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Noah Webster Academy

Noah Webster Academy, Inc.

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

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

Sharon Moss
Authorized Agent (please print)

Sharon Moss
Signature of Authorized Agent

5-5-05
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

1. Title Page 2005 – 2006

Name of Proposed Charter School Noah Webster Academy
☒ New School ☐ Converted School

Name of Applicant Applying for the Charter Sharon Moss
(This may be a public body, private person, or private organization.)

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

Authorized Agent Mailing Address 194 W 600 N

City Santaquin State UT Zip 84655

County Utah E-mail Moss05@msn.com

Daytime Phone (801) 754-0258 Fax ()

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
Sharon Moss	801-754-0258	Parent	CAO/ Chairman
Ed Hayward	801-226-5447	Parent/ business	Vice- Chairman
Karen Strong	801-224-4327	Parent	Secretary

*Please attach a list of those persons whom you have designated as **FOUNDING MEMBERS** of the school. Children of a Founding Member (an individual who has had a significant role in the development of a charter school application R277-481) are eligible for preferential enrollment under both State and Federal Charter School law. 53A-1a-506(b)(i)*

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Noah Webster Academy

Founding Members

The following is a list of the Founding Members as of May 5th 2005. Additional names are forthcoming.

Sharon Moss
Karen Strong
Ed Hayward
Seana Johnson
Heidi Moore
Matthew Hailstone
Katherine Chapman
Kitty Holdaway

2. Target Population

Mission Statement (use only this space):

Noah Webster Academy assists parents in their stewardship of developing the hearts and minds of children by creating a safe and nurturing environment of classical education that fosters patriotism, cultural literacy, moral virtue, individuality, self-government, and excellence, thereby, inspiring a lifelong love of learning, leadership and service.

	GRADES SERVED												TOTAL NUMBER OF STUDENTS (Enrollment cap)	
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Year 1	75	75	75	75	75	75	75	0	0	0	0	0	0	525
Year 2	75	75	75	75	75	75	75	0	0	0	0	0	0	525
Year 3	75	75	75	75	75	75	75	0	0	0	0	0	0	525
Ultimate Enrollment	75	75	75	75	75	75	75							525

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

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

Noah Webster Academy has set aside \$10,000 in our budget to be used specifically for outreach. Our outreach committee has planned for flyers, direct mail pieces and advertisements in local newspapers and has already been busy compiling a list of interested families and sending out an informational mailer detailing our philosophy and methods of instruction. This mailer was sent to 100 families on Sat, April 23rd and as of April 28th has this far resulted in 120 potential students for the 2006-2007 opening of the school pending approval. We intend to hold open houses and other public meetings to educate the public both prior to and during our enrollment period. Any other means recommended by the outreach committee and approved by the Governing Board will also be carried out.

School Calendar

☒ Standard

☐ Extended School Year

Instructional Days 180

☐ Alternative (please describe in 5 words or less)

Start Date Will begin as scheduled in the Alpine
School district

Complete the following information for each site indicated above. If planning more than one site, attach an additional page with the following information.

If facility arrangements have been made, provide the information below.

Site Name Noah Webster Academy

Site Address Orem, Utah in Northern Utah County

City _____ Zip Code _____ County _____

1027

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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.

Sharon Moss

Authorized Agent (please print)

Sharon Moss

Signature of Authorized Agent

5-5-05

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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Site/Location Description. *(If facility arrangements have not been finalized, please provide general information on the location and type of facility planned for your school.)*

We are currently extending RFP'S to Excel, Charter One Development, Academic West and Sarah Construction for suitable turn- key facilities that will meet all ADA requirements as well as state and local building codes. We have requested a dedicated library, computer/music lab, teachers lounge and special education room. Each classroom will also have a "break-out" room which will facilitate various methods of group and individual instruction. We are also looking at a science lab if budget constraints allow.

Title 53A-1a-503 statutorily defines seven purposes for charter schools. Please provide a detailed description of how your school will meet these defined purposes. You may attach sample lesson plans and other information that demonstrates a fulfillment of a stated purpose. If a purpose does not apply to your proposed school, please so indicate.

1. Continue to improve student learning:

This is the primary goal of Noah Webster Academy and will be met by implementing a variety of teaching methods and tracking the performance of each student in the core areas of the curriculum through consistent, formative, and summative assessments. This will allow us to ensure that our students are on track to meet our effectiveness goals and remediate those students who are not.

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

As stated in our philosophy, our teachers will be extensively trained in and encouraged to continue their quest for knowledge as they implement the *Core Knowledge Sequences* and other curriculum. Our method of instruction is innovative and different from standard educational practices. It is Multi-sensory, Direct and Socratic instruction. *Designed to meet the individual needs of each child*

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

It is our intent to give our teachers greater control of their classroom and to create an environment where teachers are partners not only with the parents, students, and administrators, but also with each other. The implementation of E.D. Hirsh's *Core Knowledge Series* gives greater freedom to teachers in how they creatively present specific unit material. School will be dismissed early one day a week for the purpose of teacher training, preparation, and brainstorming sessions where the teachers will have the opportunity to share ideas, insights, and experiences. They will also be encouraged to create unique programs that fit within our philosophy. We also intend to implement peer reviews where teachers will have the opportunity to observe each other in the classroom and to give and receive positive feedback of their experience.

4. Increase choice of learning opportunities for students:

Students at Noah Webster Academy will have the unique opportunity to participate in an extensive multi-sensory foreign language program beginning in first grade that will be implemented during the first three years of operation. They will also have opportunities through our additional programs and curriculum such as Music, Speech/debate, Theatre, Junior Achievement, etc.

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

Our foreign language program is one example of a new model. This goes beyond a normal language class as it will immerse our students in the cultures, peoples, and languages being studied. Our testing will be thorough, comprehensive, and have immediate follow-up in the form of parental involvement and remediation. We have also created an innovative way to measure student improvement in areas of citizenship and self-government. Our citizenship and self-government standards for the classroom and school will be clearly defined and the effort and progress of each student to attain the standard will be tracked. In other words, a student may need overall improvement in an area of citizenship based on the standard, but may be making excellent effort and progress to attain the goal. Both standards will be recorded on the child's report card and parents will be kept informed as to the progress of their child.

6. Provide greater opportunities for parental involvement in management decisions at the school level. (See also 53A-1a-508 (3)(h))

Parents are founding Noah Webster Academy and once in operation, parents will provide input and direction as they serve in various capacities such as Parents' Organization, Sub Committees and on the Governing Board.

(Reference Organizational Structure.)

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

Not Applicable.

3. Comprehensive Program of Instruction

Philosophy

Noah Webster, the Schoolmaster of our Republic, did more for education during the founding of our nation than did any other man. He matured with his country as he molded the intellectual character of her people. Noah Webster believed that the quality of the new government, which he helped to create, depended upon the quality of education for its citizens. We hold this to be true as it has been said that "the philosophy of the classroom today reflects the philosophy of the government tomorrow."

