

VISTA AT ENTRADA
School of Performing Arts & Technology

Restated and Amended
(2013)

School Name: Vista at Entrada, School of Performing Arts &
Technology
DBA: Vista School

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

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Title Page

Name of Proposed Charter School Vista at Entrada, School of Performing Arts & Technology
 New School Converted School

Name of Applicant Applying for the Charter Vista at Entrada, School of Performing Arts and Technology, Inc.
 (This may be a public body, private person, or private organization.)

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

Authorized Agent Mailing Address [REDACTED]

City St. George State Utah Zip 84770

District school will be located Washington County E-mail [REDACTED]

Daytime Phone [REDACTED] Fax [REDACTED]

Form of Organization

- NonProfit Corporation
- Tribal Entity
- _____

The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below.

Name (if known at time of application)	Phone Number	Type of Member (examples: parent, business, potential staff)	Position on Board
David Moss	[REDACTED]	Board Member	Chair/President
Jan Broberg	[REDACTED]	Potential Staff	Vice President
Susan Broberg	[REDACTED]	Parent	Treasurer
Anna Marie Smith	[REDACTED]	Board Member	Secretary

Founding Members: David Moss, Jan Broberg, Susan Broberg, Doug Bishop, Anna Marie Smith, and Maria Vaccaro

Target Population

Mission Statement (use only this space):

A Model of Academic & Artistic Excellence
 Vista School’s mission is to create an academic enterprise that stands unique among all schools. We are dedicated to providing all students with an individualized and unparalleled educational experience through involvement with the arts, language development, and the improved use of information and technology tools. By utilizing a highly trained and committed staff to empower each student through use of a technological and flexible approach to teaching. to succeed, We will offer a comprehensive program in a professional and compassionate manner and establish a model of academic and artistic excellence.

GRADES AND SPECIFIC NUMBER OF STUDENTS SERVED BY GRADE														TOTAL NUMBER OF STUDENTS (Enrollment cap)
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
	75	75	75	75	75	75	75	75	75					675
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
	75	75	75	75	75	75	75	75	75					675
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
	75	75	75	75	75	75	75	75	75					
Ultimate Enrollment	100	100	100	100	100	100	100	100	75					875

(The number of students should be at maximum the enrollment that is being requested)

School Calendar

Standard Extended School Year Instructional Days 180 .
 Alternative (please describe in 5 words or less) Start Date August 11, 2009 .

7 Charter School Purposes

Continue to improve student learning. Continuous improvement of student learning will be an ongoing goal and purpose of Vista School. Our approach to improvement of student learning is based on three pillars: exposure to the arts, increased use of technology, and empowerment of the teaching staff.

Exposure to the Arts. The first pillar focuses on research-based philosophy indicating that students can attain higher levels of achievement through their engagement with the arts. Further research has shown that learning in and through the arts can help “level the playing field” for students from disadvantaged circumstances. We will integrate instruction in an arts-rich environment with a robust and research-based curriculum to improve student learning at Vista School. Vista School’s program will enable students to have direct involvement with the arts and artists, encourage self-directed learning, engage community leaders and resources, and require significant staff development.

Empowerment of Teaching Staff. The foundation of the pillars noted above is an effective and empowered teaching staff. We will improve student learning by improving each teacher’s ability to deliver effective lessons in the classroom. Teachers at Vista School will be provided ongoing professional development regarding instruction and the effective use of technology. As with many other public schools, teachers at Vista School will use the Utah Core Curriculum as their guide in strategically planning the school year. However, teachers at Vista School will have virtually limitless resources (through use of Vista School’s web-based curriculum, tools, etc) to ensure each lesson aligns to the core and engages the student.

Encourage the use of different and innovative teaching methods. The integration of arts and technology is innovative in and of itself. Teachers at Vista School will be strongly encouraged to utilize new and innovative teaching strategies to match the innovative nature of the program. However, we believe that simply encouraging innovation falls short. Our approach is to encourage different and innovative teaching methods and then share effective strategies with the entire staff and staff at other schools. While this is not a novel idea, Vista School will be in a unique situation to identify and share effective teaching methods.

Create new professional opportunities for educators that allow them to participate in designing and implementing the learning program. As noted above, we have a strong focus on effective delivery of the curriculum. The ability to recognize and model effective teaching strategies plays an important role in the delivery of Vista School’s learning program. Our goal is to take the strengths of each teacher and share them with the entire Vista School staff. We will encourage teachers to attend professional development outside of those sponsored by Vista School and to visit and learn from other schools and other models that have proven to be effective. Thus, each Vista School teacher is given the opportunity to think “outside the box,” and ongoing evaluations will allow Vista School to

identify and promote those approaches that effectively implement the instructional program. In addition, highlighting strengths will create unity and consistency among the teaching staff and demonstrate Vista School's true intent to encourage teachers to take ownership in the program.

Increase choice of learning opportunities for students. At the heart of most charter schools is the notion of increased choice in education. While many cities throughout the state of Utah have seen an influx of school choice through the introduction of charter schools, students in the area of St. George, Ivins, Santa Clara, Bloomington, and Washington have not experienced the same opportunities. In fact, George Washington Academy, located in Washington City, is the only K-8 charter school in Washington County. Notwithstanding, Washington county is currently one of the fastest growing counties in the state and served over 17,300 students in grades K-8 in the 2006-07 school year. *See Utah Superintendent's Annual Report: Section II: Data Files, 2005-06, Fall Enrollment Summary by Grade.* The introduction of a K-8 charter school to the proposed location will give students in the cities of St. George, Santa Clara, Ivins, and other neighboring cities, a meaningful choice when it comes to public education.

Establish new models of schools and new forms of accountability that emphasize measurement of learning outcomes and the creation of innovative measurement tools. Vista School at Entrada not only represents a new model of charter school, but it also strives to utilize measurement tools to ensure its program aligns with the Utah state core. Vista School seeks not only establish a new model of charter school, but a new model of accountability.

Provide greater opportunities for parental involvement in management decisions at the school level. The most substantive way for parents to be involved in the operation and management of Vista School is through service on Vista School's Board of Directors or a Vista School Committee. Vista School's Board of Directors consists of parents and community leaders that have a desire to serve the interests of the school. The Board of Directors is charged with managing the property, affairs, and overall operation of the school. In addition, the Board of Directors establishes and enforces Vista School policy to ensure the school operates in a manner consistent with Vista School's mission, its charter, and all applicable laws. Although board membership is limited, parents will have other meaningful opportunities to be involved in management decisions. For example, each Vista School committee will have at least one parent member. By serving on Vista School committees, parents will be involved in more specific areas that might involve less commitment or focus on more specific issues (e.g. legal, education, accounting). This will allow parent volunteers to donate their time more efficiently and still have a strong influence on policy and management decisions. Other opportunities for parental involvement will include voicing opinions at regularly scheduled public board meetings, responding to parent/student questionnaires, and actively participating in the elections of new board members.

Expand public school choice in areas where schools have been identified for improvement, corrective action or restructuring under the No Child Left Behind Act. Vista School will create a substantive opportunity for school choice in an area that has been identified for improvement under the No Child Left Behind Act. Specifically, of the 8 traditional public schools within a five mile radius of the proposed site serving grades K through 8, 7 schools failed to make their Adequate Yearly Progress ("AYP") in at least one of the past two years. The Federal Adequate Yearly Progress Summary Reports indicate that the Hispanic, Economically Disadvantaged, Limited English

Proficiency, and Students with Disabilities subgroups are the most at risk for failing to meet federal proficiency standards. For the vast majority of students attending these schools, there is no choice in education; Vista School will be the first K-8 charter school in St. George, the second in Washington School District, and will expand public education opportunities for students in the area.

Market Analysis

Facility & Location

The school site is situated in the shadow of majestic cliffs of vermilion sandstone in the northwest corner of the City of St. George – adjacent to the cities of Santa Clara and Ivins.

The facility is situated on approximately 4 to 5 acres near the intersection of Entrada Trail and Snow Canyon Parkway and consists of approximately 52,000 to 55,000 square feet. The facility has an area of the school dedicated to supporting the needs of our performing arts program and contain approximately 26 regular elementary instructional rooms, 1 music room, 1 gymnasium with stage, 1 science room, at least 1 special education room, 3 administrative suites, 3 faculty rooms, 1 health suite, 2 multi-purpose rooms, 1 media center/library, and 2 collaboration/study areas. Vista is designed and constructed to be accessible to and usable by individuals with disabilities. Vista acknowledges that compliance with ADA guidelines is required for any new (or remodeled) charter school facility. In addition, the facility was designed in accordance with all applicable zoning and building code requirements.

Phase II of Entrada at Snow Canyon is planned to be a mixed use development. The goal of the development is to integrate multiple uses – retail, housing, entertainment, office space etc. – in a way that promotes commerce, encourages social interaction and creates efficiencies of space. The introduction of Vista’s program and facility design will promote the goals of this use and create an opportunity for members of the community to share in the experiences and opportunities provided to Vista students.

The school is situated adjacent to Snow Canyon Parkway, a major arterial road connecting St. George with Ivins and the Snow’s Canyon State Park. Students residing in Santa Clara gain access to Snow Canyon Parkway via 2000 North, another arterial road connecting Santa Clara to St. George. Students coming from St. George and Washington access the school via Bluff St. to Snow Canyon Parkway. In short, the proposed site allows students throughout St. George and surrounding areas access to the school without traveling through neighborhoods or increasing traffic in areas of concern. An added bonus is the site’s proximity to another well known performing arts charter school and professional theater: Tuacahn.

Within an approximate 5 mile radius of the site, there are 8 public schools: **Arrowhead Elementary** (2007 Oct. 1 Count: 625 students, K-5), **Coral Cliffs Elementary** (2007 Oct. 1 Count: 633 students, K-5), **Dixie Downs Elementary** (2007 Oct. 1 Count: 560 students, K-5), **Red Mountain Elementary** (2007 Oct. 1 Count: 592 students, K-5), **Santa Clara Elementary** (2007-Oct. 1 Count: 544 students, K-5), **Sunset Elementary** (2007 Oct. 1 Count: 628 students, K-5), **West Elementary** (2007 Oct. 1 Count: 446 students, K-5), and **Lava Ridge Intermediate** (2007 Oct. 1 Count: 895 students, grades 6-7) (Total student population within 5 mile radius: **4,923 students grades K-7**). *Enrollment numbers provided by Washington School District.*

Initially, Vista rented the building facility on a lease to own program. However, in 2012, Vista successfully negotiated the purchase of the facility. This purchase has allowed Vista to save money and improve its financial condition.

Educational Landscape (Market Context)

In 2006, Washington County reported the highest percentage growth rate of any county in the state of Utah. *See Governor's Office of Planning and Budget, 2007 Annual Utah Economic Review.*

Approximately half of the County's population resides in the cities of St. George, Santa Clara, and Ivins.

Vista will be located in the northwest corner of St. George, adjacent to the cities of Santa Clara and Ivins. This falls within the boundaries of Washington School District. Washington District oversees 24 elementary schools and 8 middle schools which are distributed among 7 cities in the county and served over 17,300 students in grades K-8 in the 2006-07 school year. *See Utah Superintendent's Annual Report: Section II: Data Files, 2005-06, Fall Enrollment Summary by Grade.* While many school districts throughout the state have seen an influx of school choice through the introduction of charter schools, Washington School District has not experienced the same growth. In fact, George Washington Academy is the only K-8 charter school in the district and the county.

Market Trends

As noted above, Washington County reported the highest percentage growth rate of any county in the state of Utah with a median age of 30.4 years. With its increase in population, Washington County has also experienced an increase in student enrollment. Washington School District experienced the second highest growth rate of any district in the state for the 2006 school year (5%), and is expected to report an even higher growth rate for the 2007 school year (projected at 6.5%). *See Utah Superintendent's Annual Report: Section II: Data Files, 2005-06, Fall Enrollment Summary by District and Year – Projected Fall 2007.* To face this increase in the school-aged population, Washington District is currently constructing 1 new elementary school, 2 intermediate schools, and 1 high school. If the population growth continues as it is expected, Washington School District has plans to open 12 additional elementary schools, 2 intermediate schools, and 2 middle schools.

In light of the rapid growth in the school-aged population, choice in public education is becoming less and less attainable. Although numerous charter school applications from the Washington County area have been submitted, only one K-8 charter school has been approved in the county: George Washington Academy (“GWA”). GWA is located on the southeastern border of St. George, and derives the majority of its students from Washington City and southeast St. George. In contrast, Vista will be located along the northwest border of St. George and will not likely compete with GWA for students. Although Vista has not, nor does it intend, to enter into an articulation agreement, the proposed site is in close proximity to Tuacahn High School, and will act as a natural feeder school for Tuacahn's program.

Another significant trend in the Washington County area is the growing number of parents who choose to send their children to after school arts programs. In St. George and the surrounding communities, over 3,500 students attend these programs which provide instruction in dance, music, and theater, and range in price from \$40-\$285/month with an average cost of approximately \$200/month per child. (Note: these figures do not include private instruction.) Vista will provide these parents the opportunity to enroll their children in a public school that provides the same, if not

better, performing arts instruction. This will also open the door to arts instruction for many families that cannot afford to send their children to after school programs.

In summary, the stage is set for a new charter school in Washington School District: the county is a growth leader in the state, the district is a growth leader in the state, new school construction is on the rise, and Vista's proposed location is strategically located in a service area devoid of choice in public education for grades K-8.

Competitive Advantage

The first competitive advantage of Vista is the innovative program offered at the school. Vista will be a pioneer in education by partnering a robust and research-based curriculum with instruction in an arts-rich environment. No other school in Washington School District offers such a program, and no other location in the county would be better suited to house this program. Vista's proximity to Tuacahn Center for the Arts and Tuacahn High School provides a natural fit with its surroundings; coupled with a proposed location designed to encourage social interaction and entertainment (Entrada at Snow Canyon, Phase II), the stage is set for Vista's success. Additionally, Vista is the only meaningful choice in K-8 public education for residents in nearby communities.

Timing is another competitive advantage Vista will enjoy. The approval of Vista's charter would come at a time when the district and the county are experiencing unprecedented growth in population, without the corresponding growth of charter schools we have come to expect in other districts throughout the state.

Finally, the strategic location of Vista's proposed site will allow students from various communities and backgrounds to access the school safely and without creating neighborhood traffic or safety concerns. Because Phase II of Entrada at Snow Canyon will incorporate Vista's facility into its master plan and due to the mixed use nature of the plan, Vista's proposed site will be engineered and designed to accommodate the needs of the students, the school, and the community.

Marketing Plan (Outreach)

Vista will implement an aggressive marketing plan designed to inform parents in the St. George area of the school's program and provide parents equal opportunity to participate in the enrollment process. Inasmuch as numerous schools in the surrounding area have struggled to meet the needs of various disadvantaged groups, Vista will specifically seek to inform parents of these students of the opportunity to enroll at Vista. Outreach literature/advertising will be in English, Spanish, or both, depending on the circumstances. The school will utilize its website, local news papers, school-based marketing, flyers, brochures, mailings, radio, and other ads to inform the public. To implement Vista's outreach plan, committees will be created, application processes will be simplified within the laws of the State of Utah, and marketing materials will be strategically located in churches, studios, shopping areas, grocery stores, gas stations, libraries, community centers and city halls.

Additionally, Vista will seek potential volunteers and students through public service announcements, informational seminars and networking opportunities in the community. Individuals expressing interest will be included on the Vista's mailing list and phone tree in order to keep them connected and informed of the progress and volunteer opportunities at the school. Finally, Vista intends to network with state and national organizations that promote school choice and quality education for

children. By following this approach, it is our goal to utilize the experience and resources of individuals and associations that have experience in generating awareness of choice in education.

Capital Facility Plan

We recognize the importance of making facility arrangements and the associated financing and construction obstacles. With that in mind, Vista has already started this process and identified a proposed location and contacted willing investors to help us finance and construct the facility.

Site Selection. Selecting an appropriate site for Vista was a paramount concern when we began the charter school application process. We evaluated numerous locations and options before choosing the proposed site; however, the proximity to other performing arts organizations, a picturesque setting, a unique mixed use development encouraging entertainment and social interaction, and a community that welcomed our school, all contributed to making the site an ideal setting for our academic and artistic programs.

The following factors also contributed to our selection of the school site: (i) Infrastructure. Proximity to major arterial roads, namely Snow Canyon Parkway, 2000 North, Sunset Blvd. and Bluff Street, will provide broad access for students residing in St. George, Ivins, Santa Clara, and other surrounding communities; (ii) Proximity to Emergency Services. The site is less than 3 miles from Ivins Fire and Police Departments; (iii) Ingress/Egress. Because our site will be designed to fit within Entrada's master development plan, we will be able to strategically engineer the site to accommodate ingress/egress; (iv) Parking & Playground Space. We will be able to work with the developer to ensure adequate parking and playground space will be available to meet the needs of our students and capacity of our facility; (v) New Facility Benefits. Choosing to construct a new facility will lower maintenance costs, reduce safety concerns, and was necessary to ensure the facility design could meet the mission, goals, and emphasis of Vista.

We are unable to enter into a written agreement for the purchase of the land until our charter is approved. Therefore, the site location may be subject to change. In the event that a new site location must be chosen, we will look for an alternate location that provides similar benefits to those listed above. In doing so, we will likely engage the services of a real estate agent who will work closely with our board to ensure an appropriate site is selected. Following approval of our charter, we recognize the importance of securing land as soon as possible. Therefore, we will execute the necessary instruments as soon as is reasonably possible and prudent to purchase land and begin the design and construction process.

Facility Financing. In an effort to determine the most cost effective method of financing our facility, we have carefully considered the advantages and disadvantages associated with buying verses leasing. It is our intent to purchase our facility through issuance of tax-exempt bonds, and our investors have committed to providing Vista with a purchase option. This process begins with the execution of a lease agreement. The board will review and negotiate any lease agreement prior to execution (in addition to the Utah Charter School Board's review) to ensure, among other things, a fair market value lease rate is established and an option to purchase the facility is incorporated.

The purpose of the lease agreement is to allow our investors to secure construction financing, to set forth the initial terms of Vista's occupancy (as a lessee), and to define both parties responsibilities with respect to the facility and grounds. The investors will initially own the facility and lease it to Vista until we exercise the option to purchase. Pursuant to the terms of the lease agreement, the

lessor will be contractually responsible for securing all permits and approvals required for construction of the school. Also, Vista will be able to establish a payment history for its facility by making lease payments prior to purchasing its building. During the fall/winter of 2008, Vista will engage the services of an attorney specializing in municipal bonds to represent it as bond counsel – this will ensure the appropriate procedures are followed throughout the bonding process. (Note: attorney’s fees will be paid through the proceeds of the bond issuance.) During its first year of operation, Vista intends to exercise its option to purchase and own its facility.

We believe that purchasing our facility will provide the following advantages: (i) it will be more economical than leasing. Most lease agreements contain escalating payments and require the payment of property taxes in addition to the lease payment (triple net lease agreements). By purchasing our facility, Vista will avoid the uncertainty associated with lease agreements, secure a fixed monthly payment, and avoid payment of property taxes (because Vista will be a non-profit tax exempt entity); (ii) it will allow Vista control over the use of the facility and give a sense of permanence to the school; and (iii) it will improve Vista’s ability to build financial assets. We also recognize the disadvantages of owning, namely, the necessity of cash up front, the requirement of substantially more time and effort, and the added responsibilities associated with property and debt management. However, we believe the benefits of ownership far outweigh its costs.

After approval of our charter, we acknowledge the urgency placed on securing financing and constructing school facilities. Therefore, Vista will make immediate arrangements to secure financing, to develop site and floor plans, and to obtain the necessary permits and approvals required for construction of the school.

Detailed Business Plan

Funding Worksheet & Budget

CHARTER SCHOOL WORKSHEET

FY 2007-2008

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

TEMPLATE

School Name

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	75	0.55	41.25
Estimated ADM (1-3)	225	0.9	202.5
Estimated ADM (4-6)	225	0.9	202.5
Estimated ADM (7-8)	150	0.99	148.5
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K)	5		
Special Ed ADM (1-12)	42		
Special Ed (Self-Contained)	0		
Number of Teachers (K-6)	21		
Number of Teachers (7-12)	6		
WPU Value	\$2,514		
Prior Year Teacher FTE (CACTUS)	0		
Prior Year WPUs	0		
ELL Students	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	594.7500	\$ 1,495,202
Professional Staff	0.03800	22.6005	56,818
Restricted Basic School:			
Special Ed--Add-on	1.0000	44.8875	112,847
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$215 per K-8 ADM		145,125
Total WPU Programs		662.2380	\$ 1,809,991
Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	\$ 478.07 per WPU		\$ 316,596
Quality Teaching Block Grant	\$944 per CACTUS prior year teacher FTE OR, If new, use current teacher FTE \$76 per total prior year WPUs; OR If new, \$76 X C35 or current WPUs		- 25,488 -
Local Discretionary Block Grant	\$41		50,330
Interventions-Student Success	\$22 per K-12 WPU \$90 per ELL student		24,385 13,085 -
Special Populations			
At Risk Regular Program	\$6 per total prior year WPUs; OR If new, \$6 X C35 or current WPUs		- 3,973
Gifted and Talented	\$4 per K-12 WPU		2,379
Other			
School Land Trust Program	\$39 per student		26,325
Reading Achievement Program	\$19 per total prior year WPUs \$3 per K-3 student		- 900 -
Charter Administrative Costs	\$42 per low income student \$62 per student		- 41,850
Local Replacement Dollars	Average \$1,021 per student		689,175
Total Non-WPU			\$ 1,194,486
One Time			
Teacher Materials/Supplies	\$360 or \$285 per teacher (K-6) ¹ \$310 or \$235 per teacher (7-12) ²	21 6	5,985 1,410
ADM costs (ongoing & one-time)	\$393	675	265,275
Library Books and Resources	\$3 per student	675	2,025
Total One Time			\$ 274,695
ESTIMATED Total All State Funding			\$ 3,279,172

¹Steps one through three get \$360; steps four or higher get \$285

²Steps one through three get \$310; steps four or higher get \$235

Questions: Call Cathy Dudley @ 538-7667

Updated 04-17-07

Vista at Entrada, School of Performing Arts & Technology

	First Year			Second Year			Third Year		
Number of Students (ADM):			675			675			675
Revenue			Total			Total			Total
State Funding			\$ 3,279,172			\$ 3,364,771			\$ 3,465,714
Federal & State Projects									
Private Grants & Donations			\$ 1,000			\$ 1,030			\$ 1,061
Loans									
Other (Specify) U-PASS/Parent Org			\$ 5,800			\$ 5,974			\$ 6,153
Total Revenue			\$3,285,972			\$3,371,775			\$3,472,928
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)			\$			\$			\$
Director (Principal)	1.00	\$ 70,000	\$70,000	1.00	\$ 72,100	\$72,100	1.00	\$ 75,705	\$75,705
Teacher-Regular Ed	27.00	\$ 31,917	\$861,759	27.00	\$ 32,875	\$887,612	27.00	\$ 34,518	\$931,992
Teacher-Special Ed	2.00	\$ 37,500	\$75,000	3.00	\$ 33,475	\$100,425	3.00	\$ 35,149	\$105,446
Instructional Assts	22.00	Hourly	\$133,650	22.00	Hourly	\$137,660	22.00	Hourly	\$144,542
Secretary	1.00	\$ 25,000	\$25,000	1.00	\$ 25,750	\$25,750	1.00	\$ 27,038	\$27,038
Teacher-Perf Art/Part Time	2.00	\$ 15,959	\$31,917	2.00	\$ 16,437	\$32,875	2.00	\$ 17,259	\$34,518
Teacher Trainer	1.00	\$ 50,400	\$50,400	1.00	\$ 51,912	\$51,912	1.00	\$ 54,508	\$54,508
Other (Specify) Bus Mngr / Staff	1.00	\$ 45,000	\$45,000	1.00	\$ 46,350	\$46,350	1.00	\$ 48,668	\$48,668
Other (Specify) Substitutes	NA	NA	\$17,010	NA	NA	\$17,520	NA	NA	\$18,396
Other (Specify) Performance Pay	NA	NA	\$45,500	NA	NA	\$46,865	NA	NA	\$49,208
Employee Benefits (200)			\$348,818			\$ 408,661			\$437,344
Travel (580)			\$ 16,200			\$ 16,686			\$17,520
Purchased Professional Services(300)			\$ 29,000			\$ 29,870			\$31,364
Purchased Property Services(400)			\$ 30,000			\$ 30,900			\$32,445
Instructional Aids/Books/Library(600)			\$ 230,700			\$ 74,957			\$78,705
Supplies(600)			\$ 129,535			\$ 89,069			\$74,022
Legal (300)			\$ 1,250			\$ 2,500			\$2,625
Auditor(300)			\$ 1,250			\$ 2,500			\$2,625
Marketing (300)			\$ 8,500			\$ 8,755			\$9,193
Other (printing; postage)			\$ 2,000			\$ 2,060			\$2,163
Total Instruction, Administration & Support			\$2,152,489			\$2,085,025			\$2,178,027
Operations & Maintenance			Total			Total			Total
Supplies			\$ 1,500			\$ 1,545			\$ 1,622
Phone/Communications			\$ 5,505			\$ 3,649			\$ 3,831
Custodial Services			\$ 8,500			\$ 8,755			\$ 9,193
Advertising			\$ 1,720			\$ 1,772			\$ 1,860
Property/Casualty Insurance			\$ 20,000			\$ 20,600			\$ 21,630
Utilities			\$ 116,500			\$ 137,345			\$ 144,212
Rent									
Fees/Permits & dues			\$ 6,350			\$ 6,541			\$ 6,868
Transportation			\$ -			\$ -			\$ -
Food Service			\$ 1,600			\$ 1,648			\$ 1,730
Accounting Services			\$ 9,500			\$ 9,785			\$ 10,274
Land & Improvements			\$ 5,000			\$ 5,150			\$ 5,408
Building & Improvements			\$ 2,500			\$ 2,575			\$ 2,704
Computer Equipment			\$ 210,000			\$ 161,000			\$ 169,050
Furniture & Other Equipment			\$ 73,000			\$ 102,000			\$ 54,600
Upgrades (Connectivity)			\$ 2,400			\$ 2,472			\$ 2,596
Leases/Loan Payments			\$ 612,500			\$ 700,000			\$ 735,000
Other (security, copier lease)			\$ 11,300			\$ 11,639			\$ 12,221
Total Operations & Maintenance			\$ 1,087,875			\$ 1,176,475			\$ 1,182,798
Total Expenditures			\$3,240,364			\$3,261,500			\$3,360,825
Total Revenues			\$3,285,972			\$3,371,775			\$3,472,928
Budget Balance (Revenues-Expenditures)			\$45,608			\$110,275			\$112,103

