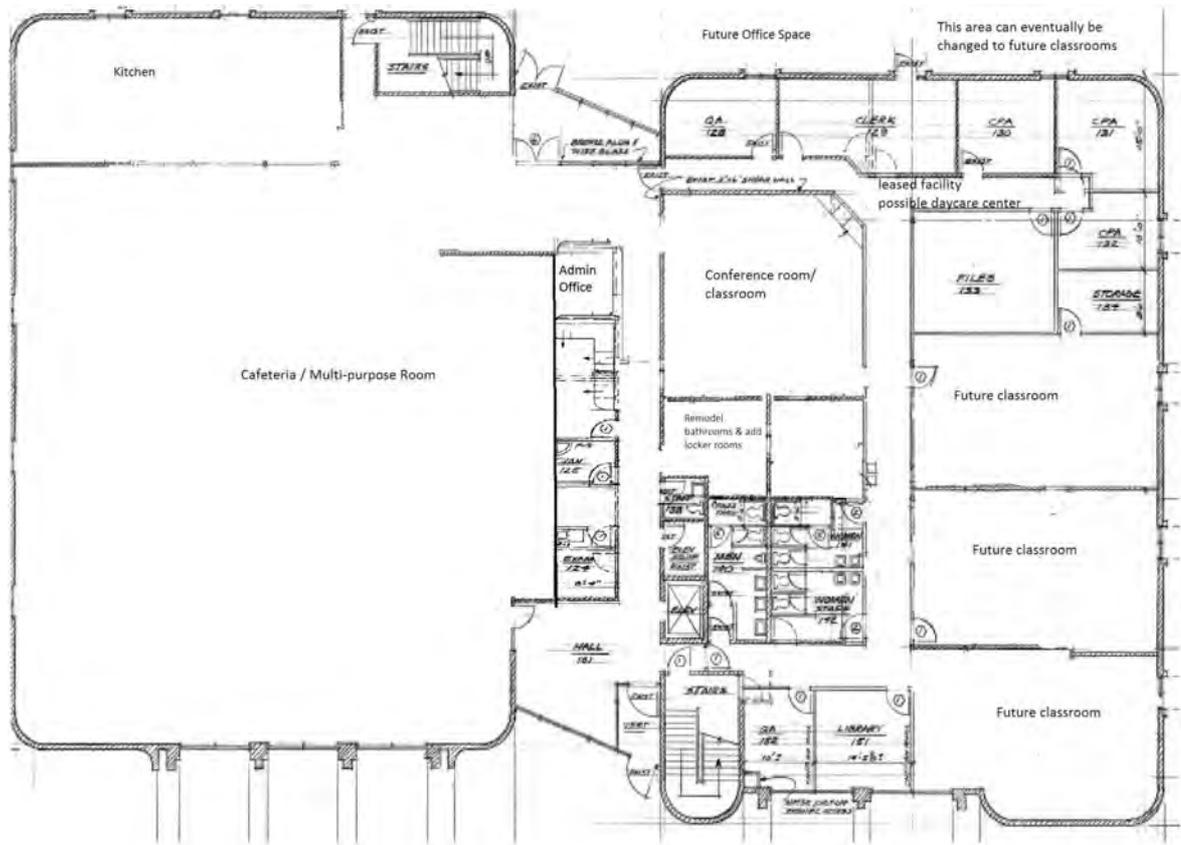
Areas						
Storage Rooms	94	674	318	2	450	900
Restrooms (Faculty)	50	250	100	1	99	99
Restrooms (students)	50	1000	238	4	242	968
Commons Areas, halls, etc.	106	8980	1638	3	500	1500
Conference Rooms	121	232	177	1	532	532
Multi-Purpose Room / Cafeteria	1354	6600	4000	1	5400	5400
Media Center	171	1770	981	0	600	0
Custodial Spaces	51	528	212	1	200	200
Full Size High School Gym	9000	13000	11000	0	4800	0
Physical Education Locker Rooms/bathrooms				2	200	400
Total Net Area						21291
Full Size High School Gym	9000	13000	11000	0	0	0
Total Gross Area						26091

Vanguard Academy has a projected need for approximately 26,000 sq. ft. for the first year. This area includes computer labs, science laboratory, and music rooms with required storage areas. Vanguard will have a centrally located administration area and would like to have a dedicated cafeteria and gym/auditorium facilities. This location will provide the necessary number of parking stalls and a carpool lane that will go around the parking lot and pass the front of the building, as indicated by the red lines in the above image.

Vanguard Academy has made estimated plans for the layout of the school that will meet E-occupancy and other building code requirements. Based upon average costs and square footage, Vanguard Academy has received an estimated cost of \$30,000-\$45,000 for architectural work needed for construction, including mechanical, electrical, plumbing, structural, and architectural drawings, and an estimate of \$250,000-\$400,000 for renovation of the building. Vanguard Academy board members feel we can keep the costs closer to the \$250,000 estimate, but will budget for the \$400,000 estimate. The science labs will be located where building space was previously leased for dental space, which eliminates part of the cost for plumbing. A sample layout of the design of the school in this building follows.



The sketch above shows the second floor, which contains the classrooms and administrative offices. The first floor (below) contains the kitchen, multi-purpose room, additional bathrooms, locker room, administrative offices, and in the future will contain the junior high classes.



An estimated total cost of the purchase of the building, architectural plans, and renovations are estimated as \$2,460,000 - \$2,625,000. Although a new building is preferred, if Vanguard Academy resorts to using this building more money would be available to go toward technology, music, and science programs, furthering the education of the students.

A building officer will be secured through a request for proposal (RFP). The officer will oversee the retrofit of the temporary location and make sure all proper fire and building codes are met. The building officer will also assist in completing the land transaction and securing financing, while overseeing the design and construction of the building. Prior to purchasing or leasing a facility, the building officer will ensure all necessary local building approvals and permits are obtained.

Contingency

In the event that the school building will not be ready for the 2014 school year, Vanguard Academy could lease a temporary location for less than 1 year, using the estimated minimum space that will be required for our first year.

Room	Range: Sq. Ft.			QTY	Estimated Sq. Ft.	Total Sq. Ft.
	Low	High	Average			
Classrooms	441	953	744	14	600	8400
Administrative Suites/Counseling	80	1000	397	1	570	570
Storage Rooms	94	674	318	3	100	300
Restrooms (Faculty)	50	250	100	1	36	36
Restrooms (students)	50	1000	238	2	242	484
Multi-Purpose Room / Cafeteria	1354	6600	4000	1	2500	2500
Physical Education Locker Rooms/bathrooms				1	551	551
Total Net Area	Excludes Hallways, Circulations areas, walls, etc.					12841
Total Gross Area						18619.45

The following locations could be used temporarily for Vanguard Academy in the event that our building is not available at the time of the charter school approval.

1. 3195 S Main St – Salt Lake City
1.86 acres, up to 30,000 sq. ft.
Centrally located between 2-3 SLCC campuses, walking distance from UTA trax station
\$2,180,000 for purchase or lease at \$11.50 psf.
Building has been vacant for 1-2 years
2. Meadowbrooks – 4200 S Redwood Rd, Taylorsville
Approx 33,000-56,000 sq. ft. available
Walking distance to Redwood campus SLCC and UTA trax station
\$15 per square foot annually (full service), retrofit negotiable
Building has been vacant for over 3 years

If circumstances change and the current first choice land and the above options are no longer available at the time the charter is approved, we have established a procedure to secure new locations for our facility. Our procedure includes considering potential locations based on parcel size, surrounding developments, parent/student/staff accessibility, traffic and roadway concerns, and other factors included in our market analysis. We are confident that we will be able to secure a location using our procedures if the above options become unavailable.

Financing

Vanguard Academy plans to use the Charter School Revolving Loan to help with up-front costs for starting the school. In addition to the option of the Charter School Revolving Loan, Vanguard has solicited the services of a reputable financing institution that has guaranteed a line of credit up to \$5,000,000. We also have a guarantee from a large corporate member of the

community that is technology based and interested in helping the community. They have indicated that upon approval of our charter they are willing to make a substantial donation that would cover the building cost requirements needed during our first year of operations. Until the donations are in hand, Vanguard Academy has budgeted for a loan payment toward the building. Board members of Vanguard Academy has also met with several charter school developers and have the option of contracting with one of them to manage the financing and construction of the school. We would plan to take advantage of the leasing option during the first three years with the option to purchase. This would involve an agreement including 8% interest for a 20 year loan with an annual payment of approximately \$550,000. We also plan to seek low interest rate loans with banking institutions to provide any additional financing needs that arise.

Detailed Business Plan & Budget

Vanguard Academy understands the importance of maintaining a balanced and the ability to ensure the school building will be ready for instruction. The operating budget provided is a sample of what Vanguard Academy might use for the operation of the school. These figures have been estimated based on current costs. Vanguard Academy reserves the right to make changes to the budget in order to meet the needs of the school.

Planning Year

The Governing Board acknowledges that start-up funding through the Revolving Loan may not be an option, and will work to secure comparable financing. We currently have potential financing from promising corporate sponsors upon approval of the charter. Monies received through donations, the Revolving Loan or other loans secured by Vanguard Academy may be used for the building, to purchase books, furniture, teacher training, or other services that are listed in the first operational year budget but require payment before we receive state funding. To help with these expenses, Vanguard Academy will carry over a balance from the start-up year loan or possible future grants to pay for such expenses.

Vanguard Academy's planning year is based on four months of operation prior to opening the school. Vanguard will hire a principal, secretary, and business services to help start the school year, including hiring employees. Some marketing, communication, furniture and equipment will also be needed during the planning year. Upon approval of the charter, Vanguard Academy will secure funds to finance the start-up of the school. The governing board has contacted a finance company to secure the necessary loans to cover costs the school will need to pay prior to receiving funding. The amount of funds needed for the start-up year is \$65,828. This includes \$5000 for office space, \$3,000 training, 1/3 yr principal + insurance, 1/3 yr secretary, \$15,000 business manager, \$2000 legal fees, \$3,000 printing & binding, \$500 office supplies, \$400 furniture (desk, chair, shelves, filing cabinet), \$4000 2 computers (printers & software included). Any loans received during the start-up year will be paid back in the first 5 years of operations.

During the start-up year of Vanguard Academy, tasks to be accomplished along with completion dates are as follows: Associated costs are shown on the budget for the 2013-2014 planning year.

- Hire a Principal (by November 2014).
- Place a request for proposal (RFP) and hire a construction manager to oversee facility construction (upon charter approval) and/or leasing options and necessary retrofits. (by Jan 2015)
- Lease temporary office space (November 2014)
- Begin advertising the school through marketing plan and solicit applications for founding committee (January 2015)
- Begin attending auctions for used furniture and supplies – (January 2015)
- Hire Business Manager (January 2015) - \$15,000 budgeted

- Attend local teacher fairs, advertise employment opportunities, and begin interviews for teaching and certified library personnel positions (January-May 2015)
- Advertising of the school, open houses, accept applications and conduct lottery if necessary (January-March 2015)
- Administrative training (January 2015) - \$3000 budgeted
- Place RFP for administrative service provider (February 4, 2015)
- Have founding committee in place, subcommittees formed with assigned tasks outlined (February 2015)
- Set up PTSO & elect additional board member from PTSO (April 2015)
- All teachers hired (May 2015)
- Renew paperwork for 501(c)(3) tax exempt status (by July 2015)
- Five year strategic plan in place (July 2015)
- Members of the Parent Organization begin planning, organizing and carrying out activities to support the opening of the school (July 1, 2015)
- All support staff (secretarial, janitorial, instructional aides, IT) hired (July 2015)
- Order text books, library books/supplies, science & technology supplies (by July 2015)
- Obtain Certificate of Occupancy (by August 1, 2015)

Operational Years 1-2

Revenue

Although the exact numbers in each grade level could change based on enrollment, each class has been designed to hold a maximum of 25 students with three classes per grade totaling 75 students per grade level. Vanguard Academy will offer grades 7th through 10th during the first year of operation, making a total of 300 students. 11th grade will be added during the second year, making a total of 375 students during the second year, and 12th grade will be added during the 3rd year of operation, making a total of 450 students overall. WPU programs, Non-WPU programs and total state funding worksheet was provided by the Utah State Charter Board's website and the total revenue worksheet calculations for Vanguard Academy can be found in Attachment B.

Expenditures

The overall goal of Vanguard Academy is to construct a school on acquired land, but we also have a temporary plan to lease a building that will be sufficient for our needs. With the current loans and donations promised, Vanguard Academy will purchase technology, science equipment and supplies, and musical instruments. Our board will also continue to pursue grant money and business partnerships to provide supplementary funding for additional technology, teacher training, and support for low-income students. As required in the budget, we have only used assured revenues. Vanguard has consulted with financial management companies, as well as current school costs, to determine approximate amounts for the school budget.

Building

In the event of full enrollment, \$550,000 has been budgeted for the first and second year of operation for the building lease/payment, which includes the building improvements. According to Vanguard's current location and contingency plans, the renovations of the building will be included in the purchase cost. The payment of the Charter School Revolving Loan of \$66,000 a year has also been included in the budget.

Employees

Based on the enrollment budgeted for the first year of operation and 18 teachers for the second year, Vanguard Academy has budgeted \$34,000 avg. salary per teacher, plus one Special Education teacher. One counselor has been budgeted for the first year and one and a half for the second year with a salary of \$36,000. One principal has been budgeted for the first and second year of operation with a salary of \$65,000. Two secretaries will be needed during the first year with a salary of \$17,000. Each of these employees will be given health insurance benefits of \$350 per month (\$4,200 per year). Additional part time employees that will not receive health insurance benefits include a part time librarian (\$15,000), two custodians (\$8,500 each), and 70 days of substitutes at \$80 per day (5 days a year per teacher). During the second year, the budget allows for an additional part time counselor, secretary, and custodian. The substitutes will be replaced by four Teacher Assistants with a salary of \$17,000. The teacher assistants will also serve as substitutes when needed. Vanguard Academy intends to use a Management Company for our business management needs and have budgeted \$120,000 for the first operational year and \$90,400 for the second year.

Technology Plan

Vanguard has budgeted for a computer for each teacher/administrator and school offices as well two 25 student computer lab and several printers for the first year (\$1,000 each computer), projectors and interactive white boards for selected classrooms (\$30,000). An additional 25 student computer lab, additional teacher computers, and projectors (\$12,000) for the classrooms have been budgeted the following year. In addition to the computers, the budget also allows for the computer set-up (\$11,000) and during the second year additional computer software and science technology equipment (\$10,000) will be added. Vanguard Academy intends to use hired services for the IT Technician and computer maintenance for \$20,000 each year. Additional technology will be made available based upon acquired technology grants.

Furniture

Vanguard Academy intends to cut costs by purchasing used furniture from auctions and thrift stores. There is an estimated need for teacher/secretary furniture including desks & chairs - 25@\$40=\$1000, book cases & file cabinets - 25@\$40=\$1000, locked office & classroom cabinets 25@\$40=\$1000, Student Desks – 400 desks for \$2,500 and cafeteria tables 12@\$125=\$1,500 totaling \$7,000. During the second year, an additional \$3,000.00 has been budgeted to purchase teacher furniture and student desks.

Curriculum

Based on textbook costs and curriculum needs for the school, Vanguard Academy has budgeted \$400 per student for textbooks/curriculum for the first year and \$500 per additional student for the second year. It is estimated that each teacher, secretary, counselor, and

administrator will need approximately \$200 in office supplies. A copier/scanner/fax/printer has been budgeted at \$4,000 for the first operational year and a second one for the second year. \$2000 has been budgeted for needed printing and postage. Additional grant money will be pursued to add to the science curriculum, supplies and lab set-up.

Library Plan

The library at Vanguard Academy will provide curriculum-based resources, which may include internet access, books, and media resources. The resources in our media center will be focused on adding to and complementing the curriculum. A part time certified media specialist and part time secretary will be hired to direct the library in accordance with the Northwest Accreditation standards. Students, faculty, and support staff will have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience.

The library media center will be set up for student use and will have computers for the students to access digital media such as electronic encyclopedias and e-books as well as physical books. All physical items will be tracked using an automated barcode system. Internet access will be made available to students with parent permission, and teacher supervision. \$3000 has been budgeted for the first year for the media center and \$5000 for the second year.

Employee Training

Vanguard Academy's mission requires staff to receive training in STEAM and leadership. We plan to send our administrators and a few leading instructors to STEM and 7-Habits training each year. We have budgeted \$3000 for training during our planning year. The administrators and leaders of the school program will prepare training for the staff and select and develop curriculum that will be used in our classes. The teachers developing the curriculum will be compensated for their time. We have budgeted an additional \$300 for training for each teacher/staff member needing the training during our 1st year and \$500 during our 2nd year.

Employee Health Plan

Vanguard Academy intends to seek bids for insurance for employees. Employees will be provided with a basic health insurance of up to \$350 per month (\$4,200 per year). Employees will have the option of paying more for additional health insurance, or other health/dental/vision/life insurance plans.

Liability Insurance

Vanguard Academy has contacted an insurance company and has received an estimated bid for approximately two million dollars in liability insurance and an employee dishonesty bond. The academy will not carry comprehensive/collision insurance as the academy will not own nor maintain any fleet vehicles. Since Vanguard Academy will be leasing an existing building, the property insurance costs will be included in the cost of the lease. The Vanguard Academy Governing Board will assure that the Business Manager will carry appropriate levels of coverage in the form of a Treasurers Bond. Vanguard assures it will acquire and maintain a Certificate of Insurance in an amount not less than minimum state requirements, as per Utah State Office of Education. An estimated cost for the insurance is between \$750 and \$1000 per year. Vanguard Academy has budgeted \$1,000.

Auditor

Vanguard Academy understands that the Board is responsible for making sure that the school complies with all state-mandated reports and deadlines and for instituting proper controls to mitigate possible risk factors in a business. As required by State Law, Vanguard will contract with a CPA law firm to conduct an annual independent audit at the end of each fiscal year. \$11,000 has been budgeted for audit services and reporting, the annual financial audit, and annual IRS Form 990 preparation and filing, and October 1st Enrollment Count and Membership Reporting. Once completed, the audit report will be given to both the USOE and Utah State Auditors' Office by November 30 each year in compliance with state requirements. During the first operational year, Vanguard Academy will submit required monthly financial reports, followed by required quarterly financial reports beginning the 2nd operational year

Other Supplies

Janitorial supplies including cleaners, toilet paper, paper towels, and soap has been budgeted for \$11,000 for the first year and \$13,500 for the second year. Utilities, phone, and alarms is estimated to cost approximately \$3000 a year. \$65,000 has been budgeted for the first year to include set-up costs. Internet has been budgeted for \$4,800 each year.

Extra-Curricular Activities

Vanguard Academy sees a need for students to have opportunities to participate in activities outside of the day's scheduled classes in order to develop additional interests and skills. Additional information regarding the extra-curricular activities that may be provided, along with the school's extra-curricular policies are included in Attachment H.

Extracurricular Activities in School District

Vanguard Academy does not plan to participate or make available to students any extracurricular activities in the neighboring school district at this time. Vanguard will have its own extra-curricular activities available to students who which choose to be part of the additional school programs and appropriate fees will be required.

Schedule of Anticipated Fees

Vanguard Academy Charter School will not charge any fees or tuition excepting fees that are normally charged by other public schools in accordance with the affiliated school district policy. Vanguard Academy may establish fees for extracurricular activities, field trips, and/or transportation. Vanguard Academy will recognize and make allowances for any student who qualifies for waivers based upon the Free or Reduced Lunch Program.

School Closure Plan

In the event, Vanguard Academy is not able to remain open, a necessary closure fund amount has been calculated on the bottom of the budget worksheet. Each year, Vanguard has budgeted appropriately to ensure that the remaining balance meets or exceeds the required necessary closure fund amount.

Contingency Budget

A budget has been prepared if student enrollment is only 75% of capacity, where cuts have been made in a few areas. The first major cut is on the sq. footage we will lease for the first year. If Vanguard does not have full enrollment, since the number of students would be lower, the number of teachers could also be lower and still maintain a maximum class size of 25 students. The budget also cuts out the instructional assistants, a part time secretary, teacher training, and the number of textbooks, library supplies, and technology equipment. Our budget will be very tight, but the budget still allows for the necessary school closure fund. Vanguard Academy will take necessary steps to market and reach a minimum enrollment of 90%.

<i>Indicator – Financial performance and sustainability</i>		
Measure	Metric	Board Goal
Current ratio	$\frac{\text{Current Assets}}{\text{Current Liabilities}}$	>1.15
Debt ratio	$\frac{\text{Total Liabilities}}{\text{Total Assets}}$	<0.9
Occupancy costs	$\frac{\text{Facility Costs}}{\text{Total Operating Revenues}}$	<20%
Maintain applicable bond covenants	No Default Certification, Audited Financial Statements	No default, school holds contractual obligations
Current assets to total annual operating expenses	$\frac{[\text{Current Assets}]}{(\text{Total Annual Operating Expenses} \div 365)}$	>45 days cash on hand
Adherence to Budget	$\frac{(\text{Budgeted expenditure} - \text{Expenditure})}{\text{Budgeted expenditure}}$	Overall budget to actual expenditures within 5% of budget

Fiscal Procedures

Fiscal Procedures

The Vanguard Academy Governing Board has oversight of the financial management of Vanguard Academy, inclusive of establishing the governance structure and the financial management policies as set forth in the school's charter. The Board approves and provides oversight for the school's annual budget and establishes fiscal policy and procedure.

Vanguard Academy financial operations will comply with Generally Accepted Accounting Principles, which include Generally Accepted Governmental Auditing Standards financial reports. The Governing Board of Vanguard Academy will ensure all fiscal procedures are in accordance with Utah State Code as contained in Title R33 Administrative Services, Purchasing and General Services. The Governing Board has determined that in order to maximize the efficiency of the business operations of the school, all business administration services will be contracted out through an administrative management company, which will be hired through an RFP process. At this time, Vanguard Academy has a memorandum of understanding with two well-known charter business management companies with a service and cost estimate, which states, it is subject to the RFP process. The Business Manager is named as the Business Administrator per R277-470-9d. The business manager will attend all School Finance and Statistics trainings prior to working with Vanguard Academy as a means of insuring all State of Utah finance rules and regulations are properly followed. Ongoing attendance at these meetings will also be required, as Vanguard Academy recognizes that rules, regulations, policies and procedures are subject to change.

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

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

Vanguard Academy will not make appropriations in excess of estimated revenue. The business manager will report regularly to the Governing Board regarding finances, and work with Executive Director and Academic Director to longitudinally plan expenses. If appropriations are projected to exceed revenue, services and programs may be cut back, or adjustments may need to be made to salaries. Vanguard Academy will include a clause defining circumstances under which this may occur in letters of appointment. However, by careful

planning the Governing Board of Vanguard Academy believes this situation can be avoided. All requests for funds from expendable revenues and undistributed reserves, as well as inter fund transfers must be approved by the Governing Board and budget adjusted accordingly in an open meeting.

Purchasing Policies & Procedures (PP&P)

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

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

Purchase Requisitions are forwarded to the Business Manager, who prepares a bid analysis by vendor for the items requisitioned.

The *Purchase Requisitions* includes the following:

1. A description of items ordered
 2. A cost estimate
 3. The required delivery information
 4. A statement of the nature and purpose of the procurement
- The Business Manager will present *Purchase Requisitions* to the Principal or Treasurer for review and approval.
 - Approved purchase requisitions will be returned to the Business Manager, and a purchase order is then prepared.
 - Before a purchase order is sent to a supplier, the Business Manager will review it for accuracy of the dates, account coding, quantities listed, and arithmetic extensions.
 - Two copies of the purchase order will be prepared. One copy is for the vendor, and the other copy is to be filed alphabetically by vendor in the business office and entered in the Purchase Order Log by pre-assigned number to track outstanding commitments. Any purchase that would benefit a Member of the Governing Board or Employee of Vanguard Academy must be disclosed to the school and approved by the business manager prior to the purchase being made.

Emergency Purchases

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

previous requirements, the Treasurer or designee must authorize the purchase. All receipts and records justifying emergency purchases will be kept and maintained by the Business Manager.

Capitalization Policies

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

Fixed Asset Classification

Fixed assets are accounted for by the following classifications: land, building, equipment, betterment, leasehold improvements, equipment, furniture, and computer hardware and software. The School capitalizes all fixed assets when acquired, and records the historical cost of these items in the general ledger. In accordance with generally accepted accounting principles as they relate to special purpose business-type activity, government entities, under GASB 34, depreciation expense must be recorded in the general ledger. Vanguard Academy will use the straight-line method of depreciation over the assets useful life as determined by standard accounting procedures:

Computers 5 years

Office Equipment 5 years

Office Furniture 7 years

Leasehold Improvements - Useful life or life of lease, whichever is less.

Building Improvements 20 years

Building 40 years

Complete Record of P&E Acquisition Costs

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

Reimbursement Policy

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

Signature Authority

To properly segregate duties within Vanguard Academy, the Board Chair, the Treasurer of the Board and the Executive Director are the only individuals with signatory authority and are responsible for authorizing all cash transactions.

Cash Policy

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

1. Mail is to be opened by the Receptionist who sorts the checks.

2. All checks are restrictively endorsed immediately by the Receptionist and entered into a deposit register, which cannot be changed by the business manager. A separate member or secretary of the office staff prepares the deposit slips for deposit and takes the deposits on a daily or weekly basis dependent on the amount of funds received.
3. A copy of the deposit register is forwarded to the Business Manager.
4. The Business Manager prepares journal entries and reconciles bank statements to deposit register. Receptionist and Business Manager both review Deposit Register for accuracy and sign the Register.
5. The office staff makes deposits every 24 hours or when funds to be deposited exceed \$1000. If deposits are made other than daily, the deposit shall be maintained in a secure area with limited access.
6. Reconciliation of cash receipts to deposit slips and bank statements are performed by the Business Manager on a monthly basis.

Fee Policy

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

1. Students in grades 6-12 will be charged fees above the ordinary cost of an education. Fees may be assessed for lockers, yearbooks, clubs, travel, and extra-curricular activities, as well as textbook fees, musical instrument rental, calculators, and similar items.
2. Vanguard Academy will follow fee waiver policy as defined in Utah Code R277-407.

Fund Raising

The Volunteer Organization shall conduct all fund raising used to support education as determined by Volunteer Organization Officers and Administration, with the exception of grant writing and business partnerships. All grant applications are submitted and approved by the Governing Board prior to official submission.

USOE School Finance Training

Vanguard Academy's business manager will attend all USOE School Finance trainings prior to working with Vanguard Academy as a means of insuring all State of Utah finance rules and regulations are properly followed. Ongoing attendance at these meetings will also be required to manage the school's compliance with future changes to the financial reporting requirements.

The Governing Board of Vanguard Academy will ensure all fiscal procedures are in accordance with Utah State Code as contained in Title R33 Administrative Services, Purchasing and General Services. In order to maximize the efficiency of business operations, business administration services will be contracted out through an administrative management company, which will be hired through an RFP process. At this time, Vanguard Academy currently plans to work with a charter business management company with a service and cost estimate, which is subject to the RFP process. The Business Manager will be named as the Business Administrator

per R277-470-9d. The school's Director will attend the USOE School Finance trainings prior to working with Vanguard Academy and for every year that the Business Administrator is hired out.

Financial statements displaying budget vs. actual results will be prepared by the Business Manager, reviewed by the Director, and presented to the Governing Board at each monthly board meeting. Supporting records will be kept in sufficient detail to prepare financial reports. Expenses will be tracked by program, function, and object, and reported consistent with state regulations

Business Administrator/Business Manager

Under the general direction of the School Director, the Business Manager is responsible for directing and administering the business and operational affairs of the school. The Business Manager will have responsibility for the financial management, human resource management, facilities oversight, and legal compliance. We believe all individuals who work at Vanguard Academy need to have the same vision and understanding of our mission and committed to work as a team for the success of our students. The specific duties of the business manager are included below.

Duties:

- Attend board meetings;
- Keep accurate records of all revenues received, their sources, dates availability, and federal and state allowable expenditures to ensure that funds are spent in line with rules of state and Federal programs;
- Prepare and submit to the board each month a written report of the charter school's receipts and expenditures;
- Use uniform budgeting, accounting, and auditing procedures and forms approved by the Utah State Board of Education, which shall be in accordance with generally accepted accounting principles or auditing standards and Title 63J, Chapter 1, Utah Budgetary Procedures Act, and consistent with generally accepted standards of fiscal management to be used by the school;
- Prepare and submit to the board a detailed annual statement for the period ending June 30, of the revenue and expenditures, including beginning and ending fund balances;
- Assist the principal in the preparation and submission of budget documents and statistical and fiscal reports required by law or the State Board of Education;
- Ensure that adequate internal controls are in place to safeguard the charter school's funds;
- Perform other duties as the board or principal may require.

Specific duties may also include:

Financial Management

- Establish, maintain, analyze and evaluate accounting practices, systems, and controls.

- Perform bookkeeping duties, accounts payable, etc.
- Coordinate required state audits and reports with appropriate accounting firm and state agencies.
- Prepare related fiscal reports including USOE reports, other state and federal reports, tax reports and other accounting reports as necessary.
- Assess and process all purchase orders and check requests and manage budget by certifying available funds; establish property authorization according to school policy.
- Reconcile and manage all school accounts, including bank and purchase card accounts.
- Collaborate with Admin to allocate appropriate resources and project staff needed, facility needs, energy needs, capital equipment needs and other cost items for school improvement based on enrollment.
- Assist Administration with monitoring the overall school budget and see that programs are cost effective and funds are managed effectively.
- Negotiate favorable purchasing agreements for materials and supplies; follow state procurement code, rules and school purchasing policies.
- Track school revenue; establish internal controls over cash receipts.
- Report monthly to the Board of Trustees regarding all financial matters of the school and meet as requested by the director, board chair or treasurer.

Human Resource Management

- Keep accurate employment records of all school employees, including required electronic records and databases.
- With Administration, orient new employees to the school's HR manuals, handbooks, and policies, including employee benefit plans.
- Ensure employees complete necessary new-hire or change paperwork.
- Assist Administration with checking references of employment candidates.
- Complete regular payroll, including processing time cards, calculation of deductions and payment of wages to employees.
- Ensure remittance of withholdings to benefit providers and taxing authorities.

- Receive communication from Administration on the management of employee assignments within the school, pay rates and wage data and enter data into payroll systems accordingly.
- Assist Administration with the administration of employee benefit plans and coordinate with benefit providers. Work with Administration in developing benefit plans as needed.
- Assist administration with unemployment and workman's compensation claims as needed.