Noah Webster Academy represents a partnership of students, parents, teachers and administration who are committed to the common objectives in our mission statement and to creating a safe, disciplined environment of learning. An environment that is conducive to each child developing a love of learning will assist them in achieving their full intellectual potential. This is accomplished through a direct, multi-sensory teaching philosophy that will result in a hands-on, experiential learning environment that is tailored to meet the unique learning styles of individual students enabling them to truly learn, grow and excel.

The greatest influence of a teacher is within the walls of their own classroom. As role models and mentors, the caring teachers and instructors at Noah Webster Academy are models for life long learning, leadership and service by continuing their quest for knowledge and by imparting that enthusiasm for learning to their students. They also take seriously the charge that is given them to remain in partnership with the parents who entrust their children to their care and influence.

Noah Webster Academy is committed to inspiring excellence in our students through a curriculum that is classical in nature. Classical by definition is that which has proven successful throughout time and over varied geographic and cultural demographics. Such a curriculum enables our students to be accountable for and value their educational experiences. The main components of a classical education are as follows:

- Classical Education is a language-intensive education. It demands that students use and understand words. During the first four years, classical education has two purposes: to get the child to read quickly, well, habitually; and to fill his mind with stories of every kind- myth, legends, classic tales, biographies, poems and great stories from history.
- Classical Education uses history as its organizing outline, beginning with the ancients and progressing forward to the moderns in history, science, literature, art, and music. This framework provides students with a comprehensive view of the human endeavor from the beginning until now.
- Classical Education trains the mind to analyze and draw conclusions.
- Classical Education demands self-discipline.
- Classical Education produces literate, curious, intelligent students who have a wide range of interests and the ability to follow up on them.
- Classical Education prepares students to read, write, calculate, think and understand.

Methods of Instruction

It is the intent of Noah Webster Academy to provide each student with a quality education that is comprehensive, balanced, sequential, and is designed to develop each child's unique individuality and ability to learn as they master fundamentals. The students are then able to apply that knowledge to make evaluations, draw conclusions, and thereby acquire higher order thinking and reasoning skills. We acknowledge that individuals are born with strengths and weaknesses in their learning patterns. To address these differences and accomplish our educational objectives, we will employ the following methods of instruction: *Multi-sensory, Direct, and Socratic instruction.*

Multi-Sensory instruction simultaneously uses four sensory pathways to the mind- sight, sound, voice and writing. Whatever the content, it is seen, heard, said, and written. This technique thus addresses all learning styles which are neurologically based and allows for hands-on learning experiences.

Direct Instruction, a research validated methodology, will be used extensively at Noah Webster Academy as it calls for the teachers to:

- Teach the objective of each type of instruction- what it is, why the students need it, and how it ties to what they already know.
- Clarify rationale and concepts of the instruction.
- Illustrate, model, and guide the first practice.
- Check for understanding, and then practice *with* students.
- Assign additional practice and assess progress toward the objectives.
- Practice for mastery.
- Review periodically, reassess, and remediate if necessary.
- Reassess and adjust teaching strategies to ensure mastery.

“Socratic Instruction” is the method of inquiry and instruction employed by Socrates consisting of a series of questionings. In our curriculum, this teaching technique is used to lead students to correct answers and to require them to research, reason, think, discuss, question, analyze, relate and record under a teacher’s direction. This process leads students to the joy of discovery and develops life long learners.

Portfolios and notebooks will be kept by each student as a written record of their learning which is comprised of the research, reasoning, relating and recording that is completed in each area of study. These will also serve as a display of how each concept fits into a larger picture to be built upon.

Curriculum

The school’s curriculum and student expectations exceed the standards of the Utah State Core Curriculum which serves as a foundation to the subjects taught and provides a minimum basis for academic requirements. To accomplish these objectives, the curriculum is planned around the following models and programs as outlined in the forthcoming Noah Webster Curriculum Guidebook. All curriculum is currently being mapped to ensure that all standards are being taught.

Core Knowledge Scope and Sequence

E.D. Hirsch’s *Core Knowledge Series* consists of a rich, challenging and sequenced body of knowledge that is classical in nature and is designed to prepare students to develop higher-order thinking skills. Each student builds on their foundation of knowledge, gaining specific insights from year to year. Subjects may include Language Arts, Health/ Science, History, Geography, Visual Arts, and Music.

Mathematics

Mathematics instruction at Noah Webster Academy will implement a process of translating mathematics into a form children can comprehend, providing experiences that enable children to discover relationships, construct meaning, and develop and exercise mathematical reasoning. This will be accomplished by using the research based **Right Start Mathematics Program** by Joan A. Cotter Ph.D. and **Saxon Math** which will be supplemented with additional hands-on experiences. Both programs provide an incremental, sequential, and comprehensive hands-on learning experience with continual review, practice, and assessments throughout the year.

Literature and Phonics

Literature and phonics are a daily part of the curriculum at Noah Webster. The literature program has a strong phonics base and is emphasized by daily written and oral drill. **The Writing Road to Reading** by Romalda Bishop Spalding is the direct, multi-sensory text used for phonics instruction. *The Spalding Method* gives students essential information about phonics and provides the comprehension strategies needed for proficient reading. Multi-sensory techniques are used to deliver comprehensive instruction in listening, speaking, spelling, reading, and writing. Thinking skills are developed in each lesson so students can meet new challenges with confidence. The literature selections include classics and decodable literature sets with wholesome ideals which are found in **SRA’s Open Court Reading**. *Open*

Court reading assists a wide range of students to build a solid foundation for success in reading activities, including comprehension. Specific guidance is given to the teacher to address different student abilities (e.g., challenge groups, intervention groups) thereby allowing the reading instruction to be tailored to the individual needs of the student.

Spelling/ Penmanship

The Spalding spelling program, which consistently teaches spelling rules, is part of the language arts curriculum. The correct spelling of all words is stressed in all subjects. *The Spalding handwriting program* is also used as a part of the curriculum with cursive writing being introduced no later than third grade, based on the child's individual ability. Neatness and legibility are stressed through daily drill and in all subject areas.

Language/ Grammar

The *Shurley English* language program includes daily practice and drill in fundamental English grammar, its rules and usage. *Shurley English* utilizes all learning styles, supports student- teacher interaction, uses repetition to attain mastery and provides tools for writing excellence. *Shurley English* promotes higher-order thinking and reasoning skills as students are inspired to learn and use their own thought processes to solve difficult language problems.

History- The best way to prepare for the future is to learn from the past. Using the history guidelines as set forth in E.D. Hirsh's *Core Knowledge Scope and Sequence*, students at Noah Webster Academy will develop character qualities such as resourcefulness, individuality, diligence, responsibility, self-government and excellence as they study the lives of the men and women who have made our country great. Our students will also learn the value of using primary source documents as they begin to research and reason for themselves what it means to be an informed citizen and to live the correct principles of good citizenship.