Cash Flow Statements

Cash Flow Statement: Year 1

Vista Cash Flow Statement
Estimates Only - Year 1

Revenues	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Totals
WPU													
Startup State/Fed													-
Income-K-12 WPU	124,600	124,600	124,600	124,600	124,600	124,600	124,600	124,600	124,600	124,600	124,600	124,600	1,495,202
Income--Professional Staff	4,735	4,735	4,735	4,735	4,735	4,735	4,735	4,735	4,735	4,735	4,735	4,735	56,818
Income--Special Ed Add-on							65,828	9,404	9,404	9,404	9,404	9,404	112,847
Income--Class Size Reduction	12,094	12,094	12,094	12,094	12,094	12,094	12,094	12,094	12,094	12,094	12,094	12,094	145,125
Non-WPU													
Income--Soc Security & Retirem	26,383	26,383	26,383	26,383	26,383	26,383	26,383	26,383	26,383	26,383	26,383	26,383	316,596
Income--Quality Teaching Block	6,318	6,318	6,318	6,318	6,318	6,318	6,318	6,318	6,318	6,318	6,318	6,318	75,818
Income--Local Discretionary Bl	2,032	2,032	2,032	2,032	2,032	2,032	2,032	2,032	2,032	2,032	2,032	2,032	24,385
Income--Interventions for Stud	1,090	1,090	1,090	1,090	1,090	1,090	1,090	1,090	1,090	1,090	1,090	1,090	13,085
Income--At-Risk Student Progra	331	331	331	331	331	331	331	331	331	331	331	331	3,973
Income--Accelerated Learning	198	198	198	198	198	198	198	198	198	198	198	198	2,379
Income--Local School Land Trust	2,194	2,194	2,194	2,194	2,194	2,194	2,194	2,194	2,194	2,194	2,194	2,194	26,325
Income--Reading Achievement	75	75	75	75	75	75	75	75	75	75	75	75	900
Income--Administrative Costs	3,488	3,488	3,488	3,488	3,488	3,488	3,488	3,488	3,488	3,488	3,488	3,488	41,850
Income--Charter Local Replacem	57,431	57,431	57,431	57,431	57,431	57,431	57,431	57,431	57,431	57,431	57,431	57,431	689,175
One Time													
Income--Teachers Mat. & Supp.	7,395												7,395
ADM Costs (ongoing & one-time)	22,106	22,106	22,106	22,106	22,106	22,106	22,106	22,106	22,106	22,106	22,106	22,106	265,275
Library Books & Resources	169	169	169	169	169	169	169	169	169	169	169	169	2,025
Other													
Income--U-PASS								1,500					1,500
Income- Cash Donation	500											500	1,000
Income- Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Income- Parent Organization	1,200	500				600					2,000		4,300
Total Revenues	272,339	263,744	263,244	263,244	263,244	263,844	329,072	274,148	272,648	272,648	274,648	273,148	3,285,972
Expenses													
K12, Inc. Curriculum & Materials	65,250	65,250	6,525	6,525	6,525	6,525	6,525	6,525	6,525	6,525	6,525	-	189,225
Library Books & Supplies	-	16,875	8,438	2,813	2,813	2,813	-	-	-	-	-	-	33,750
Testing & Testing Materials	-	-	3,000	-	-	-	-	-	-	-	-	-	3,000
Curriculum--Special Education	-	-	1,575	1,575	1,575	1,575	1,575	1,575	1,575	1,575	1,575	-	4,725
Wages- Teachers	-	-	71,813	71,813	71,813	71,813	71,813	71,813	71,813	71,813	71,813	215,440	861,759
Wages- Classroom Aides	-	-	14,850	14,850	14,850	14,850	14,850	14,850	14,850	12,150	8,100	14,850	133,650
Wages- Substitute Teacher	-	-	1,890	1,890	1,890	1,890	1,890	1,890	1,890	1,890	1,890	-	17,010
Wages- Special Education	-	-	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	18,750	75,000
Performance Pay- Teachers	-	-	-	-	-	-	-	-	-	-	-	40,500	40,500
Wages- School Director	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	70,000
Wages- Secretary	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Wages- Perf Arts Staff/Part Time	-	-	2,660	2,660	2,660	2,660	2,660	2,660	2,660	2,660	2,660	7,979	31,917
Wages- Other School Admin	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
Wages-Maintenance & Operation	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Merit Pay- Admin Expense	-	-	-	-	-	-	-	-	-	-	-	5,000	5,000
Advertising & Promotions	5,000	2,500	-	-	-	-	-	500	500	-	-	-	8,500
Bank Fees	100	100	100	100	100	100	100	100	100	100	100	100	1,200
Dues & Subscriptions	-	-	-	5,000	-	-	-	-	-	-	-	-	5,000
Employee Benefits Expense	-	1,000	2,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	116,000
Social Security (FICA) Tax	1,084	1,084	8,540	8,540	8,540	8,127	8,540	8,540	8,540	8,333	8,023	23,844	101,732
Worker's Compensation Insuranc	213	213	1,674	1,674	1,674	1,593	1,674	1,674	1,674	1,634	1,573	4,675	19,948
Unemployment Insurance	354	354	2,791	2,791	2,791	2,656	2,791	2,791	2,791	2,723	2,622	7,792	33,246
Retirement & Mgt. Expense	708	708	5,581	5,581	5,581	5,311	5,581	5,581	5,581	5,446	5,244	15,584	66,492
Employee Motivation Expense	-	1,000	-	-	-	1,000	5,000	-	-	-	-	3,000	10,000
Student Motivation Expense	-	-	100	100	100	100	100	100	100	100	100	500	1,400
Prof. Dev. - Teachers & Instr.	-	15,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	5,000	29,000
Prof. Dev. - Teacher Trainer	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	50,400
Insurance Expense	-	20,000	-	-	-	-	-	-	-	-	-	-	20,000
Legal & Accounting	-	-	2,500	-	-	-	-	-	-	-	-	-	2,500
License & Tax Expense	150	-	-	-	-	-	-	-	-	-	-	-	150
Meals Expense	100	500	100	100	100	100	100	100	100	100	100	100	1,600
Supplies - Classroom	-	10,000	7,500	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	-	24,500
Supplies - Piano Lab	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
Supplies - Teacher Class Funds	-	-	5,985	-	-	-	-	-	-	-	-	-	5,985
Supplies - Physical Education	-	3,000	2,000	100	100	100	100	100	100	100	100	-	5,800
Supplies - Administration	1,000	5,000	1,000	500	500	500	500	500	500	500	500	500	11,500
Supplies - Custodial Equipment	-	10,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	21,250
Maintenance Equipment	-	10,000	5,000	-	-	-	-	-	-	-	-	-	15,000
Supplies- Copier & Printer	-	1,000	500	500	500	500	500	500	500	500	500	-	5,500

Supplies - Computer & Software	30,000	30,000	30,000	30,000	30,000	30,000	15,000	15,000	-	-	-	-	210,000
Copier Maintenance Expense	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	11,000
Operational Equipment	5,000	10,000	2,000	-	-	-	-	-	-	-	-	-	17,000
Facility Expense	-	29,167	58,333	58,333	58,333	58,333	58,333	58,333	58,333	58,333	58,333	58,333	612,500
Lease-Equipment Rental	-	1,000	-	-	-	-	-	-	-	-	-	-	2,000
Furniture & Other Equipment	20,000	20,000	5,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	54,000
Property Repairs & Maint.	-	-	500	500	500	500	500	500	500	500	500	500	5,000
Equipment Repairs	-	-	250	250	250	250	250	250	250	250	250	250	2,500
Postage & Mailing Expense	500	-	-	500	-	-	-	-	-	-	-	-	2,000
Management Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Outside Services - Prof. & Tech	-	-	1,000	200	200	200	200	200	200	200	200	200	2,400
Property Services	-	-	500	500	500	1,000	1,000	1,000	1,000	1,000	1,000	1,000	8,500
Security Expense	-	-	30	30	30	30	30	30	30	30	30	30	300
Telephone- Voice	1,000	1,000	500	250	250	250	250	250	250	250	250	250	4,750
Telephone- Data & Technology	128	128	50	50	50	50	50	50	50	50	50	50	755
Travel- Field Trips Expense	-	-	-	-	4,000	-	-	-	4,000	-	-	-	12,000
Travel & Lodging Expense	1,000	1,000	200	200	200	200	200	200	1,000	-	-	-	4,200
Transportation - Busing	-	-	-	-	-	-	-	-	-	-	-	-	-
Garbage Expense	-	-	125	125	125	125	125	125	125	125	125	125	1,250
Utilities Expense	-	-	12,250	12,250	12,250	12,250	12,250	12,250	12,250	12,250	12,250	5,000	115,250
Supplies - Medical/First Aid	-	500	100	100	100	100	100	100	100	100	100	100	1,500
Other Expense	-	250	250	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	9,500
Parent Organization Expense	480	200	-	-	-	240	-	-	-	-	800	-	1,720
Total Expenses	153,766	279,528	298,910	275,525	275,600	265,466	259,288	253,713	243,013	234,363	229,239	471,953	3,240,364
Net Surplus	118,573	(15,784)	(35,666)	(12,281)	(12,356)	(1,622)	69,784	20,435	29,635	38,285	45,409	(198,805)	45,608
Cash Balance	118,573	102,789	67,123	54,842	42,486	40,864	110,648	131,084	160,719	199,004	244,413	45,608	45,608

Cash Flow Statement: Year 2

Vista Cash Flow Statement

Estimates Only - Year 2

Revenues	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Totals
WPU													
Startup State/Fed	-	-	-	-	-	-	-	-	-	-	-	-	-
Income-K-12 WPU	128,338	128,338	128,338	128,338	128,338	128,338	128,338	128,338	128,338	124,600	124,600	124,600	1,528,844
Income--Professional Staff	4,877	4,735	4,735	4,735	4,735	4,735	4,735	4,735	4,735	4,735	4,735	4,735	56,960
Income--Special Ed Add-on	9,686	9,686	9,686	9,686	9,686	9,686	9,686	9,686	9,686	9,686	9,686	9,686	116,233
Income--Class Size Reduction	12,457	12,457	12,457	12,457	12,457	12,457	12,457	12,457	12,457	12,457	12,457	12,457	149,479
Non-WPU													
Income--Soc Security & Retirem	27,175	27,175	27,175	27,175	27,175	27,175	27,175	27,175	27,175	27,175	27,175	27,175	326,094
Income--Quality Teaching Block	6,508	6,508	6,508	6,508	6,508	6,508	6,508	6,508	6,508	6,508	6,508	6,508	78,093
Income--Local Discretionary BI	2,093	2,093	2,093	2,093	2,093	2,093	2,093	2,093	2,093	2,093	2,093	2,093	25,116
Income--Interventions for Stud	1,123	1,123	1,123	1,123	1,123	1,123	1,123	1,123	1,123	1,123	1,123	1,123	13,477
Income--At-Risk Student Progra	341	341	341	341	341	341	341	341	341	341	341	341	4,093
Income--Accelerated Learning	204	204	204	204	204	204	204	204	204	204	204	204	2,450
Income--Local School Land Trust	2,260	2,260	2,260	2,260	2,260	2,260	2,260	2,260	2,260	2,260	2,260	2,260	27,115
Income--Reading Achievement	77	77	77	77	77	77	77	77	77	77	77	77	927
Income--Administrative Costs	3,592	3,592	3,592	3,592	3,592	3,592	3,592	3,592	3,592	3,592	3,592	3,592	43,106
Income--Charter Local Replacem	59,154	59,154	59,154	59,154	59,154	59,154	59,154	59,154	59,154	59,154	59,154	59,154	709,850
One Time													
Income--Teachers Mat. & Supp.	7,617	-	-	-	-	-	-	-	-	-	-	-	7,617
ADM Costs (ongoing & one-time)	22,769	22,769	22,769	22,769	22,769	22,769	22,769	22,769	22,769	22,769	22,769	22,769	273,233
Library Books & Resources	174	174	174	174	174	174	174	174	174	174	174	174	2,086
Other													
Income--U-PASS	-	-	-	-	-	-	-	1,545	-	-	-	-	1,545
Income- Cash Donation	515	-	-	-	-	-	-	-	-	-	-	515	1,030
Income- Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Income- Parent Organization	1,236	515	-	-	-	618	-	-	-	-	2,060	-	4,429
Total Revenues	290,195	281,201	280,686	280,686	280,686	281,304	280,686	282,231	280,686	276,947	279,007	277,462	3,371,775
Expenses													
Curriculum & Materials	50,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	61,000
Library Books & Supplies	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Testing & Testing Materials	-	-	3,090	-	-	-	-	-	-	-	-	-	3,090
Curriculum--Special Education	-	-	1,622	-	1,622	-	1,622	-	-	-	-	-	4,867
Wages- Teachers	-	-	73,968	73,968	73,968	73,968	73,968	73,968	73,968	73,968	73,968	221,903	887,612
Wages- Classroom Aides	-	-	15,296	15,296	15,296	9,734	15,296	15,296	15,296	12,515	8,343	15,296	137,660
Wages- Substitute Teacher	-	-	1,947	1,947	1,947	1,947	1,947	1,947	1,947	1,947	1,947	1,947	17,520
Wages- Special Education	-	-	9,013	9,013	9,013	9,013	9,013	9,013	9,013	9,013	9,013	9,013	100,425
Performance Pay- Teachers	-	-	-	-	-	-	-	-	-	-	-	-	41,715
Wages- School Director	6,008	6,008	6,008	6,008	6,008	6,008	6,008	6,008	6,008	6,008	6,008	6,008	72,100
Wages- Secretary	2,146	2,146	2,146	2,146	2,146	2,146	2,146	2,146	2,146	2,146	2,146	2,146	25,750
Wages- Perf Art Teacher/Part Time	-	-	2,740	2,740	2,740	2,740	2,740	2,740	2,740	2,740	2,740	2,740	32,875
Wages- Other School Admin	3,863	3,863	3,863	3,863	3,863	3,863	3,863	3,863	3,863	3,863	3,863	3,863	46,350
Wages-Maintenance & Operation	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	30,900
Merit Pay- Admin Expense	-	-	-	-	-	-	-	-	-	-	-	-	5,150
Advertising & Promotions	5,150	2,575	-	-	-	-	-	515	515	-	-	-	8,755
Bank Fees	103	103	103	103	103	103	103	103	103	103	103	103	1,236

Dues & Subscriptions	-	-	-	5,150	-	-	-	-	-	-	-	-	5,150
Employee Benefits Expense	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	165,000
Social Security (FICA) Tax	1,116	1,116	8,993	8,993	8,993	8,567	8,993	8,993	8,993	8,780	8,461	24,559	106,557
Worker's Compensation Insuranc	219	219	1,763	1,763	1,763	1,680	1,763	1,763	1,763	1,722	1,659	4,816	20,894
Unemployment Insurance	365	365	2,939	2,939	2,939	2,800	2,939	2,939	2,939	2,869	2,765	8,026	34,823
Retirement & Mgt. Expense	730	730	5,878	5,878	5,878	5,600	5,878	5,878	5,878	5,739	5,530	16,052	69,645
Employee Motivation Expense	-	1,030	-	-	-	1,030	-	-	-	-	-	-	3,090
Student Motivation Expense	-	-	103	103	103	103	103	103	103	103	103	103	1,442
Prof. Dev.- Teachers & Instr.	-	15,450	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	5,150	29,870
Prof. Dev.- Teacher Trainer	4,326	4,326	4,326	4,326	4,326	4,326	4,326	4,326	4,326	4,326	4,326	4,326	51,912
Insurance Expense	-	20,600	-	-	-	-	-	-	-	-	-	-	20,600
Legal & Accounting	-	-	5,000	-	-	-	-	-	-	-	-	-	5,000
License & Tax Expense	155	-	-	-	-	-	-	-	-	-	-	-	155
Meals Expense	103	515	103	103	103	103	103	103	103	103	103	103	1,648
Supplies- Classroom	-	10,300	7,725	1,030	1,030	1,030	1,030	1,030	1,030	1,030	-	-	25,235
Supplies-Plano Lab	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Supplies--Teacher Class Funds	-	-	6,165	-	-	-	-	-	-	-	-	-	6,165
Supplies-Physical Education	-	3,090	2,060	103	103	103	103	103	103	103	103	-	5,974
Supplies- Administration	1,030	5,000	1,000	500	500	500	500	500	500	500	500	500	11,530
Supplies- Custodial Equipment	-	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	12,500
Maintenance Equipment	-	1,000	1,000	-	-	-	-	-	-	-	-	-	2,000
Supplies- Copier & Printer	-	1,030	515	515	515	515	515	515	515	515	515	-	5,665
Supplies- Computer & Software	50,000	35,000	30,000	20,000	20,000	6,000	-	-	-	-	-	-	161,000
Copier Maintenance Expense	-	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	11,330
Operational Equipment	10,000	-	-	-	-	-	-	-	-	-	-	-	10,000
Facility Expense	58,333	58,333	58,333	58,333	58,333	58,333	58,333	58,333	58,333	58,333	58,333	58,333	700,000
Lease-Equipment Rental	-	1,000	-	-	-	-	-	-	-	-	-	-	2,000
Furniture & Other Equipment	50,000	30,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	90,000
Property Repairs & Maint.	-	-	515	515	515	515	515	515	515	515	515	515	5,150
Equipment Repairs	-	-	258	258	258	258	258	258	258	258	258	258	2,575
Postage & Mailing Expense	515	-	-	515	-	-	-	515	-	-	-	-	2,060
Management Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Outside Services- Prof. & Tech	-	-	1,030	206	206	206	206	206	206	206	206	-	2,472
Property Services	-	-	515	515	515	1,030	1,030	1,030	1,030	1,030	1,030	1,030	8,755
Security Expense	-	-	31	31	31	31	31	31	31	31	31	31	309
Telephone- Voice	258	258	258	258	258	258	258	258	258	258	258	258	3,092
Telephone- Data & Technology	21	21	52	52	52	52	52	52	52	52	52	52	557
Travel- Field Trips Expense	-	-	-	-	4,120	-	-	-	4,120	-	-	-	12,360
Travel & Lodging Expense	1,030	1,030	206	206	206	206	206	206	1,030	-	-	-	4,326
Transportation - Busing	-	-	-	-	-	-	-	-	-	-	-	-	-
Garbage Expense	-	-	129	129	129	129	129	129	129	129	129	129	1,288
Utilities Expense	5,000	7,500	12,618	12,618	12,618	12,618	12,618	12,618	12,618	12,618	12,618	10,000	136,058
Supplies-Medical/First Aid	-	515	103	103	103	103	103	103	103	103	103	103	1,545
Other Expense	-	258	258	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	9,785
Parent Organization Expense	494	206	-	-	-	247	-	-	-	-	-	824	1,772
Total Expenses	269,456	235,358	295,469	265,053	265,130	240,692	246,675	240,933	245,362	236,453	231,175	489,745	3,261,500
Net Surplus	20,739	45,843	(14,783)	15,633	15,555	40,611	34,010	41,298	35,324	40,495	47,833	(212,282)	110,275
Cash Balance	66,348	112,191	97,407	113,040	128,595	169,207	203,217	244,515	279,839	320,333	368,166	155,884	155,884

Cash Flow Statement: Year 3

Vista Cash Flow Statement

Estimates Only - Year 3

Revenues	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Totals
WPU													
Startup State/Fed													-
Income-K-12 WPU	132,188	132,188	132,188	132,188	132,188	132,188	132,188	132,188	132,188	128,338	128,338	128,338	1,574,709
Income--Professional Staff	5,023	4,877	4,877	4,877	4,877	4,877	4,877	4,877	4,877	4,877	4,877	4,877	58,668
Income--Special Ed Add-on	9,977	9,977	9,977	9,977	9,977	9,977	9,977	9,977	9,977	9,977	9,977	9,977	119,720
Income--Class Size Reduction	12,830	12,830	12,830	12,830	12,830	12,830	12,830	12,830	12,830	12,830	12,830	12,830	153,963
Non-WPU													
Income--Soc Security & Retirem	27,990	27,990	27,990	27,990	27,990	27,990	27,990	27,990	27,990	27,990	27,990	27,990	335,877
Income--Quality Teaching Block	6,703	6,703	6,703	6,703	6,703	6,703	6,703	6,703	6,703	6,703	6,703	6,703	80,435
Income--Local Discretionary BI	2,156	2,156	2,156	2,156	2,156	2,156	2,156	2,156	2,156	2,156	2,156	2,156	25,870
Income--Interventions for Stud	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	13,881
Income--At-Risk Student Progra	351	351	351	351	351	351	351	351	351	351	351	351	4,215
Income--Accelerated Learning	210	210	210	210	210	210	210	210	210	210	210	210	2,524
Income--Local School Land Trust	2,327	2,327	2,327	2,327	2,327	2,327	2,327	2,327	2,327	2,327	2,327	2,327	27,928
Income--Reading Achievement	80	80	80	80	80	80	80	80	80	80	80	80	955
Income--Administrative Costs	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	44,399
Income--Charter Local Replacem	60,929	60,929	60,929	60,929	60,929	60,929	60,929	60,929	60,929	60,929	60,929	60,929	731,146
One Time													
Income--Teachers Mat. & Supp.	7,845	-	-	-	-	-	-	-	-	-	-	-	7,845
ADM Costs (ongoing & one-time)	23,453	23,453	23,453	23,453	23,453	23,453	23,453	23,453	23,453	23,453	23,453	23,453	281,430
Library Books & Resources	179	179	179	179	179	179	179	179	179	179	179	179	2,148
Other													
Income--U-PASS	-	-	-	-	-	-	-	1,591	-	-	-	-	1,591
Income- Cash Donation	530	-	-	-	-	-	-	-	-	-	-	530	1,061
Income- Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Income- Parent Organization	1,273	530	-	-	-	637	-	-	-	-	2,122	-	4,562
Total Revenues	298,901	289,637	289,106	289,106	289,106	289,743	289,106	290,697	289,106	285,256	287,378	285,786	3,472,928
Expenses													
Curriculum & Materials	52,500	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	64,050
Library Books & Supplies	525	525	525	525	525	525	525	525	525	525	525	525	6,300