Facilities Oversight

- Track the school's assets and work with Administration to inventory and maintain the school's property and supplies.
- Prepare depreciation schedules of fixed assets for inclusion in the audited financial statements.
- Maintain and direct the sale or disposal of surplus equipment.
- Oversee maintenance of replacement cost-asset inventory for insurance purposes.
- Assist Administration with the drafting of bids and bid specifications for new equipment purchases.
- Assist Administration by coordinating with school custodial and maintenance staff to ensure adequate resources are used to maintain the facility.
- Assist Administration budget development for capital improvements to the facility as needed.

Legal Compliance

- Assist Administration to ensure applicable federal and state laws are followed and that local board policy is followed as applicable to business operations.
- Manage all hardcopy and computerized fiscal reports, records, and other required documents related to Business Management responsibilities, including appropriate archiving of records.
- Prepare monthly and annual financial statements and budget reports.
- Act as liaison with the school's chosen insurer(s).
- Coordinate required government fiscal audits and reports.

- Report periodically (generally monthly) to the Governing Board.
- Meet as needed with the Director, Board Treasurer or Board Chair.

Education and/or Experience

- Five or more years of fiscal management experience preferred.
- Two years of experience with school accounting at a district level, supplemented by additional training in school accounting and/or school business manager training preferred.
- Two years of college education in the field of business administration, accounting, or a related field, or equivalent fiscal management experience.
- Bachelor's Degree in Accounting, Business Management or closely related field, advanced degree preferred.

Organizational Structure & Governing Body

School Leaders & Non-Profit Experience

Jonie Jenkins

Background Information

Founding Board Member, Authorized Agent, President

Statement of Intent:

After seeing a need for quality education in STEM areas, I decided to start a charter school to meet that need. As the leader in developing the application and total commitment to starting the school, I have overseen the application process, performed necessary research, and compiled all parts of the application. I have completed a degree in administration and am currently receiving training as a charter school principal through the ACES program with the Utah State Office of Education for Charter Schools.

Not-for-Profit History:

- Employee of a public non-profit secondary school for 9 years.
- Employee of a non-profit private school for 2 years.
- Educator for a church education program.
- Involved in PTO at a non-profit elementary school.
- Involved in church programs such as scouts, quorum duties.
- Volunteer and leader in community service projects.

Employment History:

Current **Health First Family Medicine**
Business Manager

Oversee operation, human resources/payroll, accounts payable/recievable, developing business manual, overall maintenance of business, policies/procedures.

2012-2013 **Ensign Learning Center**
5th grade teacher, High School Math Teacher, Substitute

I took over a 5th grade class where the teacher resigned for maternity reasons in 2012. I was the math leader for the elementary. I assisted with the 5th grade history music program. I have also worked part time as a junior high substitute.

Currently I am teaching math in the high school part time, and part time in continuing development of the business.

2012 **Salt Lake Community College**
Part Time Adjunct Math Professor

Taught Math 1010, 1030, 1050, 1060. Taught traditional and online classes.

2011 **American Preparatory Academy**
High School Assistant Director & Math Teacher

Developed the math curriculum, pre-assessed students and placed students in correct classes. Lead department meetings, assisted in administrative work, taught corrective math classes, Algebra II, Pre-Calculus, and Pre-Algebra.

2004-2011 **Bingham High School**
Math Teacher

Taught Math 1010/1050/1060, Algebra II, College Prep., Algebra I, Geometry, and Pre-calculus. Team leader in curriculum development of Algebra II. Part of Sterling Scholar selection committee. Tutored students involved in Academic Decathlon. Completed counseling practicum at Bingham High: Sophomore Outreach, SEOP, data analysis for counseling statistics. Part of the "At Risk" committee.

2006-2007 **Elkridge Middle School**
Counseling Intern

Counseled students through career counseling, group counseling, individual counseling, classroom presentations, testing, SEOP.

Summer 2006 **Westvale Elementary**
Counseling Intern

Counseled Special Ed students, including Asperger's, and at risk students through groups.

2003-2004 **Oquirrh Hills Middle School**
Math Teacher

Taught Geometry & Algebra I, Math tutoring, and participated in "Impact", an organized team of math teachers through Jordan School District.

1997-2003 **Spiffy Ice**

Office Manager

Managed the office of an ice company. Answered phones, dispatched calls to drivers, wrote policy and procedures manual, hired, trained, and managed other employees, helped develop computer program for company.

Education History:

- 2011 – 2012 **University of Phoenix**
Principal Licensure Certificate
- 2004-2007 **University of Phoenix**
Masters of Science in School Counseling (level 2)
- 1998-2003 **University of Utah**
Bachelors of Science in Mathematics (level IV), minor in English
Secondary Education License, currently Level 2
- 1996-1997 **Salt Lake Community College**
Letter of Completion of general education

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Jonie Jenkins

Address P.O. Box 910

City, State, Zip West Jordan, UT 84088

<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>

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

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

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

Brad Jenkins
Applicant's Signature

Subscribed and sworn before me this 15th day of November Year 2013.

County of Salt Lake State of Utah.

Notary Public *Brad Jenkins* My Commission Expires 2-27-16



Founding Board Member, Curriculum Development, Vice President

Statement of Intent:

I came on board early in the application process. I have seen the excellent results of many successful charter schools and am committed to providing excellent educational opportunities to as many students as possible. I helped to write many sections of the charter and participated in research for and editing of the application.

Not-for-Profit History:

I served as a secretary to the Parent Teacher Organization at Ensign Learning Center for two years. I organized and participated in board meetings, parent meetings, and in organizing school activities. I also maintained a website and email address to increase communication between the school and families.

I also worked at a non-profit school for seven years. I taught grades ranging from pre-school to eighth grade. During this time I served as a curriculum coordinator for reading and history. As coordinator I analyzed student academic data to identify areas needing improvement and implemented action plans to improve academic outcomes.

Employment History:

TEACHING EXPERIENCE

Early Light Academy – Charter School

Teacher

Oct. 2010 – current

Daybreak, UT

- Teaching 7th & 8th Social Studies and Debate, on Accreditation Committee

Eisenhower Junior High, Granite School District

Student Teacher

Oct. 2009 – April 2010

Taylorsville, UT

- Taught 7th Grade students Utah history, one access/honors class and one regular class.
- Taught 9th Graders geography.
- Created a classroom blog for students to post class notes, assignments, and to publish student work

Ensign Learning Center

Teacher, Curriculum Coordinator

Aug. 2001 – April 2008

West Valley City, UT

- Taught pre-school class full day for a year

- Taught second grade class full day for two years
- Reading coordinator, matched curriculum to state core and made changes where needed
- Taught fifth grade class full day for two years
- Taught 7th and 8th grade students Utah history, U.S. History and government, 8th grade science, and computer technology. Organized a school history fair two years in a row
- History coordinator, matched our curriculum to state core
- Helped organize student body officer activities

Education History:

EDUCATION

M.Ed., Teaching and Learning
University of Utah

May 2010
Salt Lake City, UT

B.S., Social Science Composite Teaching
University of Utah

December 2008
Salt Lake City, UT

- 3.98 GPA, Phi Eta Sigma Honor Society, Golden Key Honor Society, Phi Alpha Theta Honor Society

CERTIFICATION

Secondary Teaching License

May 2010

- Passed Praxis II Social Science Composite
- Level II License

June 2013

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Joy Palmer

Address 8390S. Susan Way

City, State, Zip West Jordan, UT 84088

<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>5. 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>6. 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 Joy Palmer CHARTER SCHOOL.

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

Joy Palmer
Applicant's Signature

Subscribed and sworn before me this 15th day of November Year 2013.

County of Salt Lake State of Utah.

Notary Public Brad Jenkins My Commission Expires 2-27-16



Board Member, Financial Coordinator, Treasurer

Statement of Intent:

I am qualified and committed to assist with the setting up of the Vanguard Academy. I am passionate about providing a quality education for our future generations and feel this charter school will accomplish that purpose. I will be able to provide insight into the financial responsibilities, policies, and procedures necessary to make this charter school a success.

Not-for-Profit History:

I am experienced in non-profit accounting and operations. I currently have clients where we do non-profit accounting for their organizations.

I have participated in assisting in the management and operations of MHCO Children's Orchestra and have helped obtain grants and compile financial information for this organization.

I have also participated in setting up a local, private, non-profit school, K4-8th grades and also a local non-profit high school.

I have organized fund raisers and have supervised charity benefits.

Employment History:

**CERTIFIED PUBLIC ACCOUNTANT/ OWNER
Mitchell & Associates, LLC**

2009- Present
Salt Lake City, UT

- Own and manage a small accounting firm
- Provide accounting and tax services
- Provide compilations, reviews, and audits
- Experienced in preparing corporate, personal, & partnership income tax returns
- Provide consulting services
- Experienced in non-profit organizations

**ACCOUNTANT/ TAX PROFESSIONAL
Kingston & Associates, LLC**

1997- 2009
Salt Lake City, UT

- Tax manager/Chief Financial Officer
- Maintained the company accounting records and other financial duties
- Experienced in managing and preparing corporate, personal, & partnership income tax returns
- Performed compilations and reviews

**ACCOUNTANT/ TAX PROFESSIONAL
Fidelity Funding Corporation**

1990-1997
Salt Lake City, UT

- Accounting manager
- Prepared corporate, personal, and partnership income tax returns
- Periodic accounting and bookkeeping including preparing financial statements, reconciling bank statements, collecting past due accounts

**ACCOUNTANT/ BOOKKEEPER
P.P.M.C. Corporation**

1988-1989
Salt Lake City, UT

- Performed accounting and bookkeeping duties
- Prepared financial statements
- Collected past due accounts

**ACCOUNTING INTERN
Standard Restaurant Equipment Company**

1986-1987
Salt Lake City, UT

- Worked in Accounts Payable, Accounts Receivable, and Purchasing departments
- Collected past due accounts
- Accounting duties including reconciling bank statements, preparing daily deposits, responsible for meeting payable receivable and purchasing deadlines
- Sales and front counter register

**BOOKKEEPER/NEW ACCOUNTS MANAGER
Sandy State Bank**

1986-1987
Sandy, UT

- Managed new account setups
- Balanced daily teller reports
- Secretarial/Receptionist duties

Education History:

**MASTERS OF BUSINESS ADMINISTRATION
UNIVERSITY OF UTAH**

May 2005
Salt Lake City, UT

**BACHELOR OF SCIENCE (ACCOUNTING)
UNIVERSITY OF UTAH**

June 1992
Salt Lake City, UT

GRADUATED HONORS SOCIETY GRANITE HIGH SCHOOL

Salt Lake City, UT June 1988

CPA EXAMINATION PASSED

May 1994

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Name Grace Mitchell

Address 4915 S Esther Circle

City, State, Zip Salt Lake City, Utah 84117

<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>7. 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>8. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES [] NO[x]</p>

Utah State Charter School Board
Charter School Application

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

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

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

Grace Mitchell
Applicant's Signature

Subscribed and sworn before me this 31 day of March Year 2011.

County of Salt Lake State of Utah.

Notary Public Rachel O. Young My Commission Expires 2014



ATTACHMENT E

Updated September 2010

Board Member, Facilities, Secretary

Statement of Intent:

I wish to use my background, skills and education to assist with the success of this new charter school. I will be able to provide valuable insight for the planning, operations and maintenance of the facilities. I will also be able to provide a positive impact on the technical curriculums.

Not-for-Profit History:

- Educator for a church education program.
- Precinct Chair and State Delegate, Utah Republican Party
- Firm provided the design and construction plans for Utah Home for a Hero
- Firm provided teacher and software for drafting classes for local private school for two school years 2006 through 2008.
- Served two years as a church missionary outside of the United States
- Involved in church programs such as scouts, quorum duties.

Employment History:

Engagement Dates: 03/1982 – 06/1982

Employer: Reaveley Engineers and Associates

Title: Engineer in Training

Description: Structural design, field observations. Participated in and designed various commercial structures.

Supervisor: Lawrence D Reaveley
Principal Structural Engineer
675 East 500 South, Suite 400
Salt Lake City, UT 84102 US

Engagement Dates: 03/1984 – 03/1987

Employer: R.L. Wadsworth Inc, Consulting Structural Engineer

Title: Project Engineer

Description: Started as an Engineer in training. Moved from assisting in structural design to being the project engineer on building projects. Responsible for structural design and working drawings for homes, schools, offices, churches, retail stores and warehouses. Structural design included both static and dynamic analysis on steel, concrete, wood and masonry systems, using the Uniform Building code and standard structural design procedures.

Supervisor: D George Hansen / Ralph L Wadsworth

Principal Engineer
2125 Wilmott Drive
Salt Lake City, UT 84109 US

Engagement Dates: 03/1987 – 09/1988

Employer: National Technical Systems @ Morton Thiokol

Title: System Engineer

Description: System Engineer on the redesign of the NASA Space Shuttle solid rocket motor (RSRM). Responsible for technical analysis, final reports, summary reports and presentations for NASA and United States Congressional Space Committees. Wrote the marker documents for Morton Thiokol's contract with NASA.

Supervisor: Lloyd Carlson
Project Engineer
P.O. Box 707
Brigham City, UT 84302 US

Engagement Dates: 10/1988 – 10/1989

Employer: D George Hansen

Title: Project Engineer

Description: Structural design of commercial, industrial, residential and other types of structures using all standard building materials and structural systems.

Supervisor: D George Hansen
Principal Engineer
245 East 100 South
Salt Lake City, UT 84111 US

Engagement Dates: 10/1989 – 08/1990

Employer: Mangum Engineering Consultants

Title: Principal Engineer

Description: Structural design on mostly residential structures. Some small commercial. Also facility planning and reclamation permitting for mining company.

Supervisor: Kimly C Mangum
Principal Engineer
3973 South 2200 West
Salt Lake City, UT 84119 US

Engagement Dates: 05/1990 – 07/1990

Employer: Lloyd E Platt

Title: Intern Architect / Engineer

Description: Intern architect and project engineer on large residential projects, mostly located in California.

Supervisor: Lloyd E Platt
Principal Architect
4645 South Highland Dr.
Holladay, UT 84117 US

Engagement Dates: 08/1990 – 02/1992

Employer: D George Hansen

Title: Project Engineer

Description: Structural design of commercial and industrial structures. Projects included design on the Salt Lake City, Delta Center. A large concrete arena used for the Utah Jazz basketball team and other events. I worked as the project engineer on site for nine months. It was a design build project. I was the project engineer on a six story office building.

Supervisor: D George Hansen
Principal Structural Engineer
245 East 100 South
Salt Lake City, UT 84111 US

Engagement Dates: 02/1992 – 07/1992

Employer: Mangum Engineering Consultants

Title: Principal Engineer

Description: Structural design mostly of residential structures. Mostly wood framed with concrete foundations. Some steel frames. Design included seismic and wind design.

Supervisor: Kimly C Mangum
Principal Engineer
3973 South 2200 West
Salt Lake City, UT 84119 US

Engagement Dates: 07/1992 – 03/1995

Employer: Daniel Cook Associates

Title: Engineer and intern architect

Description: Architectural and structural design of commercial, residential, government and religious structures. Structural designs include seismic and wind designs on wood, steel, masonry and concrete structures. Design, drafting and field observations.

Supervisor: Daniel Cook
Principal Architect / Engineer
2809 Washington Blvd
Ogden, UT 84403 US

Engagement Dates: 03/1995 – present

Employer: Kimly C Mangum, P.C. planning / architecture / engineering

Title: Principal Architect / Engineer

Description: Architectural and structural design of many types of facilities including commercial, industrial, religious and residential. I am now licensed as an architect in over 30 states. Completed large industrial projects over 60,000 square feet and multi-story buildings. Designs include use of all standard building materials. We have planned subdivisions and recreation projects. We also provide project management services.

Supervisor: Principal Architect / Engineer
635 West 5300 South, Suite 100
Salt Lake City, UT 84123 US

Education History:

- 1992 Masters of Architecture, University of Utah, Salt Lake City, Utah.
- 1984 Graduate Studies Structural Engineering, University of Utah, Salt Lake City, Utah.
- 1982 B.S. Civil Engineering, University of Utah, Salt Lake City, Utah.
- 1974 General Education Studies, Brigham Young University, Provo, Utah
- 1973 Graduate, Sterling Scholar, Cottonwood High School, Salt Lake City, Utah

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name _____ Kimly C Mangum _____

Address _____ 635 West 5300 South, Suite 100 _____

City, State, Zip _____ Salt Lake City, Utah 84123 _____

<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 align="right">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>9. 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 align="right">YES [] NO[X]</p>
<p>10. Do you have outstanding or unresolved civil judgments against you?</p>	<p align="right">YES [] NO[X]</p>

Utah State Charter School Board
Charter School Application

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

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

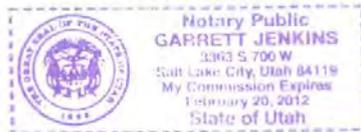
I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Kevin M. Mangum
Applicant's Signature

Subscribed and sworn before me this 30 day of March Year 2011.

County of Salt Lake State of Utah.

Notary Public *Garrett Jenkins* My Commission Expires 2-20-12



F. Mark Hansen

Background Information

Board Member, Legal

Mr. Hansen was born in Bountiful, Utah in 1952. He attended the local public schools from 1958 to 1971, played in concert band for five years, and was a member of the Davis County Youth Symphony. His father taught him shoe repairing in 1968, which he worked at after school and summers. After graduating from Viewmont High School, he repaired shoes, worked in retail stores, built and installed burglar alarms, and mined coal. He served in the Idaho Army National Guard and the Utah Air National Guard.

Mr. Hansen enrolled in the University of Utah College of Engineering in 1976, where he completed five years of undergraduate credit in three years, including a full year of credit through CLEP. Mr. Hansen served on the College's Student Advisory Committee. He also served as Secretary and then President of the American Institute of Industrial Engineers student chapter (AIIE), and as Chairman of the AIIE Student Regional Conference. Mr. Hansen graduated *cum laude* in 1979 with a BS degree in industrial engineering. He is a member of the Phi Kappa Phi, Tau Beta Pi, Alpha Pi Mu, Mortarboard, and Phi Eta Sigma honor societies.

Mr. Hansen worked from 1979 to 1984 as a manufacturer's assistant plant manager, as manager of a printing company, and as engineering manager for another manufacturing company.

Mr. Hansen married his wife Suzanne in 1982. They have twelve children, who have gone to public school, private school, charter school, and Salt Lake Community College, which gives him a parent's perspective of those educational forums. He was a member and chairman of the Jackson Elementary School Community Counsel (Salt Lake School District).

Mr. Hansen enrolled in the University of Utah College of Law in 1984. He was a William H. Leary Scholar and a member of the Sutherland Inn of Court II. He was a competitor and editor in the Traynor Moot Court competition. Mr. Hansen represented low-income clients as an intern for Utah Legal Services, and interned for Utah Supreme Court Justice Christine Durham. He was a member of the Utah Law Review, and was editor and reporter for the school published Western Energy Bulletin. He earned his Juris Doctor degree in 1987, graduating in the top 1/4 of his class.

While in law school Mr. Hansen began working in the legal field as a law clerk for Larsen & Wilkins, later Larsen & Stewart, who kept him on as an associate attorney from his admission to the Utah State Bar until 1993. He then worked with Peterson Reed, P.C. until he left to practice as a solo attorney in 1996. Mr. Hansen is a member of the state and federal bars of Utah, Arizona, Nevada, Colorado and Idaho, and the Tenth Circuit Court of Appeals. He practices primarily in commercial litigation and business transactions.

Mr. Hansen's education, training and experience in engineering, business, and the practice of law, and as a parent, bring to the school a fresh perspective on how to implement a program that will teach students critical thinking, analytic reasoning, effective and persuasive communication (written and oral), and other leadership skills that will empower students to excel in college.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name _____ Mark Hansen _____

Address _____ 431 North 1300 West _____

City, State, Zip _____ Salt Lake City, Utah 84116 _____

<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 align="right">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>11. 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 align="right">YES [] NO[X]</p>
<p>12. Do you have outstanding or unresolved civil judgments against you?</p>	<p align="right">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 _____ CHARTER SCHOOL.

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

Mark Hansen
Applicant's Signature

Subscribed and sworn before me this 30 day of March Year 2012.

County of SALT LAKE State of UTAH.

Notary Public *Chase Cooper* My Commission Expires March 30, 2015



Joshua D. Peterson

Background Information

Board Member, Engineer, Parent

Education	Bachelor of Science, Mechanical Engineering University of Utah, Salt Lake City, Utah – GPA: 3.8	May 2011
	Associates of Heavy Duty Mechanics with High Honors Salt Lake Community College, Salt Lake City, Utah – GPA: 3.89 Received Certification in Welding	May 2002
	Machining Certificate with High Honors Salt Lake Community College, Salt Lake City, Utah – GPA: 3.89	May 2002
Competitions	VICA in Heavy Duty Mechanics, placed 3 rd in state VICA in Computer Aided Machining, 1 st in state, 10 th in nation 2002	2001 2002
Experience	<u>Focus Design and Development, Salt Lake City, Utah</u> Project Manager/ Construction Manager <ul style="list-style-type: none">• Project management and tracking, including option feasibility studies and cost analysis for building improvements	2009 –Present
	<u>CW Mining / Hiawatha Coal, Huntington, Utah</u> Belt Forman / Production Forman / Set up crew leader <ul style="list-style-type: none">• Developed and installed moisture monitoring and integrated it with belt control• Developed and installed bore hole jam monitoring and integrated it with dispatch alarm for early warning• Oversaw 4 underground belt maintenance crews• Was crew Forman over 8 to 10 during pillar extraction and advancement• Was crew leader over 5 for power moves, belt moves, and maintenance	2005 – 2009
	<u>Spiffy Ice, Salt Lake City, Utah</u> Plant Modification Designer and Implementer <ul style="list-style-type: none">• Modified block presses to allow one bagging crew to operate both block presses at same time	2004
	<u>Family Farm, Park Valley, Utah</u> Operations included alfalfa, wheat and cattle	1983 - 1999

Professional Affiliations, Licenses, & Certifications

- MSHA Underground Forman
- MSHA Underground Fireboss
- MSHA Underground Mine Electrician
- MSHA Surface Mine Electrician
- MSHA Mine Rescue Training
- Heavy duty mechanic
- Welding certification
- Machining certification

Skills

Computer Skills

Pro-E	FeatureCam	C++	Lab View
Matlab	Maple	Solid Works	SketchUp

Related Projects

Team leader for Mechatronics Project: built an autonomous King Kong

Team Project: 2010 – 2011 Tesla Turbine power generation. Made a bladeless turbine for generating power using the phase change of the fluid in a geothermal heating and cooling system

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name _____ Joshua Peterson _____

Address _____ 4171 South 3600 West _____

City, State, Zip _____ West Valley City, Utah 84119 _____

<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 align="right">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>13. 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 align="right">YES [] NO[X]</p>
<p>14. Do you have outstanding or unresolved civil judgments against you?</p>	<p align="right">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 CHARTER SCHOOL.

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

Applicant's Signature Joshua Peterson

Subscribed and sworn before me this 30 day of March Year 2013.

County of Salt Lake State of Utah

Notary Public: [Signature]

My Commission Expires March 30, 2015



Founding Board

The Founding Board is dedicated to acting in the best interests of the students, the families and the teachers of Vanguard Academy.

Founding Board Members

The Founding Members represent those individuals who founded Vanguard Academy (Vanguard) and completed the necessary charter requirements. The founding board members are:

Jonie Jenkins • Founding Board Member, Authorized Agent, President

Joy Palmer • Founding Board Member, Curriculum, Vice President

Grace Mitchell • Founding Board Member, Treasurer, Financial Coordinator

Kim Mangum • Founding Board Member, Facilities, Secretary

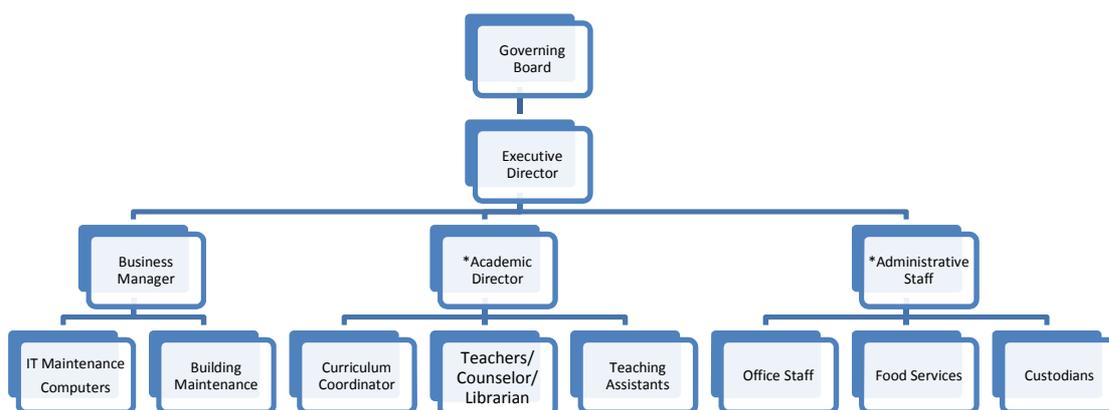
Joshua Peterson • Founding Board Member, Facilities, Secretary

Future voted member • Board Member, PTSO President

Governing Board

The Governing Board of Vanguard will be comprised of five members to include the offices of President, Vice President, Secretary, Financial Coordinator, and the president of the Parent, Teacher, Student Organization (or PTSO President). The offices of President, Vice President, Secretary and Financial Coordinator will be filled by current members of the Founding Board. The position of PTSO President will be an elected position voted on by the parents of the students at Vanguard.

Governing Board Organizational Chart



*These positions are not required for the first years of operation, but may be added when the school reaches full capacity.

Policies of the Governing Board

The purpose of the Governing Board is to research, create and implement policies and procedures that are in the best interest of the entire learning community—which include students, teachers, parents, and administrators. In addition to fulfilling the responsibilities listed below, the Board members shall carry out Vanguard’s vision, develop relationships with staff and the school community, and oversee the budget.

Responsibilities include and will be performed in accordance with state and federal law:

1. Promote school’s vision
2. Ensure reasonable progress towards vision
3. Establish appropriate policy.
4. Ensure compliance with charter and state law.
5. Maintain fiscal responsibility by approving annual budget and review expenditures as necessary
6. Evaluate progress and work with the Director in establishing annual school improvement goals.
7. Review curriculum outcomes
8. Develop administrator assessment and conduct annual evaluation
9. Approve annual parent and teacher handbook
10. The Board may select a professional Education Management Company or Business Manager

At least three members of the Governing Board are to be parents/guardians of children currently enrolled in the school.

Dismissal of a Governing Board Member

Dismissal of a Governing Board member is a measure of last resort. Vanguard encourages conflict resolution on the lowest level of authority in all cases. In the event that a Board Member needs to be dismissed, the other members of the board will vote on the dismissal without that board member present.

Individual Roles of the Governing Board Members

President

1. Set agenda and run Governing Board meeting
2. Maintain vision and mission of the school as identified in the Vanguard charter
3. Facilitate communication with the Director
4. Assist in the annual review of the Director

Vice-President/ Public Relations

1. Establish public relations policy
2. Promote Vanguard's mission
3. Conduct community meetings and presentations about the Academy
4. Oversee Vanguard's website
5. Ensure compliance with appropriate laws and regulations

Financial Coordinator

- 1) Management Company oversight and contracting—interact with Management Company
- 2) Obtain bids if required
- 3) Review financial reports
- 4) Purchasing oversight – policy needed for purchasing approvals
- 5) Maintain board financial records
- 6) Review and instruct the Governing Board on financial reports
- 7) Review annual audit

Secretary

- 1) Prepare the Governing Board meeting agenda
- 2) Record and distribute Governing Board meeting minutes
- 3) Governing Board correspondence
- 4) Prepare, maintain, and distribute Governing Board policy files and records
- 5) Maintain personnel performance files for Director
- 6) Maintain file on performance of Professional Management Company

PTSO President (Student, Parent, Teacher, Student Organization)

- 1) Coordinate the Parent, Teacher, Student Organization
- 2) Support mission of Vanguard and guide efforts of PTSO to support the Academy
- 3) Oversee and determine appropriation of Academy volunteers
- 4) Track parent volunteer hours
- 5) Liaison between the PTSO and Governing Board
- 6) Receive input from parents and students
- 7) Present feedback and comments of parents at Governing Board meetings
- 8) Fundraising
- 9) Voting member of the Governing Board

Filling of Vacancies

In the event of dismissal or resignation from the Governing Board or other vacancies on the Governing Board, volunteers will be asked to apply to serve the remainder of the term for any particular seat, and the volunteer will be selected by a vote of the Governing Board.

Meeting Frequency

The Governing Board will meet at least once a month to discuss the Academy's operations and hear reports and updates from each board member and the Director, consider and adopt policies, consider requests and concerns from parents, students, and teachers. A majority vote of the total Governing Board membership will constitute action by the Governing Board. The Governing Board will not act unless a quorum is present.

Special Task Forces/Committees & the Delegation of Action

The Governing Board may, at its discretion, appoint special parent task forces or committees, and/or the Director to investigate and research specific items related to Vanguard policy, procedure, programs, and curriculum. Where possible, the Governing Board will give clear instructions and/or suggestions, delegating the implementation responsibility for proposed actions, after review of the Governing Board.

Terms of Service & Selection

Governing Board Members' terms will be limited as follows.

Position	Term Length
President	4 years
Vice President	3 years
Secretary	2 years
Financial Coordinator	3 years
PTSO President	1 year

For Vanguard's first year of operation, the members of the Governing Board will come from members of the Founding Board, with the exception of the PTSO President who will be elected. For the following years of operation the Governing Board positions will be filled through application to the Governing Board and voted on by the Governing Board. The PTSO President is elected annually by the parents/guardians of the students with one vote per family. This provides continuity on the Governing Board while allowing for at least one elected Governing Board member with voting and participation rights on the Governing Board.

Timeline	
January	Candidates submit an application to the Governing Board for vacant board positions
February/March	New Governing Board members selected by current Governing Board members
April	Notification given of new Governing Board
May/June	Training & transition for the new Governing Board to be given by sitting Governing Board

The PTSO will determine its own election process for PTSO President.

The Director and a member of the Professional Management Company are invited to attend all board meetings as non-voting participants.

Role of Executive Director

The Director will fulfill all responsibilities in accordance with state and federal law, and meet the needs of the school, faculty, and students.