Cultural Literacy/ Foreign Language Integration Program

A unique feature of Noah Webster Academy is the implementation of an extensive foreign language program over the first three years of operation. During the first and subsequent years, we will introduce the student body to a variety of foreign languages through the study of geography. As a class is studying a specific region or nationality, as outlined in *Core Knowledge*, we will invite native level speakers to enhance the study of that geographic region by exposing the students to the culture, language and customs of the countries in that region. The language integration program will be expanded for interested students by offering elective foreign language classes on Friday afternoons. These classes will provide a cultural immersion experience for the students as they learn the language, prepare foods, and participate in dances and dramas native to the culture being learned. Once we have a feel from the parents and students of which languages would best serve the needs of our community, we will begin implementing foreign language instruction during the course of the regular school day.

Other Programs and curriculum items-

We will establish programs that will target the following disciplines and further the experience of our students.

Science Visual Arts Music Speech/ Debate Theatre Physical Education
Health Educational Technology Library Media Junior Achievement

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

Special Emphasis

Webster Academy specializes in a classical approach to General Academics with an emphasis on integrating world cultures and language acquisition which gives our students the tools necessary to achieve in the upper grades and make an impact in an increasingly complex world. We have established goals that will maintain our focus on this emphasis.

4. Effectiveness Goals

At Noah Webster Academy, we realize that excellence in education includes both academic and social/emotional development. Excellence in education focuses on the whole student as a unique individual and is best measured using a variety of assessment approaches. We believe that the success of our school depends on the success of our students. With this in mind, we have established the following goals to guide the school and to allow our students to take accountability and contribute to the process of identifying his or her efforts, accomplishments and learning needs. Noah Webster Academy reserves the right to add additional goals as we see that they will benefit the operation of the school.

Goal	Specific Objectives (What will be measured?)	Measurement Criteria (How you know it—means of measuring data, percent mastery, etc.)
1. Improve student learning	1a. Students will demonstrate proficient reading skills. 1b. Students will demonstrate proficient spelling/writing skills. 1c. Students will demonstrate knowledge of math principles and facts and demonstrate the ability to use math to solve problems. 1d. Each student will develop skills using the scientific method and demonstrate	1a. A baseline will be established for each student at the beginning of the school year (within the first two weeks.) After that, monthly evaluations are administered to track each student's improvement/ performance and teacher effectiveness allowing for intervention and remediation to occur immediately if necessary. End of year assessments will also be performed to demonstrate proficiency. 1b. Using the Spalding Method, a baseline for phonemic/graphemic awareness (spelling) will be established for each student at the beginning of the year (within the first two weeks.) Monthly evaluations are administered to track student's progress and teacher effectiveness. At the end of year one, 85% of students tested will demonstrate near mastery or Mastery based on the Language Arts CRT. 100% of students in the 6th grade will score a 3 or better on the Direct Writing Assessment of the CRT. 1c. Using Right Start and Saxon Math, 85% of students will demonstrate Mastery or near Mastery on the Math CRT by the end of the year. 1d. 75% of Students in the 5th grade will demonstrate near Mastery or mastery on the Science CRT. The

	proficient knowledge of earth and life science standards as defined in the Utah Core. 1e. Students will demonstrate respect for themselves, their peers and their elders as this creates a positive environment for learning and achievement. 1f. Each student will know of their worth and potential and will maximize their individual learning abilities.	median percentile score on the science portion of the SAT will be 80. 1e. Students will create classroom constitutions with their teacher which will be signed and implemented. Exceptional Student behavior will be reported, tracked and recognized. All incidents of behavior problems will be tracked and counseled. Parents will be notified and appropriate action taken. (Refer to handbook for discipline procedures) 1f. A variety of measurement tools will be used to assess student learning and growth in intellectual as well as social skills and ability. Each student will receive both summative and formative evaluations. The teachers and director will track all students based on their test scores, grades and overall participation in the classroom. Additional measurement tools may include combinations of the following: • Utah State mandated tests • Student work portfolios • Performance projects • Community Service logs • Celebration of learning project evaluations
2. Disciplined attendance	2a. Students will come to school on time and avoid excessive or unexcused absences.	2a. 100% of students will have 90% attendance. No student will have more than 4 tardies a term. Parental conferences will be had with the Director in cases that exceed this standard. Excessive cases of tardiness and absence will be brought to the attention of the school board.
3. Certified Teachers	3a. All teachers will secure and maintain Utah educator licenses appropriate to their assignments.	3a. 100% of teachers will have and maintain appropriate types of Utah licenses or be enrolled and progressing an Alternative Route to Licensing and be currently entered into the CACTUS system.
4. Faculty, parents, and students are partners in sharing the responsibility for education and are	4a. There is open communication between, faculty, parents, and students.	4a. A monthly newsletter will go out to 100% of faculty, parents, board members, organizational leaders and sponsoring

focused on the same educational goals.	4b. All faculty and parents understand teaching methods, goals and policies.	contributors. Teachers will be encouraged to correspond weekly with parents, via a letter, as to give an update on what is happening in their child's classroom. A yearly survey, regular board meetings, and an open door policy will gather feedback. This feedback will be tracked and reported to facilitate the free exchange of communication. 4b. 100% of parents will attend parent training workshops focusing on the curriculum, goals and policies, open-houses, and parent-teacher conferences held twice a year. 100% of parents will sign all report cards and special communications from the school.
5. Webster Academy is a safe school.	5a. All students know emergency plan and exit routes. 5b. All students will contribute to a safe environment through strict adherence to our student behavior policy.	5a. In accordance with State Law, emergency plans are in place and are regularly reviewed by the Administration. This will be tracked internally. 100% of students will participate in regularly scheduled fire and emergency drills. 5b. We will draft a policy in our handbook that will address student behavior. 100% of students will adhere to a signed behavior policy. All incidences of negative behavior will be handled according to our policies which shall include a mediated contract and parental notification.
6. Faculty is trained and is able to implement Webster curriculum and track state standards.	6a. Faculty is trained and able to implement The Spalding Method for Teaching Speech, Spelling, Writing, and Reading, Shurley Grammar, Core Knowledge, Saxon/Right Start Math, and State Standards.	6a. The Spalding Method, Shurley Grammar, Core Knowledge, and Right Start/Saxon Math are trained before year 1 and 100% of teachers have the knowledge and tools to effectively implement. 6b. Throughout all trainings emphasis is given to Multi-sensory, Direct and Socratic instruction methods to enable 100% of teachers to gain the knowledge and tools necessary to effectively implement. 6c. Each year the directors and curriculum committee will work to ensure that all state standards are being taught. This will be tracked as part of Webster Academy's Curriculum mapping process.