Testing & Testing Materials	-	-	3,245	-	-	-	-	-	-	-	-	-	-	3,245
Curriculum--Special Education	-	-	1,703	-	1,703	-	1,703	-	-	-	-	-	-	5,110
Wages- Teachers	-	-	77,666	77,666	77,666	77,666	77,666	77,666	77,666	77,666	77,666	232,998	931,992	
Wages- Classroom Aides	-	-	16,060	16,060	16,060	10,220	16,060	16,060	16,060	13,140	8,760	16,060	144,542	
Wages- Substitute Teacher	-	-	2,044	2,044	2,044	2,044	2,044	2,044	2,044	2,044	2,044	-	18,396	
Wages- Special Education	-	-	9,463	9,463	9,463	9,463	9,463	9,463	9,463	9,463	9,463	20,278	105,446	
Performance Pay- Teachers	-	-	-	-	-	-	-	-	-	-	-	-	43,801	
Wages- School Director	6,309	6,309	6,309	6,309	6,309	6,309	6,309	6,309	6,309	6,309	6,309	6,309	75,705	
Wages- Secretary	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	27,038	
Wages- Perf Arts Teacher/Part Time	-	-	2,877	2,877	2,877	2,877	2,877	2,877	2,877	2,877	2,877	8,630	34,518	
Wages- Other School Admin	4,056	4,056	4,056	4,056	4,056	4,056	4,056	4,056	4,056	4,056	4,056	4,056	48,668	
Wages-Maintenance & Operation	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704	32,445	
Merit Pay- Admin Expense	-	-	-	-	-	-	-	-	-	-	-	-	5,408	
Advertising & Promotions	5,408	2,704	-	-	-	-	-	541	541	-	-	-	9,193	
Bank Fees	108	108	108	108	108	108	108	108	108	108	108	108	1,298	
Dues & Subscriptions	-	-	-	5,408	-	-	-	-	-	-	-	-	5,408	
Employee Benefits Expense	15,125	15,125	15,125	15,125	15,125	15,125	15,125	15,125	15,125	15,125	15,125	15,125	181,500	
Social Security (FICA) Tax	1,172	1,172	9,442	9,442	9,442	8,996	9,442	9,442	9,442	9,219	8,884	25,787	111,885	
Worker's Compensation Insuranc	230	230	1,851	1,851	1,851	1,764	1,851	1,851	1,851	1,808	1,742	5,056	21,938	
Unemployment Insurance	383	383	3,086	3,086	3,086	2,940	3,086	3,086	3,086	3,013	2,903	8,427	36,564	
Retirement & Mgt. Expense	766	766	6,172	6,172	6,172	5,880	6,172	6,172	6,172	6,026	5,807	16,854	73,128	
Employee Motivation Expense	-	1,082	-	-	-	1,082	5,408	-	-	-	-	-	3,245	
Student Motivation Expense	-	-	108	108	108	108	108	108	108	108	108	108	541	
Prof. Dev.- Teachers & Instr.	-	16,223	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	5,408	31,364	
Prof. Dev.- Other	4,542	4,542	4,542	4,542	4,542	4,542	4,542	4,542	4,542	4,542	4,542	4,542	54,508	
Insurance Expense	-	21,630	-	-	-	-	-	-	-	-	-	-	21,630	
Legal & Accounting	-	-	5,250	-	-	-	-	-	-	-	-	-	5,250	
License & Tax Expense	162	-	-	-	-	-	-	-	-	-	-	-	162	
Meals Expense	108	541	108	108	108	108	108	108	108	108	108	108	1,730	
Supplies- Classroom	-	10,815	8,111	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	-	26,497	
Supplies-Piano Lab	500	-	500	-	500	-	-	-	-	-	-	-	1,500	
Supplies--Teacher Class Funds	-	-	6,473	-	-	-	-	-	-	-	-	-	6,473	
Supplies-Physical Education	-	3,245	2,163	108	108	108	108	108	108	108	108	108	6,273	
Supplies- Administration	1,082	5,250	1,050	525	525	525	525	525	525	525	525	525	12,107	
Supplies- Custodial Equipment	-	1,313	1,313	1,313	1,313	1,313	1,313	1,313	1,313	1,313	1,313	-	13,125	
Maintenance Equipment	-	1,050	1,050	-	-	-	-	-	-	-	-	-	2,100	
Supplies- Copier & Printer	-	1,082	541	541	541	541	541	541	541	541	541	-	5,948	
Supplies- Computer & Software	52,500	36,750	31,500	21,000	21,000	6,300	-	-	-	-	-	-	169,050	
Copier Maintenance Expense	-	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	11,897	
Operational Equipment	10,500	-	-	-	-	-	-	-	-	-	-	-	10,500	
Facility Expense	61,250	61,250	61,250	61,250	61,250	61,250	61,250	61,250	61,250	61,250	61,250	61,250	735,000	
Lease-Equipment Rental	-	1,050	-	-	-	-	-	-	-	-	-	-	2,100	
Furniture & Other Equipment	42,000	-	-	-	-	-	-	-	-	-	-	-	42,000	
Property Repairs & Maint.	-	-	541	541	541	541	541	541	541	541	541	541	5,408	
Equipment Repairs	-	-	270	270	270	270	270	270	270	270	270	270	2,704	
Postage & Mailing Expense	541	-	-	541	-	-	-	541	-	-	-	541	2,163	
Management Services	-	-	-	-	-	-	-	-	-	-	-	-	-	
Outside Services- Prof. & Tech	-	-	1,082	216	216	216	216	216	216	216	216	-	2,596	
Property Services	-	-	541	541	541	1,082	1,082	1,082	1,082	1,082	1,082	1,082	9,193	
Security Expense	-	-	32	32	32	32	32	32	32	32	32	32	324	
Telephone- Voice	271	271	271	270	270	270	270	270	270	270	270	270	3,246	
Telephone- Data & Technology	22	22	54	54	54	54	54	54	54	54	54	54	585	
Travel- Field Trips Expense	-	-	-	-	4,326	-	-	-	4,326	-	-	4,326	12,978	
Travel & Lodging Expense	1,082	1,082	216	216	216	216	216	216	1,082	-	-	-	4,542	
Transportation - Busing	-	-	-	-	-	-	-	-	-	-	-	-	-	
Garbage Expense	-	-	135	135	135	135	135	135	135	135	135	135	1,352	
Utilities Expense	5,250	7,875	13,248	13,248	13,248	13,248	13,248	13,248	13,248	13,248	13,248	10,500	142,860	
Supplies-Medical/First Aid	-	541	108	108	108	108	108	108	108	108	108	108	1,622	
Other Expense	-	270	270	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	10,274	
Parent Organization Expense	519	216	-	-	-	260	-	-	-	-	865	-	1,860	
Total Expenses	271,866	214,563	308,630	276,193	276,774	250,614	256,896	250,867	255,517	246,163	240,621	512,120	3,360,825	
Net Surplus	27,035	75,073	(19,524)	12,913	12,332	39,129	32,210	39,830	33,589	39,093	46,757	(226,333)	112,103	
Cash Balance	182,918	257,992	238,468	251,381	263,713	302,842	335,051	374,882	408,470	447,563	494,320	267,987	267,987	

Fiscal Procedures

The goal of Vista School's fiscal procedures is to establish a responsible decision-making process regarding the receipt and disbursement of school monies.

Vista School will maintain its financial and accounting records using the State Office of Education guidelines for Budgeting, Accounting, and Auditing for Utah School Districts and in accordance with all applicable federal, state (Section 63G-6), and local laws and regulations and ensure such records are available to the state or other interested parties, as requested from time to time.

Reporting

Vista School's financial reporting will be in accordance with Generally Accepted Accounting Principles (GAAP), including Generally Accepted Governmental Auditing Standards. Vista School's Business Manager will maintain supporting records in sufficient detail to prepare the school's financial reports, including: (i) annual financial statements for audits and the annual budget; (ii) monthly reports including budget vs. actual financial statements with explanations for significant variances, updates of cash flow projections, and monthly reports to the Utah State Office of Education; and (iii) quarterly preparation of IRS Form 941 and payroll and tax returns (unless outsourced) and other reports upon request. Under the direction of the board, the Director shall be ultimately responsible for filling out and submitting reports to the state as set forth in the Utah Charter School Act.

Budget Process

Vista School's Director and Business Manager shall be responsible for preparing an annual operating budget of revenue and expenses, cash flow projections, and a capital budget. These budgets and projections must be reviewed by and approved by the Vista School Board, and may be modified as necessary. Vista School will maintain a comparison of actual expenditures to budgeted expenses. These budgets must support Vista School mission, stated goals, and will provide the following: (i) sufficient detail to enable reasonably accurate projections of revenues and expenses, separation of capital and operational items, cash flow, and subsequent audit trail; (ii) a balanced budget - appropriations will be planned in a way so that they equal or are less than anticipated revenues; and (iii) budgets must be aligned with board-stated priorities.

Independent Audits

At the expense of Vista School, the school will arrange for a qualified independent certified public accounting firm to conduct an annual financial audit of the school's financial records. The results of the audit will be provided to Vista School's board of directors and the state in written form within the statutory time limits required by the state and shall be published and posted as required by law.

Emergency Expenditures/Reserve Account

Adequate reserve levels are a required component of Vista School's overall financial management strategy. Vista School will include reasonably sufficient reserves in its budget to meet any unexpected or emergency expenditures. If the board of directors determines that an "emergency" exists, they may, by resolution, amend the budget and authorize any emergency expenditure. Emergency expenditures will be drawn from the school's reserve fund after board approval. Any

undistributed reserves shall be added to Vista School's budget for the following year and will be properly re-allocated at the direction of the board.

Budget Adjustments / Reallocations / Undistributed Reserves

Subject to any restrictions imposed by law or other rules, Vista School's board of directors reserves the right to reallocate funds from one line item in the budget to another as prescribed by the board if purchasing practices or conservation result in an expenditure different than the budgeted amount.

Limits on Appropriations – Estimated Expendable Revenue

Vista School's board of directors may not make any appropriation that violates any Vista School policy or exceeds its estimated expendable revenue, including undistributed reserves, in the final budget.

Board of Directors' Authority

Vista School's board of directors shall have the authority to approve, and will properly record in its minutes, the following: the annual operating budgets, investments, the purchase or sale of property, the opening or closing of bank accounts, the selection of a CPA and/or Business Administrator, and other activities associated with the financial operations of Vista School.

Business Administrator

Vista School will hire or contract for a Business Administrator and require the Business Administrator to attend training in School Finance and Statistics regarding the Minimum School Program and financial reporting requirements prior to working with the school. The Business Manager will provide payroll management services for all school staff. Vista School's payroll services will function similarly to services provided for other state and district employees, including preparation of W-2's, filing of taxes, and any other reports that are required by state and federal law.

Procurement Policy and Procedure

Vista will procure only those items and services that are required to perform the school's mission and/or fill a bona fide need. Procurements are made using best value contracting which includes assessing the best value considering quality, performance and price. To accomplish such purposes and to ensure fiscal responsibility, the following policies and procedures apply:

1. Handling of money:

1.1 Receipt of Monies: Money in the form of cash or personal/business check shall not be received by teachers, teacher aides, or staff other than those designated by the Director and Business Manager.

1.2 Deposits of monies:

1.2.1 Monies will be counted and receipted by the designated person

1.2.2 Monies and Receipts will be given to the Business Manager

1.2.3 Deposits will be made by the Director into the banking institution where, the School Board has created accounts

2. Procedures:

2.1 Budgets: School employees have a moral and legal responsibility to make sure that money

- is spent in the appropriate manner. Part of that responsibility is staying within budgets and realizing that money comes from many different sources. Any inappropriate use of school funds may result in disciplinary action up to and including removal, and referral for criminal prosecution.
- 2.2 Records: All School files must be properly documented and maintained so that auditors from grant and contract agencies, or state auditors can verify that all laws and policies are being properly followed.
 - 2.3 School Purchase Orders: No school purchases are to be made without a school purchase order that has been properly approved, prior to the purchase. The school will not be responsible to pay for financial obligations made that are not in accordance with this policy. In completing a purchase order, the costs of the items are to be recorded at their actual price (including freight costs), or as close of an estimate as possible if actual prices are not known.
 - 2.4 Purchase Order Guidelines: Purchases using budgeted funds, must be done on School purchase order forms, approved by appropriate personnel in accordance with procedures as directed in the purchasing handbook.
 - 2.5 Small Purchases: The School Board President, with the consent of the Board shall be the only persons authorized to obligate the school for purchase of items over \$5,000 in cost and up to \$50,000. Purchases beyond this amount must be approved by the Board of Education. The School Director may authorize purchases up to \$5,000 in accordance with the school policy and within the school's budget. The Business Manager can execute purchase orders only with the signature of the person appropriate, for the amount of the purchase.
 - 2.6 Personal Use Prohibited: No purchase shall be permitted through a school for employee or student personal use (other than specific project materials designed for student instruction or school activity purposes)

Emergency Purchases

An “emergency purchase” is the purchase of goods or services that are so badly needed that the school will suffer financial or operational damage if they are not secured immediately. A decision to purchase may be declared in an emergency at the school’s discretion and “best value” procurement guidelines must be followed. In addition, the purchase must be authorized by the *Board Chair* or designee.

Vista Purchasing Procedure

Step One: Fill out requisition form.

Step Two: Obtain necessary signature(s) on the requisition and turn it in to the school’s business office.

Signature Guidelines: For purchases under \$500.00, any one of the following signatures is required: (i) the chair of the Vista Board of Directors; (ii) the Business Administrator; or (iii)

one of the officers of the Board. For purchases between \$500.00 and \$2,500.00, two of the above signatures.

For purchases over \$2,500.00, all three of the above signatures are required.

Step Three: The Business Administrator makes a copy of the requisition and returns it to the requester (along with a purchase order if necessary) to process the order.

Step Four: When the order is received, the individual must either sign the packing slip or sign the requisition and mark it “received” before returning it to the business office.

Step Five: If the school is billed directly for the purchase, the job is complete.

Step Six: If the individual paid for the purchase, that individual must fill out a check request, attach all receipts, and turn it into the business office.

All procedures and policies must also conform to Vista School’s conflict of interest policy.

Adoption of PP&P

Vista at Entrada, Inc
Minutes
Meeting of Board of Directors
Date: November 29, 2007

A quorum of the directors being in attendance, the meeting was called to order.

President's Summary Report.

The President gave a summary of the corporation's activities to the board of directors.

RESOLUTION
Adoption of Purchasing Policy & Procedure

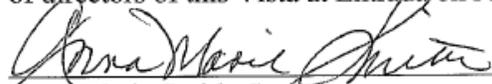
Upon a properly made and seconded Motion it was unanimously RESOLVED to adopt the Purchasing Policy and Procedure as set forth in the Fiscal Procedures section of the corporation's 2009 Charter School Application.

Adjournment

Upon a properly made and seconded Motion, it was unanimously resolved to adjourn the meeting.

Certification of Secretary

I hereby certify that these are a true and correct copy of the "minutes" that were adopted by the board of directors of this Vista at Entrada on November 29, 2007.

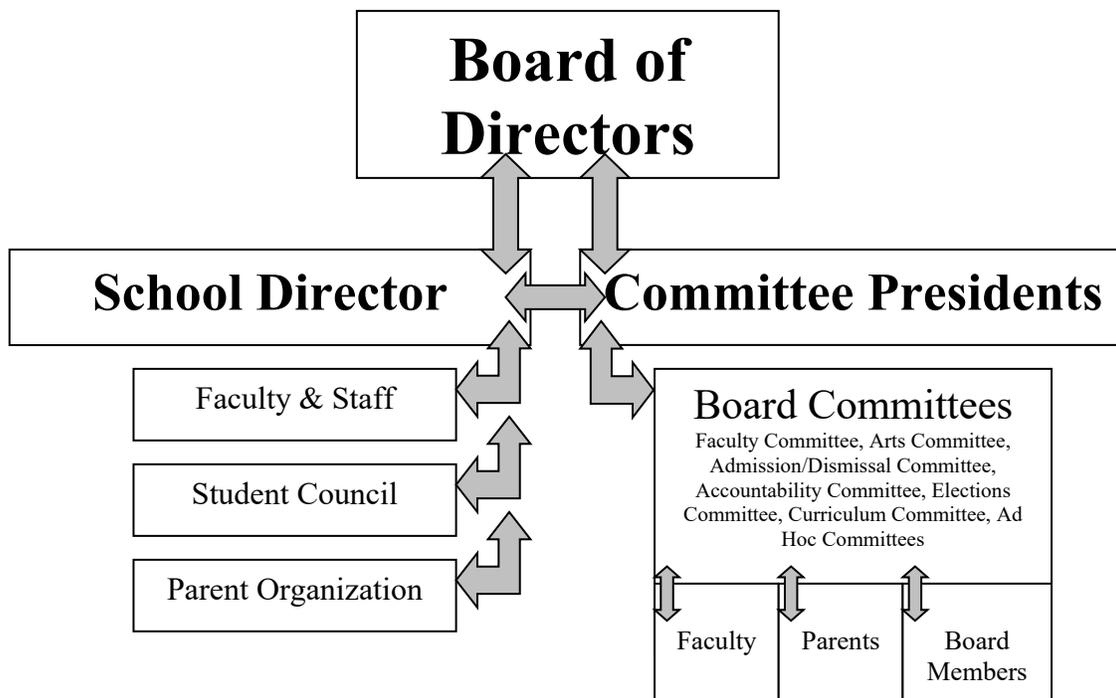


Anna Marie Smith, Secretary

Organizational Structure & Governing Body

Vista is a non-profit corporation organized under the laws of the state of Utah and is governed by a board of directors (the “Board of Directors” or “Board”). The Board make up and process for selection of the Board Members are set forth in the Amended and Restated Bylaws of Vista at Entrada, School for Performing Arts and Technology, effective February 27, 2012, a copy of which is attached hereto and included herein and made a part hereof by this reference. Among other things, the Amended and Restated Bylaws establish the power and authority of the Board and indentifies offices and sets forth the duties of the officers. Additionally, the Board performs such other duties as are appropriate and necessary to the safe and effective operation of the school, and which promote the school's commitment to educational and artistic excellence.

Organizational Flow Chart



Background Information & Resumes

For founder resumes, please see Appendix B.

Name: David L. Moss

Role in School: Board Member

Employment History:

February 2006-June 2007- Church Service Missionary/Manager Sandy LDS Employment Services

April 2004-April2006 - Utah State Charter School Board-Served as Vice-Chair and Chair

January 2001-December 2005 - Utah State Board of Education District 11. Served as Chair of Law and Policy Standing Committee from 2003 through 2005. This committee had the responsibility for reviewing and recommending approval of charter school applications to the entire Board until the formation of the Charter School Board in 2004.

September 2000-September 2001 - Church Service Missionary LDS Church Audit Department

August 1998-August 2000 - President and Chief Administrative Officer of Jordan Education Association Representing approximately 2000 teachers from the Jordan School District, this full time elected position necessitated my release from the classroom. Participated in teacher grievances, negotiations with Jordan School District, daily administration of organization.

August 1996-August 1998 - Vice President of Jordan Education Association

August 1993- August 1996 - Member of Jordan Education Association Executive Board

June 1992-June 1998/September 2001-May 2002 - Classroom Teacher at Brookwood Elementary School in the Jordan School District teaching4th and 6th grades. Served as team leader in both grades for a total of 4 years

August 1977-October 1990 - Valley Bank and Trust Company. Employed as Teller, Operations Supervisor, Operations Officer. Assistant Branch Manager, Branch Manager, Commercial Credit Examiner, Assistant Vice President Senior Field Examiner, Assistant Vice President Business Banking Officer. Also taught basic banking classes to high school students through the Utah Bankers Association

Education History:

Southern Utah University - Masters of Education M.Ed. with an emphasis in Reading Education. anticipated graduation date: August 2008.

University of Utah - June 1992 B.S. Elementary Education.

University of Utah - December 1979 B.S. Political Science.

American Institute of Banking - Attended and taught twenty one different banking classes 1977 through 1990.

Commercial Credit Course, Valley National Bank Phoenix, Arizona -March 1988.

Olympus High School 1973 Diploma.

Statement of Intent:

I consider charter schools to be a highly viable, alternative choice for parents who want to keep their children in the public school system, while at the same time, looking for a better fit for those students.

I believe that this application will fill a niche for the those students who have observed the great things that have been occurring at Tuacahn High School for the Performing Arts, and would like access to that type of program at an earlier age. I am also convinced that the research is correct in that an arts rich curriculum does level the playing field, giving all children from all backgrounds equal access to success in the classroom, regardless of their artistic ability.

The web-based curriculum is particularly exciting, as I use this same method for pursuing my M.Ed. from Southern Utah University. This method encourages and celebrates flexibility while in pursuit of goals, while sharpening one's technological skills.

I personally have a strong commitment to public education. Though I have not actively taught since 2002, I have maintained my teaching license which will expire in 2010.

Name: Susan Broberg

Role in School: Parent/Board Member

Employment History

Worked as a law clerk at the Federal District Court in Los Angeles for 1 ½ years, then in general practice firm for 6 years. Several months ago, I opened my own law practice in the St. George area.

Prior to returning to school for my J.D., I lived in China and taught at a college level vocational/training school and helped to establish an English training program at the college. While living in China, I also taught English, as a third language to high school students at a school for foreign nationals (mostly Korean and Eastern European students) living in China.

During college and even in recent months, I was employed as a costume designer and toured around the world extensively with several performing groups. This employment gives me further insight and practical training into the performing arts so that I will be able to contribute to the success of the school in a number of ways, both artistically and in planning and development of the arts programs.

Education History

1992 B.A., Brigham Young University (Chinese and Asian Studies double major)

1996-1999 J.D., Brigham Young University, J Reuben Clark School of Law

Statement of Intent

Throughout my life the education and the arts have both played vital and important roles in my own development and progress. From pre-school through college, and even beyond, I have been involved in music, theater and other performing arts. Through this involvement together with a solid education, I have seen my life, and the life of those around me, enhanced. Education paired with involvement in the arts is, to me, an ideal blend to laying a strong foundation to build young minds and hearts on. I believe that participation in both academic and artistic classes and activities helps to build self-esteem, social and problem solving skills in addition to scholarly, practical and analytical knowledge. Now as a mother of a pre-school aged child, I want her to have the opportunity to develop these vital skills and tools to give her all the necessary tools she may need to prepare her for a future in a rapidly changing and expanding world. I am certain that the Vista Charter School, as set forth in this application will provide such opportunities for a unique, exciting and total education. I have a long term interest in seeing not only my own children, but also those in my community and neighborhood; become a part of the Vista School family. I am committed to participating fully in the success and operation of the school and all its artistic endeavors.

Name: Jan Broberg

Role in School: Board Member / Potential Performing Arts Director

Employment History

2003-2007 – Executive Director of St. George Musical Theater, overseeing all aspects of day to day operations of a year-round theater company

1991-Present – Professional Entertainer/Actress, acting in multiple roles in a variety of performing mediums including television series, commercials, stage work and film projects

1985-Present – Private Acting/Singing Coach, instructing students from all levels of proficiency in the areas of character development, projection, acting styles, vocal development etc.

2000-2001 – Performing Arts Director of Tuacahn High School, teaching subjects relating to the performing arts such as acting, musical theater, technical theater, stage makeup and vocal skills, as well as directing full-scale productions for the school

1991-Present – Director, directing productions for school groups as well as professional theater venues including the Neil Simon Festival, The Orlando Symphony, Tuacahn Center for the Arts, St. George Musical Theater and a variety of others

1994-1998 – Super School Coordinator/Instructor Los Angeles Unified School District, overseeing after school performing arts programs including conception, finances, bookkeeping, registration and execution of classes

Education History

Bachelor of Fine Arts, Brigham Young University - emphasis on Acting, and Arts Education and Administration. Minor in Spanish

Workshop attendee in areas of grant writing, fundraising for the arts, vocal performance and arts administration

Extensive training in publicity, marketing and budgeting in and for the arts

Statement of Intent

I believe in the power of an academically sound education that incorporates learning experiences through the medium of arts and performance skills. I will be intricately involved in the execution of a school that rigorously teaches the core curriculum through a variety of traditional and innovative arts experiences. I will be involved in the directing of during and after school activities that will enhance each student's ability to learn and excel in reading, language and mathematics. This is where my expertise lies and how I will help Vista School achieve its educational goals.

Name: Anna Marie Smith

Role in School: Board Member

Employment History:

2005-Present – Fitness Director, Rezults Fitness

2003-2004 – Kickboxing and Pilates Instructor, Westside Dance Studio

2003-2005 – Fitness Instructor, Coral Canyon Fitness Center

2002-2006 – Fitness Instructor, Red Mountain Spa

2002-2006 – Fitness Instructor, Green Valley Spa

1987-1989 – Owner, Operator, and Instructor, Anna Marie’s Aerobics Studio

1981-1987 – Fitness Instructor and Consultant, Cosmopolitan Health Club

Education History:

As a mother of four children, I have had the opportunity to home-school three of them: one of the greatest educational experiences life can offer. I have taught them reading, writing, math, science, physical education, history, etc. My educational training extends into the fitness arena, with 26 years of experience in teaching and instructing clients. For the past five years, I have been involved in volunteering for charter schools. In addition, I have obtained the following formal education:

Dixie College, St. George, Utah, Exercise Science

Penn State, Beaver Campus, Monaca, Pa., Exercise Science (1 year)

Quigley High School, Baden, Pa., Course of Study: Business, Graduated 1975

Statement of Intent:

There is a great need for a school like Vista School in our community, and I feel that we, as a board, will be able to provide great opportunities for students to learn and grow both academically and artistically.

Articles of Incorporation

The Articles of Amendment and Restatement of the Articles of Incorporation of Vista at Entrada School of Performing Arts and Technology dated February 15, 2012 are attached hereto, incorporated herein and made a part hereof by this reference.

Comprehensive Program of Instruction

At Vista we have a vision of providing students with a unique educational experience by integrating the arts into a rich and research-based curriculum. Vista School strongly supports providing all students with access to the best curriculum choices, teaching practices, and enrichment activities necessary for a fulfilling educational experience. Language Arts, Mathematics, Science and Social Studies will be the main academic focus for students at Vista School. However, our mission is to supplement these traditional subject areas with world-class instruction in the creative and performing arts.

A day in the life of a student attending Vista will truly reflect on our mission to create a model of academic and artistic excellence. In terms of academics, students will be engaged in lessons taught using a mixture of traditional education tools (books, handouts, written assignments, etc) combined with technology (interactive whiteboards, computers, digital systems, online curriculum and other online enhancements). In terms of the arts, students will receive daily instruction in the creative and performing arts taught by qualified instructors and/or visiting professionals.

Special Emphasis

Vista seeks to be a pioneering choice in public education, empowering students through a dynamic partnership between a rich and research-based curriculum, the innovative use of technology, and an emphasis on an education in the arts as an interdisciplinary experience. By providing students with an excellent education, grounded in high academic standards, as well as meaningful encounters with all arts mediums, Vista will create a nurturing environment for students who have a strong interest in academics and the arts.

Philosophy

Vista's philosophy is grounded in the belief that partnering a robust and research-based curriculum with instruction in an arts-rich environment creates the kind of depth to learning that is critical to developing the creative, cognitive, and personal competencies needed for academic success. As part of this philosophy, we are committed to creating an academic enterprise that stands unique among traditional and alternative choice schools and one grounded in a firm core curriculum required for all students.

Integration of the Arts. Research demonstrates that students with high levels of arts instruction or participation outperform “arts-poor” students in virtually every content area.¹ On its surface, this might not seem surprising because arts participation is highly correlated with socioeconomic status and opportunity. However, the size and diversity of the studies’ student bases indicates that high arts participation makes an even more significant difference to students from low-income backgrounds than for high-income students. These studies also provide evidence that sustained involvement in particular art forms – music and theater – are highly correlated with success in mathematics and

¹ See, Catterall, J., Chapleau, R. Iwanga, J. *Involvement in the Arts and Human Development*, Imagination Project and the University of California at Los Angeles. The Imagination Project at the University of California at Los Angeles analyzed data on more than 25,000 students from the National Educational Longitudinal Survey to determine the relationship of engagement in the arts to student performance and attitudes.

reading.² These findings support our approach and philosophy that Vista students will attain higher levels of achievement through their engagement with the arts.

Integration of Technology. Vista School will integrate technology as a focus of the school.

Technology for the students (computers, assessment devices, graphic arts programs, and the latest technology for science classrooms) will be used to train them in the use of these tools to prepare them for an electronic and technical world.

Well-equipped CIT Classrooms with highly trained teachers will advance the Vista student to high levels of computer competency. Students will be trained to use computers and other technology as tools to advance learning.

Electronic teaching tools (Promethean interactive boards and slates, electronic assessment tools, etc) will be available to teachers. Teacher training specific to use and effective student achievement from the use of these technologies will be extensive and ongoing. USOE resources as well as commercially available products will be used and integrated into classroom teaching. Teachers will maintain UEN Teacher Pages to allow access to teacher lessons at school and at home.

