AMENDMENT REQUEST

Utah State Board of Education

The Utah State Charter School Board (SCSB) is charged with authorizing, monitoring, evaluating, and dismissing charters of public schools in Utah. Its work is under the direct supervision of the Utah State Board of Education (USBE) per Utah Code 53A-1a-501.5.

1.	Charter School Noah W	ebster Academy		
2.	Street Address 205 Eas	t 400 South	Pho	one 801-426-6624
3.	City Orem		_County	Utah
4.	This is a school located i	n an area: () Rural	(x) Urban
5.	Chief School Officer	Margo Gaisford	Pho	one 801-787-5936
6.	The Charter school is loo	cated in which school district?_	Alp	ine
7.	List or attach all sponsor	s and/or founders of the charter	r school;	
<u>Sharon</u>	Moss	Seana Johnson	<u>Ed</u>	<u>Hayward</u>
Heidi N	Moore	Karen Strong	Kat	herine Chapman
Matt H	ailstone	Kitty Holdaway	_	
8.	List or attach all duly ele	ected, current board directors of	the school:	
Margo	Gaisford	Lisa Winegar		Megan Gygi
Kevin	Wilson	Matt Draper		Karen Matthews
Brad D	Daw	Linda Christensen		

- 9. Requested amendment to charter.
 - 1. Modifications to Governing Board structure
 - 2. Curriculum clarification to focus on outcomes, not specific methodology. Our intended end result has not changed. For example, we chose Core Knowledge because it provides a framework for cross-curricular instruction as well as one the builds on itself as the child progresses year after year. We will continue to utilize Core Knowledge as long as it meets these needs. Our curriculum will continue to be taught with a variety of methods, including multi-sensory, Socratic and direct instruction.
 - 3. Modification to our foreign language curriculum. In order to focus class time on math and language arts, we moved our foreign language program to an after hours enrichment program.
 - 4. Updates to wording and goals in preparation for accreditation process

10. a) Summary description of charter school:

Noah Webster Academy is an elementary school in Orem currently serving grades K-6, but has been approved to add grades 7-8. We strive to assist parents in their stewardship of developing the hearts and minds of children by creating a safe and nurturing environment of classical education that fosters patriotism, cultural literacy, moral virtue, individuality, self government and excellence, thereby creating a lifelong love of learning, leadership and service. NWA represents a partnership of students, parents, teachers and administration that are committed to the common objectives in the above mission statement. We strive to create an environment that is conducive to each child developing a love of learning which will assist them in achieving their full intellectual potential. This is accomplished through a Socratic, multi-sensory teaching philosophy that results in a hands-on experiential learning environment that is tailored to meet the unique learning styles of individual students enabling them to truly learn, grow and excel.

b) How many students will the charter school serve and what grades?

As of October 1, 2010 there were 550 scholars enrolled in grades K – 6 with a wait list of 187.

Kindergarten:	82	4 th :	83
1 st :	85	5 th :	69
2 nd :	82	6 th :	65
3 rd :	84		

As of March 3, 2011, our enrollment for the upcoming 2011-12 school year was 590 scholars enrolled and 300 on the wait list.

On March 7, 2008 we received approval to expand our enrollment to 625.

c) The charter school's current grade configuration is:

K-6, but have been approved to add 7-8. We have not yet added 7-8 due to budget constraints and uncertainty in guaranteeing full classes.

d) Does the charter school's grade configuration align with the local school district configuration?

Yes

e) Percentage of minority students at charter school:

22.8%

f) Percentage of special education students at charter school:

9.5%

g) Additional information:

	NWA is the only charter elementary school in Orem, Utah. As such we provide a local opt families seeking alternatives to the district schools. Our multi-sensory approach to education available elsewhere, fills a need for many of our students.	
12.	Is the schools' curriculum fully aligned with the Utah State Core Curriculum? If not, in who does the school deviate from the Core?	at areas
	Yes, the curricular programs in use at Noah Webster Academy have been aligned to the Sta	te Core.
13.	How does the school address the needs of students with disabilities who will need Special Eservices?	Education
	Noah Webster Academy currently has 51 students with IEPs. Their needs are being met by Special Education Teacher who oversees the program and works with the students and three time Paraprofessionals who work only with IEP students and under the direction of the Spe Education Teacher. We outsource for speech pathologist services, for psychological evaluations, as well as for occupational therapy services.	e (3) part- cial
14.	Provide a copy of current school year budget and projected budget with amendments.	
	See attached	
15.	Provide a copy of most recent UPASS state academic information. You may attach addition academic information if desired.	nal
	See attached	
16.	Who performs the financial accounting for the school (by name) and what are his/her crede accounting?	ntials for
	The director of business services at Red Apple Financial, Steve Finley, has a master degree accounting with an emphasis in non-profit and taxation and 6 years experience with charter accounting. We have also contracted with Squire and Company as our auditing firm and ha all of their recommendations for sound fiscal oversight.	school
17.	Provide the name and title of district personnel to whom you provided a copy of your entire amendment request, as well as the date of contact.	
	Emailed to Rob Smith, Asst Superintendent for Business Services (rwsmith@alpine.k12.ut. Tuesday, April 18, 2011.	us) on
Charter	er School Board Representative Signature Date	
Charter	rer School Principal/Director Date	

11.

What makes this school unique or needed?

FINANCIAL REPORT CARD

>5% Better than budget <5% Variance to budget

		C	urrent Yr's Actuals	(550 Students) Approved Budget 24Feb2011		>5% Worse that % of Approved Budget
Revenue						
1000 Local		\$	41,723	\$	53,321	78.2%
3000 State		\$	1,898,083	\$	2,764,579	68.7%
4000 Federal		\$	215,681	\$	489,292	44.1%
	Total Revenue:	\$	2,155,488	\$	3,307,192	65.2%

Expen	ses			
10	00 Salaries	\$ 846,729	\$ 1,371,010	61.8%
20	00 Benefits	\$ 220,409	\$ 403,282	54.7%
30	00 Prof & Technical Services	\$ 93,978	\$ 160,550	58.5%
40	00 Purchased Property Services	\$ 33,549	\$ 94,750	35.4%
50	00 Other Purchase Services	\$ 22,893	\$ 38,323	59.7%
60	00 Supplies and Materials	\$ 122,462	\$ 220,700	55.5%
70	00 Property, Equipment	\$ 21,494	\$ 38,700	55.5%
80	00 Debt Service and Misc	\$ 466,840	\$ 791,790	59.0%
	Total Expenses:	\$ 1,828,354	\$ 3,119,105	58.6%

Net Income:	\$ 327,134	\$ 188,086	173.9%

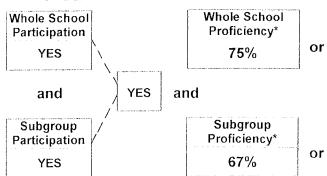
Fund Reserve:	\$ 308	3 <i>.232</i> .	S 496	.318

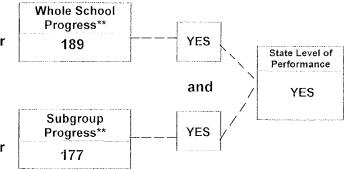
Operating Margin: 5.69%



U-PASS Accountability System 2010 School Report

NOAH WEBSTER ACADEMY





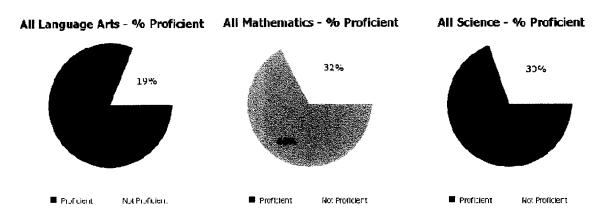
Proficienc	cy
LANGUAGE ARTS	
Percent Proficient	72%
MATH	
Percent Proficient	77%
SCIENCE	
Percent Proficient	74%
ATTENDANCE	
Percent Proficient	84%

Progres	S
LANGUAGE ARTS	
Progress Score	187
MATH	Martine of the Whiteless which there is the first of the Artine of the A
Progress Score	194
SCIENCE	
Progress Score	194
ATTENDANCE	
Progress Score	170

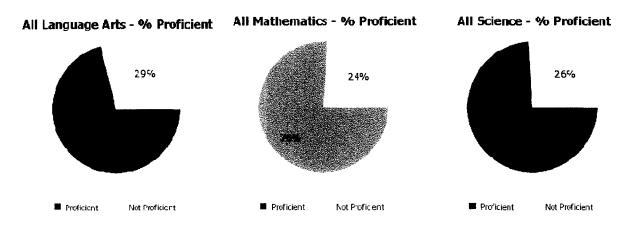


2009 - 2010 Assessment Data

Utah State Average



Noah Webster Academy Average



In 2009 – 2010, Noah Webster Academy scored higher than the state average on year end CRTs in math and science. Our average was lower than the state in Language Arts. While we strive to continue to improve both math and science, our main focus for this year is improvement in reading/Language Arts. To do this we are focusing on being a data driven school. Our goal is to let the data guide our instruction. Teachers have analyzed last year's CRT data along with this year's DIBELS data. Grade level teams have set goals and created plans to meet the needs of each scholar.

Education

July 2007 Weber State University – Master's of Accountancy

Emphasis Taxation & Non-profit - GPA 3.7

December 2005 Weber State University – Bachelor of Science - Accounting

December 1999 Rick's College (Now BYU-Idaho) – General Studies

Experience

May 06 – Present Red Apple Financial (CFO & Director of Business Services)

Responsibilities – All accounting and reporting as well as Human Resources as the contract business services

company for 10 Utah Public Charter Schools. Utah charter

schools are Non-Profit Corp as well as 501(c)(3) s.

Completed Budgets, 990, AFR, APR, as well as assisted with audit. Day-to-day: A/P, A/R, Payroll, Bank Recs, cash

management, and much more.

Reference: Owner/CEO - Monty Hardy

Mar 99 – Aug 06 Mailtech (IT Manager/Floor Manager) – Mail house –

processed mailing lists, ran machinery and printers over 3,000,000 pieces of mail a month. Oversaw employees and

managed A/R, daily interaction with clients.

Reference: Owner - Ken White

Jan 98 – Dec 99 Rick's College Library (Reference Assistant) – Assisted

students in finding research through reference materials (i.e. journals, encyclopedias, etc.) as well as Internet search

engines.