Curriculum Alignment (Attachment A)

We will insure that all lesson plans align with the State Core. See Attachment A.

Monitoring the Program of Instruction

Assessments

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

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

The scales is: O=95-100%, O- =90-94%, G+=87-89%, G=83-86%, G-=80-82%, MS+= 77-79%, MS= 74-76% MS-=70-73%, BMS= 65-69%, N=64% or below.

Grades 4-6 receive a grade scale of A=95-100%, A-=90-94%, B+=87-89%. B=83-86%, B-=80-82%, C+=77-79%%, C=74-76%, C-=70-73%, D+=67-69%, D=64-67%, D-=60-63% F or I= incomplete or not passing.

All grades, K-6 also receives two grades for citizenship/self-government. One is the representation of the behavior and attitude of the student against a set standard for that grade level and term under evaluation. The other represents the student's effort and/or progress toward improving the behavior and/or attitude where necessary. In cases where the behavior/attitude do not need improvement, the mark reflects the continued behavior and attitude of the student.

Citizenship codes are as follows.

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

Noah Webster Academy will issue mid-term grades, as well as end-of-Quarter grades. This information will be sent to parents for signature confirmation. In addition, formal Parent/Teacher conferences will be held twice each year.

Noah Webster Academy will comply with the state testing schedule for the SAT9 and the CRT. Testing results will be reported to the district and state as required by law. Parents shall be notified of all results and invited for Parent/Teacher consultations. A committee of parents, administration, and board members shall collect data, provide statistical results, and review the overall results of the students. These results shall be reported to the Governing Board. Upon the full implementation of the Webster Information System (WIS), parents may track the achievement and mastery of their students via a secure Internet site.

We recognize that monitoring and assessments serve a far more important purpose than simply following state and federal law. With that in mind, Noah Webster Academy's core curriculum revolves around mastery of fundamental subjects. To assess mastery, Academy staff will, at the beginning of each year, administer formative assessments in core subjects such as math and reading to establish a baseline performance. The staff will continue these formative assessments in all core subjects as they track results using instructional performance technology that is being created specifically for our use by a member of the founding board. These results will then be used by Academy staff to ensure that each student receives appropriate instruction and will be provided to the parents through our SEPs/ SEOPs. Using Instructional performance technology will also allow us to evaluate the effectiveness of our teachers as they implement our programs.

Standards

Our Director and Curriculum Specialist will ensure that all standards are met and that lesson plans reflect our philosophy and methods of instruction.

- Teachers will receive instructional/curriculum in-service prior to the opening of school each year.
- All teachers will report to school one week prior to the beginning of each school year, although additional training opportunities may be made available throughout the summer months. Teachers will receive a copy of the teaching schedule for the year on the first day they report to school. The staff under the guidance of the principal will develop the "teaching schedule".
- The director and the staff will meet regularly, at the discretion of the director.
- The Academy will provide a Core Knowledge in-service for the teachers each year as well as training in the other areas of the curriculum.
- Teachers will be provided Instructional in-service by the Curriculum Director to ensure the teachers are instructing students according to state standards.
- Employees shall be evaluated by the director and complete a self-evaluation twice annually. Following the evaluation, the teacher and the director shall establish goals for areas of needed improvement and reinforce the strengths of the teacher.
- Teachers with less than 3 years teaching experience shall be provided with a mentor who has more than 3 years teaching experience. They shall arrange meeting times at least 3 times annually.
- Early Dismissal Fridays will be utilized to further teacher training and to give opportunities for teachers of the same grade level to brainstorm, share ideas and coordinate their teaching.

School Calendar

We intend to follow the school calendar used by Alpine School District with a few modifications. Students will attend Noah Webster Academy from 8:00 A.M. -2:00 P.M., Monday through Thursday and 8-12 on Fridays. We will allow for a 30 minute lunch/recess on Mon-Thurs. with all recesses supervised. Friday afternoons are reserved for teacher in-service, preparation, training, and for consultations with parents as needed. Noah Webster Academy will convene 180 days each year.

Special Education

We recognize that there are very specific needs in providing special education instruction. Noah Webster Academy will provide a special education teacher who can administer basic tests, consult, and instruct students. We will contract privately for all services that we are not able to provide ourselves including a psychologist to administer the more advanced evaluations, as well as consult, as needed. Finally, an Individual Education Plan will be adopted for each student in the Special Education Program.

Noah Webster Academy is sensitive the needs of Special Education. An IEP Team will be created to assess each student. This Team will include the Special Education Teacher, Director or representative of Administration, regular teacher, parent and other relevant professionals. This Team will determine what specific needs are required for the student.

We will also provide professional development training and lectures to all of our teachers to ensure that they fully understand the needs and requirements of our special education students. This will include instructions in the provisions of IDEA. We believe that the first step in preventing any problems is proper information and training. We also intend on working very closely with Alpine School District and the State Office of Education Special Education directors to ensure that we are meeting the needs of our Special Education students.

5. Budget Information

The following budget was submitted with the original charter application. The governing board will approve the upcoming fiscal year's budget by April of each year. The approved budget will be on file in the business office of the school.

(Attach Charter School Budget Template)

<http://www.usoe.k12.ut.us/charterschools/funding/FundingWorksheet.xls> to this form to assist in projecting estimates of revenue)

	First Year			Second Year		
Number of Students (ADM):			525			525
			total			total
Revenue						
State Funding			\$ 2,158,465.00			\$2,158,465.00
Federal & State Projects						
Private Grants & Donations Reading achievement						\$ 17,400.00
School Land trust money			\$ -			\$ 7,140.00
Other (Specify)Federal Startup Grant_			\$ 150,000.00			\$ -
Total Revenue			\$2,308,465			\$2,183,005
Expenses	#ofStaff	@ Salary	Total	#ofStaff	@ Salary	Total
Salaries (100)			\$			\$
Director (Principal)	1.00	\$ 50,000.00	\$50,000	1.00	\$ 51,500.00	\$51,500
Teacher-Regular Ed	20.00	\$ 30,000.00	\$600,000	20.00	\$ 31,000.00	\$620,000
Teacher-Special Ed	1.00	\$ 30,000.00	\$30,000	1.00	\$ 31,000.00	\$31,000
Instructional Assts	20.00	\$8/hr@990	\$158,400	20.00	\$8/hr@990	\$158,400
Secretary	1.00	\$ 25,000.00	\$25,000	1.00	\$ 25,000.00	\$25,000
Bookkeeper			\$			\$
Assnt Director	1.00	\$ 35,000.00	\$35,000	1.00	\$ 35,000.00	\$35,000
Other (payroll taxes @ 7.9%)			\$70,973			\$72,751
Other (State Retirement @ 14%)			\$103,600			\$106,750
Employee Benefits (200)			\$168,000			\$168,000
Travel (580)			\$ 5,000.00			5000
Purchased Professional Services(300)			\$ 8,000.00			8000
Purchased Property Services(400)			\$ 10,000.00			10000
Instructional Aids/Books/Library(600)			\$ 125,000.00			20000
Supplies(600)			\$ 50,000.00			50000
Legal (300)			\$ 5,000.00			5000
Auditor(300)			\$ 3,500.00			3500
Marketing (300)			\$ 7,000.00			3000
Other (printing; postage)			\$ 10,000.00			10000
Total Instruction, Administration & Support			\$1,464,473			\$1,382,901
Operations & Maintenance			Total			Total
Supplies			5000			5000
Phone/Communications			5000			5000

