

Application for a Charter School
Submitted to the State of Utah by

**Weilenmann School of
Discovery**
A Utah Nonprofit Corporation

Date Submitted: April 1, 2008

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.



Merry C. Fusselman

6/12/08

Authorized Agent

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.

THE WEILENMANN SCHOOL OF DISCOVERY
HONORS THE NAME OF GUSTAVE & LOUISE WEILENMANN
AND THEIR CHILDREN MILTON, VIRGINIA AND ELAINE



The Weilenmann name was brought from Switzerland to America. Gustave and Louise settled in the Bear Lake Valley of Idaho and relocated to Salt Lake City, leaving their precious home and farm so that their children could have the education opportunities they valued so dearly.

Milton Lyman Weilenmann

Milton is a dynamic leader who has left his mark on Utah as an entrepreneur, restaurateur, politician, father, grandfather, and through many years of church and community service. He has traveled the world appreciating many cultures, people, foods and sites. Milt's great love of natural beauty brought him to Summit County where he created a wonderful mountain home for his family. This beloved land is the proposed site for the Weilenmann School of Discovery.

Virginia Weilenmann Anderson

Virginia was a motivating force and inspiration for academic excellence and achievement in her family. Due to her efforts, she and her 7 children were awarded more than 16 college degrees. Virginia actively participated in, and promoted, the arts, acting in dramatic productions, giving book reviews, presenting dramatic readings and teaching elocution lessons. She was also a firm believer in community participation -- utilizing talents and resources to assist our neighbors and enhance our environment.

Elaine Weilenmann Bennion

Elaine loves to watch children learn and grow. As a substitute teacher in the Granite School District, she taught wherever she was needed whether it was grade school, high school or special education classes. She has the uncanny ability to get on any child's level and stimulate them with fun activities. Elaine is an enthusiastic, active participant in the lives of her grandchildren. She is totally unassuming and will happily do anything to help anybody. Not only has she spent many years volunteering at St. Marks Hospital, she has blessed countless people in her community and family with her service and love.

TABLE OF CONTENTS

Section	
2. Title Page.....	2
3. Target Population and Seven Purpose of Charter Schools.....	3
4. Market Analysis.....	7
5. Capital Facility.....	9
6. Detailed Business Plan.....	10
7. Fiscal Procedures.....	18
8. Organizational Structure and Governing Body.....	52
9. Articles of Incorporation.....	64
10. Background Information.....	70
11 a) Comprehensive Program of Instruction.....	78
11 b) Effectiveness Goals.....	88
11 c) Lesson plans.....	92
11 d) Program of Instruction.....	97
11 e) Calendar and Master Schedule.....	100
11 f) Special Education.....	103
12. Admission and Suspension/Expulsion Procedures.....	105
13. Procedures to Review Complaints.....	109
14. Opportunities for Parental Involvement.....	112
15. Educator Qualifications.....	114
16. Administrative Services.....	117
17. Extra-curricular Activities.....	121
18. Terms and Conditions of Employment.....	122
19. Employee Evaluation.....	124
20. Employment of Relatives.....	127
21. Insurance.....	128
22. Assurances.....	129
23. Utah State Retirement.....	133

2. Title Page

NAME OF PROPOSED CHARTER SCHOOL:

Weilenmann School of Discovery

NAME OF APPLICANT:

Weilenmann School of Discovery, A Utah Nonprofit Corporation

AUTHORIZED AGENT FOR APPLICANT:

Merry Fusselman

PO Box 684117

Park City, UT 84068

Tel: 801-560-5115

Fax: 801-775-9731

Merryfusselman1833@comcast.net

FORM OF ORGANIZATION:

A Utah Nonprofit Corporation

GOVERNING BOARD OF DIRECTORS AT

WEILENMANN SCHOOL OF DISCOVERY:

NAME	PHONE #	MEMBER TYPE	POSITION
Merry Fusselman	801-560-5115	Educator	Director/President
Chris Anderson	801-517-6826	Attorney	Director/Secretary
Mike Weilenmann	801-755-1429	Real Estate	Director/Treasurer
Becky Anderson	801-550-6147	Educator	Director
Rick Wray	801-949-5925	Nonprofit	Director
Matt Mateus	801-835-8178	Nonprofit	Director
Richard Simon	801-712-6107	Business	Director

3. Target Population and Seven Purpose of Charter Schools

MISSION STATEMENT

The Weilenmann School of Discovery promotes learning for *all* students by developing Master Teachers who design and articulate instruction aligned with core standards and authentic assessment infused with inquiry, innovative technologies & media, artistic expression, and the awe and beauty of nature and the world.

TARGET POPULATION

	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	
2010-2011	74	72	72	72	72	48	48							458
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
2011-2012	74	72	72	72	72	72	72	48						554
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
2012-2013	74	72	72	72	72	72	72	72	48					626
Ultimate Enrollment	74	72	72	72	72	72	72	72	72					650
<i>(The number of students should be at maximum the enrollment that is being requested. Add rows as necessary to show complete enrollment plan.)</i>														

SCHOOL CALENDAR:

Standard Extended School Year

Instructional Days: 180

FIRST DAY OF SCHOOL:

August 23, 2010

SCHOOL DISTRICT:

Park City School District

FOUNDING MEMBERS:

At the present time Weilenmann School of Discovery has no founding members.
The maximum number of students allowed preference for founding members is 20%.

SEVEN PURPOSES OF CHARTER SCHOOLS

1. Continue to improve student learning:

Weilenmann School of Discovery will improve student learning by developing Master Teachers who design and articulate instruction aligned with core standards and authentic assessment infused with inquiry, innovative technologies & media, artistic expression, and the wonder and awe of nature and the world.

The core of our mission is to improve student learning.

WSoD understands the Utah Core standards are the scope and sequence of what students need to know and be able to do and define what concepts should be taught at what level. The science of teaching is the ability to transform standards and objectives into meaningful learning experiences and inquiry based uncoverage of knowledge, skill and understanding. The teacher becomes the guide by constructing learning in a step fashion built through hands-on experiences, discussion, and reflection. The students then make meaning of ideas, instead of just receiving information.

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

Spy Hop Productions will teach teachers an interactive, participatory approach to video production that involves students in generating and creating knowledge through discussions, peer critiques, and hands-on activities. Spy Hop will use IDEA (Interactive Digital Education Academy) approach to learning video production that is interwoven with helping students develop critical literacy skills. The activities are intended to help teachers and students learn the skills and techniques of video production and develop critical thinking and analytical skills as they relate to both the production and consumption of media. Lesson activities seek to encourage them to interrogate the processes and decisions involved in the filmmaking process. A central theme of the curriculum is that filmmaking is a process of making decisions and that those decisions are informed by points of view. The curriculum presents students with the tools to understand how that informs their own work as filmmakers, as well as to better read and analyze other media texts. While many teachers have experience teaching students analytical and critical thinking skills, most teachers do not have much video production experience. As WSoD progresses, other forms of technology and media will be integrated into the learning process.

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

The eMINTS instructional model aligns with WSoD's mission to promote learning for *all* students by developing Master Teachers who design and articulate instruction aligned with core standards and authentic assessment infused with inquiry, innovative technologies & media, artistic expression, and the wonder and awe of nature and the world.

WSoD will provide the professional development for every teacher to be eMINTS trained to:

- **inspire educators** to use instructional strategies powered by technology
- **engage students** in the excitement of learning
- **enrich teaching** to dramatically improve student performance

4. Increase choice of learning opportunities for students:

At WSoD the choice of learning opportunities for students will increase to include media programming using filmmaking and other forms of media and technology.

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

AUTHENTIC ASSESSMENT

Over the last decade, along with loud cries for school reform there has been an echoing scream to assess assessment. Three factors have played a significant role in the demand for assessment reform (Marzano et al 1993):

- A shift in educational priorities beyond the scope of traditional subject areas to encompass 21st century skills.
- A change in understanding of the relationship between assessment and teaching and learning
- A need for reporting systems to provide useful information regarding students' acquisition of knowledge or skills

These factors shine light on issues such as authentic, engaged student learning, equity and fairness, and the connection between the classroom and the "real world," deepening the conversation about meaningful assessment, and opening the door to new ways of thinking.

In contrast to traditional forms of assessment, performance-based assessment emphasizes the learners' demonstration of skill mastery of authentic understanding. These tools model challenging, project-based activities, allowing for a process of learning and a range of results rather than "one right answer."

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

Weilenmann School of Discovery embraces parent involvement as the energy and passion that propels a positive culture. One reason parents will choose WSoD is for the increased opportunity to be involved in influencing school practices and decisions in an effort to create an exceptional educational experience for their children. WSoD appeals to parents, as the goal to infuse learning with inquiry, innovative technologies & media, artistic expression, and the wonder and awe of nature and the world.

Parent involvement will be essential to the success of the school.

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.

N/A

4. Market Analysis

SITE LOCATION AND FACILITY

Weilenmann School of Discovery is projected to be built near the I-80 freeway close to Jeremy Ranch along Kilby Road on an approximately 11 acre parcel with easy access from Park City and other areas of Summit County. The facility will consist of at least 55,000 square feet of usable space, including but not limited to; classrooms, offices, library, indoor recreation center and auditorium. The building will be designed to enhance the natural beauty and varied seasons of this unique setting.

MARKET CONTEXT

WSoD will be in the boundaries of Park City School District.

<u>Park City School District:</u>		<u>07 enrollment</u>
Park City High	10-12	971
Treasure Mt. Middle	8 & 9	709
Ecker Hill Middle	6 & 7	695
Jeremy Ranch El.	K-5	575
McPolin El.	K-5	387
Parley's Park El.	K-5	495
Trail Side El.	K-5	<u>472</u>
		4,304 total student enrollment for 07

MARKET TRENDS

During the 1990s Summit County was one of the fastest growing counties in the U.S. with a population of 29,736. The majority of the population of Summit County resides in Park City and the surrounding unincorporated area commonly referred to as the Snyderville Basin.

The population of the Snyderville Basin area has been estimated at 15,000 people. This area has seen much growth as a bedroom community because of its proximity to Salt Lake City and its appeal to Salt Lake workers seeking a better quality of life.

Summit County, Park City and especially the Snyderville Basin are projected to continue to grow at rates much faster than national averages. From 1990-2000 the Summit County population grew by 91.6%. According to the MOUNTAIN LAND ASSOCIATION OF GOVERNMENT the Summit County population will grow from a 2000 population of 29,736 to a 2030 population of 85,660.

In 2003 the per capita income in Utah was \$25,230.00 in the U.S. \$31,459.00 and in Summit County \$45,427.00. Summit County, and especially the Snyderville Basin area, will not only need more schools, but the resources and expectations are to provide choice, teach 21st century skills, and meet the needs of diverse learners. The Weilenmann School of Discovery Board of Directors is confident there is an urgent need for a charter school within the boundaries of the Park City School District.

The disparity is in meeting the educational needs of both the economically advantaged and disadvantaged and ELL students. The academic achievement for economically disadvantaged students in Park City School District in Language Arts was 54% in PCSD; 69% in the State; the proficiency goal is 77%. The academic achievement for economically disadvantaged students in Mathematics was 55% in PCSD; 66% in the State; the proficiency goal is 71%.

The Weilenmann School of Discovery will promote learning for *all* students by developing Master Teachers who design and articulate instruction aligned with core standards and authentic assessment infused with inquiry, innovative technologies & media, artistic expression, and the awe and beauty of nature and the world. WSoD is committed to meeting the learning needs of all students including the economically advantaged and disadvantaged. WSoD will work together with Park City School District in educating our children.

OUTREACH

Weilenmann School of Discovery has a proactive recruitment plan. WSoD understands Park City School District has a high tax base, relatively small number of students and well financed schools. WSoD will be the only k-8 charter school choice within the boundaries of PCSD. Our outreach to the community will begin by giving every family the opportunity to meet with the Board and understand the mission and vision through multiple neighborhood meetings. WSoD will actively advertise public meetings, enrollment periods and dates online, through the newspaper, in public meetings, in notices in the public library and local store outlets, in distributed fliers, signs, and brochures, and through other means approved by the Board. The outreach program will effectively communicate the choice of Weilenmann School of Discovery to all families within the boundaries of Park City School District and beyond.

WSoD will make a focused outreach to the economically disadvantaged and ELL students by delivering information to their homes, providing information in Spanish, and organizing transportation as needed.

The location of WSoD in the Snyderville Basin allows easy access from Park City and Salt Lake City.

5. Capital Facility

Weilenmann School of Discovery is projected to be built near the I-80 freeway close to Jeremy Ranch along Kilby Road on an approximately 11 acre parcel with easy access from Park City and other areas of Summit County.

The facility will consist of at least 55,000 square feet of usable space, including but not limited to; classrooms, offices, library, indoor recreation center and auditorium. A layout will be created that will make the best use of space and design for optimum capacity and efficiency in the accomplishment of our mission. The building will be designed to enhance the natural beauty and varied seasons of this unique setting.

WSoD has received more than one verbal commitment from highly viable financial institutions that upon receiving its charter, they will assist in providing the finances. Both short term loans for building and a long term lease with option to purchase.