Aug 94 – Dec 94 Hewlett-Packard (Net Server Assembly Line/Net Server

& Mar 97 - Jan 98 Assembler) - Had to stints of service with HP: first -

assembly line work, second – performed final assembly of million dollar servers for large corporation and governments.

Skills & Abilities

Expert with: QuickBooks, Word, Excel, Paradox, WordPerfect,

PowerPoint, Access, and others (computer savvy).

Exposure to: Peachtree, Great Plains accounting systems.

Abilities: Contributing team member, personable, attention to detail,

Self-motivated.

^{**}References available upon request



Originally Approved July 13, 2005

Amendment Approved March 7, 2008

Amendment Approved April 16, 2009

Noah Webster Academy
Noah Webster Academy, Inc.
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I certify all information contained in this application is complete and accurate, realizing that any

misrepresentation could result in disqualification from the charter application process or revocation after

award. I understand that incomplete applications will not be considered.

The charter school applicant acknowledges that it has read all Utah statutes regarding charter schools and

that, if approved, it is subject to and will ensure compliance with all relevant federal, state and local laws

and requirements. The charter school applicant acknowledges that, if approved to operate a charter

school, it must execute a charter contract with the Utah State Charter School Board within twelve months

of the date of approval of the charter by the Utah State Charter School Board and must begin providing

educational services within the timeframe outlined in the charter. Failure to do so may result in

revocation of the charter approval and, if applicable, termination of the contract and revocation of the

charter.

Authorized Agent (please print) Signature of Authorized Agent Date

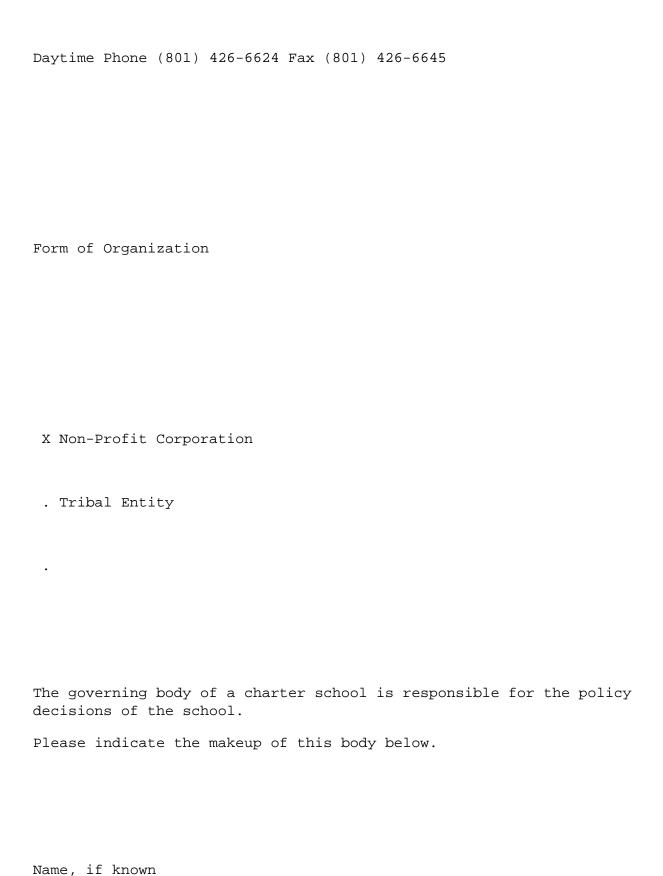
All information presented in this application becomes part of the charter contract and may $\ensuremath{\mathsf{A}}$

be used for accountability purposes throughout the term of the charter contract

Name of Proposed Charter School Noah Webster Academy X New School . Converted School Name of Applicant Applying for the Charter Sharon Moss (This may be a public body, private person, or private organization.) Authorized Agent for Applicant Sharon Moss (This may be the individual applicant or an authorized member of the corporate board.) Authorized Agent Mailing Address 205 East 400 South City Orem State UT Zip 84058

1. Title Page 2005 - 2006

County Utah E-mail smoss05@gmail.com



at time of application

Phone Number

Type of Member
(examples:
parent, business,
potential staff)

Position on Board

Sharon Moss

801-754-0258

Parent

CAO/ Chairman

Ed Hayward

801-226-5477

Parent/Business

Vice Chairman

801-224-4327
Parent
Secretary
Peter Tennis
Parent/ business
Vice- Chairman
Kevin Wilson
Parent Finance
Treasurer
Brad Daw

Parent

Karen Strong

Margo Gaisford Parent Matt Draper Parent

Parent Elected

Board Member

Lisa Winegar

PO President

Please attach a list of those persons whom you have designated as ${\tt FOUNDING}$

MEMBERS of the school. Children of a Founding Member (an individual who has had a

significant role in the development of a charter school application R277-481) are eligible for

preferential enrollment under both State and Federal Charter School law. 53A-1a-506(b)(i)

Noah Webster Academy
Founding Members
The following is a list of the Founding Members as of May 5th 2005. Additional names are
forthcoming.
Sharon Moss
Karen Strong
Ed Hayward
Seana Johnson
Heidi Moore
Matthew Hailstone
Katherine Chapman
Kitty Holdaway

2. Target Population

Mission Statement (use only this space):

Noah Webster Academy assists parents in their stewardship of developing the hearts and minds of

children by creating a safe and nurturing environment of classical education that fosters patriotism,

cultural literacy, moral virtue, individuality, self-government, and excellence, thereby, inspiring a

lifelong love of learning, leadership and service.

GRADES SERVED

TOTAL NUMBER OF STUDENTS (Enrollment cap) K

Year 1

Year 2

Year 3

Ultimate Enrollment

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

NWA reserves the right to alter grade by grade student distribution to best meet the needs of the families whom we serve.

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

Noah Webster Academy has set aside \$10,000 in our budget to be used specifically for outreach prior to

the opening of the school. Our outreach committee has planned for flyers, direct mail pieces and

advertisements in local newspapers and has already been busy compiling a list of interested families and

sending out an informational mailer detailing our philosophy and methods of instruction. This mailer

was sent to 100 families on Sat, April 23rd and as of April 28th has this far resulted in 120 potential

students for the 2006-2007 opening of the school pending approval. We intend to hold open houses and

other public meetings to educate the public both prior to and during our enrollment period. Any other

means recommended by the outreach committee and approved by the Governing Board will also be

carried out on a yearly basis.

School Calendar

X Standard

. Extended School Year

. Alternative (please describe in 5 words or less)
Instructional Days: 180
Start Date Will begin as scheduled in the Alpine School district
Complete the following information for each site indicated above. If planning more than one site, attach an additional page with the following information.
If facility arrangements have been made, provide the information below.
Site Name Noah Webster Academy
Site Address 205 East 400 South

City: Orem____ Zip Code: 84058_ County: Utah

Site/Location Description. (If facility arrangements have not been finalized, please provide general

information on the location and type of facility planned for your school.

[Facility arrangements are finalized.]

Title 53A-1a-503 statutorily defines seven purposes for charter schools. Please provide a detailed

description of how your school <u>shall</u> meet these defined purposes. You may attach sample lesson plans

and other information that demonstrates a fulfillment of a stated purpose. If a purpose does not apply to

your proposed school, please so indicate.

1. Continue to improve student learning:

This is the primary goal of Noah Webster Academy and <u>shall</u> be met by implementing a variety of

teaching methods and tracking the performance of each student in the core areas of the curriculum

through consistent, formative, and summative assessments. This <u>shall</u> allow us to ensure that our students

are on track to meet our effectiveness goals and remediate those students who are not.

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

As stated in our philosophy, our teachers <u>shall</u> be extensively trained in and encouraged to continue their

quest for knowledge as they implement <u>our chosen curriculum</u> which will contain a framework for cross-curricular instruction as well as one that builds on itself as the child progresses year after year. Our curriculum will be taught with a variety of methods, including multi-sensory, Socratic and direct instruction.

the Core Knowledge Sequences and other curriculum. Our

method of instruction is innovative and different from standard educational practices. It is Multi-sensory,

Direct and Socratic instruction. Noah Webster Academy may modify its teaching methods from time to

time under the direction of its Governing Board in order to provide for continuing innovation.

3. Create new professional opportunities for educators that allow them to participate in designing

and implementing the learning program:

It is our intent to give our teachers greater control of their classroom and to create an environment where

teachers are partners not only with the parents, students, and administrators, but also with each other. The

implementation of E.D. Hirsh's Core Knowledge Seriesour chosen curriculum gives greater freedom to teachers in how they

creatively present specific unit material. School \underline{shall} be dismissed early one day a week for the purpose of

teacher training, preparation, and brainstorming sessions where the teachers $\frac{1}{2}$ have the opportunity to

share ideas, insights, and experiences. They $\underline{\mathsf{shall}}$ also be encouraged to create unique programs that fit

within our philosophy. We also intend to implement peer reviews encourage strong collaboration in which teachers shall have the

opportunity to observe each other in the classroom and give and receive positive feedback

Noah Webster Academy may modify the foregoing plans from time to time under the

direction of its Governing Board in its efforts to continually improve professional opportunities for

educators.

4. Increase choice of learning opportunities for students:

Our method of instruction is innovative and designed to meet the instructional needs of each child. Students

Students at Noah Webster Academy will have the unique opportunity to participate in an extensive multi-

sensory education program beginning in Kindergarten They willshall also have learning opportunities through

additional programs and curriculum $\frac{\text{such asthat may include m}}{\text{music, speech/debate, foreign language, theatre/drama, etc.}} \frac{\text{music, speech/debate, foreign language, theatre/drama}}{\text{music, speech/debate, foreign language, theatre/drama, etc.}}$

Achievement, etc.

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 foreign language program is one example of a new model. This goes beyond a normal language class

as it immerses our students in the culture, people, and language being studied. Our testing $\underline{\text{shall}}$ be

thorough, comprehensive, and have immediate follow-up in the form of parental involvement and

remediation. We have also created an innovative way to measure student improvement in areas of

citizenship and self-government. Our citizenship and self-government standards for the classroom and

school $\underline{\text{shall}}$ be clearly defined and the effort and progress of each student to attain the standard shall be

tracked. In other words, a student may need overall improvement in an area of citizenship based on the

standard, but may be making excellent effort and progress to attain the goal. Both standards shall be

recorded on the child's report card and parents <u>shall</u> be kept informed as to the progress of their child.

NWA may modify the foregoing program from time to time under the direction of its Governing Board in

its effort to continually improve its models, forms of accountability and measurement tools.