Budget Information (continued)

CHARTER SCHOOL WORKSHEET

FY 2005-2006

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

School Name

TEMPLATE

	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)	0	0.99	0
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K) ¹	5		
Special Ed ADM (1-12) ¹	45		
Special Ed (Self-Contained) ¹	5		
Number of Teachers (K-6)	20		
Number of Teachers (7-12)	0		
WPU Value	\$2,280		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	446.2500	\$ 1,017,450
Professional Staff	0.02901	12.9457	29,516
Administrative Costs	\$5 per student		2,625
Restricted Basic School:			
Special Ed-Add-on ²	1.0000	52.7500	120,270
Spec. Ed. Self-Contained ²	1.0000	5.0000	11,400
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)	\$200 per K-8 ADM		105,000
Total WPU Programs		516.9457	\$ 1,286,261
Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	\$ 416.89 per WPU		\$ 215,509
Quality Teaching Block Grant	\$64 per WPU		33,085
Local Discretionary Block Grant	\$41		18,296
Interventions-Student Success	\$22		9,818
Special Populations			
At Risk Regular Program	\$9.00		4,016
Gifted and Talented	\$4		1,785
Other			
School Land Trust Program	\$13.60 per student		7,140
Reading Achievement Program	\$56 per K-3 student		17,400
Local Replacement Dollars	Average \$1,051 per student		557,030
Total Non-WPU			\$ 864,079
One Time³			
Teacher Materials/Supplies	\$350 or \$275 per teacher (K-6) ⁴	20	5,500
	\$300 or \$225 per teacher (7-12) ⁵	0	-
UPASS On-line Testing	\$5 per student	525	2,625
Total One Time			\$ 8,125
Estimated Total All State Funding			\$ 2,158,465
Numbers are based on estimated FY2006 enrollment. ¹If you are an existing Charter School, Special Ed funding will be the same for FY06 as FY05. ²Per special education determination of the appropriate program. ³These amounts are based on one-time funding for FY05. Amounts for future years depend on what is appropriated by the Legislature for the respective year. ⁴Steps one through three get \$350; steps four or higher get \$275 ⁵Steps one through three get \$300; steps four or higher get \$225 Questions: Call Cathy Dudley @ 538-7667			

Organizational Structure and Governing Body

Organizational Structure And Governing Body

Administrative Structure of Governing Board:

A seven-member governing board governs the Noah Webster Academy (NWA). The board members will consist of three **Executive Board** members (founders) and four elected **General Board** members.

Executive Board Members

The acting Chief Administrative Officer (CAO) is included as one of three executive board members and serves as Chairperson of the board. The other two executive board members will be the members of the founding board. These three members work together under the direction of the Chairperson to give continuity to the direction of the school as they are lifetime members of the board. These three members will attend governing board meetings, but may also meet separately from the governing board as deemed necessary by the Chairperson in order to identify agenda items and create such agendas prior to board meetings.

General Board Members

The president of the Parent Organization (PO) will automatically be a general board member, chosen by the PO members. The remaining three will be parents, grandparents or guardians of children attending NWA, or members of the community, preferably having backgrounds in education, business, or law. These three will be nominated by parents of the school and will be approved by the Executive Board members. The school Director participates as an ex officio board member without voting authority.

In summary, the Governing Board for NWA consists of the following seven people:

- Three founding board members (Executive Member)
- The PO President (General Member)
- Three members chosen from parents and community members (General Member)

The members of the board will be nominated and approved by the first Thursday evening in September, 2006. *Elections for the PO President will be held by 1st Thursday evening in Sept. directly elected by the board members.*

Policies Regarding Governing Board:

Overall Responsibilities of Board

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

- 1) Fulfilling all school legal responsibilities,
- 2) Promoting the school's mission,
- 3) Hiring and supervising the school's Director

- 4) Establishing school policies
- 5) Assisting in the raising of school funds.

The purpose of the Governing Board is to oversee the affairs of the school. In addition to fulfilling its 5 major responsibilities listed above, board members carry out the NWA vision, develop relationships with staff and the school community, and oversee the budget.

Board Officers

The acting CAO serves as board Chairperson. The members of the board may select one member each to serve as Vice President, Treasurer and Secretary. No board member may hold more than one of these offices. The Director may not serve in a board position.

The Board may form sub-committees with a board member acting as chairperson for the committee. The members of subcommittees do not need to be members of the governing board.

Filling of vacancies

In the event of vacancies on the board, volunteers to serve the remainder of the term for any particular seat will be nominated by parents and will be approved by the executive board.
may *but* *and or board members*

Meeting Frequency

The board meets once a month, or as needed. Meetings will be guided by an agenda, to a) discuss the School's operations and hear reports and updates from each board member, b) consider and adopt policies, and c) consider requests and concerns from parents, students, and teachers. A majority vote of the total board membership (4) constitutes action by the board. The board may not act unless a quorum of five board members is present.

Executive Board Members

The Executive Board members facilitate effective decision making by all board members. This committee will play four critical roles: 1) plan and execute the agenda of board meetings, 2) make decisions not requiring full board action, on behalf of the board, 3) present subcommittee recommendations for decisions requiring full board action, and 4) approve the nomination of general board members.

Sub Committees and the Delegation of Action

The board may, at their discretion, appoint and delegate to special parent task forces or committees, or the School Director to investigate and research specific items related to school policy, procedure, programs, and curriculum. Where possible, the board will effectively give clear instructions and/or suggestions so that the board as a whole can continue to maintain a focus on the 5 areas of their responsibility.

Amendments

Any amendment to school administrative structure or a major shift in school mission, philosophy, or curriculum must be approved by the governing board and by a 3/4ths majority vote of the parent organization at the annual September meeting.

Initial and Subsequent Terms of Service

Each board member will serve a one year term. Executive board members will automatically be reelected at the beginning of each year unless they resign. When an executive board member resigns they will be replaced by someone chosen by the remaining executive board members. If the CAO resigns they will be replaced by one of the remaining executive board members.

General board members will not automatically be re-elected at the beginning of each year, but ^{may} will be re-approved by the executive board. In the case that there are vacancies left in the board then persons to fill these vacancies ^{may} will be nominated by faculty or parents and ^{but} will be approved by the executive board.
or our board members *members of the board*

School Director:

The school Director will manage the school's daily operations. The Director is subject to policy and procedures as determined by the governing board. The Director is a key personnel representative of the school and as such bears the responsibility of upholding school standards and values at all times.

