

# **Open High School of Utah**

**February 8, 2008**

## 1- COVER SHEET

**School Name:**

Open High School of Utah (OHSU)

**Applicant Name:**

OpenContent Foundation, Inc.

**Authorized Agent:**

Dr. David Wiley

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

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

Dr. David Wiley  
Authorized Agent (please print)

  
Signature of Authorized Agent

2/7/08  
Date

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

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**2- TITLE PAGE**

Name of Proposed Charter School Open High School of Utah  
☒ [X] New School ☐ [ ] Converted School

Name of Applicant Applying for the Charter OpenContent Foundation, Inc.

Authorized Agent for Applicant Dr. David Wiley

Authorized Agent Mailing Address [REDACTED]

City [REDACTED] State [REDACTED] Zip [REDACTED]

District school will be located Cache County E-mail david.wiley@usu.edu

Daytime Phone [REDACTED] Fax [REDACTED]

**Form of Organization**

☒ [X] Nonprofit  
Corporation

☐ [ ] Tribal Entity

☐ [ ] \_\_\_\_\_

The Governing Board of OHSU will be as follows:

Name	Phone Number	Type of Member	Position on Board
Dr. David Wiley	[REDACTED]	Curriculum advisor	President
Kurt Johnson	[REDACTED]	Business	Vice President
Brandon Muramatsu	[REDACTED]	Business	Treasurer
Dr. Brett Shelton	[REDACTED]	Curriculum advisor	Secretary
Justin Ball	[REDACTED]	Curriculum advisor	Member
To be elected	-	Parent	Member
To be elected	-	Parent	Member

Founding Members:

Name	Phone Number	Type of Member
Dr. David Wiley	[REDACTED]	Curriculum advisor
Kurt Johnson	[REDACTED]	Business
Justin Ball	[REDACTED]	Curriculum advisor
Dr. Gary Lopez	[REDACTED]	Curriculum advisor
Elaine Wiley	[REDACTED]	Parent
Murat Ozoglu	[REDACTED]	Start-up advisor
Dr. Bekir S. Gur	[REDACTED]	Start-up advisor
Brandon Muramatsu	[REDACTED]	Business
Dr. Brett Shelton	[REDACTED]	Curriculum advisor
Dr. Fred Mednick	[REDACTED]	Nonprofit advisor

**Schmitt, Jo J.**

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**Subject:** FW: OHSU Updated Founding Member List

**From:** DeLaina Tonks [REDACTED]

**Sent:** Tuesday, August 18, 2009 2:15 PM

**To:** Burns, Marlies

**Cc:** Dohrer, Kim

**Subject:** OHSU Updated Founding Member List

Marlies,

Here is Open High School's updated list of Founding Members. The percentage of founders' students enrolled at OHSU is 0%.

Thanks,

DeLaina Tonks  
[REDACTED]

Founding Members:

<b>Name</b>	<b>Phone Number</b>	<b>Type of Member</b>
Dr. David Wiley	[REDACTED]	Curriculum advisor
Kurt Johnson	[REDACTED]	Business
Justin Ball	[REDACTED]	Curriculum advisor
Dr. Gary Lopez	[REDACTED]	Curriculum advisor
Elaine Wiley	[REDACTED]	Parent
Murat Ozoglu	[REDACTED]	Start-up advisor
Dr. Bekir S. Gur	[REDACTED]	Start-up advisor
Brandon Muramatsu	[REDACTED]	Business
Dr. Brett Shelton	[REDACTED]	Curriculum advisor
John Dougall	[REDACTED]	Business
Phil Windley	[REDACTED]	Tech
Lynn Taylor	[REDACTED]	Business
Robyn Bagley	[REDACTED]	Education
DeLaina Tonks	[REDACTED]	Education
Justin Johansen	[REDACTED]	Curriculum
Bart Barker	[REDACTED]	Finance
Jen Christensen	[REDACTED]	Business

### 3- TARGET POPULATION

**Mission Statement (use only this space):**

The mission of the Open High School of Utah is to provide Utah students with an excellent education through an online, virtual environment that will help them achieve their full academic and social potential.

The core philosophy of the Open High School of Utah is that education is a universal human right and that the most effective education is hands-on, service-oriented, and available to anyone. Because of this philosophy, OHSU is committed to using open educational resources – educational materials that can be freely and legally copied, changed, and shared.

Open educational resources enable our educational mission by providing the greatest pedagogical flexibility possible to OHSU students, parents, and teachers. Open educational resources enable our service mission by providing the greatest number of opportunities to improve our communities and revolutionize schooling around the world.

OHSU offers a full college preparatory program and the opportunity for students to earn both a high school diploma and an associate's degree from the Utah State University, emphasizing computer science.

GRADES AND SPECIFIC NUMBER OF STUDENTS SERVED BY GRADE														TOTAL NUMBER OF STUDENTS (Enrollment cap)
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
										125				125
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
										125	125			250
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
										125	125	125		375
Ultimate Enrollment										125	125	125	125	500
(The number of students should be at maximum the enrollment that is being requested)														

**School Calendar**
☒ Standard

☐ Extended School Year

**Instructional Days:** 180 days

[ ] Alternative (please describe in 5 words or less) **Start Date:** August 19, 2009

**The Way OHSU will meet the seven purposes of charter schools as outlined in 53A-1a-503:**

**1. *Continue to improve student learning:***

Following OHSU's philosophy and mission, we utilize "virtual" hands-on and service learning in order to improve students learning.