An effective communication system that integrates technology will assist Vista School in giving feedback to students and parents of progress and achievements.

Methods of Instruction

Vista seeks to ensure its students have access to the myriad of educational experiences available through technology, online programs, extra-curricular activities, artistic workshops, performance and production opportunities as well as other special programs, such that students at Vista can discover and develop their unique interests and aptitudes while receiving instruction in a proven curriculum.

Providing innovative curricula choice, aligned with the Utah State Core Curriculum, is the foundation of Vista's methods of instruction. Vista will ensure the state standards are being taught through the use of assessments. The state standards will be assessed through formative and summative classroom and unit assessments, IOWA, DWA, and CRTs. Vista staff will use these assessments to ascertain a level of mastery. This becomes a springboard for future instruction because it allows teachers to target and individualize instruction to meet the needs of the student. Through ongoing formative assessments, teachers can monitor progress and deliver content more effectively.

At Vista, the teaching staff will track student progress through SIS2000+ or other online program that allows students and parents to track student progress. Each student will be given an account to track their progress and identify future lessons. Future Lesson can also be tracked on the Teachers UEN Teacher's Page. Parents will be given a login and password which will enable them to monitor their student's individual account via SIS2000+ or other online program. .

² For further information regarding arts in education, see Burton, Horowitz, and Abeles. *Learning In and Through the Arts*, Center for Arts Education Research Teachers College, Columbia University; Catterall. *Chicago Arts Partnership in Education Summary Evaluation*, The Imagination Project at the University of California at Los Angeles; and Oreck B; Baum S; McCartney, H. *Artistic Talent Development for Urban Youth*, National Research Center on the Gifted and talented.

Vista School will choose curriculum through research and will make data driven decisions as to the most effective programs available. Accepted best practices will be used to deliver the curriculum. Ongoing analysis of programs and practices will allow Vista School Board Members to make informed decisions on the purchase, implementation, and/or redesign of the school wide curriculum.

Effectiveness Goals

The most important skill Vista students can acquire is the ability to learn. This will prepare students for success in both academic and artistic settings as well as life in general. We will accomplish this by using a challenging mastery-based curriculum and providing clear competency objectives for students and teachers, and by providing teachers and students with tools and resources that will enable them to achieve.

Goal	Specific Objectives	Measurement Criteria
1. Improve Student Learning by empowering Vista students to achieve the Adequate Yearly Progress goals of proficiency in reading and math.	1. All students, including all subgroups, meet AYP proficiency standards targets on the CRT math and reading tests.	1. 80% of continuously enrolled students at Vista will achieve a proficiency level of 3 or 4 on the Utah state CRT in reading and math.
2. Improve student learning by providing an environment conducive to learning.	<p>2.a. The Board and teachers will provide an interdisciplinary, integrated curriculum.</p> <p>2.b. Vista teachers/instructors will continue to educate themselves in the subject areas taught at the school as well as attend and participate in teacher professional development.</p> <p>2.c. The objective is to allow Vista to track students' instruction to ensure it aligns with Utah state core standards.</p>	<p>2.a. The curriculum will be evaluated regularly (at least 3 times per year) against student academic progress and test results by teachers, administrators, and parents.</p> <p>2.b. Records will be maintained by Vista's office staff of teachers' training and continuing education. Vista will record attendance at regular teacher in-service. Teachers will be expected to attend and participate in all school sponsored in-service meetings. Success will be measured based upon formal evaluations conducted by the Director at least two times each year wherein teacher training and continuing education progress will be reviewed.</p> <p>2.c. Each teacher will complete a Pacing Guide at the beginning of the school year. The Pacing Guide will ensure that classroom instruction</p>

		aligns with state core standards and requirements. When students receive instruction in a core content area, the teacher will record the information. Each month, the Director will review the teachers' Pacing Guides to ensure instruction aligns with the Utah state core standards and report his/her findings to the Board at the Board meeting.
3. To establish a school wide understanding of Vista's goal of accountability.	3.a. The participation of students in all subgroups will be reported on the Federal AYP Report.	3.a. At least 95% of all Vista students will take the CRTs.
4. To create a powerful partnership between satisfied Vista parents and teachers, combining forces to ensure that children receive individual attention and achieve academic excellence.	4.a. 70% or more of parents or other responsible adults in 2009-2010, 80% or more of parents in 2010-2011, and 90% of parents in 2011-2012 will be satisfied with the academic progress their student is making while attending Vista. 4.b. To provide networking opportunities for interested parents and Vista teachers to collaborate and discuss the specific needs and progress of each student, with the goal of improving academic achievement.	4.a. and b. Each spring (generally around March) parents and teachers will be surveyed to determine their satisfaction with their overall experience at Vista including the curriculum, instruction, the Online School, administration, support, quality and delivery of materials, working with lessons, and student progress. Survey responses will be utilized to make improvements where necessary, and success will be achieved when the percentages meet or exceed those found in the adjacent 4.a. In addition, there will be 4 scheduled opportunities throughout the school year where teachers and parents can partner together and discuss the academic achievement of individual students. For parents and teachers, success will be measured through the surveys mentioned above.
5. Improve student learning by effectively utilizing academic testing/measurements to identify students with special needs.	5.a. The objective is to identify areas where instruction at Vista should be supplemented or modified and where individual students need additional assistance. 5.b. A second objective is to	5.a. Teachers will use multiple measures that include state standardized testing, CRT scores, Curriculum Based Measures, and classroom observation. Success will be measured by monitoring Individual Education Plans (IEP) to ensure the needs of students with

	<p>ensure Vista’s special education staff members possess the education, skills, and expertise necessary to appropriately select, administer, and interpret assessments for determining special education eligibility.</p>	<p>disabilities are being addressed.</p> <p>5.b. Vista special education staff will be required to possess or be in the process of obtaining necessary endorsements to ensure they meet the “Highly Qualified Teacher” standards set forth in No Child Left Behind. Vista’s Director will maintain and monitor an ongoing record of the staff’s progress in this regard.</p>

Lesson Plans

At Vista, the Utah Core is the foundation of our curriculum, and the core objectives are taught by utilizing content which has been fully aligned to meet Utah's core standards. We will ensure the state standards are being taught through the **use of standardize and individualized assessment. Lesson plans will integrate the use of technology and tech tools. Lesson plans will be regularly evaluated to ensure they aligned with state approved curriculum and is effectively incorporating technology tools.**

Program of Instruction

Monitoring Plan of Instruction. We believe that accountability must exist in all content areas in order to become a model of academic excellence. At Vista, this begins by effectively disseminating information regarding student performance and tracking student progress. The method of instruction we have adopted provides excellent tools to ensure the core concepts are being taught and to track student performance and progress toward mastery of the Utah Core curriculum. The foundation of our method is the lesson plan. The Director plans the instructional year, monitor progress towards teaching the objectives, and ensure all standards have been met.

By utilizing the Utah Core standards as our guide in daily instruction, we will be better prepared to assess and track student progress toward mastery. As the year progresses, teachers will track student progress through unit assessments which are directly assessing core objectives, and the Director will continually monitor the teachers' Pacing Guides to ensure the core content is being taught. Students must achieve 80% or higher for mastery. In addition, we will continue to search for programs or other strategies to better assess and track student progress. Vista will also offer a Test Readiness Program which prepares students for the CRT. Other tools include: the IOWA, DIBELS, the Morrison-McCall Spelling Assessment (done and tracked monthly). We will supplement these tools with other assessments as they become necessary or available.

Teachers' Comprehension of Vista's Curricular Emphasis & State Standards. The primary responsibility of the teacher-trainer is to ensure teachers are provided with and understand the curricular emphasis of Vista. As noted above, the Utah Core *is* the curricular foundation of Vista. Each Vista teacher will record the date of the lesson, the state standard that was taught, and the specific lesson used. In the event a teacher is unclear on a standard, the teacher trainer will provide additional clarification and guidance.

The Director will conduct regular individualized evaluations (generally every 12 to 16 weeks) to further support our teaching staff's understanding of the state standards and objectives. The purpose of these regular evaluations is to gauge teachers' perception of the curriculum and determine whether they are effectively implementing the curriculum in the classroom. After conducting the evaluation, the Director will develop a Personal Professional Development Plan which will be discussed in a subsequent meeting between the Director and the individual teacher. During this meeting, they will establish goals that are measurable and observable for the next evaluation. After 9 weeks, these goals are assessed and a new-Professional Development Plan is created. This creates an ongoing support system for teachers to help them become comfortable with the state standards and the curriculum. The Director will be ultimately responsible for teacher evaluations and will work closely with the

teacher trainer to ensure he/she is effectively performing the teacher trainer’s duty, which is to constantly monitor the effective implementation of state core standards in classroom instruction.

Calendar & Master Schedule

At Vista, our intent is to mirror the traditional calendar students in Washington County School District are accustomed to following. By doing so, we believe it will provide a more uniform system for students entering/leaving our program and will avoid scheduling conflicts for families with students in multiple district schools. Therefore, the following calendar is subject to change in the event it does not substantively align with the district’s 2009-2010 academic calendar or the requirements set forth in Utah Admin. R277-419-3.

Tuesday, August 4	Vista Board Meeting
Wednesday, Thursday, and Friday, August 5-7	Professional Development
Monday, August 10	Professional Development
Tuesday, August 11	First Day of School
Tuesday, September 1	Vista Board Meeting
Monday, September 7	Labor Day (No School)
Friday, October 2	Professional Development
Tuesday, October 6	Vista Board Meeting
Friday, October 9	Last Day of 1 st Quarter
Thursday, Friday, October 15, 16	Fall Break (No School)
October 23 & 30	Parent-Teacher Conferences
Tuesday, November 3	Vista Board Meeting
Wednesday, November 25	Student Half Day
Thursday, Friday, November 26-27	Thanksgiving Vacation (No School)
Tuesday, December 1	Vista Board Meeting
Friday, December 18	Last Day of 2 nd Quarter
December 21-January 1	Winter Break (No School)
Monday, January 4	First Day 2 nd Semester (3 rd Quarter) Teacher Prep
Tuesday, January 5	Vista Board Meeting
Friday, January 15	Professional Development
Monday, January 18	Dr. Martin Luther King, Jr. Day (No School)
Tuesday, February 2	Vista Board Meeting
Monday, February 15	President’s Day (No School)
Tuesday, March 2	Vista Board Meeting
Friday, March 12	Last Day 3 rd Quarter
Wednesday-Friday, March 17-19	Spring Vacation (No School)
Friday, March 26	Professional Development
Tuesday, April 6	Vista Board Meeting
April 12 & 19	Parent-Teacher Conferences
Tuesday, May 4	Vista Board Meeting
Thursday, May 20	Last Day of School (Last day 4 th Quarter)
Vision Screening (K, Pre-K)	Before first day of school
Elementary SEP Assessment Days	August 25-28, November 10-13, Feb 23-26
IOWA (Grades 3, 5, 8)	Monday, September 21

Direct Writing Assessment (DWA) (Grade 6)	Monday, February 8
CRT Math	March 31
CRT Science	April 1
CRT ELA	April 5

1 st Quarter	43 Days
2 nd Quarter	45 Days
3 rd Quarter	48 Days
4 th Quarter	46 Days
Total Instructional Days	182 Days
36 Student Half Days (Friday) – 4.25 instructional hrs	153 hrs
146 Full days – 5.8 instructional hrs	846.8 hrs
Total Instructional Hours	999.8 hrs

Special Education

Vista School has established a comprehensive policy and procedure manual for Special Education it has been approved by the board and the USOE monitors. The Policies and procedures ensure that Vista School striving for compliance with all Federal Laws and State Rules that govern Special Education services and funding. The policy and procedures manual for Vista School will be updated regularly, and at least as often as changes to Federal Laws and State Rules are published. The board will approve the manual as often as changes are made, it will also be evaluated for compliance during each 2nd year of the UPIPS process.

I. GENERAL PROVISIONS (USBE SER I)

A. Policies and Procedures.

Vista at Entrada Charter School, in providing for the education of students with disabilities enrolled in its school, has in effect policies, procedures, and programs that are consistent with the Utah State Board of Education Special Education Rules (USBE SER) as described in this Policies and Procedures Manual.

B. Definitions.

1. Charter School (Elementary and Secondary Education Act (ESEA) of 1965 Section 5210(1)). (USBE SER I.E.6) A public school that functions as an LEA, unless it is a school of an LEA, that:
 - a. Is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of the ESEA;

- b. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
 - c. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
 - d. Provides a program of elementary or secondary education, or both;
 - e. Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
 - f. Does not charge tuition;
 - g. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act (IDEA);
 - h. Is a school to which parents choose to send their students, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
 - i. Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - j. Meets all applicable Federal, State, and local health and safety requirements;
 - k. Operates in accordance with State law; and
 - l. Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.
2. Vista at Entrada Charter School has adopted all of the other applicable definitions as found in USBE SER I.E.1-44.

C. Budget Information and Categories.

Vista at Entrada Charter School provides detailed budget information and budget categories in its annual application for IDEA Part B funding submitted to the Utah State Office of Education.

D. Assurances.

Students are admitted to Vista at Entrada Charter School based solely on the lottery and other requirements under the Utah Code and the USBE Administrative Rules for Charter Schools, and without restrictions due to race, color, gender, national origin, disability status, or religion. Assurances with regard to compliance with IDEA Part A and Part B, as well as the National Instructional Materials Accessibility Standard, and compliance with other Federal laws including “New Restrictions on Lobbying,” “Debarment, Suspension, and Other Responsibility Matters,” and the Drug-Free Workplace Act of 1988 are submitted to the Utah State Office of Education (USOE) annually with the application for IDEA Part B funding.

E. General program description.

Vista at Entrada Charter School is located at 585 East Center Street, Ivins, Utah 84738. The facility sits on 5 acres of land. The building is approximately 40,000 square feet with a multipurpose room, administrative offices, a computer lab, 17 standard classrooms, 2 stages, 2 dance studios, and a choir room. Vista at Entrada Charter School has 606 students enrolled in grades K-6. The Utah Core Curriculum is the foundation for the curriculum in all grade levels, with basal and supplementary materials used for daily instruction in classrooms.

Vista at Entrada Charter School was founded by a group of parents and community members all sharing a desire to be more intimately involved in the education of children. Founding members had personal experience with differentiated instruction in education as well as performing arts and technology as an integral part of the curriculum.

Vista at Entrada Charter School strongly supports providing all students with access to the best curriculum choices, teaching practices, and enrichment activities necessary for a fulfilling educational experience. Language Arts (including Spanish), Mathematics, Science, and Social Studies are the main academic focus for Vista students. However, the mission of the school is to supplement these traditional subject areas with world-class instruction in the creative and performing arts.

At Vista at Entrada Charter School, students are engaged in lessons taught using a mixture of traditional educational tools (books, handouts, written assignments, etc) combined with 21st Century technology (interactive

Promethean boards, computers, digital systems, online curriculum, and other online enhancements). Students also receive daily instruction in the creative and performing arts taught by qualified instructors and/or visiting professionals.

Vista at Entrada Charter School is a pioneering choice in public education, empowering students through a dynamic partnership between a rich and research-based curriculum, the innovative use of technology, and an emphasis on an education in the arts as an interdisciplinary experience. By providing students with an excellent education, grounded in high academic standards, as well as meaningful encounters with technology and all arts mediums, Vista creates a nurturing environment for students who have a strong interest in academics, technology, and the arts.

The Vista at Entrada Charter School Board believes that:

- No two children are alike.
- No two children learn in an identical way.
- An enriched environment for one student is not necessarily enriched for another.
- Children learn through a variety of methods and experiences, including the use of technology and the arts.

The Board of Directors at Vista at Entrada Charter School believes strongly that an annual self-improvement plan is essential to improving the education program. Each year the Board assesses Vista at Entrada Charter School's performance as it relates to academic performance, its vision, and UPASS, with this self-assessment driving the goals and objectives for each annual improvement plan.

F. Free Appropriate Public Education (FAPE).

1. Vista at Entrada Charter School follows the requirements of Charter Schools and Their Students (USBE SER III.O)
 - a. Students with disabilities ages 3 through 21 who attend public charter schools and their parents retain all rights under Part B of the IDEA and the USBE SER.
 - b. Vista at Entrada Charter School is an LEA that receives funding under Part B, and is responsible for ensuring that all of the requirements of Part B of the IDEA and these Rules are met.
 - c. Vista at Entrada Charter School, a public charter school, provides a Free Appropriate Public Education (FAPE) to all eligible students with disabilities in conformity with the requirements of the Utah State Board of Education Special Education Rules (USBE SER) and the

United States Department of Education Final Regulations for the Individuals with Disabilities Education Act of 2004 (IDEA) August 2006.

2. Free appropriate public education (FAPE). (USBE SER I.E.15) Special education and related services that:
 - a. Are provided at public expense, under public supervision and direction, and without charge;
 - b. Meet the standards of the USOE and Part B of the IDEA;
 - c. Include preschool, elementary school, and secondary school education in Utah; and
 - d. Are provided in conformity with an Individualized Education Program (IEP) that meets the requirements of Part B of the IDEA and these Rules.

G. Full Educational Opportunity Goal (FEOG).

Vista at Entrada Charter School hereby affirms the goal of providing a full educational opportunity to all students with disabilities determined eligible for special education or special education and related services under the IDEA and the USBE SER, of the ages served by the Charter School between three and 22, and in accordance with all of the timeline requirements of the IDEA with respect to the identification, location, evaluation, and provision of a free appropriate public education.

II. IDENTIFICATION, LOCATION, and EVALUATION of STUDENTS SUSPECTED of HAVING DISABILITIES

A. Child Find. (USBE SER II)

Vista at Entrada Charter School has policies and procedures to ensure that all students with disabilities enrolled in the grades the school serves, including students who are highly mobile, students who have been suspended or expelled from school, students who have not graduated from high school with a regular high school diploma, and those who are suspected of being a student with a disability and who are in need of special education or special education and related services even though they are advancing from grade to grade, and regardless of the severity of the disability, are identified, located, and evaluated.

This includes a practical method for determining which students are currently receiving needed special education or special education and related services.

B. Child Find Procedures.

Vista at Entrada Charter School conducts the following procedures to ensure that students suspected of having a disability are identified and located:

1. Finding students who have been receiving needed special education or special education and related services.
 - a. The enrollment package includes questions about whether a student has received special education or special education and related services in the previous school or educational program.
 - b. Parents are asked during registration if the students received any services beyond the regular program in the previous school.
 - c. If parents respond in the affirmative, a phone contact is made with the previous school to locate the special education records.
 - d. Vista at Entrada Charter School follows all the procedures detailed on the In-State and Out-of-State Transfer Student Checklist of the USOE.
2. In identifying and locating students who are suspected of having a disability but have not been previously identified or determined eligible for special education or special education and related services, Vista at Entrada Charter School implements the following procedures:
 - a. Annual training of all staff on the Child Find obligation and how to be alert for observed behaviors that suggest a suspected disability.
 - b. Notice in a student or parent handbook of the referral procedures and of the availability of services for eligible students with disabilities.
 - c. If a parent or staff member is concerned about a student outside the grade levels of the charter school, the parent or staff member is referred to the district of the student's parent's residence.
3. Vista at Entrada Charter School collaborates and coordinates with the local Department of Health, the Part C Early Intervention Provider, through an interagency agreement aligned with the Part C to Part B statewide interagency agreement of the USOE to ensure that students with disabilities are identified, located, evaluated, and have FAPE

available by age 3, if the charter school is chartered for those ages.
(Vista at Entrada is not chartered for preschool services.)

C. Referral.

1. Procedure.

When a parent or staff member suspects a student may have a disability, the following referral procedure is implemented:

- a. Teachers implement pre-referral interventions and provide documentation of the results to a Child Management Team (CMT), which includes a general education teacher (see additional description of CMT in the SLD evaluation process in Section II of this Manual).
- b. Note: Pre-referral interventions may not be used to substantially delay an evaluation for eligibility.
- c. The referring person completes and signs a referral form. If school personnel are making the referral, attach documentation of contacts with the parents about the concerns regarding the student's educational performance.
- d. The referral form is given to the principal and Child Management Team, who review existing data (including pre-referral intervention results and Child Management Team recommendations) on the student and determine if the referral should go forward for a full evaluation. If it is decided that the evaluation should take place, the principal assigns a staff member to oversee/conduct the evaluation. If the referral is not going to result in a full evaluation, the principal sends the parent a Written Prior Notice of Refusal to take the action of conducting an evaluation along with a copy of the Procedural Safeguards.

D. Evaluation.

1. Parental Consent.

Prior to initiating a full and complete individual evaluation, parental consent is required. The consent informs the parent that the evaluation is being proposed because the student is suspected of having a disability that affects his/her educational performance and that he/she may be eligible for special education or special education and related services. The consent indicates the areas in which the evaluation team will conduct tests or administer other assessment tools to the student. Consent for

evaluation must not be construed as consent for provisions of special education services.

Reasonable efforts to obtain parental consent are made and documented by the Charter School. Vista at Entrada Charter School follows the requirements of USBE II.C.4 with respect to parents who cannot be located.

Parental consent is not required before administering a test or other evaluation that is given to all students, or before conducting a review of existing data.

2. Written Prior Notice.

The parent is given Written Prior Notice that the evaluation will take place. (See Section IV.C of this Policy and Procedures Manual for required components of Written Prior Notice.) Written Prior Notice is embedded in the Vista at Entrada Charter School Consent for Evaluation form.

3. Evaluation Timeline.

When the signed parental consent or refusal of consent for evaluation is received at the school, the school secretary or special education teacher writes the date it was received on the form to document the beginning of the timeline for the evaluation. The Charter School completes all evaluations within 45 school days of receiving the consent. The 45 school day timeline does not apply if the parent fails to produce the student for the evaluation. If the student enrolls in the Charter School after the timeframe has started in a previous LEA, the Charter School must make sufficient progress to ensure prompt compliance in accordance with a written agreement with the parent as to when the evaluation will be completed.

4. Evaluation Process.

a. Review of Existing Data.

When conducting an initial evaluation (when appropriate), the evaluation team considers existing data on the student's educational performance. This may include student records of grades, courses completed, statewide test results, LEA-wide test results, classroom assessments, teacher interviews, observations, notes in the student's cumulative file, and any other information available.

b. Administration of Additional Assessments.

In addition, the special education staff administers assessments in other areas as part of a full and individual initial evaluation, as indicated on the Consent for Evaluation, in order to determine eligibility and the student's educational needs. The test administration follows all of the requirements of the USBER SER II.F-H, including:

- Use of a variety of assessment tools
- Use of more than one procedure
- Use of technically sound instruments
- Selection of tools that are not discriminatory on a racial or cultural basis
- Administration in student's native language or mode of communication
- Use of assessments for the purposes intended and in accordance with the publisher's administration standards
- Administration by trained and knowledgeable personnel
- Use of tools that assess what they purport to measure and not just the student's disability
- Assessment in all areas related to the student's suspected disability
- Comprehensive assessment, not just in areas commonly associated with the specific disability

c. Evaluation Requirements.

Evaluations for students suspected in each of the 13 areas of disability include the requirements for evaluation procedures and assessment of student performance in specific areas identified in USBE SER II.J.1-13.

E. Reevaluation Procedures. (USBE SER II.G)

1. Vista at Entrada Charter School conducts a reevaluation of each student with a disability when the educational or related services needs, including improved academic achievement and functional performance, of a student warrant a reevaluation; or if the student's parent or teacher requests a reevaluation. In addition, evaluation data is reviewed by the team at least once every three (3) years. A reevaluation is conducted at least once every three (3) years, unless the parents and the LEA agree that the reevaluation is not necessary.
2. Parental consent for reevaluations.

- a. Vista at Entrada Charter School obtains informed parental consent prior to conducting any reevaluation of a student with a disability, if the reevaluation includes the administration of additional assessments to the student.
- b. If the parent refuses to consent to the reevaluation, the LEA may, but is not required to, pursue the reevaluation by using the consent override procedures provided in the procedural safeguards, and including mediation or due process procedures.
- c. The reevaluation may be conducted without parental consent if the school can demonstrate that it made reasonable attempts to obtain such consent and the student's parent has failed to respond. A written record of the attempts is maintained in the student's special education file.

F. Additional Requirements for Initial Evaluation and Reevaluation Procedures. (USBE SER II.H)

- 1. As part of any initial evaluation (if appropriate) and as part of any reevaluation, the IEP team and other qualified professionals, as appropriate, must review existing evaluation data on the student. This review may be conducted without a formal meeting. The special education teacher/case manager may review and discuss the existing data with team members and the parent individually. Existing data may include evaluations and information provided by the parents of the student; current classroom-based, local or State assessments, and classroom-based observations; observations by teachers and related services providers; grades; attendance, and other information regarding the student's current educational performance.
- 2. The IEP team and appropriate other qualified professionals, based on their data review and input from the student's parents, identifies what additional data, if any, are needed to determine whether the student is or continues to be a student with a disability and the educational needs of the student, and
 - a. The present levels of academic achievement and related developmental needs of the student;
 - b. Whether the student needs special education and related services; or, in the case of a reevaluation of a student, whether the student continues to need special education and related services; and
 - c. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the

measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general education curriculum.