1. Achieve vision of the Governing Board
2. Implement Board policy
3. Establish and implement curriculum
4. Identify, carry out (as outlined in policy) and report all hiring/termination needs to the Governing Board
5. Professional Development of Assistant Director, teachers, secretaries, and other educators
6. Adhere to and properly oversee approved budget
7. Maintain personnel performance files for Vanguard employees
8. Conduct staff evaluations (as outline in Employee Evaluation Policy)
9. Student registration oversight and compliance with state and federal law
10. Identification of Vanguard acquisition needs
11. Coordinate with PTSO and Governing Board
12. Develop and maintain Parent and Teacher Handbooks
13. Develop and maintain processes and procedures for a safe and orderly Academy
14. Establish operational procedures, such as:
 - a) Check in of students and visitors
 - b) Pick up/ drop off

- c) Dress code enforcement
 - d) Attendance
 - e) Emergency response
15. Maintain positive public relations with parents, community, local school district and state
 16. Oversee adequate assessment of students and ensure goals for continual improvement

Role of the Management Company

In the event the Governing Board chooses to hire a Management Company after a proper RFP process, the Management Company will fulfill all duties in accordance with state and federal law. The management company will report directly to the Board. The Management Company will fill all duties as listed in the contract.

Articles of Incorporation

APPENDIX A

To

ARTICLES OF INCORPORATION

Of

Vanguard ACADEMY, INC.

ARTICLE 2 – Purpose

The corporation is organized exclusively for charitable, religious, educational, and/or scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE 7 – Earnings and Assets

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 2 hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

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

Bylaws

BYLAWS OF Vanguard ACADEMY, INC.

The name of the organization is Vanguard Academy, Inc.

The organization shall have an office located at 1561 W 7000 S, Suite 200, West Jordan, Utah, 84084 and at such other places as shall be designated by the board of directors from time to time by resolution.

The organization has not been formed for the making of any profit, or personal financial gain. The assets and income of the organization shall not be distributable to, or benefit the trustees, directors, or officers or other individuals. The assets and income shall only be used to promote corporate purposes as described below. Nothing contained herein shall prohibit the payment of reasonable compensation to employees and independent contractors for services provided for the benefit of the organization.

The organization is organized exclusively for educational purposes. This organization shall not carry on any other activities not permitted to be carried on by a organization exempt from federal income tax. The organization shall not participate in any political campaign in any manner. The organization shall not attempt to influence legislation. The organization is organized exclusively for charitable, scientific and educational purposes.

ARTICLE I MEETINGS

- 1. Annual Meeting.** An annual meeting shall be held once each calendar year for the purpose of electing directors and for the transaction of such other business as may properly come before the meeting. The annual meeting shall be held at the time and place designated by the Board of Directors from time to time.
- 2. Special Meetings.** Special meetings may be requested by the President or the Board of Directors.
- 3. Notice.** Written notice of all meetings shall be provided under this section or as otherwise required by law. The Notice shall state the place, date, and hour of meeting, and if for a special meeting, the purpose of the meeting. Such notice shall be mailed to all directors of record at the address shown on the corporate books, at least 10 days prior to the meeting. Such notice shall be deemed effective when deposited in ordinary U.S. mail, properly addressed, with postage prepaid.

4. **Place of Meeting.** Meetings shall be held at the corporation's principal place of business unless otherwise stated in the notice.
5. **Quorum.** A majority of the directors shall constitute at quorum at a meeting. In the absence of a quorum, a majority of the directors may adjourn the meeting to another time without further notice. If a quorum is represented at an adjourned meeting, any business may be transacted that might have been transacted at the meeting as originally scheduled. The directors present at a meeting represented by a quorum may continue to transact business until adjournment, even if the withdrawal of some directors results in representation of less than a quorum.
6. **Informal Action.** Any action required to be taken, or which may be taken, at a meeting, may be taken without a meeting and without prior notice if a consent in writing, setting forth the action so taken, is signed by the directors with respect to the subject matter of the vote.

ARTICLE II DIRECTORS

1. **Number of Directors.** The corporation shall be managed by a Board of Directors consisting of three director(s).
2. **Election and Term of Office.** The directors shall be elected at the annual meeting. Each director shall serve a term of one year year(s), or until a successor has been elected and qualified.
3. **Quorum.** A two-thirds majority of directors shall constitute a quorum.
4. **Adverse Interest.** In the determination of a quorum of the directors, or in voting, the adverse interest of a director shall not disqualify the director or invalidate his or her vote.
5. **Organizational Meeting of Board.** The Board of Directors shall meet immediately after the election for the purpose of electing its new officers, appointing new committee chairpersons and for transacting such other business as may be deemed appropriate.
6. **Regular Meeting.** The Board of Directors shall have regular meetings every quarter, the schedule of which shall be established at the annual meeting, to accomplish the business of the organization. No notice of such meetings shall be required.
7. **Special Meeting.** Special meetings may be requested by the President, Vice-President, Secretary, or any two directors by providing five days' written notice by ordinary United States mail, effective when mailed. Minutes of the meeting shall be sent to the Board of Directors within two weeks after the meeting.

- 8. Procedures.** The vote of a majority of the directors present at a properly called meeting at which a quorum is present shall be the act of the Board of Directors, unless the vote of a greater number is required by law or by these by-laws for a particular resolution. A director of the organization who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless their dissent shall be entered in the minutes of the meeting. The Board shall keep written minutes of its proceedings in its permanent records.
- 9. Emergency Action.** Should action be required when it is not possible to assemble the Board of Directors in a properly called meeting or when the Executive committee explicitly cannot assume the powers of the full board, written or oral approval of the proposed action by a board majority may be obtained in a poll of the entire Board of Directors authorized by the President or majority of the Executive committee. Any action so taken shall be recorded in the minutes of the next properly called board meeting.
- 10. Informal Action.** Any action required to be taken at a meeting of directors, or any action which may be taken at a meeting of directors or of a committee of directors, may be taken without a meeting if a consent in writing setting forth the action so taken, is signed by all of the directors or all of the members of the committee of directors, as the case may be.
- 11. Removal / Vacancies.** A director shall be subject to removal, with or without cause, at a meeting called for that purpose. Any vacancy that occurs on the Board of Directors, whether by death, resignation, removal or any other cause, may be filled by the remaining directors. A director elected to fill a vacancy shall serve the remaining term of his or her predecessor, or until a successor has been elected and qualified.
- 12. Standing Committees.** There shall be three (3) standing committees of the organization: executive, nominating and fund-raising/public relations. The President shall appoint the chairpersons of all committees from the membership of the Board of Directors. All committee appointments shall terminate upon the election of a new President, unless specifically determined otherwise at the annual meeting. All committees shall function within the guidelines and budgets established by the Board of Directors.
- 13. Executive Committee.** The Executive Committee shall be composed of the officers of the organization, as specified herein, and shall have the full authority to undertake the duties and powers of the board except as these by-laws specifically state otherwise. All actions of the Executive Committee shall be reported to the board at its next meeting.
- 14. Ad Hoc Committees.** The President may establish ad hoc committees at any time. All ad hoc committees are subject to the same rules and operating procedures as standing committees.
- 15. Budgets.** The Board of Directors shall approve the annual budget of the organization during the first quarter of each calendar year upon recommendation of the Executive Committee.

- 16. Personnel Responsibilities.** The Board of Directors may employ and discharge employees of the organization and may prescribe their duties and compensation. The board shall discharge its duties with respect to personnel organizational matters without regard to age, sex, race, color, creed, sexual orientation, or the national origin of any person.
- 17. Records.** Every Director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the organization.
- 18. Compensation.** No board member or officer or any member of a committee shall receive at any time any of the net earnings or profit from the operations of the organization. This shall not prevent the payment of reasonable compensation for services rendered to or for the organization. Such compensation shall be fixed by the Board of Directors from time to time.

ARTICLE III OFFICERS

- 1. Number of Officers.** The officers of the corporation shall be a President, one or more Vice-Presidents (as determined by the Board of Directors), a Secretary, and a Treasurer. Two or more offices may be held by one person.
- a. **President.** The President shall be the chief executive officer and shall preside at all meetings of the Board of Directors and its Executive Committee.
 - b. **Vice President.** The Vice President shall perform the duties of the President in the absence of the President and shall assist that office in the discharge of its leadership duties.
 - c. **Secretary.** The Secretary shall give notice of all meetings of the Board of Directors and Executive Committee, shall keep an accurate list of the directors, and shall have the authority to certify any records, or copies of records, as the official records of the organization. The Secretary shall maintain the minutes of the Board of Directors' meetings and all committee meetings.
 - d. **Treasurer.** The Treasurer shall be responsible for conducting the financial affairs of the organization as directed and authorized by the Board of Directors and Executive Committee, and shall make reports of corporate finances as required, but no less often than at each meeting of the Board of Directors and Executive Committee.
- 2. Term of Office.** The officers shall be elected annually by the Board of Directors at the first meeting of the Board of Directors. Each officer shall serve a one year term or until a successor has been elected and qualified.

- 3. Elections.** The nominating committee, a standing committee of the organization, shall nominate, at least thirty (30) days prior to the annual meeting, a slate of qualified candidates for the director position whose terms are to expire or are vacant, and its slate of candidates shall be included with the notice of the annual meeting. Following the report of the nominating committee at the meeting, any director of the organization may nominate other candidates for the available director positions, provided that the nominees agree to serve if elected. At the conclusion of nominations, the Board of Directors shall vote for each position by secret written ballot.
- 4. Removal or Vacancy.** The Board of Directors shall have the power to remove an officer or agent of the corporation. Any vacancy that occurs for any reason may be filled by the Board of Directors.

ARTICLE IV NO CORPORATE SEAL; EXECUTION OF INSTRUMENTS

The corporation shall not have a corporate seal. All instruments that are executed on behalf of the corporation which are acknowledged and which affect an interest in real estate shall be executed by the President or any Vice-President and the Secretary or Treasurer. All other instruments executed by the corporation, including a release of mortgage or lien, may be executed by the President or any Vice-President.

Notwithstanding the preceding provisions of this section, any written instrument may be executed by any officer(s) or agent(s) that are specifically designated by resolution of the Board of Directors.

ARTICLE V AMENDMENT TO BYLAWS

The bylaws may be amended, altered, or repealed by the Board of Directors by a majority of a quorum vote at any regular or special meeting. The text of the proposed change shall be distributed to all board members at least ten (10) days before the meeting.

ARTICLE VI INDEMNIFICATION

Any director or officer who is involved in litigation by reason of his or her position as a director or officer of this corporation shall be indemnified and held harmless by the corporation to the fullest extent authorized by law as it now exists or may subsequently be amended (but, in the case of any such amendment, only to the extent that such amendment permits the corporation to provide broader indemnification rights).

**ARTICLE VII
DISSOLUTION**

In the event of the dissolution of the organization, the assets shall be applied and distributed as follows: All liabilities and obligations shall be paid, satisfied and discharged, or adequate provision shall be made therefor. Assets not held upon a condition requiring return, transfer, or conveyance to any other organization or individual shall be distributed, transferred, or conveyed, in trust or otherwise, to charitable and educational organization, organized under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, of a similar or like nature to this organization, as determined by the Board of Directors.

CERTIFICATION

I certify that the foregoing is a true and correct copy of the bylaws of the above-named corporation, duly adopted by the initial Board of Directors on March 27, 2013.

President

Secretary



STATE OF UTAH
 DEPARTMENT OF COMMERCE
 DIVISION OF CORPORATIONS & COMMERCIAL CODE
 PO BOX 146705
 SALT LAKE CITY, UT 84114-6705

FIRST CLASS
 US POSTAGE
 PAID
 SLC UT
 PERMIT NO. 4621

Certificate of Registration

PRESORTED

AUTO

Entity Type: Corporation - Domestic - Non-Profit
 Entity Number: 8045795-0140
 Issue Date: July 18, 2011
 Access Code #: 4841555

VANGUARD ACADEMY, INC.
 JONIE JENKINS
 8643 S JENSKINS LN
 WEST JORDAN UT 84088

QSP1 84088



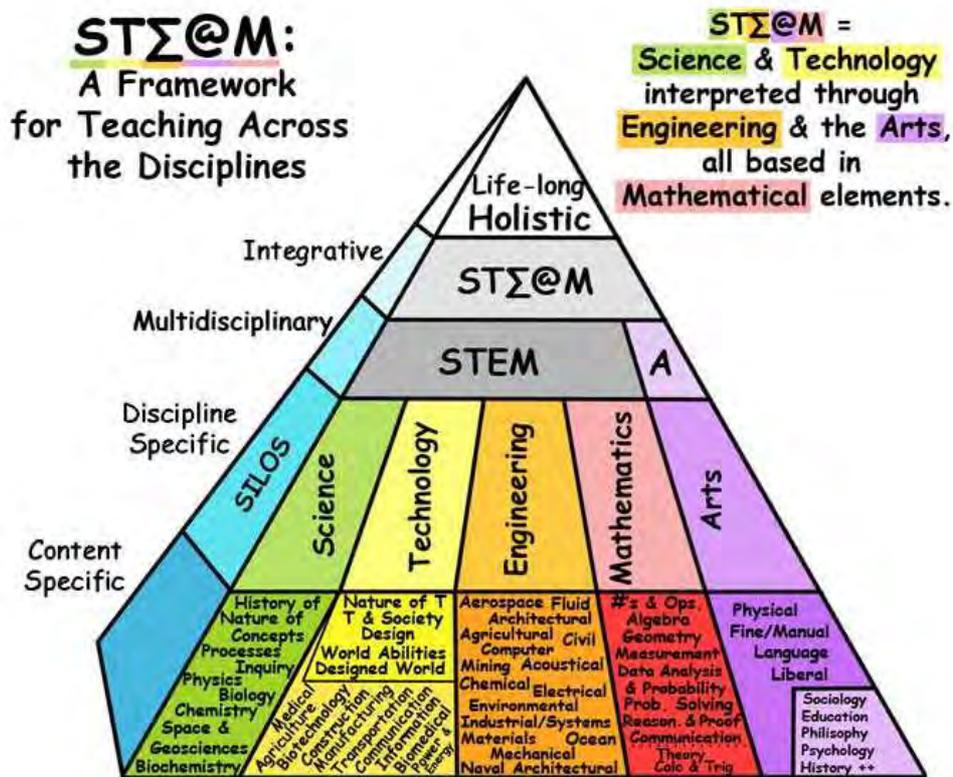
<i>Indicator – Board performance & stewardship</i>		
Measure	Metric	Board Goal
Board member development	Percentage of board passing all available board training modules on the State Charter School Board website	100%
Regulatory and reporting compliance	Percentage of all required reports that are submitted to state agency 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 amendment from chartering entity	100% agreement

Comprehensive Program of Instruction

Educational Program

Our mission is to empower our students to excel in college with exceptional math, science and leadership skills, inspired by music and a passion for learning.

Vanguard Academy will implement our STEAM educational program according to Georgette Yakman's STEAM framework below.



STEAM Framework Definition: Science and Technology are understood as the basis of what the world has to go forward with, to be analyzed and developed through Engineering and the Arts, with the knowledge that everything is based in elements of Mathematics.

STEAM is a contextual curriculum where the subjects are coordinated to co-support each other under a formal educational structure of how science, technology, engineering, mathematics and the broad spectrum of the arts, all relate to one another in reality. This framework, not only includes the art of aesthetics and design, but also the art divisions of the liberal, language, musical, physical and manual. The STEAM structure explains how all the divisions of education and life work together, therefore it offers a formal place in the STEM structure for the Language Arts, Social Studies, and the purposeful integration of the exploratory subjects including; the

Arts, Music, CTE and Physical Education divisions of public education. A STEAM perspective means understanding learning contextually; not only in terms of having a framework that illustrates where the subjects overlap, but also in providing a living and adaptable learning structure for ever-changing personal and unpredictable global development.

S-T-E-M with the A includes;

Although the main focus of the Arts at Vanguard Academy will include the musical arts, the arts in the STEAM curriculum also will include:

- sharing knowledge with communication and language arts, ‘voice’ – impact, power, legacy
- a working knowledge of manual and physical arts, including how-to and fitness,
- better understanding the past and present cultures and aesthetics through the fine arts,
- rhythmic and emotional use of math with the musical arts,
- understanding sociological developments, human nature and ethics with the liberal arts.

Programs:

STEAM is proving successful in schools all around the world to better teach academic and life skills in a standards-backed, realistic-based, personally relevant exploratory learning environment. It is adaptable, strong, benchmarked, measurable, and reinforces NCLB and state standards and integrates with the Common Core in unique and engaging ways. It is backed with the major educational philosophies, classroom management and assessment strategies. It promotes deeper understanding and transference of knowledge across the subjects. It is used for developing model educational programs to create functionally literate people by increasing the depth and breadth of proficiency in all students and educators and the communities they influence.

A position at the school will include a certified STEAM coordinator whose primary functions are as curriculum specialist, grant writer, data analysis, and community liaison. This person will also become well versed in Career Pathways, PBL and Technology Integration, both in relation to educational and engineering technologies.

Research supporting Science, Technology, Engineering and Math (STEM)

The Governor’s Education Excellence Commission Legislative Recommendations for 2013 states, “The global economy is exploding with professions requiring training in fields related to science, technology, engineering, and math (STEM).” The recommendations express the importance of preparing students for the demand for scientists and engineers in the United States during the next decade, and stresses that Utah’s economy is dependent on high-tech industries.

According to an article on STEM education, "STEM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make

connections between school, community, work, and the global enterprise enabling the development of STEM literacy and with it the ability to compete in the new economy (Tsupros, 2009)."

Morrison (2006) outlined several functions of a STEM education. Students that are part of a STEM program should be:

1. **Problem-solvers** – able to define questions and problems, design investigations to gather and collect data, organize data, draw conclusions, and then apply understandings to novel situations.
2. **Innovators** – creatively use science, mathematics, and technology concepts and principles by applying them to the engineering design process.
3. **Inventors** – recognize the needs of the world and creatively design, test, redesign, and then implement solutions (engineering process).
4. **Self-reliant** – able to use initiative and self-motivation to set agendas, develop and gain self-confidence, and work within time specified deadlines.
5. **Logical thinkers** – able to apply rational and logical thought processes of science, mathematics, and engineering design to innovation and invention.

“Without a solid foundation in science, technology, engineering, and mathematics, students will not be qualified for many jobs in the workplace - including many jobs beyond traditional engineering or science- related jobs.” (SETDA 2011). Having STEM as the foundation of the school, Vanguard Academy’s students will not only outperform other schools in the STEM subjects, but they will be better prepared for college and more qualified for future careers.

Research supporting the Arts in STEM (STEAM)

The Arts are essential educational components for all students to acquire along with science, technology, engineering and math, especially students who are pursuing careers in the STEM fields. Researchers have found a strong relationship between instruction in the arts, especially music, and learning mathematical skills and improving student observational skills in science. According to one study, students who studied music showed improved spatial-temporal reasoning skills, which later helped them learn new math concepts. In another study, researchers found that students who studied art were able to apply the observational skills that they had obtained when critically viewing paintings to observing a science experiment. (Tishman, Critical Links)

A meta-analysis of ten years of SAT scores has confirmed the relationship between the study of music and student performance on standardized mathematics tests. And, another study has shown that students involved in orchestra and band through grade 12 performed better in math than peers not involved in music. (Catteral, Critical Links)

In order to fully prepare our students to enter college with sufficient knowledge and skills to excel in STEM majors, the Arts will also be emphasized in Vanguard Academy's program of instruction.

A successful STEAM school requires more than the STEAM core curriculum. Our mission statement also calls for each student to acquire exceptional leadership skills. These include the skills and abilities listed below which employers look for but too often find lacking in potential employees. (HigherEdUtah 2020 Plan 2010 Report, pg. 97).

- Critical thinking and analytical reasoning skills
- Ability to locate, organize, and evaluate information from multiple sources
- Ability to communicate effectively and persuasively both orally and in writing
- Ability to apply knowledge and skills to real world settings
- Ability to analyze and solve complex problems
- Ability to connect choices and actions to ethical decisions
- Teamwork skills and the ability to collaborate with others in diverse group settings
- Ability to innovate and be creative
- A working awareness of new developments in science and technology
- Ability to understand the global context of situations and decisions
- Civic knowledge, civic participation, and community engagement

Supplemental Curriculum

Project Based Learning

Current research in project-based learning demonstrates that projects can increase student interest in science, technology, engineering, and math (STEM) because they involve students in solving authentic problems, working with others, and building real solutions (artifacts) (Fortus, Krajcikb, Dershimerb, Marx, & Mamlok-Naamand, 2005).

With an integrated approach to STEM education focused on real-world, authentic problems, students learn to reflect on the problem-solving process. Research tells us that students learn best when encouraged to construct their own knowledge of the world around them (Satchwell & Loep, 2002). It is through integrated STEM projects that this type of learning can occur.

Through project based learning, students at Vanguard Academy will use math, science and technology to solve complex problems and develop problem solving, decision making, investigation, and research skills. Students will also develop valuable writing and presentation skills as they present their findings to an authentic audience.

Music Education

A solid music program strengthens a student's English, math and science skills. Studies have shown that students who play an instrument or participate in choral singing perform better in school than students who do not. In a recent study, researchers found that students who participated in an instrumental program performed 16-33% higher in mathematics and English than students with no music at all. In *The Chorus Impact Study*, Todd Estabrook found that children who sing in choruses get significantly better grades than those who have never been part of a chorus. In a survey, Estabrook showed that on average, children in choral groups perform 10% higher than those who are not, and "61% [of parents] say their child's academic performance overall improved after he or she became a member of a choir" (Estabrook 2009). Deep breathing involved in singing has also been shown to reduce stress and give similar health and education benefits as aerobic exercise (Layton 2009).

Students who attend Vanguard Academy will participate in the school's music program, whether it is in choir, orchestra or band. Our music program will be the major arts emphasis in the STEAM curriculum; however the arts in general will be incorporated into all subject areas through cross-curricular collaboration among teachers.

Teacher Training

Teachers will receive training in STEAM every year and our professional development policy will encourage teachers to seek additional training beyond that offered on site. Collaboration is the key to a STEAM focus. Teachers will use collaboration time on early release Fridays twice a month to plan cross-curricular activities and project-based learning experiences for students.

Methods of Instruction

Vanguard will use many methods of instruction to meet the diverse needs of its students. Teachers will use lectures, Socratic seminars, small group activities, interdisciplinary field trips, literature circles, labs, projects, presentations and many other best practices when delivering instruction to students. Students will be grouped based on ability level for Math. Teachers will use movement in the classroom to stimulate the brain and increase student learning. Students who are below-level will be placed in an extra study skills class to get help with homework. Gifted and talented students may take honors, AP and concurrent enrollment classes.

Secondary Schools (7th-12th Grade)

7TH - 8TH GRADE COMPLETION REQUIREMENTS

Students in grades 7-8 at Vanguard Academy shall earn a minimum of 17 units of credits, exceeding the required credits of the state Core Curriculum requirements, to be properly prepared for rigorous instruction in grades 9-12. The remaining three credits will be considered elective credits. Vanguard Academy will encourage students to take the additional elective units of credit in core academic areas.

Grades 7-8 Core Curriculum Requirements and units of credit:

- (1) Language Arts (2.0 units of credit);
- (2) Mathematics (2.0 units of credit);
- (3) Science (2.0 units of credit);
- (4) Social Studies (2.0 units of credit);
- (5) Music (2.0 units of credit);
- (6) Physical and Health Education (2.0 units of credit);
- (7) Career and Technical Education, Life, and Careers (2.0 units of credit).
- (8) Student Advisory (1.0 units of credit)
- (9) Electives (2.0 units of credit)

Best practices, technology and other instructional media shall be used in middle school curricula to increase the relevance and quality of instruction. Board-approved CRT's shall be used to assess student mastery of reading, language arts, mathematics, and science in grades 7 - 8.

7th - 8th GRADE COURSE CATALOG

LANGUAGE ARTS (2 Credits Required)

LANGUAGE ARTS 7

(1.0 Credit)

This course is for 7th grade students.

Prerequisite: 6th Grade Language Arts

This course helps students gain a greater facility with the language. The emphasis is on composition, the writing process, and reading. Lessons in composition will cover the application of mechanics and grammar. Students will produce descriptive, narrative, persuasive, and informative written work. They will also work on spelling, vocabulary, dictionary, library, reading, speaking and listening skills.

LANGUAGE ARTS 7 HONORS

(1.0 Credit)

This course is for 7th grade students.

Prerequisite: 6th Grade Language Arts, Teacher Recommendations

Language Arts 7H is an advanced version of Language Arts 7 and helps students gain a greater facility with the language. The emphasis is on composition, the writing process, and reading. Lessons in composition will cover the application of mechanics and grammar. Students will produce descriptive, narrative, persuasive, and informative written work. They will also work on spelling, vocabulary, dictionary, library, reading, speaking and listening skills.

LANGUAGE ARTS 8

(1.0 Credit)

This course is for 8th grade students.

Prerequisite: 7th Grade Language Arts

Language Arts 8 focuses on reading, writing, inquiry/information gathering, grammar and communication. Various reading sources help students refine decoding and interpretation skills. Students will write for different purposes and audiences. They will also practice grade-appropriate grammar and usage skills. Listening, speaking, and problem solving are other important elements of this course.

LANGUAGE ARTS 8 HONORS

(1.0 Credit)

This course is for 8th grade students.

Prerequisite: 7th Grade Language Arts, Teacher Recommendation

Language Arts 8H is an advanced version of Language Arts 8 and focuses on reading, writing, inquiry/information gathering, grammar and communication. Various reading sources help students refine decoding and interpretation skills. Students will write for different purposes and audiences. They will also practice grade-appropriate grammar and usage skills. Listening, speaking, and problem solving are other important elements of this course.

Elective Language Arts Courses:

ENGLISH AS SECOND LANGUAGE

(1.0 Credit)

7-8th Grade

This course is designed to help student that have English as a second language to acclimate to Vanguard Academy classes through mentoring, tutoring and skill building.

CREATIVE WRITING

(0.5 Credit)

7th – 8th grade

Prerequisite: Teacher Recommendation

This course is designed for any student who desires to focus on creative writing and is willing to experiment using a variety of literary genres. Students will explore their own creative voice through writing practice, role playing, discussion of other student writing, and published writings. Writing will be shared with the class in an open forum of discussion about the work and how to craft each piece. This is a class for students who are motivated and highly self-disciplined.

MATHEMATICS (2 Credits Required)

7th GRADE MATHEMATICS

(1.0 Credit)

This course is for 7th grade students.

Prerequisite: 6th Grade Mathematics, Teacher Recommendation

In 7th Grade Mathematics students will focus on developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, and working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples.

7th GRADE MATHEMATICS HONORS

(1.0 Credit)

This course is for 7th grade students.

Prerequisite: 6th Grade Mathematics Honors, Teacher Recommendation

In 7th Grade Mathematics Honors students will focus on developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, and working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples. The Honors course includes extra depth and additional topics.

8th GRADE MATHEMATICS

(1.0 Credit)

This course is for 8th grade students.

Prerequisite: 7th Grade Mathematics, Teacher Recommendation

In 8th Grade Mathematics students will focus on formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; and analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

8th GRADE MATHEMATICS HONORS

(1.0 Credit)

This course is for 8th grade students.

Prerequisite: 7th Grade Mathematics Honors, Teacher Recommendation

In 8th Grade Mathematics Honors students will focus on formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; and analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. The honors course includes extra depth and additional topics.

Elective Math Courses:

MATH LAB

(0.5 Credit)

7th – 8th grade

Prerequisite: None

Math Lab is designed to help students with missing concepts in the math curriculum. Students will be continually assessed and taught missing concepts. Math Lab will be a smaller class, allowing students to quickly accelerate through individual or small group instruction and assistance.

MATHCOUNTS

(0.5 Credit)

7th – 8th grade

Prerequisite: None

MATHCOUNTS provides fun and challenging math programs for US middle school students to increase their academic and professional opportunities. With the generous support of all MATHCOUNTS sponsors and volunteers, and leadership of the National Society of Professional Engineers at the local and state levels, MATHCOUNTS is providing today's students with the foundation for success in science, technology, engineering and mathematics careers.

SCIENCE
(6 Credits Required)

INTEGRATED SCIENCE I

(1.0 Credit)

This course is for 7th grade students.

Prerequisite: 6th Grade Science

Integrated Science 7 is a foundation course emphasizing basic science concepts with real-life applications. Topics include classification systems, cell genetics, ecology, and the environment. Although this course focuses on life sciences, physical and earth science topics that deal with the structure and organization of the natural world have been included to help students recognize the integrated nature of science.

INTEGRATED SCIENCE II

(1.0 Credit)

This course is for 8th grade students.

Prerequisite: Integrated Science I

This course introduces students to the theme of change and its influence on the environment. Because the course focuses on physical, earth and life sciences, students gain a clearer picture of relationships in the natural world. This hands-on course allows students to explore areas of particular interest.

EARTH SYSTEMS

(1.0 Credit)

8th - 9th Grade

Prerequisite: Integrated Science I or II, Teacher Recommendation

This physical science course will explore science through field work, lab experiences, investigational research, and problem-solving techniques. This class prepares students for further study in physics, chemistry, and biological sciences. Through observation, measurement, and problem-solving, students will develop an awareness of the Earth's systems and local environmental problems as well as appreciation for the physical laws that govern our solar system.

Elective Science Courses:

PRE-PHYSICS

(0.5 Credit)

7th – 8th grade

Prerequisite: None

This physics course will serve as an introduction to the world of physics. Students will explore physics through a non-mathematical approach through projects, activities, and explorations. This class will have guest speakers and visitors that show the wonders of physics. Students will participate in a science fair project with a physics related topic.

PRE-CHEMISTRY

(0.5 Credit)

7th – 8th grade

Prerequisite: None

This chemistry course will serve as an introduction to the world of chemistry. Students will explore chemistry through a non-mathematical approach through projects, activities, and explorations. This class will have guest speakers and visitors that show the wonders of chemistry. Students will participate in a science fair project with a chemistry related topic.

SOCIAL STUDIES (2 Credits Required)

UTAH STUDIES 7

(1.0 Credit)

7th Grade

Prerequisite: 6th Grade History

Students will be introduced to the significant events, people, diverse cultures, and issues that have influenced Utah's social and cultural development. The course will also focus on historical, political, economic, and geographical factors. Special attention will be given to the development of higher-level thinking skills, study skills and organization.

U.S. HISTORY 8

(1.0 Credit)

8th Grade

Prerequisite: 7th Grade History

United States History for grade 8 covers events and issues from the Age of Exploration through Reconstruction and the western movement, emphasizing the 18th and 19th centuries. Topics covered will include, but are not limited to exploration, colonization, the Revolutionary War, constitutional issues, nation building, the Civil War, Reconstruction, and the western movement. Standards 1 and 2 should be integrated throughout the course rather than taught independently. The remaining standards can be taught either chronologically or thematically. Although the emphasis of this course is on the 18th and 19th centuries, additional content may be covered as time permits.