Please see our Curricular Emphasis section (# 10.1) for more detail.

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

In framing e-learning, OHSU will utilize cutting edge multimedia technologies and diverse educational approaches and methods including but not limited to service-oriented learning and inter-disciplinary project-based learning. All the students will be issued/provided a laptop and an internet connection subsidy, along with CDs/DVDs and other instructional supplies. In collaboration with the teachers, students will pace their own learning. We will utilize both synchronous and asynchronous types of communication. Synchronous tools enable live interactions and immediate feedback, and give a sense of belonging to a group. For each course, a student will have the opportunity to attend a synchronous class for 30 minutes a day. In addition, asynchronous modes of communication allow students to access instructional materials any time of the day.

Please see our Curricular Emphasis section (# 10.1) for more detail.

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

One of the aims of OHSU is to provide openly-licensed educational materials, i.e., open educational resources (OER), so that teachers and students can use, re-use, and modify them. OER is a term that has been adopted by UNESCO (2002) to refer to "the open provision of educational resources, enabled by information and communication technologies, for consultation, use and adaptation by a community of users for non-commercial purposes."

While the availability of OER is growing exponentially in higher education, there is no high school which utilizes OER to its full potential. OHSU will be the first school in the United States to utilize a curriculum entirely based on OER in a high school setting. OHSU is committed to realize the full potential of the Internet to support open learning for all students and transform education by increasing educational opportunities for all.

We believe that OER is indispensable in order to foster the development, manipulation, and refinement of educational materials by teachers. Moreover, we will hire subject matter experts and designers to develop our own curriculum materials. In doing so, we will encourage teachers to re-use existing OER on the web and to build on other teachers' contributions. By creating and using OER, teachers will have greater control over their content used in the classrooms.



Moreover, teachers will be able to work from home and provided with a laptop and an Internet connection subsidy. Along with these personal incentives, they will attend various professional development trainings. Moreover, they will be national and international leader in development of OERs for high school as OHSU is going to be the first high school that utilizes a curriculum entirely based on OERs.

Please see also section (# 16.1) related to professional development.

**4. *Increase choice of learning opportunities for students:***

Learning in traditional settings may not be the best choice for many students for many different reasons. To illustrate, some students do not feel safe in traditional schools, some feel that they are not being challenged, some cannot get individualized attention, and some have special physical needs that make it hard for them to attend into a traditional school. As there is not a charter school in every town and cities of Utah, many parents and students do not have any choice. Nonetheless, all parents in Utah will have the opportunity to send their children to a virtual charter school. Due to online nature of OHSU the students will have an individualized and home-based education. All students in the State of Utah will have an e-learning opportunity at any time and anywhere. This e-learning opportunity will provide a flexible environment to encourage students to become more active in learning and in the community through service learning.

Moreover, by offering students Advanced Placement courses and an associate degree with emphasizing computer science through a relationship with the Utah State University, OHSU promises a sound and academically challenging program to students especially those who would like to go to a university. Whether or not students aim to go to a university, however, all students, including immigrant adolescents, need a secondary education "that is academically challenging and develops the required knowledge and skills necessary for success in the labor market" (Lucas, 1996, p. 4).

OHSU's unique openly-licensed curriculum will also create learning opportunities for students in other schools, as these materials will be openly and freely available for study and review.

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

Our online Learning Management System (LMS), which will allow for the integration of curriculum benchmarks, will help teachers, students, and parents for tracking student progress on a continuous basis. In addition to state-mandated testing and assessments, our service learning opportunities and end-of-term demonstrations to parents and the public will also create a new form of public accountability. Finally, our openly-licensed curriculum materials which are all freely available to the public will create an unprecedented level of transparency into the classroom experience.

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

The OHSU will have a Parent Organization in place which will monitor and advise the Governing Board. Moreover, the Governing Board will have at least two parent members elected by parents themselves.

Please see our "Opportunities for Parental Involvement" in "Section 13" for more detail.

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

We will serve all students in Utah. Students from rural areas who may have challenges with transportation to/from a school of their choice may participate at OHSU. As one teacher from a small, rural Florida district has noted "Online learning 'evens the playing field' for rural students." (quoted in U.S. Department of Education, 2004, p. 36). All teachers and students in Utah will have the opportunity to access our OER-based curriculum that will be aligned with *Utah State core curriculum standards and freely available to all*. Furthermore, any student or teacher in the nation and the world will have the opportunity to have access the entire OER-based curriculum.