Specific responsibilities of the Director include, but are not limited to:

- Serving as an ex-officio member of the governing board
- Recommending policy changes or interpretations from the board
- Recommending changes in school personnel
- Promoting and overseeing school curriculum
- Promoting the school in public relation events
- Providing arbitration services in parents/student and teacher relationships
- Overseeing school finances, ^{corrected for student use} records, assessments, and the hiring of faculty and staff under the direction of the board.

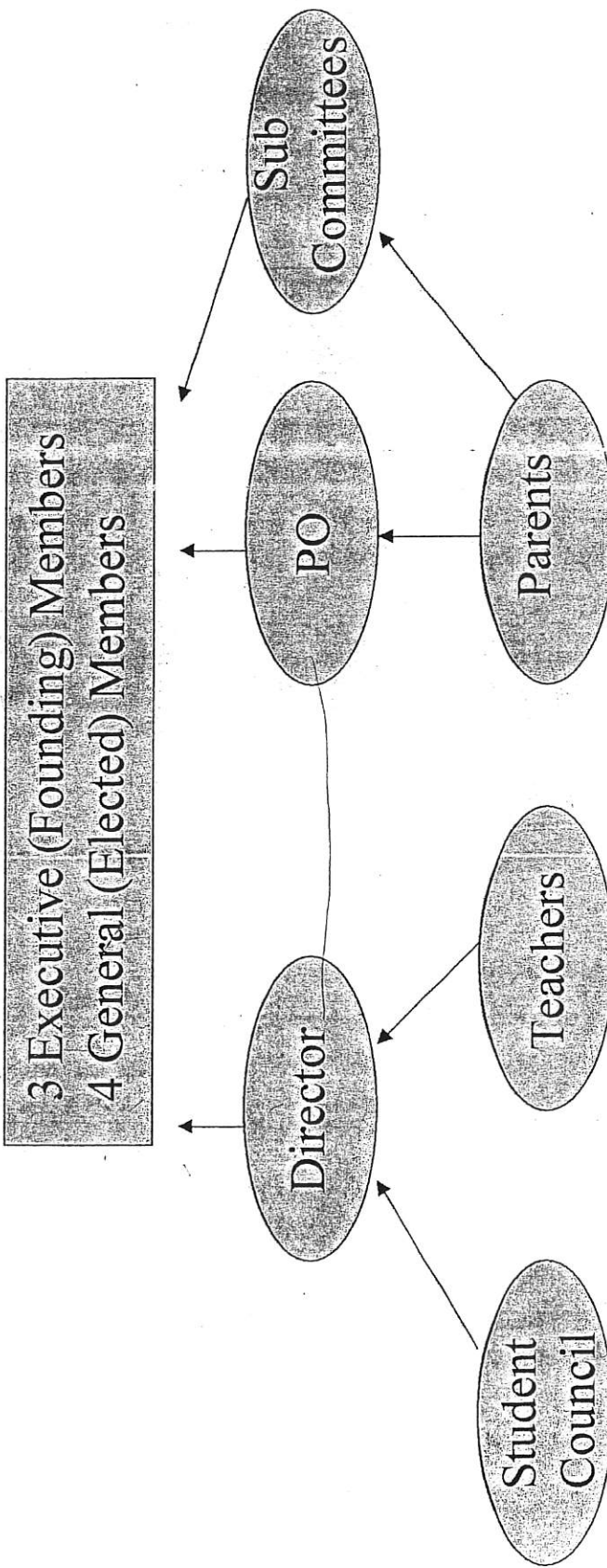
Parent Organization

The Parent Organization is comprised of parents whose students are registered to attend the school. The responsibilities of this organization include:

- Organizing and supporting, through volunteer service, the policies and procedures outlined by the board
- Coordinating the efforts of parent volunteers for classroom help, class activities, field trips, assemblies, extracurricular activities, car pooling and transportation of students, public relations, traffic control and other volunteer based activities
- Raising funds for supplementary materials and activities.
- Nominating members to be approved for the governing board
- Assist the board in other areas such as serving on sub-committees, etc.
- Annually elect a PO President who will serve as a general member of the governing board

Structure

Governing Board



7. Background Information

Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary.*

Name Sharon Moss

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

Employment History:

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

See Resume

Education History:

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

See Resume

Statement of Intent:

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

See Resume

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

Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary.*

Name Ed Hayward

Role in School (list positions with school) Vice- Chairman

Employment History:

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

See Resume

Education History:

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

See Resume

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

The role I will play will be in helping to manage the business side of the school and in setting up and executing the plan for integrating the language program.

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

Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary.*

Name Karen Strong

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

Employment History:

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

See Resume

Education History:

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

See Resume

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

See Resume

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

8. Bylaws We have also prepared By-laws which will be formally adopted at our first public meeting according to State Law.

9. Admission, discipline, dismissal and suspension procedures

Admission

Noah Webster Academy will comply with all federal and state laws relative to admission policies, which include an open admission. Per both federal and state law, preferential enrollment will be guaranteed to the children of the Governing Board of Trustees as well as Founding Council members. A complete list of members and/or positions to be filled by volunteer parents is included in the application. Additional members may be added as necessary. This is in accordance with the direction provided by the Utah State Office of Education. The number of student preferential enrollment slots shall not exceed 10% of the total student population.

After preferential enrollment, all names of prospective students shall be maintained in a secure fashion. The Board of Trustees shall establish a time frame as to how long applications shall be accepted, recognizing that law requires a minimum of 30 days. Prospective students and their families will be notified of open enrollment through town meetings, radio, newspapers, and website announcements. Parents, indicating the number of children they wish to enroll and their grade levels, will fill out an application form. After this application period is closed, if the number of applicants exceeds the established ceiling, the Founding Council shall hold a lottery to determine the student population. Siblings of Founding Council members shall be given preferential enrollment status on a stand-by basis for future enrollment. During the lottery process, siblings will also be given preferential status to ensure that family groups are enrolled together, not excluding any children when possible.

Discipline

A parent handbook on school policies and procedures will be given to every child and parent during the admissions process. Each student and parent will be required to sign a statement acknowledging that he/she has read the handbook, understands the school's policies, and the consequences for policy infractions.

Noah Webster Academy subscribes to the idea that learning is a joy and all students have the right to learn in a safe and caring environment. Students are expected to be self-governed, to respect the rights and property of others, and to act on the belief that each individual has value. We believe that self-esteem is enhanced and fostered as students learn to accept responsibility for their own actions and decisions. The focus of educators' attention is on what students are doing well. Noah Webster Academy espouses a management plan in which administrators and teachers are skilled and practiced in the principles of classroom management. The term "discipline" takes on its noblest and finest meaning—"Training that corrects." Noah Webster has adopted Glenn I. Latham's principles of classroom management from Behind the Schoolhouse Door, Eight Skills Every Teacher Should Have, Utah State University, January, 1997.