FINE ARTS (2 Credits Required)

JUNIOR CHOIR I

(1.0 Credit)

7th - 8th Grade

Prerequisites: None

This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. The course will include the study of correct tone, aesthetic awareness, reading music, technical skills, blending as a group, and responsible

rehearsal habits. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Mastery of standards for Choir 8 is the same as those of Choir 7 with a deeper understanding of listening/analyzing/evaluating skills. Rehearsals and performance outside of class-time are part of the course requirements and constitute part of the course grade.

JUNIOR CHOIR 2

(1.0 Credit)

7th - 8th Grade

Prerequisites: Auditions

This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. The course will include the study of correct tone, aesthetic awareness, reading music, technical skills, blending as a group, and responsible rehearsal habits. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Mastery of standards for Junior Choir 2 is the same as Junior Choir I with a deeper understanding of listening/analyzing/evaluating skills. Rehearsals and performance outside of class-time are part of the course requirements and constitute part of the course grade

JUNIOR ORCHESTRA I

(1.0 Credit)

7th – 8th grade

Prerequisites: None

This beginning level course is designed to assist students interested in playing an orchestral stringed instrument. Emphasis is on growth in technical proficiency, orchestral literature, and performance. Rehearsals and performances outside of class-time are a part of the course requirements and constitute a part of the course grade.

JUNIOR ORCHESTRA II

(1.0 Credit)

7th – 8th grade

Prerequisites: None

This intermediate level course is designed to assist students interested in playing an orchestral stringed instrument. Emphasis is on growth in technical proficiency, orchestral literature, and performance. Mastery of standards for Junior Orchestra II is the same as Junior Orchestra I with a deeper understanding of listening/analyzing/evaluating skills. Rehearsals and performances outside of class-time are a part of the course requirements and constitute a part of the course grade.

JUNIOR BAND I

(1.0 Credit)

7th – 8th grade

Prerequisites: Auditions

This intermediate course encourages increased technical and expressive musical proficiency through performance and the study of music. A variety of musical literature is studied and

performed. Rehearsals and performances outside of class-time are a part of the course requirements and constitute a part of the course grade.

JUNIOR BAND II

(1.0 Credit)

7th – 8th grade

Prerequisites: Auditions

This intermediate course encourages increased technical and expressive musical proficiency through performance and the study of music. A variety of musical literature is studied and performed. Mastery of standards for Junior Band 2 is the same as Junior Band I with a deeper understanding of listening/analyzing/evaluating skills. Rehearsals and performances outside of class-time are a part of the course requirements and constitute a part of the course grade.

HEALTH & PHYSICAL EDUCATION (2 Credits Required)

HEALTH & PHYSICAL EDUCATION 7

(1.0 Credit)

7th grade

Prerequisites: None

This class helps students develop lifetime attitudes regarding physical activity and healthy lifestyles. Health Education offers students an opportunity to acquire knowledge, practice skills, and develop attitudes that can benefit them throughout life. Building a solid foundation of good literacy and decision-making skills can contribute to a variety of healthy choices for self and others. Physical education will have an emphasis on skill development, lifetime activity attitudes and fitness. Health education will be approximately 1/3 of the class and Physical education will be 2/3 of the class. This course satisfies the Core curriculum requirements for Physical Education in 7th grade. Measures are taken to ensure the physical and emotional safety of all students. Equipment is inspected regularly and maintained in proper working condition, and facilities are kept clean and free from hazards. Activities are offered that are safe and developmentally appropriate. Enrollment numbers meet Northwest Association Accreditation limiting standards so that students are safely supervised, and the curriculum is effectively delivered. Students feel free to participate and explore without the fear of failure, harm, or ridicule.

HEALTH & PHYSICAL EDUCATION 8

(1.0 Credit)

8th grade

Prerequisites: None

This course continues to help students develop positive lifetime attitudes regarding healthy lifestyles and proper fitness. Students practice individual and team sports, techniques, participation skills and games. *This course satisfies the Core curriculum requirement for Physical Education in 8th grade. Measures are taken to ensure the physical and emotional safety of all students. Equipment is inspected regularly and maintained in proper working condition, and facilities are kept clean and free from hazards. Activities are offered that are safe and

developmentally appropriate. Enrollment numbers meet Northwest Association Accreditation limiting standards so that students are safely supervised, and the curriculum is effectively delivered. Students feel free to participate and explore without the fear of failure, harm, or ridicule.

CAREER & TECHNICAL EDUCATION (2 Credits Required)

TECHNOLOGY LIFE & CAREERS

(1.0 Credit)

7th grade

Prerequisites: None

The Technology, Life, and Careers (TLC) core course is an integrated Technology Life Careers is an introductory program designed to acquaint students with the vocational areas of agriculture and industrial technology, health occupations and home economics, business and marketing, and career development. This course provides hands-on exploration experiences to help students understand career opportunities and current technology.

ADOBE CREATIVE SUITE DESIGNS FOR BEGINNERS

(1.0 Credit)

8th grade

Prerequisites: None

The focus of this course is Photoshop, illustrator and in design. Students will learn when to use which program along with basic operation skills. Students will design and create flyers, books, brochures, etc.

Elective CTE courses

KEYBOARDING

(1.0 Credit)

7-8th grade

Prerequisites: None

It is important for all students to possess keyboarding competence by high school graduation. Proper keyboarding instruction begins in 7th Grade and is reviewed in each succeeding grade to allow elementary students to achieve a high degree of proficiency. Students are assessed for keyboarding competence in elementary and secondary keyboarding programs.

STUDENT ADVISORY (1.0 Credits Required)

STUDENT ADVISORY

(0.5 Credit)

7th-8th Grade

Prerequisites: None

Vanguard Academy

Students will prepare for high school by learning effective study skills, creating goals, and developing an academic plan. Students will learn valuable life lessons, character building skills, and participate in service learning projects. Students will also participate in a school wide science project that will be part of their other core classes.

**VANGUARD ACADEMY GRADUATION REQUIREMENTS
AND
COURSE CATALOG**

2014/2015 School Year

**VANGUARD HIGH SCHOOL GRADUATION REQUIREMENTS
Students must earn a total of 27 Units of Credit**

The following credits can be earned through the Vanguard curriculum. Credits may also be earned through accredited programs including higher education, independent study, Electronic High School, Salt Lake Community College or other accredited alternatives. *Discuss outside options with your counselor prior to enrolling in courses.*

Please Check Vanguard Academy Course Catalog for Descriptions of Vanguard and SLCC Courses.

Language Arts 4.0 Credits

- Language Arts 9-12 (1.0 Credit each)
- Vanguard Elective Language Art Courses:
 - English as Second Language (1.0 Credit)
 - Creative Writing/Literary Magazine (0.5 Credit)
 - Journalism (0.5 Credit)
 - Introduction to Literature (0.5 Credit)
 - Advanced Academic Writing (0.5 Credit)
- SLCC ENGL 1010 (1.0 Vanguard Credit & 3.0 of SLCC Credits)
- SLCC ENGL 2010 (1.0 Vanguard Credit & 3.0 of SLCC Credits)
- COMM 1010 (0.5 Vanguard Credit & 3.0 of SLCC Credits)
- SLCC HUMA 1010 Humanities (0.5 Vanguard Credits & 3.0 of SLCC Credits)

Mathematics. 4.0 Credits

- Secondary Mathematics I, II, & III (& Honors) (1.0 Credit Each) Pre-Calculus (1.0 Credit), AP Calculus (1.0 Credit), AP Statistics (1.0 Credit)
- Vanguard Elective Math Course:
 - Math Skills for Science (0.5 Credit)
- SLCC MATH 1010 (1.0 Vanguard Credit & 3.0 SLCC Credits)
- SLCC MATH 1030 (1.0 Vanguard Credit & 3.0 SLCC Credits)
- SLCC MATH 1050/1060 (2.0 Vanguard Credits & 7.0 SLCC Credits)
- SLCC MATH 1070 (1.0 Vanguard Credit & 3.0 SLCC Credits)
- SLCC MATH 1210 & 1220 (2.67 Vanguard Credits & 8.0 SLCC Credits)

Science. 4.0 Credits

- Earth Systems (1.0 Credit), Honors Biology (1.0 Credit), Honors Chemistry (1.0 Credit),

General Physics (1.0 Credit), Physics for Pre-Science Majors-Honor Physics (1.0 Credit)
 Vanguard Elective Science Courses:
 Astronomy (0.5 Credits)
 Geology (1.0 Credit),
 Science Fair/Research Methods (1.0-1.5 Credits)
 SLCC BIOL 1610 & 1615 (1.33 Vanguard Credits & 4.0 SLCC Credits)
 SLCC CHEM 1210 & 1220 (2.67 Vanguard Credits & 8.0 SLCC Credits)
 SLCC CHEM 1215 & 1225 (0.67 Vanguard Credit & 2.0 SLCC Credits)
 SLCC PHYS 2210 & 2220 (2.67 Vanguard Credits & 8.0 SLCC Credits)
 SLCC PHYS 2215 & 2225 (0.67 Vanguard Credit & 2.0 SLCC Credits)

Social Studies 2.5 Credits

Geography, World Civilizations, U.S. History (1.0 Credit each)
 HIST 1700 (1.0 Vanguard Credits & 3.0 SLCC Credits)
 AP Human Geography, AP European History, AP U.S. History (1.0 Credit Each)
 U.S. Government & Citizenship (0.5 Credit)
 Vanguard Elective Social Studies Course:
 AP Psychology (1.0 Credit)

Computer Science. 1.0 Credit

Computer Technology/Introduction to Information Technology (1.0 Credit)
 Vanguard Elective Computer Science Courses:
 Introduction to Computer Programming C++ (1.0 Credit)
 Introduction to Programming/Robotics (0.5 Credit)
 A+ Computer Certification (1.0 Credit)
 Multi-Media (1.0 Credit)

Music 2.0 Credits

Ladies Choir (1.0 Credit), Men’s Choir (1.0 Credit), Mixed Choir (1.0 Credit),
 Acapella (1.0 Credit), String Orchestra (1.0 Credit) Symphonic Orchestra (1.0 Credit)
 Concert Band (1.0 Credit) Theatre (1.0 Credit)

World Language 2.0 Credits

Spanish I, Spanish II

Health & Physical Education 2.0 Credits

Individualized Lifetime Sports Activities (up to 1.5 Credits), Health & Physical
 Education Courses (9-11) (up to 2.0 credits)

Student Advisory 1.0 Credit

Student Advisory (1.0 credit each year)

Financial Literacy **0.5 Credit**

Credits may be earned through accredited programs including higher education, independent study, Electronic High School, SLCC, or other accredited alternatives.

Senior Project **1.0 Credit**

Elective Credits **3.0 Credits**

Vanguard Electives:

Chess Fundamentals (0.5 Credit)

Accounting I & II (1.0 Credit each)

Adobe Creative Suite Designs Intermediate

Credits can be earned from other Vanguard Academy curriculum or from accredited programs such as: higher education, independent study, Electronic High School, Salt Lake Community College and other accredited alternatives approved by Vanguard Academy.

COURSE CATALOG

LANGUAGE ARTS (4 Credits Required)

LANGUAGE ARTS 9 (1.0 Credit)

Prerequisite: None

The ninth grade language arts course connects reading instruction with writing for multiple purposes. The course continues intensive practice and study of informational and literary reading and writing. Students read extensively from a variety of sources, and draft, revise, and edit their own writing.

LANGUAGE ARTS 10 (1.0 Credit)

Prerequisite: Language Arts 9

The tenth grade language arts course continues the intensive practice and study of informational and literary writing. Students refine skills in preparation for reading and writing assessments.

LANGUAGE ARTS 11– COLLEGE PREP (1.0 Credit)

Prerequisite: Language Arts 10

College prep language arts is a writing intensive course designed to prepare eleventh grade students for college-level writing their senior year. Also, this course is designed to teach students strategies in reading comprehension, writing ability, active listening, effective speaking, and critical viewing across the curriculum. Students will use material learned to assist in the quarterly school wide project.

LANGUAGE ARTS 12

(1.0 Credit)

Prerequisite: Language Arts 11

Language Arts 12 is designed to further develop students' skills in reading, writing, speaking, viewing, and listening. In this class, students will grapple with challenging texts, assignments, and ideas. Additionally, students will "fine tune" writing skills that will prepare twelfth graders for college.

Elective **Language Art** Courses

ENGLISH AS SECOND LANGUAGE

(1.0 Credit)

9-12th Grade

This course is designed to help student that have English as a second language to acclimate to Vanguard Academy classes through mentoring, tutoring and skill building.

CREATIVE WRITING/LITERARY MAGAZINE

(0.5 Credit)

11th or 12th grade

Prerequisite: Teacher Recommendation

This course is designed for any student who desires to focus on creative writing and is willing to experiment using a variety of literary genres. Students will explore their own creative voice through writing practice, role playing, discussion of other student writing, and published writings. Writing will be shared with the class in an open forum of discussion about the work and how to craft each piece. This is a class for students who are motivated and highly self-disciplined.

JOURNALISM

(0.5 Credit)

11th or 12th grade

Prerequisite: Teacher Recommendation

Students will learn the skills necessary to produce and publish the school newspaper, the Vanguard Academy Newsletter. These skills include but are not limited to: gathering and writing news, editing copy, proofreading and correcting copy, writing headlines, preparing copy for publication, photo journalism, use of the computer to prepare copy for publication, and soliciting and preparing advertising copy.

INTRODUCTION TO LITERATURE

(0.5 Credit)

11th & 12th Grades

This course is an elective course for students interested in exploring exceptional literature in English. The course begins with an exploration into the question "what is genre?" and introduces students to the various forms of fictional literature, including narrative fiction (storytelling), poetry, and drama. Students will become familiar with methods of close reading and rhetorical

analysis, and engage in discussion and writing to share their growing knowledge, understanding, and appreciation of literature.

ADVANCED ACADEMIC WRITING

(1.0 Credit)

9-12 Grades

This course is designed to supplement AP course curriculum by focusing on the development of college level writing skills and techniques. Students will learn writing strategies that will prepare them for AP tests and college-level courses.

Salt Lake Community College LANGUAGE ART Courses can be used for Graduation Requirements

ENGL 1010 – Introduction to Writing (EN)

(1.0) Credit, (3.0 SLCC Credit)

12th Grades

Prerequisite: Appropriate Accuplacer score.

Development of critical literacies-reading, writing and thinking using methods of knowledge-making. Promotes awareness of rhetorical strategies as they apply to a variety of socio-cultural contexts.

ENGL 2010 (SLCC) Intermediate Writing (EN)

(1.0) Credit, (3.0 SLCC Credit)

11-12 Grades

Prerequisite: ENGL 1010 w/C grade or better.

Extends principles of rhetorical awareness and knowledge making introduced in English 1010 and increases the ideological engagement within the classroom. Interrogates socioeconomic and political issues. Course may be taught with a Service Learning component.

COMM 1010 (SLCC)

(0.5) Credit, (3.0 SLCC Credit)

11-12 Grades

(Elements of Effective Communication) This concurrent course teaches students to understand and apply the process of communicating effectively across cultures, at work, and in small groups. Students will demonstrate their knowledge of the communication process through oral, written and presentation assignments.

HUMA 1010 (SLCC)

(0.5) Credit, (3.0 SLCC Credit)

11-12 Grades

Introduction to Humanities (HU)

Course thematically investigates the fundamental and perennial questions of humankind and how human beings relate through culture to their political, religious, social, intellectual, economic, and geographic environments.

MATHEMATICS **(4 Credits Required)**

SECONDARY MATH I

(1.0 Credit)

This course is for 9th grade students.

Prerequisite: 8th Grade Mathematics, Teacher Recommendation

In this course students represent, analyze, and explore real number patterns from tables, graphs, verbal rules, and equations. Emphasis is on linear relationships and their applications. Students learn concepts through concrete models. *A graphing calculator is recommended.*

SECONDARY MATH I HONORS

(1.0) Credit

This course is for 9th grade students.

Prerequisite: 8th Grade Mathematics Honors, Teacher Recommendation

Students explore linear and exponential models for real-world problems. Arithmetic and geometric sequences and their connection to linear and exponential functions are investigated. Students will prove geometric theorems using coordinate geometry. Students will use vectors to investigate trigonometric ratios and transformations of functions. *A graphing calculator is required.*

SECONDARY MATH II

(1.0 Credit)

This course is for 10th grade students.

Prerequisite: Math I or Teacher Recommendation

Students explore geometry, through logical processes, technology, constructions, manipulatives, and algebraic connections. Topics of investigation include points, angles, lines, plane and solid shapes, congruence, similarity, graphing, right triangle, and trigonometric ratios. *A graphing calculator is recommended.*

SECONDARY MATH II HONORS

(1.0) Credit

This course is for 10th grade students.

Prerequisite: A or B grades in Math I Honors and Teacher Recommendation

Students continue to explore mathematical modeling of real-world problems, extending their knowledge of functions to quadratics, logarithms and trigonometry. Students will use the rules of probability to compute probabilities of compound events in a uniform probability model and use probability to evaluate outcomes of decisions. *A graphing calculator is required.*

SECONDARY MATH III

(1.0 Credit)

Prerequisite: Math II or Teacher Recommendation

The study of functions is the primary focus of this class, including: quadratic, polynomial, radical, trigonometric, and probability functions. Complex numbers are introduced. In addition to algebraic methods for solving equations, students use technology to solve equations numerically and graphically. *A graphing calculator is required.*

PRE-CALCULUS

(1.0 Credit)

Prerequisites: A or B grades in Math II Honors and Teacher Recommendation

This course extends the study of functions to include exponential, logarithmic, rational, and advanced trigonometric ones. Students study vectors, polar coordinates, complex number theory, and also arithmetic and geometric series. *A graphing calculator is required.*

MODERN MATHEMATICS

This course is for 12th grade students.

(1.0 Credit)

Prerequisites: C or lower grades in Math III or Teacher Recommendation.

Students investigate many of the same topics covered in Math II and Math III but in more detail. This course is for students who are not ready to take college level math their senior year.

AP STATISTICS & MATH RESEARCH

(2.0 Credit)

Prerequisites: A or B in Math II Honors or Math III. This course may be taken during either the 11th or 12th grade year along with the following math courses:

Pre-Calculus Math 1050/1060

AP Calculus AB Math 1210/1220

This course will prepare students for the AP Statistics Exam. This course includes topics typically taught in a college introduction course to statistics. Students will use statistics to analyze data in a variety of fields. Topics include elementary descriptive and inferential statistics, including the normal, binomial, student t, and chi-square distributions, correlation and regression, confidence intervals, and hypothesis testing. *A TI-84 or TI-89 calculator is required.* Students taking an AP math class will also be enrolled in an elective math research class to receive additional guidance through the rigor of the Advanced Placement class.

AP CALCULUS AB & MATH RESEARCH

(2.0 Credit)

Prerequisite: Pre-Calculus A or B grade in Pre-calculus or Teacher Recommendation

Course Fee: \$10.00 (Study Guide)

This course will prepare students for the AP Calculus AB Test. This calculus course includes topics typically taught in a first semester college calculus course: Functions, graph, and limits; Derivatives and applications of derivatives; Integrals and applications of integrals. A graphing calculator is required. Students taking an AP math class will also be enrolled in an elective math research class to receive additional guidance through the rigor of the Advanced Placement class.

AP CALCULUS BC & MATH RESEARCH

(2.0 Credit)

Prerequisite: Pre-Calculus A or B grade in Pre-calculus or Teacher Recommendation

Course Fee: \$10.00 (Study Guide)

This course will prepare students for the AP Calculus BC Test. This calculus course includes topics typically taught in a first & second semester college calculus course: Functions, graph, and limits; Derivatives and applications of derivatives; Integrals and applications of integrals; Application of vectors, parametric/polar modeling, and power series. A graphing calculator is required. Students taking an AP math class will also be enrolled in an elective math research class to receive additional guidance through the rigor of the Advanced Placement class.

College MATH Courses can be used for Graduation Requirements

Math 1010

Intermediate Algebra

(1.33 Vanguard Credit 4.0 College Credits)

Prerequisites: Math 3 and teacher approval

Rapid review of elementary algebra; linear equations and inequalities, systems of linear equations; exponents, radicals, complex numbers, exponentials, logarithms; solving polynomial, rational, radical exponential and logarithmic equations; applications throughout these topics.

MATH 1030

INTRODUCTION TO QUANTITATIVE REASONING

(1.0 Vanguard Credit 3.0 College Credits)

Prerequisites: Math 1010 with a grade of “C” or better

This course is for students who don’t necessarily plan on careers in science or engineering but who want to fulfill the University of Utah’s general education math requirement. This course focuses on the use of mathematics to examine and describe change and growth in the real world. Students will examine the reasoning behind basic mathematical concepts, explore problems from different perspectives, and look for connections between the course material and other disciplines.

The mathematics covered includes topics from financial mathematics, linear and exponential growth geometric measurements and scaling. *A scientific calculator is required.*

MATH 1050/1060

COLLEGE ALGEBRA & TRIGONOMETRY

(2.33 Vanguard Credits, 7.0 College Credits)

Prerequisites: Math III and Teacher Recommendation

Topics of 1050 include: Review of intermediate algebra, functions, lines, slope, polynomials and rational functions, exponential and logarithmic functions, systems of linear equations & inequalities, matrices and determinants, inductions, sequences, binomial theorem. Topics of math 1060 include: Trigonometric functions, analytic trigonometry, oblique triangles, vectors, the complex plane, and selected topics in analytical geometry.

MATH 1210 & 1220

CALCULUS I & II

(2.67 Vanguard Credits, 8 College Credits)

Prerequisites: Pre-Calculus and Teacher Recommendation

The first semester covers functions and their graphs, differentiation of polynomial, rational and trigonometric functions, velocity and acceleration, geometric applications of the derivative, minimization and maximization problems, the indefinite integral, and an introduction to differential equations. It also covers the definite integral and the Fundamental Theorem of Calculus. The second semester covers geometric applications of the integral, logarithmic, and exponential functions, techniques of integration, conic sections, improper integrals, numerical approximation techniques, infinite series and power series expansions, and continues differential equations.

Elective **Math** Courses

MATH LAB

(0.5 Credit)

9th – 12th grade

Prerequisite: None

Math Lab is designed to help students with missing concepts in the math curriculum. Students will be continually assessed and taught missing concepts. Math Lab will be a smaller class, allowing students to quickly accelerate through individual or small group instruction and assistance.

CHESS FUNDAMENTALS

(0.5 Credits)

Prerequisites: None

7th – 12th grade

Chess Fundamentals is an elective course for beginning chess players. No experience with chess is necessary. Students will learn the rules of play, basic chess strategy, and algebraic notations, as well as good sporting behavior. Additionally, chess develops skills in concentration, visualization, and memory, and rewards careful decision making. There is much research to support chess in schools as a means to develop intellect and academic skills.

SCIENCE

(4 Credits Required)

EARTH SYSTEMS

(1.0 Credit)

9th Grade

Prerequisite: None

Topics covered include the development of the universe and solar system, the evolution of Earth's environment and how this affects living systems, and the uniqueness of life on earth, the movement of Earth's plates caused by gravity, density, and convection, and the impact this has on other systems, water cycles in the hydrosphere and the effect on other spheres, Earth's atmosphere and its interaction with the lithosphere, hydrosphere, and biosphere, and the source and distribution of energy on Earth and its effects on Earth systems.

HONORS BIOLOGY

(1.0 Credit)

Prerequisites: Earth Systems

Honors Biology is a two-semester course with an emphasis throughout on developing writing skills in the sciences. Built into the course is a laboratory component for most topics covered and culminates with a fetal pig dissection. This hand-on experience is designed to give the students a kinetic and visual learning opportunity to coincide with the lecture (auditory) portion of instruction. Topics covered include but are not limited to the following: ecology and environmental science, chemistry of living cells, cells, genetics, evolution, classification/taxonomy, biological diversity and organs and organ systems.

HONORS CHEMISTRY

(1.0 Credit)

Prerequisites: Elementary Algebra

This course includes the topics of atoms, energy, chemical bonds, chemical reactions, and solutions. Students develop an understanding of chemical concepts and determine the relevance of chemistry in their lives.

GENERAL PHYSICS

(1.0 Credit)

Pre-requisite or co-requisite: Algebra 2 (student should be taking Algebra 2 or a higher level math class while also taking this physics class.) This course is physics for students who don't necessarily plan on careers in science or engineering but who still want to understand the natural laws that govern the world around us. Topics include: motion, energy, momentum, electricity, sound, light, magnetism, and other physical phenomenon. Students will become skilled at making observations, measurements, and most importantly, making predictions of how the world around them behaves.

The difference between this physics class and the alternative one (Physics for Pre-Science Majors) is that this class does not require quite as much math. It deals more with general physics principles and less with quantitative problem solving.

PHYSICS FOR PRE-SCIENCE MAJORS – HONOR PHYSICS

(1.0 Credit)

Prerequisites or co-requisite: Pre-calculus (student should be taking Pre-Calculus or an equivalent or higher level math class while also taking this physics class)

This course is physics for students who think they might go on to careers in science or engineering, even if they aren't yet sure of that choice. Topics include: motion, energy, momentum, electricity, sound, light, magnetism, and other physical phenomenon. Students will become skilled at making observations, measurements, and most importantly, making predictions of how the world around them behaves.

The difference between this physics class and the alternative one (General Physics) is that this class uses more math and students will solve more sophisticated problems. Students who are considering maybe majoring in science or engineering when they go to college are strongly encouraged to take this class instead of the alternative one.

Elective **Science** Courses

ASTRONOMY

(0.5 Credit)

10-12 Grades

Prerequisites: Earth Science and Teacher Recommendation

In this course, students will gain an understanding of this interesting and complex universe in which they live. Topics will include constellations, the properties of stars, the moon, the solar system, galaxies, black holes, and modern research in cosmology.

GEOLOGY

(1.0 Credit)

10-12 Grades

Prerequisites: None

The Earth is an astronomical object, which also happens to be our home. It is the product of a long series of events, which resulted in a structurally complex body hosting numerous dynamic processes such as volcanism, tectonics, sedimentation and weather. The specific dynamic nature of our planet has produced an environment, which promoted the development of life and was subsequently modified by life into the extremely habitable state in which it currently exists. The purpose of this class is to investigate the processes that produced our home world and which currently act to nurture us but which can threaten us as well. By understanding the systems and processes, which are vital to the maintenance of a habitable world, the students learn the importance of being responsible stewards of the environment.

SCIENCE FAIR/RESEARCH METHODS

(1-1.5 Credit)

10-12 Grades (*9th Grade with previous science fair experience and teacher recommendation)

Prerequisites: Application required, available from instructor

Students will experience science as a process while working on a research or engineering project of their choice. Student interest and class projects will define laboratory and classroom curriculum. Workshops, lectures and laboratory tours will be part of the learning experience. Reading, writing and analytical skills important to high school and collegiate success will be an integral part of each project. Outstanding final projects/reports will be used in local and national research competitions as well as college scholarship applications. **Individual projects and teams of two only.*

Salt Lake Community College **SCIENCE** Courses can be used for
Graduation Requirements

BIOLOGY 1610 & 1615

(1.33 Credits, 4.0 SLCC Credits)

Prerequisite: appropriate Accuplacer score

BIOL 1610 – College Biology I (BS) 4 cr

Biological chemistry , cell structure, metabolism, genetics, evolution, and diversity. Three hours of lecture per week with additional lab component (BIOL 1615) required.

CHEMISTRY 1210 & 1220
GENERAL CHEMISTRY I & II
(2.67 Credits, 8.0 SLCC Credits)

Prerequisite: Intermediate Algebra and Teacher Recommendation.

Co-requisites: CHEM 1215 & 1225.

Three lectures, two discussions per week. Fundamentals of chemistry are covered emphasizing descriptive and modern applied chemistry for science and engineering majors. Topics include atomic theory, molecular bonding, and reaction chemistry.

CHEMISTRY 1215 & 1225
GENERAL CHEMISTRY LAB I & II
(0 .67 Credits, 2.0 SLCC Credits)

Co-requisites: CHEM 1210 & 1220

Three-hour lab once a week associated with CHEM 1210 & 1220.

PHYSICS 2210 & 2220
PHYSICS for SCIENTISTS and ENGINEERS I & II
(2.67 Credits, 8.0 SLCC Credits)

Prerequisite: Calculus and Teacher Recommendation.

The first semester is designed to give students a thorough understanding of the basic physical laws and their consequences. Classic mechanics will be introduced, including methods of energy, momentum, angular momentum, and Newtonian gravity. Applications will include mechanical oscillations, sound, and wave motion.

The second semester continues with electrostatics, electric fields, and potential, magnetic fields and Faraday's law, current flow, resistance, capacitance and inductance, electric circuits and electromagnetic oscillations, electromagnetic waves, geometric and physical optics.

SOCIAL STUDIES
(2.5 Credits Required)

GEOGRAPHY AND WORLD CIVILIZATIONS 9
(1.0 Credit)

9th Grade

Prerequisite: None

Students will be introduced to the inter-relationships between our physical and cultural worlds. The course will explore how geography influences human behavior and the role it plays in the economic, political, social, cultural and historic development of a country. Basic geographical skills will be emphasized including map reading and making, vocabulary, interpretations of geographical charts and diagrams, and a study of the Americas, Europe, and northern Eurasia. Historical components in this survey course related to World Civilizations are emphasized in the second semester with topics organized both geographically and chronologically in lessons that examine a broad range of cultural elements—art, architecture, religion, education, and family

life. Students will cover events from the European encounter with the New World to the end of the Cold War. Students focus on globe-altering events such as the Protestant Reformation and World War I, while also exploring interconnections between regions, economies, and cultures.

US HISTORY

(1.0 Credit)

10-11th Grade

Prerequisite: None

Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

UNITED STATES GOVERNMENT AND CITIZENSHIP

(0.5 Credit)

11th & 12th Grade

Prerequisites: None

American Government and Law is a seminar-style course that focuses on the elements of democracy, the structure of government, and the role of the individual as an active participant in our democracy. Upon completion of the class, students should feel they have an understanding of the origin and structure of American democracy, the organization of government and how, as an individual, they can make a difference as an American citizen.

Elective SOCIAL STUDIES Courses

AP WORLD CIVILIZATION & HISTORY RESEARCH

(2.0 Credit)

10th Grade

Prerequisite: None

This course studies the development of world civilization emphasizing increasing interrelationships of the world's human populations and cultures. Emphasis is given to the social, scientific, economic, religious/philosophical, geographical, and political spheres of human activity. Students taking an AP History class will also be enrolled in an elective history research class to receive additional guidance through the rigor of the Advanced Placement class.

HIST 1700 AMERICAN CIVILIZATION

(1.0 Vanguard Credit, 3.0 SLCC Credit)

11th -12th Grade

Prerequisite: Accuplacer placement score

This course covers American History from the Pre-Columbian period to the present. It provides a thorough examination of the major social, political, and economic events, issues, and themes of the period. Course may be taught with a Service Learning component.