## 4- MARKET ANALYSIS

### 4.1. Market Context and Trends

Virtual schools are growing steadily and there is a growing interest in online learning. According to the Center for Educational Reform, as of January of 2007, 173 virtual charter schools were serving nearly 100,000 students in 18 states (Leachman, 2007). That number is up from 147 such schools serving 65,000 students in 2005-06 and 86 cyber charters serving 31,000 students across 13 states in 2004-05. National Education Technology Plan 2004 predicts that within the next decade every state and most schools will be taking the advantage of e-learning, offer some form of e-learning or virtual school instruction (U.S. Department of Education, 2004). Since e-learning provides teachers the opportunity to create an instructional environment that adapts to students wherever and however they need to learn, they are in demand by students and teachers as well. Moreover, it gives parents a significant choice of providers and educators an alternative means of meeting their student's academic goals and needs (U.S. Department of Education). In *Keeping Pace with K12 Online Learning: A Review of State Level Policy and Practice*, a report published in October of 2006 by the state departments of education in Texas, Wyoming and Colorado, the distance learning movement was reviewed in all fifty states (Watson & Ryan, 2006). According to the report, most online programs across the nation have seen a large percentage increase in the number of enrollment. Large percentage increase is not confined to smaller programs. Two of the largest programs, Florida's and Utah's online high schools, are two of the fastest growing programs in the nation. A proposal for a virtual charter school, Utah Virtual academy, was approved by the Utah State Charter School Board in 2007. All evidence/indicators suggest that growth of online programs will continue both in the nation and Utah.

### 4.2. Competitive Advantage

OHSU will operate in partnership with the Utah State University Center for Open and Sustainable Learning (COSL), a world-leader in open education. This partnership will give OHSU access to levels of technical expertise and curriculum design and development expertise normally unavailable to public high schools. OHSU will also work together with COSL on grants related to open education. Through our partnership, COSL will contribute \$60,000 of in-kind technical and curriculum development expertise to OHSU before the school ever admits its first students, through a grant from the William and Flora Hewlett Foundation.

OHSU will also be one of the first high schools in the country to work with the MIT iLab project, which has previously been restricted to universities. Online laboratories ("iLabs") are experimental setups that can be accessed through the Internet from a regular web browser. iLabs allow students and educators in science and engineering to carry out experiments on expensive, real lab equipment from anywhere at any time. The iLab project at MIT is dedicated to the creation of a movement to develop and disseminate technology and pedagogy for sustainable and scalable iLabs so that they can be shared worldwide.

Because of OHSU's desire to be responsive to the needs of 21<sup>st</sup> century students, OHSU will establish a Student Advisory Board that will provide continuous feedback to the Governing

Board of the school. The structure and makeup of the Student Advisory Board will be determined by the students during the first month of the school year.

Utah's Electronic High School has more students (more than 38,000) than any other online program in the nation. However, this program is primarily supplemental with only some full-time students. OHSU aims to serve primarily full-time students. By building close relationships with Utah State University and other state universities, OHSU will allow students to earn a high school diploma and an associate's degree at the same time. Moreover, all the virtual high schools in the nation (including Utah Virtual Academy (UVA) approved in 2007) use commercially produced instructional materials. According to their application to the Utah State Charter School Board, UVA is slated to pay \$2,100,000 to K12, a Virginia-based education company, for its online curriculum over three years. Through our partnership with COSL we plan to create and continually revise our own curriculum for a total of \$480,000 for the all three years. Along with our mission, we aim to provide free and open access to educational opportunity for all students. All these free materials will be usable by Utah schools. Teachers and students of any Utah school will have a set of open, no cost materials that are tied to state standards that they can use to supplement the curriculum they already have. Moreover, all of our instructional materials could be freely used and modified by any teacher and student in the nation and world.

#### **4.3. Outreach Plan**

The founding members of OHSU have extensive experience in promoting various educational projects. As we aim to provide educational services to all Utah residents, we have allocated funding for a comprehensive marketing campaign, \$15,000 for the first year and \$25,000 for subsequent years.

Informational print materials about OHSU will be distributed to libraries, supermarkets, and malls. Internet and newspapers will also be used to disseminate information about the school. Moreover, we will send notices to minority organizations. All such printed notices and information will be available in both English and Spanish.

Before school starts, OHSU will develop a comprehensive school website in order to inform potential students and parents. Furthermore, we will have open houses at local libraries for face-to-face communication. It is our goal to use all these ways of communication as a means to assist students and families to determine whether online learning is good fit for them.

## **5- CAPITAL FACILITY PLAN**

It is our understanding that this section is not applicable to a virtual, online school.

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## 6- DETAILED BUSINESS PLAN

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Anticipated revenues and expenditures are provided in the following operational budget. OHSU will modify this budget to address any change in the number of students and teachers and the changing needs of the school. All estimations are based on the current market fees.

*Revenues other than Federal and State funding:*

We anticipate \$10,000 of private grant of in-kind support from the USU Center for Open and Sustainable Learning for curriculum development for the first year.

*Budget assumptions:*

**Year One:**

6 full-time regular teachers; 1 half-time special education teacher; 1 full-time principal; 1 full-time secretary; 1 part-time business manager; 1 full-time technology coordinator; 125 students.

**Year Two:**

10.5 full-time regular teachers; 1 full-time special education teacher; 1 full-time principal; 1 full-time secretary; 1 full-time vice-principal; 1 full-time business manager; 1 full-time and 1 half-time technology coordinators; 1 half-time counselor; 1 full-time librarian; 2 FTEs curriculum development staff; 250 students.