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

level. (See also 53A-1a-508 (3)(h))

Parents are foundingat Noah Webster Academy once in operation, provide input and

direction as they serve in various capacities such as Parents' Organization, sub-committees and on the

Governing Board.

(Reference Organizational Structure.)

7. Expand public school choice in areas where schools have been identified for improvement,

corrective action or restructuring under the No Child Left Behind Act:

Not Applicable.

3. Comprehensive Program of Instruction

Philosophy

Noah Webster, the Schoolmaster of our Republic, did more for education during the founding of our

nation than did any other man. He matured with his country as he molded the intellectual character of her

people. Noah Webster believed that the quality of the new government, which he helped to create,

depended upon the quality of education for its citizens. We hold this to be true as it has been said that .the

philosophy of the classroom today reflects the philosophy of the government tomorrow..

Noah Webster Academy represents a partnership of students, parents, teachers and administration who are

committed to the common objectives in our mission statement and to creating a safe, disciplined

environment of learning. We have created an environment that is conducive to each child developing a love of learning and we

shall assist them in achieving their full intellectual potential.

This is accomplished through a direct, multi-

sensory teaching philosophy that will result in a hands-on, experiential learning environment that is

tailored to meet the unique learning styles of individual students enabling them to truly learn, grow and

excel.

The greatest influence of a teacher is within the walls of their own classroom. As role models and

mentors, the caring teachers and instructors at Noah Webster Academy are models for lifelong learning,

leadership and service by continuing their quest for knowledge and by imparting that enthusiasm for

learning to their students. They also take seriously the charge that is given them to remain in partnership

with the parents who entrust their children to their care and influence.

Noah Webster Academy is committed to inspiring excellence in our students through a curriculum that is

classical in nature-

Classical by definition is that which has proven successful throughout time and over

varied geographic and cultural demographics. Such a curriculum enables our students to be accountable

for and value their educational experiences. The main components of a classical education are as follows:

. Classical Education is a language-intensive education. It demands that students use and understand words.

During the first four years, classical education has two purposes: to get the child to read quickly, well, and

habitually; and to fill $\underline{\text{their}}$ minds with stories of every kind-myths, legends, classic tales, biographies, poems

and great stories from history.

. Classical Education uses history as its organizing outline, beginning with the ancients and progressing $\,$

forward to the moderns in history, science, literature, art, and music. This framework provides students

with a comprehensive view of the human endeavor from the beginning until now.

- . Classical Education trains the mind to analyze and draw conclusions.
- . Classical Education demands self-discipline and provides leadership opportunities.
- . Classical Education produces literate, curious, intelligent students who have a wide range of interests and

the ability to follow up on them.

. Classical Education prepares students to read, write, calculate, think and understand.

Methods of Instruction

It is the intent of Noah Webster Academy to provide each student with a quality education that is

comprehensive, balanced, sequential, and is designed to develop each child's unique individuality and

ability to learn as they master fundamentals. The students are then able to apply that knowledge to make

evaluations, draw conclusions, and thereby acquire higher order thinking and reasoning skills. We

acknowledge that individuals are born with strengths and weaknesses in their learning patterns. To

address these differences and accomplish our educational objectives, we shall employ the following

methods of instruction: Multi-sensory, Direct, and Socratic
instruction. a variety of methods of instruction including multisensory, direct, and socratic. .

Multi-Sensory instruction simultaneously uses four sensory pathways to the mind-sight, sound, voice

and writing. Whatever the content, it is seen, heard, said, and written. This technique thus addresses all

learning styles which are neurologically based and allows for handson learning experiences. Direct Instruction, a research validated methodology, will be used extensively at Noah Webster

Academy as it calls for the teachers to:

. Teach the objective of each type of instruction what it is, why the students need it, and how it ties to what

they already know.

- . Clarify rationale and concepts of the instruction.
- . Illustrate, model, and guide the first practice.
- . Check for understanding, and then practice with students.
- . Assign additional practice and assess progress toward the objectives.
- . Practice for mastery.
- . Review periodically, reassess, and remediate if necessary.
- . Reassess and adjust teaching strategies to ensure mastery.

"Socratic Instruction" is the method of inquiry and instruction employed by Socrates consisting of a

series of questionings. In our curriculum, this teaching technique is used to lead students to correct

answers and to require them to research, reason, think, discuss, question, analyze, relate and record under

a teacher's direction. This process leads students to the joy of discovery and develops life long learners.

Portfolios and notebooks will be kept by each student as a written record of their learning which is

comprised of the research, reasoning, relating and recording that is completed in each area of study. These

will also serve as a display of how each concept fits into a larger picture to be built upon.

Curriculum

The school's curriculum and student expectations <u>meet or</u> exceed <u>all</u> the standards of the Utah State Core Curriculum

which serves as a foundation to the subjects taught and provides a minimum basis for academic

requirements.

To accomplish these objectives, the curriculum is planned around the following models and

programs as outlined in the forthcoming Noah Webster Curriculum Guidebook. All curriculum is

currently being mapped to ensure that all standards are being taught. NWA intends to continually

improve upon its curriculum and reserves the right, under following the direction of its Governing Board,

to modify the curriculum accordingly, while remaining true to the Philosophy of NWA.

NWA uses sequenced curriculum in math, literature, phonics, history, science, etc. from kindergarten to sixth grade. The following curriculums are is a brief overview of our current curriculum. For a comprehensive overview of NWA's curriculum, please refer to the NWA Policy and Procedures manual.

E.D. Hirsch's Core Knowledge Series consists of a rich, challenging and sequenced body of knowledge

that is classical in nature and is designed to prepare students to develop higher-order thinking skills. Each

student builds on their foundation of knowledge, gaining specific insights from year to year. Subjects may

include <u>l</u>anguage <u>a</u>rts, <u>h</u>ealth/ <u>s</u>cience, <u>h</u>istory, <u>g</u>eography, <u>v</u>isual arts, and music.

Mathematics

Mathematics instruction at Noah Webster Academy <u>shall</u> implement a process of translating mathematics

into a form children can comprehend, provide experiences that enable children to discover

relationships, construct meaning, and develop and exercise mathematical reasoning. This shall be

accomplished by using the research based Saxon Math Program which ${\color{red}{\bf Shall}}$ be supplemented with

additional hands-on experiences. These_may include elements from Joan A. Cotter's Right Start

Mathematics Program. Both programs provide an incremental, sequential, and comprehensive hands-on

learning experience with review, practice, and assessments throughout the year.

Literature and Phonics

Literature and phonics are a daily part of the curriculum at Noah Webster. The literature program has a

strong phonics base and is emphasized by-implemented with daily written and oral drills. The Writing Road to Reading by

Romalda Bishop Spalding is the direct, multi-sensory text used for phonics instruction. The Spalding

Method gives students essential information about phonics and provides the comprehension strategies

needed for proficient reading. Multi-sensory techniques are used to deliver comprehensive instruction in

listening, speaking, spelling, reading, and writing. Thinking skills are developed in each lesson so

students can meet new challenges with confidence. The literature selections include classics and

decodable literature sets with wholesome ideals which assists a wide range of students to build a solid

foundation for success in reading activities, including comprehension. Specific guidance is given to the

teacher to address different student abilities (e.g., challenge groups, intervention groups) thereby allowing

the reading instruction to be tailored to the individual needs of the student.

Spelling/ Penmanship

The Spalding spelling program, which consistently teaches spelling rules, is part of the language arts

curriculum. The correct spelling of all words is stressed in all subjects. The Spalding handwriting

program is also used as a part of the curriculum with cursive writing being introduced no later than third

grade, based on the child's individual ability. Neatness and legibility are stressed through daily drill

in all subject areas.

Language/ Grammar

The Shurley English language program includes daily practice and drill in fundamental English

grammar, its rules and usage. Shurley English utilizes all learning styles, supports student- teacher

interaction, uses repetition to attain mastery and provides tools for writing excellence. Shurley English

promotes higher-order thinking and reasoning skills as students are inspired to learn and use their own

thought processes to solve difficult language problems.

History

The best way to prepare for the future is to learn from the past. Using the history guidelines as set forth in

E.D. Hirsh's Core Knowledge Scope and Sequence, students at Noah Webster Academy shall develop

character qualities such as resourcefulness, individuality, diligence, responsibility, self-government and

excellence as they study the lives of the men and women who have made our country great. Our students

 $\underline{\mathtt{shall}}$ also learn the value of using primary source documents as they begin to research and reason for

themselves what it means to be an informed citizen and to live the correct principles of good citizenship.

Cultural Literacy/ Foreign Language Integration Program

A unique feature of Noah Webster Academy is the implementation of a foreign language program over

the first three years of operation. During the first and subsequent years, we will introduce the student

body to a variety of foreign languages through the study of geography. As a class is studying a specific

region or nationality, as outlined in Core Knowledge, we will invite native level speakers to enhance the

study of that geographic region by exposing the students to the culture, language and customs of the

countries in that region. The language integration program will be expanded for interested students by

offering elective foreign language classes after school and /or on Friday afternoons. These classes will

provide a cultural immersion experience for the students as they learn the language, prepare foods, and

participate in dances and dramas native to the culture being learned. Once we have a feel from the parents

and students of which languages would best serve the needs of our community, we may begin

implementing foreign language instruction during the course of the regular school day.

Other Programs and curriculum items-

We <u>shall</u> establish programs that <u>shall</u> target the following disciplines and further the experience of our

students which may include but not be limited to:

Music, Visual Arts, Library, Media, Theater, Physical Education, Speech/Debate,

Health, Educational Technology, Science, Junior Achievement .

Other disciplines may be added as necessary to accommodate the learning needs of our students.

Special Emphasis

Noah Webster Academy specializes in a classical approach to \underline{g} eneral academics with an emphasis on

integrating core values and leadership principles into all areas of instruction which shall give our students

the tools necessary to <u>be successful</u> in the upper grades and make an impact in an increasingly complex world.

We have established goals that $\underline{\operatorname{shall}}$ maintain our focus on this emphasis.

4. Effectiveness Goals

At Noah Webster Academy, we realize that excellence in education includes both academic and

social/emotional development. Excellence in education focuses on the whole student as a unique

individual and is best measured using a variety of assessment approaches. We believe that the success of

our school depends on the success of our students. With this in mind, we have established the following

goals, objectives, and measurement criteria to guide the school and to allow our students to take responsibility

accountability and contribute to the process of identifying his or her efforts, accomplishments and

learning needs. Noah Webster Academy reserves the right to add to or modify the following objectives

and/or measurement criteria under the direction of the Governing Board in order to benefit the operation

of the school.