AP HUMAN GEOGRAPHY & HISTORY RESEARCH

(2.0 Credit)

11th -12th Grade

Prerequisite: None

The purpose of the AP Human geography course is to introduce students to the study of patterns and processes that have shaped human understanding and use of the Earth. Students will use spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They will also learn about the methods and tools geographers use in their science and practice. Students taking an AP History class will also be enrolled in an elective history research class to receive additional guidance through the rigor of the Advanced Placement class.

AP U.S. HISTORY & HISTORY RESEARCH

(2.0 Credit)

11th -12th Grade

Prerequisite: None

This course has a rigorous college-level curriculum offered to juniors. It is a college freshman-level class with the objective of preparing students to take the AP test in the spring. The AP test is not required to receive high school credit for the class, but is strongly recommended on account of the opportunity for up to 8 college credit hours. The course focuses on U.S. history in a chronological fashion starting with pre-colonial times and ending with the present day. Students taking an AP History class will also be enrolled in an elective history research class to receive additional guidance through the rigor of the Advanced Placement class.

COMPUTER SCIENCE & CAREER & TECHNICAL EDUCATION (CTE)

(1 Credit Required)

COMPUTER TECHNOLOGY/INTRODUCTION TO INFORMATION TECHNOLOGY

(1.0 Credit) - Required

Prerequisite: None

Students will first understand the computer hardware functionality and the computer operating system (Windows 7/8). Software applications (Word, Power Point, and Excel) will also be explored. These applications will be very useful tools in many of the other classes offered at Vanguard Academy. This class will also give students an opportunity to do research about

technological topics, work in a team environment, write technical reports and give oral presentations.

Elective **Computer Science** Courses

INTRODUCTION TO COMPUTER PROGRAMMING C++

(1.0 Credit)

Prerequisite: Computer Technology

Computer programming (C++) will provide students an opportunity to develop a skill that will help them better understand computer functionality and how industry develops useful applications. Students will learn and understand the principles of software development. Students will use such concepts as flowcharting, code supportability, and object oriented code design. The development environment used in class will be Microsoft Visual C++ 6.0. Students will learn how to develop applications within the Visual C++ 6.0 IDE.

INTRODUCTION TO PROGRAMMING/ROBOTICS

(0.5 Credits)

10-12th Grades

Prerequisites: Computer Technology

Students will be introduced to programming concepts and design logic. The programming language will be C. Students will learn about Top/Down design methods, variables, loops, and arrays. The students will also apply their knowledge by learning how to control Lego Mindstorm robotics. Students will learn how to and the value of working with in a development team as they prepare for competition.

A+ COMPUTER CERTIFICATION

(1.0 Credits)

Prerequisites: None

This is the A+ computer hardware & operating system certification course. This course will be an independent study online class. The course will require all students to have a computer and internet access from home. The course work will be done from home and will be verified by the teacher on a regular basis. All students must have taken computer technology. The course will cover topics relating to computer hardware devices and operating system specifics. This will prepare students to take the industry standard A+ certification test.

MULTI-MEDIA

(1.0 Credits)

Prerequisites: Computer Technology

With the latest in computer hardware and software students learn how to create multimedia projects. This includes cartooning, animation, and web design. Video editing and audio software are also taught. Students who are interest in pursuing a job in video game design should take this class.

ADOBE CREATIVE SUITE DESIGNS INTERMEDIATE

(0.5 Credit)

9th - 12th grade

Prerequisites: None

The focus of this course is Photoshop, illustrator and in design. Students will learn when to use which program along with basic operation skills. Students will design and create flyers, books, brochures, etc.

BUSINESS SKILLS

(1.0 Credits)

Prerequisites: None

9th – 12th grade

This introductory course to basic business skills and career planning utilizes the most common computer business applications including spread sheet activities and basic document integration. Money management activities including check writing and balancing, budgeting, basic income tax exercises and investment management. Students also receive an overview of career paths in business.

ACCOUNTING I

(1.0 Credits)

Prerequisites: None

9th – 12th grade

Students demonstrate their understanding of the basic accounting cycle by solving problems involving the double-entry system of accounting, basic forms in the accounting system, recording transactions, posting, trial balance, worksheet adjustments, closing entries, balance sheet and the income statement. Introduction to computer accounting covering the above items is also included.

ACCOUNTING II

(1.0 Credits)

Prerequisites: Accounting I

9th – 12th grade

This course covers advanced principles of the accounting cycle relative to accounting for partnerships and corporations. Students demonstrate their understanding of accounting principles relative to corporations and partnerships through simulation problems.

MUSIC

(2.0 Credits Required)

LADIES' CHOIR

(1.0 Credit)

9th – 12th grade

Prerequisites: None

This beginning music course is open to all female high school students with a vocal range of soprano or alto. Some past experience in the ability to match a pitch is helpful. Two, three, and four part music is performed at various concerts. Emphasis is placed on part-singing, good vocal

production, and reading and interpreting music. Rehearsals and performances outside of class-time are part of the course requirements and constitute part of the course grade.

MEN'S CHOIR

(1.0 Credit)

9th – 12th grade

Prerequisites: None

This beginning music course is open to all male high school students with a vocal range of tenor or bass. Some past experience in the ability to match a pitch is helpful. Two, three, and four part music is performed at various concerts. Emphasis is placed on part-singing, good vocal production, and reading and interpreting music. Rehearsals and performances outside of class-time are part of the course requirements and constitute part of the course grade.

MIXED CHOIR

(1.0 Credit)

9th – 12th grade

Prerequisites: Auditions

This vocal music group teaches three and four-part musical harmony and a review of singing fundamentals in a variety of musical forms and techniques. Rehearsals and performances outside of class-time are a part of the course requirements and constitute part of the course grade.

ACAPELLA

(1.0 Credit)

9th – 12th grade

Prerequisites: Auditions

This vocal group focuses on learning and performing advanced choral literature and musical techniques. Rehearsals and performances outside of class-time are a part of the course requirements and constitute a part of the course grade.

STRING ORCHESTRA

(1.0 Credit)

9th – 12th grade

Prerequisites: None

This intermediate level course is designed to assist students interested in playing an orchestral stringed instrument. Emphasis is on growth in technical proficiency, orchestral literature, and performance. Rehearsals and performances outside of class-time are a part of the course requirements and constitute a part of the course grade.

SYMPHONIC ORCHESTRA

(1.0 Credit)

9th – 12th grade

Prerequisites: Auditions

This advanced level course is designed for students interested in improving their skills in playing an orchestra stringed instrument. Emphasis is on growth in technical proficient, orchestral

literature, and performance. Rehearsals and performances outside of class-time are a part of the course requirements and constitute a part of the course grade.

CONCERT BAND

(1.0 Credit)

9th – 12th grade

Prerequisites: None

This intermediate course encourages increased technical and expressive musical proficiency through performance and the study of music. A variety of musical literature is studied and performed. Rehearsals and performances outside of class-time are a part of the course requirements and constitute a part of the course grade.

SYMPHONIC BAND

(1.0 Credit)

9th – 12th grade

Prerequisites: Auditions

This advanced course practices and performs varied, advanced level-music. Rehearsals and performances outside of class-time are a part of the course requirements and constitute a part of the course grade.

WORLD LANGUAGE

(2 Credits Required)

SPANISH I

(1.0 Credit)

Prerequisite: None

The goal of Spanish I is to build the fundamentals of understanding and speaking Spanish and help develop the capacity to use the Spanish language in a meaningful and functional way. The course emphasizes communication skills, foundations of language learning, and understanding of cultures in the Spanish-speaking world. This course introduces grammar concepts with a heavy emphasis on vocabulary-building along with cultural learning from the diverse world of Spanish-speakers, working towards a beginner's level of proficiency. Students will become familiar with such vocabulary as greetings, likes/dislikes, sports, opposites, family, body parts, clothing, food, weather, telling time, days, months, seasons, colors, numbers, shapes, professions, school nouns, places, and feelings.

SPANISH II

(1.0 Credit)

Prerequisite: Spanish I

The goal of Spanish II is to continue to build the fundamentals of understanding and speaking Spanish developing a greater capacity to use the Spanish language in a meaningful and functional way. The course emphasizes proficient communication skills, foundations of language learning, and understanding of cultures in the Spanish-speaking world. This course continues the introduction of grammar concepts with a special focus on all the verb tenses (except the subjunctive) along with cultural learning from the diverse world of Spanish-speakers, working

towards an intermediate level of proficiency. Students will review and extend their ability with such vocabulary as greetings, likes/dislikes, sports, opposites, family, body parts, clothing, food, weather, telling time, days, months, seasons, colors, numbers, shapes, professions, school nouns, places, and feelings.

HEALTH & PHYSICAL EDUCATION (2.0 Credits Required)

INDIVIDUALIZED LIFETIME SPORTS ACTIVITIES

1. APPLIED FITNESS & HEALTH (1.0 Credit Health & Physical Education) 9th – 12th

Prerequisites: None

This course is designed to enhance knowledge, skills and the understanding necessary for students to make daily healthy choices to foster life-long healthy behaviors and attitudes. Students will explore the curriculum through application of content learned. Not only will students learn healthy lifestyles, they will apply the habits to their life, keeping a journal to record their exercise and diet. Content areas stressed in the Health Education portion include: healthy choices, human development and relationships, personality and self-esteem, stress management, mental disorders/suicide, nutrition and fitness, disease prevention and sexually transmitted diseases to include AIDS, substance (tobacco/alcohol/drugs) abuse prevention, safety and injury/violence prevention and consumer/community health.

2. Electronic High School: Vanguard students may enroll in the “Fit for Life” class and earn .5 Credits
3. Lifetime Sports Activities: Vanguard students can select one or more skills that they see themselves developing and pursuing beyond school. Examples of these include dance, biking, swimming, running/jogging, aerobics, and hiking. Student need to list the hours in which they participate and submit them with a verifiable signature by an adult or parent/guardian at the end of the term. They must also have a least two consultations with a certified coach/sport expert either from the community or from the Vanguard staff. Please see the counseling center for those teacher qualified as advisors.
4. Participation Skills/Skills Development: In order to earn physical education credit for this content area, students must also conduct an independent contract in earning P.E. credit. In addition to submitting hours as described above and having an adult verify the hours, students must periodically meet with Vanguard advisor. To align with state core curriculum, students must participating team sports and/or physical activity that require certain athletic and team skills. Examples of these include tennis, club sports (e.g. baseball, soccer, lacrosse, ice hockey and football), gymnastics and martial arts.

**SENIOR PROJECT
(1 Credit Required)**

**SENIOR PROJECT
Grade 12 only
(1.0 Credit)**

Prerequisites: None

Senior Project is an individualized project course, designed to prepare each student for a life of learning after Vanguard. A requirement for graduation, Senior Project provides the graduating student a threefold opportunity: 1) to reflect on college preparedness and focus college or post-high school aspirations, 2) to prepare a digital and hard copy portfolio that represents the student's growth while at Vanguard, and 3) to conduct research and prepare a final senior project.

**FINANCIAL LITERACY
(0.5 Credits Required)**

Credit may be earned through accredited programs including higher education, independent study, electronic high school, SLCC or other accredited alternatives.

**STUDENT ADVISORY
(3 Credits Required)**

**STUDENT ADVISORY
(1.0 Credit)**

7th-8th Grade

Prerequisites: None

Students will prepare for high school by learning effective study skills, creating goals, and developing an academic plan. Students will learn valuable life lessons, character building skills, and participate in service learning projects. Students will also participate in a school wide science project that will be part of their other core classes.

DIRECTED STUDIES

Directed studies are a class designed to support students receiving services under an Individual Education Plan (IEP). Students are expected to develop their study and organizational skills and receive one-on-one or small group assistance for regular education classes.

OR

Credits can be earned from other Vanguard curriculum. Credit may also be earned through accredited programs including higher education, independent study, electronic high school, SLCC, or other accredited alternatives.

Support for Standards and Use of Data

Vanguard Academy's STEAM curriculum will go above Utah State Core Requirements, and Common Core. Vanguard will require that teachers map out their curriculum based on the Utah Core. Teachers will enrich their curriculum beyond the core using project based learning and other ideas used in the school's curriculum, but must teach the concepts in the core to mastery. Vanguard will use data when selecting and evaluating the effectiveness of curriculum and instructional methods. Teachers will monitor student achievement data and use it as formative assessment

Vanguard Academy will use summative assessments to evaluate each students' progress and will be logged in the students data notebook tracked in the Leadership Advisory Class. Assessments will also be used to evaluate curriculum and instructions and the effectiveness of teaching and learning within the classrooms. Vanguard Academy students will take benchmark assessments created by the school, testing created by the Utah State Office of Education, and other college preparation/placement tests. Some of these tests will be required and paid for by the school, while others will be student choice and paid by the student. The supervision and data analysis from these tests will be handled by the school counselors and overseen by the Chief Academic Principal.

Tests Include, but are not limited to Accuplacer Tests – provided by SLCC for placement, ACT Tests, Advanced Placement (AP) Tests, PSAT, Explore, PLAN Test, CLEP, SAGE Tests - Language Arts, Mathematics, & Science, Utah's Computer Adaptive Tests, SAT, Scholastic Aptitude Tests. Some of the tests that are not offered by the state will be included in our budget to offer to students. Other test payments will be required by students, however scholarships will be sought to help pay for tests by donations.

School Counselor's Job Description & Duties

Under the general direction of the Chief Academic Principal; Utilizing leadership, advocacy, and collaboration, the school counselor promotes student success, provides preventive services, and responds to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students. All employees will be required to maintain high moral standards and can be positive role models for our students and be trained for the school's leadership and project based learning education program. We believe all individuals who work at Vanguard Academy need to have the same vision and understanding of our mission and committed to work as a team for the success of our students.

- Discusses the comprehensive school counseling program with the Administrator
- Develops and maintains a written plan for effective delivery of the school counseling program based on NAAS standards and current individual school data
- Communicates the goals of the comprehensive school counseling program to education stakeholders
- Maintains current and appropriate resources for education stakeholders

- Uses the majority of time providing direct services through the Guidance Curriculum, Individual Student Planning and Preventive and Responsive Services and most remaining time in program management, system support and accountability
- Conducts a yearly program audit to review extent of program implementation
- Oversees Assessments and tracks students' progress
- Collects and analyzes data to guide program direction and emphasis
- Measures results of the school counseling program activities and shares results as appropriate
- Monitors student academic performance, behavior and attendance and assists with appropriate interventions

<i>Indicator - Student achievement level</i>		
Measure	Metric	Board Goal
Growth points on UCAS	Growth points on UCAS, by school type	>200
Achievement on UCAS	Achievement points on UCAS, by school type	>250
Readiness on UCAS	Readiness score on UCAS (high schools only)	>145
High school graduation rate	Percentage of students graduating high school calculated using Utah's graduation rate formula	>80%
College entrance exam composite and subtest measures	Percentage of students reaching score predictive of college success on each subtest (English – 18; Math – 22; Reading – 21; Science – 24), disaggregated by subgroup	>30%

School Closure Plan

Identification of Missed Targets

In the event of closure, whether by the revocation of the school's charter or a planned cessation of operations, Vanguard Academy will ensure that adequate human, financial, and planning resources are in place for a smooth transition and legal compliance with Utah Code 53A-1a-510.5 and in a way that protects students, employees, debt holders, and taxpayers.

Once the closure process is initiated, the Academic Director, the Executive Director, the Business Manager, and the Governing Board will each take part of the responsibilities. The overall decisions will be made through a meeting with final approval through the Governing Board. The school's interests will shift from providing education and protecting the school's interests to protecting the state's and chartering entity's interests, as well as the obvious interests of students and families.

The closure plan and procedures will include the following:

Student Transition & Records

Student Transfer – Academic Director

- Coordinating with surrounding school districts and charter schools, and private schools if necessary, to accept transfer students.
- Coordinating with students and families on finding the school that will best meet each student's needs for future education.
- Ensure that all student records, including special education records, are sent to all schools accepting transfer students.
- Counseling with students and families to reduce the anxiety that may be part of the closure and move to a new school.

Employee Transition & Records

Employees – Executive Director

- Assist current employees with job placement services
- Ensure that benefits programs continue consistent with COBRA
- Assist employees with transfer of retirement assets into personal accounts or rollover into other retirement programs
- Provide letters of recommendation for employees, as appropriate

Reports

Liabilities – Governing Board

- Seek to find other schools or organizations that can assume the ownership of current and long-term agreements. Work with state charter school board on identifying a new or expanding charter school that can benefit from existing facility, equipment, and agreements.
- Pay down any liabilities first with proceeds from any asset sale or cash on hand.
- Initiate bankruptcy proceedings, if appropriate.

Asset disposal – Business Manager

- Work with the State Charter School Board on identifying a potential new or expanding applicant who can assume ownership of school assets and liabilities, including the school's facility and existing lease or bond payments.
- Sell school equipment or assets at market value, with proceeds either paying down existing debt, compensating for additional school closure services, or going back to the state as outlined in statute. All asset disposal or sales will be consistent with existing agreements and obligations.
- Ensure that building security is maintained throughout the closure process to protect assets and the facility.

Financial Reserves

Over the first five years, the school will set aside in a separate account \$10,000 per year to be used in the event of school closure to engage a charter school or business transition firm to perform closure operations over a period of 90 days. Services will include asset disposal, student transfers, family support, debt negotiation, employment termination, and working with state agencies on protecting taxpayer assets, including equipment and property.

Dismissal Procedures and Suspension/Expulsion

Dismissal

Since teachers are the daily administrators of the classroom, the teacher will be responsible for the majority of discipline issues and are responsible for providing an environment that promotes learning as clearly stated in our mission statement.

Teachers will present clear classroom policies and expectations regarding student behavior. Teachers may include both positive and negative incentives which may not violate policy of Vanguard or any applicable state and federal law or best practices. Most problems will be handled in the classroom. If the teacher is unable to remedy the problem in the classroom, teachers will work closely with the student, parents/guardians, and or other school staff to coordinate their efforts in the resolution of discipline matters. In the event that suspension/dismissal is required, Vanguard staff will act pursuant to the Student Suspension and Expulsion Policy and in accordance with IDEA and all other applicable state and federal laws.

A student handbook will be distributed to every child before school begins. The behavior and expectations and consequences will be aligned with and reinforce the mission of the academy.

Suspension/Expulsion

1. Procedures of Suspension/Expulsion

- a. A *suspension* is the temporary removal of a student from class(es) or school. A suspension can be determined by the Director (or designee). It is important that contact with the parent/guardian be made, along with other minimal due process procedures, prior to suspension, namely the right to know what the alleged offense is and the right to provide an explanation. This student/administrator or student/teacher conversation should be documented by the teacher/administrator in writing or on a permanent computer file.
- There may be instances, however, when a student is subject to an immediate suspension if his/her behavior is illegal or presents an immediate danger to persons (himself/herself included) or property. In such cases, due process procedures will be held as soon as practicable. Students younger than 14, should never be released until and unless a parent or emergency contact is notified. The student will be supervised until a parent or emergency contact is made aware of the suspension, and the academy is given permission to release the student to the custody of an adult or to leave the premises.
 - a. An *expulsion* is the formal process of dismissing a student from school for an extended period of time, up to one year. Expulsion also transfers the primary responsibility of providing educational services for the student during the expulsion period from the academy to the home, and makes the parent/guardian responsible for compliance with the compulsory education act for the duration of

the expulsion. Only the Vanguard Governing Board, or a designated Governing Board member, can expel a student. (Utah Code 53A-11-907(2))

- Before an expulsion, the Governing Board President shall provide the student a hearing at which the student is afforded the following due process procedures:
 - i. Prior notice of the charges and the proposed sanctions so as to afford a reasonable opportunity for preparation. The notice shall be in writing and the student shall be notified of the hearing date
 - ii. Right to a hearing.
 - iii. Right to a fair hearing officer (credible and objective person or panel – not necessarily uninformed).
 - iv. Right to an adult representative and/or legal counsel at the hearing.
 - v. Opportunity to testify and to present evidence and witnesses in his/her defense.
 - vi. Opportunity to examine the evidence presented by the academy administration and to question witnesses. (However, the Governing Board or its President may, upon a finding that good cause exists, determine that the disclosure of the identity of a witness and the testimony of that witness at the hearing would subject the witness to an unreasonable risk of harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board or the hearing officer. Copies of these sworn declarations which are edited in such a manner as to delete the name and identity of the witness shall be made available to the student.)
 - vii. A summary written record shall be maintained by any means. An electronic recording may be made; however, the electronic recording is not the official record of the hearing.
 - viii. All witnesses appearing at the hearing shall be placed under oath.
 - ix. If the President conducting the hearing recommends expulsion, findings of fact in support of the recommendation shall be prepared.
 - x. The decision must be made by a preponderance of the evidence.
- The decision will be based exclusively on the evidence presented at the hearing. The final decision shall be communicated to the student and parent/guardian within ten (10) working days. Vanguard officials and the student have the right to legal counsel at any step in the process.
 - b. If a student is suspended or expelled for more than ten (10) school days, the parent of the guardian is responsible for undertaking an alternative education plan which will ensure that the student's education continues during the period of suspension/expulsion

- c. Vanguard shall maintain a record of all suspended or expelled students and a notation of the recorded suspension or expulsion shall be attached to the student's transcript.

2. Right to Appeal

- a. The expelled student has the right to appeal the decision of the President by requesting a review hearing before the academy's Governing Board. This appeal must be in writing and must be received in the offices of the academy within thirty (30) calendar days following receipt of the decision of the President. (Pending a final decision by the academy's Governing Board, the decision of the President to expel shall remain in force).
- b. This review hearing will not be a hearing de novo and will be held within thirty (30) calendar days following receipt of the request for the hearing.
- c. The Governing Board will provide all necessary copies of the record of the expulsion hearing to the interested parties within fifteen (15) working days of the student's request.
- d. No evidence other than that contained in the record of the original hearing may be heard.
- e. The review of the President's decision of the Governing Board shall be limited to the following issues:
 - I. Did school officials meet with the procedural requirements of the policy?
 - II. Was the decision to expel the student supported by the findings of fact?
 - III. Were the findings of fact supported by the evidence?
- f. Following the review hearing, the Governing Board shall vote in public and shall enter an order either affirming or reversing the decision of the President.
- g. The decision of the Governing Board shall be binding upon the student and shall be served upon the student in writing by personal service or by certified mail.

Students with IEP's or 504's will be treated accordingly. The primary purpose of this portion of the suspension/expulsion policy is to ensure the academy's actions are consistent with IDEA. Vanguard Academy recognizes that students with disabilities, who attend the academy, and their parents/guardians, retain all rights under Part B of the IDEA, Sections 53A-15-301 through 53A-15-305 *Utah Code Ann.*, and other rules protecting the rights of students with disabilities. Vanguard will follow IDEA State regulations as stated in Special Education (10-207) and any other state rules protecting the rights of students with disabilities.

Complaints

Policy

Complaints not in writing are to be resolved at the lowest administrative level. The complainant and other person(s) involved shall resolve issues of concern via personal meeting or other appropriate communication. The Director, or immediate supervisor, shall coordinate and mediate the processes necessary for satisfactory resolution of the complaint. Upon receipt of an informal complaint, the Director or immediate supervisor may initiate action to resolve the issue within five (5) working days

Timeline

Complaints are to be made in writing when the complainant is not satisfied with the disposition of the issue through the informal complaint process. The complainant may, within ten (10) working days after the informal complaint decision has been rendered, file the complaint in writing, with any member of the Governing Board.

1. Within ten (10) working days after receipt of the formal written complaint, the President of the Board, or other designate officer of the Board will meet with the complainant in an effort to resolve the issue.
2. In the event the complaint is not resolved, the complainant may request a hearing before the Governing Board. The Board shall review the complaint at the next scheduled Board meeting after receipt of the request.
3. The Board's decision shall be final and shall be made within ten (10) working days of the hearing.

Individuals with Disabilities Education Act (“IDEA”) Complaint Procedure

Vanguard Academy will follow the dispute resolution procedures adopted by USOE as written in the State's Special Education Rules (August, 2007). This includes Problem Solving Facilitation, Formal State Complaints, Mediation, and Due Process Hearings. The following is a brief summary of the requirements of these procedures. These procedures are not sequential. However, Problem Solving Facilitation cannot proceed if a Formal Complaint, Mediation, or Due Process Hearing request is filed. A Formal Complaint cannot proceed if a Due Process Hearing request is filed.

Problem Solving Facilitation

This method of early dispute resolution is available at any time, before a State Complaint, Mediation, or Due Process Hearing request is filed as long as both Vanguard and the party filling the complaint, typically the parent, agree. The issue(s) of disagreement must be specified and how they violate IDEA described. USOE is responsible for assigning a facilitator in order to keep the communication open to resolve concerns with no time line for resolution stipulated.

Formal State Complaint

The complaint must be filed, in writing, to Vanguard's Director and at the same time it must be provided to the State's Special Education Director. The written complaint must describe the alleged violations of IDEA with respect to the individual student and the proposed solutions to the problems. The School will have 30 days to conduct an investigation and write a decision. If in disagreement with the findings, the parent has ten (10) days to appeal the School's decision and USOE will conduct an independent investigation before a total of 60 days.

Mediation

Mediation is available at any time during the IDEA process and may be requested by either Vanguard or the parent. Both parties must agree to mediate or mediation will not occur. The alleged violation should be filed with the School's Director as well as copied to the State's Special Education Director. The complaint must describe the problem, the alleged violations of IDEA with respect to the individual student, and the proposed solutions to the problems. USOE is responsible for assigning a mediator and will absorb costs of the mediation sessions. During mediation session, information discussed is confidential and the mediation agreement is binding and enforceable court law. There is no timeline for resolution in the mediation procedure.

Due Process Hearing

The complaint must be filed with the School's Director and copied to the State's Special Education Director. The complaint must describe the alleged violations of IDEA with respect to individual student and the proposed solutions to the alleged violations problems. A mandatory resolution session will be initiated within 15 days and if a resolution is possible, a resolution will be completed within 30 days. If a resolution is not possible the hearing will be completed within 45 days after the resolution session time is completed. The Due Process Hearing is like court, making lawyers advisable for both parties, and the Hearing Officer's decision is binding upon both Vanguard and the parent.

Compliance

If the application of any requirement of Vanguard's complaint procedure to a student with a disability is not permissible, or becomes impermissible, under IDEA or State Law, Vanguard shall implement other actions consistent with the conflicting law or regulation which shall most closely correspond to the requirements

Parent Involvement

Opportunities

Vanguard Academy will strive to create a community of learners which includes the families of students. Vanguard will encourage volunteer parental involvement to assist in the daily operation of our academy. All volunteering is strictly optional, but is encouraged for the benefit of students and the academy. Vanguard requests, though does not require, that parents donate a minimum of 2 hours of volunteer time per quarter for each child (up to 20 hours total per family) they have enrolled in our school. Volunteers will sign in at the office and record their time spent volunteering in Vanguard’s administrative office.

Significant unsupervised time with students by volunteers will be limited. At times however, the academy may find it necessary for some volunteers to have significant unsupervised time with students. Such times may include tutoring, after-school activities, etc. Vanguard Academy will require all volunteers with significant unsupervised time with students to undergo a fingerprint FBI background check. The Principal/Business Manager will maintain a file of all volunteers who complete this background check. No exceptions.

In compliance with R277-470(9), a, Parent, Teacher Student Organization (PTSO) will be formed. The officers of the PTSO will be elected by parents/guardians of the academy. Students, parents, and teachers are encouraged to be involved in the PTSO. A volunteer coordinator will be selected from the PTSO to help plan and facilitate volunteer opportunities. The volunteer coordinator may perform the following tasks: track volunteer hours, notify parents for opportunities that correspond to the information received from the volunteer request form, post special requests for volunteer service in Vanguard’s newsletter and website, and maintain communications with Vanguard’s teachers, the Governing Board and PTSO to assess and meet classroom, school, fundraising, and extracurricular needs.

Opportunities for parents to volunteer may include, but are not limited to the following:

Parent Involvement Opportunities

Literacy Staff Assistant	Tutoring
Fundraising	Computer Support
School Tours	Musical Assistance
Computer Lap Assistant	Office Support
Field Trips	Assemblies
Before/After School Activities	Grounds Maintenance
Committee/Board Membership	Parking Lot Assistance
Classroom Assistance	Building Maintenance
Library Assistance	Snow Removal
At-home Work for Teachers	PTSO Officers
Extra-Curricular Activities	Educational Clubs & School Activities
School Leadership Program	Service Learning Projects

Notification

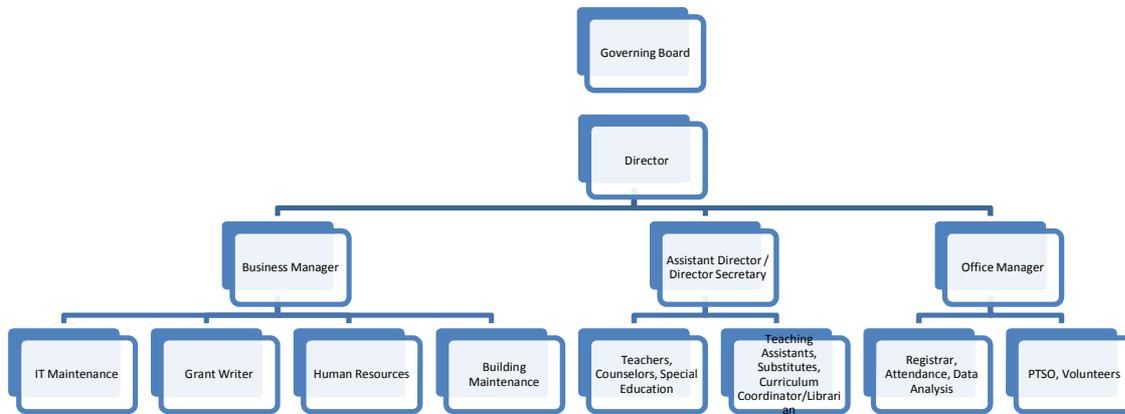
Upon registration, Vanguard Academy will include a volunteer request form in the registration packet, enabling parents to sign up for service in areas of expertise or interest. This will allow parents to provide the most meaningful service, and simultaneously provide Vanguard Academy with the ability to coordinate parent service with the Academy’s needs. Other

volunteer opportunities and needs may also be published in Vanguard's newsletter, on Vanguard's website, during parent teacher conferences and SEP/SEOP meetings, or other times as needed.

Volunteering

As mentioned earlier, all volunteering is strictly optional, but is encouraged for the benefit of students and the academy. Parent volunteer hours will not affect Vanguard Academy's student enrollment or student opportunities to participate in school activities.