**Year Three:**

16 full-time regular teachers; 1 full-time and 1 half-time special education teacher; 1 full-time principal; 1 full-time and 1 part-time vice-principals; 1 full-time and 1 half-time secretaries; 1 full-time business manager; 2 full-time technology coordinators; 1 full-time counselor; 1 full-time librarian; 4 FTEs curriculum development staff; 500 students.

Average annual salaries of a full-time employee are as follows:

Principal: \$70,000.

Vice Principal: \$50,000.

Regular teacher: \$35,000.

Special education: \$40,000.

Secretary: \$27,000.

Business Manager: \$40,000.

Technology Coordinator: \$40,000.

Curriculum Development Staff: \$40,000.

Total employee benefits (including health, Utah State Retirement, federal and state taxes etc.) is 33 % of the salaries.

Instructional aids/library expenses are based on \$60 per student.

Professional development is \$1,000 per staff member while travel is \$500 per staff member.

Curriculum development expenses are based on 2 full-time equivalents (FTE) of subject matter experts and designers for the first year; 4 FTEs for the second year; and 6 FTEs for the third year. The increase in amount due to the fact that: a) in the first year, we will serve on 9<sup>th</sup> graders and create 9<sup>th</sup> grade curriculum in the first year; b) we will serve on 9<sup>th</sup> and 10<sup>th</sup> graders and create 10<sup>th</sup> grade curriculum and some of the AP courses and courses related to the requirements of associate's degree; c) we will serve on 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders and create 11<sup>th</sup> grade curriculum and some of the AP courses and courses related to the requirements of associate's degree. Moreover, the curriculum of the previous year will be revised in each year.

Laptop lease: \$450 per computer system.

Software: \$250 per computer system.

Rent (full service): \$14 per square feet (2000 sf for the first year; 3000 sf for the second year; 4000 sf for the third year).

Web Hosting: \$500 per month.

Internet connection for students and staff: \$40 per connection.

Insurance is only an estimate. We will get the exact quote from Utah Risk Management.

*Building improvements are based on an estimate of \$10,000 for the first year and \$7,500 for subsequent years.*

Furniture is based on an estimate of \$15,000 for the first year and \$5,000 for subsequent years.

Marketing and advertisement is based on an estimate of \$15,000 for the first year and \$25,000 for subsequent years. We have allocated a relatively large amount of money to marketing because we plan to serve all students in Utah and accordingly we will target all residents of Utah in our comprehensive marketing and advertisement activities.

Testing location fee is based on \$50 per hour. We estimate having 5 testing location centers and use each location 10 hours per year.

## Open High School of Utah Operating Budget

		First Year (2009-2010)		Second Year (2010-2011)		Third Year (2011-2012)	
Number of Students (ADM):		125		250		375	
<b>Revenue</b>		<b>Total</b>		<b>Total</b>		<b>Total</b>	
State Funding		\$718,407		\$1,435,636		\$2,152,864	
Federal & State Projects		\$0		\$0		\$10,000	
Private Grants & Donations		\$10,000		\$10,000		\$2,162,864	
Loans		\$728,407		\$1,445,636		\$2,162,864	
<b>Total Revenue</b>							
<b>Expenses</b>		<b>Explanation</b>		<b>Explanation</b>		<b>Explanation</b>	
<b>Salaries (100)</b>		<b># of Staff @ Salary</b>		<b># of Staff @ Salary</b>		<b># of Staff @ Salary</b>	
Director (Principal)		1.00 \$ 70,000.00		1.00 \$ 70,000.00		1.00 \$ 70,000.00	
Director (Vice Principal)				1.00 \$ 50,000.00		1.50 \$ 50,000.00	
Teacher-Regular Ed		6.00 \$ 35,000.00		10.50 \$ 35,000.00		16.00 \$ 35,000.00	
Teacher-Special Ed		0.50 \$ 40,000.00		1.00 \$ 40,000.00		1.50 \$ 40,000.00	
Secretary		1.00 \$ 27,500.00		1.00 \$ 27,500.00		1.50 \$ 27,500.00	
Business Manager		0.25 \$ 40,000.00		1.00 \$ 40,000.00		1.00 \$ 40,000.00	
Technology Coordinator		1.00 \$ 40,000.00		1.50 \$ 40,000.00		2.00 \$ 40,000.00	
Online Curriculum Development Staff		- \$ 40,000.00		2.00 \$ 40,000.00		4.00 \$ 40,000.00	
Counselor				0.50 \$ 36,000.00		1.00 \$ 36,000.00	
Proctors							
Librarian				1.00 \$ 33,000.00		1.00 \$ 33,000.00	
Other (Specify)							
Employee Benefits (200)		33% of the salaries		33% of the salaries		33% of the salaries	
Travel (580)		\$500 per staff member		\$500 per staff member		\$500 per staff member	
Purchased Professional Services(300)		\$1,000 per staff member		\$1,000 per staff member		\$1,000 per staff member	
Professional Development (300 & 500)							
Instructional Aids/Books/L Library(600)							
Supplies(600)							
<b>Total Instruction, Administration &amp; Support</b>							