3. If the IEP team and other qualified professionals, as appropriate, determine that no additional data are needed to determine continuing eligibility and student needs, the parents are given Written Prior Notice of that decision and of their right to request additional assessment. The Charter School then prepares a new Evaluation Summary Report, including new and previous data as appropriate, and sends a Notice of Meeting for Eligibility Determination. A new Eligibility Determination form is completed and signed by the team, and the parents are given Written Prior Notice of that determination along with a copy of the Evaluation Summary Report and the Eligibility Determination documents. Written Prior Notice is embedded in the Eligibility Determination document.
4. If the parent requests additional assessment as part of the reevaluation, Vista at Entrada Charter School conducts assessment in the areas of educational functioning requested. When the additional assessment is completed, the Charter School then prepares a new Evaluation Summary Report, including new and previous data as appropriate, and sends a Notice of Meeting for Eligibility Determination. A new Eligibility Determination form is completed and signed by the team, and the parents are given Written Prior Notice of that determination along with a copy of the Evaluation Summary Report and the Eligibility Determination documents. Written Prior Notice is embedded in the Eligibility Determination document.
5. Evaluations before change in eligibility.
 - a. Vista at Entrada Charter School evaluates students with disabilities before determining that students are no longer eligible for special education or special education and related services. However, an evaluation is not required before the termination of a student's eligibility due to graduation from secondary school with a regular diploma, or due to the student's reaching age 22, as provided under State law.
 - b. For a student whose eligibility terminates due to graduation from secondary school with a regular high school diploma or due to exceeding the age eligibility for FAPE under State law, Vista at Entrada Charter School provides the student with a summary of the student's academic achievement and functional performance, including recommendations on how to assist the student in meeting the student's postsecondary goals.
6. Parental consent is not required before:

- a. Reviewing existing data as part of an evaluation or a reevaluation;
or
- b. Administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parents of all students.

G. Evaluation Timelines.

1. An initial evaluation must be completed within 45 school days of the date the school receives parental consent for the evaluation.
2. Upon completion of the evaluation or reevaluation, the IEP team and other appropriate professionals determine eligibility within a reasonable time.
3. A reevaluation:
 - a. May not be conducted more than once a year, unless the parent and the LEA agree otherwise; and
 - b. Must occur at least once every three (3) years, unless the parent and the LEA agree that a reevaluation is unnecessary.

H. Eligibility Determination.

1. Notice of Meeting.

Upon completion of the evaluation, the special education teacher (case manager) or special education coordinator arranges a meeting of the eligibility team at a mutually agreeable time and place. A Notice of Meeting will be sent to the parent and other members of the team stating the meeting purposes, time, place, who is expected to be in attendance, and letting the parent know that they may bring others who have knowledge of the student to the meeting.

2. Evaluation Summary Report.

The special education case manager collects all of the results of the evaluation, and writes a summary report of the evaluation information. This Evaluation Summary Report is part of the Vista at Entrada Charter School's Eligibility Determination document for each disability category.

3. Eligibility Team Membership.

The eligibility team shall include a group of qualified professionals and the parent. In the Vista at Entrada Charter School, this may include the special education teacher, regular education teacher, speech-language pathologist, school psychologist, occupational therapist, physical therapist, and others who have conducted parts of the evaluation, as appropriate.

4. Eligibility Categories, Definitions, and Criteria.

The Vista at Entrada Charter School has adopted the definitions, evaluation requirements, and eligibility criteria in USBE SER.II.J.1-13.

5. For the category of Specific Learning Disability (SLD) Vista at Entrada Charter School has selected Method B: Identification of a severe discrepancy between intellectual ability and achievement. Data indicating the confidence level from targeted, norm-referenced assessment, as identified in the ESTIMATOR© manual is used to determine a Severe Discrepancy. If a student is referred by a parent, staff member or Child Management Team (CMT) (described below) Vista at Entrada Charter School follows all of the procedures of the USBE SER and this Manual for referral and initial evaluation.

a. Vista at Entrada Charter School's current reading program is a research based program that includes a multi-tiered model of service delivery. Students are grouped by grade level. Students use educationally sound digital courseware that responds to the individual needs of the students for approximately 45-60 minutes per day. When not utilizing computerized curriculum, students receive instruction from, and participate in collaborative learning with experienced teachers in the innovative academic environment. Data from SuccessMaker (digital curriculum in mathematics and language arts, grades 3-6), Waterford Early Reading and Waterford Early Math and Science (digital curriculum for grades k-2), and teacher records are used to determine student levels of performance monitor progress. Centers, reading groups within the achievement grouping, and one on one instruction are used to meet students' needs.

b. If students are *not* achieving adequately for the student's age or State-approved grade-level standards, or are not making adequate progress toward the grade level expectations in one or more of the areas of specific learning disability—oral expression, listening comprehension, written expression, basic reading skills reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving--they are referred to a Child

Management Team (CMT) that includes regular education teachers, administration, and a special educator. The CMT uses a data-based decision making process to evaluate the effectiveness of the instruction. The CMT may recommend, based on data presented at the meeting, some further pre-referral interventions including Title I targeted assistance. Data may include Fountas and Pinnell Benchmark Assessment, Scholastic Reading Inventory, Utah CRTs, classroom assessment, program-embedded assessments, and others.

- d. Parents are notified by the teacher frequently when a student is struggling. Parent notification is given for any student in Title I targeted assistance. Each parent receives data-based documentation of student progress during instruction. If a student is not making adequate progress after an appropriate period of time, as determined by the CMT, a referral for evaluation is made.

If at any time in the process of interventions the parent requests special education testing, Vista at Entrada Charter School will have a meeting with the parent to determine if Vista at Entrada Charter School should begin evaluation for eligibility for special education. Documentation of the meeting is kept. If the evaluation process is started, all of the requirements and procedures in Section II of this Policy and Procedures Manual are followed. If it is determined that an evaluation will not be conducted, the parent is given a Written Prior Notice of Refusal to conduct the evaluation.

Review of progress at each CMT meeting is done on all students referred to the CMT. Documentation of all assessments given to the student are kept for all students and shared regularly with the parent, including those students below benchmark and those students in special education pre-referral intervention.

- e. For an initial evaluation, Vista at Entrada Charter School administers appropriate assessments that meet all the criteria in Section II of this Manual. Often the standardized norm referenced assessments Woodcock Johnson III achievement and cognitive tests are given. *The student must score above the intellectual disability range on a standardized, norm-referenced individually administered measure of intellectual ability.* Data from the assessments are used for input needed for the ESTIMATOR disk. The ESTIMATOR disk provides data to Vista at Entrada Charter School on the likelihood that there is a severe discrepancy between the student's ability and the student's achievement. Vista at Entrada Charter School uses this information along with Woodcock Johnson sub-test scores and other

existing data, including classroom observations, to determine possible gaps in learning.

- g. Vista at Entrada Charter School must ensure that the student is observed in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. The team may decide to use information from an observation in routine classroom instruction and monitoring of the student's performance that was done before the student was referred for an evaluation; or have at least one member of the team conduct an observation of the student's academic performance in the regular classroom after the student has been referred for an evaluation and parental consent is obtained.
 - h. An eligibility team consisting of parents and qualified professionals including the student's general education teacher and an individual qualified to conduct individual diagnostic examinations determines whether the student is a student with a Specific Learning Disability by reviewing all data, looking for gaps in learning, why interventions have failed, whether the disability has an adverse effect on educational performance, and if specialized instruction is needed for the student to succeed, in accordance with the eligibility determination requirements of USBE SER II.
 - i. Specific documentation for the eligibility determination (300.311). The team's documentation of the determination of eligibility with a specific learning disability must contain a statement of the (1) basis for making the determination; (2) the relevant behavior, if any, noted during the observation of the student and the relationship of that behavior to the student's academic functioning; (3) the educationally relevant medical findings, if any; (4) whether student does not achieve adequately for student's age or to meet State-approved grade level standard. The documentation must also contain the determination of the team concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the student's achievement level.
 - j. The eligibility team must refer to the *USOE Specific Learning Disability Guidelines*.
6. Determining Eligibility. (USBE SER II.)

a. Using the criteria for each category of disability as described in USBE SER.II.J.1-13, the eligibility team shall determine:

- (1) Whether the student has a disability that
- (2) Adversely affects his educational performance, and
- (3) Whether the student requires special education or special education and related services.

Special education is defined (USBE SER I.E.38) as specially designed instruction to meet the unique needs of a student with a disability and may include related services if they meet the definition of special education. *Specially designed instruction* (USBE SER I.E.39) is adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability, and to ensure access of the student to the general curriculum, so that the student can meet educational standards of the Charter School that apply to all students.

b. Disclaimers. (USBE SER) A student must not be determined to be a student with a disability if the determinant factor is:

- (1) Lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, alphabetic principle, vocabulary, comprehension, and fluency);
- (2) Lack of appropriate instruction in math; or
- (3) Limited English proficiency.

c. The determination of eligibility is documented on the appropriate "Team Evaluation Summary Report and Written Prior Notice of Eligibility Determination" form with signatures of team members.

d. If the disability is determined to be a Specific Learning Disability, any team member who disagrees with the rest of the team's decision may put his reasons in writing.

e. Parents are provided with a copy of the Team Evaluation Summary Report and Written Prior Notice of Eligibility Determination document.

7. Evaluations before Change in Eligibility. (USBE SER II.H.6)
 - a. The Vista at Entrada Charter School evaluates a student with a disability before determining that the student is no longer an eligible student with a disability.
 - b. An evaluation is not required before the termination of a student's eligibility due to graduation from secondary school with a regular high school diploma, or due to exceeding the age of eligibility for FAPE under Utah law.
 - c. For a student whose eligibility terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility for FAPE under Utah law, Vista at Entrada Charter School provides the student with a summary of the student's academic achievement and functional performance, which includes recommendations on how to assist the student in meeting the student's postsecondary goals.

III. IEP DEVELOPMENT and SERVICE DELIVERY.

Vista at Entrada Charter School implements the following policies and procedures to address the IEP requirements of USBE SER III.I-U.

A. IEP Team Meeting.

Within 30 calendar days of the determination of eligibility, the special education teacher/case manager shall arrange a meeting of the IEP team to develop an IEP at a place and time that is mutually convenient to the parent and Vista at Entrada Charter School. A Notice of Meeting will be sent to the parent and other members of the team stating the purposes, time, place, who is expected to be in attendance, and letting the parent know that the parent or Vista at Entrada Charter School may bring others who have knowledge or special expertise about the student to the meeting. The determination of knowledge or expertise of the invited person is made by the party who invited that person.

B. Parental Opportunity to Participate.

1. Parents are expected to be participants along with school team members in developing, reviewing, and revising the IEP. This includes providing critical information about needs and strengths of their student, contributing to discussions about the student's needs for special education, determining how the student will be involved and make progress in the general curriculum, deciding how the student will participate in the state- and district wide assessments, and deciding what services Vista at Entrada Charter School will provide and in what settings.
2. Vista at Entrada Charter School documents in writing its attempts to get parental participation in IEP meetings. If the parent cannot attend, participation by other means such as teleconference may be used. Parents must be given whatever help they need to understand the proceedings of the IEP meetings, such as interpreters. If Vista at Entrada Charter School cannot obtain parental participation, it proceeds with the development of the IEP as required by Part B of the IDEA and USBE SER.

C. IEP Team.

The team shall consist of the parent, the special education teacher and regular education teacher of the student, a representative of the Charter School, a person who can interpret the results of the evaluation, and the student when appropriate. Other team members may be added when they are likely to provide services to the student. The representative of the Charter School must meet the Charter School administrator standards, and have knowledge of the general education curriculum and of the availability of resources of the Charter School.

D. IEP Team Attendance. (USBE SER III.F)

1. A required member of the IEP team is not required to attend all or part of a particular IEP team meeting if the parent of a student with a disability and the Charter School agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
2. A required member of the IEP team may be excused from attending all or part of a particular IEP meeting when the meeting does involve a modification to or discussion of the member's area of the curriculum or related services, if the parent and the LEA consent to the excusal in writing; and the member submits written input into the development of the IEP to the parent and the IEP team, prior to the meeting.

E. IEP Timelines.

1. An IEP is in effect for each identified student with a disability prior to the beginning of the school year.
2. Each student's IEP is reviewed and revised at least annually. The IEP Team reviews the IEP at least annually to determine whether the annual goals for the student are being achieved. The Team may decide to meet at the request of the parent or other IEP Team member to revise the IEP to address lack of expected progress toward annual goals and lack of progress in the general curriculum, the results of any reevaluation, information about the student provided to or by the parents, the student's anticipated needs, or other matters.
3. An IEP is developed within 30 calendar days of initial determination that a student is an eligible student with a disability.
4. Once parental consent for the initial provision of special education or special education and related services is obtained, the special education

services, related services, and supplementary aids and services are provided as soon as possible.

F. Transfer Students.

Vista at Entrada Charter School provides a student transferring from another LEA in or out of the state with comparable services to those listed on an existing IEP while it determines next needed steps in accordance with the In-State and Out-of-State Transfer Student Checklist of the USOE.

G. IEP Development and Content.

1. The IEP Team will develop an IEP that is reasonably calculated to confer a free appropriate public education for the student.
2. In developing the IEP, the IEP team must consider the student's strengths, parental concerns, evaluation results, academic development and functional needs, and special factors.
3. The IEP must include:
 - a. A statement of the student's present level of academic achievement and functional performance, including baseline data on his achievement and how the student's disability affects his access and progress in the general curriculum for his age or grade level. For preschool students, goals will be based on appropriate activities. If the Charter School has established preschool standards, goals will be based on those standards.
 - b. Measurable annual goals and short term objectives based on the present level statement that enable the student to be involved and make progress in the general education curriculum and addressing each of the student's educational needs resulting from the student's disability.
 - c. How progress on the goals will be measured and reported to the parents on a periodic basis.
 - d. The special education and related services, and the supplementary aids and services, the student needs to address his goals and make progress in the general curriculum. The services are based on peer-reviewed research to the extent practicable.
 - e. Program modifications and supports for the student and the teacher in the regular education classroom.

- f. The dates that services, accommodations, and program modifications will begin and end (no more than one year from the date of the IEP); and the frequency, location, and amount of each service listed. Services listed must be specific, such as “reading comprehension,” not “resource.”
- g. Consideration of special factors as follows:
 - (1) In the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student’s IEP;
 - (2) In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student’s reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student’s future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student;
 - (3) Consider the communication needs of the student, and in the case of a student who is deaf or hard of hearing, consider the student’s language and communication needs, opportunities for direct communications with peers and professional personnel in the student’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student’s language and communication mode;
 - (4) Consider whether the student needs assistive technology devices and services; and
 - (5) In the case of a student whose behavior impedes the student’s learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.
 - (A) When making decisions on behavioral interventions, the IEP team must refer to the *USOE Special Education Least Restrictive Behavior Interventions (LRBI) Guidelines* for information on research-based intervention procedures in order to protect the safety and well-being of students with disabilities, provide protection for students, teachers, other school personnel, the Charter School, and the USOE, and ensure that parents are involved in the

consideration and selection of behavior interventions to be used with their students.

- (B) When an emergency situation occurs that requires the immediate use of moderately or highly intrusive interventions to protect the student or others from harm, the staff shall complete and submit the emergency contact information to the Charter School director or principal and notify the student's parents within 24 hours. If a behavior requiring emergency procedures occurs more than once per week, two times in a month, or four times in a year, it is a pattern that must be addressed in the IEP and/or a behavior intervention plan.

Parents may appeal a determination of emergency or implementation of emergency procedures by a written request to a designated LEA representative of Vista at Entrada Charter School. The LEA representative and two other staff members with knowledge of the incident will review the determination or implementation and make a final decision that will be provided to the parent in writing.

- (C) Vista at Entrada Charter School ensures that all appropriate staff members receive the training necessary to effectively implement a continuum of behavioral interventions and supports.
 - (D) Vista at Entrada Charter School has established an LRBI Committee to monitor its policies for disciplinary plans, actions and behavioral intervention procedures, protections and safeguards. This Committee reviews the use of highly intrusive interventions as well as the effectiveness of and need for additional staff training. The Committee is composed of a school administrator, a parent, and two other members of the professional staff.
 - (E) As appropriate, the student should receive a functional behavioral assessment and behavior intervention services and modifications that are designed to address the behavior.
- h. If the IEP team in considering the special factors described above decides that a student needs a particular device or services for educational purposes, which could be an intervention,

accommodation, or other program modification in order to receive a FAPE, the team must include these in the IEP.

- i. How the student will participate in LEA-wide and statewide assessments. While every student with a disability must participate, an individual student may be determined to participate with some accommodations based on his disability, or with modifications. Students who have the most significant cognitive disabilities, and meet other criteria in the USOE Assessment Participation and Accommodation Policy, may be assessed with Utah's Alternate Assessment (UAA). The IEP Team must indicate this on the IEP Assessment Addendum, along with the reason that the student cannot otherwise participate in the statewide assessment program.
- j. In addition to the required elements of the statewide assessment program, Vista at Entrada Charter School administers the following school-wide assessments: Fountas and Pinnell Benchmark Assessment (Sept./Jan./May) in kindergarten, and the Scholastic Reading Inventory (Sept./Jan./May) in Grades 2-6. All students, including students with identified disabilities, are included in these assessments. Students with disabilities may participate in the assessments with appropriate accommodations and modifications as determined by the IEP Team and documented in the student's IEP. Alternate assessments for individual students, as determined by the student's IEP Team and documented in the student's IEP, are provided for students who cannot participate in the school-wide assessment in any other way.
- k. How the student will participate in physical education services, specially designed or adapted if necessary.
- l. Each IEP team must determine whether the student will need Extended School Year (ESY) services in order to receive a free appropriate public education.
 - (1) This determination in the Vista at Entrada Charter School will be based on regression and recoupment data collected over at least two breaks in the school year consisting of 4 or more week days when there is no school.
 - (2) If the student's recovery from measured regression on pinpointed skills directly related to the IEP goals takes so long that he would not receive FAPE without services during the summer or other school break, the IEP Team must find him eligible for ESY services.

3. Placement is determined at least annually, based on the student's present levels of performance, goals, services, and program modifications as detailed in the IEP.
 4. Identified students with disabilities shall receive the special education or special education and related services in the Least Restrictive Environment to the maximum extent appropriate to meet the student's needs. This means that the student will not be removed from the regular education classroom, with regular education peers, unless the IEP Team determines that due to the nature and severity of the disability, the student's educational needs cannot be addressed satisfactorily in the regular education environment, even with the use of supplementary aids and services.
 5. The Vista at Entrada Charter School provides the IDEA required range of placement options, including placement in the regular education classroom, with or without itinerant services; placement in a special class; placement in a special school; placement in a residential program, and homebound or hospitalized placement.
 6. Vista at Entrada Charter School provides supplementary services, such as resource or itinerant instruction, in conjunction with placement in the regular education classroom, when needed.
- J. Nonacademic Settings, Activities, and Services. (USBE SER III.U-V)
1. The Vista at Entrada Charter School ensures that each student with a disability participates with nondisabled students in the extracurricular services and activities to the maximum extent appropriate to the student's needs. This includes meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school, referrals to agencies that provide assistance to individuals with disabilities and employment of students, and other activities and services of the Charter School.
 2. Vista at Entrada Charter School ensures that each student with a disability has the supplementary aids and services determined by the student's IEP Team to provide the nonacademic and extracurricular services and activities in such a way that students with disabilities are given an equal opportunity to participate.
- K. Parental Consent for Initial Placement and Provision of Services. (USBE SER III.T)

1. In order for the IEP to be implemented and the special education services the team has decided on to begin, written parental consent must be obtained. If the parent refuses consent for the provision of those services, the LEA may not implement the IEP and may not access due process procedures.
2. Vista at Entrada Charter School does not use a parent's refusal to consent to one service or activity to deny the parent or student any other service, benefit, or activity of the Charter School, or to fail to provide a student with a FAPE.

L. Documentation of Participation.

1. All members of the IEP team will sign the IEP document indicating that they participated in the development of the IEP. A parent's signature on the IEP does not mean that the parent is in full agreement with the content of the IEP and does not abrogate the parental right to access the Procedural Safeguards of the IDEA.
2. If the Charter School, despite at least two documented attempts, is unsuccessful in having parental attendance at the meeting, the rest of the IEP team shall proceed with the meeting.
3. Parents may participate via telephone conference or video conference.
4. Parents will be provided with a copy of the completed IEP, and Written Prior Notice of the Charter School's intent to implement the program and services in the IEP. This Notice is embedded in the IEP form. If the Charter School refuses to include in its offer of FAPE as detailed on the IEP, services or program modifications the parent has requested, a Written Prior Notice of that refusal is provided to the parent.

M. Changes to the IEP.

1. Changes to the IEP may be made at the request of any member of the IEP Team in a meeting or by amendment to the existing IEP.
2. Changes may be needed if there is new information about the student's performance.
3. Amendments to the IEP without a team meeting may be made only with the agreement of the Charter School and the parent.
 - a. Amendments such as a change in the amount of a special education or related service that is no more than 30 minutes per week, a change of location that is no more than 60 minutes per week, or a

goal change that is the next logical step forward or backwards and is based on the student's progress may be made without a team meeting.

- b. If the change involves a move on the continuum of Least Restrictive Environment placement options, or the amount of services to be changed is more than indicated above, or a service is to be added, an IEP Team meeting is held with a Notice of Meeting to all team members.

- 4. The parent will be provided with a copy of the amended IEP including Written Prior Notice that these additional actions or changes in actions are going to be implemented.

- N. Transition from Part C to Part B. (USBE SER VII.A)

(Vista at Entrada Charter School does not include preschool)

- O. Transition from School to Post-School Settings. (USBE SER VII.B)

(Vista at Entrada Charter School does not include high school.)

- P. Graduation. (USBE VII.C)

Vista at Entrada Charter School only serves students up to the 8th grade.

- Q. Least Restrictive Behavior Interventions (LRBI).

Vista at Entrada Charter School follows all parts of the USOE LRBI Guidelines as written. The Vista at Entrada Charter School also implements the following procedures:

1. Emergency situations:
 - a. An emergency situation is defined as one or more of the following situations:
 - (1) Danger to others: Physical violence/aggression toward others with sufficient force to cause bodily harm;
 - (2) Danger to self: Self-abuse of sufficient force to cause bodily harm;
 - (3) Severe destruction of property: Severe destruction or physical abuse of property resulting in substantial monetary loss;
 - (4) and/or Threatened abuse toward others, self, or property: Substantial evidence of past threats leading to any of the behavior defined as danger to others danger to self or severe destruction of property.
 - e. In an emergency situation, school staff may need to intervene using a moderate to intensive (highly intrusive) intervention to ensure the safety of students and staff.
 - f. Emergency procedures will only be used by staff trained and competent in their use.
 - g. When an emergency situation occurs that requires the immediate use of highly intrusive individual interventions to protect the student or others from harm, the staff shall complete and submit the emergency contact information to the charter school Director and Special Education Coordinator and notify the student's parents within 24 hours. (USBE SER III. I.b.5.c.)
2. Pattern of behavior:

If a behavior requiring emergency procedures occurs more than once per week, two times per month, or four times in a year, the behavior should no longer be considered an emergency or crisis and should be addressed in the IEP and/or BIP. The allowable instances of a behavior requiring emergency procedures are cumulative in number, regardless of whether a different highly intrusive intervention is used.

3. Appeals process:

- a. If a student with a disability engages in behavior that requires suspension from his/her current placement due to a violation of the student code of conduct, the school may suspend that student for up to 10 days per school year (cumulative). At the tenth day, a Manifestation Determination Review (MDR) must take place to determine the relationship between the child's disability and his/her behavior. If the MDR team determines that the behavior was a manifestation of the child's disability, the 10 day rule stands.
- b. If the MDR team determines that the behavior was **not** a manifestation of the student's disability, IDEA 2004 allows the school to change the student's placement for more than 10 school days. However, during such a change of placement, the school must continue to provide FAPE.
- c. If the school or parent disagrees with any decision regarding placement or manifestation, either party has the right to request an appeal. IDEA 2004 indicates that the state shall arrange for an expedited hearing for an appeal to occur within 20 school days of the request. Additionally, a decision shall be reached within 10 school days after the hearing.
- d. IDEA 2004 indicates that the student will remain in the interim alternative educational setting pending a final decision, or until the expiration of the time period for removal as ordered by school personnel, unless the school and parent agree otherwise.

4. Provisions for staff training:

Vista at Entrada Charter school holds regular staff training on behavior management, effective instruction, and best practices in education. Staff and faculty receive training on disciplinary procedures at least annually. Additional training is conducted according to the recommendations of the LRBI Monitoring Team (see below).

5. Procedures for monitoring LRBI policies:

Vista at Entrada has in place a LRBI Monitoring Team of professionals, including an administrator, the Special Education Coordinator, a Special Education teacher, a Regular Education teacher, and others as necessary to review the LRBI policies and procedures in the school. Reviews will be conducted as needed, but no less than annually. A report of the annual review, including strategies in place, and their effectiveness, together with commendations and recommendations for improvement will be submitted to the Director and Charter School Board following completion.

R. Private School Placements by Vista at Entrada Charter School. (USBE SER VI.A)

Before Vista at Entrada Charter School places a student with a disability in, or refers a student to, a private school or facility, or a public or private residential program in order to provide a FAPE to the student, it initiates and conducts a meeting to develop an IEP for the student, with a representative of the private school in attendance. The costs of such placements, including non-medical care and room and board, are at no cost to the parents.

S. Students with Disabilities Enrolled by their Parents in Private Schools When FAPE Is at Issue. (USBE SER VI.C)

If the parents of a student with a disability who had previously received special education or special education and related services from Vista at Entrada Charter School enroll the student in a private school without the consent of or referral by the school, Vista at Entrada Charter School is *not* required to pay for the cost of that placement if the school made a FAPE available to the student. Disagreements between the parents and the Vista at Entrada Charter School regarding the availability of a program appropriate for the student and the question of financial reimbursement are subject to the State complaint and due process complaint procedures in USBE SER IV.G-V. The Vista at Entrada Charter School follows other requirements in USBE SER VI.C as written.

IV. PROCEDURAL SAFEGUARDS

The Vista at Entrada Charter School, consistent with the requirements of Part B of the IDEA and the USBE Special Education Rules, has established, maintains, and implements Procedural Safeguards for students with disabilities and their parents.