Employees



Administrators/Managers

The Director is the head administrator and is responsible for running the day-to-day business of the school and is directly responsible to the Governing Board as outlined in the job description below. The Director is also responsible for all curriculum implementation and supervising teaching staff, the special education department, and completing reports involving academic performance. Provision for salaries and associated costs are adequate, as reflected in the school budget. Below the Director are three managers that will assist in the duties of the director and report directly to the director. These managers include the Business Manager, the Assistant Director/Secretary, and the Office Manager.

The Business Manager will work closely with the Director in creating and maintaining the budget, human resources, IT and Building Maintenance. The Office Manager will manage the school's front office, school registration, and data analysis. The Assistant Director/Secretary will assist in keeping teacher training and evaluations and student academic records.

DIRECTOR

Job Description - Responsibilities include, but are not limited to:

- Oversight of all regular communication between the school and families
- Handling of final decisions of disciplinary matters
- Staff oversight
- Volunteer oversight
- Enrollment

- Oversight of school accreditation
- Compile and annually update the student/family and employee handbook
- Oversight of the cafeteria and school lunch program
- Public relations efforts in conjunction with Governing Board
- Oversee guidance counselor services
- Oversee grant writing
- Participate in regular correlation meetings with the managers.
- Regular reporting to the Governing Board regarding school achievement, progress, concerns and problems
- Recruiting, hiring, and supervision of instructional staff
- Oversee curriculum development and implementation
- Oversee assessment
- Ongoing teacher evaluations
- Teacher mentoring
- End of Year evaluations
- Professional development
- Oversight of the Character Education Program
- Special education oversight
- Oversight of PBL program
- Serve as LEA representative
- Oversee guidance counselor services
- Oversee Graduation
- Oversee student analysis of SIS data and training
- Serve as an exemplary model of character to the Vanguard Academy community

Qualifications: Vanguard Academy will seek an applicant that has a Level II teaching license in the State of Utah and a Bachelors' Degree in Business or Administration. Preference may be given to an applicant with a Masters' Degree and/or an administrative endorsement. A highly qualified candidate will have completed training in and be designated as the school's Leadership mentor. Good organizational and communication skills, along with a positive attitude and desire to work collaboratively with teachers are required. It is the intent of the Governing Board to hire a Director with a strong educational background, but acknowledges a person with a business, public administration, or other related background may be able to fill the position. Strong interpersonal skills, strong written and verbal communication skills with students and parents, supervisory skills and background working with youth are required. In addition to the oversight

of the entire school, the Director will support and assist teachers as they work to implement the programs and curriculum as they relate to the school's mission. The Director will be hired by the governing board and assists teachers with questions, concerns, and other assistance.

BUSINESS MANAGER

Job Description - The Governing Board may contract this service out to a management company. This contract will go through the request for proposal (RFP) process, and it is estimated it will cost between \$70,000 and \$150,000 per year. While the Business Manager is the employee of the administrative service provider, the Governing Board will be involved in the hiring of the business manager, and will expect and receive regular reports regarding business aspects of the school. The Governing Board retains the right to have the business manager replaced at any time, with or without cause.

Duties include, but are not limited to:

- Accounting
- Accounts Payable
- Payroll
- Budget development, in coordination with administration
- Development of human resource forms and processes
- Interview support
- Employee orientation and training
- Development of general HR manuals and policies, subject to Board approval
- Procurement
- Generate and file reports to proper authorities in a timely manner
- Oversee annual independent audit in cooperation with Governing Board and the Executive Director and works with them to plan a means of addressing and correcting any problems found in the audit.
- Oversee IT Department
- Oversee Building Maintenance
- Participate in correlation meetings with Director and Governing Board
- Serve as an exemplary model of character to the Vanguard Academy community

OFFICE MANAGER

Job Description – duties include, but are not limited to:

- Managing the school office, attendance, registration.

- Oversee data analysis and grants
- Assisting students, parents, & visitors
- Oversee food services
- Oversee custodial services
- Oversee volunteers
- Assist in payroll services
- Assist with other administrative duties as needed.
- Serve as an exemplary model of character to the Vanguard Academy community

Qualifications – Vanguard Academy will seek an applicant that has an Associates’ degree in business. Preference may be given to applicants with Bachelor’s degree in business. The office manager must be computer literate, proficient in standard word processing and database programs, be able to handle money, be knowledgeable of standard office procedures including, but not limited to, written correspondence, purchase orders, shipping, payroll, bookkeeping, and have prior experience working with children. The school office manager must also have the ability to work unsupervised, a strong desire to work with innovative educational programs and the ability to work well with others.

OTHER EMPLOYEES

Assistant Director/Secretary

The assistant director/secretary will report directly to the Director and will be responsible in assisting with all of the Director’s responsibilities and duties.

Office Assistants

The office assistant(s) will report directly to the Office Manager and will be responsible for answering the phone, calling parents in case of an ill or absent child, filing, typing, bookkeeping, and other receptionist-type duties. The office assistant(s) may be required to word process or copy as a support function to the teaching staff. The office assistant(s) may also work in the classroom, supervise playground activity or otherwise support the school’s day-to-day operations.

Qualifications - The office assistant(s) must be computer literate, proficient in standard word processing and database programs, be able to handle money, be knowledgeable of standard office procedures including, but not limited to, written correspondence, purchase orders, shipping, payroll, bookkeeping, and have prior experience working with children. The school office assistant(s) must also have the ability to work unsupervised, a strong desire to work with innovative educational programs and the ability to work well with others.

Grant Writer

The overall responsibility of the grant writer manager is to form partnerships and find ways to receive additional monies for the school through grants, donations, and fundraisers. The grant writer manager will supervise any fundraising done by the volunteer organization through the PTO. All grant applications will be approved by the Governing Board prior to official submission.

Special Education Specialist

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

Guidance Counselor

Vanguard Academy will provide guidance counseling services as required by Utah State law. The guidance counselor is under the supervision of the Director. Duties include, but are not limited to:

- Supervision of and responsibility for Student Education Plans (SEP)/Student Educational Occupational Plans (SEOP)
- Junior high & high school scheduling
- Provide direct support to individual students, small groups, and classrooms as needed
- Completes assessments, referrals, and counseling with students and families
- Completes written reports as needed
- Works with administrative team to implement school programs
- Assists students with college preparation and scholarship application
- Other duties as assigned by the Director or Academic Principal Officer
- Serve as an exemplary model of character to the Vanguard Academy community
- Discusses the comprehensive school counseling program with the Administrator
- Assist with school leadership program.
- Develops and maintains a written plan for effective delivery of the school counseling program based on NAAS standards and current individual school data
- Communicates the goals of the comprehensive school counseling program to education stakeholders
- Maintains current and appropriate resources for education stakeholders

- Uses the majority of time providing direct services through the Guidance Curriculum, Individual Student Planning and Preventive and Responsive Services and most remaining time in program management, system support and accountability
- Conducts a yearly program audit to review extent of program implementation
- Collects and analyzes data to guide program direction and emphasis
- Measures results of the school counseling program activities and shares results as appropriate
- Monitors student academic performance, behavior and attendance and assists with appropriate interventions

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

Curriculum Coordinator

The curriculum coordinator will research and implement curriculum and stay current with best teaching practices and will be supervised by the Director. Duties include, but are not limited to:

- Teacher training on curriculum
- Teacher coach
- Develop/revise curriculum
- Develop curriculum pacing guide
- Oversee the school library
- Serve as an exemplary model of character to the Vanguard Academy community

Recruiting

The Governing Board will advertise for and recruit applicants for the Director in a variety of ways. Strategies employed may include web postings, career fairs, national education publications, newspaper advertisements and networking with members of the education community. The position will be filled by and employment started by January 1 of the opening year or as soon after as is practical.

Teachers

In order for Vanguard to achieve this mission we will hire teachers who not only meet the current state guidelines for highly qualified teachers but we will also look for individuals who have a desire to continue to learn and grow in order to be better teachers, and to consistently strive for professional improvement and development. Vanguard will hire educators who maintain high moral standards and can be positive role models for our students. Educators will

be required to be trained in and support the school's STEAM program. All individuals who work at Vanguard Academy need to have the same vision and understanding of our mission and be committed to work as a team for the success of our students.

Vanguard Academy's policy in regards to teacher licensure requirements will follow the Division of Administrative Rules outlined in R277-520(3) the standards are as follows:

- Vanguard Academy will have all 7 to 12 grade teachers secondary certified. All Vanguard teachers will be authorized to teach in their subject areas.
- A secondary teacher (grades 7-12) shall hold a Level 1, 2, or 3 license with a secondary license area of concentration with endorsements in all teaching assignment(s).
- A secondary teacher (grades 7-8), may be assigned temporarily in a core or non-core academic area for which the teacher is not endorsed if the local board requests and receives a letter of authorization from the Board and the teacher is placed on an approved SAEP.

As required by the State of Utah, all of our teachers will meet highly qualified standards and will be licensed, certified teachers or be qualified to teach under the USOE's Alternative Route to Licensure Program, or otherwise authorized through the State Board of Education. According to No Child Left Behind Act, a highly qualified teacher must have:

Vanguard will have secondary certified teachers teaching grades 7-12:

1. A bachelor's degree; and
2. An educator license with a secondary area of concentration and endorsement in the content area assigned or an Alternate Route to Licensure as outlined in R277-503-3 ; and
3. At least one of the following in the assignment content area:
 - A university major degree, masters degree, doctoral degree, or
 - National Board Certification in a related NCLB core academic content area; or
 - A course work equivalent of a major degree (30 semester or 45 quarter hours) in a related NCLB core academic content area; or a passing score at the level designated by the USOE on a Board-approved subject area test; if no Board-approved test is available, an endorsement is sufficient for highly qualified status; or Documentation of satisfaction of the veteran teacher requirements for the assignment as described in R277-510-8.

Paraprofessionals

With regards to hiring paraprofessionals, Vanguard will follow NCLB requirements for Title I schools. Each individual working with Title I students will be required to have an Associate's degree or two years of college or equivalent (48 college semester hours or 60 quarter hours) or passing score on the paraprofessional practice test, including a fingerprint FBI background check.

These requirements do not apply for those who provide translator services or who are involved in areas dealing with parental involvement only. Paraprofessionals not serving identified targeted assistance students do not need to meet requirements, but our goal is to have

as highly qualified paraprofessionals, which includes instructional assistants and classroom aides, as possible.

As outlined in our 277-510-9, Vanguard will submit a plan to USOE describing strategies for progressing toward and maintaining the highly qualified status of all educator assignments. The plan will be updated annually. Our school's policy for volunteers will be as follows:

- All individuals (i.e. Parent volunteers, volunteer coaches, advisors) who spend a significant amount of unsupervised time with students will be required to obtain a fingerprint FBI background check.
- All outside community volunteers (i.e. guest assembly) will be required to have a staff member with them at all times. In the event of an unsatisfactory background check, the volunteer will not be able to spend time with students.
- The background check paperwork received will be maintained by the Administrative staff. All regulations regarding appropriate record keeping will be followed. These documents will be updated annually.

As part of our desire to have all of teachers working as a team in order to meet our mission of delivering a high quality education, we will be providing mentors to all of our Level one teachers. Our goal is to not only have Level one teachers mentored but to have a mentoring program set up school wide for all of our teachers. Level one teachers will also meet all of Entry Year Enhancement (EYE) requirements. It is our belief that their success is our success. In hiring, preference will be given to individuals who share our vision and have a skill set that will contribute to a diverse school culture. Literacy is a high priority to Vanguard and teachers with reading endorsements will be recruited whenever possible. Vanguard Academy is committed to not only meeting state and federal licensing requirements but to hiring teachers and staff who are confident, capable individuals who are striving to better themselves in order to better the lives of the students they will teach.

Background Check

Any employee or volunteer who will have significant unsupervised time with students must submit to a criminal background check consistent with R277-516-4.

Evaluation

Vanguard Academy is an at-will employer, but it is not the intent of Vanguard to terminate its employees without cause or attempt to remediate a problem. All employees at Vanguard Academy will be evaluated in seven areas as follows: teamwork, quality of service, accountability, communication, leadership/upholding school's mission, service attitude, and job knowledge. All teachers and instructional staff will be evaluated by the Director. All other staff will be evaluated by the Office Manager. Criteria for each area listed above will be determined by the Director in consultation with, and approved by, the Governing Board. All employees will be given job expectations in their employee handbooks prior to beginning employment, and will be required to review policies and standards annually. Copies of all employee evaluations are kept in the employee's personnel file. For non-instructional staff, evaluations may be conducted at least twice per year, using assessment tools selected by the Executive Director and approved by the Governing Board. When an employee is performing below standards set by administration, a remediation plan will be created by the Director and the employee, complete with a timeline and specific criteria for improvement. For instructional staff, the Director is

responsible for evaluations. All teachers and instructional aides will be given a copy of the formative rubric used in determining overall job performance, as well as copies of formative assessments to be used at the beginning of the school year. Types of formative assessments for teachers may include lesson plan evaluation, classroom observation, self-assessment, portfolio review, peer review, student satisfaction surveys, and parent satisfaction surveys. Teachers in their first year of teaching may be evaluated bimonthly formally or informally. All other teachers may be evaluated quarterly unless the Academic Director determines a more frequent evaluation is necessary. All teachers will be evaluated on the standards set forth in the Utah Professional Teachers Standards as follows:

NOTE: These standards are currently under revision. Vanguard Academy may always use the most current standards in conducting teacher evaluations.

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

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

Standard 3: Engaging and supporting all students in learning.

Standard 4: Assessing and evaluating student learning.

Standard 5: Demonstrating professionalism to support student learning.

Vanguard Academy Specific Standard: Incorporating character development throughout the curriculum in creative and innovative ways.

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

Pre-evaluation—The teacher receives information from the Director to discuss upcoming evaluation, including which assessment tools will be used, and evaluation time. Notice must be given at least ten days prior to the evaluation.

Evaluation—Director conducts classroom observation and assesses lesson plans, stakeholder satisfaction surveys, portfolios, and/or self-assessments.

Post Evaluation—Teacher meets with Director to discuss the evaluation results. Director will find and point out strengths, and discuss areas for improvement. If a remediation plan is necessary, teacher and Director will jointly create it, including measurable goals and timelines and criteria for satisfactory improvement. This plan serves as notice that improvement must occur, and that current and/or future employment with the school is in jeopardy. The plan will be signed by both the teacher and administrator. If adequate progress has not been made at the end of the remediation plan timeframe, the Director may choose to implement another plan if he/she believes the teacher can be adequately remediated, or opt to terminate the teacher. The Governing Board leaves decision of dismissal or lack of invitation to return to the Director, but accurate and persuasive evidence should be in teacher's file and the decision to terminate must be in the overall best interest of the students. The same process is used for the evaluation of instructional aides. In addition to the types of formative assessment tools listed above, an assessment by teachers working with each aide will be provided to the Director. All Level 1 teachers will be required to participate in the Entry Years Enhancement (EYE) for quality teaching program or current Utah program. Each teacher will be assigned to a mentor teacher who holds a Level 2 or Level 3 license and has completed a mentor training program. It is preferred that the mentor be assigned prior to the first day of school, but must occur by September 15. The mentor should teach the same subject and/or grade level if possible.

As defined in Utah Code R277-522, a mentor teacher shall do the following:

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

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

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

Vanguard Academy will have each teacher in the EYE program meet with the Director throughout the year to review progress on his/her portfolio. Teachers will also be given support in preparing for the PRAXIS exam through participation in study groups, individual assistance, and/or the payment of tuition for a preparatory class. If a Level 1 teacher is not successful in obtaining a Level 2 license, the Director may choose to continue employment on a provisional status or terminate the teacher.

Relatives

Employment of Relatives is specifically allowed through exemption by Section 53A-1a-518(2)(b), UCA. "Relative" means a father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law. At this time, the Vanguard Governing Board has no knowledge of or intention of hiring any relatives. However, Vanguard desires to maintain the flexibility to accomplish its mission in whatever manner is in the best interest of the students and Vanguard. Therefore:

Should a relative of a Charter School Officer, that is a qualified candidate for employment at Vanguard, apply for employment at Vanguard, according to 53A-1a-518(2)(b), the charter school board member shall:

- (i) disclose the relationship, in writing, to the other charter school board members;
- (ii) submit the employment decision to the charter school's governing board for the approval, by majority vote, of the charter school's governing board;

- (iii) abstain from voting on the issue; and
- (iv) be absent from any meeting when the employment is being considered and determined.

This provision does not disallow the Governing Board from inquiring or requesting facts from the current relative, Vanguard officer, member or employee in their consideration for hiring that applying relative.

Terms and Conditions of Employment

Vanguard Academy is an at-will employer, but it is not the intent of Vanguard to terminate its employees without cause or attempt to remediate a problem. Vanguard Academy seeks to recruit and hire employees who are competent, capable, and hard-working and who perform their jobs in a professional manner. Vanguard Academy does not discriminate against applicants on the basis of race, color, religion, sex, national origin, disability, or age in hiring, promoting, firing, setting wages, testing, training, apprenticeship, and all other terms and conditions of employment. The goal of Vanguard employment terms is to encourage the success of each employee through positive reinforcement and mentoring and remediation if necessary. Vanguard strives to create a learning environment for all staff by working with employees to correct issues as they arise and maintain standards of acceptable conduct. All employees at Vanguard are considered at-will, and may be terminated at any time without cause. The Director has authority to terminate all employees; however termination will be approved through the governing board. The Governing Board maintains power of termination for management staff. All faculty and staff of Vanguard will be provided with a handbook specifying standards of conduct and professionalism, which will be part of the employee evaluation. Administration will set the guidelines which will be in compliance with Title VII, ADA, and EEO regulations. It will be approved by both legal counsel and the Governing Board. All employees must sign that they have received a copy of the handbook prior to beginning employment.

Services

Administrative

Most administrative and supervisory services will be provided by the Director. The Business Manager however may be provided by hired services. Some duties will be provided by select staff/teachers that will assist in administrative duties.

Instructional Leader/Curriculum Consultant – The Director will be the primary instructional leader, receiving assistance from the department chairs in their specialized areas.

Supervision & Improvement of Instruction - The Director, Assistant Director/Secretary and department chairs.

Interpretation of Student and School Progress and Performance - The Director will supervise school progress and performance with the assistance of the hired services of the Business Manager and Assistant Director/Secretary.

Community Relations - The Director will be primarily responsible for building positive community relationships; however every employee will play a significant role in building the community relations.

Staff Professional Development – Under the supervision of the Director, the Office Manager will plan, guide & direct the staff professional development.

Counseling – Vanguard Academy will hire 1-2 Licensed School Counselors, maintaining lower than a 350 students per counselor ratio. Teachers will assist with academic counseling in the Leadership Advisory classes.

Employment Issues - The Director will handle employment issues with the assistance of the Office Manager.

Discipline – All employees will assist in the discipline of students, however the final/major discipline will be managed by the Director.

Student Placement – The school counselor and department chairs will properly test and place students in the correct class levels, overseen by the Director.

Responsibilities for Operation and Maintenance of School Plant – A large portion of the building maintenance may be provided by the landlord and included in the lease. In the event Vanguard Academy purchases a building the operation and maintenance of the school will be primarily managed by the school custodian, while being supervised by the Business Manager (hired services).

Management of School Equipment and Supplies – Department chairs and other members of the instructional staff, including the librarian specialist, will manage equipment and supplies, while being supervised by the Assistant Director/Secretary and Director.

Preparation and Completion of Federal and State Reports – The Business Manager (hired services) will be responsible for all Federal and State Reports, with the assistance of the Director.

Assistance and Support to Teachers – The Director and Business Manager (hired services) will provide teachers support and guidance with the assistance of the department chairs.

Budget

All personnel, provided services, supplies, and materials are outlined in the Detailed Business Plan and accounted for in the Vanguard Academy Budget found in attachment B.

Technology

Vanguard Academy’s mission includes the immersion of technology throughout the entire school curriculum, specifically within the science curriculum. In order to provide students with the necessary technological education, Vanguard Academy has set up a plan to ensure the school will be well equipped with up-to-date technology and software. It is also important that teachers/staff receive technological training in order to serve our students.

The school’s budget will provide most of the technology needed for the school, however Vanguard Academy will pursue additional grant money, including an application for E-Rate through UEN, in order to provide students with the extra technology needed prepare students to excel in the future technological workforce.

As the designated primary provider of Internet access and the Wide Area Network for public education within Utah, the Utah Education Network is the single largest applicant for E-Rate funds in the state. UEN serves as the E-Rate consortium lead in applying for and implementing the E-rate funds received for the services provided to schools under UEN’s purview. UEN also provides E-rate Program Coordination at the state level for all eligible E-rate Program participants.

Charter School	Vanguard Academy
Principal	
Technology Coordinator	

Description of Technology Plan:

Technology is a powerful tool that can be used very effectively in teaching. Vanguard Academy views it as a vehicle to support and extend student learning in all areas of the curriculum, and uses technology to further the school’s mission. 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 learning process, conduct research, and leverage the labor of teachers outside the classroom. Technology will play a large role in the development of our science curriculum/lab. Helping students develop 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 Vanguard Academy.

Goal 1-Provide adequate infrastructure and equipment

Vanguard Academy will provide students and faculty with adequate equipment and network access to effectively utilize technology in the educational setting.

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 desktop or laptop computer which includes a CD/DVD player
- *Action:* Equip each classroom with an LCD projector if grants are available. If not, the projector will be available year 2.
- *Action:* Equip classrooms with tablets, interactive white boards, and other additional technology with acquired grant monies.
- *Action:* Equip Science lab with up to date lab technology and supplies.

Strategy C: Have adequate computer access for students

- *Action:* Build one desktop computer labs prior to school opening.
- *Action:* Build additional mobile laptop computer labs year 2 and as funds are available.
- *Action:* Provide computers in the media center to aid in research, initially this may be one of the mobile laptop or desktop labs.

Strategy D: Provide students and staff with opportunities that will encourage and enhance learning and academic achievement

- *Action:* Purchase software such that provide multi-media enhanced curriculum and instruction tools after reviews and recommendations by curriculum and IT staff
- *Action:* Instruct and assist students in researching job, college, and scholarship opportunities.
- *Action:* Give students access opportunities to computer programing, robotics, etc. through extra-curricular activities.
- *Action:* Provide state of the art technology within the science labs and curriculum.

Goal 2-Encourage use of technology in the Vanguard Academy Community

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

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

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

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

- *Action:* Teach students word processing skills in the context of writing and publishing school work
- *Action:* Use technology as a means of research or to assist in the research process
- *Action:* Use technology within the science lab and equipment for student project based learning.
- *Action:* Use technology in testing, especially in formative assessments including school wide testing and CBT.

Strategy C: Use technology to gather and analyze data.

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

Strategy D: Use technology to increase parent education and involvement with Vanguard Academy.

- *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

Vanguard Academy 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 Vanguard Academy prior to beginning to teach
- *Action:* Faculty and staff will have an annual IT training prior to the beginning of each school year where updates of equipment and/or programs are taught
- *Action:* Teachers attend monthly in-services and hands-on training to learn how to effectively use technology at Vanguard Academy
- *Action:* Teachers may be asked to provide in-service during staff meeting about how they are implementing technology in creative ways that enhance the learning process for students
- *Action:* Faculty will set annual goals in conjunction with Administration and the IT department about how each will individually use technology effectively in teaching

- *Action:* IT goals will be included as part of the teacher evaluation
- *Action:* IT personnel will be available to answer questions and provide additional training as needed by individual teachers

Vanguard Academy will use the following processes in evaluating the progress and effectiveness of technology in the school:

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

The IT department will participate in the annual strategic planning meeting, and will update the IT plan within it. This will allow the school to address any concerns, make necessary changes, and incorporate any new technology that may be relevant to the school and its mission.

Although IT Services will be provided to maintain proper IT set-up and maintenance, using the first and possibly second operational years, IT services will be the responsibility of a staff member or members (including CTE faculty), under the direction of the Director. Should Vanguard Academy require support beyond this, budgetary adjustments will be made in order to create a dedicated IT position (full or part time).

Budget

Vanguard has budgeted for a computer for each teacher/administrator and school offices as well as one 25 student computer lab and several printers for the first year (\$2,000 each computer). An additional 25 student computer lab, additional teacher computers, and projectors (\$10,000) for the classrooms have been budgeted the following year. In addition to the computers, the budget also allows for the computer set-up (\$11,000) and during the second year additional computer software and science technology equipment (\$20,000) will be added. Vanguard Academy intends to use hired services for the IT Technician and computer maintenance for \$20,000 each year. Additional technology will be made available based upon acquired technology grants.

Assessment of telecommunication services, hardware, software, and other services (Yr 1)

	Computer Lab	Classroom	Library	Admin. Office	Other Locations	Planned Future Acquisitions		
						Yr 2	Yr 3	Yr 4
Computers - List by type (e.g., laptop, desktop)	desktop	laptop	desktop	Laptop	laptop			
A. < 4 yrs old	25	14	2	3	1	30	30	10
B. > 4 yrs old								
C.								
# of above computers that are Internet capable	25	14	2	3	1	30	30	10
Peripheral Devices								
A. Printers	1	4	1	1				
B. Scanners	1		1	1				
C. All in One			1			1	1	
D. TVs (digital signal)								
E. DVD Players								
F. LCD Projectors	1		1	1		25		
G.								
Network Equipment								
A. Hubs/Wireless Access Point	3							
B. Routers	1							
C. Servers	1							
D. Network Switch	1							
Total Classrooms								
Number of classrooms wired for internal connections	3	16	1	1	1			
Telecommunication Links								
A. Gigabit Ethernet	1							
B. Multiple T1s or T3								
C. Microwave								

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Educational Service Providers

Vanguard Academy has planned and developed the budget according to the school's needs. Some services will be contracted out at least for the first few years of operation. These services include the Business Manager, Computer Maintenance/IT Technician, and Auditor. Vanguard Academy School Board recognizes that the school's needs may change and additional services may need to be provided. For all currently planned and future services, the Vanguard Academy School Board will use the following guidelines:

- Board members, employees, and their respective spouses or immediate family members should not have conflicts of interest with any ESPs that contract with the School, such as direct or indirect ownership, employment, contractual or management interest, etc.
- The Board should retain independent legal counsel to review and negotiate the ESP agreement. Legal counsel for the School should not represent the ESP or its principals. The ESP agreement should be an arms-length, negotiated agreement between an informed Governing Board and the ESP. Agreements should be reviewed at least once every five years and have a term of no more than five years.
- No agreement with an ESP should purport to amend or change the School's charter or contain any provisions inconsistent with the School's charter.
- In negotiating the ESP agreement, the Board should budget adequate resources to fulfill its Charter requirements which may include, but are not limited to: oversight of ESP, payment of staff costs, lease or mortgage requirements, required insurance, annual financial audit, accreditation, the Board's legal counsel, and any other such costs necessary for the School's operations.
- Marketing and development costs paid by or charged to the School specific to the School program should not include any costs for the marketing and development of the ESP.
- ESP agreements should contain insurance and indemnification provisions outlining the coverage the ESP will obtain. The ESP's insurance is separate from and in addition to the insurance the Board is required to obtain.
- ESP agreements should provide that the original financial, educational, and student records pertaining to the School are School property, and that such records are subject to the provisions of the Government Records Access and Management Act and the Federal Family Educational Rights and Privacy Act.
- No provision of the ESP agreement should interfere with the Board's duty to exercise its statutory, contractual, and fiduciary responsibilities governing the operation of the School. No provision of the ESP agreement should prohibit the Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with Utah's Open & Public Meetings Act.

- ESP agreements should contain a provision that all finance and other records of the ESP related to the School will be made available to the School's independent auditor and authorizer. ESP agreements should not permit the ESP to select and retain an independent auditor for the School.
- If an ESP purchases equipment, materials, and supplies on behalf of or as the agent of the School, the ESP agreement should provide that such equipment, materials, and supplies are and remain the property of the School. ESP agreements should contain a provision that if the ESP procures equipment, materials, supplies, contractors, etc. it will comply with the Utah Procurement Code, ([UCA 63G-6](#))
- ESP agreements should provide that the School owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by the School; or (ii) were developed by the ESP at the direction of the Board with School funds dedicated for the specific purpose of developing such curriculum or materials.
- ESP agreements involving employees should be clear about which persons or positions are employees of the ESP, and which persons or positions are employees of the School. If the ESP leases employees to the School, the ESP agreement should provide that the leasing company accepts full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for its employees leased to the School or working on School operations. If the School is staffed through an employee leasing agreement, legal confirmation should be provided to the Board that the employment structure qualifies as employee leasing.
- If the School intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement or other financing relationships with the ESP, then such agreements must be separately documented and not be a part of or incorporated into the ESP agreement.
- ESP agreements should contain at least one of the following methods for paying fees or expenses: (i) the Board may either pay or reimburse the ESP for approved fees or expenses upon properly presented documentation and approval by the Board; or (ii) the Board may advance funds to the ESP for the fees or expenses associated with the School's operation provided that documentation for the fees and expenses are provided for Board ratification.

Special Education

Vanguard Academy will serve students of all ability levels. Vanguard Academy intends to meet each student's individual needs with ongoing assessment, ability grouping, and Individual Education Plans (IEP), per federal and state law. These tools will allow students to achieve individual goals and be supported in their learning.

Services and Placement

Delivery of Special Education Services

1. Continuum of Services.

- Vanguard Academy will provide a Continuum of Services, including Alternative Placements, as necessary to meet the needs of students who qualify for IEPs or 504 plans.
- The services will be provided consistent with the principles of Least Restrictive Environment (LRE), with most students able to be served in such a manner that they are not removed from regular school activities.
- Vanguard will utilize a combination of the school's full-time special education staff as well as outside service providers, and may facilitate off-site placements when appropriate—including home-based study with supportive services, or placement at other institutions. Levels of support will include in-class/indirect support, pull out/direct support, and special placement in either on-site or off-site programs self-contained settings (on a short-term or long-term basis).