Operations & Maintenance	Explanation	Total	Explanation	Total	Explanation	Total
Rent (Full Service)	2000sf (\$14 psf)	\$28,000	3000sf (\$14 psf)	\$42,000	5000sf (\$14 psf)	\$70,000
Building Improvements		\$7,500		\$5,000		\$5,000
Furniture & Other Equipment		\$15,000		\$5,000		\$5,000
Leases (Laptops for Students & Staff)	\$450 per laptop	\$60,638	\$450 per laptop	\$121,725	\$450 per laptop	\$182,475
Computer Software	\$250 per new laptop	\$33,668	\$250 per new laptop	\$33,938	\$250 per new laptop	\$33,938
Server/Hosting	\$500 per month	\$6,000	\$500 per month	\$6,000	\$500 per month	\$6,000
Internet Connection for Students & Staff	\$40 per connection	\$5,390	\$40 per connection	\$10,820	\$40 per connection	\$16,220
Marketing & Advertisement		\$15,000		\$15,000		\$15,000
Supplies		\$5,000		\$10,000		\$15,000
Printing & Postage		\$2,500		\$4,000		\$6,000
Phone Service		\$3,000		\$4,000		\$5,000
Custodial Services		\$1,200		\$1,800		\$2,400
Legal		\$2,000		\$3,000		\$4,000
Auditor		\$4,000		\$7,000		\$10,000
Property/Casualty Insurance		\$1,500		\$2,500		\$4,000
Testing Location Rent		\$2,500		\$5,000		\$7,500
Fees/Permits & dues		\$1,500		\$2,000		\$2,500
Leases (Copiers)	1 Copier	\$3,000	1 Copier	\$4,000	2 Copiers	\$6,000
Total Operations & Maintenance		\$197,415		\$282,783		\$396,033
Total Expenditures		\$727,040		\$1,384,866		\$2,017,116
Total Revenues		\$728,407		\$1,445,636		\$2,162,864
Budget Balance (Revenues-Expenditures)		\$1,367		\$60,770		\$145,748

# CHARTER SCHOOL WORKSHEET

## FY 2010-2011 (PROJECTION ONLY)

School Name	Open High School of Utah		
	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)	0	0.99	0
Estimated ADM (9-12)	244	1.2	292.8
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	18		
Special Ed (Self-Contained)	6		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	11		
WPU Value	\$2,514		
Prior Year Teacher FTE (CACTUS)	0		
Prior Year WPUs	0		
ELL Students	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
<b>WPU Programs</b>			
<b>Regular Basic School:</b>			
Regular WPU - K-12	See above	292.8000	\$ 736,099
Professional Staff	0.03800	11.1264	27,972
<b>Restricted Basic School:</b>			
Special Ed--Add-on	1.0000	24.0000	60,336
Spec. Ed. Self-Contained	1.0000	6.0000	15,084
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)	\$215 per K-8 ADM		-
<b>Total WPU Programs</b>		<b>333.9264</b>	<b>\$ 839,491</b>
<b>Non-WPU Programs</b>			
<b>Related to Basic Programs:</b>			
SS & Retirement	\$ 478.07 per WPU		\$ 159,640
Quality Teaching Block Grant	\$944 per CACTUS prior year teacher FTE OR, If new, use current teacher FTE \$76 per total prior year WPUs; OR If new, \$76 X C35 or current WPUs		- 10,384 - 25,378
Local Discretionary Block Grant	\$41		12,005
Interventions-Student Success	\$22 per K-12 WPU \$90 per ELL student		6,442 -
<b>Special Populations</b>			
At Risk Regular Program	\$6 per total prior year WPUs; OR If new, \$6 X C35 or current WPUs		- 2,004
Gifted and Talented	\$4 per K-12 WPU		1,171
<b>Other</b>			
School Land Trust Program	\$39 per student		9,516
Reading Achievement Program	\$19 per total prior year WPUs \$3 per K-3 student		- -
	\$42 per low income student		-
Charter Administrative Costs	\$62 per student		15,128
<b>Local Replacement Dollars</b>	Average \$1,021 per student		255,250
<b>Total Non-WPU</b>			<b>\$ 496,918</b>
<b>One Time</b>			
Teacher Materials/Supplies	\$360 or \$285 per teacher (K-6) <sup>1</sup> \$310 or \$235 per teacher (7-12) <sup>2</sup>	0 11	- 2,585
ADM costs (ongoing & one-time)	\$393	244	95,892
Library Books and Resources	\$3 per student	250	750
<b>Total One Time</b>			<b>\$ 99,227</b>
<b>ESTIMATED Total All State Funding</b>			<b>\$ 1,435,636</b>
<sup>1</sup> Steps one through three get \$360; steps four or higher get \$285			
<sup>2</sup> Steps one through three get \$310; steps four or higher get \$235			
Questions: Call Cathy Dudley @ 538-7667			
Updated 04-17-07			