6. Detailed Business Plan

Weilenmann School of Discovery Cash Flow Statement

Estimates Only - FY 2009 - Startup Year

Revenues	
Startup Loan/Grant/Donations	\$ 200,000
<hr/>	
Expenses	
Preparation and acquisition of curriculum, materials and equipment, compensation to personnel providing organizational services, as well as preparation and mailing of advertising, marketing enrollment materials and recruitment and hiring of a Principal.	\$ 200,000

CHARTER SCHOOL WORKSHEET

FY2010-2011 based on 2007-2008 worksheet

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

Weilenmann School of Discovery

TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	74	0.55	40.7
Estimated ADM (1-3)	216	0.9	194.4
Estimated ADM (4-6)	168	0.9	151.2
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)	7		
Special Ed ADM (1-12)	37		
Special Ed (Self-Contained)	1		
Number of Teachers (K-6)	20		
Number of Teachers (7-12)	0		
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	386.3000	\$ 971,158
Professional Staff	0.03800	14.6794	36,904
Restricted Basic School:			
Special Ed--Add-on	1.0000	41.8500	105,211
Spec. Ed. Self-Contained	1.0000	1.0000	2,514
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		98,470
Total WPU Programs		443.8294	\$ 1,214,257

Non-WPU Programs				
Related to Basic Programs:				
SS & Retirement	\$ 478.07 per WPU		\$	212,182
Quality Teaching Block Grant	\$944 per CACTUS prior year teacher FTE			-
	OR, If new, use current teacher FTE			18,880
	\$76 per total prior year WPU; OR			-
	If new, \$76 X C35 or current WPUs			33,731
Local Discretionary Block Grant	\$41			15,838
Interventions-Student Success	\$22 per K-12 WPU			8,499
	\$90 per ELL student			-
Special Populations				
At Risk Regular Program	\$6 per total prior year WPUs; OR			-
	If new, \$6 X C35 or current WPUs			2,663
Gifted and Talented	\$4 per K-12 WPU			1,545
Other				
School Land Trust Program	\$39 per student			17,862
Reading Achievement Program	\$19 per total prior year WPUs			-
	\$3 per K-3 student			870
	\$42 per low income student			-
Charter Administrative Costs	\$62 per student			28,396
Local Replacement Dollars	Average \$1,021 per student			468,639
Total Non-WPU			\$	809,105
One Time				
Teacher Materials/Supplies	\$360 or \$285 per teacher (K-6) ¹	20		5,700
	\$310 or \$235 per teacher (7-12) ²	0		-
ADM costs (ongoing & one-time)	\$393	458		179,994
Library Books and Resources	\$3 per student	459		1,377
Total One Time			\$	187,071
ESTIMATED Total All State Funding			\$	2,210,433
¹ Steps one through three get \$360; steps four or higher get \$285				
² Steps one through three get \$310; steps four or higher get \$235				
Questions: Call Cathy Dudley @ 538-7667			Updated 04-17-07	

CHARTER SCHOOL WORKSHEET

FY2011-2012 based on 2007-2008 worksheet

Weilenmann School of Discovery

	Average Daily Membership	Rating Factor	WPU Generated
School Name	TEMPLATE		
Estimated ADM (K)	74	0.55	40.7
Estimated ADM (1-3)	216	0.9	194.4

Estimated ADM (4-6)	216	0.9	194.4
Estimated ADM (7-8)	48	0.99	47.52
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K)	7		
Special Ed ADM (1-12)	48		
Special Ed (Self-Contained)	1		
Number of Teachers (K-6)	21		
Number of Teachers (7-12)	2		
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	477.0200	\$ 1,199,228
Professional Staff	0.03800	18.1268	45,571
Restricted Basic School:			
Special Ed--Add-on	1.0000	52.8500	132,865
Spec. Ed. Self-Contained	1.0000	1.0000	2,514
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		119,110
Total WPU Programs		548.9968	\$ 1,499,288

Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	\$ 478.07 per WPU		\$ 262,459
Quality Teaching Block Grant	\$944 per CACTUS prior year teacher FTE		-
	OR, If new, use current teacher FTE		21,712
	\$76 per total prior year WPUs; OR		-
	If new, \$76 X C35 or current WPUs		41,724
Local Discretionary Block Grant	\$41		19,558
Interventions-Student Success	\$22 per K-12 WPU		10,494
	\$90 per ELL student		-

Special Populations			
At Risk Regular Program	\$6 per total prior year WPUs; OR If new, \$6 X C35 or current WPUs		- 3,294
Gifted and Talented	\$4 per K-12 WPU		1,908
Other			
School Land Trust Program	\$39 per student		21,606
Reading Achievement Program	\$19 per total prior year WPUs \$3 per K-3 student		- 870
	\$42 per low income student		-
Charter Administrative Costs	\$62 per student		34,348
Local Replacement Dollars	Average \$1,021 per student		566,655
Total Non-WPU			\$ 984,628
One Time			
Teacher Materials/Supplies	\$360 or \$285 per teacher (K-6) ¹ \$310 or \$235 per teacher (7-12) ²	21 2	5,985 470
ADM costs (ongoing & one-time)	\$393	554	217,722
Library Books and Resources	\$3 per student	555	1,665
Total One Time			\$ 225,842
ESTIMATED Total All State Funding			
			\$ 2,709,758
¹ Steps one through three get \$360; steps four or higher get \$285			
² Steps one through three get \$310; steps four or higher get \$235			
Questions: Call Cathy Dudley @ 538-7667			Updated 04-17-07

CHARTER SCHOOL WORKSHEET

FY2012-2013 based on 2007-2008 worksheet

Weilenmann School of Discovery

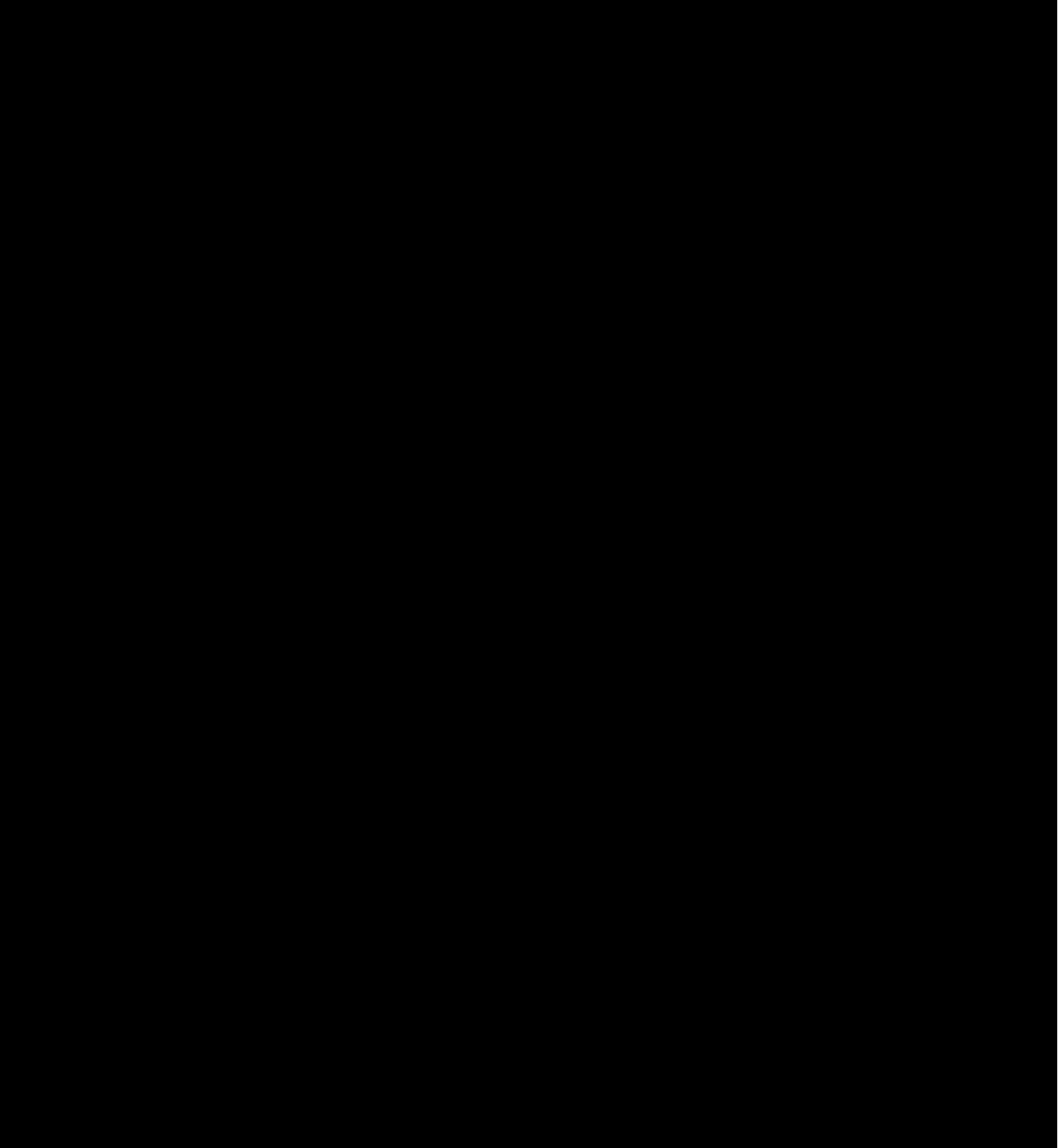
School Name

TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	74	0.55	40.7
Estimated ADM (1-3)	216	0.9	194.4
Estimated ADM (4-6)	216	0.9	194.4
Estimated ADM (7-8)	120	0.99	118.8
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K)	7		
Special Ed ADM (1-12)	55		
Special Ed (Self-Contained)	1		
Number of Teachers (K-6)	21		
Number of Teachers (7-12)	5		
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	548.3000	\$ 1,378,426
Professional Staff	0.03800	20.8354	52,380
Restricted Basic School:			
Special Ed--Add-on	1.0000	59.8500	150,463
Spec. Ed. Self-Contained	1.0000	1.0000	2,514
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		134,590
Total WPU Programs		629.9854	\$ 1,718,373

Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	\$ 478.07 per WPU		\$ 301,177
Quality Teaching Block Grant	\$944 per CACTUS prior year teacher FTE		-
	OR, If new, use current teacher FTE		24,544
	\$76 per total prior year WPUs; OR		-
	If new, \$76 X C35 or current WPUs		47,879
Local Discretionary Block Grant	\$41		22,480
Interventions-Student Success	\$22 per K-12 WPU		12,063
	\$90 per ELL student		-
Special Populations			
At Risk Regular Program	\$6 per total prior year WPUs; OR		-
	If new, \$6 X C35 or current WPUs		3,780
Gifted and Talented	\$4 per K-12 WPU		2,193
Other			
School Land Trust Program	\$39 per student		24,414
Reading Achievement Program	\$19 per total prior year WPUs		-
	\$3 per K-3 student		870
	\$42 per low income student		-
Charter Administrative Costs	\$62 per student		38,812
Local Replacement Dollars	Average \$1,021 per student		640,167
Total Non-WPU			\$ 1,118,379
One Time			
Teacher Materials/Supplies	\$360 or \$285 per teacher (K-6) ¹	21	5,985
	\$310 or \$235 per teacher (7-12) ²	5	1,175
ADM costs (ongoing & one-time)	\$393	626	246,018
Library Books and Resources	\$3 per student	627	1,881
Total One Time			\$ 255,059
ESTIMATED Total All State Funding			
			\$ 3,091,811
¹ Steps one through three get \$360; steps four or higher get \$285			
² Steps one through three get \$310; steps four or higher get \$235			
Questions: Call Cathy Dudley @ 538-7667			Updated 04-17-07



7. Fiscal Procedures

APPROVED MINUTES FOR FISCAL PROCEDURES

MINUTES OF PUBLIC MEETING RELATING TO ESTABLISHMENT OF
WEILENMANN SCHOOL OF DISCOVERY
AND APPROVAL OF FISCAL POLICIES AND PROCEDURES

March 31, 2008
4:00 pm MDT

The following are the minutes of a publicly noticed meeting, held 201 South State Street, Suite 800, in the Deer Valley Conference Room of the law firm of Ballard Spahr Andrews & Ingersoll, LLP. The purpose of the meeting was to review actions taken with respect to the formation of Weilenmann School of Discovery, a Utah nonprofit corporation ("WSoD"), which was organized for the purpose of establishing and operating a Utah public charter school based in Summit County, Utah, and to consider the adoption of Fiscal Policies and Procedures for the school.

Those attending the meeting included Merry Fusselman, Mike Weilenmann, Matt Mateus and Chris Anderson, all of whom had been elected to serve as members of the WSoD Board of Directors (the "Board"). Those participants constituted a quorum of the Board, and so the meeting was duly convened as a meeting of the Board.

The directors reviewed the actions that had been taken to form WSoD, including the filing of Articles of Incorporation and the adoption of organizational resolutions. They also reviewed the materials that had been prepared and compiled as part of the Charter School Application being prepared for submission to the Utah State Charter School Board.