A. Opportunity for Parental Participation in Meetings.

The Vista at Entrada Charter School affords parents the opportunity to participate in all decisions related to the location, identification, evaluation, and provision of FAPE for their student, including decisions related to the Discipline requirements of Part B of the IDEA. This includes arranging meetings at a mutually convenient time and place, providing Notice of Meeting *at least one week prior to a scheduled meeting, and making at least two documented attempts to obtain parent participation in meetings.*

B. Independent Educational Evaluation (IEE). (USBE SER IV.C)

1. Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the Charter School responsible for the education of the student in question.
2. Vista at Entrada Charter School has established and implements the following policies and procedures related to independent educational evaluation that meet the requirements of Part B of the IDEA and the USBE SER.
 - a. The parents of a student with a disability have the right to obtain an independent educational evaluation of the student at public expense if they disagree with an evaluation obtained by the Charter School.
 - b. The Charter School provides to parents, upon request for an independent educational evaluation, information about where an independent educational evaluation may be obtained, and the Charter School's criteria applicable for independent educational evaluations. Vista at Entrada Charter School has available a list of persons and/or agencies where an IEE may be obtained by the parent. In addition, the Vista at Entrada Charter School considers any other evaluator or agency proposed by the parent to conduct the IEE if the examiner and the evaluation meet the Charter School's criteria. A qualified examiner is one who meets the USOE criteria for qualified personnel as a special education teacher, school psychologist, psychologist with expertise in administration and analysis of assessments, or other equivalent qualifications as

determined by the Charter School. Criteria for the evaluation are that the evaluation procedures meet all of the same standards as those listed in Section II.D-H of this Policy and Procedures Manual. The Vista at Entrada Charter School either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.

- c. The Vista at Entrada Charter School ensures that when a parent requests an IEE, either the Charter School files a due process complaint to request a hearing to show that its evaluation is appropriate, or that the independent educational evaluation is provided at public expense, unless the evaluation obtained by the parent does not meet the Charter School criteria as described above. If a due process complaint decision finds the Charter School evaluation was appropriate, an IEE obtained by the parent is considered by the team, but is not provided at public expense.
 - d. Additional protections for the parent of a student with a disability and for the Charter School are followed as written in USBE SER IV.C.3(c-h).
3. An independent educational evaluation conducted at the Charter School's expense becomes the property of the Charter School, in its entirety.

C. Written Prior Notice.

Vista at Entrada Charter School provides Written Prior Notice to parents a reasonable time before it proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or provision of a free appropriate public education to the student. The notice includes: a description of the action proposed or refused, an explanation of reasons for the proposal or refusal, a description of evaluations or other information the proposal or refusal is based on, a statement that the parents and eligible student have protection under the Procedural Safeguards and how to obtain a copy of the Safeguards, sources of assistance to understand Part B of the IDEA, a description of other options the IEP Team considered and why the other options were rejected, and a description of other relevant factors to the proposal or refusal. The Written Prior Notice is provided in understandable language and in the parents' native language or other mode of communication.

D. Procedural Safeguards Notice.

A copy of the Procedural Safeguards is given to the parent once a year *at the annual IEP review*, except that a copy also is given to the parent upon initial referral or parental request for evaluation, upon receipt of the first State

complaint or due process complaint in that school year, and upon request by the parent at any time. Vista at Entrada Charter School uses the USOE Procedural Safeguards Notice that is posted on the USOE website, www.schools.utah.gov. The special education teacher/case manager provides a brief explanation of the main provisions of the Procedural Safeguards to the parents at consent for evaluation, eligibility determination, and annual IEP meetings.

This notice contains an explanation of the procedural safeguards related to independent educational evaluations, written prior notice, parental consent, access to educational records, opportunity to present and resolve complaints through State complaint or due process complaint procedures, opportunity for the Charter School to resolve the complaint, availability of mediation, student's placement during pendency of hearings, procedures for students placed in an interim alternative educational setting, requirements for unilateral placement of student in private schools at public expense, hearings on due process complaints, civil actions, attorney's fees. This notice is in language understandable to the parents.

E. Parental Consent.

Informed written parental consent is obtained for evaluation and reevaluation, initial placement/provision of special education, and for release of records to certain parties. Efforts to obtain consent are documented in writing. No student receives special education or special education and related services without the signed initial consent for placement in the student file. Other relevant parental consent requirements are addressed in Sections II and III of this Policies and Procedures Manual.

F. Dispute Resolution.

The Vista at Entrada Charter School follows the Dispute Resolution requirements of the USBE SER described in IV.G-U as written. These include the procedures for State Complaints, Mediation, Due Process Complaints, Resolution Process, Due Process Hearings, Civil Actions, Attorney's Fees, and Student's Status during Proceedings.

G. Surrogate Parents.

The Vista at Entrada Charter School assigns a surrogate parent for a student when the parent cannot be identified or cannot be located, the parent's rights to make educational decisions has been taken away by a court, the student is a ward of the state, or the student is an unaccompanied homeless youth. The surrogate parent meets the requirements of USBE SER IV.V.5-8. *Vista at Entrada Charter School contacts the USOE for assistance in obtaining names of trained surrogates, and maintains a list of surrogate parents who are available when needed.*

H. Transfer of Rights.

When a student reaches age 18, the age of majority in Utah, and has not been determined incompetent under State law, all rights accorded to parents under Part B of the IDEA and USBE SER transfer to the student. The Vista at Entrada Charter School provides written notice of this transfer of rights at least one year prior to the student's 18th birthday.

I. Confidentiality of Information. (USB E SER IV.X)

The Vista at Entrada Charter School takes appropriate steps to ensure the protection of the confidentiality of any personally identifiable data, information, and records it collects or maintains related to Part B of the IDEA.

1. Definitions. As used in these safeguards:

- a. *Destruction* means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- b. *Education records* means the type of records covered under the definition of "education records" in 34 CFR 99, implementing regulations for the Family Educational Rights and Privacy Act of 1974, 20 USC 1232g (FERPA).
- c. *Participating agency* means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.

2. Access rights.

- a. Vista at Entrada Charter School permits parents to inspect and review any education records relating to their student that are collected, maintained, or used by the Charter School. Vista at Entrada Charter School complies with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing, or resolution session, and in no case more than 45 calendar days after the request has been made.
- b. The right to inspect and review education records includes the right to:

- (1) A response from the Charter School to reasonable requests for explanations and interpretations of the records;
 - (2) Request that the Charter School provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
 - (3) Have a representative of the parent inspect and review the records.
- c. Vista at Entrada Charter School may presume that the parent has authority to inspect and review records relating to his or her student unless the school has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

3. Record of access.

Vista at Entrada Charter School keeps a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the Charter School) *in each student's special education file*, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. *If any education record includes information on more than one student, Vista at Entrada Charter School ensures that the parents of a student has the right to inspect and review only the information relating to their student or to be informed of that specific information.*

4. List of types and locations of information.

On request, Vista at Entrada Charter School provides parents with a list of the types and locations of education records collected, maintained, or used by the Charter School. *This list is maintained in the office at Vista at Entrada Charter School.*

5. Fees.

Vista at Entrada Charter School may charge a fee for copies of records that are made for parents under Part B of the IDEA if the fee does not effectively prevent the parents from exercising their right to inspect and review those records; however, it may not charge a fee to search for or to retrieve information under Part B of the IDEA.

6. Amendment of records at parent's request.

- a. A parent who believes that information in the education records collected, maintained, or used under Part B of the IDEA is inaccurate or misleading or violates the privacy or other rights of the student may request the Charter School that maintains the information to amend the information. The Charter School must decide whether to amend the information within a reasonable period of time of receipt of the request. If the Charter School decides to refuse to amend the information, it must inform the parent of the refusal and advise the parent of the right to a hearing on the matter.
- b. The Charter School, on request, provides an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. If, as a result of the hearing, the Charter School decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it must amend the information accordingly and so inform the parent in writing.

If, as a result of the hearing, the Charter School decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it must inform the parent of the right to place in the records it maintains on the student a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the Charter School. Any explanation placed in the records of the student under this section must be maintained by the Charter School as part of the records of the student as long as the record or contested portion is maintained; and if the records of the student or the contested portion is disclosed by the Charter School to any party, the explanation must also be disclosed to the party. Vista at Entrada Charter School follows the hearing procedures described in USBE SER IV.12 as written.

7. Release and disclosure of records.

Parental consent is not required for disclosure of records to officials of agencies collecting or using information under the requirements of Part B of the IDEA, to other school officials, including teachers within the school who have been determined by the Charter School to have legitimate educational interests, to officials of another school or school site in which the student seeks or intends to enroll, or for disclosures addressed in referral to and action by law enforcement and judicial authorities, for which parental consent is not required by 34 CFR 99.

(All Utah Local Education Agencies (LEAs) include in the annual Procedural Safeguards notice that it is their policy to forward educational records of a student with disabilities without parental consent or notice to officials of another school or school district in which a student seeks or intends to enroll.)

Written parental consent is obtained prior to releasing any records to any other person or agency not listed above.

8. Safeguards.

- a. Vista at Entrada Charter School protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
- b. The Director of Vista at Entrada Charter School assumes responsibility for ensuring the confidentiality of any personally identifiable information.
- c. Staff members at Vista at Entrada Charter School who collect or use personally identifiable information receive training or instruction regarding the State's policies and procedures in USBE SER IV.X and 34 CFR 99 *on an annual basis*.
- d. Vista at Entrada Charter School maintains, for public inspection, a current listing of the names and positions of those employees within the school who may have access to personally identifiable information on students with disabilities. This list is posted on the cabinet in which students' special education files are maintained and updated annually.

9. Destruction of information.

The Vista at Entrada Charter School informs parents or the student age 18 or older when personally identifiable information collected, maintained, or used under Part B of the IDEA is no longer needed to provide educational services to the student. Information no longer needed must be destroyed at the request of the parents or student age 18 or older. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. Each student's records may be considered "no longer needed to provide educational services" and may be destroyed three (3) years after the student graduates or three (3) years after the student turns 22.

10. Students' rights.

The rights of privacy afforded to parents are transferred to the student who reaches the age of 18, providing the student has not been declared incompetent by a court order, including the rights with regard to education records.

J. Discipline.

The Vista at Entrada Charter School follows the Discipline requirements and procedures described in USBE SER V.A-K as written.

V. STUDENTS WITH DISABILITIES IN OTHER SETTINGS.

A. Private School Placements by LEAs. (§300.325)

1. Developing IEPs.

- a. Before an LEA places a student with a disability in, or refers a student to, a private school or facility, the LEA must initiate and conduct a meeting to develop an IEP for the student in accordance with Part B of the IDEA and these Rules.
- b. The LEA must ensure that a representative of the private school or facility attends the meeting. If the representative cannot attend, the LEA must use other methods to ensure participation by the private school or facility, including individual or conference telephone calls.

2. Reviewing and revising IEPs.

- a. After a student with a disability is placed in a private school or facility, any meetings to review and revise the student's IEP may be initiated and conducted by the private school or facility at the discretion of the LEA.
- b. If the private school or facility initiates and conducts these meetings, the LEA must ensure that the parents and an LEA representative:
 - (1) Are involved in any decisions about the student's IEP; and
 - (2) Agree to any proposed changes in the IEP before those changes are implemented.

3. Even if a private school or facility implements a student's IEP, responsibility for compliance with this part remains with the LEA and the USOE.

4. Residential placement. (§300.104)

If placement in a public or private residential program is necessary to provide special education and related services to a student with a disability, the program, including non-medical care and room and board, must be at no cost to the parents of the student.

B. Students with Disabilities Enrolled by their Parents in Private Schools when FAPE is Not at Issue (Unilateral Placement). (§300.130)

Section does not apply to Charter schools.

C. Students with Disabilities Enrolled by their Parents in Private Schools when FAPE is at Issue. (§300.148)

1. An LEA is not required to pay for the cost of education, including special education and related services, of a student with a disability at a private school or facility if that LEA made a FAPE available to the student and the parents elected to place the student in a private school or facility. However, the LEA must include that student in the population whose needs are addressed consistent with Rule VI.B.
2. Disagreements between the parents and an LEA regarding the availability of a program appropriate for the student, and the question of financial reimbursement, are subject to the State complaint and due process procedures in Rule IV.G-V.
3. If the parents of a student with a disability, who previously received special education and related services under the authority of an LEA, enroll the student in a private preschool, elementary school, or secondary school without the consent of or referral by the LEA, a court or a hearing officer may require the LEA to reimburse the parents for the cost of that enrollment if the court or hearing officer finds that the LEA had not made a FAPE available to the student in a timely manner prior to that enrollment and that the private placement is appropriate. A parental placement may be found to be appropriate by a hearing officer or a court even if it does not meet the State standards that apply to education provided by the USOE and LEAs.
4. The cost of reimbursement may be reduced or denied if:
 - a. At the most recent IEP team meeting that the parents attended prior to removal of the student from the public school, the parents did not inform the IEP team that they were rejecting the placement proposed by the LEA to provide a FAPE to their student, including

- stating their concerns and their intent to enroll their student in a private school at public expense; or
- b. At least ten (10) business days (including any holidays that occur on a business day) prior to the removal of the student from the public school, the parents did not give written notice to the LEA of the information described in VI.C.4.a;
 - c. Prior to the parents' removal of the student from the public school, the LEA informed the parents, through the written prior notice requirements of its intent to evaluate the student (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parents did not make the student available for the evaluation; or
 - d. Upon a judicial finding of unreasonableness with respect to actions taken by the parents.
5. Notwithstanding the requirements for parents to provide notice to the LEA prior to removal of the student, the cost of reimbursement:
- a. Must not be reduced or denied for failure to provide the notice if:
 - (1) The school prevented the parents from providing the notice;
 - (2) The parents had not received written prior notice of the notice requirement in VI.C.4.a-b; or
 - (3) Compliance with the notice requirements in VI.C.4.a-b would likely result in physical harm to the student; and
 - b. May, in the discretion of the court or a hearing officer, not be reduced or denied for failure to provide this notice if:
 - (1) The parents are not literate or cannot write in English; or
 - (2) Compliance with VI.C.4.a-b would likely result in serious emotional harm to the student.

VI. LEA ELIGIBILITY and RESPONSIBILITIES

- A. Participation in assessments and reporting of assessment results.

All students enrolled in the Vista at Entrada Charter School, including students with disabilities, participate in the statewide testing program and the school-wide testing program. Participation requirements in the USOE Assessment Participation and Accommodation Policy are followed. The IEP Team determines how a student with disabilities will participate, and accommodations needed, if any. Results of statewide assessments are posted on the USOE website annually.

- B. Public participation in policies and procedures development.

This Policy and Procedures Manual, as well as any future changes to the contents, are presented to the Vista at Entrada Charter School Board in a public meeting for review and input. The agenda for Vista at Entrada Charter School board meetings is posted at least 24 hours prior to each meeting as required by state law.

- C. Public posting of USOE monitoring results.

Results of monitoring from the Utah Program Improvement Planning System are posted on the USOE website annually.

- D. Methods of ensuring services.

The Vista at Entrada Charter School ensures that each eligible student with a disability enrolled in the school receives the services included in the IEP through a systematic process of review of IEPs and monitoring of service delivery by Charter School personnel and contracted service providers.

- E. Supervision.

All personnel of the Vista at Entrada Charter School are supervised by appropriately qualified staff as determined by the local Charter School Board.

- F. Use of Part B funds.

The Vista at Entrada Charter School follows the requirements of USBE SER IX.B in ensuring the appropriate use of funds under Part B of the IDEA. Vista at Entrada Charter School participates in the single audit process required by State law that includes an audit of Part B funds.

G. Personnel standards.

All special education and related services personnel of the Vista at Entrada Charter School meet the educator licensing requirements of the USOE for the positions in which they work, as described in the USBE SER IX.H and the Highly Qualified requirements of the USOE State Plan under No Student Left Behind and Educator Licensing – Highly Qualified Assignment (Administrative Rule R-277-510-1 through 11). All personnel necessary to carry out Part B of the IDEA are appropriately and adequately prepared, subject to the requirements related to personnel qualifications and Section 2122 of the ESEA. Vista at Entrada Charter School provides a program of professional development for all special education personnel, based on the identified skill and knowledge needs of teachers, assistants, related service providers, and others, and including targeted training for persons working with students with specific and individual needs for academic and social behavior instruction.

H. Performance goals and indicators in the State Performance Plan.

The Vista at Entrada Charter School participates in additional procedures and collects and provides additional information which the USOE may require in order to meet Federal reporting requirements, including suspension and expulsion rates, LRE environments, disproportionality data, and others. (USBE SER IX.A.2)

I. Early Intervening Services.

The Vista at Entrada Charter School uses not more than 15 percent of the amount it receives under Part B of the IDEA for any fiscal year, in combination with other amounts to develop and implement coordinated early intervening services for students in grades kindergarten through grade 8 who are not currently identified as needing special education or special education and related services, but who need additional academic and behavioral support to succeed in a general education environment. These funds are used to carry out activities including professional development that enables school personnel to deliver scientifically based academic and behavioral interventions, as well as educational and behavioral evaluations, services, and supports.

The Vista at Entrada Charter School provides any and all required data on its Early Intervening Services to the USOE annually.

J. Caseload Guidelines.

Vista at Entrada Charter School follows the USOE Caseload Guidelines in overseeing the caseload of each special educator, including related service providers, to ensure that a FAPE is available to all eligible students with disabilities.

K. Enforcement.

The confidentiality requirements of Part B of the IDEA are reviewed and approved as part of the LEA eligibility process.

- L. *Routine checking of hearing aids and external components of surgically implanted medical devices.* Vista at Entrada Charter School must ensure that hearing aids worn in school by students with hearing impairments, including deafness are functioning properly. Vista at Entrada Charter School must ensure that external components of surgically implanted medical devices are functioning properly.

Admission, Expulsion & Suspension Procedures

Admissions

Admission to Vista will be in accordance with applicable state and federal law. Specifically, admission will not be limited based on ethnicity, national origin, gender, religion, income level, creed, color, disabling condition, or proficiency in the English language in accordance with state and federal law. No tuition are required for enrollment and attendance at Vista, **provided the student is a child of or guardian of a Utah resident. Fee are charged only to students in the Seventh and Eighth grade. A fee schedule is available at the school and will be on the Vista School Website. Fee waivers will be available to students of families who qualify. Qualifying families may be asked to provide service in lieu of the fees that are waived.**

Vista's Director will designate specific time periods each year for student enrollment. Vista will enroll any eligible student who submits a timely application, unless the number of applications in a specific enrollment period exceeds the capacity of the school's program, class, grade level, or the building. If the number of applications exceeds the capacity of a class, grade level, or the building, students will be selected on a random basis (lottery) from applicants for that class or grade, except that Vista shall give preference as allowed by law on the following basis:

First preference in enrollment is given to children of the founding members of Vista, limited to at most 10% of the school's total enrollment;

Second preference in enrollment is given to: (i) siblings of enrolled Vista students; and (ii) children of Vista teachers.

If space is available after the aforementioned preferences have been granted, admission will be offered to any other students residing in Utah.

After each application deadline, pupils for any remaining slots will be accepted in order of their lottery position. If an opening in the school occurs while classes are in session and no students remain from the most recent lottery, a notice for applications and an enrollment time period will be announced and applicants enrolled on the same basis as outlined above.

Suspension/Expulsion Procedures

Inasmuch as Vista's mission is to provide an educational experience in a professional and compassionate manner, these two principles will guide administrators and faculty in the application of the school's disciplinary policies and procedures. This begins with teachers addressing disciplinary issues in a professional and compassionate manner. In most cases, teachers will address and remedy discipline issues in the classroom. If the teacher is unable to remedy the problem generated by the student in the classroom, teachers will work closely with school administrators and parents to coordinate their efforts in the resolution of discipline matters. In the event that

suspension/dismissal is required, Vista staff will act pursuant to the following Student Suspension and Expulsion Policy and in accordance with IDEA and all other applicable state and federal laws.

Policy & Procedure. Vista will establish a Discipline Review Committee (DRC) to assist the Director when a student exhibits ongoing behavioral problems in school. This council will consist of some or all of these individuals: Vista's Director, a faculty member, and a designated member of the board.

In an effort to achieve success for the student, the DRC will make recommendations for a behavior modification plan to be put into place, which may include suspension or expulsion. Efforts will be made to meet with the student and parents in a timely manner to resolve the situation. If a solution cannot be reached, the DRC may make recommendations to the Board of Directors for further action to be taken.

For purposes of this section, the term “suspension” is the temporary removal of a student from class(es) or school. The desired result of suspension is to alert the parent/guardian that there is a serious problem that needs the attention and effort of the student, the parent/guardian, and the school.

An “expulsion” is the process of dismissing a student from school for an extended period of time, up to one year. Expulsion also transfers the primary responsibility of providing educational services for the student during the expulsion period from the school to the home and makes the parent/guardian responsible for compliance with the Compulsory Education Act for the duration of the expulsion. (Utah Code 53A-11-907(2).) The Director may recommend expulsion, but only the Vista School board of directors can expel a student.

The DRC may also be called upon to intervene in the event that an administrative disciplinary decision is being appealed. In such a case, the DRC’s process would be: (i) to determine the reason for the appeal, which must be in writing; (ii) to determine what the offense was, the student’s reaction, any history related to it and any extenuating circumstances; (iii) to determine the administrative action taken and the severity of the consequence; (iv) to determine school policies in this matter and which, if any, apply; (v) to determine whether the consequence was consistent with Vista School’s policies and appropriate for the offense; and (vi) make a recommendation to the parent(s) and/or administration (whichever is appropriate) in regard to their conclusions (in written form).

Parents will be allowed (but not required) to be a part of the initial meeting with the DRC in order to make their reasoning known. Once they have clarified their points, the DRC will caucus to discuss the information presented. Even if choosing to make an oral presentation, an Application for Disciplinary Appeal Form will still need to be completed and submitted to the Director. (Assistance will be available through the office if requested.)

Due to the nature of the positions held within the DRC, it may be necessary for the DRC to choose to have one of their members share their thoughts initially and then exit the remainder of the meeting due to conflict of interest. (This person may be substituted with another person by choice of the committee.)

Once an appeal has been filed with the school, the DRC has up to three school-days to convene and make a decision (with the intent to come together as quickly as possible.) The discipline already in place will continue to be carried out until the DRC is able to meet. The Director has the discretion to postpone action pending the decision of the DRC if extenuating circumstances are determined. Once the DRC has come to a final conclusion, the parent(s) will be notified. The Board Chair and Secretary should receive a copy of any appeal to the DRC since there is a potential for it to be appealed beyond the DRC.

Discipline Procedures for Students with Disabilities

Vista is committed to ensuring that its disciplinary actions are consistent with IDEA, state, and federal law. Vista recognizes that students with disabilities, who enroll in the school, and their parents/guardians, retain all rights under Part B of the IDEA, §§ 53A-15-301 through 53A-15-305 *Utah Code Ann.*, and other rules protecting the rights of students with disabilities. As a result, the school has adopted the provisions regarding discipline procedures for students with disabilities as set forth in the *Utah Board of Education's Special Education Rules*, Section V and attached as Appendix A. In the event that the Vista's policy does not comply with Part B of the IDEA, §§ 53A-15-301 through 53A-15-305 *Utah Code Ann.*, and other rules protecting the rights of students with disabilities, Vista will adopt a policy to ensure compliance.

Procedures to Review Complaints

Through implementation of technology, it is our hope that we can reduce parent complaints regarding operation of the school by increasing and improving parent access to accurate and real-time student information. Vista will improve parent access to information through use of **SIS2000+ and Teacher's UEN Teacher Pages, or comparable online programs**, which will allow parents to view their student's real time progress, past lesson plans, and anticipate future assignments. Admittedly, improved access to information will not solve all problems, but we hope it will improve parent understanding and manage parent expectations in an effort to reduce complaints.

For those problem situations that do arise, Vista has adopted the following procedures for resolving complaints. The purpose of Vista's Complaint Review Policy is to secure, at the lowest possible administrative level, equitable solutions to complaints which may arise. A "complaint" is a claim based upon an event or condition causing dissatisfaction and disagreement between or among the parties involved. The person(s) who makes the claim is referred to as the "complainant(s)."

Complaint Review Procedure. Informal complaints are to be resolved at the lowest administrative level. The complainant and other person(s) involved shall resolve issues of concern via personal meeting or other appropriate communication. After the immediate parties have attempted and failed to resolve the issues, the school Director shall coordinate and mediate the processes necessary for satisfactory resolution of the complaint. Upon receipt of an informal complaint, the Director shall initiate action to resolve the issue within five (5) working days.

Formal complaints are to be made in writing when the complainant is not satisfied with the disposition of the issue through the informal complaint process. The complainant may, within ten working days after the informal complaint decision has been rendered, file the complaint in writing, with any member of the Vista Board of Directors. Within ten working days after receipt of the formal written complaint, the Board Chair, or other designate officer of the Board will meet with the complainant in an effort to resolve the issue. In the event the complaint is not resolved, the complainant may request a hearing before the Board. The Board shall review the complaint at the next scheduled Board meeting after receipt of the request. The Board's decision shall be final and shall be made within ten working days of the hearing.

IDEA Complaint Policy & Procedure.

Vista's mission is to provide *all* students with an individualized educational experience. Therefore, we recognize the importance of addressing complaints of parents of students served under IDEA, §§ 53A-15-301 through 53A-15-305 *Utah Code Ann.*, or other applicable laws protecting disabled individuals. Due to the complexity and importance of these procedural safeguards, Vista has determined to adopt the procedures endorsed by the Utah Board of Education in their handbook entitled *Special Education Rules*, § IV.G. Complaint Procedures. As part of our complaint policy, we have established procedures to allow parties the opportunity to resolve disputes through a mediation process that is available whenever a due process hearing or an expedited due process hearing is requested. These procedures are outlined in the *Special Education Rules* handbook § IV.J. Mediation. If the application of any provision of the Vista's complaint policy to a student with a

disability is not permissible, or becomes impermissible, under IDEA or other law, Vista will implement other actions consistent with the conflicting law or regulation which shall most closely correspond to the requirements of this policy.

Opportunities for Parental Involvement

We believe that enrollment at Vista will provide unique and meaningful opportunities for parental involvement through parent volunteer work and parental involvement in their students' academic and arts programs.