# CHARTER SCHOOL WORKSHEET

## FY 2011-2012 (PROJECTION ONLY)

School Name	Open High School of Utah		
	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)	0	0.99	0
Estimated ADM (9-12)	366	1.2	439.2
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	27		
Special Ed (Self-Contained)	9		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	16		
WPU Value	\$2,514		
Prior Year Teacher FTE (CACTUS)	0		
Prior Year WPUs	0		
ELL Students	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
<b>WPU Programs</b>			
<b>Regular Basic School:</b>			
Regular WPU - K-12	See above	439.2000	\$ 1,104,149
Professional Staff	0.03800	16.6896	41,958
<b>Restricted Basic School:</b>			
Special Ed--Add-on	1.0000	36.0000	90,504
Spec. Ed. Self-Contained	1.0000	9.0000	22,626
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)	\$215 per K-8 ADM		-
<b>Total WPU Programs</b>		500.8896	\$ 1,259,236
<b>Non-WPU Programs</b>			
<b>Related to Basic Programs:</b>			
SS & Retirement	\$ 478.07 per WPU		\$ 239,460
Quality Teaching Block Grant	\$944 per CACTUS prior year teacher FTE OR, if new, use current teacher FTE \$76 per total prior year WPUs; OR if new, \$76 X C35 or current WPUs		- 15,104 - 38,068
Local Discretionary Block Grant	\$41		18,007
Interventions-Student Success	\$22 per K-12 WPU \$90 per ELL student		9,662 -
<b>Special Populations</b>			
At Risk Regular Program	\$6 per total prior year WPUs; OR if new, \$6 X C35 or current WPUs		- 3,005
Gifted and Talented	\$4 per K-12 WPU		1,757
<b>Other</b>			
School Land Trust Program	\$39 per student		14,274
Reading Achievement Program	\$19 per total prior year WPUs \$3 per K-3 student \$42 per low income student		- - -
Charter Administrative Costs	\$62 per student		22,692
<b>Local Replacement Dollars</b>	Average \$1,021 per student		382,875
<b>Total Non-WPU</b>			\$ 744,905
<b>One Time</b>			
Teacher Materials/Supplies	\$360 or \$285 per teacher (K-6) \$310 or \$235 per teacher (7-12) <sup>2</sup>	0 16	- 3,760
ADM costs (ongoing & one-time)	\$393	366	143,838
Library Books and Resources	\$3 per student	375	1,125
<b>Total One Time</b>			\$ 148,723
<b>ESTIMATED Total All State Funding</b>			\$ 2,152,864
<sup>1</sup> Steps one through three get \$360; steps four or higher get \$285			
<sup>2</sup> Steps one through three get \$310; steps four or higher get \$235			
Questions: Call Cathy Dudley @ 538-7667			
Updated 04-17-07			

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## **7- FISCAL PROCEDURES**

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Please refer to our Fiscal Policy document (**Attachment B**).

OHSU ensures that the business manager will attend School Finance & statistics training prior to working with the charter school.

## 8- ORGANIZATIONAL STRUCTURE AND GOVERNING BODY

### 8.1 Parent Corporation

The Open High School of Utah is an initiative of the OpenContent Foundation, a non-profit corporation registered in the state of Utah. The OpenContent Foundation is involved in a number of initiatives aimed at increasing access to educational opportunity, and the Open High School of Utah is one of these initiatives. The Articles of Incorporation of the OpenContent Foundation are attached as Appendix C. The Board of Trustees of the corporation are not the same group as the Governing Board of the school outlined below. We realize that this is not a common organizational setup for a charter school, and are willing to establishing a separate non-profit corporation to deal exclusively with the charter school if it becomes clear that this structure would improve the school's likelihood of success in serving students.

### 8.2. Founding Board

The Founding Board is made up of individuals who have had and will continue to have a significant role in the development of OHSU. Responsibilities of the Founding Board include, but are not limited to:

- Writing the charter
- Creating the Governing Board
- Determining the vision/mission of the school
- Signing assurances documents and honoring other legal commitments as required by the State of Utah
- Oversee all tasks and development required in order to open OHSU

Children of a Founding Member are eligible for preferential enrollment under both State and Federal Charter School law and will not exceed 10% enrollment. A list of founding members is enclosed as **Attachment A**.

### 8.3. Governing Board

The Governing Board (i.e., Board of Directors of the school) includes seven (7) members and oversees OHSU. Five (5) of the Board members are founding members of OHSU, two are Parent members.

The Founder members will serve on the Board for a period of five years or until resignation or dismissal from the Board. A vacancy on the Board of Directors may be caused by death, resignation, and removal from office for unexcused absences from 3 consecutive meetings of the Board. The Board at its next regular or special meeting shall fill any such vacancy. A majority vote of all the remaining members of the Board is required to fill any such vacancy. The two parent members may be replaced by parents without voting of the Board.

There will be two parent members in the Board. Parent members will serve on the Board on a rotating basis and be elected among parents for two years. Any unethical or illegal actions of a parent member may be subject to dismissal from the Board.

A majority of the members should be present to start a board meeting and a majority vote of the Board (4) constitutes action by the Board. The Board meets at least once a month. The meetings are open to public and the Secretary is responsible to give at least 24 hour public notice.

The Board may appoint special committees related to school policies, curriculum, or administrative duties.

Responsibilities of the Board include, but are not limited to:

- Setting the policies of the school.
- Exercising sound legal and ethical practices
- Ensuring that the School follows the school mission.
- Authorizing any amendment to the charter.
- Promoting the school's mission.
- Hiring and evaluating the administrative positions of the school.
- Finding funds and grants for activities in accordance with the school's mission.
- Creating sub-committees.
- Assessing the performance of OHSU.