Goal

Specific Objectives

(What will be measured?)

Measurement Criteria

```
(How you know it—means of measuring data, percent mastery, etc.)
```

1. Improve

student

learning

la. Students shall
demonstrate proficient
reading skills.

lab. NWA shall provide every reasonable opportunity for students to progress. By the end of their first year at NWA 70% of students shall have improved their reading by one grade level. By the end of their second year at NWA, 85% of students shall be reading at or above grade level. In all subsequent years at NWA, our goal is 92% of students be proficient in reading. NWA's goal is aligned with the NCLB requirement that by 2014 our students will be 100% proficient in reading. All assessments are based on end-of-year USOE-approved assessments for the grade levels selected by USOE for end-of-year assessments. Those grade levels not selected for yearly assessments by USOE shall be 'proficient' as determined by the NWA Board-approved assessments. A baseline shall be established for each student at the beginning of the school year.

(within the first two

weeks.) After thatEach month evaluations are
administered to track each every student's improvement/
performance and teacher effectiveness allowing for
intervention/ and remediation to occur immediately if
necessary. End of year assessments will also be

```
1b. Students shall
demonstrate proficient
spelling/writing skills.
```

CRT.

1b. NWA shall provide every reasonable opportunity for students to progress. By the end of their first year at NWA 70% of students shall have improved their spelling/writing skills by one grade level. the end of their second year at NWA 85% of students shall be spelling/writing at or above grade level. In all subsequent years at NWA 92% of our students will be proficient in spelling/writing skills. All of these assessments are based on end-of-year USOE-approved assessments for those grade levels selected by USOE for end-of-year assessments. The grade levels not selected for yearly assessments by USOE shall be 'proficient' as determined by the NWA Board-approved assessments. Using the Spalding Method, a A baseline for phonemic/graphemic awareness (spelling) shall be established for each student at the beginning of the year. - (within the first two weeks.) Monthly evaluations are administered to track student's progress and teacher effectiveness. At the end of year one, 85% of students tested will demonstrate near mastery or Mastery based on the Language Arts CRT. 100% of students in the 6th grade will score a 3 or better on the Direct Writing Assessment of the

1c. Students shall
demonstrate knowledge
of math principles and
facts and demonstrate the
ability to use math to
solve problems.

1c. NWA shall provide every reasonable opportunity for students to progress. By the end of their first year at NWA, 70% of students shall have improved their math skills by one grade level. By the end of their second year t NWA, 85% of students shall have math scores at or above grade level. NWA's goal is aligned with the NCLB requirement that by 2014 our students will be 100% proficient in math. All assessments are based on end-of-year USOE-approved assessments for those grade levels selected by USOE for end-of-year assessments. The grade levels not selected for yearly assessments by USOE shall be 'proficient' as determined by the NWA Board-approved assessments. Using Right Start and Saxon Math, 85% of

students will demonstrate Mastery or near Mastery on the Math CRT by the end of the year.

1d. Each student shall develop skills using the scientific method and demonstrate proficient knowledge of earth and life science standards as defined in the Utah Core.

1d. NWA shall provide every reasonable opportunity for students to progress. By the end of their first year at NWA, 70% of students shall have improved their be a year ahead of where they were in their earth and life science understanding by one grade levelfrom when they began attending NWA. By the end of their second year at NWA, 85% of students shall have science scores at or above grade level. In all subsequent years at NWA our goal is 92% of our students will be proficient in science. All assessments are based on end-of-year USOE-approved assessments for those grade levels selected by USOE for end-of-year assessments. The grade levels not selected for yearly assessments by USOE shall be 'proficient' as determined by the NWA Board-approved assessments. 75% of Students in the 5th grade will demonstrate

near Mastery or mastery on the Science CRT. The median percentile score on the science portion of the SAT will be 80.

le. Students shall
demonstrate respect for
themselves, their peers
and their elders as this
creates a positive
environment for learning
and achievement.

le. Students <u>shall</u> create classroom constitutions with their teacher which <u>shall</u> be signed and implemented. Exceptional Student behavior <u>shall</u> be reported, tracked and recognized. All incidents of behavior problems <u>shall</u> be tracked and counseled. Parents <u>shall</u> be notified and appropriate action taken. (Refer to handbook for discipline procedures)

1f. Each student shall know of their worth and potential and shall maximize their individual learning abilities.

1f. A variety of measurement tools <u>shall</u> be used to assess student learning and growth in intellectual as well as social skills and ability. Each student <u>shall</u> receive both summative and formative evaluations.

The teachers and director <u>shall</u> track all students based on their test scores, grades and overall participation

in the classroom. One specific way that students shall be given the opportunity to demonstrate their knowledge of self- worth and potential is in student-led parent/teacher conferences. This shall be an opportunity for each student to review their goals, accomplishments, and efforts at school with both their parents and their teachers.

Additional measurement tools may include combinations of the following:

- . Utah State mandated tests
- . Student work portfolios
- . Performance projects
- . Community Service logs
- . Celebration of learning project evaluations
- Disciplined attendance

2a. Students shall come to school on time and avoid

excessive or unexcused absences.

2a.100% of students $\underline{\text{shall}}$ have 90% attendance. Attendance shall be monitored and concerns addressed by administration as per the NWA Policies and Procedures manual.

No student <u>shall</u> have more than 4 tardies a term.

Parent conferences <u>shall</u> be had with the Director in cases that exceed this standard. Excessive cases of tardiness and absence <u>shall</u> be brought to the attention of the school board.

3. Certified

Teachers

3a. All teachers shall secure and maintain Utah

Eeducator Llicenses appropriate to their assignments.

3a. 100% of teachers <u>shall</u> have and maintain appropriate types of Utah licenses or be enrolled and progressing an Alternative Route to Licensing and be currently entered into the CACTUS system.

```
4. Faculty,
parents, and
students are
partners in
sharing the
responsibility
for education
and are focused
on the same
educational
goals.
```

4a. There is open
communication between,
faculty, parents, and
students.

```
4a.A monthly newsletterRegular, at least semi-monthly communications shall go out to 100% of faculty, parents, board members, organizational

leaders, and sponsoring contributors. Teachers shall be encouraged to correspond weekly with parents, via

letter/email, to give an update providing information on what is happening in

their child's classroom. their child's classroom activities.
```

A yearly survey of faculty, parents, and students, regular board meetings with open microphone opportunities, and an open

door policy with administration, teachers, and the NWA Board shall gather feedback. This feedback shall

be tracked and reported to facilitate the free exchange of communication.

4b. All faculty and parents understand teaching methods, goals and policies.

4b.100% of parents shall be invited to attend parent training workshops focusing on the curriculum, goals and policies, open houses, and student-led parent-teacher conferences held twice a year. 100% of parents will

sign all report cards and special communications

5. Noah Webster
Academy is a
safe school.

5a. All students know emergency plan and exit routes.

5a. In accordance with State Law, emergency plans are in place and are regularly reviewed by the Administration. This shall be tracked internally. 100% of students in attendance shall participate in regularly scheduled fire and emergency drills.

5b. All students shall contribute to a safe environment through strict adherence to our student behavior policy.

5b. We will draft a policy in Our handbook that will shall

```
address student behavior. 100% of studentStudents shall

adhere to a sign a behavior policy in their class constitution. All incidences of

negative behavior shall be handled according to our written

policies described in NWA's Policies and Procedures handbook.
```

which shall include a mediated contract and parental notification.

6. Faculty is trained and is able to implement Noah Webster Academy's curriculum and track state standards.

6a.Faculty is trained and
able to implement

The

Spalding Method for

Teaching Speech,

Spelling, Writing, and

Reading, Shurley

Grammar, Core

Knowledge, Saxon/Right

Start Math, Noah Webster Academy's

board-approved

curriculum

and State

6a.

Standards.

The Spalding Method, Shurley Grammar, Core

Knowledge, and Right Start/Saxon Math are trained

before year 1 and 100% of Teachers are regularly trained in NWA's curriculum and have the

knowledge and tools to effectively implement the current curriculum.

6b. Throughout all training emphasis is given

Multi-sensory, Direct and Socratic instruction methods—to enable 100% of—teachers to gain the knowledge and tools necessary to effectively implement the current curriculum.

6c. Each year the directors and NWA's curriculum committee

shall work to ensure that state standards are being

taught. This shall be tracked as part of Noah Webster

Academy's Curriculum mapping process.

Curriculum Alignment (Attachment A)

We <u>shall</u> insure that lesson plans align with the State Core. See Attachment A.

Monitoring the Program of Instruction

Assessments

Noah Webster Academy is presently on a standardized grading scale as follows. Noah Webster Academy

reserves the right to modify this grading scale upon the recommendation of the director and approval of

the Governing Board.

Grades K,-3 receive a grade of O= Outstanding, G=Good, MS=Minimum Standard, BMS= Below

Minimum Standard, N=Needs Improvement. The scales is: 0=95-100%, 0-90-94%, G+=87-89%,

G=83-86%, G=80-82%, MS+=77-79%, MS=74-76% MS=70-73%, BMS=65-69%, N=64% or below.

Grades 4-6 receive a grade scale of A=95-100%, A-=90-94%, B+=87-89%. B=83-86%, B=80-82%,

C+=77-79%, C=74-76%, C-=70-73%, D+=67-69%, D=64-67%, D-=60-63% F or I= incomplete or not

passing.

At the present time, all grades, K-6 receive two grades for citizenship/self-government. One is the

representation of the behavior and attitude of the student against a set standard for that grade level and

term. under evaluation. The other represents the student's effort and/or progress toward improving the

behavior and/or attitude where necessary. In cases where the behavior/attitude does not need

improvement, the mark reflects the continued \underline{good} behavior and positive attitude of the student.

Citizenship codes are as follows.

O=Outstanding, G=Good, MS=Minimum Standard and N=Needs Improvement

Noah Webster Academy $\underline{\text{shall}}$ issue mid-term grades, as well as end-of-quarter grades. This information

shall be sent to parents for signature confirmation. In addition,
formal Parent/Teacher conferences shall be

held twice each year.