A Fiscal Policies and Procedures Guide was presented for consideration, and upon motion duly made and seconded, it was unanimously:

RESOLVED: That the Fiscal Policies and Procedures Guide presented at the meeting is hereby approved and adopted as the Fiscal Policies and Procedures Guide for WSoD.

A discussion ensued regarding the Charter School Application and timing for subsequent actions regarding establishment of the school.

There being no further business, the meeting was adjourned.



Chris Anderson, Secretary of the Meeting

Weilenmann School of Discovery FISCAL PROCEDURES

WSoD Business Administrator will attend School Finance & Statistics training prior to working with the charter school.

PART I –POLICIES

100 INTERNAL CONTROL POLICIES

Weilenmann School of Discovery, under the direction of the Board of Directors, is required to establish and maintain adequate accounting records and internal control procedures. Internal control consists of five components: control environment, risk assessment, control activities, information and communication, and monitoring. The objectives of internal control relate to financial reporting, operations, and compliance.

Weilenmann School of Discovery and all levels of administration are responsible for preventing and detecting instances of fraud and related misconduct and for establishing and maintaining proper internal controls that provide security and accountability of the resources of the school. Administration is also responsible for recognizing risks and exposures inherent to these areas of responsibility and for being aware of indications of fraud or related misconduct.

Any employee with reasonable basis for believing fraudulent or related misconduct has occurred should report such incidents to the designated authorities within the school or the State Office of Education.

Internal control policies provide Weilenmann School of Discovery with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information.

101 Compliance with Laws

Weilenmann School of Discovery will follow all the relevant laws and regulations that govern Charter Schools within the State of Utah. Additionally, U.S. Government laws and regulations that relate to grant funding will be adopted as the grant funding is received. The following are specific policies of Weilenmann School of Discovery:

A. Political Contributions

No funds or assets of Weilenmann School of Discovery may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of Weilenmann School of Discovery for political contributions in any form—whether in cash or other property, services, or the use of facilities—is strictly prohibited. Weilenmann School of Discovery also cannot be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities:

1. Contributions by an employee that are reimbursed through expense accounts or in other ways.
2. Purchase by the organization of tickets for political fundraising events.
3. Contributions in-kind, such as lending employees to political parties or using the school's assets in political campaigns.

B. Record Keeping

To provide an accurate and auditable record of all financial transactions, the school's books, records, and accounts are maintained in conformity with generally accepted accounting principles as required by state law applicable to Charter Schools.

Further, the school specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the school.
2. Receipts and disbursements must be fully and accurately described in the books and records.
3. No false entries may be made on the books or records nor any false or misleading reports issued.
4. No false or fictitious invoices may be paid.

102 Board of Directors Authority

The Board of Directors is responsible for the operation of Weilenmann School of Discovery in accordance with state and federal laws. The Board of Directors is also responsible for operating the school in accordance with the representations made in its charter.

Specifically, the Board of Directors shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the School's name, with the charter authorizer's approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of key employees (iv) key employees' salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of property (ix) opening or closing checking or savings accounts, (x) selection of Weilenmann School of Discovery certified public accountants, and (xi) other activities associated with the operations of Weilenmann School of Discovery.

The Board of Directors will meet regularly to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, subcommittee reports, new business and other items.

103 Signature Authorities

To properly segregate duties within Weilenmann School of Discovery, the President, the Treasurer and the School Director are the only individuals with signatory authority and are responsible for authorizing all cash transactions.

104 Government Records Access Management Act (GRAMA)

Weilenmann School of Discovery will provide access to Weilenmann School of Discovery's records if requested to the State Office of Education, State Charter School Board, or any group or individual formally requesting such information consistent with applicable statutes or rules.

105 Security of Financial Data

- A. The school's accounting software will be reviewed to ensure that general and application controls are established to preclude unauthorized access to data (i.e., proper password protection and authorizations for inquiry or browse only functions.)
- B. The system's accounting data shall be backed up regularly by the Business Manager to ensure the recoverability of financial information in case of hardware failure. The back up should be stored in a fire safe area and properly secured.
- C. All other financial data, petty cash box, unused checks and unclaimed checks will be secured by the Business Manager from unauthorized access.

106 Security of School Documents

Originals of the following corporate documents are maintained and their presence shall be verified on a periodic basis:

- A. Charter and all related amendments
- B. Charter School Bylaws
- C. Minutes of the Board of Directors and committees of the Board
- D. Banking agreements
- E. Leases
- F. Insurance policies
- G. Vendor invoices
- H. Grant and contract agreements
- I. Fixed asset inventory list
- J. Contract and grant billings

107 Use of School Assets

School employees should not use any of the school's assets for personal use without prior approval of the School Administration and with proper justification.

108 Use Of School Credit Cards

Weilenmann School of Discovery credit cards and purchase cards should only be issued with the formal approval of the Board of Directors and with proper justification. The cost/benefit to Weilenmann School of Discovery should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued they should be assigned to specified Charter School employees and should be used only for school-related expenditures. All charges must be supported by invoices or travel reports to be eligible for payment by Weilenmann School of Discovery.

Monthly credit card statements are reconciled to invoices and travel reports and are approved by Weilenmann School of Discovery Director or Business Manager.

200 FINANCIAL MANAGEMENT POLICIES

Charter school accounting policies and financial reporting adopted by the school should be consistent with a special purpose governmental entity that engages in business type activities. The Board of Directors has oversight of the management of Weilenmann School of Discovery inclusive of establishing the governance structure and the financial management policies as set forth in the school's charter.

201 Basis of Accounting

Weilenmann School of Discovery will maintain its accounting records and related financial reports on the modified accrual basis of accounting, with accrual taking place annually.

202 Accounting Policies

The accounting policies and financial reporting adopted are consistent with state law and generally accepted accounting practices.

203 Revenues

Under the modified accrual basis of accounting, revenues are recognized when earned, consistent with generally accepted accounting principles applicable to special purpose governmental units.

204 Expenditures

Under the modified accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

205 Cash Management

A. The school maintains cash accounts at the following banks:

1. Payroll - Zions Bank
2. Operating – Zions Bank

- B. A schedule of aged accounts and grants receivable is prepared monthly and reviewed by the Business Manager for collection. Appropriate collection procedures are initiated, if necessary.

206 Budgets

- A. Weilenmann School of Discovery prepares an annual operating budget of revenues and expenses and a cash flow projection. These budgets and projections are reviewed and approved by the Board of Directors at an open and public meeting and modified, as necessary.
- B. Financial statements displaying budget vs. actual results are prepared by the Business Manager and reviewed by the Treasurer and presented to the Board of Directors at each monthly board meeting.

207 Insurance and Bonding

- A. The school maintains minimum levels of coverage, as deemed appropriate by the Board of Directors, for the follow policies:
 - 1. General liability
 - 2. Business & personal property (including auto/bus)
 - 3. Computer equipment
 - 4. Workers' compensation
 - 5. Personal injury liability
 - 6. Unemployment
 - 7. Board Insurance
- B. The school requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Directors.

208 Employee Retirement Program

Weilenmann School of Discovery shall participate in a retirement program as determined by the Board of Directors and administered by the Business Manager.

209 Record Retention and Disposal

- A. Records are maintained for the following minimum periods:
 - 1. Books, records, documents, and other supporting evidence including paid, cancelled, or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employee timesheets and other public documents are retained according to state law.

- B. The following records supporting federal contracts, as required by U.S. Office of Management and Budget, are retained for the indicated minimum periods or consistent with state law:
 - 1. For three years after submission of the final report of expenditures: general ledger, trial balance, accounts payable and accounts receivable ledger, payroll register, and petty cash book, check register and checks, invoices. Except for:
 - a) If any litigation, claim, or audit is started before the expiration of the 3-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.
 - b) Records for real property and equipment acquired with Federal funds shall be retained for 3 years after final disposition.
 - 2. Permanently: Audit reports, annual corporate reports, charter, board minutes, tax and legal correspondence, labor contracts, insurance claims and policies, and retirement and pension records.

- C. The disposal date determined under this policy is the end of the fiscal year, or the date of final payment of government grants.

- D. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.

- E. All financial records are maintained in alphabetical order, organized by vendor.

- F. In connection with the disposal of any records, a memorandum of record disposal is prepared by the Business Manager listing the record or the class of records disposed of. The Board of Directors certifies this memorandum of records disposal.

210 Financial Reporting

The Business Manager maintains supporting records in sufficient detail to prepare the School's financial reports, including:

- A. Annually:
 - 1. Financial statements for audit
 - 2. Annual budget
- B. Monthly:
 - 1. Trial balance
 - 2. Internally generated budget vs. actual financial statements with explanations for significant variances
 - 3. Updating of the cash flow projection
 - 4. Monthly report for State Office of Education
- C. Quarterly:
 - 1. IRS Form 941 and payroll tax returns and comparable state taxing authority returns, unless outsourced
 - 2. Other reports upon request

211 Audit

The Board of Directors contracts annually with a qualified independent certified public accounting firm to conduct an audit of Weilenmann's School of Discovery financial statements in accordance with auditing standards generally accepted in the United States of America, *Government Auditing Standards* issued by the Comptroller General of the United States, 2003 Revision (GAS) and, if applicable, the *U.S Office of Management and Budget's Circular A-133*. The selected audit firm must be familiar with these standards and related State of Utah regulations in order to properly conduct the audit engagement.

300 POLICIES RELATED TO ASSETS, LIABILITIES, AND NET ASSETS

301 Assets

Economic resources that are recognized and measured in conformity with generally accepted accounting principles. Assets also include certain deferred charges that are not resources, but are recognized and measured in conformity with generally accepted accounting principles. The following sections describe policies related to the recognition of assets.

302 Bank Accounts

- A. Bank accounts for the indicated purpose(s) and limitation(s) have been authorized by the Board of Directors of the School at the indicated Federal Deposit Insurance Corporation (FDIC)-insured banks :

Name of Bank Purpose/Limitation of Account

Zions Bank

Savings and Checking Accounts

303 Petty Cash Payments

- A. Petty cash payments are made from a fund not to exceed \$200, and should be for cash advances, local expense reimbursement, and small-dollar vendor purchases, provided proper documentation is furnished with each request. No individual payment shall be greater than \$100.

- B. The petty cash account is balanced on a monthly basis by the Business Manager.

304 Criteria for Capitalizing and Depreciating for Property and Equipment

All tangible personal property with a useful life of more than one year and a unit acquisition cost of \$5,000 or more is capitalized and recorded in the statement of net assets. Depreciation associated with the fixed asset will be calculated based on its useful life and straight-line depreciation method. The depreciation expense will be recorded in the statement of revenues, expenses, and changes in net assets.

305 Impairment of Assets

A recognized impairment of an asset is reflected when circumstances warrant. The appropriate adjustment is made for any impaired assets, accompanied by a description of the impaired asset and the measurement assumptions used in determining the impairment. All impairments should be reported to the Board of Directors for approval of the adjustment to the fixed asset subsidiary ledger.

306 Betterments

Expenditures for significant betterments of existing leased/owned properties are recorded in fixed assets at cost. Maintenance and repairs are expensed as incurred. Depreciation associated with the

betterment will be calculated based on its useful life and straight-line depreciation method. The depreciation expense will be recorded in the statement of revenues, expenses, and changes in net assets.

307 Liabilities

Economic obligations that are recognized and measured in conformity with generally accepted accounting principles. Liabilities also include certain deferred amounts that are not obligated, but are recognized and measured in conformity with generally accepted accounting principles. The following sections describe policies related to the recognition of liabilities.

308 Accounts Payable

Only valid accounts payable transactions based on documented vendor invoices, receiving reports, or other approved documentation are recorded as accounts payable.

309 Accounts Payable Payment Policy

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

310 Accrued Liabilities

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs. Liabilities are accrued annually.

311 Accrued Teachers' Salary

The portion of any teachers' salaries paid for a school year that extends into the next fiscal year (e.g., a twelve-month salary schedule from September 1 to August 31 of the following year) should be accrued at the end of the fiscal year for which services were rendered.

312 Debt

- A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year.
- B. All short-term and long-term debt is approved by the Board of Directors.
- C. Loan agreements approved by the Board of Directors should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

313 Net Assets

Net assets are recorded in accordance with generally accepted accounting principles applicable to special purpose governmental units. Net assets include the following:

- Unrestricted
- Restricted
- Investment in Capital Assets, net of related debt

400 COST ACCOUNTING POLICIES

401 Consistency in Cost Accounting

Practices used by Weilenmann School of Discovery in estimating costs in grant/contract proposals are consistent with its accounting practices used in accumulating and reporting costs. Accounting practices used by Weilenmann School of Discovery in accumulating and reporting actual costs are consistent with its practices used in estimating costs in its grant and contract proposals.

402 Cost Accounting Period

The fiscal year of Weilenmann School of Discovery is July 1st through June 30th. The same accounting period is used for all adjusting entries and accruals.

403 Gain or Loss on Disposition of Assets

Gains and losses from the sale or other disposition of property are recorded as revenue in the year in which they occur, and are reflected as such on applicable financial statements.

500 PROPERTY MANAGEMENT POLICIES

501 Property and Equipment

Weilenmann School of Discovery maintains detailed records of all government-furnished property and equipment, with an identification and segregation of property and equipment acquired through government contracts.