Responsibilities of the President:

- Setting the agenda
- Chairing the Board meetings
- Appointing all committees
- Signing legal documents

Responsibilities of Vice President

- Performing duties of the President if the President is absent
- Coordinating meeting agendas

Responsibilities of Treasurer

- Controlling financial matters
- Submission of monthly and annual financial reports
- Submission of annual budget

Responsibilities of Secretary

- Distributing meeting agendas to members
- Posting public notice of meetings
- Keeping minutes of meetings

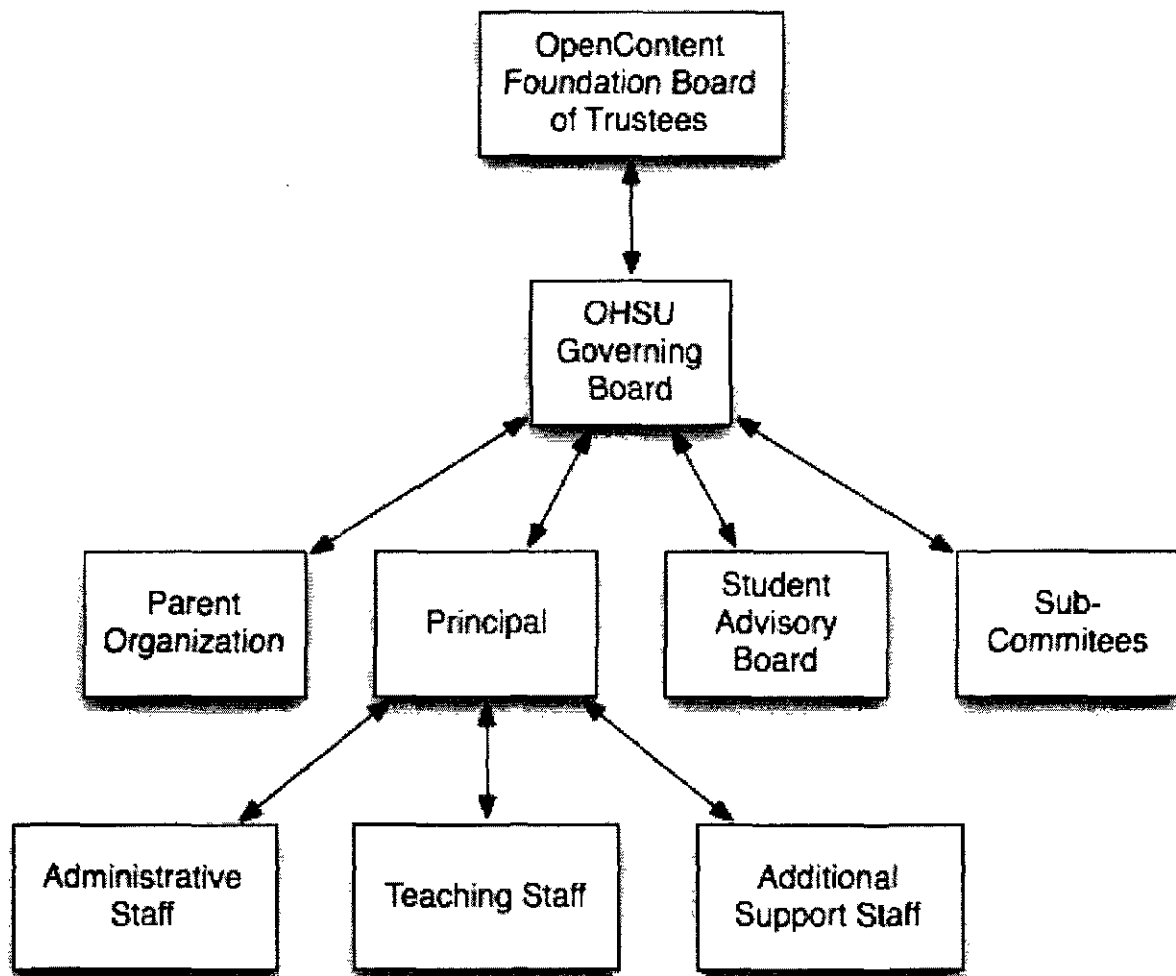
## 8.4. Parent Organization

The Parent Organization is comprised of parents/guardians whose students are attending OHSU. The responsibilities of this association include, but are not limited to:

- Coordinate the efforts of parent volunteers for activities, field trips, service learning, extracurricular activities, public relations, etc.
- Raise funds for supplementary materials and activities.
- Elect parent members of the Governing Board.

The two parent members of the Governing Board will be elected among parents in the first week of September 2009.

## 8.5. Organizational Flow Chart



## **9- BACKGROUND INFORMATION AND RESUMES**

Please refer to **Appendix D** for background information sheets and resumes, and **Appendix E** for disclosure statements.



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## **10- ARTICLES OF INCORPORATION**

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Please refer to **Appendix C** for Articles of Incorporation of the sponsoring organization as well as approved minutes of the open meeting at which the articles of incorporation were adopted.