Involvement in Academics. In addition to volunteer work, parental involvement in Vista's academic program provides another significant and unique opportunity for parental involvement at the school. Through SIS2000+ and UEN Teacher Pages , or other comparable online programs, parents of Vista students will receive a login name and password granting them internet access to their student's classroom agenda, lesson plans, teaching plans and objectives, real-time progress reports, and classroom instruction; this will enable parents to track and/or build upon the lesson plans their children are receiving at the school. Through the use of these tools, Parents at Vista will experience more substantive and effective involvement in their student's academic program, and students will be better prepared for upcoming instruction.

Involvement in School Management. Perhaps the most substantive way for parents to be involved in the operation and management of school is through service on Vista's Board of Directors or a Vista Committee. The Board of Directors is charged with managing the property, affairs, and overall operation of the school. In addition, the Board of Directors establishes and enforces Vista policy to ensure the school operates in a manner consistent with Vista's mission, its charter, and all applicable laws. Membership on school committees provides another opportunity for parents to have meaningful influence on the operation of the school.

Volunteer Time. Vista will rely on parents and their willingness to volunteer their time to assist with the daily operation of the school as well as after school programs. Parent volunteerism is strictly optional, but it is encouraged for the benefit of the students. Vista suggests that parents donate a minimum of thirty five hours of volunteer time per year. Vista will regularly distribute volunteer information to parents that will allow them to sign up for service in areas of expertise or interest. This will allow parents to provide the most meaningful service, and simultaneously provide the school with the ability to coordinate parent service with school needs. Additionally, Vista will advertise specific assistance in Vista's newsletter and website when needed.

Vista will also appoint a committee member to schedule and coordinate volunteer services for parents who wish to donate their time to the school. This individual will be charged with maintaining parent volunteer information and notifying parents of opportunities at the school. Examples of parent volunteer opportunities include but are not limited to:

Recess assistance
Dance assistance
Performance support/rehearsal
Grounds maintenance
Daily cleanup
Classroom aid/support
At-home work for teachers

Musical assistance
Sound, lighting, & costume design
Field trips
Fundraising
Traffic/Parking assistance
Building maintenance
Set construction & design

Baking dishes for special events
Assemblies
Computer lab assistant
At-home repair of student wear
Computer support

Library assistance
PTO
Playground monitoring
Music composition
School tours

The foregoing list is non-exhaustive and may change from time to time on an “as-needed” basis. Furthermore, it should be noted that several of the opportunities listed above, e.g. grounds maintenance, building maintenance, and various classroom assistant opportunities, will act as a supplement to purchased services and/or paid positions at Vista.

Educator Qualifications

In order to fulfill our commitment to provide all students with an individualized educational experience and to become a model of academic and artistic excellence, our program will rely on faculty that is highly trained and committed to Vista's mission and philosophy. Vista teachers will not only be trained in their area of expertise, but will also be trained to identify specific needs of each student. To support Vista's emphasis on web-based instruction and high technology standards, Vista will require teachers to be familiar with Outlook (to improve communications' practices), Microsoft Office Suite (PowerPoint, Excel, Word, etc), web conferencing, web-based newsletters, and minor technological interventions. Vista will comply with all applicable state and federal laws in staffing. In addition, Vista will hire special education qualified instructors to ensure that the needs of disabled or struggling students are met.

The following list provides an example of Vista's required teacher qualifications:

Educator Qualifications

Teachers will be required to have a bachelor's degree and mastery in their field and have a current Utah State teaching credential or be willing and able to meet State Board requirements for alternative certification or authorization. Also, Vista School teachers will be required to meet Utah Admin R. 277-520-3 requirement of appropriate licenses with areas of concentration and endorsements.

Technical Skills

Teachers must be familiar with Outlook (to improve communications' practices), Microsoft Office Suite (PowerPoint, Excel, Word, etc), web conferencing, web-based newsletters, and minor technological interventions and must agree to participate and engage in all technical training provided by the school.

Instructional Skills

First and foremost, teachers must be adopt Vista's teaching philosophy and emphasis and must understand and have the ability to utilize the Pacing Guide, provided by the school, to effectively teach the state core standards. Teachers must be able to deliver clear objectives and be proficient in assessing student ability and understanding, identify individual student needs and use multiple techniques and strategies to meet those needs. Teachers must also be willing to work with other Vista staff to promote effective implementation of the school's program of instruction.

Management/Leadership Skills

Teachers must be able to maintain accurate and complete student records, and prepare reports on children and activities as required by law and school policy. Also, Vista will require its teaching staff to establish and enforce rules for behavior and policies/procedures to maintain order among the students for which they are responsible. Teachers must have the ability to monitor teacher assistants to ensure that they understand the school curriculum and can teach it in the teacher's absence. And finally, teachers will be required to attend staff meetings, professional meetings, educational conferences, and teacher training workshops in order to maintain and improve professional competence; and serve on committees as required by the school.

Personal Skills

Teachers at Vista must demonstrate their ability to work effectively and respectfully with parents or guardians, other teachers, counselors, and administrators in order to resolve students' behavioral and academic problems.

No Child Left Behind Qualified Teachers

Teachers who do not qualify as "highly qualified" under No Child Left Behind (NCLB) and R277-510 will be required to do what is necessary to achieve that status. Vista will keep an ongoing record of the teachers who are qualified and provide resources on an individual teacher basis to help the other teachers qualify. As an incentive, teachers who are qualified under NCLB and R277-510, or who meet qualification criteria established by the Vista Board, may receive an annual financial bonus or assistance with the tuition costs to help them become "highly qualified" in an amount to be determined by the Board.

Paraprofessionals, Instructional Aids, Classroom Aides & Substitute Teachers

Qualification standards for paraprofessionals and substitute teachers will be as those listed above for teachers, but with less complete prior experience required and exceptions to the listed standards allowed. Vista standards for paraprofessionals and substitute teachers will comply with R277-508 and R277-524 respectively.

All paraprofessionals, student teachers, interns and aids will work under the supervision of a qualified Vista teacher. Student teachers and interns will be accepted from board approved teacher preparation institutions and comply with R277-509. Instructional and classroom aids will be encouraged to fulfill the school's requirements for teachers and paraprofessionals. Aids will be given assistance by Vista to further their education and help them achieve the requirements for official licensure

Unsupervised Time with Students

Any individual who will have unsupervised time with students, including teachers, aides, Vista Board Members, Vista staff, parent volunteers, coaches, advisors, etc, will be required to submit to a standard criminal background check. Copies of the background check forms and the results will be stored in the school office under the supervision of the office secretary. One of the duties of the school's office secretary or their assistants will be to monitor visitors entering the school to ensure all visitors wear a prominent visitor's badge unless they have a background check form on file in the office. At the beginning of each school term, the office secretary will review the background check files in order to keep them current and provide a summary report to the Director of the files' status.

Administrative Services

Director & Instructional Leader. Vista's instructional leader will be the Director. The Director's primary responsibility will be to set and maintain an environment conducive to learning and establish a positive educational environment for the school. Although the Vista's Director's may not possess all of the following qualifications, we will seek out qualified individuals that have: (i) a bachelor's or master's degree in education or a related field (preferably Educational Administration or Educational Leadership); (ii) experience with Outlook, Microsoft Office Suite (PowerPoint, Excel, Word, etc), web conferencing, web-based newsletters, and minor technological interventions; (iii) background or experience with the performing arts; (iv) secondary language experience; and (v) a minimum three years experience as an executive director/principal/school administrator or related administrative management position.

The Director's instructional duties will include: reading about the methods of instruction, gaining insight into successful strategies, working closely with the onsite teacher-trainer to ensure teachers are making efficient use of Vista's technological tools, reviewing research that supports the methods of instruction, viewing accounts about practices in successful schools and districts, being familiar with the instructional methods of all teachers, participating in training and in-service to remain current in educational research, providing in-service to teachers and serving as a teacher resource for instructional as well as curricular help.

Business Administrator. Vista intends to hire or contract for a full time Business Administrator. The board will consider multiple qualified parties in accordance with Vista's Purchasing Policy and Procedure before employing a Business Administrator and will require the Business Administrator to attend training in School Finance and Statistics prior to working with the school. For additional information on the Business Administrator please reference the "Organizational Structure," "Fiscal Policy," and "Operational Budget Assumptions" sections of the application for more details on the role and qualifications of the Business Administrator.

Supervision and Improvement of Instruction. The Director will regularly provide the Board with updates on curriculum and any proposed improvements to the school's instruction program. After receiving this information, the Board will determine whether or not to modify the instructional program. Supervision of instruction on a day-to-day basis will be the responsibility of the Director. The Director will be responsible for interpreting board policy in all instructional and behavioral concerns. Based on instructional methods, test scores, and student achievement, a collaborative effort will be used to improve supervision and instruction within the school.

Interpretation of Student and School Progress and Performance. Vista teachers will utilize CRT and IOWA assessments to determine each student's ability. The results of these assessments will be used as a springboard for future instruction. We will take these results and create a baseline to ascertain the holes in learning on an individual basis as well as in general. For example, the CRT results may indicate that students entering Vista have a 1 to 5 ratio of students scoring below sufficient. With further inquisition, the teacher may find the weakness is number sense and

operations in mathematics. The teacher would then provide additional reinforcement and re-teaching strategies and use other math programs to help strengthen these areas of weakness.

Community Relations. Community relations will be the primary responsibility of the Board of Directors.

Staff Development. Teachers at Vista will be provided constant opportunities to improve and develop their technological and teaching skills either in the specific curriculum or in the general practice. The intent behind staff development is to: (i) provide professional development and technical assistance to teachers and administrators in their school-wide implementation of the school's comprehensive program of instruction; (ii) to focus on meaningful learning and understanding for all students in order to raise their level of achievement; and (iii) provide follow-up components for professional development to ensure that implementation of the comprehensive program of instruction results in improved student performance.

Counseling. In situations of neglect, abuse, or abandonment, state agencies will be called upon to assist the school. If situations of ungovernable behavior arise, parents and law enforcement will be called.

Employment Issues. All hiring and firing of Vista employees will be the responsibility of the Director. The Board will establish policies and procedures that will define the hiring and firing of all employees, **except the Director.**

Discipline. Teachers have the primary responsibility of maintaining classroom discipline for the students assigned to them. Each classroom will be required to have the classroom rules posted with the consequences for all inappropriate behaviors. When situations arise that cannot be handled by the classroom teacher, behavioral matters will be addressed by the building Director. See also § 12 *Admission, Expulsion, & Suspension.*

Management of School Equipment and Supplies. Teachers will be responsible for all materials and supplies in their classrooms. Yearly inventories will be used for insurance purposes and to assess replacement needs. Teacher supplies will be allocated on an "as-needed" basis, with the Director determining the "need." Each teacher will receive a budget for supplies and equipment, which may be purchased in accordance with Vista's Fiscal Policy.

Preparation and Completion of Federal and State Reports. Under the Board's direction, the Director will provide for the timely completion and submittal of state and federal reports. Reports will be reviewed for approval by the governing board before submission.

Assistance and Support to Teachers and Staff. Vista fully supports its employees. All teacher concerns/grievances will be addressed to the Director. If satisfaction is not obtained, teachers must adhere to Vista's Grievance Policy which will provide employees the opportunity to reach an equitable solution. However, it is Vista policy that teachers should try to resolve all concerns at the lowest level before bringing issues of grievance to the Director or the board.

Education Service Provider. At this time, Vista does not intend to engage the services of an Educational Service Provider. However, if the board determines to hire an Education Service Provider, it will only engage and contract for such services in accordance with our purchasing policy.

Library Plan

Library Policy. The effective and efficient use of technology is the foundation of Vista's approach to academic excellence. Our goal is to launch Vista students into our technologically dependent world by empowering them to become effective users of information and ideas. The library/media center is Vista's primary resource for information, literacy, and curriculum support, which will be provided in a variety of traditional and technological formats. The library/media center will provide a meaningful contribution to the achievement of improved student learning by providing instruction, resources, and activities that enable Vista students and staff to become effective, independent users of ideas and information.

Library Facility & Staffing. Vista intends to locate the library/media room in a centrally accessed common area of the school. The library facilities will be designed to promote an environment that is conducive to student learning and inviting for all students, while at the same time providing sufficient room for its intended uses and permitting visual control of the entire center. Parent volunteers and a library supervisor will be responsible for general organization, upkeep, and student assistance in the library. In addition, teachers who bring their classes to the library will be expected to maintain an appropriate library atmosphere.

Library Goals & Objectives. Vista's primary goal for the library is simple: learning. With that goal in mind, Vista's library/media center presents a slight shift from the traditional library focus of collections to learning that engages our students in pursuing knowledge within and beyond the school's formal curriculum. Vista has established the following library objectives in an effort to further its library policy and goals.

Objectives:

- To ensure students' ability to locate, evaluate, interpret, and communicate information and ideas for intellectual development, personal employment and lifelong learning;
- To ensure students possess media literacy skills including ethical use of information and information technology;
- To foster students' ability to learn independently and adopt habits and attitudes of lifelong learning;
- To foster students' ability to recognize and identify their information needs and show self-confidence in solving information problems;
- To develop an awareness of and interaction with literature in a variety of formats for the purpose of personal enrichment and information;
- To develop media literacy skills and critical thinking processes necessary to analyze information and opinions in order to develop new understandings and make informed decisions;
- To promote each student's ability to explore the ideas and creative achievements of a variety of people from different cultures and times.

Library Tools & Resources. The Vista library/media center will reflect our commitment to the use of technology through the availability of wireless internet access and numerous computer terminals dedicated to online research. Additionally, Vista intends to build an extensive collection of age-appropriate books with an emphasis on leveled reading. We will include a solid collection of materials that support our curriculum and may be used to explore subjects on a higher level. The library will also provide publications in current affairs.

Vista recognizes the financial constraints charter schools must work under – especially in the first few years of operation. With sound fiscal management in mind, Vista intends to build its collection with time through the use of start-up grants, donations, private book grants, and fundraisers, in addition to regular state funding. Notwithstanding, Vista students will still have access to limitless online resources while the collection builds, with the ultimate goal of having a library that provides many different tools and resources in a variety of technological and traditional formats.

Extracurricular Activities

Students at Vista will enjoy a long list of after school activities ranging from academic clubs to music, dance, theatre productions and rehearsals. By day, students will use Vista's classrooms, and performance spaces to receive academic instruction and to refine their talents and skills. After school, the facility and grounds will serve as a place where students, staff, and the community can meet, learn, rehearse, perform, and enjoy the arts.

At this time, Vista does not intend to enter into any agreements or plans for extracurricular activities with the Washington School District. Instead, Vista will provide opportunities for its students to participate in on-campus extracurricular activities and encourage participation in city sport leagues or similar organizations. Examples of extracurricular and educational activities may include theater, dance, drama, choir, school clubs (foreign language, computer, chess, etc.), among other things and will be available to all students. Vista will not restrict any individual from participation or the receipt of benefits from such activities, or discriminate against any individual on the basis of sex as prohibited under Title IX of the Education Amendments of 1972 to the Civil Rights Act of 1964.

Extracurricular Activity Funding, Fees, & Waivers. Funding for extracurricular activities will be derived from fundraising, grants, sponsorships and the school's budget. No fee may be charged or assessed in connection with any class or school-sponsored or supported activity, including extracurricular activities, unless the fee has been established and approved as set forth by Utah Admin Code R277-407 or other applicable state or federal laws or regulations. To ensure that no Vista School student is denied the opportunity to participate in a class or school-sponsored or supported activity because of an inability to pay a fee, the school will provide for adequate waivers or other provisions in lieu of fee waivers. Any charge, deposit, rental, or other payment for required student participation in any class, program, or activity that is provided, sponsored, or supported by Vista, requires the approval of the board and is subject to the fee waiver exceptions set forth by applicable law and this paragraph.

Employment Terms & Conditions

Hiring Policy

Maintaining the support of a highly trained and committed staff to empower each student to succeed is critical to achieving Vista's mission to become a model of academic and artistic excellence. Therefore, the board of directors will make every effort to attract *and* retain the best personnel in each and every position available at the school.

The Director will select the best-qualified applicant for each position at the school. Vista employees will be qualified by their training, experience and general competence, as determined by the board of directors. Employees shall hold all licenses, certificates or special qualifications required by Utah law or school policy. In accordance with Title VII, Civil Rights Act of 1964, the selection and hiring of applicants shall be made without regard to age, race, color, creed, sex, marital status, national origin, religion, ancestry, or place of residence. Additionally, Vista hiring shall be in accordance with the Americans with Disabilities Act of 1990 ("ADA") which requires candidate selection to be made without regard to disability if an individual is disabled, as defined by the ADA, and is qualified to perform the duties and/or essential functions of the advertised position and can perform these duties and/or functions with or without reasonable accommodation. Finally, employee selection shall be made without regard to age as mandated in the Age Discrimination Act of 1967.

(NOTE: The aforementioned federal laws [Title VII of the Civil Rights Act, ADA, and Age Discrimination Act] have provisions that broaden their application beyond hiring to include promotion, discharge, compensation, or terms, conditions or privileges of employment. Vista recognizes their application throughout the employment spectrum and is strictly committed to their provisions and protections in all aspects of employment at Vista.)

Terms & Conditions of Employment

Teachers at Vista will be hired on a "provisional" basis until they have proven themselves through competent service for a designated period of time. Provisional employees may be given "Contract Status" upon recommendation of the Director and approval of the Board when the provisional period has tolled and evaluations satisfactorily completed. Employment during the provisional period will be "at-will." Accordingly, Vista will have the right to terminate provisional employees at any time and for any legally permissible reason. Employees at Vista will possess the same right to resign their employment at any time.

Provisional Status & Effective Period. Newly employed teachers who begin service at Vista with less than three years experience will be considered provisional employees for a minimum period of three years. Newly employed teachers with three or more years of satisfactory experience in another school will be required to serve a minimum of one year as a provisional teacher provided they are hired within three years of their previous teaching experience.

During the provisional period, provisional employees will undergo formal and informal evaluations conducted to review and monitor each employees progress, ability, and areas of improvement. Provisional employees will be recommended to the Vista board for Contract Status after they have

completed their provisional status. After considering the recommendation, the Vista board may elect to grant or deny Contract Status.

Contract Status & Effective Period. “Contract Status,” as used here, is defined as an employment arrangement wherein the employee may only be terminated “for cause” as opposed to “at will.” In the event the Vista board elects to grant Contract Status to an employee, Vista and the employee shall enter into a “for cause” employment contract specifying that Vista will retain the employee for a set period of time. The definition of “cause” shall be clearly defined and the effective period of the employment agreement shall be determined by the board. Nothing in this section shall be interpreted to guarantee an employee Contract Status after successfully completing provisional status. The granting of Contract Status shall be at the sole discretion of the board and only after a determination that it is in the best interest of the school.

Employment Agreement: Provisional & Contract Employees. The terms of employment at Vista— for both provisional and contract employees – will be set forth in an employment agreement to be executed between Vista and the employee. The employment agreement will specify Vista’s mission, philosophy and emphasis to ensure prospective employees embrace the entire academic program offered at the school.

The employment agreement will serve the following functions: (i) it will clarify the duties and responsibilities of each employee; (ii) it will specify and set forth the specific areas of responsibility and duties the employee is expected to perform including grade level and subjects to be taught, number of work days per year, training responsibilities, parent-teacher conferences expectations, professional development requirements and opportunities, adherence to staff policies, and other responsibilities; (iii) it will serve to manage employee expectations and ensure compliance with the professional standards and conduct required at the school; and (iv) it will specify the effective period of the agreement and clarify the employee’s status as either Provisional or Contract.

Termination of Employment

As mentioned above, Vista is committed to attracting *and* retaining the best personnel to further its mission of providing a comprehensive program in a professional and compassionate environment; however, situations will arise when termination of employee is in the best interest of the school. Inasmuch as Vista will maintain both “at-will” and “for cause” employment arrangements, termination of an employee prior to the expiration of the effective period of the employment agreement will vary according to the terms of the employment agreement at issue and shall be a decision for the Director. We recognize that termination proceedings can sometimes be complicated and often create fertile ground for contention and discord. With that in mind, if the board of directors is unsure how employment law applies in a particular situation, it will consult an attorney for advice.

For Provisional employees, the school will have the right to terminate the employee at any time and for any legally permissible reason. Employees at Vista possess the same right to resign their employment at any time. Because Provisional employees are “at-will,” Vista is not legally obligated to provide notice or follow specific criteria prior to terminating an employee. Notwithstanding, Vista’s goal is to retain employees, and therefore, it will generally follow a traditional disciplinary process including: (i) giving notice to the employee of the specific performance problems and the

consequences of not improving; (ii) establishing goals for improvement; (iii) setting a reasonable time frame for meeting the goals (normally two weeks to thirty days); (iv) following up to see if there is improvement; and (v) terminating the employee if the goals have not been met. We recognize that an at-will relationship does not provide free reign to terminate employees for no reason, and we acknowledge that violations of public policy, anti-retaliation rules, or tortuous conduct, among other things, could limit the school's ability to terminate an at-will employee. In addition, federal and state antidiscrimination laws (e.g. race, gender) prohibit the use of an at-will employment agreement as a tool to engage in illegal employment discrimination.

For Contract employees, the school will have the right to terminate the employee prior to the expiration of the employment agreement only "for cause" as defined in the employment agreement. As noted above, it is our goal to retain our teaching staff, and therefore, Vista will generally follow the traditional disciplinary processes including: (i) giving notice to the employee of the specific performance problems and the consequences of not improving; (ii) establishing goals for improvement; (iii) setting a reasonable time frame for meeting the goals (normally two weeks to thirty days); (iv) following up to see if there is improvement; and (v) terminating the employee if the goals have not been met. Further, each Contract employee will negotiate and execute their own employment agreement which shall set forth any mandatory pre-termination disciplinary procedures.

Employee Evaluations

Vista is committed to the continuing improvement and development of its teaching staff. With that mind, we have adopted the following employee evaluation policy to serve as a measurement of our faculty's professional achievement, growth, and development, and to document the need for improvement.

Employee Evaluation Policy. Continuous review of employee performance is important for developing and furthering the mission of Vista. Employees need feedback, both positive and constructive, to enable them to improve their skills and to recognize the progress and work they have accomplished. Employee evaluations (both formal and informal) at Vista will be regular, standardized, and as frequent as possible. Feedback will be both written and verbal and all documentation will be maintained in the employee's personnel file.

Evaluation Frequency and Components. All employees will receive at least one formal evaluation per calendar year and several informal evaluations. A formal evaluation is a pre-determined evaluation, wherein the teacher will be informed of the time, methodology, and expectations of the evaluator. This information will be introduced to all teachers at the beginning of the school year so they understand the purpose and methods they will be evaluated against. In a formal evaluation, each employee will meet in a pre-conference with the evaluator prior to the evaluation to review lesson plans and evaluation criteria.

After observing the teacher, the evaluator will provide a description of the lesson, its objective, the lesson format, methods and materials used, employee's strengths, areas for improvement, follow-up items from previous evaluations, instructional goals, interpersonal goals, goals for professional development/coursework, and any other relevant comments. (These criteria can be adapted as necessary to conduct self-assessments, peer reviews, informal reviews, etc, and for non-teaching staff.) Comments should be positive and the evaluator should limit recommendations to two or three significant items. Recommendations will be revisited in future evaluations to assess progress.

Teachers at Vista will also benefit from regular evaluations conducted by the Director. These evaluations may be considered formal or informal evaluations based on the circumstances surrounding the evaluation and the experience/proficiency of the teacher. Initially, our goal is to have the teacher trainer conduct an individualized evaluation for each teacher every 12 to 16 weeks. The purpose of these regular evaluations is to gauge teachers' perception of the curriculum and determine whether they are effectively implementing the curriculum and the state core standards in the classroom. During the teacher observation, the teacher-trainer will rate the teacher's ability to make effective use of classroom technology, to plan and deliver the lesson, and to manage the classroom. After conducting the evaluation, the teacher trainer will develop a Personal Professional Development Plan which will be discussed in a subsequent meeting between the teacher-trainer and the individual teacher. The Professional Development Plan will include: (i) teacher goals; (ii) evidence the goal has been attained; (iii) a timeline for achieving the goal; (iv) a description of the teacher's content skill and knowledge level; (v) a description of areas for improvement; (vi) a description of the impact the goal will have on students; and (vii) a description of the teacher's first step(s) to achieving the goal. The development plan will then be signed by the teacher and the

teacher-trainer. At the next evaluation (9-12 weeks) these goals will be assessed and a new Professional Development Plan will be created.

Parents will also play an important role regarding employee evaluation by completing two teacher evaluation surveys each year. Additionally, a suggestion box will be used for parents to express concerns on school curriculum and instruction and considered in teacher performance evaluations.

Post Conference & Remediation. A post conference will be held as soon as reasonably possible after a formal evaluation was held to discuss the strengths and areas where improvement is needed. If an evaluation reveals poor job performance, remediation will be suggested and a mentor teacher provided to help the teacher make the required changes or improvements, such recommendations will be reviewed for progress as necessary. If there has been no progress at the time of review or a disciplinary problem is at issue, a formal corrective action plan may be the next step to suggest a specific course of action that may improve performance. If it is determined that an action plan is prudent under the circumstances, the Director will organize a plan detailing the problem, the steps that both the employee and the Director will take, and the timeline for implementing the plan. The employee should have input and suggest changes.