502 Identification of Property

Weilenmann School of Discovery tags all property upon receipt and assigns an identification number to the property and all applicable documents.

503 Recording and Reporting of Property

A. Weilenmann School of Discovery maintains a log identifying all property in its possession, as follows:

1. Name and description
2. Serial number, model number, or other identification
3. Whether title vests with Weilenmann School of Discovery or another entity
5. Location and condition of the equipment
6. Ultimate disposition data, including date of disposal and sales price or method of disposal

504 Physical Inventories

- A. Weilenmann School of Discovery performs a physical inventory of all property in its possession or control on an annual basis.
- B. The physical inventory records include each asset, the related control number, location, and a brief description of its condition.
- C. The physical inventory is reconciled to the detailed fixed asset subsidiary ledger, and differences, if any, are investigated and reconciled.

505 Disposal of Property and Equipment

- A. No item of property or equipment shall be removed from the premises without prior approval from the Business Manager and/or the Board of Directors.
- B. Weilenmann School of Discovery has adopted standard disposition procedures for the school staff to follow, which include an *Asset Disposal Form*, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.
- C. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the general ledger.

600 PROCUREMENT POLICIES

601 Procurement – Goods and Services

Weilenmann School of Discovery procures only those items and services that are required to perform the mission and/or fill a bona fide need. Procurements are made using best value contracting which includes assessing the best value considering quality, performance, timing, and price. However, the school will use a competitive procurement process, which requires sound

business practices for purchases less than \$5,000. The school will also select the best value by obtaining three written quotes for items greater than \$5,000 and less than \$50,000. Finally, a formal bid process will be used for items greater than \$50,000, in which three bids will be received and evaluated using a formal evaluation process.

- A. The School adheres to the following objectives:
 - 1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
 - 2. Make all purchases in the best interests of the school and its funding sources.
 - 3. Obtain quality supplies/services needed for delivery at the time and place required.
 - 4. Buy from responsible and dependable sources of supply.
 - 5. Obtain maximum value for all expenditures.
 - 6. Deal fairly and impartially with all vendors.
 - 7. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in Weilenmann School of Discovery supplier relationships.

- B. Weilenmann School of Discovery will execute a *Purchase Order* for all purchases over \$1000 and it shall be approved by the Treasurer for purchases less than \$5,000 and by the Board of Directors for purchases greater than \$5,000.

- C. All lease agreements will be evidenced by a lease or sublease agreement approved by the Board and signed by the Board Chair or President. The agreement will identify all the terms and conditions of the lease.

602 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 Treasurer or designee.

700 PAYROLL AND TRAVEL POLICIES

701 Payroll Policies

- A. Employees are paid on a 12-month, monthly schedule from September 10 to the following August 10.

- B. Employee’s time is properly approved by both the individual and the supervisor and reported to the Business Office or designated representative.

- C. All employee payroll amounts are calculated based upon approved rates included in the individual's personnel file.
- D. Any changes to the pay rates or benefits are properly authorized.
- E. All payroll taxes and benefits are properly calculated and any deposits made in a timely manner.
- F. All payroll tax reports are prepared in a timely manner and reviewed by a designated individual for accuracy prior to filing.

702 Employee Mileage Reimbursement

- A. All employees are reimbursed at the standard mileage rate per mile, as determined by the Board of Directors, for use of their own vehicle for business related travel. In addition, parking fees and tolls paid are reimbursable if properly supported.
- B. All employees requesting such mileage reimbursement are required to furnish a *Travel Report* containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within 30 days after the travel date. Each employee is responsible for detailing the travel and related expenses and including the required supporting documentation.
- C. The travel report must be signed by the employee and approved by their direct supervisor.

800 CONSULTANTS AND CONTRACTORS POLICIES

801 Consultant Utilization

The utilization of all consultants and contract personnel are sufficiently evidenced by:

- A. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
- B. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.
- C. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and Weilenmann School of Discovery's rights to educational curricula and intellectual property developed.

802 Independent Contractors

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code and Utah law. In particular, consultants will:

- A. Be free from the employer's control and direction in performing the service, both under a contract and in fact.
- B. Provide a service that is outside the school's usual course of business or provide a service on a temporary basis.
- C. Must be engaged in an independent trade, occupation, profession, or business of the same type.
- D. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits.
- E. Use his or her own stationery or time sheet in billing for services.
 - (a)

PART II – RECOMMENDED PROCEDURES

The following section of the *Guide* will provide procedures, which will support the policies contained in Part I of the *Guide*.

1100 GENERAL ACCOUNTING PROCEDURES

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for Weilenmann School of Discovery.

1101 Overall Accounting System Design

Control Objective

To establish a coding structure that supports financial reporting and management's decision-making.

Major Controls

A. Business Manager Involved in Designing the Chart of Accounts/Coding Structure

To support decision-making, the Business Manager, along with assistance from additional resources, including the Board of Directors, management, and outside consultants, should be involved from the outset in setting the chart of accounts/coding structure. The coding generally follows a four-digit general ledger account number with classes designated for grants or other funding to be accounted for separately.

B. Establishment of Control Accounts

Control accounts for fixed assets, accounts receivable and accounts payable will be established with subsidiary detail listings and will be reconciled monthly to these control accounts.

C. Use of Contra Accounts

If necessary, the accounting structure provides for offsetting contra accounts (e.g. an allowance for doubtful accounts, accumulated depreciation) to adjust historical cost to current levels for financial reporting purposes.

1102 General Ledger Activity

Control Objective

To ensure that all General Ledger entries are current, accurate, and complete.

Major Controls

A. Timeliness of Entries

All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

B. Support Documentation

All entries are supported by adequate documentation that clearly indicates the justification and authorization for the transaction.

C. Audit Trail

A complete audit trail is maintained by the use of reference codes, from source documentation through the books of original entry and general ledger, to periodic reporting statements.

Procedures

1. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the Business Manager before entering into the accounting system.
2. Each entry in the accounting system is reviewed and approved by the Business Manager.
3. Non-recurring entries, such as for correcting entries, recording accruals, and recording non-cash transactions, are prepared as circumstances warrant and on an as needed basis.
4. All entries in the books of original entry (e.g., cash receipts journal and disbursements) are made soon after the accounting event from authorized forms, and are prepared and reviewed by qualified accounting personnel.
5. All General Journal entries are supported by General Journal Vouchers that have supporting documentation attached, and are approved by the Business Manager.

1103 General Ledger Close-Out

Control Objective

To ensure the accuracy of financial records and reports.

Major Controls

A. Trial Balance

Monthly, a trial balance is prepared to ensure the accuracy of the general ledger account balances.

B. Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers

Reconciliations are prepared on a monthly basis.

Procedures

1. At the end of each month, a trial balance of all cash accounts is prepared by the Business Manager.
2. Reconciliation between the general ledger control accounts and the subsidiary ledgers are completed by the Business Manager.
3. At fiscal year end and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

1200 CASH MANAGEMENT PROCEDURES

In this section, procedures are described for cash receipts, cash disbursements, and petty cash funds and prepaid items.

1201 Cash Receipts

Control Objective

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

Major Controls

A. Cash Flow Projection

Weilenmann School of Discovery annually prepares and updates monthly a cash flow projection for operations and capital cash needs to monitor and ensure adequate cash flow.

B. Cash Receipts Policies

Weilenmann School of Discovery has internal control systems in place to monitor cash receipts, and ensure that deposits are made in a timely manner. The school also uses electronic fund transfers to accelerate deposits.

C. Internal Accounting Controls

- (i) Opening of mail is assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.
- (ii) Listed receipts and credits are compared to accounts receivable and bank deposits.
- (iii) General Ledger control accounts are reconciled with Accounts Receivable Subsidiary Ledger.

Procedures

1. Mail is opened by the Receptionist who sorts the checks.
2. All checks are restrictively endorsed immediately by the Receptionist and entered into a Deposit Register.
3. Checks and the Deposit Register are forwarded to the Business Manager.
4. The Business Manager prepares journal entries and deposit slips. Receptionist and Business Manager both review Deposit Register and Deposit Slips for accuracy and sign Register.
5. The Business Manager makes deposits every 72 hours or when funds to be deposited exceed \$1000. If deposits are made other than daily, the deposit should be maintained in a secure area with limited access.
6. Reconciliation of cash receipts to deposit slips and bank statements are performed by the Business Manager on a monthly basis.

1202 Cash Disbursements

Control Objective

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

Major Controls

A. Cash Disbursement Policies

Check preparation and signatures are delayed until the due date, consistent with discounts, if available.

B. Internal Accounting Controls

- (i) Pre-numbered checks and special check protective paper.
- (ii) Match disbursement records against accounts payable/open invoice files.
- (iii) Bank statements reconciled to cash accounts and any outstanding checks verified by the Business Manager.
- (iv) Supporting documentation canceled to prevent resubmission for payment.
- (v) Detailed comparison of actual vs. budget disbursements on a periodic basis.
- (vi) Separation of duties to the extent possible for an organization the size of the school.

Procedures

1. When the transaction is complete and payment is due, a pre-numbered check is prepared by the Business Manager who attaches all supporting documentation: (e.g. vendor invoice, purchase order, purchase requisition, etc.) and submits the package to the School Director or the Treasurer for approval.

2. All invoices submitted for signature will include approvals for payment, expense account(s) charged, check number and date of payment.
3. The School Director or the Treasurer signs checks, after examining and verifying the supporting documentation.
4. After having been signed, the checks are mailed directly to the payee by receptionist.
5. All supporting documents are canceled (i.e. stamped *PAID*) by the signatory and filed by Business Manager or assistant.
6. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies.
7. Bank statements are reconciled soon after receipt by either the Business Manager and reviewed by the Treasurer.

1203 Petty Cash Funds

Control Objective

To control the use of petty cash funds for valid transactions.

Major Controls

Internal Accounting Controls

Reconciliation of petty cash funds by employees with responsibilities independent of cash receipts, disbursements, or custody.

Procedures

1. Weilenmann School of Discovery will maintain a petty cash fund with a balance of approximately \$200, which will be maintained and secured by the Business Manager.
2. The Business Manager maintains a log of all disbursements made from the petty cash fund and uses a *Petty Cash Voucher* for all petty cash disbursements. No disbursements will be greater than \$100.
3. When the fund needs to be replenished, a check request is prepared by the Business Manager, attaching the log of disbursements and the supporting vouchers. See cash disbursement procedure above for payment.
4. Any differences between the check request to bring the fund up to the petty cash amount and total disbursements made are reviewed and a justification is prepared.
5. Fund disbursements are entered into the general ledger by expense category when the fund is replenished.

1204 Prepaid Items

Control Objective

To ensure proper accounting for prepaid expenses.

Major Controls

Internal Accounting Controls

- (i) Preparation and updating of an amortization schedule to reflect the incurring of expenses for prepaid items (e.g., prepaid insurance).
- (ii) Detailed prepaid expenses reconciled with the general ledger control account.

Procedures

1. Vendor invoices are reviewed by the Business Manager to identify all required prepayments.
2. For payment of prepaid items, the transaction is coded to reflect the appropriate portion of the payment representing the prepaid portion.
3. An amortization schedule is prepared to reflect the incurring of an expense for prepaid items.
4. A standard journal entry is prepared by the Business Manager or Staff Accountant, if applicable to record the monthly expense.
5. Reconciliation is performed on a monthly basis between the subsidiary ledger and the prepaid expense General Ledger control account.

1400 PAYROLL PROCEDURES

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, preparation of payroll, payroll payment, and payroll withholdings.

1401 Personnel Requirements

Control Objective

To ensure that the School hires only those employees—full or part-time—that it absolutely needs and exerts tight control over hiring new employees.

Major Controls

Payroll Policies

The School has adopted payroll policies for installing new employees on the payroll system and removing terminated employees from the system, as well as monitoring vacation and sick pay.

Procedures

New Employees

1. Requests for new employees are initiated by the School Director and compared with the approved annual personnel budget.

2. A *New Hire Form* is initiated when hiring a new employee. Included on this form are the job description, approved pay rate, and grant funding, if any. Information on this form is reviewed by the Business Manager and communicated to the outside payroll service provider, if applicable, or entered into in-house payroll software.
3. New employees complete an *Application for Employment*.
4. New employees complete an *IRS W-4 Form* and *I-9*.
5. A criminal background check is conducted on new employees and their BCI reports are placed in their employment files.
6. New employees are provided with information and enrollment forms for benefit programs, if eligible. Returned forms are forwarded to benefit providers and appropriate entries made into payroll software.

Vacation and Sick Pay

1. Employees accrue personal leave based on policy of Weilenmann School of Discovery.
2. Employees' earned personal leave balances are adjusted monthly to reflect vacation time earned and taken and reviewed by the School Director.
3. Personal leave taken is monitored against each employee's available sick time on an electronic spreadsheet and reviewed by the School Director.
4. Before personal leave is paid, an *Absence Request* is to be prepared by the employee, which is reviewed and approved by the School Director.
5. The Business Manager monitors personal leave by maintaining a log for each individual.
6. Unused personal leave is paid out to teachers at the end of the school year as established in policy.