Each teacher shall review the discipline policy of Noah Webster Academy (see handbook) with their students, and discuss the plan to deal with student's behavior that keeps others from learning. This procedure will include the creation of classroom constitutions that will be signed by both the students and the teacher. If infractions cannot be resolved within the classroom, or by independent efforts of the personnel involved, the situation will be referred to the Director for handling.

Suspension and Dismissal

All applicable statutes regarding due process will be upheld in the school's practices regarding dismissal including those as required under IDEA. Students receiving dismissal from the school will have been properly informed, and have been given proper opportunity for response and remediation. A suspension or dismissal will be decided by the Director and the Teacher(s). Appeals will be heard by the Governing Board.

Procedures for Managing Serious School Violations

Consequences for serious violations will be written into school policy and delivered automatically and consistently. The staff will be clear about what their responsibilities are and who administers the relevant procedures. Typically, an office referral will be made, and an administrative staff person will be given that responsibility. Clear guidelines will be established for student behaviors that warrant office referrals. All staff will have a clear understanding of which behaviors result in an office referral, and the specific procedures that will be followed by the office in responding to them.

Consequences for Serious School Violations

Applied consequences for serious school violations include: parent conferences, after-school detention, in-school suspension, out-of-school suspension, and expulsion. As stated in our effectiveness goals, an effective tracking system will be in place to identify students who exhibit inappropriate behavior on a regular basis. Repeated office referrals will be a signal that a student needs more assistance in learning and displaying expected behaviors. It also signals a need for teacher training, and a functional analysis of the classroom/school environment.

Procedures for Managing Illegal Behaviors

Procedures for managing illegal behaviors will involve an office referral and a police referral. As with any serious school violation, consequences will be delivered in an automatic and consistent manner, as described above. In addition, requirements of State of Utah Statutes will be met.

10. Parental Complaints

Those parties directly involved should normally resolve complaints. For example, a parent complaint with a teacher should be resolved between the parent and teacher directly. If difficulties arise, the parent and teacher should attempt to resolve the issue with the director. The Governing Board and may be called upon as detailed in the *Noah Webster Academy Handbook*. To ensure that that all aspects of Individuals with Disabilities Educational Act are complied with in full, the board of Trustees will review with the Director, in its entirety, IDEA. Special emphasis of section 504, relative to this requirement, will be addressed, though all issues related to both IDEA and ADA will be focused on. It is expected that the Director will provide in-service training for all of our teachers regarding the provisions of this law. The Board of Trustees and the Director will establish a strong working relationship with the USOE's coordinator in Special Education to ensure complete familiarity with these requirements.

11. Parental Involvement

Noah Webster Academy represents a partnership of parents, faculty, and students who are united in their commitments to the common objectives in our mission statement. As such, we seek to provide the optimal experience for parents to be involved in their child's education. These experiences may range from participation in educational seminars for parents that support our educational philosophy, to assisting with recess, lunch and field trips.

We will also use parents extensively in remediation. The educational structure that we are establishing allows for the greatest amount of teacher/instructor interaction and supervision possible. Yet we also recognize that children will need one-on-one assistance at various times. By having parents involved to this degree, we will allow for greater individualized remediation opportunities.

We encourage the parents to commit to 20 hours of volunteer school service per year. It is acknowledged that many parents will choose Noah Webster Academy largely because of the increased opportunity for significant involvement in defining school policies and manners of instruction. Given these considerations, many opportunities exist for parents to contribute. These opportunities may include:

- Participating in the Parents' Organization.
- Serving on the Governing Board or Subcommittees.
- Participating in the Language Integration and Cultural Literacy Program (See Curriculum and Instruction – Curriculum).
- Coordinating the efforts of volunteers for classroom help, class activities, field trips, assemblies, and other volunteer-based activities.
- Assessing and expressing the viewpoints of member parents on policy issues.

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

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

12. Description of how the school will provide the following insurances: \$2 million in liability; property insurance; comprehensive/collision; and employee dishonesty bond.

Noah Webster Academy will participate in the States Risk Management program. This is reflected in our budgets.

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

Although we have not, and do not plan to enter into an agreement with Alpine School District for participation in extra curricular activities, we believe that among the greatest educational gifts that can be given to young people are experiences in which they discover that true education applies to their lives. Noah Webster Academy may provide field trips and other educational experiences throughout the year for each class. These experiences must support the curricular emphasis being studied, nurture a love of learning, and build bonds of friendship. Parents will be notified in advance and may be asked to volunteer for staffing or transportation.

Noah Webster Academy intends to give our students every opportunity to develop their individual talents and leadership skills through participation in spelling bees, constitution bowls, essay contests, art contests, and service projects. As our language integration program grows, additional extra-curricular opportunities will become available. Field trips and extracurricular activities shall be reviewed and approved at the discretion of the Director with board approval.

14. Qualifications to be required of teachers.

Noah Webster Academy will hire **teachers** in accordance with Utah State requirements for public school teachers. This includes certification and/or alternative certification as required by Utah law.

Noah Webster Academy will seek applicants for teaching positions with varied backgrounds and certificates in various specialties such as music, foreign language (bilingual a plus) and special education. Our teachers will possess some or all of the following skills and/or experience:

- Prior teaching experience, especially within the chosen curricula.
- A demonstrated commitment to learn new curricula, as well as to coordinate with appropriate grade-level teachers to create and develop methods of instruction.
- Confidence in managing volunteer efforts and junior-level instructors.
- Demonstrated use of technology, both as a learning tool and to manage classroom activities.
- Additional certifications, degrees, or training relevant to elementary and secondary education.

Instructors and other staff members at Noah Webster Academy should have experience in one or more of the following areas:

- Leading instruction sessions in the chosen curricula.
- Teaching and adapting instruction to young children.
- Certifications in specific curriculum instruction.
- Prior to initiating the staff selection process, a detailed employment application shall be drafted in cooperation with the HR advisor on the General Board.

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

Noah Webster Academy will create a library of a substantial size to serve the needs of the student body. The library will be approx. 2,000 square feet in size, and will be located near the administrative portion of the building. Our building plans also allow for a dedicated computer lab that will be wired for the internet. The Parents' Organization will staff the library on a regular basis providing assistance with checking out and re-shelving materials. When a class occupies the library, the teacher of that class will ensure appropriate conduct and supervision.