# 11- COMPREHENSIVE PROGRAM OF INSTRUCTION

## 11.1 Curricular Emphasis

We believe that all students can learn, have the right to learn and should have equal access to the educational resources. Following OHSU's philosophy and mission, we believe that the most effective teaching is both hands-on and service oriented. Service learning is defined as a learning strategy that integrates meaningful community service with instruction to enrich the learning experience and strengthen communities. Involvement in community affairs will be encouraged as part of our curriculum and thus we aim to have an active collaboration among teachers, students, and the community through service-learning.

Service-learning combines service objectives with learning objectives with the intent that the activity change both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content. (The National Service-Learning Clearinghouse, no date, para 5).

The National Commission on Service-Learning (2002), chaired by former United States Senator John Glenn, in its report entitled "Learning in Deed: The Power of Service-Learning for American Schools," found that service-learning is a powerful strategy for teaching and learning, which allows young people to deepen and demonstrate their learning and at the same time develop a strong sense of civic responsibility. Specifically, service-learning accomplishes the following:

- Reverses *student disengagement* from schooling by giving students responsibility for their own learning and increasing their motivation to participate in school activities.
- Reinforces and extends the *standards-based reform* movement by providing a real-life context for learning and giving students a sense of the practical importance of what they are learning in school.
- Promotes the *public purposes of education* by preparing students for citizenship through involvement in citizen action.
- Builds on the growing *willingness of students to become involved in service* to their communities while adding an academic component to such service.
- Contributes to young people's *personal and career development* by reducing violence and sexual activity and increasing their sense of responsibility and workplace skills. (The National Commission on Service-Learning, 2002, p. 4)

An example of service-learning is the development of websites by the students. Students may contact the Chamber of Commerce in their towns and develop or improve websites for local businesses or non-profit organizations.

As we have emphasized, we believe that the most effective teaching is both hands-on and service oriented. As our students will be at a distance and may not have physical hands-on experiences, we aim to provide hands-on experiences using virtual technology and computer graphics. Virtual science laboratories have been popular in the US to try experiments that would be too costly or dangerous to do at local high schools (Dillon, 2006). We believe that physical hands-on experience is indispensable for meaningful learning and virtual hands-on experiments could be very valuable in supplementing physical lab work. Moreover, new developments in virtual technologies and online learning might prove to be a real alternative to physical lab work. We encourage students to have experiments with physical laboratories. Nonetheless, virtual

online laboratories are often the only way advanced science can be taught in isolated rural areas. Moreover, it is easy to experiment with large-scale environments using virtual technology. For example, in the past, providing students with a hands-on experience with tornadic thunderstorms was difficult due to the complexity of the systems, the lack of predictability, and the danger associated with the storms; however, now, a software, the Virtual Storm, provides a hands-on experience about severe weather using virtual reality technology and was found to be a useful compliment to a lecture (Faidley, 2006). Moreover, the students at several prominent online high schools have had high scores on A.P. exams. On the 2005 administration of the A.P. biology exam, for instance, 61 percent of students nationwide earned a qualifying score of three or above on the A.P.'s five-point system; yet 71 percent of students who took A.P. biology online through the Florida Virtual School, and 80 percent of students who took it from the Virtual High School, Maynard, Mass., earned a three or higher on that test (Dillon, 2006).

We believe that open educational resources enable our educational mission by providing the greatest pedagogical flexibility possible to OHSU students. To illustrate, before [www.eSkeletons.org](http://www.eSkeletons.org), a project funded by National Science Foundation among others, access to real bones and skeletons for hands-on learning was restricted; students at select schools might have access but opportunities for many other were limited or non-existent. In other words, providing virtual hands-on experience is a step in removing barriers to access to information.

As OHSU's aim is to provide all Utah students with excellent education, we will also use personalized and interactive instruction with particular attention to helping all students achieve proficiency in core curriculum. Thus, we aim to construct an active and flexible learning environment that engages and motivates students from various backgrounds. No scripted curriculum can be a replacement to commitment from teachers and students for a meaningful learning relationship.

Service learning will be supported by the inter-disciplinary projects—the projects that students are personally interested in. Using inter-disciplinary projects, students can acquire knowledge indirectly by means of activities of the projects. In project-based learning, the goal is to learn more and conduct an extensive research about a specific topic, rather than to find a right answer posed by a teacher (Katz, 1994).

OHSU's curriculum emphasizes mastery of core subjects and preparation for college. Namely, OHSU's core curriculum features language arts, mathematics, science, social studies, the arts, physical education/health, career and technical education, educational technology, general financial literacy, and library media skills with a focus on college preparation. OHSU will have work with the Utah State University and other state universities to allow college-level study for successful high school students. The combined high school and college programs will enable students to complete a high school diploma and an associate degree, with an emphasis on computer science, simultaneously.

Each enrolled student at OHSU will be loaned a laptop computer system including software. Computer systems will be school property and must be returned to the school when the student leaves the school. The Technology Coordinator at OHSU will provide technical support. The courses will be conducted both synchronously and asynchronously. 30 minutes of each course will be carried out synchronously each school day. Both the teacher and the students will be online and have the opportunity to discuss and exchange ideas about the subject matter. The remaining instructional time will be conducted asynchronously. Students will have opportunity to post any question to the forum and get the answer from fellow students and teachers. The asynchronous sessions will provide flexibility for students to self-pace learning based on their