Terminations

1. For each terminated employee, a *Termination Form* documenting the reasons for termination is completed and routed to the Business Manager for approval.
2. The approved *Termination Form* is communicated to the payroll service provider, and any benefits providers. If applicable, COBRA procedures are followed.
3. The approved *Termination Form* is maintained in the terminated employee's personnel file.

1402 Personnel Data

Control Objective

To calculate and record payroll data accurately and completely for all employees.

Major Controls

Internal Accounting Controls

- (i) A precise paper trail covering all transactions.
- (ii) Changes in personnel data approved by responsible officials.
- (iii) Separate payroll and personnel files periodically reviewed and reconciled.

Procedures

1. Changes to personnel data are initiated with a *Employee Status Change Form* when making changes in new hires, terminations, pay rate changes, or payroll deductions.
2. The Business Manager or the School Director authorizes any change to payroll data.
3. Authorized changes are communicated to the payroll service provider or entered into in-house payroll software.
4. A copy of the *Employee Status Change Form* is retained in the employee's personnel file.

1403 Timekeeping

Control Objective

To ensure that payment for salaries and wages is made in accordance with documented time records.

Major Controls

A. Timekeeping Policies

Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives.

B. Time Sheet

Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

C. Internal Reviews

The School personnel monitor the overall integrity of timekeeping.

D. Internal Accounting Controls

Reconciliation of hours charged on time sheets to attendance records.

Procedures

Time Sheet Preparation

1. Hourly and salary employees prepare time sheets on a monthly basis.
2. In preparing time sheets, employees:
 - (i) Enter hours in ink and sign the completed timekeeping record
 - (ii) Make all corrections in ink by crossing out the error and initialing the change.

- (iii) Submit the completed time sheet to the Administrative Assistant or Receptionist.

Approval and Collection of Time Sheets

1. Each employee's time sheet is collected by the Administrative Assistant or Receptionist on a monthly basis, which ensures all the timesheets are submitted in a timely manner. The Administrative Assistant or Office Manager forwards the timesheets to the School Director who reviews and approves them.
2. Authorized timesheets are collected by the Administrative Assistant or Receptionist and forwarded to the Business Office for processing.

Reconciliation of Payroll to Time Sheets

1. Hours shown on time sheets are reconciled to the hours recorded on the Payroll Register by the Business Manager for each time sheet period.

1404 Preparation of Payroll

Control Objective

To ensure that payment of salaries and wages is accurately calculated.

Major Controls

Internal Accounting Controls

- (i) Time records or contracts are periodically reconciled with payroll records.
- (ii) The responsibility for checking the accuracy of payroll calculations is separated from the responsibility for payroll preparation to the extent possible for the size of Weilenmann School of Discovery.

Procedures

1. The Administrative Assistant or Receptionist forwards approved time sheets to the Business Office.
2. The total time recorded on time sheets and the number of employees is calculated by the Business Manager.
3. Recorded hours from the time sheets are accumulated by the Business Manager and communicated to the payroll service provider or entered into in-house payroll software.
4. The payroll reports received from the payroll service provider are compared with time sheets, pay rates, payroll deductions, compensated absences etc., by the Business Manager.
5. The Business Manager verifies gross pay and payroll deductions.
6. The total hours and number of employees are compared with the totals in the Payroll Register by the Business Manager.

7. The Payroll Register is reviewed and approved by the Business Manager prior to forwarding of the payroll checks for signature to the School Director or Treasurer or submission to the outside payroll service.

1405 Payroll Payment

Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

Major Controls

Internal Accounting Controls

A complete audit trail on all payroll checks and direct deposit with authorizing signatures at each juncture is maintained.

Procedures

1. Checks and payroll register are forwarded to School Director or Treasurer for signature or submitted to the outside payroll service.
2. Payroll payments by check, direct deposit or cash are distributed by the School for forwarding to employees and payroll register is entered as an expense and filed.
3. The Business Manager controls and monitors all undelivered and uncashed payroll checks, respectively.
4. The payroll bank account is reconciled monthly by the Staff Accountant or Business Manager and reviewed by the School Director.

1406 Payroll Withholdings

Control Objective

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

Major Controls

A. Reconciliation of Payment and Payroll Withholdings

Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

B. Internal Accounting Controls

The payroll service provider or in-house payroll software calculates payroll withholdings, which are reviewed and verified by the Business Manager.

Procedures

1. The payroll service provider calculates payroll withholdings for each employee.

2. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the Business Manager.
3. The Business Manager reviews the accuracy and timeliness of payments made to third parties for payroll withholdings.
- 4.
5. Original withholding and benefit election forms, maintained in the employee file, are prepared by employee and reviewed and approved on a periodic basis by the Business Manager.

1500 PROPERTY AND EQUIPMENT (P&E) PROCEDURES

This section is organized into six parts: P&E acquisitions, record keeping over P&E, depreciation of P&E, inventory of P&E, disposal of P&E, and Government-furnished and School-acquired property and equipment.

1501 Property & Equipment Acquisitions

Control Objective

To control the acquisition of P&E and completely and accurately record fixed asset acquisitions in order to safeguard fixed assets from loss.

Major Controls

A. P&E Acquisitions Tied to Budget

All acquisitions of property and capital equipment are either designated in the approved budget, or subsequently approved by the Board of Directors.

B. P&E Acquisitions Based on Approved Requests

Official approval is obtained before a P & E purchase is made. This is performed by reviewing the *Purchase Requisition Form* prepared for the item.

C. Internal Accounting Controls

Fixed asset acquisitions are reconciled with capital expenditure authorizations.

Procedures

1. Capital budget requests are submitted annually for review and approval by the Board of Directors.
2. Authorization requests for the acquisition of fixed assets are reviewed against the capital budget and approved by the Business Manager, Treasurer, or School Director.
3. Each item of property and equipment received is identified and tagged in a visible area on the asset.
4. A copy of the *Purchase Order* for capital expenditures is entered into the fixed assets subsidiary or comparable worksheet for proper identification of all fixed assets.
5. Information on each tagged asset is entered in the fixed assets subsidiary or comparable worksheet.

1502 Recordkeeping Over Property & Equipment

Control Objective

To completely and accurately record fixed asset acquisitions, transfers, and dispositions on a current basis.

Major Controls

A. Capitalization Policies

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

B. Fixed Asset Classification

Fixed assets are accounted for by the following classifications: land, building, equipment, betterment, leasehold improvements, equipment, furniture, and computer hardware and software.

C. Complete Record of P&E Acquisition Costs

The fixed assets subsidiary ledger contains the full history of each capital asset acquired: original acquisition cost, and any costs incurred to prepare the asset for use.

Procedures

1. Asset acquisitions, transfers, and dispositions are entered in the fixed assets subsidiary ledger on a periodic basis.
2. The fixed assets subsidiary ledger is reconciled with the control account in the general ledger on a monthly basis. Any differences are analyzed and resolved by the Business Manager.

1503 Depreciation

Procedures

The School capitalizes all fixed assets when acquired, and records the historical cost of these items in the general ledger. In accordance with generally accepted accounting principles as they relate to special purpose business-type activity, government entities, under GASB 34, depreciation expense must be recorded in the general ledger. Weilenmann School of Discovery will use the straight-line method of depreciation over the assets useful life as determined as follow:

Computers	5 years
Office Equipment	5 years
Office Furniture	7 years
Leasehold Improvements	Useful life or life of lease, whichever is less
Building Improvements	20 years
Building	40 years

1504 Inventory of Property & Equipment

Control Objective

To ensure that all recorded assets exist and are in use.

Major Controls

Internal Accounting Controls

- (i) All property and equipment is tagged when received in accordance with policy.
- (ii) Physical inventories are performed annually.
- (iii) Differences between physical inventories and amounts recorded in the control account are analyzed and reconciled monthly.

Procedures

1. The Business Manager prepares a printout of recorded fixed assets by asset classification.
2. An inventory of fixed assets is taken annually.
3. The inventory of fixed assets is compared to the amounts recorded in the general ledger control account. Differences are investigated and resolved by the Business Manager monthly.

1505 Disposal of Property & Equipment

Control Objective

To ensure that assets no longer in use are disposed of in accordance with existing policies.

Major Controls

A. Disposal Policies

The School has adopted policies on the disposition of property and equipment.

B. Internal Accounting Controls

- (i) Use of fixed asset disposal authorization forms.
- (ii) Disposal or transfer of fixed assets only with proper authorization.
- (iv) Periodic count of fixed assets that is reconciled with fixed assets recorded in the control account in the general ledger.

Procedures

1. A determination is made by the school personnel as to the usefulness of a fixed asset.
2. An *Asset Disposal Form*, including a description of the asset, purpose for disposal and methodology of disposal is prepared with proper written authorization from the Business Manager.
3. The *Asset Disposal Form* is reviewed and signed by the School Director.

4. A copy of the *Asset Disposal Form* is routed to the Business Manager, who enters the dollar amount of the disposed fixed asset as a reduction in the fixed asset subsidiary ledger, and adjusts the control account in the general ledger. The treatment of any proceeds from the disposition, and the recognition of any gain or loss on sale of the disposed asset, is recorded in the general ledger.

1506 Property & Equipment Acquired Through Government Grants/Contracts

Control Objective

To assure that property and equipment are properly obtained, used, and managed during the performance of government grants or contracts.

Major Controls

A. Record keeping

The School maintains detailed records on all property and equipment.

B. Custody

All property and equipment, when not in use, is stored in a secure area.

C. Inventory

All property and equipment is inventoried.

Procedures

1. All property and equipment acquired through government grants or contracts are assigned tag numbers and properly identified with this number in the fixed asset subsidiary ledger.
2. On an annual basis, the Business Manager inventories all property and equipment and ensures that fixed assets are being used for the purpose intended.
3. If necessary, the School obtains approval from the appropriate government agency for the disposition property and equipment acquired through a government grant or contract, and the Business Manager authorizes the disposition as described in the previous section.

1600 ACCOUNTS PAYABLE PROCEDURES

This section is organized into three major parts: accounts payable, purchasing, and expense reimbursement.

1601 Accounts Payable

Control Objective

To ensure that invoices are accurately recorded on a timely basis for authorized purchases.

Major Control

A. Reconciliation of Accounts Payable Records

Reconciliation of source data, subsidiary ledger totals, and general ledger control accounts is performed periodically to ascertain the accuracy of accounts payable entries.

B. Internal Reviews

Internal reviews are conducted to determine if duplicate payments or overpayments exist.

Procedures

Voucher Preparation and Review of Voucher

1. Invoices are received by the Administrative Assistant or Office Manager, who forwards them to the School Director or designated personnel for approval.
2. Invoices are compared to the *Purchase Order* and the packing list.
3. The invoice is reviewed for:
 - (i) The nature, quality, and quantity of goods ordered and the related price
 - (ii) Accuracy of all arithmetic calculations and extensions
 - (iii) Allow ability of expenditure
 - (iv) Proper general ledger account and department coding
4. Approved invoices are forwarded to the Business Office.
5. The invoice is input into the general ledger through the accounts payable subsidiary ledger after it is reviewed by the Business Manager.
6. Checks are run on a weekly basis, and vendors are paid based on terms of the invoices, as recorded within the system. See Cash Disbursement section for issuing of checks.

Purchase Discounts

1. The Business Manager establishes all vendors within the accounting system upon initial use of the vendor.
2. The Business Manager reviews the invoice for any purchase discount date and ensures that the vendor file is established and properly capturing any discount allowed.

Reconciliation of Accounts Payable Records

1. The total balance in the accounts payable subsidiary ledger is reconciled with the general ledger control account monthly.
2. Debit balances in the accounts payable subsidiary ledger are resolved appropriately (e.g., an offset against other amounts due the vendor, requesting payment from the vendor, etc.)

1602 Purchasing

Control Objective

To ensure that goods and services are acquired at fair and reasonable prices and the highest personal standards of conduct are maintained in all relationships with vendors, suppliers, and subcontractors.

Major Controls

A. **Purchase Requirements**

The School has developed cost-effective and efficient purchase requirements in order to achieve full and open competition, meet delivery schedules, control inventory and material, and expedite purchases.

B. **Required Competition**

The School utilizes the following procurement guidelines:

Contracts under \$5,000 - The school uses sound business practices when procuring goods and services for amounts less than \$5,000.

Contracts from \$5,000 To \$50,000 - The school seeks price quotes from at least three vendors and awards the contract to the responsible vendor offering the supply or service needed for the lowest price with appropriate quality and in necessary timeframe.

Contracts greater than \$50,000 - The school conducts a formal advertised competition using sealed bids or proposals. An award is offered to the qualified bidder who meets the School's specifications and offers the lowest price.

Construction contracts – The school follows all state and federal guidelines inclusive of state public bidding laws.

C. **Selecting the Vendor**

The school selects the most responsive and responsible vendor to provide required materials and services, and promotes competition in order to obtain fair and reasonable prices.

D. **Internal Accounting Controls**

(i) Approval by the Board of Directors of purchases equal to or exceeding \$5,000 prior to contract/purchase order finalization.

(ii) Adoption of policy requires the reporting of unethical conduct to management and subsequent restitution of any gain resulting from such conduct.