If the employee fails to follow the corrective measures established by the school, or it is determined that the employee's performance does not meet the standards of Vista, involuntary termination may be initiated by the school. Involuntary termination is a decision made by the board of directors after a determination that termination is in the best interest of the school, its vision, and/or its teaching philosophy. As noted above in the *Employment Terms & Conditions* section, Vista will employ teachers pursuant to "at-will" and "for cause" employment arrangements. Therefore, if it is determined that termination is in the best interest of the school, Vista is not legally obligated to provide notice or follow specific criteria prior to terminating a provisional (at-will) employee. If, on the other hand, the employee has Contract Status (a "for cause" employment arrangement), the employment agreement itself will provide any negotiated safeguards or procedures that must be followed prior to terminating the employee. Notwithstanding, Vista will generally follow a traditional disciplinary process including: (i) giving notice to the employee of the specific performance problems and the consequences of not improving; (ii) establishing goals for improvement; (iii) setting a reasonable time frame for meeting the goals (normally two weeks to thirty days); (iv) following up to see if there is improvement; and (v) terminating the employee if the goals have not been met. *See also, Employment Terms & Conditions.*

Entry Years Enhancement (EYE) Program

As part of Vista's mission to utilize a highly trained and committed staff to deliver its program and in accordance with Utah Admin. Code R277-522, Vista will provide additional resources and special attention to teachers during their first three years of employment to provide them an avenue for success and competence. Vista is committed to ensuring its entry level teachers: (i) develop the skills required of capable teachers; and (ii) complete all enhancements enumerated in R277-522 for Level 1 teachers. The purpose of Vista's EYE Program is to develop in entry level teachers a successful set of teaching skills and strategies with assistance from experienced colleagues. As part of Vista's EYE Program, the Director will assign each Level 1 teacher a mentor-teacher in the first semester of teaching to supervise, support, and act as a resource for the entry level teacher as set forth in R277-

522-3(B). Additionally, Vista will provide training, mentoring, testing, assessment, evaluation, and assistance in developing and evaluating each entry level teacher's professional portfolio.

Employment of Relatives

The purpose of Vista's policy and procedures regarding the employment of relatives is: (i) to ensure employment at the school is based solely on merit and job availability; and (ii) to avoid the actual or perceived preferential treatment of relatives. Although Vista does not prohibit employment of relatives, it does provide the following safeguards:

- (1) Any decision regarding the hiring, termination, job performance review, salary or discipline of a Vista employee shall not be made by a relative;
- (2) Candidates for employment at Vista must disclose any family relationships prior to employment; and
- (3) Relatives may not act in a direct supervisory role over one another.

For purposes of this section, "relative" is defined as any Vista board member's father, mother, husband, wife, son, daughter, sister, brother, aunt, uncle, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law.

Further protections against preferential treatment will also be contained in Vista's conflict of interest policy which will require board members to disclose all financial interests they have in any service provided to the school. The procedures for determining when a conflict of interest exists, for addressing the conflict, and for recording the resolution of the conflict will be included in Vista's Policy Handbook.

Insurance

U.C.A. 53A-1a-507 (8) requires a charter school to provide adequate liability and other appropriate insurance.

- Both U.C.A. 53A-1a-507 (8) and Charter Agreements additionally requires charter schools' Governing Boards to *obtain and maintain* insurance at a minimum in the following amounts:
1) General liability: two million dollars (\$2,000,000) per occurrence. 2) Employee dishonesty bond. 3) Workers' compensation: as specified by federal law. 4) Comprehensive/collision consistent with cash values of vehicles. 5) Liability insurance specific to the Governing Board's financial officer, treasurer, business administrator or manager consistent with coverage designated in R628-4-4.
- Proof of Insurance shall be maintained by the State Charter School Board with a school's Charter Agreement, in which case the Charter Agreement directs the Governing Board of a charter school to provide the State Charter School Board with a certificate of insurance annually. *Direct Proof of Insurance current coverage to: Cory.Kanth@schools.utah.gov*
- Beyond the end of this fiscal year, it may be necessary to offer *proof of ownership* to qualify for State Risk Management facilities coverage, implying that schools occupying leased facilities may require commercial/private coverage. Schools report cost savings to varying degrees when private insurers are involved. Governing Boards also must comply with Insurance Disclosure to Employees as per U.C.A. 63A-4-204(5) and 53A-1a-512(10).
- U.C.A.53A-1a-512 (10) requires that "the governing body of a charter school shall ensure that, prior to the beginning of each school year, each of its employees signs a document acknowledging that the employee has received:
(a) The disclosure required under U.C.A. 63A-4-204.5 if the charter school participates in the Risk Management Fund, OR
(b) Written disclosure similar to the disclosure required under U.C.A. 63A-4-204.5 if the charter school does not participate in the Risk Management Fund.
- The information disclosed must include: eligibility requirements, if any, to receive the coverage; the basic nature of the coverage, whether the coverage is primary or in excess of any other coverage the risk manager knows is commonly available to a charter school employee in this state.
- A charter school that participates in the Risk Management Fund shall provide a copy of such information to each charter school employee within the charter school:
(a) Within 30 days of the day the charter school employee is hired by the charter school. (b) No later than April 15 of each calendar year.
- Whether or not a school is using State Risk Management for coverage, all employees must certify in writing that they:
(a) Acknowledge receipt of such information, (b) Understand the legal liability protection including what is not covered, as explained in the disclosure.
- The employee must sign the acknowledgment of having received and understood this information, and the school must retain this for audit purposes.
Prior to its opening date, Vista School assures that it will acquire *and* maintain a certificate of insurance for all insurances covered under this section and will maintain insurance coverage as a budgetary priority.

Vista School will acquire and maintain all required insurance coverage, in accordance with the above codes.

Utah Charter School 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.

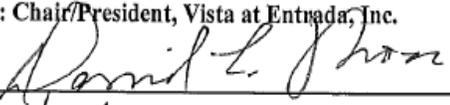
BB. The charter school will maintain accurate student transcripts.

CC. All governing board members will attend a mandatory human resources training annually.

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

Name (type): David L Moss

Title (type): Chair/President, Vista at Entrada, Inc.

Signature: 

Date: 11/30/07

Admission Procedures

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

Vista at Entrada 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 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

Vista at Entrada 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

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

Nonsectarian Statement

Vista at Entrada Charter School is nonsectarian in its programs, admission policies and employment practices and all other operations.

Special Education/Exceptional Student Services Training

The applicant/authorized signer for Vista at Entrada Charter School will take a one-day Special Education training class sponsored by the Utah Department of Education subsequent to signing the contract, but prior to the first day of instruction and annually thereafter.

DAVID L. MOSS
Board Chair/President (please print)

David L. Moss
Signature

11/30/07
Date

Waivers for State Board of Education Rules

Vista School is not seeking any waivers.

Utah State Retirement

Vista will participate in Utah State Retirement.

Appendix A: Discipline Procedures for Students with Disabilities

Source: Utah Department of Education, *Special Education Rules*, § V. Discipline Procedures

V. A. DISCIPLINE PROCEDURES FOR STUDENTS WITH DISABILITIES.

Consistent with the requirements of Part B of the IDEA and these Rules, each LEA shall establish, maintain, and implement policies and procedures for disciplining students with disabilities.

V. B. DEFINITIONS.

The following definitions apply to this section only.

1. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in Section 202(c) of the Controlled Substances Act (21 USC 812(c)).
2. **Weapon** has the meaning of the term “dangerous weapon” given under paragraph (2) of the first subsection (g) of Section 930 of Title 18, USC. “**Dangerous weapon**” means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.
3. “**Illegal drug**” means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional, or that is legally possessed or used under any other authority under that Act or under any other provision of federal law.
4. “**Substantial evidence**” means beyond a preponderance of the evidence.

V. C. CHANGE OF PLACEMENT FOR DISCIPLINARY REMOVALS.

For purposes of removals of a student with a disability from the student’s current educational placement as described in this section, a change of placement occurs if:

1. The removal is for more than 10 consecutive school days.
2. The student is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 school days in a school year, and because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

V. D. REMOVALS—TEN (10) SCHOOL DAYS OR LESS.

To the extent removal would be applied to students without disabilities, school personnel may order the removal of a student with a disability from the student’s current placement for not more than 10 consecutive school days for any violation of school rules, and additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement under Rule V.C. 2.

V. E. REQUIRED SERVICES—NO CHANGE OF PLACEMENT.

1. An LEA need not provide services during periods of removal, under Rule V.D., to a student with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if services are not provided to a student without disabilities who has been similarly removed.

2. In the case of a student with a disability who has been removed from his or her current placement for more than 10 school days in the same school year, the LEA, for the remainder of the removals, shall provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP.
3. School personnel, in consultation with the student's special education teacher, determine the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP.

V. F. REMOVALS FOR WEAPONS OR DRUGS.

School personnel may order a change in placement of a student with a disability to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 calendar days, if:

1. The student carries a weapon to school or to a school function under the jurisdiction of a state or local education agency.
2. The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function under the jurisdiction of a state or local educational agency.
3. The interim alternative educational setting must be determined by the IEP team.

V. G. FUNCTIONAL BEHAVIORAL ASSESSMENT AND INTERVENTION PLAN.

Within 10 business days after first removing a student for more than ten (10) school days in a school year, or for weapons violations, drugs violation, or behavior that is substantially likely to result in injury to the student or to others, the following actions shall be taken by the LEA:

1. If the LEA did not conduct a functional behavioral assessment and implement a behavioral intervention plan for the student before the behavior that resulted in the removal occurred, the LEA shall convene an IEP meeting to develop an assessment plan.
2. If the student already has a behavioral intervention plan, the IEP team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior.
3. As soon as practicable after developing the assessment plan described in subsection V.G.1. of this section, and completing the assessments required by the plan, the LEA shall convene an IEP meeting to develop appropriate behavioral interventions to address that behavior, and shall implement those interventions.
4. If, subsequently, a student with a disability who has a behavioral intervention plan and who has been removed from the student's current educational placement for more than 10 school days in a school year, is subjected to a removal that does not constitute a change of placement under Rule V.C., the IEP team members shall review the behavioral intervention plan and its implementation to determine if modifications are necessary. If one or more of the team members believe that modifications are needed, the team shall meet to modify the plan and its implementation to the extent the team determines necessary.

V. H. AUTHORITY OF HEARING OFFICER.

A hearing officer under IDEA-B may order a change in the placement of a student with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) calendar days if the hearing officer, in an expedited due process hearing:

1. Determines that the LEA has demonstrated by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.
2. Considers the appropriateness of the student's current placement.
3. Considers whether the LEA has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services.
4. Determines that the interim alternative educational setting that is proposed by school personnel who have consulted with the student's special education teacher meets the requirements of Rule V.I.

V. I. DETERMINATION OF INTERIM ALTERNATIVE EDUCATIONAL SETTING.

Any interim alternative educational setting in which a student is placed under Rules V.F. and V.H. must:

1. Be selected so as to enable the student to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student to meet the goals set out in that IEP.
2. Include services and modification designed to address the behavior described in Rules V.F. and V.G. that are designed to prevent the behavior from recurring. The IEP team must determine the interim alternative educational setting referred to under Rule V.F.

V. J. MANIFESTATION DETERMINATION REVIEW REQUIREMENT.

If an LEA removes, or contemplates removing a student for weapons violations, drug violations, behavior that is substantially likely to result in injury to the student or to others, or other behavior that violates any rule or code of conduct that applies to all students which results in a change of placement under Rule V.C., the following actions shall be taken by the LEA:

1. Not later than the date on which the decision to remove the student is made, the parents must be notified of that decision and provided the procedural safeguards notice described under these Rules.
2. Immediately, if possible, but in no case later than 10 school days after the date on which the decision to remove the student is made, a review must be conducted of the relationship between the student's disability and the behavior subject to the disciplinary action. The review must be conducted by the IEP team and other qualified personnel in a meeting.

V. K. PROCEDURES FOR CONDUCTING A MANIFESTATION DETERMINATION REVIEW.

The IEP team and other qualified personnel in a meeting must conduct a manifestation determination review. In carrying out the review, the IEP team and other qualified personnel may determine that the behavior of the student was not a manifestation of the student's disability only if the team and other qualified personnel:

1. First consider, in terms of the behavior subject to disciplinary action, all relevant information, including:
 - a. Evaluation and diagnostic results, including the results or other relevant information supplied by the parents of the student.
 - b. Observations of the student.
 - c. The student's IEP and placement.
2. Then determines that:
 - a. In relationship to the behavior subject to disciplinary action, the student's IEP and placement were appropriate, and the special education services, supplementary aids and

services, and behavior intervention strategies were provided consistent with the student's IEP and placement.

b. The student's disability did not impair the ability of the student to understand the impact and consequences of the behavior subject to disciplinary action.

c. The student's disability did not impair the ability of the student to control the behavior subject to disciplinary action.

3. If the IEP team and other qualified personnel determines that any of the above standards in this section were not met, the behavior must be considered a manifestation of the student's disability.
4. The manifestation determination review described in this section may be conducted at the same IEP meeting that is convened to address a functional behavioral assessment and behavioral intervention plan.
5. If the review identifies deficiencies in the student's IEP or placement, or in their implementation, the LEA must take immediate steps to remedy those deficiencies.

V. L. DETERMINATION THAT BEHAVIOR WAS NOT A MANIFESTATION OF DISABILITY.

1. If the results of the manifestation determination review indicate that the behavior of the student with a disability was not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities, except that FAPE shall continue to be made available to those students consistent with Rule V.E.2.
2. The student's IEP team determines the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP if the student is removed because of behavior that has been determined not to be a manifestation of the student's disability.
3. If the LEA initiates disciplinary procedures applicable to all students, the LEA shall ensure that the special education and disciplinary records of the student with a disability are transmitted for consideration by the person or persons making the final determination regarding the disciplinary action.
4. If a parent requests a hearing to challenge the determination that the behavior of the student was not a manifestation of the student's disability, then the student shall remain in the student's current educational placement as described in Rule IV.R., or in an interim alternative educational setting consistent with Rule V.N., whichever applies.

V. M. PARENT APPEAL.

1. If the student's parent disagrees with a determination that the student's behavior was not a manifestation of the student's disability, or with any decision regarding placement, the parent may request a hearing.
2. The USOE shall arrange for an expedited hearing in any case described in this section if requested by the parent.
3. In reviewing a decision with respect to the manifestation determination, the hearing officer shall determine whether the LEA has demonstrated that the student's behavior was not a manifestation of the student's disability, consistent with the requirements of Rule V.K.
4. In reviewing a decision to place the student in an interim alternative educational setting, the hearing officer shall apply the standards under Authority of He V.H.

V. N. PLACEMENT DURING APPEALS.

1. If a parent requests a hearing regarding a disciplinary action described in Rule V.F. or Rule V.J., to challenge the interim alternative educational setting or the manifestation determination, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five- (45) day time period provided for, whichever occurs first, unless the parent and the local educational agency agree otherwise.
2. If a student is placed in an interim alternative educational setting pursuant to Rule V.F. or Rule V.H., and school personnel propose to change the student's placement after expiration of the interim alternative placement, during the pendency of any proceeding to challenge the proposed change in placement the student must remain in the current placement (the student's placement prior to the interim alternative educational setting), except as provided for in this section.
3. If school personnel maintain that it is dangerous for the student to be in the current placement (placement prior to removal to the interim alternative education setting) during the pendency of the due process proceedings, the LEA may request an expedited due process hearing.
4. In determining whether the student may be placed in the alternative educational setting or in another appropriate placement ordered by the hearing officer, the hearing officer shall apply the standards under "Authority of Hearing Officer", Rule V. H.
5. A placement ordered pursuant to this section may not be longer than forty-five (45) days. The procedure in V.N.3., above, may be repeated as necessary.

V. O. PROTECTIONS FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES.

1. A student who has not been determined to be eligible for special education and related services under these Rules, and who has engaged in behavior that violated any rule or code of conduct of the LEA, including any behaviors described in this section, may assert any of the protections provided for in this section, if the LEA had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.
2. An LEA must be deemed to have knowledge that a student is a student with a disability if:
 - a. The parent of the student has expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to personnel of the appropriate LEA that the student is in need of special education and related services.
 - b. The behavior or performance of the student demonstrates the need for these services in accordance with student evaluation/classification procedures, Rules II.D. and II.F.
 - c. The parent of the student has requested an evaluation of the student pursuant to Rule II.D.
 - d. The teacher of the student, or other personnel of the LEA, has expressed concern about the behavior or performance of the student to the director of special education of the LEA or to other personnel of the LEA in accordance with their established Child Find or special education referral system.
3. An LEA would not be deemed to have knowledge under this section, if, as a result of receiving the information, the LEA either:

- a. Conducted an evaluation consistent with these Rules and determined that the student was not a student with a disability; or
 - b. Determined that an evaluation was not necessary, and provided notice to the student's parents of its determination consistent with prior notice requirement Rule IV.D.
4. If an LEA does not have knowledge that a student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as measures applied to students without disabilities who engaged in comparable behaviors consistent with this section.
 5. If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures under this section, the evaluation must be conducted in an expedited manner.
 6. Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.
 7. If the student is determined to be a student with a disability, taking into consideration information from the evaluation conducted by the LEA and information provided by the parents, the LEA shall provide special education and related services in accordance with the provisions of these Rules, including the discipline procedures and FAPE requirements.

V. Q. REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES.

1. Nothing in Part B of the IDEA prohibits an LEA from reporting a crime committed by a student with a disability to appropriate authorities, or to prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with a disability.
2. An LEA reporting a crime committed by a student with a disability shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom it reports the crime.
3. An LEA reporting a crime under this section may transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

Appendix B. Resumes

David L. Moss

[REDACTED]
Sandy, Utah 84092
[REDACTED]

Work History

February 2006-June 2007 - Church Service Missionary/Manager Sandy LDS Employment Services

April 2004-April 2006 - Utah State Charter School Board-Served as Vice-Chair and Chair

January 2001-December 2005 - Utah State Board of Education District 11. Served as Chair of Law and Policy Standing Committee from 2003 through 2005. This committee had the responsibility for reviewing and recommending approval of charter school applications to the entire Board until the formation of the Charter School Board in 2004.

September 2000-September 2001 - Church Service Missionary LDS Church Audit Department

August 1998-August 2000 - President and Chief Administrative Officer of Jordan Education Association Representing approximately 2000 teachers from the Jordan School District, this full time elected position necessitated my release from the classroom. Participated in teacher grievances, negotiations with Jordan School District, daily administration of organization.

August 1996-August 1998 - Vice President of Jordan Education Association

August 1993- August 1996 - Member of Jordan Education Association Executive Board

June 1992-June 1998/September 2001-May 2002 - Classroom Teacher at Brookwood Elementary School in the Jordan School District teaching 4th and 6th grades. Served as team leader in both grades for a total of 4 years

August 1977-October 1990 - Valley Bank and Trust Company. Employed as Teller, Operations Supervisor, Operations Officer. Assistant Branch Manager, Branch Manager, Commercial Credit Examiner, Assistant Vice President Senior Field Examiner, Assistant Vice President Business Banking Officer. Also taught basic banking classes to high school students through the Utah Bankers Association

Education

Southern Utah University – Masters of Education M.Ed. with an emphasis in Reading Education, anticipated graduation date August 2008

University of Utah – June 1992, B.S. Elementary Education

University of Utah – December 1979, B.S. Political Science

American Institute of Banking – 1977-1990, Attended and taught twenty one different banking classes

Valley National Bank Phoenix Arizona, – March 1988, Commercial Credit Course.

Olympus High School – 1973, Diploma

Jan Broberg Felt

Santa Clara, Utah 84765

Professional Experience

2003-Present – St. George Musical Theater, Executive Director/Corporate Fundraiser

08/00-06/01 – Tuacahn High School for the Performing Arts, Ivins, Utah; Dramatic Arts Program Director. I taught classes in acting, musical theater, technical theater, and the business of entertainment. I also directed all of the High School Productions. I coached my children to great success, sweeping both State and Shakespeare Competitions with straight superiors. I know teamwork! I can pull people together, and help them utilize their individual strengths for a greater synergistic whole.

06/98-09/01 – Tuacahn Center for the Arts, Ivins, Utah; Public Relations Director. I started at Tuacahn as an Actress, later I was hired to teach Drama, but my true calling was as their Public Relations Liaison Extraordinaire. I have represented Tuacahn in a variety of settings.

06/95-05/98 – Directors Choice Kids, Orem, Utah, Owner & Operator. I coached kids and managed other instructors to teach a variety of classes in dance, music, and drama. It required tremendous detail work and multitasking that was off the charts!

03/93-Present – Screen Actors Guild Los Angeles, SLC, Utah, Actress. Various acting roles in film, video, television and stage productions. I have been a professional actor since 1987 when I started as a park swing (doing 12 roles in rep) at Disney World. I eventually became the lead hostess/entertainment coordinator for all major parties and special events. I organized and planned extravaganzas surrounding events like Winnie the Pooh/Sears Character Deal Merger with Disney to Private Birthday Parties for Mr. Eisner.

01/89-01/93 – Star Quality Studios, Orlando, Florida, Owner/Operator. I ran a full service performing arts studio. Built it from the ground up, implementing all my own marketing, advertising, curriculum. I even painted walls and layered a dance floor. I can do just about anything. This became a very successful studio with hundreds of students. I am very self-motivated.

Education

1991 - Brigham Young University, Provo, Utah, Theatre and Cinematic Arts in Acting, Music, and Dance, GPA 3.86, Minor in Spanish

Professional Affiliations

Screen Actors Guild, Actors Equity Association, AFTRA

Anna Marie Smith

██████████
Santa Clara, Utah 84765
██████████

Professional Experience

2005-Present – Fitness Director, Rezults Fitness

2003-2004 – Kickboxing and Pilates Instructor, Westside Dance Studio

2003-2005 – Fitness Instructor, Coral Canyon Fitness Center

2002-2006 – Fitness Instructor, Red Mountain Spa

2002-2006 – Fitness Instructor, Green Valley Spa

1987-1989 – Owner, Operator, and Instructor, Anna Marie's Aerobics Studio

1981-1987 – Fitness Instructor and Consultant, Cosmopolitan Health Club

Education

Dixie College, St. George, Utah, Exercise Science

Penn State, Beaver Campus, Monaca, Pa., Exercise Science (1 year)

Quigley High School, Baden, Pa., Course of Study: Business, Graduated 1975

Certifications

Group Fitness Instructor, Personal Trainer, Mat Pilates, Kickboxing, Reebok Core Training, First Aid, Adult & Pediatric CPR, Adult AED

Susan Broberg

████████████████████
St. George, Utah 84770
████████████████████

Professional Experience

Law Offices of Susan Broberg, Attorney. I decided to relocate to St. George and start my own law firm after six years in general practice.

Federal District Court, Los Angeles, California, Law Clerk

Previous Experience. Prior to returning to school for my J.D., I lived in China and taught at a college level vocational/training school and helped to establish an English training program at the college. While living in China, I also taught English, as a third language to high school students at a school for foreign nationals (mostly Korean and Eastern European students) living in China.

During college and even in recent months, I was employed as a costume designer and toured around the world extensively with several performing groups. This employment gives me further insight and practical training into the performing arts.

Education History

1992 B.A., Brigham Young University (Chinese and Asian Studies double major)

1996-1999 J.D., Brigham Young University, J Reuben Clark School of Law

Appendix C. Consent for Background Check

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name David L. Moss Social Sec. No. ██████████

Address ██████████ Sandy Utah 84092
 Street City State Zip

Phone ██████████ Date of Birth ██████████ Place of Birth ██████████

<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	YES [] NO[X]						
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check:</p> <table style="margin-left: 20px; border: none;"> <tr> <td>Administrative cost</td> <td style="text-align: right;">\$15.00</td> </tr> <tr> <td>Cost of fingerprint analysis by BCI and FBI</td> <td style="text-align: right;">\$60.00</td> </tr> <tr> <td>Total Cost</td> <td style="text-align: right;">\$75.00</td> </tr> </table>	Administrative cost	\$15.00	Cost of fingerprint analysis by BCI and FBI	\$60.00	Total Cost	\$75.00	
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Cost of fingerprint analysis by BCI and FBI	\$60.00						
Total Cost	\$75.00						
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	YES [] NO[X]						
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	YES [] NO[X]						

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

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Vista at Entrada.

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

David L. Jones

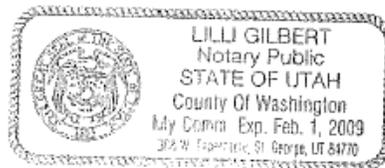
Applicant's Signature

Subscribed and sworn before me this 29 day of Nov. Year 2007

County of Washington State of Utah

Notary Public Lilli Gilbert

My Commission Expires 2-1-09



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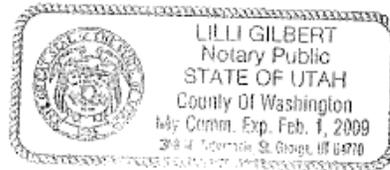

Applicant's Signature

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County of Washington State of Utah

Notary Public Lilli Gilbert

My Commission Expires 2-1-09



AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Jan Broberg Social Sec. No. [REDACTED]

Address [REDACTED] Santa Clara Utah 84765
 Street City State Zip

Phone [REDACTED] Date of Birth [REDACTED] Place of Birth [REDACTED]

<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES [] NO[X]</p>						
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<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES [] NO[X]</p>						

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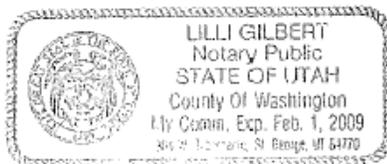
I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Jan Groves Felt
Applicant's Signature

Subscribed and sworn before me this 29 day of Nov Year 2007

County of Washington State of Utah

Notary Public Ricci Gilbert My Commission Expires 2-1-09



AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Anna Marie Smith Social Sec. No. ██████████

Address ██████████ Santa Clara Utah 84765
 Street City State Zip

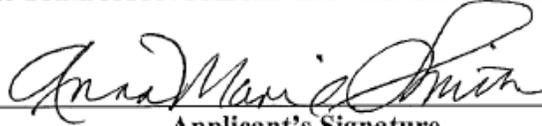
Phone ██████████ Date of Birth ██████ Place of Birth ██████████

<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	YES [] NO[X]						
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Applicant's Signature

Subscribed and sworn before me this 29 day of Nov Year 2007.

County of Washington State of Utah.

Notary Public Lilli Gilbert My Commission Expires 2-1-09