Noah Webster Academy shall comply with the state testing method and schedule. Testing

results <u>shall</u> be reported to the district and state as required by law. Parents shall be notified of all results

and invited for Parent/Teacher consultations. A committee of parents, administration and board members

shall collect data, provide statistical results, and review the overall results of the students. These results

shall be reported to the Governing Board.

Parents may <u>also</u> track the achievement and mastery of their students <u>electronically</u> accessed through NWA's website. <u>via a secure Internet site.</u>

We recognize that monitoring and assessments serve a far more important purpose than simply following

state and federal law. With that in mind, Noah Webster Academy's core curriculum revolves around

mastery of fundamental subjects. To assess mastery, <u>NWA</u> staff <u>shall</u>, at the beginning of each year,

administer formative assessments in core subjects such as math and reading to establish baseline

performance. The staff \underline{shall} continue formative assessments in all core subjects as they track results

using <u>custom</u> instructional performance technology that is being created specifically for our use created by a member of

the founding board. The results $\underline{\text{shall}}$ then be used by $\underline{\text{Academy}}\underline{\text{NWA}}$ staff to ensure that each student receives

appropriate instruction and \underline{shall} be provided to the parents through our SEPs/SEOPs. Using instructional

performance technology shall also allow us to evaluate the effectiveness of our teachers as they implement our programs.

The foregoing assessment standards and practices are subject to review and modification, from time to

time, under the direction of the NWA Governing Board in its efforts to continually improve the

educational experience at NWA.

Standards

 $\frac{\text{NWA School Administration } \text{Our Director and Curriculum Specialist}}{\text{will} \underline{\text{shall}}} \text{ ensure that all State Standards are met and that lesson plans}$

reflect our philosophy and methods of instruction. This <u>shall</u> be accomplished through ongoing training,

lesson plan reviews, and internal tracking of student progress towards mastery of not only State Standards

but mastery towards our program as a whole.

. Teachers <u>shall</u> receive instructional/curriculum in-service to include demonstrations on how to align chosen

curricula with the State Standards prior to the opening of school each year.

. Each teacher $\underline{\text{shall}}$ be equipped with the State Standards for their grade level.

. All teachers $\underline{\text{shall}}$ report to school one week prior to the beginning of each school year, $\underline{\text{although}}$ additional

training opportunities may be made available throughout the summer months. Teachers shall receive a copy of an outline of

the teaching schedule for the year on the first day they report to school. The staff under the quidance of the

principal Director shall develop the teaching schedule

- . The director and the staff \underline{shall} meet regularly, at the discretion of the Director.
- . The Academy \underline{shall} provide a $\underline{Core\ Knowledge}\underline{curriculum}$ in-service for the teachers each year.

as well as training in the

other areas of the curriculum.

.Teachers \underline{shall} be provided \underline{i} nstructional in-service \underline{by} the Curriculum Director to ensure \underline{the} teachers they are

instructing students according to state standards.

. Employees shall be evaluated by the $\frac{director}{administration}$ and complete a self-evaluation $\frac{director}{director}$ annually. $\frac{director}{director}$ annually. $\frac{director}{director}$ annually.

evaluation, the teacher and the director shall <u>reinforce the</u> <u>strengths and</u> establish goals for areas of needed improvement and reinforce

the strengths of for the teacher.

. Where possible, teachers with less than 3 years teaching experience shall be provided with a mentor who has

more than 3 years teaching experience. They shall arrange meeting times monthly.

. Early Dismissal <u>Fridays days shall</u> be utilized to further teacher training and to give opportunities allow for teachers of the

same grade level to brainstorm, share ideas and coordinate their teaching.

The foregoing standards are subject to review and modification, from time to time, under the direction of

NWA's Governing Board in its efforts to continually improve the educational experience at NWA.

School Calendar

We intend to follow the school calendar used by Alpine School District with a few modifications. Noah

Webster Academy <u>shall</u> convene a minimum of 180 days each year and ensure that minimum State

required instructional hours are met. NWA reserves the right to modify the school calendar should the

Governing Board determine it is in the best interests of the NWA community.

Special Education

We recognize that there are specific needs in providing special education instruction. Noah Webster

Academy presently provides and intends to provide a special education teacher who can administer basic

tests, consult, and instruct students. We $\underline{\text{shall}}$ contract privately for all services that we are not able to

provide ourselves including a psychologist to administer the more advanced evaluations, as well as

consult, as needed. Finally, an Individual Education Plan <u>shall</u> be adopted for each student in the Special

Education Program.

Noah Webster Academy is sensitive the needs of Special Education. An IEP Team shall be created to

assess each <u>Special Education</u> student. This Team <u>shall</u> include the Special Education Teacher, Director or representative of

administration, regular teacher, parent and other relevant professionals. This Team shall determine what

specific needs are required for the student.

We $\underline{\text{shall}}$ also provide professional development training and lectures to all of our teachers to ensure that

they fully understand the needs and requirements of our special education students. This shall include

instructions in the provisions of IDEA. We believe that the first step in preventing any problems is proper

information and training. We also intend $\underline{\text{to}}$ work closely with $\underline{\text{Alpine}}$ $\underline{\text{School District and}}$ the

State Office of Education. Special Education Department directors to ensure that we are meeting the needs of our

Special Education students.

5. Budget Information

```
The following budget was submitted with the original charter
application. The Governing Board
shall approve the upcoming fiscal year's budget by April of each
year. The approved budget shall
be on file in the business office of the school.
(Attach Charter School Budget Template)
http://www.usoe.kl2.ut.us/charterschools/funding/FundingWorksheet.xls
to this form to
assist in projecting estimates of revenue)
Number of Students (ADM):525525totaltotalRevenueState Funding
2,158,465.00$ 2,158,465.00$
Federal & State Projects
Private Grants & Donations Reading
achievement17,400.00$
School Land trust money-$ 7,140.00$
Other (Specify)Federal Startup Grant_150,000.00$ -$
Total Revenue$2,308,465$2,183,005Expenses#ofStaff@ SalaryTotal
#ofStaff@ SalaryTotalSalaries (100) $$
Director (Principal)1.00 50,000.00$ $50,0001.00 51,500.00$ $51,500
Teacher-Regular Ed20.00 30,000.00$ $600,00020.00 31,000.00$ $620,000
Teacher-Special Ed1.00 30,000.00$ $30,0001.00 31,000.00$ $31,000
Instructional Assts20.00 $8/hr@990$158,40020.00 $8/hr@990$158,400
```

Secretary1.00 25,000.00\$ \$25,0001.00 25,000.00\$ \$25,000

Bookkeeper\$\$

Assnt Director1.00 35,000.00\$ \$35,0001.00 35,000.00\$ \$35,0000ther (payroll taxes @ 7.9%)\$70,973\$72,751

Other (State Retirement @14%)\$103,600\$106,750Employee Benefits (200) \$168,000\$168,000Travel (580)5,000.00\$ 5000Purchased Professional Services(300)8,000.00\$ 8000Purchased Property Services(400)10,000.00\$ 10000Instructional Aids/Books/Library(600)125,000.00\$ 20000Supplies(600)50,000.00\$ 50000Legal (300)5,000.00\$ 5000Auditor(300)3,500.00\$ 3500Marketing (300)7,000.00\$ 30000ther (printing; postage)10,000.00\$ 10000Total Instruction, Administration &

Support\$1,464,473\$1,382,901Operations &
MaintenanceTotalTotalSupplies50005000Phone/Communications50005000Firs
t YearSecond Year

Budget Information (continued)

6. Organizational Structure and Governing Body

Administrative Structure of Governing Board:

A volunteer governing Board oversees Noah Webster Academy (NWA). The number of members on the Governing Board shall be seven to eleven members as determined by the majority of the Governing Board. A seven member governing board governs the Noah Webster Academy (NWA). The board members will

consist of three Executive Board members and four elected General Board members.

Board Members

Board Members shall be parents or guardians of children attending NWA or members of the community, preferably having backgrounds in education, business, or law. They shall be nominated by parents and/or guardians of students currently enrolled in the school and shall be selected by the Board.

The president of the Parent Organization (PO) is a member of the Board during their term. This individual is directly elected by parents and guardians of currently enrolled students.

The school Director serves as an advisor to the Board. Other advisors shall be selected by the Board as necessary.

Board Officers Executive Board Members

The Chief Administrative Officer (CAO) is the Chair of the Board.

Additional officers of the Board include a Secretary and Treasurer.

included as one of three executive board members and may

serve as Chairperson of the board. The three officers executive members workserve together under the direction of the Chair to oversee the function of the Governing Board.

The Board may, at a later date, create the office of Vice-Chair through majority vote of the Board.

No board member may hold more than one of these offices at the same time.

Officers are elected by the Board. Officers serve one year terms.

Policies Regarding Governing Board:

Overall Responsibilities of Board

The Governing Board is responsible for running the school with the following five major

responsibilities:

- 1) Fulfilling all school legal responsibilities.
- 2) Promoting the school's mission, vision and philosophy as outlined in the Charter.
- 3) Hiring and supervising the school's Director.
- 4) Establishing/approving school policies.
- a. To the extent that any charter school's charter conflicts with applicable federal or state law or

rule, the charter shall be interpreted and enforced to comply with such law or rule and all

other provisions of the <u>school's</u> charter shall remain in full force and effect.

5) Assisting in the raising of school funds.

The purpose of the Governing Board is to oversee the affairs of the school. In addition to fulfilling its 5

major responsibilities listed above, board members carry out the NWA vision, develop relationships with

staff and the school community, and oversee the budget.

Board Officers

The CAO may serve as board Chairperson. The members of the board may select one member each to

serve as Vice President/Chair Elect and, Treasurer and Secretary. No board member may hold more than one of these

offices. The Director may not serve in a board position The Board may form committees and/or sub-committees with a board member acting as chairperson for

the committee. The members of such committees do not need to be members of the governing board.

Terms of Service and Filling of vacancies

Each Board member serves a three year term, which may be renewed.

In the event of vacancies among the General Board members, volunteers to serve the remainder of the

term for any particular seat \underline{shall} be nominated by parents, and \underline{shall} be selected/approved by the $\underline{executive}$

members of the board. Board.

Resignation and Removal of Board Members

Any Board member by notice in writing to the Governing Board may resign at any time. Any Board member may be removed prior to the end of their term by a majority vote of the remaining board members, excluding the Board member in question.

Meeting Frequency

The <u>Board</u> meets once a month, or as needed. Meetings <u>shall</u> be guided by an agenda which may include

items to a) discuss the \underline{s} chool's operations and hear reports and updates from each Board member, b)

consider and adopt policies, and c) consider requests and concerns from parents, students, and teachers.