Procedures

Purchase Requirements

1. After approval of the annual budget, the Business Manager reviews the school's needs to uncover patterns of orders, and opportunities for clustering orders, to achieve volume discounts.
2. In preparing purchase requisitions, the School Director or designee identifies minimum needs.

Processing Purchase Requisitions

1. *Purchase Requisitions* are forwarded to the Business Manager, who prepares a spreadsheet by vendor for the items requisitioned.
2. The *Purchase Requisitions* includes the following:
 - (i) A description of items ordered
 - (ii) A cost estimate
 - (iii) The required delivery information
 - (iv) A statement of the nature and purpose of the procurement
3. The Business Manager presents *Purchase Requisitions* to the School Director or Treasurer for review and approval.
4. Approved *Purchase Requisitions* are returned to the Business Manager.

Processing Purchase Orders

1. A *Purchase Order* is prepared by the Business Manager.
2. Before a *Purchase Order* is sent to a supplier, it is reviewed by the Business Manager for accuracy of the dates, account coding, quantities listed, and arithmetic extensions.
3. Two copies of the *Purchase Order* are prepared. One copy is forwarded to the vendor, and the other copy is filed alphabetically by vendor in the business office and entered in the *Purchase Order Log* by pre-assigned number to track outstanding commitments.

Obtaining Bids and Quotations

1. The Business Manager requests bids or quotations verbally on transactions not expected to exceed \$5,000, and in writing for transactions between \$5,000 and \$50,000. Purchases greater than \$50,000 will require formal bid requests and evaluation before *Purchase Order* is issued.
2. In evaluating bids received, the Business Manager performs and documents a cost or price analysis.

Negotiation and Award

1. Award may be made to other than the low bidder in circumstances where the higher bid demonstrates best value contracting procedures to the school. In such situations, the Business Manager shall prepare a justification statement for such awards, furnishing a brief explanation of the factors leading to such a decision.

1603 Expense Reimbursement

Control Objective

To ensure Weilenmann School of Discovery pays only for authorized business expenses.

Major Controls

A. Travel Policies

The School has adopted policies on travel reimbursement.

B. Employee Expense Reimbursement Documentation

Employees are required to obtain and furnish documentation for individual expenses and company credit card purchases.

C. Internal Accounting Controls

- (i) Justification for travel approved by School Director.
- (ii) Documentation for incurred employee expenses.
- (iii) Documentation and approval for company credit card purchase.

Procedures

Expense Advance or Reimbursement

- 1. Soon after traveling, but not exceeding 30 days, an employee who seeks reimbursement for authorized expenses completes a *Travel Report* detailing the expenses incurred and also attached supporting documentation.
- 2. All credit card purchases are supported by invoices in order to be reimbursed.
- 3. The employee's *Travel Report* and invoices are reviewed by the Business Manager and presented to the Treasurer for approval and signature of payment.

1700 OTHER LIABILITIES PROCEDURES

This section describes procedures for recognizing and recording accrued liabilities and deferred revenue.

1701 Accrued Liabilities

Control Objective

To accurately control and record accrued liabilities.

Major Controls

A. Maintaining an Accrual Register

To properly set up and monitor accrued liabilities and accrual accounts related to salaries and wages, vacation pay, and payroll taxes.

Procedures

- 1. An accrual subsidiary schedule is established and maintained by the Business Manager for each type of accrual.
- 2. The school records all accruals at fiscal year end, or when determined necessary by the Business Manger
- 3. A general journal entry is prepared at year-end to record all accruals and approved by the Business Manager and the independent auditor.

1800 MANAGEMENT REPORTING PROCEDURES

In this section, procedures are covered for supporting the annual budget, financial reporting, and tax compliance.

1801 Annual Budget

Control Objective

To effectively support the preparation of the annual budget and its periodic review.

Major Controls

A. Budget Process

The Board of Directors works with the School Director and Business Manager to prepare the annual operating and capital budgets and cash flow projection, with input from the School Director and Business Manager. The budgets and projection are submitted to the Board of Directors for approval.

B. Internal Accounting Controls

Accuracy and completeness of the budgets and projection

Procedures

1. In preparation of the annual operating and capital budgets and cash flow projection, the Business Manager prepares preliminary budgets and the projection for review by the School Director and Board of Directors.
2. To support the budgets and projection estimates, the Business Manager prepares current year-to-date financial data with projections of year-end totals.
3. The School Director and the Board of Directors review the budgets and projection submitted for completeness and reasonableness and makes any changes.
4. The Board of Directors approves and adopts the final budgets and projections.
5. The adopted budget totals are entered in the general ledger by the Business Manager for the new fiscal year, in order to prepare budget to actual reports.

1802 Financial Reporting

Control Objective

To ensure the accuracy, completeness, and timeliness of financial reporting to support decision-making.

Major Controls

A. Schedule

Monthly reports are prepared based on a pre-determined schedule.

B. Review and Approval

Financial reports are reviewed for accuracy and completeness.

C. Audit

The annual financial statements of the school are audited by a certified public accounting firm.

Procedures

1. The Business Manager prepares monthly budget vs. actual financial reports and cash flow projection for the Board of Directors meetings and for submission to the State Office of Education.
2. The school submits to an audit of its financial statements by a qualified certified public accounting firm.
3. The school shall submit the audited financial statements to the Office of the State Auditor and the State Office of Education October 1 statutory deadline.

1803 Payroll Tax Compliance

Control Objective

To accurately prepare and file required tax documents on a timely basis.

Major Controls

A. Preparation

Obtain a payroll service provider or in-house payroll software to assist in the preparation of periodic payroll tax filings.

B. Approval of Tax Returns

Payroll tax documents are reviewed and approved by the Business Manager.

Procedures

1. The School maintains a schedule of required filing due dates for:
 - (i) *IRS Form W-2* - Wage and Tax Statement.
 - (ii) *IRS Form W-3* - Transmittal of Income and Tax Statements.
 - (iii) *IRS Form 941* - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
 - (iv) *IRS Form 1099 MISC* (also *1099-DIV*, *1099-INT*, *1099-OID*) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
 - (v) Quarterly and annual state(s) unemployment tax return(s).
2. Before submission, all payroll tax documents and the supporting schedules are reviewed and approved by the Business Manager for accuracy and completeness.

8. Organizational Structure and Governing Body

Weilenmann School of Discovery is a Utah nonprofit corporation that was established in March of 2008 for the purpose of creating and operating the Weilenmann School of Discovery Charter School (See Articles of Incorporation, Section 9). WSoD will continue to operate in compliance with applicable law and in accordance with its bylaws, which have been adopted by its Board of Directors (the "Board").

COMPOSITION OF THE BOARD

The Board currently consists of seven individuals who have taken an active role in establishing the mission of, and business plan for, the WSoD, and in preparing the Charter School Application. As provided in the Bylaws, the Board is to consist of such number of directors as may be established from time to time by the Board, but in no event fewer than three directors. The authorized number of directors is currently set at seven, and the initial directors are expected to serve until the establishment of the school. Once the school is established, the Board will be expanded to nine members, and the members of the Board will constitute the Governing Board for the school. Members of the Board will generally serve for three year terms, subject to their earlier resignation or removal. To ensure continuity in leadership over time, once the school is established, the terms will be staggered so that one-third of the Board seats will come up for election each year, at the annual meeting of the Board.

Vacancies on the Board will be filled by a majority vote of the remaining members of the Board. A majority of the directors serving will constitute a quorum for the conduct of business. Upon the establishment of the Charter School, at least 25% of the positions on the Board shall be reserved for parents of students at the Charter School, with such positions to be filled as determined by the Board. Unless and until otherwise specified by the Board, one of the parent positions on the Board shall be filled by a vote of parents of students at the Charter School, and the remainder of such positions shall be filled by a vote of the directors already in office.

Pursuant to WSoD's Bylaws, the Board has appointed the following officers:

President and Chairperson -- Merry Fusselman
Treasurer -- Mike Weilenmann
Secretary -- Chris Anderson

RESPONSIBILITIES OF THE BOARD

The Board bears ultimate responsibility for the running of the school. Specifically, the responsibilities of the Board include the following:

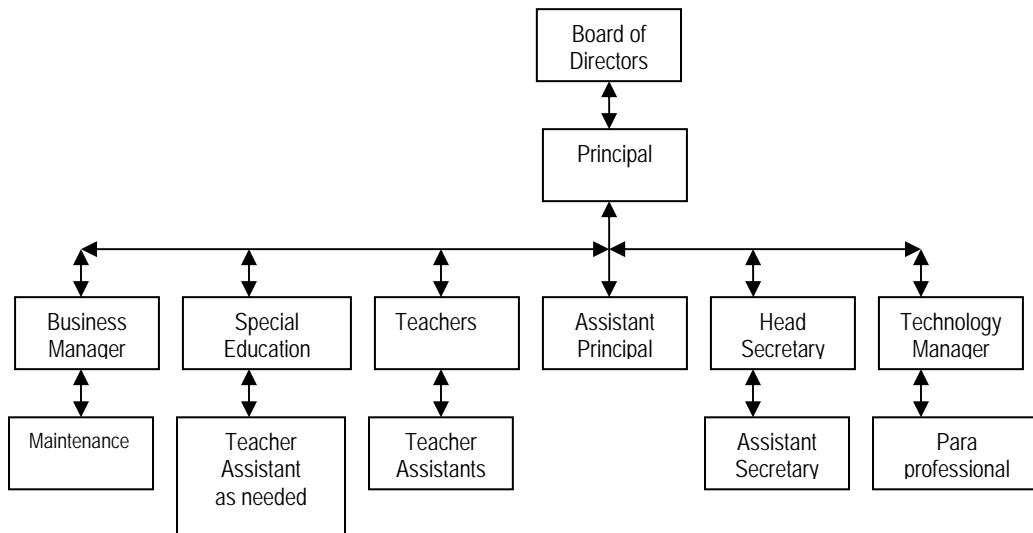
- Provide timely information to facilitate management responsibilities.
- Develop curriculum together with the principal.

- Handle student appeals or disciplinary issues with guidance from the principal
- Hire and evaluate the principal.
- Dismissal of employees, when necessary, with guidance from the principal.
- Formulate and monitor the budget and financial issues, with assistance from the Business Manager.
- Define school policy.
- Advance the school's purpose, vision and core policies.
- Form and assist where needed a parent organization.
- Other functions incidental to the operation and progress of the school.

The Board is to meet at least one per month, and may meet more frequently at its discretion. Meetings shall be conducted in accordance with the Bylaws and applicable Utah law.

Background information for current members of the Board are included in Section 10.

ORGANIZATIONAL FLOW CHART



**BYLAWS
OF
WEILENMANN SCHOOL OF DISCOVERY
(A Utah Nonprofit Corporation)**

**ARTICLE 1
PURPOSES**

Section 1.1. Purposes of Bylaws and Corporation. These Bylaws are adopted for the governance of WEILENMANN SCHOOL OF DISCOVERY, a Utah nonprofit corporation (herein referred to as the "Corporation"). The Corporation shall have the right to do and accomplish all things and engage in all lawful transactions that a nonprofit corporation organized under the laws of the State of Utah might do, accomplish, or engage in under the Utah Revised Nonprofit Corporation Act (the "Nonprofit Act"), subject to the restrictions, qualifications and limitations set forth in the Corporation's Articles of Incorporation (the "Articles") and these Bylaws, as they may be amended from time to time. The Corporation is organized and is to be operated exclusively for one or more charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), including those purposes referenced below and in the Articles.

Section 1.2. Specific Objectives and Purposes. Without limiting the generality of the foregoing, the specific objectives and purposes of the Corporation include the following:

- (a) to establish, operate, maintain, support and promote the Weilenmann School of Discovery, as a Utah public charter school, and to educate students in a manner consistent with the school's charter;
- (b) to conduct operations and utilize funds exclusively for educational and charitable purposes, consistent with all legal requirements;
- (c) to make distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code; and
- (d) solicit and receive contributions; purchase, own and sell real and personal property; make contracts; invest and spend corporate funds for corporate purposes; and engage in activity in furtherance of, incidental to, or connected with, any of the foregoing purposes.

**ARTICLE 2
OFFICES**

Section 2.1 Business Offices. The principal office of the Corporation shall initially be located at 1833 East 2050 North, Layton, Utah 84040. The Corporation's Board of Directors (the "**Board**") may change the principal office from time to time. The Corporation may have such other offices, either within or without the State of Utah, as the Board may designate or as the business of the Corporation may require from time to time.

Section 2.2 Registered Office. The registered office of the Corporation in the State of Utah may be, but need not be, identical with the principal office in the State of Utah, and the Board may change the address of the registered office from time to time. As of the adoption of these Bylaws, the registered office is the same as the principal office referenced above.

ARTICLE 3 MEMBERS

Section 3.1 Members and Voting. Until otherwise determined by an amendment of these Bylaws or by action of the Board of Directors, the Corporation shall have such classes of members (the “Members”) as may be determined from time to time by the Board of Directors. Members of each class shall meet such qualifications or criteria, and submit such documentation, as may be established from time to time by the Board. Whether each class of Members will have voting rights, and if so, the matters as to which such voting rights may be exercised, shall be determined from time to time by the Board, or by amendment to these Bylaws. Each voting Member shall have one vote on all matters which are properly presented for a vote of the voting Members. Voting Members may vote in person or by proxy, consistent with the provisions of the Nonprofit Act. The number of voting and nonvoting Members shall not be limited, except as may be otherwise determined from time to time by the Board. Any Members whose dues are delinquent for such period of time as may be set from time to time by the Board shall be dropped from membership, unless otherwise determined by the Board. At the time of adoption of these Bylaws, the Board has not taken any action to establish any classes of Members.