Our library will contain an extensive collection of age appropriate material including but not limited to the suggested reading in E.D. Hirsch's *Core Knowledge Scope and Sequence*. Additional collections and titles that will be in the library for the Primary grades are, *Aesop for Children*, by Aesop, *The Velveteen Rabbit*, by Margery Williams, *Heidi*, by Johanna Spyri, and various biographies and non fiction collections that support our curricular emphasis. Featured books for the Intermediate grades are *The Chronicles of Narnia series* by C. S. Lewis, *A Wrinkle*

in Time by Madeleine L'Engle, *Popular Science Almanac for kids* and *Little Women* by Louisa May Alcott. We will rely heavily on donations of appropriate material as well as fundraisers to build the library's collection. We will also use funds provided from any Startup Grants received. We will ensure that we maintain a complete and up to date library for our students.

16. Administrative and Supervisory Services.

Administrative services shall be the primary function of the Director and the Assistant Director. The Director and Assistant Director may also choose from among the faculty those with particular skills or experience to support services. These services shall be to improve the function of the school and meet all federal and state laws.

The Director and Assistant Director shall serve or ensure that the following are appropriately addressed; curriculum; professional development; student discipline; management of school equipment and facilities; supervision of instruction; compliance with federal and state reporting requirements; public relations; school progress; liaison with the sub committees; coordinate with Parent's Organization; school supplies; safety; planning, to include extracurricular activities; coordination of curriculum with concurrent enrollment; grant writing and reporting; coordination with Noah Webster Academy General Board.

These services will be addressed in detail within the Noah Webster Academy's Policy Handbook and will be updated as needed. Further, the list provided does not encompass all services provided as other functional issues may arise that requires services by our Administration. In all cases the Director, serving as Head of Administration, shall work with the Governing Board to ensure that all possible issues are addressed properly.

17. The school's fiscal procedures.

The State Office of Education guidelines for Budgeting, Accounting and Auditing for Utah School Districts will be applied in administering and reporting school revenue and expenditures. The school's financial reporting will be in accordance with Generally Accepted Accounting Principles (GAAP), which include Generally Accepted Governmental Auditing Standards. Revenue and expenditures and record management will be administered by the governing board under the direction of the treasurer, who will be responsible to insure proper accounting controls are implemented and utilized.

The Governing Board shall, in conjunction with the Director, develop and adopt a budget each April for the following school year. Noah Webster Academy will retain a payroll management firm to provide payroll functions for the school similar to those provided for other state and district employees, including the preparation of the W-2 forms, filing of taxes and any other reports that are required by state and federal law.

Purchasing will require the preparation of a purchase order, signed and approved by the Director. The Director will be responsible for filling out and submitting reports to the state board as set forth in the Utah Charter School Act.

over 1000 *by the director* *Gov. Board member*
over
for record
monitored

Disbursements from the school's operating account will require the signature of the Director and Treasurer. All disbursement from the operating account will require two signatures. No other agency or individual may request disbursement to be paid out of the school's operating account. Noah Webster Academy reserves the right to reallocate funds from one line item to another if purchasing practices or conservation result in an expenditure different than budgeted to the extent allowed by law.

18. The school's policy regarding employee termination.

All employees will be expected to sign a contract for employment that will establish the legal relationship between the employee and Noah Webster Academy, Incorporated. This contract may be renewed yearly for all employees to include the Directors. This contract renewal will serve as a step in terminating an employee that is considered unfit.

If it becomes necessary to terminate an employee prior to the contract renewal, Noah Webster Academy reserves the right to do so. Except for extreme or dangerous situations, all terminations will occur after 3 performance warnings and will comply with appropriate federal and state law, which will include an appeal process to the Governing Board, whose action shall be final.

It is strongly felt that all concerns over employment shall be addressed, when possible, by frequent evaluations, professional counseling by the appropriate Director and by remediation. This will be further addressed in the Policy Handbook.

19. The school's policies regarding employee evaluations.

Noah Webster shall comply with all federal and state laws relative to employee evaluation. Prior to operation, the Governing Board of Noah Webster Academy shall work with the Director to establish an employee handbook that shall outline all expectations, rights and obligations. This employee handbook shall serve as the basis of the evaluation. This handbook shall include expectations of instruction and outline performance goals and behavior. Prior to every school year the Director shall meet with and evaluate every employee, ensuring a clear understanding of what is expected. Employees shall be evaluated by the Director and complete a self-evaluation twice annually. Following the evaluation, the teacher and the director shall establish goals for areas of needed improvement and reinforce the strengths of the teacher. Teachers with less than 3 years teaching experience shall be provided with a mentor who has more than 3 years teaching experience. They shall arrange meeting times at least 3 times annually.

Another evaluation shall be conducted during the middle of the school year if necessary, as well as at completion prior to contract renewal.

These evaluations will also serve as an opportunity to ensure state standards are being incorporated within teaching lessons and plans. The evaluation shall be seen as an opportunity to improve both employee performance and to facilitate a better working relationship between the staff.

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

We will be consistent in all of our policies regarding employees, to include state and federal law. A close family relative should not be hired into a department where they directly supervise or are supervised by another family member. In addition, relatives will not be placed in positions where there is an actual or apparent conflict of interest. Relatives will be considered along with other candidates, in keeping with the School's EEO policies and practices. This will be defined in our Policy Handbook.

21. For Conversion Charter Schools.

Not applicable

Utah State Board of Education

UTAH CHARTER SCHOOLS Assurances

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

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

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

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

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

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

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

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

Q. The charter school will employ the use of the Iowa Test of Basic Skills and the Utah State Core Course End-of-Level Tests in the grade levels required by U-PASS as a fundamental part of the overall assessment program for the school.

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

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

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

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

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

W. A copy of the charter will be supplied to interested individuals or groups on request.

X. The charter school will submit an appropriately amended application prior to any material change affecting the purpose, administration, organization, or operation of the school.

Y. A secondary charter school will be accredited or in the process of seeking accreditation.

Z. The charter school will acquire and maintain nonprofit corporate status.

AA. The charter school will follow all state procurement rules.

BB. The charter school will maintain accurate student transcripts.

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

Name (type): Sharon Moss

Title (type): Chief Administrative Officer

Signature: _____

Date: _____

Sharon Moss

5-5-05

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 _____ Noah Webster Academy _____ Charter School except those allowed by law.

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

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

Proof of Insurance

_____ Noah Webster Academy _____ Charter School will provide to the Board a certificate of insurance before the first day of school in its initial year and annually thereafter.

Electronic Data Submission

_____ Noah Webster Academy _____ Charter School will have the technology and ability to meet all of the electronic data submission requirements for charter schools.

Nonsectarian Statement

Noah Webster Academy 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 Noah Webster Academy 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.

Sharon Moss
CAO (please print)

Sharon Moss
CAO's Signature

5-5-05
Date

23. Waivers from State Board of Education Rules.

Noah Webster Academy is not seeking any additional waivers beyond those already extended to Charter Schools.

24. Additional information/ Letters of Support.

25. Statement of participation in the Utah Retirement System.

Noah Webster Academy will participate in the Utah State Retirement System. This is reflected in our three- year budget proposal.