A majority vote of the total \underline{Board} members in attendance \underline{hip} (4) constitutes action by the \underline{Board} . The \underline{Board} may not act

unless a quorum of Board members is present.

Executive Board Members

The Executive Board members facilitate effective decision making by all board members. This

committee will play four critical roles: 1) plan and execute the
agenda of board meetings, 2) make

decisions not requiring full board action, on behalf of the board, 3) present committee/subcommittee

recommendations for decisions requiring full board action, and 4) select general board members from the

approved nominations.

Sub Committees and the Delegation of Action

The Board may form committees and/or sub-committees with a Board member acting as Chair for

the committee. The members of such committees do not need to be members of the governing Board.

The <u>Board</u> may, at their discretion, appoint and delegate to special parent task forces or committees, or the

School Director to investigate and research specific items related to school policy, procedure, programs,

and curriculum. Where possible, the <u>Board shall</u> effectively give clear instructions and/or suggestions so

that the **Board** as a whole can continue to maintain a focus on the 5 areas of their responsibility.

Amendments

Any amendment to school administrative structure or a major shift in school mission, philosophy, or

curriculum must be approved by the governing <u>Board</u> and by a 3/4th's vote of the parents and/or guardians present at a meeting to which <u>all parents and/or guardians have been invited</u>. After Board and parent approval, a copy of the change(s) shall be sent to NWA's authorizer for their approval.

organization at the an annual meeting.

Initial and Subsequent Terms of Service

Each General Board member serve a three year term, which may be renewed. When an executive

board member resigns they will be replaced by someone chosen by the remaining executive board

members. If the CAO resigns they maybe replaced by one of the remaining executive board members or

another individual whom the remaining executive board members deems is qualified. In the case that

there are vacancies left in the then persons to fill these vacancies be nominated by faculty or

parents and be approved by the executive boardBoard Officers. The process for filing vacancies be outlined in

the school's By-Laws.

School Director:

The school Director <u>will manage</u> manages the school's daily operations, under the direction of and in partnership

with the Governing Board. This individual works in partnership with the Governing Board to further the

 $\underline{\mathbf{m}}$ ission, $\underline{\mathbf{v}}$ ision and $\underline{\mathbf{v}}$ alues of NWA as outlined in the Charter. The Director is subject to policy and

procedures as determined by the Governing Board. The Director is a key personnel representative of the

school and as such bears the responsibility of upholding school standards and values at all times.

Specific responsibilities of the Director, which are subject to modification by the Governing Board,

presently include, but are not limited to:

- . Serving as an ex-officio member of the governing board
- . Recommending policy changes or interpretations from the Board
- . Recommending and executing Managing changes in school personnel
- . Promoting and overseeing school curriculum
- . Promoting the school in public relation events
- . Providing arbitration services in parents/student and teacher relationships $% \left(1\right) =\left(1\right) +\left(1$
- . <u>ManagingOverseeing</u> school finances, records, assessments, and the hiring of faculty and staff, with <u>Board</u> approval.
- . Serving as an advisor to the Board

Parent Organization

The Parent Organization is comprised of parents/guardians of students who <u>are enrolled to</u> attend the

school.

The PO exists to serve and assist the Faculty, Administration, and Governing Board of NWA.

The PO is a conduit for constructive counsel and feedback, and supports the Administration and Governing Board as they strive to guide NWA in its mission.

The PO provides a meaningful way of volunteering at school and to serve the teachers and administration as they serve our children. The PO supports the school and each other in sharing ideas and talents so that our children benefit and our home and community are strengthened.

The responsibilities of this organization may include, but are not limited to:

. Organizing and supporting, through volunteer service, the policies and procedures outlined by the board						
. Coordinating the efforts of parent volunteers for classroom help, class activities, field trips, assemblies,						
extracurricular activities, car pooling and transportation of students, public relations, traffic control and other						
volunteer based activities						
. Raising funds for supplementary materials and activities.						
. Nominating members to be approved for the governing board						
. Assist the board in other areas such as serving on sub-committees, etc.						
The Parent Organization aAnnually elects a PO President who shall serve as a general member of the governing Board.						
Governing Board						
Parents						
Teachers						
Student						
Council						
Sub						
Committees						

PTO

Director

General Members

Executive Members

7. Background Information

Please provide the following information on the authorized agent, each governing body member, and any

individuals responsible for the day-to-day operation of the school. A resume for each individual is also

required. This page may be copied as many times as necessary.*

Name Sharon Moss

Role in School (list positions with school) CAO/ Chairman

Employment History:

Using as much space as necessary below, please provide your employment history that supports your

qualifications and relates your experiences to be considered sufficiently qualified to operate a charter

school. Specifically address your qualifications and experiences as they relate to the development of

academic programs, operations of a school or a small business, and background in financial management.

See Resume

Education History:

Using as much space as necessary below, please provide information on your educational training

(including degrees earned, dates enrolled, and institutions) that supports your qualifications to be

considered sufficiently qualified to operate a charter school.

See Resume

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role and

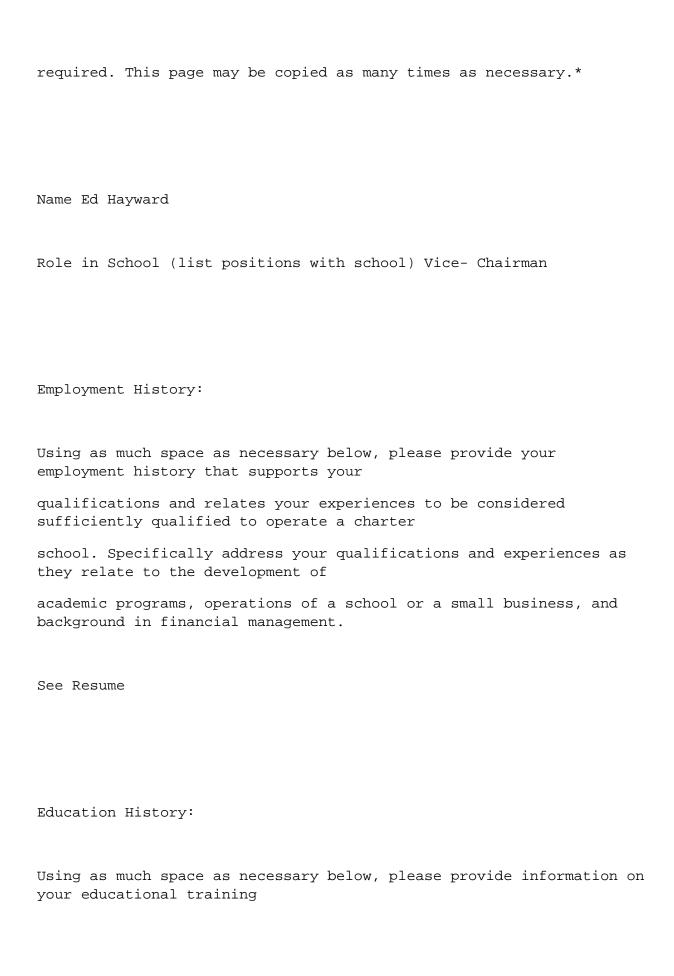
commitment to this application as it has been written.

See Resume

*The information and resume provided will be subject to verification by the $\underline{\mathtt{B}}\mathtt{oard}$.

Please provide the following information on the authorized agent, each governing body member, and any

individuals responsible for the day-to-day operation of the school. A resume for each individual is also



(including degrees earned, dates enrolled, and institutions) that supports your qualifications to be

considered sufficiently qualified to operate a charter school.

See Resume

Using as much space as necessary below, provide a personal statement regarding your role and

commitment to this application as it has been written.

The role I will play will be in helping to manage the business side of the school and in setting up

and executing the plan for integrating the language program.

*The information and resume provided will be subject to verification by the Board.

Please provide the following information on the authorized agent, each governing body member, and any

individuals responsible for the day-to-day operation of the school. A resume for each individual is also

required. This page may be copied as many times as necessary.*

Name Karen Strong

Role in School (list positions with school) Secretary/Treasurer

Employment History:

Using as much space as necessary below, please provide your employment history that supports your

qualifications and relates your experiences to be considered sufficiently qualified to operate a charter

school. Specifically address your qualifications and experiences as they relate to the development of

academic programs, operations of a school or a small business, and background in financial management.

See Resume

Education History:

Using as much space as necessary below, please provide information on your educational training

(including degrees earned, dates enrolled, and institutions) that supports your qualifications to be

considered sufficiently qualified to operate a charter school.

See Resume

Using as much space as necessary below, provide a personal statement regarding your role and
commitment to this application as it has been written.
See Resume
*The information and resume provided will be subject to verification by the $\underline{\mathtt{B}}\mathtt{o}\mathtt{a}\mathtt{r}\mathtt{d}$
8. Articles of Incorporation, as amended.
ARTICLES OF INCORPORATION
OF

NOAH WEBSTER ACADEMY

A UTAH NONPROFIT CORPORATION

[REPLACE WITH THE CURRENT ARTICLES] See Attached

9. Bylaws

NWA maintains its current Bylaws_, as amended at the business office. These are available upon request.

10. Admission, discipline, dismissal and suspension procedures

Admission

Noah Webster Academy shall comply with all federal and state laws relative to admission policies, which

include open admission and preferential enrollment. Per both federal and state law, pBoard of Trustees members and/or positions to be filled by volunteer parents is included in the application. For enrollement Additional

Board of Trustees members may be added as necessary. This is in accordance with the direction provided by the Utah State

Prospective students and their families may be

notified of open enrollment procedures and time_frames through public information outlets such as town

meetings, radio, newspapers, e-mail and website announcements. Parents, indicating the number of

children they wish to enroll and their grade levels, <u>shall</u> fill out an application form <u>for each child</u>. After the application

period is closed, if the number of applicants exceeds the established ceiling, the school shall hold a

lottery to determine the student population. Noah Webster Academy reserves the right to modify the above enrollment

procedures from time to time to ensure compliance with State Law.

Discipline

A parent handbook on school policies and procedures <u>shall</u> be available <u>for given to every child and parent</u> during the

admissions process. Each student and parent \underline{shall} be required to sign a statement acknowledging that

he/she has read the handbook, understands the school's policies, and the consequences for policy

infractions.