Section 3.2 Meetings and Actions. Meetings of voting Members, or of all Members with the voting Members entitled to vote on actions to be considered by the Members, may be held on an annual basis, or at such other times or intervals as the Board may from time to time determine to be appropriate, for the purpose of conducting such business as the Board or Members may deem appropriate, subject to the requirements of the Nonprofit Act and these Bylaws. The Board shall determine whether any class of Members shall vote on the election of any directors of the Corporation. Notice of meetings of the Members shall be provided in a manner consistent with the provisions of the Nonprofit Act. Action may also be taken by the Members without a meeting by written consent or by written ballot, as provided in the Nonprofit Act.

Section 3.3 Changes in Membership Provisions. The membership provisions of these Bylaws may be altered from time to time in accordance with the Nonprofit Act, the Articles and these Bylaws to provide for the designation of one or more classes of Members, and the qualifications, rights, limitations and members attaching to each or any class of Members.

ARTICLE 4 BOARD OF DIRECTORS

Section 4.1 Powers. The business and affairs of the Corporation shall be managed under the direction of the Board, which shall be vested with all powers, privileges and rights provided by the Nonprofit Act, will have the duties referenced therein, and will have final authority to establish and resolve all matters and questions of policy.

Section 4.2 Number, Term, Election and Qualification of Directors.

(a) Number. The number of directors to serve on the Board (the “Directors”) shall be specified from time to time by resolution of the Board, but shall not be less than three. As of the date of adoption of these Bylaws, and until changed by subsequent action of the Board, the number of Directors has been set at seven (with such number to increase to nine upon the establishment of the charter school which this Corporation has been organized to establish (the “Charter School”). No decrease in the number of Directors shall have the effect of shortening the term of any incumbent Director.

(b) Initial Terms; Staggered Terms. The initial directors of the Corporation shall serve until the establishment of the Charter School, or until their earlier resignation or removal. Upon the establishment of the Charter School, the total number of Directors shall be divided into three groups, with each group containing one-third of the total, as near as may be. From the time of establishment of the Charter School, all Directors shall be elected for terms of three years, and the terms will be staggered, so that approximately one-third of the Directors’ terms expire every year. At the time of establishment of the Charter School, one-third of the Directors will serve shortened, one-year terms, and another one-third of the Directors will serve shortened two-year terms, to establish the staggered arrangement. The final determination of which group each Director belongs to will be made by the vote of a majority of the Directors then serving (with each Director abstaining with respect to such Director’s own group assignment), or in the absence of such determination by the Board, then by designation of the President.]]

(c) Election. Directors shall be elected at each annual meeting of the directors (or, in the case any directors are to be elected by Members, then at the annual meeting of Members) (or at any special meeting specifically called for such purpose), to fill the positions on the Board held by those Directors whose terms have expired or are expiring. Vacancies on the Board may be filled at any time, as provided below.

(c) Qualifications. All directors to be elected shall meet such qualifications as may be prescribed for such Directors from time to time in the Articles, these Bylaws, the Nonprofit Act, or by the Board. Unless otherwise so determined, Directors need not be residents of the State of Utah. Upon the establishment of the Charter School, at least 25% of the positions on the Board shall be reserved for parents of students at the Charter School, with such position to be filled as determined by the Board. Unless and until otherwise specified by the Board, one of the parent positions on the Board shall be filled by a vote of parents of students at the Charter School, and the remainder of such positions shall be filled by a vote of the directors already in office.

(d) Removal; Resignation. Any Director may be removed at any time, with or without cause, by the affirmative vote of the other Directors then in office (or, at times when the Corporation has Members entitled to vote on the election of such Director, by a majority of the Members entitled to vote on the election of such Director) at any meeting specifically called for such purpose. Any Director may resign at any time by giving written notice to the other members of the Board, or to the Chair of the Board, or to the President of the Corporation. Resignations shall take effect upon delivery or at any subsequent time specified therein, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

(e) Vacancies. Vacancies on the Board, including vacancies created by an increase in the number of directors or from removal of a director, shall be filled by the affirmative vote of a majority of the Directors then serving, or by a majority of the voting Members, at any annual or special meeting of the Board or Members specifically called for such purpose. A Director elected to fill a vacancy shall be elected for the unexpired term of such Director’s predecessor in office (or

until the end of the term designated for the position being filled), and must meet the qualifications applicable to such position on the Board.

Section 4.3 Compensation. Directors shall not receive compensation for their services as such, although by resolution of the Board, the reasonable expenses of Directors incurred in attending meetings of the Board or of any committees of the Board may be reimbursed by the Corporation. Directors shall not be disqualified to receive reasonable compensation for services rendered to or for the benefit of the Corporation in any other capacity, as determined by the Board.

Section 4.4 Chair. A majority of the Directors serving on the Board may elect one of the Directors to serve as chair of the Board (the "Chair"). Such person shall hold such position until the next annual meeting of the Board and until his or her successor has been duly elected, or until his or her earlier death, resignation or removal. If the election of the Chair is not held at such meeting, or if such meeting is not held, such election may be held at any subsequent regular or special meeting. The Chair shall preside at meetings of the Board, and shall present, or cause to be presented, a report of the condition of the business of the Corporation at the annual meeting of the Board. The Chair shall perform such other duties as are incident to the position, are required by law, or are specified by the Board by resolution.

Section 4.5 Right of Inspection. Every director shall have the right at any reasonable time to inspect all the Corporation's books, records and documents of every kind.

Section 4.6 Committees. The Board may from time to time designate from among the Directors one or more committees, each of which, to the extent provided in any resolution of the Board establishing or defining the responsibility and authority of such committee, shall have and may exercise all of the authority of the Board, except as prohibited or restricted by the Nonprofit Act or these Bylaws. The authority and responsibilities of each committee, as well as its composition, shall be determined from time to time by the Board. The delegation of authority to any committee shall not operate to relieve the Board or any Director from any responsibility imposed by the Nonprofit Act. Rules governing procedures for meetings of any committee of the Board shall be established by the Board, or in the absence thereof, by the committee itself.

ARTICLE 5 MEETINGS

Section 5.1 Annual and Regular Meetings. An annual meeting of the Board, and other regular meetings of the Board, shall be held at such time and place as may be determined by the Board, or by the Chair of the Board or any two Directors.

Section 5.2 Special Meetings. Special meetings of the Board may be called by or at the request of the Chair of the Board or any two Directors. The person or persons authorized to call special meetings of the Board may fix any place, date and time for holding any special meeting of the Board called by them.

Section 5.3 Notice. Notice of each meeting of the Board, stating the place, day and hour of the meeting, shall be given to each Director at the Director's business or home address at

least five days prior thereto by mailing a written notice by first class, certified or registered mail, or at least two days prior thereto by personal delivery of written notice or by telephonic, facsimile, or e-mail notice (and the method of notice need not be the same as to each Director). If mailed, such notice shall be deemed to be given when deposited in the United States mail, with postage thereon prepaid. If transmitted by facsimile or e-mail, such notice shall be deemed to be given when the transmission is completed. Any Director may waive notice of any meeting before, at or after such meeting. The attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless otherwise required by these Bylaws, the Nonprofit Act or other applicable law.

Section 5.4 Quorum and Voting. A majority of the Directors then serving shall constitute a quorum for the transaction of business at any meeting of the Board, and the vote of a majority of the Directors present, participating and represented at a meeting at which a quorum is present shall be the act of the Board (subject to any requirements for the vote of a greater percentage of Directors, or for the vote of only disinterested directors as may be imposed by the Nonprofit Act, the Articles or these Bylaws). If a quorum is not present at a meeting, a majority of the Directors present, participating and represented may adjourn the meeting from time to time without further notice other than an announcement at the meeting, until a quorum shall be present. For purposes of determining a quorum with respect to a particular proposal, and for purposes of casting a vote for or against a particular proposal, a Director may be considered to be present at or participating in a meeting and to vote if the Director has granted a proxy meeting the requirements of Section 816(4) of the Nonprofit Act. At any meeting of the Board, each Director present, participating or represented at such meeting shall have one (1) vote on any matter.

Section 5.5 Action Without a Meeting. Any action required or permitted to be taken at a meeting of the Board or any committee of the Board may be taken without a meeting if all Directors entitled to vote with respect to the subject matter thereof take action in writing to either (i) vote for the action, or (ii) vote against or abstain from the action, but waive the right to demand that action not be taken without a meeting, in accordance with the requirements of Section 813 of the Nonprofit Act, and provided that the affirmative votes for the action equal or exceed the minimum number of votes that would be necessary to take the action at a meeting at which all of the Directors then in office were present and voted.

Section 5.6 Meetings by Telecommunication. Directors may participate in a meeting of the Board or any committee by means of conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other during the meeting. Such participation shall constitute presence at the meeting.

Section 5.7 Presumption of Assent. A Director who is present at a meeting of the Board at which action on any matter is taken shall be presumed to have assented to the action taken unless his or her dissent shall be entered in the minutes of the meeting or unless he or she shall file his or her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the

secretary of the Corporation immediately after the adjournment of the meeting. No Director may dissent regarding an action for which the Director voted in favor.

ARTICLE 6 OFFICERS

Section 6.1 Designated Officers; Qualifications. The officers of the Corporation (the "Officers") shall be a President, a Vice President, a Secretary and a Treasurer, each of whom shall be elected by the Board. The Board may also elect or appoint such other Officers, assistant Officers and agents, including an Executive Director, as the Board may consider necessary or appropriate. One person may simultaneously hold more than one office. Officers may, but need not be, Directors.

Section 6.2 Election and Term of Office. Officers shall be elected at each annual meeting of the Board, or at any other meeting of the Board when vacancies exist or occur. Unless otherwise determined by the Board, each Officer shall hold office for a term of one year, and until the Officer's successor shall have been elected and shall have qualified, or until the Officer's earlier death, resignation or removal. Election or appointment of an Officer shall not itself create any contract rights with the Corporation.

Section 6.3 Removal. Any Officer or agent may be removed by the Board whenever in its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

Section 6.4 Resignation; Vacancies. Any Officer may resign at any time, subject to any rights or obligations under any existing contracts between the Officer and the Corporation, by giving written notice to the Board, the Chair of the Board or the President. An Officer's resignation shall take effect at the time specified in such notice, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. A vacancy in any office, however occurring, may be filled by the Board for the unexpired portion of the term.

Section 6.5 Authority and Duties of Officers. The Officers shall have the authority and shall exercise the powers and perform the duties specified below and as may be additionally specified by the Board or these Bylaws, except that in any event each Officer shall exercise such powers and perform such duties as may be required by law.

(a) President. The President shall, subject to the direction and supervision of the Board: (i) be the chief executive and administrative officer of the Corporation with general responsibility for all day-to-day operations of the Corporation and control of its affairs and business and general supervision of its other Officers, agents and employees; (ii) propose, prepare and present to the Board specific programs and activities that will further the Corporation's purposes; (iii) direct and supervise the implementation of the orders, resolutions, programs and activities approved by the Board; and (iv) perform all other duties and responsibilities as may from time to time be assigned to the President by the Board. The President may be authorized to execute contracts on behalf of the Corporation.

(b) Vice-President. The Vice-President will assist the President in the conduct of the business of the Corporation, and shall perform such other duties as may be assigned by the Board

or delegated by the President. At the request of the President, or in the President's absence or inability to act, the Vice President shall perform the duties of the President.

(c) Secretary. The Secretary shall: (i) keep the minutes of meeting of the Board; (ii) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (iii) be custodian of the corporate records; and (iv) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the President or by the Board.

(d) Treasurer. The Treasurer shall: (i) be the principal financial and accounting officer of the Corporation and have the care and custody of all its funds, securities, evidences of indebtedness and other personal property and deposit and maintain the same in accordance with instructions of the Board; (ii) receive and give receipts and a quittances for moneys paid on account of the Corporation and pay out of the funds on hand all bills, payrolls and other just debts of the corporation of whatever nature upon maturity; (iii) keep complete books and records of account, prepare and file all local, state and federal tax returns and related documents, prescribe and maintain an adequate system of internal audit, and prepare and furnish to the President and the Board statements of account showing the financial position of the Corporation and the results of its operations; (iv) make such reports to the Board as the Board may from time to time request; and (v) perform all other duties incident to the office of Treasurer and such other duties as may from time to time be assigned to the Treasurer by the President or the Board.

Section 6.6 Compensation. The compensation of the Officers shall be fixed from time to time by the Board, and no Officer shall be prevented from receiving such compensation by reason of the fact that he or she is also a Director of the Corporation.