2. Resources.

- Vanguard Academy will employ a team of special educators with cross-categorical certifications with sufficient size and breadth to meet the special education needs for the vast majority of Vanguard Academy's special needs students, including one special educator with at least five years-experience who will serve as the special education director.
- Vanguard Academy will also contract for outside service providers as necessary to complement the school's core cross-categorical special education team.
- These supplemental services can be contracted through independent service providers.
- The budget accounts for service needs during year one of operation.
- Vanguard Academy's special educators or other service providers will conduct training for other staff members to ensure that all faculty and staff involved in a child's education are aware of special needs within the student population, understand their responsibilities in relation to addressing these needs, and are able to provide the necessary services.
- All members of the instructional staff will also be trained in confidentiality and "child find" procedures implemented to ensure privacy of sensitive information

3. Delivery Model.

- In compliance with state and federal mandates, the school will provide eligible students with disabilities a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).
- To assist each student to achieve commensurate with his or her abilities, special education will be offered, including modification of instructional level, content or performance criteria; adaptations to the environment, curriculum, instruction or assessment; and accommodations to allow students to access and demonstrate learning.
- The school will use an inclusion model, educating students with special needs along with their non-disabled peers to the maximum extent appropriate.
- This heterogeneous grouping of students provides greater opportunities for students to learn from and support each other.
- The school's approach is optimal for differentiating learning activities to address the needs of individual students. However, students qualifying for special education services may be pulled out for one-on-one or small group instruction with a special educator or related service provider or an extra accelerated class.
- Removal from the regular education environment will occur if the nature or severity of the disability precludes satisfactory achievement, even with the use of supplementary aids and services in the regular classroom. Outsourcing will be utilized as necessary to complement Vanguard Academy's core cross-categorical special education team.

4. Pre-Referral TAT Team

- A Teacher Assistance Team (TAT) will be established to help with pre-referral processes.
- This team will consist of SPED and at 5-6 Regular Ed teachers
- The TAT team will meet as often as needed, but at least once a month.
- Any teacher with concerns and data about a student can attend the meeting and initiate discussion about the student.
- The referring teacher will bring data for the student in question and the TAT team will listen to the concerns, look at the record of interventions tried thus far, and make suggestions for additional interventions.
- Once the additional interventions have been tried, the TAT team will look at data to see if sufficient progress had been made and if so, the student will not go on to a referral.
- If there is insufficient progress, the TAT team may recommend a referral.
- The TAT is a Regular Ed initiative and a referral.

5. Referrals and Evaluations (Student Study Team)

- The SST will consist of the referring staff member and the special educator
- Once a student has been referred, a Student Study Team (SST) will determine if additional data and assessment is needed before the IEP meeting.
- If any additional evaluations need to be given, the SPED teacher will keep in touch with parents and request permission when needed.

- All evaluations should be completed before the IEP Team Meeting.
- If the SST refers the child for a comprehensive psycho-educational evaluation, the school will provide the appropriate Prior Written Notice (PWN) and Procedural Safeguards Notice (PSN) to the parent.
- The PWN will explain:
 - why the school is proposing to conduct an evaluation;
 - describe what the school proposed or refused to do;
 - what options were considered in the deliberations;
 - why discarded options were rejected;
 - what the evaluation procedures will include; and
 - what other factors were considered in the decision.
 - It will also contain a statement of parent protections under procedural safeguards and sources for parents to contact to obtain assistance in understanding their rights.
- The PSN will provide a thorough explanation of parents' rights and protections for children under special education requirements.
- If there is to be a formal meeting, the school will send a meeting notice that states the purpose of the meeting, the individuals and their respective positions who will attend the meeting, and the location and time of the meeting.

6. IEP Team.

- The team will be comprised of appropriate qualified individuals to include the parent(s), at least one of the child's regular education teachers, the special education teacher, the LEA, and the sped director to interpret the instructional implications of test results, the child (if appropriate), and other persons with relevant knowledge about the child.
- The IEP Team will determine eligibility, and document the decisions made by the team.
- A copy of the evaluation report, which will include documentation of the eligibility determination, will be given to the parent.
- PWN will document the decisions made by the team and the PSN will be made available to the parent.
- The school will secure the parent's permission before conducting the initial evaluation.
- The parent will be informed of all types of testing instruments to be used.
- Parental consent will be voluntary and may be revoked at any time.
- Revoked consent does not negate an action that has occurred after consent was provided, and the school may consider mediation or due process to pursue the evaluation.

7. Evaluations

- Tests, materials and procedures used for evaluation will be selected and administered so there is no racial or cultural discrimination, and will be given in the child's native language or other system of communication, unless it is not feasible to do so.
- No single test will be used, and testing will be done in all areas related to the suspected disability that may include health, vision, hearing, social and emotional status, general intelligence, academic performance, communication, and motor abilities.

- After obtaining consent, the school will conduct the evaluation, and use the information to determine eligibility within sixty calendar days of the parent's signature.
- The IEP team will conduct the evaluation and use the information to determine eligibility.
- Based upon the evaluation results, the IEP team will create an IEP based on one of the following classifications: Autism, emotional disability, hearing impairment, mental retardation (mild, moderate, or severe), multiple disabilities (including severe sensory impairment), orthopedic impairment, specific learning disability, speech/language impairment, traumatic brain injury, visual impairment, other health impairments.

Qualified Staff

Vanguard Academy will employ/contract qualified, licensed personnel with experience in the various aspects of Special Education services delivery including RTI, ability grouping, classroom differentiation, and subject matter acceleration strategies for exceptional children, all in order to deliver and monitor the prescribed program contained in an IEP. The school will provide qualified and licensed service providers for all required speech, and OT for the provision of related services in accordance with a student's IEP. Personnel will work with students, classroom teachers, and parents to identify and develop strategies for meeting the needs of students with diverse learning styles and disabilities.

The school's Special Education personnel will be primarily responsible for providing training to other staff members. However, as needed, training will also be provided by Utah State Office of Education's Special Education among others. Parents will be invited to participate in training sessions when appropriate. Training topics will include: the special education process (including policies and procedures); categories of disability; effective teaching methods and accommodations; record keeping; parent participation; and how to prepare and participate productively in IEP meetings among other things.

Policies

Policies and procedures relating to special education will be included in a policy manual. This manual will contain all forms, policies and procedures and will be kept in the director's office for review by parents and faculty. What follows are initial policies and procedures to handle the initial phases of setting up a program that does not marginalize or disregard these students.

1. IEP Formulation/Special Education Services/Least Restricted Environment

If a child is found eligible for special education services, a team will develop an Individualized Educational Program (IEP). The IEP team will convene within thirty calendar days of eligibility to develop an IEP.

The parent will be provided with a meeting notice and a PSN with adequate time to ensure that he/she has the opportunity to attend. The meeting will be scheduled at a time mutually convenient to participants

An IEP team will make decisions about an educational program for the child, and then document a written record of the decisions. The IEP document will include:

The IEP team will determine educational placement, with the decision based on the service needs established in the IEP. Placement will be considered at least annually. PWN will be provided before the IEP is implemented, and PSN will be made available. The parent will receive a copy of the completed IEP. Following the IEP meeting, the report will be maintained in the student's master special education file in a location designated by the director.

Written parental consent will be obtained prior to the child's initial special education placement. If the parent is not at the meeting to determine placement, the school will utilize other methods to allow participation. PWN will be provided reflecting the decisions made regarding placement. The PSN will be made available.

2. Accommodations and Modifications in Regular Education Environment

Regular education teachers, the special education teacher, and related service providers will be informed of their responsibilities for services outlined in the IEP. Each will know the accommodations, modifications, and supports they will be responsible to provide, and will have access to the IEP. The IEP will be implemented as soon as possible. The Special Educator and related service providers will provide training to the regular education instructional staff as needed.

3. Written Progress Reports

Upon parental consent, the student will appear on the special education teacher's roster and be placed on the Special Education Census. Written Progress Reports will be submitted four times a year with the same frequency of report cards. The original will be sent to the parent and a copy maintained by the special education teacher in the student's permanent file. The school believes in facilitating and maintaining careful records with the aim of serving each student well.

4. Annual Review

The IEP will be reviewed not less than once a year. Any team member may request additional IEP meetings. Prior to each IEP meeting, a written meeting notice with a PSN will be provided to each member, including the parent, with adequate time to ensure participation. During the IEP review, progress toward annual goals will be addressed, along with the results of any reevaluation conducted, and any information from the team members regarding the needs of the child. The LRE will also be reviewed. Documentation of the annual goals review will be recorded on the original copy of the IEP being reviewed. A revised IEP will be completed not less than once a year.

5. Reevaluation

Students qualifying for special education services will be reevaluated every three years to determine continued eligibility for services. If warranted, a reevaluation may take place at any time. The parent will be provided with PWN and PSN informing him/her that a reevaluation will occur. If no formal meeting occurs, a meeting notice with PSN will be sent.

At this reevaluation, the IEP team will review current data on the student. This includes but is not limited to previous evaluations, observations, state and school testing results. If no

additional data is needed, the parent will be notified of the right to request additional data and PSN will be made available. If the team agrees that continued eligibility is substantiated, further testing may not necessarily occur, unless requested by the parent. A statement of continued eligibility and the basis of that eligibility will be included in a report with a summary of existing. A PWN will be given that states why additional data will not be needed and the basis upon which eligibility was determined. The parent will be informed of the right to an assessment and a PSN will be made available.

If additional data is needed, PWN will be provided explaining the team's decision and a PSN will be made available. The school will obtain informed consent from the parent prior to evaluation. Evaluation will be administered and the IEP team will determine eligibility for special education and related services. The reevaluation will be completed before the current eligibility expires.

A reevaluation report will be completed including a statement of continued eligibility and the basis for the decision, with a summary of existing data. A PWN will be provided documenting the decisions made by the team and a PSN will be made available. A copy of the reevaluation report will be given to the parent

All documentation as presented in the review and revision of the IEP will continue to be provided as the IEP is reviewed and updated. If the child is dismissed from special education services, the reevaluation report will include documentation of eligibility determination. The report will be maintained in the child's permanent special education file and a copy will be given to the parent. The parent will be notified through PWN and a PSN will be made available.

The special education director on staff will maintain all special education master files, and teachers will maintain their own student files. To ensure confidentiality of sensitive information, all evaluation information and reports will remain secure and no copies will be provided to unauthorized persons. All persons authorized to view the reports will be listed and required to sign the monitoring sheet of the file.

Child Find

All students newly enrolled at Vanguard will have their records reviewed by school personnel. Additional information may be needed and regular school-wide assessments given, to ensure proper placement of students. If a student is struggling, the teacher will consider interventions and alternative strategies to assist the student. If the student continues to struggle, the teacher may bring the student data before the TAT team to determine whether the student should be referred.

A parent may inform the school of concerns regarding his/her child. The parent may request in writing that the school conduct an evaluation of the child's abilities; however, the request will not necessarily obligate the school to conduct an evaluation. If the school determines that a full and individual evaluation is not warranted, the parent will be provided with Prior Written Notice (PWN) of refusal and Procedural Safeguards Notice (PSN) in a timely manner.

Special Education Records

Vanguard academy will keep all documents relating to students receiving services in a safe place where only the teachers of the students and the administrator have access. All records and student files will be kept up to date by the special education director and team.

Attachments

Attachment A: Admission Procedures/Lottery Process

In accordance with state and federal law, admission to Vanguard Academy is not limited based on ethnicity, national origin, gender, religion, income level, creed, color, disabling condition, or proficiency in the English language.

Vanguard Academy recognizes and adheres to the right to free and public education for all children, which is supported by the Individuals with Disabilities Improvement Act (IDEA 2004) and Civil Rights protections. No tuition is charged for attendance at Vanguard. In accordance with Free Appropriate Public Education (FAPE), special education and related services will be provided at public expense, under public supervision and direction, without charge, and these services will meet the standards of the USBE-SER and Part B of IDEA.

Appropriate fees may be charged for instructional programs at the secondary level (Grades 7 – 12) as defined by the State of Utah. Vanguard Academy will enroll all eligible students who submit an application by the stated deadline, unless the number of applications exceeds the capacity of the School's program, class, grade level, and/or the building.

If the number of applications exceeds the capacity of a class, grade level, or the building, students shall be selected through a randomized lottery process as outlined in Utah State Code 53A-1a-506(2)(b)(i and ii) giving preference as allowed by state law on the following basis:

1. First preference in enrollment is given to children of the founding members of Vanguard (not to exceed five percent of the student body when combined with students granted preference in number 3).
2. Second preference in enrollment is given to siblings of currently or presently enrolled students.
3. Third preference will be given to children of school employees. (not to exceed 5% of the student body when combined with students granted preference in number 1).

Vanguard Academy will follow state and federal laws regarding enrollment. Vanguard will conduct a lottery *if applications exceed the enrollment cap*. Parents/legal guardians who submit an enrollment form through the Vanguard Academy website, by calling the school, or turning in an enrollment form to the school office will qualify their student(s) as an applicant for the lottery. At the close of the application period, applicants who are age-ineligible will be notified of their ineligibility for enrollment in the school. If the remaining applicants will oversubscribe the school, a lottery will be conducted.

If necessary, a lottery will be conducted at Vanguard Academy and will be open to the public. The date, time, and location of the lottery will be publicized on our website. The lottery will be conducted by a school administrator and will be attended by a founding board member and one outside observer. If a lottery is to be held, caretakers of applicants will be notified of the lottery date, time, and place by email no later than five business days in advance of the lottery.

In conducting the lottery, Vanguard Academy will follow a family-friendly approach in conducting the lottery. All eligible students will receive a lottery number in a random drawing. Beginning with 12th grade, as each grade is drawn, any siblings of students accepted, regardless of grade, will be accepted at the same time. The lottery will continue by grade through seventh grade, or until all spaces are filled.

The children of founding board members and/or the children of teachers who were not exempt from the lottery process, and who were also not accepted in the lottery, will be placed on a **Founder/Teacher Preference List**. These students will be given the first opportunity to enroll if space becomes available in their grade. As with the regular lottery process, students on this list with the lowest lottery number will be placed first.

Siblings of students accepted in the lottery for whom space was not available during the initial lottery will be placed on a **Sibling Preference List**. These students will be made an offer of enrollment if/when space becomes available in their grade, after students on the Founder/Teacher Preference List. As with the regular lottery process, students on this list with the lowest lottery number will be placed first.

Other students who were in the lottery, but who were not accepted, will be placed on a **Priority List**. If a space becomes available, and there are no students from the Founder/Teacher Preference List or the Sibling Preference List who accept an offer of enrollment the space will be offered to the student on the Priority List in that grade with the lowest lottery number.

Attachment B: Budget

Planning Year Budget

Charter School Name: Vanguard Academy		Fiscal Year: 2013-2014		
Revenue		Planning Year		
Total Revenue From Local Sources (1000)		\$0		
Total Revenue from State Sources (3000)		\$0		
Restricted Federal Through State		\$0		
Total Revenue from Federal Sources (4000)		\$0		
Private Grants & Donations :		\$0		
Source(s) (specify)		\$0		
Loans:				
Commercial		\$0		
Contributions and Donations from Private Sources		\$0		
Other (Charter Revolving Loan)		\$300,000		
Total Revenue from Other Sources (5000)		\$300,000		
Total Revenue		\$300,000		
Expenditures		Number	Salary or Cost	Total
131	Salaries - Teachers			\$0
132	Salaries - Substitute Teachers			\$0
161	Salaries - Teacher Aides and Paraprofessionals			\$0
100	Salaries - All Other			\$0
Total Salaries (100)				\$0
210	Retirement			\$0
220	Social Security			\$0
240	Insurance (Health/Dental/Life)			\$0
200	Other Benefits (specify)			\$0
Total Benefits (200)				\$0
300	Purchased Professional and Technical Services			\$0
600	Instructional Supplies			\$0
641	Textbooks			\$0
Total Supplies (600)				\$0
700	Property (Instructional Equipment) (700)			\$0
800	Other Objects			\$0
810	Dues and Fees			\$0
Total Other Objects (800)				\$0
Total Instruction (1000)				\$0
141	Salaries - Attendance and Social Work Personnel			\$0
142	Salaries - Guidance Personnel			\$0
143	Salaries - Health Services Personnel			\$0
144	Salaries - Psychological Personnel			\$0
152	Salaries - Secretarial and Clerical			\$0
100	Salaries - All Other			\$0
Total Salaries (100)				\$0
210	Retirement			\$0
220	Social Security			\$0
240	Insurance (Health/Dental/Life)			\$0
200	Other Benefits			\$0
Total Benefits (200)				\$0
300	Purchased Professional and Technical Services			\$0
600	Supplies			\$0
700	Property			\$0
800	Other Objects			\$0
810	Dues and Fees			\$0
Total Other Objects (800)				\$0
Total Student Support Services (2100)				\$0

145	Salaries - Media Personnel - Certified			\$0
162	Salaries - Media Personnel - Noncertified			\$0
100	Salaries - All Other			\$0
	Total Salaries (100)			\$0
210	Retirement			\$0
220	Social Security			\$0
240	Insurance (Health/Dental/Life)			\$0
200	Other Benefits			\$0
	Total Benefits (200)			\$0
300	Purchased Professional and Technical Services			\$0
600	Supplies			\$0
644	Library Books			\$0
650	Periodicals			\$0
660	Audio Visual Materials			\$0
	Total Supplies (600)			\$0
700	Property			\$0
800	Other Objects			\$0
810	Dues and Fees			\$0
	Total Other Objects (800)			\$0
Total Instructional Staff Support Services (2200)				\$0
121	Salaries - Principals and Assistants	0.33	\$65,000	\$21,450
152	Salaries - Secretarial and Clerical	0.33	\$17,000	\$5,610
100	Salaries - All Other			\$0
	Total Salaries (100)			\$27,060
210	Retirement			\$0
220	Social Security	1.00	\$2,070	\$2,070
240	Insurance (Health/Dental/Life)	0.00	\$4,200	\$0
200	Other Benefits	1.00	\$798	\$798
	Total Benefits (200)			\$2,868
300	Purchased Professional and Technical Services	1.00	\$18,000	\$18,000
600	Supplies			\$0
700	Property			\$0
800	Other Objects			\$0
810	Dues and Fees	1.00	\$2,000	\$2,000
	Total Other Objects (800)			\$2,000
Total School Administration (2400)				\$49,928
100	Salaries			\$0
210	Retirement			\$0
220	Social Security			\$0
240	Insurance (Health/Dental/Life)			\$0
200	Other Benefits			\$0
	Total Benefits (200)			\$0
300	Purchased Professional and Technical Services	1.00	\$3,000	\$3,000
400	Purchased Property Services			\$0
460	Construction and Remodeling			\$0
	Total Property (400)			\$0
500	Other Purchased Services			\$0
600	Supplies			\$0
700	Property	1.00	\$5,000	\$5,000
800	Other Objects			\$0
810	Dues and Fees	1.00	\$3,000	\$3,000
	Total Other Objects (800)			\$3,000
Total Operation & Maintenance of Facilities (2600)				\$11,000

100	Salaries			\$0
210	Retirement			\$0
220	Social Security			\$0
240	Insurance (Health/Dental/Life)			\$0
200	Other Benefits			\$0
	Total Benefits (200)			\$0
300	Purchased Professional and Technical Services			\$0
400	Purchased Property Services			\$0
460	Construction and Remodeling			\$0
	Total Property (400)			\$0
500	Other Purchased Services			\$0
600	Supplies - New Buildings	1.00	\$500	\$500
641	Textbooks - New Buildings			\$0
644	Library Books-New Libraries			\$0
	Total Supplies (600)			\$500
710	Land and Improvements			\$0
720	Buildings			\$0
731	Machinery			\$0
732	School Buses			\$0
733	Furniture and Fixtures	2.00	\$200	\$400
734	Technology Equipment	2.00	\$2,000	\$4,000
735	Non-Bus Vehicles			\$0
739	Other Equipment			\$0
	Total Property (700)			\$4,400
800	Other Objects (<i>Specify</i>)			\$0
Total Building Acquisition & Instruction (4500)				\$4,900
1000	Total Local			\$0
3000	Total State			\$0
4000	Total Federal			\$0
TOTAL REVENUES				\$0
100	Salaries			\$27,060
200	Employee Benefits			\$2,868
300	Purchased Professional and Technical Services			\$21,000
400	Purchased Property Services			\$0
500	Other Purchased Services			\$0
600	Supplies			\$500
700	Property			\$9,400
800	Other Objects			\$5,000
TOTAL EXPENDITURES				\$65,828
Excess or Deficiency of Revenues over Expenditures				-\$65,828
Other Sources of Funding (5000)				\$300,000
Net Asset Balance (Fund Balance)				\$234,172
Reserves as Percentage of Total Revenue				#DIV/0!
Percentage of Funding Contributed to Reserve Balance				#DIV/0!
Necessary Closure Fund				\$833

Year 1 Funding & Budget

CHARTER SCHOOL WORKSHEET

FY 2014-2015

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

School Name	TEMPLATE		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	150	0.99	148.5
Estimated ADM (9-12)	150	1.2	180
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	11		
Special Ed (Self-Contained)	0		
Number of Teachers (K-5)	0		
Number of Teachers (6-12)	14		
WPU Value	\$2,842		
No. of Teachers (FTE) (CACTUS)	0		(Except for CTE Add-on and Special Ed.)
School Administrators (CACTUS)	1		
Prior Year WPUs	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	328.5000	\$ 933,597
Professional Staff	0.05400	17.7390	50,414
Restricted Basic School:			
Special Ed--Add-on	1.0000	11.0000	28,677
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$251.94 per K-8 ADM		75,582
Total WPU Programs		357.2390	\$ 1,088,270
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$ 30.167 per WPU		\$ 10,777
Special Populations			
Enhancement for At-Risk Students	\$30.42 per student		9,126
Enhancement for Accelerated Student	\$3.79 per student		1,137
Other			
School Land Trust Program	\$41.88 per student		-
Reading Achievement Program	\$20.62 per student-Guarantee Program		-
	\$1.60 per K-3 student		-
	\$38.47 per low income student		-
Charter Administrative Costs	\$100 per student		30,000
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		104,300
ESA-School Administrators	\$3,104 per qualified administrator		3,104
Local Replacement Dollars	Average \$1,710 per student		513,000
Total Non-WPU			\$ 671,444
One Time			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) ¹	0	-
	\$200 or \$150 per teacher (7-12) ²	14	2,100
Library Books and Resources	\$0.995 per student	300	299
Total One Time			\$ 2,399
ESTIMATED Total All State Funding			\$ 1,762,113
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			
Updated 05-17-12			

CHARTER SCHOOL WORKSHEET

FY 2014-2015 (75% Enrollment)

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

School Name	TEMPLATE		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	113	0.99	111.87
Estimated ADM (9-12)	113	1.2	135.6
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	15		
Special Ed (Self-Contained)	0		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	11		
WPU Value	\$2,842		
No. of Teachers (FTE) (CACTUS)	0		
School Administrators (CACTUS)	1		
Prior Year WPUs	0		
Low Income Students-prior year	0		

(Except for CTE Add-on and Special Ed.)

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	247.4700	\$ 703,310
Professional Staff	0.05400	13.3634	37,979
Restricted Basic School:			
Special Ed-Add-on	1.0000	15.0000	39,105
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$251.94 per K-8 ADM		56,938
Total WPU Programs		275.8334	\$ 837,332
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$ 30.167 per WPU		\$ 8,321
Special Populations			
Enhancement for At-Risk Students	\$30.42 per student		6,875
Enhancement for Accelerated Student	\$3.79 per student		857
Other			
School Land Trust Program	\$41.88 per student		-
Reading Achievement Program	\$20.62 per student-Guarantee Program		-
	\$1.60 per K-3 student		-
	\$38.47 per low income student		-
Charter Administrative Costs	\$100 per student		22,600
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		73,010
ESA-School Administrators	\$3,104 per qualified administrator		3,104
Local Replacement Dollars	Average \$1,710 per student		386,460
Total Non-WPU			\$ 501,227
One Time			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) ¹	0	-
	\$200 or \$150 per teacher (7-12) ²	11	1,650
Library Books and Resources	\$0.995 per student	226	225
Total One Time			\$ 1,875
ESTIMATED Total All State Funding			\$ 1,340,433
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			<i>Updated 05-17-12</i>

Charter School Name: Vanguard Academy		Fiscal Year:			2014-2015		
First Operational Year		100% Enrollment			75% Enrollment		
Number of Students:				300			225
Grade Configuration:				7th - 12th			7th - 12th
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales				\$0			\$0
Student Activities				\$0			\$0
Other				\$0			\$0
Total Revenue From Local Sources (1000)				\$0			\$0
Total Revenue from State Sources (3000)				\$1,762,113			\$1,340,430
Lunch and Breakfast Reimbursement				\$0			\$0
Donated Commodities (CNP)				\$0			\$0
Restricted Federal Through State				\$0			\$0
Programs for the Disabled (IDEA)				\$0			\$0
No Child Left Behind (NCLB)				\$0			\$0
Total Revenue from Federal Sources (4000)				\$0			\$0
Private Grants & Donations:				\$0			\$0
Source(s) (specify)				\$0			\$0
Loans:				\$0			\$0
Commercial				\$0			\$0
Contributions and Donations from Private Sources				\$200,000			\$200,000
Other (carry over loan proceeds from start-up)				\$234,172			\$234,172
Total Revenue from Other Sources (5000)				\$434,172			\$434,172
Total Revenue				\$2,196,285			\$1,774,602
Expenditures							
		Number	Salary or Cost	Total	Number	Salary or Cost	Total
131	Salaries - Teachers	14.00	\$34,000	\$476,000	9.00	\$33,500	\$301,500
132	Salaries - Substitute Teachers	70.00	\$80	\$5,600	45.00	\$80	\$3,600
161	Salaries - Teacher Aides and Paraprofessionals	0.00	\$17,000	\$0	0.00	\$17,000	\$0
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$481,600			\$305,100
210	Retirement			\$0			\$0
220	Social Security	1.00	\$36,842	\$36,842	1.00	\$23,340	\$23,340
240	Insurance (Health/Dental/Life)	14.00	\$4,200	\$58,800	9.00	\$4,200	\$37,800
200	Other Benefits (Federal Unemployment, State Unemployment)	1.00	\$14,207	\$14,207	1.00	\$9,000	\$9,000
	Total Benefits (200)			\$109,850			\$70,141
300	Purchased Professional and Technical Services	14.00	\$300	\$4,200	11.00	\$0	\$0
600	Instructional Supplies			\$0			\$0
641	Textbooks			\$0			\$0
	Total Supplies (600)			\$0			\$0
700	Total Property (Instructional Equipment) (700)			\$0			\$0
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Instruction (1000)				\$595,650			\$375,241

141	Salaries - Attendance and Social Work Personnel	1.00	\$17,000	\$17,000	1.00	\$17,000	\$17,000
142	Salaries - Guidance Personnel	1.00	\$36,000	\$36,000	1.00	\$36,000	\$36,000
143	Salaries - Health Services Personnel			\$0			\$0
144	Salaries - Psychological Personnel			\$0			\$0
152	Salaries - Secretarial and Clerical			\$0			\$0
100	Salaries - Special Ed	1.00	\$34,000	\$34,000	1.00	\$34,000	\$34,000
	Total Salaries (100)			\$87,000			\$87,000
210	Retirement			\$0			\$0
220	Social Security	1.00	\$6,656	\$6,656	1.00	\$6,656	\$6,656
240	Insurance (Health/Dental/Life)	2.00	\$4,200	\$8,400	2.00	\$4,200	\$8,400
200	Other Benefits	1.00	\$2,567	\$2,567	1.00	\$2,567	\$2,567
	Total Benefits (200)			\$17,622			\$17,622
300	Purchased Professional and Technical Services			\$0			\$0
600	Supplies	1.00	\$2,000	\$2,000	1.00	\$1,600	\$1,600
700	Property			\$0			\$0
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Student Support Services (2100)				\$106,622			\$106,222
145	Salaries - Media Personnel - Certified	0.50	\$20,000	\$10,000	0.50	\$20,000	\$10,000
162	Salaries - Media Personnel - Noncertified			\$0			\$0
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$10,000			\$10,000
210	Retirement			\$0			\$0
220	Social Security	1.00	\$765	\$765	1.00	\$765	\$765
240	Insurance (Health/Dental/Life)	0.00	\$4,200	\$0	0.00	\$4,200	\$0
200	Other Benefits	1.00	\$295	\$295	1.00	\$295	\$295
	Total Benefits (200)			\$1,060			\$1,060
300	Purchased Professional and Technical Services			\$0			\$0
600	Supplies			\$0			\$0
644	Library Books			\$0			\$0
650	Periodicals			\$0			\$0
660	Audio Visual Materials			\$0			\$0
	Total Supplies (600)			\$0			\$0
700	Property			\$0			\$0
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Instructional Staff Support Services (2200)				\$11,060			\$11,060
121	Salaries - Principals and Assistants	1	\$65,000	\$65,000	1.00	\$65,000	\$65,000
152	Salaries - Secretarial and Clerical	1	\$17,000	\$17,000	0.50	\$17,000	\$8,500
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$82,000			\$73,500
210	Retirement			\$0			\$0
220	Social Security	1	\$6,273	\$6,273	1.00	\$5,623	\$5,623
240	Insurance (Health/Dental/Life)	2	\$4,200	\$6,300	1.00	\$4,200	\$4,200
200	Other Benefits	1	\$2,419	\$2,419	1.00	\$2,168	\$2,168
	Total Benefits (200)			\$14,992			\$11,991
300	Purchased Professional and Technical Services	1	\$120,000	\$120,000	1.00	\$90,400	\$90,400
600	Supplies			\$0			\$0
700	Property			\$0			\$0
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total School Administration (2400)				\$216,992			\$175,891

830	Interest			\$0		\$0
840	Redemption of Principal			\$0		\$0
Total other financing sources (uses) and other items				\$0		\$0
1000	Total Local			\$0		\$0
3000	Total State			\$1,762,113		\$1,340,430
4000	Total Federal			\$0		\$0
TOTAL REVENUES				\$1,762,113		\$1,340,430
100	Salaries			\$677,600		\$484,100
200	Employee Benefits			\$145,326		\$101,715
300	Purchased Professional and Technical Services			\$160,000		\$117,400
400	Purchased Property Services			\$550,000		\$550,000
500	Other Purchased Services			\$1,000		\$1,000
600	Supplies			\$186,000		\$152,000
700	Property			\$229,000		\$212,000
800	Other Objects			\$66,000		\$66,000
TOTAL EXPENDITURES				\$2,014,926		\$1,684,215
Excess or Deficiency of Revenues over Expenditures				-\$252,813		-\$343,785
Other Sources of Funding (5000)				\$434,172		\$434,172
Net Asset Balance (Fund Balance)				\$181,359		\$90,387
Reserves as Percentage of Total Revenue				10%		7%
Percentage of Funding Contributed to Reserve Balance				-0.14347128		-26%
Necessary Closure Fund				\$102,667		\$102,667