Noah Webster Academy subscribes to the idea that learning is a joy and all Students have the right to

learn in a safe and caring environment. Students are expected to be self-governed, to respect the rights

and property of others, and to act on the belief that each individual has value.

. We believe that self-esteem

is enhanced and fostered as students learn to accept responsibility for their own actions and decisions. The

focus of educators' attention is on what students are doing well. Noah Webster Academy espouses a

management plan in which administrators and teachers are skilled and practiced in the principles of

classroom management. The term .discipline. takes on its noblest and finest meaning .Training that

corrects.. Noah Webster currently uses Glenn I. Latham's principles of classroom management from

Behind the Schoolhouse Door, Eight Skills Every Teacher Should Have, Utah State University, January,

1997 but reserves the right to alter their discipline plan as needed..

Each teacher shall review the discipline policy of Noah Webster Academy (see handbook) with their

students, and discuss the plan to deal with student's <u>disruptive</u> behavior that keeps others from learning. This

procedure <u>shall</u> include the creation of classroom constitutions that shall be signed by both the students and

the teacher. If infractions cannot be resolved within the classroom, or by independent efforts of the

personnel involved, the situation <u>shall</u> be referred to the Director for handling. Noah Webster Academy

reserves the right to implement additional discipline/classroom management programs as approved by the

Governing Board.

All applicable statutes regarding due process <u>shall</u> be upheld in the school's practices regarding dismissal

including those as required under IDEA. Students receiving dismissal from the school shall have been

properly informed, and have been given proper opportunity for response and remediation. A suspension

or dismissal \underline{shall} be decided by the Director and the Teacher(s). Appeals \underline{shall} be heard by the Governing

Board.

Procedures for Managing Serious School Violations

NWA intends to adopt policies for resolving serious violations which shall be written and delivered

automatically and consistently. The staff \underline{shall} be clear about what their responsibilities are and who

administers the relevant procedures. Typically, an office referral shall be made, and an administrative staff

person <u>shall</u> be given that responsibility. Clear guidelines <u>shall</u> be established for student behaviors that

warrant office referrals. All staff \underline{shall} have a clear understanding of which behaviors result in an office

referral, and the specific procedures that <u>shall</u> be followed by the office in responding to them.

Consequences for Serious School Violations

Applied consequences for serious school violations may include: parent conferences, after-school

detention, in-school suspension, out-of-school suspension, and expulsion. As stated in our effectiveness

goals, an effective tracking system <u>shall</u> be in place to identify students who exhibit inappropriate behavior

on a regular basis. Repeated office referrals may be a signal that a student needs more assistance in

learning and displaying expected behaviors. It shall normally may signal a need for teacher training, and a

functional analysis of the classroom/school environment.

Procedures for Managing Illegal Behaviors

Procedures for managing illegal behaviors may involve an office referral and a police referral. As with

any serious school violation, consequences <u>shall</u> be delivered in an consistent manner, as

described above. In addition, requirements of State of Utah Statutes shall be met.

11. Parental Complaints

Those parties directly involved should normally resolve complaints. For example, a parent complaint with

a teacher should be resolved between the parent and teacher directly. If difficulties arise, the parent and

teacher should attempt to resolve the issue with the director. The Governing Board may be called

upon as detailed in the Noah Webster Academy Handbook.

To ensure that that all aspects of Individuals with Disabilities Educational Act are complied with in full,

the <u>B</u>oard of Trustees <u>shall</u> review with the Director, in its entirety, IDEA. Special emphasis of section

504, relative to this requirement, $\underline{\text{shall}}$ be addressed, though all issues related to both IDEA and ADA $\underline{\text{shall}}$

be focused on. It is expected that the Director \underline{shall} provide inservice training for all of our teachers

regarding the provisions of this law. The Board of Trustees and the Director shall establish a strong

working relationship with the USOE's coordinator in Special Education to ensure complete familiarity

with these requirements.

12. Parental Involvement

Noah Webster Academy represents a partnership of parents, faculty, and students who are united in their

commitments to the common objectives in our mission statement. As such, we seek to provide the

optimal experience for parents to be involved in their child's education. These experiences may range

from participation in educational seminars for parents that support our educational philosophy, to

assisting with recess, lunch and field trips.

We $\underline{\text{shall}}$ also use parents extensively in remediation. The educational structure that we $\underline{\text{are establishing}}$ have

allows for the greatest amount of teacher/instructor interaction and supervision possible. Yet we also

recognize that children <u>shall</u> need one-on-one assistance at various times. By having parents involved to

this degree, we <u>shall</u> allow for greater individualized remediation opportunities.

We encourage the parents to commit to 20 hours of volunteer school service per year. It is acknowledged

that many parents <u>shall</u> choose Noah Webster Academy largely because of the increased opportunity for

significant involvement in defining school policies and manners of instruction. Given these

considerations, many opportunities exist for parents to contribute. These opportunities may include:

- . Participating in the Parent Organization.
- . Serving on the Governing Board or subcommittees.
- . Participating in the Language Integration and Cultural Literacy Program (See Curriculum and Instruction -

Curriculum).

. Coordinating the efforts of volunteers for classroom help, class activities, field trips, assemblies, and other

volunteer-based activities.

. Assessing and expressing the viewpoints of member parents on policy issues.

To help parents fulfill their important role, Noah Webster Academy requests parents to:

- . Read the Noah Webster Academy Handbook and agree to abide by its terms.
- . Inform the school community of professional experience they may have.
- . Sign up for school volunteer time.

13. Description of how the school will provide the following insurances:

liability; property insurance; comprehensive/collision; and employee dishonesty bond.

Noah Webster Academy $\underline{\text{shall}}$ obtain and maintain appropriate insurance $\underline{\text{(}}\text{through a recognized provider of }$

insurance) at thea reasonable cost. Insurance is to include:to
provide liability, property and casualty, comprehensive, collision
and

employee dishonesty coverage. This is reflected in our budget.

14. Agreements or plans developed with school districts regarding participation of students in extracurricular activities.

Although we have not, and do not plan to enter into an agreement with Alpine School District for

participation in extra curricular activities, we believe that among the greatest educational gifts that can be

given to young people are experiences in which they discover that true education applies to their lives.

Noah Webster Academy may provide field trips and other educational experiences throughout the year for

each class. These experiences must support the curricular emphasis being studied, nurture a love of

learning, and build bonds of friendship. Parents <u>shall</u> be notified in advance and may be asked to volunteer

for staffing or transportation.

Noah Webster Academy intends to give our students every opportunity to develop their individual talents

and leadership skills through participation in programs or events such as spelling bees, constitution bowls,

essay contests, art contests, and service projects.

As our language integration program grows, additional

extra-curricular opportunities will become available. Field trips and extracurricular activities shall be

reviewed and approved at the discretion of the Director. with board approval.

15. Qualifications to be required of teachers.

Noah Webster Academy hires teachers in accordance with Utah State requirements for public school

teachers. This includes certification and/or alternative certification as required by Utah law. The

Governing Board reserves the rights to make exceptions to these requirements where unusual

circumstances may demonstrate other reliable qualifications $\underline{\mathtt{as}}$ long as the hiring complies with Utah

laws.

Noah Webster Academy seeks applicants for teaching positions with varied backgrounds and

certificates in various specialties such as music, foreign language (bilingual a plus) and special education.

Our teachers <u>shall</u> posses<u>s</u> some or all of the following skills and/or experience:

- . Prior teaching experience, especially within the chosen curricula.
- . A demonstrated commitment to learn new curricula, as well as to coordinate with appropriate grade-level

teachers to create and develop methods of instruction.

- . Confidence in managing volunteer efforts and junior-level instructors.
- . Demonstrated use of technology, both as a learning tool and to manage classroom activities.
- . Additional certifications, degrees, or training relevant to elementary and secondary education.

Instructors and other staff members <u>working</u> at Noah Webster Academy shall gain should have experience in one or more of

the following areas:

- . Leading instruction sessions in the chosen curricula.
- . Teaching and adapting instruction to young children.
- . Certifications in specific curriculum instruction.

. Prior to initiating the staff selection process, a detailed employment application shall be drafted in

cooperation with the HR advisor on the General Board.

16. The school's intention to create a library.

Noah Webster Academy <u>has created will create and maintain a library</u> of substantial size to serve the needs of the

student body. We also have a dedicated computer lab that is wired for Internet access available for the students' use. When a class occupies the library, a staff member the teacher of that class shall provide instruction as well as ensure appropriate conduct

and supervision. Our library contains an extensive collection of age appropriate books. The Parents' Organization will aid the staff on a regular basis by providing assistance with checking out and reshelving materials.

We will support a main libaray collection of 10,000 books. NWA makes it a priorty to purchase books that are current and correlate with our curriculum. The books in our library will be well maintained and have a combined age of no more than 10 years. Library lesson plans should follow the state library core for each grade level. and utilize the core knowledge curriculum secondarily. The library should havehas a balanced collection in allof non-fiction and fiction areas—allowing for many reading levels and interests.

Our library will contain an extensive collection of age appropriate material including but not limited to

the suggested reading in E.D. Hirch's Core Knowledge Scope and Sequence. Additional collections and

titles that will be in the library for the Primary grades are, Aesop for Children, by Aesop, The Velveteen

Rabbit, by Margery Williams, Heidi, by Johanna Spyri, and various biographies and non fiction

collections that support our curricular emphasis. Featured books for the Intermediate grades are The

Chronicles of Narnia series by C. S. Lewis, A Wrinkle in Time by Madeleine L'Engle, Popular Science

Almanac for kids and Little Women by Louisa May Alcott. We will rely heavily on donations of

appropriate material as well as fundraisers to build the library's collection. We will also use funds

provided from any Startup Grants received. We will ensure that we maintain a complete and up to date

library for our students. Notwithstanding, the foregoing, NWA reserves the right to modify the content of

its library by adding or deleting titles from time to time under the direction of the Governing Board based

on reasonable consideration such as space and budgetary constraints.

17. Administrative and Supervisory Services

Administrative services shall be the primary function of the Director and the Assistant Director(s). The

Director $\frac{\text{and Assistant Director(s)}}{\text{faculty those with particular skills or}}$

experience to support services. These services shall be to improve the function of the school and meet all

federal and state laws.

The Director and Assistant Director(s) shall serve or ensure that the following are appropriately addressed;

curriculum; professional development; student discipline; management of school equipment and facilities;

supervision of instruction; compliance with federal and state reporting requirements; public relations;

school progress; liaison with the sub committees; coordinate with the Parent Organization; school supplies;

safety; planning, to include extracurricular activities; coordination of curriculum with concurrent

enrollment; grant writing and reporting; coordination with Noah Webster Academy General Board.

These services $\underline{\text{shall}}$ be addressed in detail within the Noah Webster Academy's Policy Handbook and $\underline{\text{shall}}$

be updated as needed. Further, the list provided does not encompass all services provided as other

functional issues may arise that requires services by our Administration. In all cases the Director, serving

as Head of Administration, shall work with the Governing Board to ensure that all possible issues are

addressed properly.

18. The school's fiscal procedures.

The State Office of Education guidelines for Budgeting, Accounting and Auditing for Utah School

Districts <u>shall</u> be applied in administering and reporting school revenue and expenditures. The school's

financial reporting <u>shall</u> be in accordance with Generally Accepted Accounting Principles (GAAP), which

include Generally Accepted Governmental Auditing Standards. Revenue and expenditures and record

management \underline{shall} be administered by the \underline{G} overning \underline{B} oard under the direction of the treasurer, who shall be

responsible to insure proper accounting controls are implemented and utilized.

The Governing Board shall, in conjunction with the Director, develop and adopt a budget each $\frac{April}{April}$ year for

the following school year.

Noah Webster Academy intends to retain a payroll management firm to

provide payroll functions for the school similar to those provided for other state and district employees,

including the preparation of the W-2 forms, filing of taxes and any other reports that are required by state

and federal law but reserves the right to fulfill payroll functions in house.

Following GAAP and NWA financial policies and procedures certain purchases shall require the

preparation of a purchase order, signed and approved by the Director or other employee as the

Governing Board may determine and approve. The Director (or such other employee) $\underline{\mathsf{shall}}$ be responsible

for filling out and submitting reports to the state board as set forth in the Utah Charter School Act.

Any disbursements over a specified amount as outlined in the school's financial policies or procedures

from the school's operating account $\underline{\operatorname{shall}}$ require the signature of the Director and (one other member of

administration, business manager or board member with check signing authority). No other agency or

individual may request disbursement to be paid out of the school's operating account. Noah Webster

Academy reserves the right to reallocate funds from one line item to another if purchasing practices or

conservation result in an expenditure different than budgeted to the extent allowed by law.

19. The school's policy regarding employee termination.

In accordance with State Statute, all employees shall be employed $\underline{\ \ ''}$ At Will $\underline{\ \ ''}$ and required to sign an $\underline{\ \ \ ''}$ At

Will $\underline{"}$ employment agreement which \underline{shall} establish the legal relationship between the employee and Noah

Webster Academy, Incorporated.

Will $\underline{"}$ employee of NWA retains the right to terminate his or her employment consistent with the terms of

the "At Will" Employment Agreement.

20. The school's policies regarding employee evaluations.

Noah Webster shall comply with all federal and state laws relative to employee evaluation. Prior to_operation, the Governing Board of Noah Webster Academy shall work with the Director to establish an

employee handbook that shall provide guidelines but shall not be contractual in nature. This employee

handbook shall serve as the basis of the evaluation. This handbook shall include guidelines for instruction,

and performance goals, and behavior. Prior to every the school year, the Director shall meet with every all full time teacher and employees, utilizing the employee handbook as a resource, and

employee, to provide guidance as to what is expectedreview NWA
employee expectations. of the employee. The director according to
state requirements, including requirements for EYE teachers and nonEYE teachers, shall evaluate full-time salaried employees. Employees
shall complete a self-evaluation at least annually. Full-time
teachersEmployeesFollowing the evaluation, the full time teacher and
the

Director shall reinforce the strengths of the teacher and establish goals for areas of needed improvement and reinforce the strengths of the teacher.

 $\underline{\underline{S}}$ However, $\underline{\underline{S}}$ satisfactory performance of their goals shall not modify the " $\underline{\cdot}$ At Will". nature of employment.

Teachers with less than 3 years teaching experience may be provided with a mentor who has more than 3

years teaching experience. NWA recommends that the mentor and the teacher arrange meeting times at

least 3 times annually.

Another evaluation shall be conducted during the middle of the school year if necessary, as well as at

completion prior to the employment agreement renewal.

The Director shall implement reviews with other employees including part time teachers, aids, and administrative staff in a manner to ensure high performance and morale. All full time employees will receive at least one performance review annually.

These evaluations $\underline{\text{shall}}$ also serve as an opportunity to ensure state standards are being incorporated within

teaching lessons and plans. The evaluation shall be seen as an opportunity to improve both employee

performance and to facilitate a better working relationship between the staff.

.

21. The school's policy regarding employment of relatives.

We <u>shall</u> be consistent in all of our policies regarding employees, to include state and federal law. A close

family relative should not be hired into a department where they directly supervise or are supervised by

another family member. In addition, relatives <u>shall</u> not be placed in positions where there is an actual or

apparent conflict of interest. Relatives <u>shall</u> be considered along with other candidates, in keeping with the

School's EEO policies and practices.

22. For Conversion Charter Schools.

Not applicable

Utah State Board of Education

UTAH CHARTER SCHOOLS

Assurances

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

that:

A. The charter school will make provision for such fiscal control and fund accounting procedures as may be

necessary to assure proper disbursement and accounting for all funds.

B. The charter school will maintain a clear, written procedure and process for auditing school finances as per the

requirements of the Utah State Office of Education.

C. The charter school gives the Utah State Office of Education or the U.S. Comptroller General, through any

authorized representative, the access to, and the right to examine, all records, papers, or other documents related

to all funds, including the submission of reports as may be required.

D. The charter school will annually provide written evidence of liability and other appropriate insurance coverages,

including a description of the levels of coverage and the relationship of these coverages to local and state agency obligations.

E. The charter school will make such reports, including reports of evaluations, in such form and containing such

information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative

functions and to determine the extent to which funds have been effective in carrying out legislative purposes

and project objectives.

F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically

waived by the Utah State Board of Education or Legislature, and effective control will be maintained over, and

accountability provided, for all funds, property, and other assets. The charter school will also adequately

safeguard all public property and shall assure that it is used solely for authorized purposes.

G. After settling any outstanding debt, all physical assets owned by the charter school become the property of the

Utah State Board of Education upon the termination of the charter school.

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

1974.

I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the

basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education

Amendments of 1972 prohibiting discrimination on the basis of gender.

J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded

from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program

or activity that receives or benefits from local, state, or federal financial assistance.

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

sectarian instruction or religious worship.

L. The charter school will function under an open admission policy. If the number of students applying to enroll at

any grade level exceeds the capacity of the school or of, classes, or grade levels within the school, then those to

be admitted shall be chosen at random from among the applicants, within the allowable mandatory and optional

preferences specified in Section 53A-1a-506, Utah Code Annotated.

- M. The charter school assures that it will not conduct a program of instruction until such time as:
- (1) The requisite health and safety standards for the school building have been met according to the

local fire and health department inspectors;

(2) Adequate equipment, and materials are available; and

(3) Conditions are adequate to provide for the economical operation of the school with an adequate

learning environment.

N. The charter school will comply with all applicable federal and state laws, rules, and regulations regarding the

recruitment, screening, selection, and evaluation of all school employees.

O. The charter school will only employ educators who hold valid Utah Professional Educator Licenses or who

meet State Board requirements for alternative licensing routes or Board authorization.

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

program for the school.

Q. The charter school will employ the use of the Iowa Test of Basic Skills and the Utah State Core Course End-of-

Level Tests in the grade levels required by U-PASS as a fundamental part of the overall assessment program for

the school.

R. The charter school assures that resources will be available and a process established to develop a Student

Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student.

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

procedures.

T. The charter school will maintain an active parent/guardian involvement process including some formal

mechanism for meaningful involvement in site-based decision making.

U. The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will

adopt allowable fees annually in an open board meeting.

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

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

The chief administrative officer of the applicant charter school certifies that, to the best of his/her knowledge

and belief, the data in this application are true and accurate, and that the applicant will comply with the

assurances noted above if this application is approved. Therefore, this application for charter school status

and funding is hereby submitted with the full approval and support of the governing body and chief

administrative officer of the proposed charter school.

Name (type): Sharon Moss

Title (type): Chief Administrative Officer

Signature:

Date:

Admission is not limited based upon ethnicity, national origin, religion, gender, income level, disabling
condition, proficiency in the English language or athletic ability. There are no tuition or fees charged for
attending Noah Webster Academy Charter School except those allowed by law.
Noah Webster Academy Charter School will admit all eligible pupils who submit
a timely application. A charter school shall give enrollment preference to children of founding members,
pupils returning to the charter school in the second or any subsequent year of its operation and to siblings
of pupils already enrolled in the charter school. If, by the application deadline, the number of applications
exceeds the capacity of a class, grade level, or building, all applications for that class, grade level or
building will be selected for the available slots through a lottery, except that preference as allowed in law
shall be given. After the application deadline, pupils for any remaining slots will be accepted in order of
their lottery position. If an opening in the school occurs mid-year and no students remain from the
original lottery, a notice for applications will be announced and applicants will be enrolled on the same basis as
outlined above.

These admission procedures have been approved in legislation and by the Utah State Board of Education. If you have other administrative details of how you intend to facilitate acceptance of applicants to your school, they should not be in conflict with the language noted above. Proof of Insurance ____ Noah Webster Academy _____ Charter School will provide to the Board a certificate of insurance before the first day of school in its initial year and annually thereafter. Electronic Data Submission

____ Noah Webster Academy_____ Charter School

and ability to meet all of the electronic data submission

will have the technology

requirements for charter schools.

Nonsectarian Statement	
Noah Webster Academy	Charter
School is nonsectarian	
in its programs, admission policies and employment practices other operations.	and all
Special Education/Exceptional Student Services Training	
The applicant/authorized signer for Noah Webster Academy Charter School	
will take a one-day Special Education training class sponsore Utah Department of Education	ed by the
subsequent to signing the contract, but prior to the first dainstruction and annually thereafter.	ay of

CAO (please print) CAO's Signature Date

23. Waivers from State Board of Education Rules.
Noah Webster Academy is not seeking any additional waivers beyond those already extended to Charter Schools.
24. Additional information/ Letters of Support.
25. Statement of participation in the Utah Retirement System.
Noah Webster Academy presently participates in the Utah State Retirement System and intends to continue participation therein. This is reflected in our three- year budget proposal.