Year 2 Funding & Budget

CHARTER SCHOOL WORKSHEET

FY 2015-2016

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

School Name	TEMPLATE		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	150	0.99	148.5
Estimated ADM (9-12)	225	1.2	270
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	16		
Special Ed (Self-Contained)	0		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	17.5		
WPU Value	\$2,842		(Except for CTE Add-on and Special Ed.)
No. of Teachers (FTE) (CACTUS)	12		
School Administrators (CACTUS)	1		
Prior Year WPUs	0		
Low Income Students-prior year	75		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	418.5000	\$ 1,189,377
Professional Staff	0.05400	22.5990	64,226
Restricted Basic School:			
Special Ed--Add-on	1.0000	16.0000	41,712
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$251.94 per K-8 ADM		94,478
Total WPU Programs		457.0990	\$ 1,389,793
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$ 30.167 per WPU		\$ 13,789
Special Populations			
Enhancement for At-Risk Students	\$30.42 per student		11,408
Enhancement for Accelerated Student	\$3.79 per student		1,421
Other			
School Land Trust Program	\$41.88 per student		15,705
Reading Achievement Program	\$20.62 per student-Guarantee Program		-
	\$1.60 per K-3 student		-
	\$38.47 per low income student		2,885
Charter Administrative Costs	\$100 per student		37,500
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		62,580
ESA-School Administrators	\$3,104 per qualified administrator		3,104
Local Replacement Dollars	Average \$1,710 per student		641,250
Total Non-WPU			\$ 789,642
One Time			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) ¹	0	-
	\$200 or \$150 per teacher (7-12) ²	17.5	2,625
Library Books and Resources	\$0.995 per student	375	373
Total One Time			\$ 2,998
ESTIMATED Total All State Funding			\$ 2,182,433
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			Updated 05-17-12

CHARTER SCHOOL WORKSHEET

FY 2015-2016 75% Enrollment

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

School Name	TEMPLATE		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	113	0.99	111.87
Estimated ADM (9-12)	169	1.2	202.8
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	12		
Special Ed (Self-Contained)	0		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	14		
WPU Value	\$2,842	<i>(Except for CTE Add-on and Special Ed.)</i>	
No. of Teachers (FTE) (CACTUS)	9		
School Administrators (CACTUS)	1		
Prior Year WPUs	0		
Low Income Students-prior year	75		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	314.6700	\$ 894,292
Professional Staff	0.05400	16.9922	48,292
Restricted Basic School:			
Special Ed--Add-on	1.0000	12.0000	31,284
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$251.94 per K-8 ADM		71,047
Total WPU Programs		343.6622	\$ 1,044,915
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$ 30.167 per WPU		\$ 10,367
Special Populations			
Enhancement for At-Risk Students	\$30.42 per student		8,578
Enhancement for Accelerated Student	\$3.79 per student		1,069
Other			
School Land Trust Program	\$41.88 per student		11,810
Reading Achievement Program	\$20.62 per student-Guarantee Program		-
	\$1.60 per K-3 student		-
	\$38.47 per low income student		2,885
Charter Administrative Costs	\$100 per student		28,200
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		46,935
ESA-School Administrators	\$3,104 per qualified administrator		3,104
Local Replacement Dollars	Average \$1,710 per student		482,220
Total Non-WPU			\$ 595,169
One Time			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) ¹	0	-
	\$200 or \$150 per teacher (7-12) ²	14	2,100
Library Books and Resources	\$0.995 per student	282	281
Total One Time			\$ 2,381
ESTIMATED Total All State Funding			\$ 1,642,464
<small>¹Steps one through three get \$250; steps four or higher get \$175</small>			
<small>²Steps one through three get \$200; steps four or higher get \$150</small>			
Questions: Call Cathy Dudley @ 538-7667			<i>Updated 05-17-12</i>

Charter School Name: Vanguard Academy		Fiscal Year:			2015-2016		
Second Operational Year		100% Enrollment			75% Enrollment		
Number of Students:				375			282
Grade Configuration:				7th-11th			7th-11th
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales				\$0			\$0
Student Activities				\$0			\$0
Other				\$0			\$0
Total Revenue From Local Sources (1000)				\$0			\$0
Total Revenue from State Sources (3000)				\$2,182,433			\$1,642,464
Lunch and Breakfast Reimbursement				\$0			\$0
Donated Commodities (CNP)				\$0			\$0
Restricted Federal Through State				\$0			\$0
Programs for the Disabled (IDEA)				\$0			\$0
No Child Left Behind (NCLB)				\$0			\$0
Total Revenue from Federal Sources (4000)				\$0			\$0
Private Grants & Donations:				\$0			\$0
Source(s) (specify)				\$0			\$0
Loans:				\$0			\$0
Commercial				\$0			\$0
Contributions and Donations from Private Sources				\$100,000			\$100,000
Other (carry over from 1st operational year)				\$181,359			\$90,387
Total Revenue from Other Sources (5000)				\$281,359			\$190,387
Total Revenue				\$2,463,792			\$1,832,851
Expenditures		Number	Salary or Cost	Total	Number	Salary or Cost	Total
131	Salaries - Teachers	18.00	\$34,000	\$612,000	13.00	\$34,000	\$442,000
132	Salaries - Substitute Teachers		\$80	\$0	65.00	\$80	\$5,200
161	Salaries - Teacher Aides and Paraprofessionals	4.00	\$17,000	\$68,000	0.00	\$17,000	\$0
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$680,000			\$447,200
210	Retirement			\$0			\$0
220	Social Security	1.00	\$52,020.00	\$52,020	1.00	\$34,210.80	\$34,211
240	Insurance (Health/Dental/Life)	18.00	\$4,200	\$75,600	13.00	\$4,200	\$54,600
200	Other Benefits (specify)	1.00	\$20,060	\$20,060	1.00	\$13,192	\$13,192
	Total Benefits (200)			\$147,680			\$102,003
300	Purchased Professional and Technical Services	22.00	\$500	\$11,000	0.00	\$0	\$0
600	Instructional Supplies			\$0			\$0
641	Textbooks			\$0			\$0
	Total Supplies (600)			\$0			\$0
700	Total Property (Instructional Equipment) (700)			\$0			\$0
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Instruction (1000)				\$838,680			\$549,203

141	Salaries - Attendance and Social Work Personnel	1.00	\$17,000	\$17,000	1.00	\$17,000	\$17,000
142	Salaries - Guidance Personnel	1.50	\$36,000	\$54,000	1.00	\$36,000	\$36,000
143	Salaries - Health Services Personnel			\$0			\$0
144	Salaries - Psychological Personnel			\$0			\$0
152	Salaries - Secretarial and Clerical	1.00	\$17,000	\$17,000			\$0
100	Salaries - Special Education	1.00	\$34,000	\$34,000	1.00	\$34,000	\$34,000
	Total Salaries (100)			\$122,000			\$87,000
210	Retirement			\$0			\$0
220	Social Security	1.00	\$9,333.00	\$9,333	1.00	\$6,655.50	\$6,656
240	Insurance (Health/Dental/Life)	2.00	\$4,200	\$8,400	2.00	\$4,200	\$8,400
200	Other Benefits	1.00	\$3,599	\$3,599	1.00	\$2,567	\$2,567
	Total Benefits (200)			\$21,332			\$17,622
300	Purchased Professional and Technical Services			\$0			\$0
600	Supplies	1.00	\$3,000	\$3,000	1.00	\$2,500	\$2,500
700	Property			\$0			\$0
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Student Support Services (2100)				\$146,332			\$107,122
145	Salaries - Media Personnel - Certified	0.50	\$20,000	\$10,000	0.50	\$20,000	\$10,000
162	Salaries - Media Personnel - Noncertified			\$0			\$0
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$10,000			\$10,000
210	Retirement			\$0			\$0
220	Social Security	1.00	\$765.00	\$765	1.00	\$765.00	\$765
240	Insurance (Health/Dental/Life)	1.00	\$4,200	\$4,200	1.00	\$4,200	\$4,200
200	Other Benefits	1.00	\$295	\$295	1.00	\$295	\$295
	Total Benefits (200)			\$5,260			\$5,260
300	Purchased Professional and Technical Services			\$0			\$0
600	Supplies	1.00	\$5,000	\$5,000			\$0
644	Library Books			\$0			\$0
660	Periodicals			\$0			\$0
660	Audio Visual Materials			\$0			\$0
	Total Supplies (600)			\$5,000			\$0
700	Property - additional computer lab	1.00	\$10,000	\$10,000			\$0
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Instructional Staff Support Services (2200)				\$30,260			\$15,260
121	Salaries - Principals and Assistants	1.00	\$65,000	\$65,000	1.00	\$65,000	\$65,000
152	Salaries - Secretarial and Clerical	1.00	\$17,000	\$17,000	0.50	\$17,000	\$8,500
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$82,000			\$73,500
210	Retirement			\$0			\$0
220	Social Security	1.00	\$6,273.00	\$6,273	1.00	\$5,622.75	\$5,623
240	Insurance (Health/Dental/Life)	2.00	\$4,200	\$8,400	1.00	\$4,200	\$4,200
200	Other Benefits	1.00	\$2,419	\$2,419	1.00	\$2,168	\$2,168
	Total Benefits (200)			\$17,092			\$11,991
300	Purchased Professional and Technical Services	1.00	\$150,000	\$150,000	1.00	\$112,800	\$112,800
600	Supplies			\$0			\$0
700	Property			\$0			\$0
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total School Administration (2400)				\$249,092			\$198,291

100	Salaries	1.00	\$17,000	\$17,000	1.00	\$17,000	\$17,000
210	Retirement			\$0			\$0
220	Social Security	1.00	\$1,300.50	\$1,301	1.00	\$1,300.50	\$1,301
240	Insurance (Health/Dental/Life)	1.00	\$4,200	\$4,200	1.00	\$4,200	\$4,200
200	Other Benefits	1.00	\$502	\$502	1.00	\$502	\$502
	Total Benefits (200)			\$6,002			\$6,002
300	Purchased Professional and Technical Services	1.00	\$31,000	\$31,000	1.00	\$31,000	\$31,000
400	Purchased Property Services			\$0			\$0
460	Construction and Remodeling			\$0			\$0
	Total Property (400)			\$0			\$0
500	Other Purchased Services	1.00	\$5,000	\$5,000	1.00	\$5,000	\$5,000
600	Supplies	1.00	\$13,500	\$13,500	1.00	\$10,000	\$10,000
700	Property	1.00	\$3,000	\$3,000	1.00	\$3,000	\$3,000
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Operation & Maintenance of Facilities (2600)				\$70,502			\$67,002
100	Salaries			\$0			\$0
210	Retirement			\$0			\$0
220	Social Security			\$0			\$0
240	Insurance (Health/Dental/Life)			\$0			\$0
200	Other Benefits			\$0			\$0
	Total Benefits (200)			\$0			\$0
300	Purchased Professional and Technical Services			\$0			\$0
600	Non-Food Supplies			\$0			\$0
630	Food			\$0			\$0
	Total Supplies (600)			\$0			\$0
700	Property			\$0			\$0
780	Depreciation - Kitchen Equipment Depreciation			\$0			\$0
	Total Property (700)			\$0			\$0
800	Other Objects (Specify)			\$0			\$0
Total Food Services (3100)				\$0			\$0
100	Salaries			\$0			\$0
210	Retirement			\$0			\$0
220	Social Security			\$0			\$0
240	Insurance (Health/Dental/Life)			\$0			\$0
200	Other Benefits			\$0			\$0
	Total Benefits (200)			\$0			\$0
300	Purchased Professional and Technical Services	1.00	\$4,800	\$4,800	1.00	\$4,800	\$4,800
400	Purchased Property Services	1.00	\$550,000	\$550,000	1.00	\$550,000	\$550,000
460	Construction and Remodeling			\$0			\$0
	Total Property (400)			\$550,000			\$550,000
500	Other Purchased Services			\$0			\$0
600	Supplies - New Buildings	1.00	\$50,000	\$50,000	1.00	\$50,000	\$50,000
641	Textbooks - New Buildings	100.00	\$500	\$50,000	60.00	\$500	\$30,000
644	Library Books - New Libraries	1.00	\$5,000	\$5,000	1.00	\$4,000	\$4,000
	Total Supplies (600)			\$105,000			\$84,000
710	Land and Improvements			\$0			\$0
720	Buildings			\$0			\$0
731	Machinery	2.00	\$4,000	\$8,000	1.00	\$4,000	\$4,000
732	School Buses			\$0			\$0
733	Furniture and Fixtures	1.00	\$3,000	\$3,000	1.00	\$2,000	\$2,000
734	Technology Equipment	1.00	\$100,000	\$100,000	1.00	\$100,000	\$100,000
735	Non-Bus Vehicles			\$0			\$0
739	Other Equipment			\$0			\$0
	Total Property (700)			\$111,000			\$106,000
800	Other Objects (Specify): Revolving Loan Repayment	1.00	\$66,000	\$66,000	1.00	\$66,000	\$66,000
Total Building Acquisition & Instruction (4500)				\$836,800			\$810,800

830	Interest			\$0		\$0
840	Redemption of Principal			\$0		\$0
Total other financing sources (uses) and other items				\$0		\$0
1000	Total Local			\$0		\$0
3000	Total State			\$2,182,433		\$1,642,464
4000	Total Federal			\$0		\$0
TOTAL REVENUES				\$2,182,433		\$1,642,464
100	Salaries			\$911,000		\$634,700
200	Employee Benefits			\$197,366		\$142,878
300	Purchased Professional and Technical Services			\$196,800		\$148,600
400	Purchased Property Services			\$550,000		\$550,000
500	Other Purchased Services			\$5,000		\$5,000
600	Supplies			\$126,500		\$96,500
700	Property			\$124,000		\$109,000
800	Other Objects			\$66,000		\$66,000
TOTAL EXPENDITURES				\$2,176,666		\$1,752,678
Excess or Deficiency of Revenues over Expenditures				\$5,767		-\$110,214
Other Sources of Funding (5000)				\$281,359		\$190,387
Net Asset Balance (Fund Balance)				\$287,126		\$80,173
Reserves as Percentage of Total Revenue				13%		5%
Percentage of Funding Contributed to Reserve Balance				0.002642464		-7%
Necessary Closure Fund				\$102,667		\$102,667

Attachment C: Purchasing Policies & Procedures (PP&P)

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

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

Purchase Requisitions are forwarded to the Business Manager, who prepares a bid analysis by vendor for the items requisitioned.

The *Purchase Requisitions* includes the following:

1. A description of items ordered
 2. A cost estimate
 3. The required delivery information
 4. A statement of the nature and purpose of the procurement
- The Business Manager will present *Purchase Requisitions* to the Principal or Treasurer for review and approval.
 - Approved purchase requisitions will be returned to the Business Manager, and a purchase order is then prepared.
 - Before a purchase order is sent to a supplier, the Business Manager will review it for accuracy of the dates, account coding, quantities listed, and arithmetic extensions.
 - Two copies of the purchase order will be prepared. One copy is for the vendor, and the other copy is to be filed alphabetically by vendor in the business office and entered in the Purchase Order Log by pre-assigned number to track outstanding commitments. Any purchase that would benefit a Member of the Governing Board or Employee of Vanguard Academy must be disclosed to the school and approved by the business manager prior to the purchase being made.

Emergency Purchases

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

Capitalization Policies

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

Fixed Asset Classification

Fixed assets are accounted for by the following classifications: land, building, equipment, betterment, leasehold improvements, equipment, furniture, and computer hardware and software. The School capitalizes all fixed assets when acquired, and records the historical cost of these items in the general ledger. In accordance with generally accepted accounting principles as they relate to special purpose business-type activity, government entities, under GASB 34, depreciation expense must be recorded in the general ledger. Vanguard Academy will use the straight-line method of depreciation over the assets useful life as determined by standard accounting procedures:

Computers 5 years

Office Equipment 5 years

Office Furniture 7 years

Leasehold Improvements - Useful life or life of lease, whichever is less.

Building Improvements 20 years

Building 40 years

Complete Record of P&E Acquisition Costs

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

Reimbursement Policy

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

Signature Authority

To properly segregate duties within Vanguard Academy, the Board Chair, the Treasurer of the Board and the Executive Director are the only individuals with signatory authority and are responsible for authorizing all cash transactions.

Cash Policy

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

1. Mail is to be opened by the Receptionist who sorts the checks.
2. All checks are restrictively endorsed immediately by the Receptionist and entered into a deposit register, which cannot be changed by the business manager. A separate member or

secretary of the office staff prepares the deposit slips for deposit and takes the deposits on a daily or weekly basis dependent on the amount of funds received.

3. A copy of the deposit register is forwarded to the Business Manager.

4. The Business Manager prepares journal entries and reconciles bank statements to deposit register. Receptionist and Business Manager both review Deposit Register for accuracy and sign the Register.

5. The office staff makes deposits every 24 hours or when funds to be deposited exceed \$1000. If deposits are made other than daily, the deposit shall be maintained in a secure area with limited access.

6. Reconciliation of cash receipts to deposit slips and bank statements are performed by the Business Manager on a monthly basis.

Fee Policy

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

1. Students in grades 6-12 will be charged fees above the ordinary cost of an education. Fees may be assessed for lockers, yearbooks, clubs, travel, and extra-curricular activities, as well as textbook fees, musical instrument rental, calculators, and similar items.

2. Vanguard Academy will follow fee waiver policy as defined in Utah Code R277-407.

Fund Raising

The Volunteer Organization shall conduct all fund raising used to support education as determined by Volunteer Organization Officers and Administration, with the exception of grant writing and business partnerships. All grant applications are submitted and approved by the Governing Board prior to official submission.

Attachment D: Suspension/Expulsion Policy

1. Suspension/Expulsion

- a. A *suspension* is the temporary removal of a student from class(es) or school. A suspension can be determined by the Director (or designee). It is important that contact with the parent/guardian be made, along with other minimal due process procedures, prior to suspension, namely the right to know what the alleged offense is and the right to provide an explanation. This student/administrator or student/teacher conversation should be documented by the teacher/administrator in writing or on a permanent computer file.
- There may be instances, however, when a student is subject to an immediate suspension if his/her behavior is illegal or presents an immediate danger to persons (himself/herself included) or property. In such cases, due process procedures will be held as soon as practicable. Students younger than 14, should never be released until and unless a parent or emergency contact is notified. The student will be supervised until a parent or emergency contact is made aware of the suspension, and the academy is given permission to release the student to the custody of an adult or to leave the premises.
 - d. An *expulsion* is the formal process of dismissing a student from school for an extended period of time, up to one year. Expulsion also transfers the primary responsibility of providing educational services for the student during the expulsion period from the academy to the home, and makes the parent/guardian responsible for compliance with the compulsory education act for the duration of the expulsion. Only the Vanguard Governing Board, or a designated Governing Board member, can expel a student. (Utah Code 53A-11-907(2))
- Before an expulsion, the Governing Board President shall provide the student a hearing at which the student is afforded the following due process procedures:
 - xi. Prior notice of the charges and the proposed sanctions so as to afford a reasonable opportunity for preparation. The notice shall be in writing and the student shall be notified of the hearing date
 - xii. Right to a hearing.
 - xiii. Right to a fair hearing officer (credible and objective person or panel – not necessarily uninformed).
 - xiv. Right to an adult representative and/or legal counsel at the hearing.
 - xv. Opportunity to testify and to present evidence and witnesses in his/her defense.
 - xvi. Opportunity to examine the evidence presented by the academy administration and to question witnesses. (However, the Governing Board or its President may, upon a finding that good cause exists, determine that the disclosure of the identity of a witness and the testimony of that witness at the hearing would subject the witness to an unreasonable risk of harm.

Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board or the hearing officer. Copies of these sworn declarations which are edited in such a manner as to delete the name and identity of the witness shall be made available to the student.)

- xvii. A summary written record shall be maintained by any means. An electronic recording may be made; however, the electronic recording is not the official record of the hearing.
 - xviii. All witnesses appearing at the hearing shall be placed under oath.
 - xix. If the President conducting the hearing recommends expulsion, findings of fact in support of the recommendation shall be prepared.
 - xx. The decision must be made by a preponderance of the evidence.
- The decision will be based exclusively on the evidence presented at the hearing. The final decision shall be communicated to the student and parent/guardian within ten (10) working days. Vanguard officials and the student have the right to legal counsel at any step in the process.
 - e. If a student is suspended or expelled for more than ten (10) school days, the parent of the guardian is responsible for undertaking an alternative education plan which will ensure that the student's education continues during the period of suspension/expulsion
 - f. Vanguard shall maintain a record of all suspended or expelled students and a notation of the recorded suspension or expulsion shall be attached to the student's transcript.

2. Right to Appeal

- a. The expelled student has the right to appeal the decision of the President by requesting a review hearing before the academy's Governing Board. This appeal must be in writing and must be received in the offices of the academy within thirty (30) calendar days following receipt of the decision of the President. (Pending a final decision by the academy's Governing Board, the decision of the President to expel shall remain in force).
- b. This review hearing will not be a hearing de novo and will be held within thirty (30) calendar days following receipt of the request for the hearing.
- c. The Governing Board will provide all necessary copies of the record of the expulsion hearing to the interested parties within fifteen (15) working days of the student's request.

- d. No evidence other than that contained in the record of the original hearing may be heard.
- e. The review of the President's decision of the Governing Board shall be limited to the following issues:

IV. Did school officials meet with the procedural requirements of the policy?

V. Was the decision to expel the student supported by the findings of fact?

VI. Were the findings of fact supported by the evidence?

- f. Following the review hearing, the Governing Board shall vote in public and shall enter an order either affirming or reversing the decision of the President.
- g. The decision of the Governing Board shall be binding upon the student and shall be served upon the student in writing by personal service or by certified mail.

Students with IEP's or 504's will be treated accordingly. The primary purpose of this portion of the suspension/expulsion policy is to ensure the academy's actions are consistent with IDEA. Vanguard Academy recognizes that students with disabilities, who attend the academy, and their parents/guardians, retain all rights under Part B of the IDEA, Sections 53A-15-301 through 53A-15-305 *Utah Code Ann.*, and other rules protecting the rights of students with disabilities. Vanguard will follow IDEA State regulations as stated in Special Education (10-207) and any other state rules protecting the rights of students with disabilities.

Attachment E: Complaint Policy

Policy

Complaints not in writing are to be resolved at the lowest administrative level. The complainant and other person(s) involved shall resolve issues of concern via personal meeting or other appropriate communication. The Director, or immediate supervisor, shall coordinate and mediate the processes necessary for satisfactory resolution of the complaint. Upon receipt of an informal complaint, the Director or immediate supervisor may initiate action to resolve the issue within five (5) working days

Timeline

Complaints are to be made in writing when the complainant is not satisfied with the disposition of the issue through the informal complaint process. The complainant may, within ten (10) working days after the informal complaint decision has been rendered, file the complaint in writing, with any member of the Governing Board.

1. Within ten (10) working days after receipt of the formal written complaint, the President of the Board, or other designate officer of the Board will meet with the complainant in an effort to resolve the issue.
2. In the event the complaint is not resolved, the complainant may request a hearing before the Governing Board. The Board shall review the complaint at the next scheduled Board meeting after receipt of the request.
3. The Board's decision shall be final and shall be made within ten (10) working days of the hearing.

Individuals with Disabilities Education Act (“IDEA”) Complaint Procedure

Vanguard Academy will follow the dispute resolution procedures adopted by USOE as written in the State's Special Education Rules (August, 2007). This includes Problem Solving Facilitation, Formal State Complaints, Mediation, and Due Process Hearings. The following is a brief summary of the requirements of these procedures. These procedures are not sequential. However, Problem Solving Facilitation cannot proceed if a Formal Complaint, Mediation, or Due Process Hearing request is filed. A Formal Complaint cannot proceed if a Due Process Hearing request is filed.

Problem Solving Facilitation

This method of early dispute resolution is available at any time, before a State Complaint, Mediation, or Due Process Hearing request is filed as long as both Vanguard and the party filling the complaint, typically the parent, agree. The issue(s) of disagreement must be specified and how they violate IDEA described. USOE is responsible for assigning a facilitator in order to keep the communication open to resolve concerns with no time line for resolution stipulated.

Formal State Complaint

The complaint must be filed, in writing, to Vanguard's Director and at the same time it must be provided to the State's Special Education Director. The written complaint must describe the alleged violations of IDEA with respect to the individual student and the proposed solutions to the problems. The School will have 30 days to conduct an investigation and write a decision. If in disagreement with the findings, the parent has ten (10) days to appeal the School's decision and USOE will conduct an independent investigation before a total of 60 days.

Mediation

Mediation is available at any time during the IDEA process and may be requested by either Vanguard or the parent. Both parties must agree to mediate or mediation will not occur. The alleged violation should be filed with the School's Director as well as copied to the State's Special Education Director. The complaint must describe the problem, the alleged violations of IDEA with respect to the individual student, and the proposed solutions to the problems. USOE is responsible for assigning a mediator and will absorb costs of the mediation sessions. During mediation session, information discussed is confidential and the mediation agreement is binding and enforceable court law. There is no timeline for resolution in the mediation procedure.

Due Process Hearing

The complaint must be filed with the School's Director and copied to the State's Special Education Director. The complaint must describe the alleged violations of IDEA with respect to individual student and the proposed solutions to the alleged violations problems. A mandatory resolution session will be initiated within 15 days and if a resolution is possible, a resolution will be completed within 30 days. If a resolution is not possible the hearing will be completed within 45 days after the resolution session time is completed. The Due Process Hearing is like court, making lawyers advisable for both parties, and the Hearing Officer's decision is binding upon both Vanguard and the parent.

Compliance

If the application of any requirement of Vanguard's complaint procedure to a student with a disability is not permissible, or becomes impermissible, under IDEA or State Law, Vanguard shall implement other actions consistent with the conflicting law or regulation which shall most closely correspond to the requirements

Attachment F: Employment of Relatives Policy

Employment of Relatives is specifically allowed through exemption by Section 53A-1a-518(2)(b), UCA. "Relative" means a father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law. At this time, the Vanguard Governing Board has no knowledge of or intention of hiring any relatives. However, Vanguard desires to maintain the flexibility to accomplish its mission in whatever manner is in the best interest of the students and Vanguard. Therefore:

Should a relative of a Charter School Officer, that is a qualified candidate for employment at Vanguard, apply for employment at Vanguard, according to 53A-1a-518(2)(b), the charter school board member shall:

- (i) disclose the relationship, in writing, to the other charter school board members;
- (ii) submit the employment decision to the charter school's governing board for the approval, by majority vote, of the charter school's governing board;
- (iii) abstain from voting on the issue; and
- (iv) be absent from any meeting when the employment is being considered and determined.

This provision does not disallow the Governing Board from inquiring or requesting facts from the current relative, Vanguard officer, member or employee in their consideration for hiring that applying relative.

Attachment G: Acceptable Use and Social Media Policy

Students may not bring cell phones, ipods, electronic games, tape recorders, walkmans, pagers, cameras, or any other hand-held electronic device to school unless approved by the school director. Any electronic devices which are found in the possession of a student will be confiscated. These devices may be held by the teacher or administration until the close of the school day or until the teacher or administrator makes arrangements with the parent/guardian to retrieve them.

Electronic devices are not permitted during off-campus school-related activities, such as field trips unless approved by the school director. The intent of this policy is to limit disruption to the educational process.

Attachment H: Extra-Curricular Activities Policy & Fee Schedule

Vanguard Academy will offer a variety of after-school programs which are designed to enhance and expand the school's curriculum. These activities will be organized by teachers or parent-volunteers who have a genuine interest in the success and well-being of the students and will be overseen by the governing board of Vanguard. Extra-curricular activities will consist of, but are not limited to; archery, robotics, math counts, sports, chess club, track club, music, dance, art, or anything else that is deemed beneficial to the students of Vanguard Academy. Extra-Curricular activities / Clubs will be limited to areas that fit in the school vision and mission. Extra-Curricular activities will follow State Law and Title IX where no students shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.

Policies

Extracurricular activities will never interfere with their regular classes, but will be designed to complement the rigor of the regular school day, and have a positive impact on the lives of the students. All clubs limited to areas that fit in the school vision and mission and are based on interest and will be inclusive to those wishing to participate in them. Any student wishing to participate in extracurricular activities must maintain a high citizenship record, a GPA of 3.0 or higher, and must not be missing any homework, tests, etc. in any of their classes. Students who do not maintain these requirements may be temporarily suspended or terminated for the membership in the activity.

Fee Schedule

Vanguard Academy will charge school fees according to Rule R277-407 as outlined for all public schools. Students will be charged textbook fees, and other fees needed for classes for the purchase of materials, tickets to events, etc. Students are required to provide their own student supplies. Fees and class supplies shall be subject to the fee waiver provisions of R277-407-6.

Fees may be charged, subject to the provisions of Section R277-407-6, in connection with any school-sponsored activity which does not take place during the regular school day, if participation is voluntary and does not affect the student's grade or ability to participate fully in any course taught during the regular school day. Fees related to extracurricular activities may not exceed limits established by the school. Vanguard Academy will collect these fees consistent with state law.

All school fees will be approved through the Vanguard Academy school board and distributed in an approved fee schedule or notice. These fees shall be adopted at least once each year by the board in a regularly scheduled public meeting. Provisions shall be made for broad public notice and participation in the development of fee schedules and waiver policies set by the board. These fee schedules and policies shall be kept on file and made available upon request.

Attachment I: Waivers

N/A

Attachment J: URS Declaration of Participation



Utah State Retirement Office
 PO Box 1590
 Salt Lake City, Utah 84110-1590
 (801) 366-7318
 (800) 753-7318
 FAX (801) 366-7759

DECLARATION OF PARTICIPATION OR INTENT FOR A CHARTER SCHOOL

- INSTRUCTIONS**
1. Please type or print clearly using black ink.
 2. Complete Sections A and B. Sign and return to the Retirement Office.

SECTION A - CHARTER SCHOOL INFORMATION		
Name of Charter School Vanguard Academy		
Street Address P.O. BOX 910		Phone Number 801-289-6268
City West Jordan	State UT	Zip 84096
SECTION B - SELECTION OF OPTION		
Please mark the box which indicates your selection.		
<input checked="" type="checkbox"/> Option 1. As a charter school, in accordance with Utah Code Ann. § 53A-1a-512, to maintain compliance with Title 49 we make the election of <u>nonparticipation</u> as an employer in the defined benefit (pension) retirement programs with Utah Retirement Systems. We acknowledge participation may be granted upon application at a future date.		
<input type="checkbox"/> Option 2. As a charter school, in accordance with Utah Code Ann. § 53A-1a-512, we make the irrevocable election to <u>participate</u> in the retirement programs of Utah Retirement Systems in compliance with Title 49. We further acknowledge any retirement benefit offered must include participation with Utah Retirement Systems. Our representative will contact URS to begin the application process.		
ATTACH A COPY OF THE RESOLUTION ADOPTED BY YOUR GOVERNING BODY THAT SUPPORTS THIS DECISION.		
Name of Charter School Authorized Representative and Title (please print) Jonie Jenkins, authorized agent		Effective Date 3-29-13
Signature of Charter School Authorized Representative <i>Jonie Jenkins</i>		

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