ARTICLE 7 INDEMNIFICATION

Section 7.1 Indemnification. To the full extent permitted by law, and subject to the requirements of the Nonprofit Act, the Corporation shall indemnify all Directors and Officers against all liability incurred by them in connection with the defense of any proceeding in which they are made a party by reason of being or having been a Director or Officer, except in relation to matters as to which they have failed to satisfy the applicable standards of conduct to be eligible for indemnification as set forth in Section 902 of the Nonprofit Act or any other applicable provision of law, and shall make such other indemnification arrangements (including advanced payment of expenses) as shall be authorized by the Board, consistent with the requirements of the Nonprofit Act and any other applicable legal requirements.

Section 7.2 Insurance. By action of the Board, notwithstanding any interest of the Directors in such action, the Corporation may, subject to the provisions of the Nonprofit Act and these Bylaws, purchase and maintain insurance, in such amounts as the Board may deem appropriate, on behalf of any persons indemnified hereunder, against any liability asserted against any such person and incurred by such person in the capacity of or arising out of such person's status as an agent, Officer or Director of the Corporation, whether or not the Corporation would have the power to indemnify such person against such liability.

Section 7.3 Limitation of Indemnification. Notwithstanding any other provision of these Bylaws, the Corporation shall neither indemnify any person nor purchase any insurance in any manner or to any extent that would jeopardize or be inconsistent with the qualification of the Corporation as an organization described in Section 501(c)(3) of the Code or would result in liability under Section 4941 of the Code.

ARTICLE 8 PROHIBITION AGAINST SHARING IN CORPORATE EARNINGS

No Director, Officer or employee of or person connected with the Corporation, or any other private individual shall receive at any time any of the net earnings or pecuniary profit from the operations of the Corporation, provided that this shall not prevent the payment to any such person of such reasonable compensation for services rendered to or for the Corporation in effecting any of its purposes as shall be fixed by the Board; and no such person or persons shall be entitled to share in the distribution of any of the corporate assets upon the dissolution of the Corporation. All directors of the Corporation shall be deemed to have expressly consented and agreed that upon such dissolution or winding up of the affairs of the Corporation, whether voluntary or involuntary, the assets of the Corporation, after all debts have been satisfied, then remaining in the hands of the Board shall be distributed, transferred, conveyed, delivered, and paid over, in such amounts as the Board may determine or as may be determined by a court of competent jurisdiction upon application of the Board, exclusively to charitable, religious, scientific, literary, or educational organizations which would then qualify under the provisions of Section 501(c)(3) of the Code and the regulations promulgated thereunder as they now exist or as they may hereafter be amended.

ARTICLE 9 LIMITATION ON LIABILITY

To the fullest extent permitted by the Act or any other applicable law as now in effect or as it may hereafter be amended, a Director of this Corporation shall not be personally liable to the Corporation for monetary damages for any acts or omissions in the performance of such person's duties as a Director. Neither any amendment to nor repeal of this Article, nor the adoption of any provision in these Articles inconsistent with this Article, shall eliminate or reduce the effect of this Article in respect of any matter occurring, or any cause of action, suit or claim that, but for this Article, would accrue or arise, prior to such amendment, repeal or adoption of an inconsistent provision.

ARTICLE 10 EXEMPT ACTIVITIES

Notwithstanding any other provision of these Bylaws, no Director, Officer, employee, or representative of this Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of Code and the regulations promulgated there under as they now exist or as they may

hereafter be amended, or by an organization contributions to which are deductible under Section 170(c)(2) of the Code and regulations as they now exist or as they may hereafter be amended.

ARTICLE 11 PRIVATE FOUNDATION

For such time as the Corporation is a private foundation, as defined in Section 509 of the Code:

(a) the Corporation will make distributions for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code;

(b) the Corporation will not engage in any action of self-dealing as defined in Section 4941(d) of the Code;

(c) the Corporation will not retain any excess business holdings as defined in Section 4943(c) of the Code;

(d) the Corporation will not make any investments in such manner as to subject it to taxation under Section 4944 of the Code; and

(e) the Corporation will not make any taxable expenditure as defined in Section 4945(d) of the Code.

ARTICLE 12 MISCELLANEOUS

Section 12.1. Account Books, Minutes, Etc. The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of the Board and committees of the Board.

Section 12.2. Designated Contributions. The Corporation may accept any designated contribution, grant, bequest or devise consistent with its general charitable and tax-exempt purposes, as set forth in the Articles and these Bylaws. As so limited, donor-designated contributions will be accepted for special funds, purposes or uses, and such designations generally will be honored. However, the Corporation shall reserve all right, title and interest in and to and control of such contributions, as well as full discretion as to the ultimate expenditure or distribution thereof in connection with any special fund, purpose or use. Further, the Corporation shall acquire and retain sufficient control over all donated funds (including designated contributions) to assure that such funds will be used to carry out the Corporation's tax-exempt purposes.

Section 12.3. Conflicts of Interest. If any person who is a Director or Officer is aware that the Corporation is about to enter into any business transaction directly or indirectly with such person, any member of that person's family, or any entity in which that person has any legal,

equitable or fiduciary interest or position, such person shall (a) immediately inform those charged with approving the transaction on behalf of the Corporation of such person's interest or position, (b) aid the persons charged with making the decision by disclosing any material facts within such person's knowledge that bear on the advisability of such transaction from the standpoint of the Corporation, and (c) not be entitled to vote on the decision to enter into such transaction. The Board is to adopt a comprehensive Conflicts of Interest Policy for the Corporation, with a copy to be maintained in the corporate records, and the Board is to review that policy on an annual basis.

Section 12.4. Loans to Directors and Officers Prohibited. No loans shall be made by the Corporation to any of its Directors or Officers. Any Director or Officer who assents to or participates in the making of any such loan shall be liable to the Corporation for the amount of such loan until it is repaid.

Section 12.5. References to Code. All references in these Bylaws to provisions of the Code are to the provisions of the Internal Revenue Code of 1986, as amended, and shall include the corresponding provisions of any subsequent federal tax laws.

Section 12.6. Amendments. The power to alter, amend or repeal these Bylaws and adopt new bylaws shall be vested in the Board

Section 12.7. Conflicts; Construction. Any discrepancies or conflicts between the provisions of the Nonprofit Act, the Articles and these Bylaws shall, unless otherwise provided, be resolved by giving priority first to the Nonprofit Act, second to the Articles and third to the Bylaws.

SECRETARY'S CERTIFICATE

I, THE UNDERSIGNED, being the secretary of Weilenmann School of Discovery, a Utah nonprofit corporation, do hereby certify the foregoing to be the Bylaws of such Corporation, as adopted by the Corporation's sole incorporator, effective as of the 24th day of March, 2008.



P. Christian Anderson, Secretary

9. Articles of Incorporation

Minutes of Public Meeting Relating to the Establishment of Weilenmann School of Discovery
March 21, 2008
4:00 p.m.

The following are the minutes of a publicly noticed meeting, held at the offices of Spy Hop, located at 511 West, 200 South, Suite 100, in Salt Lake City, Utah. The purpose of the meeting was to consider the establishment of a new charter school in the State of Utah. Those attending the meeting included Merry Fusselman, Mike Weilenmann, Rick Wray, and Chris Anderson.

The meeting participants considered the purposes of charter schools, which include the following:

Continue to improve student learning

Encourage the use of different and innovative teaching methods

Create new professional opportunities for educators what will allow them to actively participate in designing and implementing the learning at the school

Increase choice of learning opportunities for students

Establish new models of public schools and a new form of accountability for schools that emphasizes the measurement of learning outcomes and the creation of innovative measurement tools

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

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

The attendees considered perceived educational needs that might be met by the proposed new school, and how it could be established to address the statutory purposes for Utah charter schools.

Those in attendance at the meeting included children of Milton L. Weilenmann and of Virginia Weilenmann Anderson, and they expressed a desire to establish a school as a tribute and legacy to their Weilenmann ancestors. It was noted that the Weilenmann family prized academic excellence, fostered intellectual inquiry, creativity and discovery, celebrated involvement in, and appreciation for, the arts; and enjoyed a connection to nature. A discussion ensued as to how such traits and traditions could be applied to the proposed school. It was also noted that the unique property owned by the Weilenmann family in Parley's Canyon, Summit County, Utah, would provide a unique setting for the school, offering an opportunity for immediate access to the beauties of nature.

The experience and capabilities of Rick Wray and SpyHop were noted, and the attendees expressed a desire to incorporate the educational innovations and media arts programming developed by Mr. Wray and SpyHop into the new school's curriculum.

After discussion, Articles of incorporation prepared for the establishment of Weilenmann School of Discovery as a Utah nonprofit corporation (the "Corporation") were presented and approved, with Merry Fusselman to serve as the incorporator.

Organizational matters were also considered, to be implemented upon the formation of the Corporation, and it was proposed that the initial directors consist of Merry Fusselman, Mike Weilenmann, Becky Anderson, Rich Wray, Richard Simon, Matt Mateus and Chris Anderson, representing various backgrounds, including education, business, real estate development, and the law. It was also proposed that Merry Fusselman serve as the initial President of the Corporation, with Mike Weilenmann to serve as the initial Treasurer and Chris Anderson to serve as the initial Secretary.

Organizational issues regarding Board composition and terms, property development, school calendar and curriculum were discussed.

The attendees considered actions that would be required to prepare and submit a Utah Charter School application, and the responsibilities were allocated.

There being no further business, the meeting was adjourned.



Chris Anderson, Secretary of the Meeting

ARTICLES OF INCORPORATION OF
WEILENMANN SCHOOL OF DISCOVERY

(a Utah nonprofit corporation)

The undersigned, for the purpose of forming a nonprofit corporation under the Utah Revised Nonprofit Corporation Act (the "Nonprofit Act"), hereby adopts the following Articles of Incorporation and certifies as follows:

ARTICLE 1
CORPORATE NAME; DURATION

The name of the corporation is WEILENMANN SCHOOL OF DISCOVERY. The period of duration of the corporation is perpetual.

ARTICLE 2
PURPOSES AND POWERS

The corporation is organized and shall be operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future federal tax code (the "Code"). Without limiting the generality of the foregoing, the corporation is organized and shall operate for the following purposes:

- (a) To support and promote the establishment, operation and maintenance of the Weilenmann School of Discovery, a Utah public charter school, and to educate students in a manner consistent with the school's charter;
- (b) To receive and maintain a fund or funds of real or personal property, or both, and, subject to the restrictions and limitations hereinafter set forth, shall use and apply the whole or any part of the income there from and the principal thereof exclusively for educational or charitable purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code and Regulations promulgated there under as they now exist or as they may hereafter be amended;
- (c) To purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any activity in furtherance of, incidental to, or connected with, any of the other purposes enumerated herein;
- (d) To do such other things as are incidental to the purposes of the Weilenmann School of Discovery, or necessary or desirable in order to accomplish them;
- (e) To make distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code; and
- (f) To engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c) of the Code and are consistent with those powers described in the

Nonprofit Act.

The corporation shall have all powers necessary and incidental to carrying out the purposes for which the corporation is formed.

ARTICLE 3 LIMITATIONS

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its directors or officers or to other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 2 hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on (i) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (ii) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

ARTICLE 4 DISTRIBUTION OF ASSETS UPON DISSOLUTION

Upon the dissolution of the corporation, all of the corporation's assets remaining after payment of or provision for all of its liabilities shall be transferred to or distributed for one or more exempt organizations or purposes within the meaning of Section 501(c)(3) of the Code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by the district court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE 5 MEMBERS

The corporation shall have such classes of members as may from time to time be prescribed in its Bylaws. The designation and voting powers of each class, their manner of election or appointment, and the qualifications, rights, limitations and obligations attaching to each or any class of members shall be as from time to time stated in the Bylaws. Voting powers may be denied to any class either generally or in any limited way. The corporation shall not have or issue any shares of stock. However, the corporation may issue certificates evidencing membership therein, should the Bylaws at any time provide for one or more classes of members. No member which is not an exempt organization described in Section 501(c)(3) of the Code shall be entitled to share in or receive any part of the net earnings of the corporation, any distribution of net assets, or any proprietary interest in any of the corporation's property or assets. Each member shall be subject to the fees, dues and assessments, if any, as permitted by the Bylaws.

ARTICLE 6 DIRECTORS

All corporate powers shall be exercised by or under the authority of, and the business and affairs of the corporation shall be managed under the direction of, the Board of Directors, except as otherwise provided in the Nonprofit Act. The number of directors (which shall not be less than three), their classifications, if any, their terms of office, and the manner of their election, appointment or removal, as well as their rights, privileges and duties, shall be determined

according to applicable provisions of the Nonprofit Act and the Bylaws of the corporation from time to time in force.

ARTICLE 7

LIMITATION UPON LIABILITY OF DIRECTORS

To the fullest extent permitted by the Nonprofit Act or any other applicable law as now in effect or as it may hereafter be amended, a director of this corporation shall not be liable to the corporation or to its members for monetary damages for any action taken, or any failure to take any action, as a director.

ARTICLE 8

INDEMNIFICATION

To the fullest extent permitted by law, and subject to the requirements of the Nonprofit Act, the corporation shall indemnify all directors and officers of the corporation from and against all liability incurred in connection with any proceeding in which they are made a party by reason of being or having been a director or officer, except in relation to matters as to which they have failed to satisfy the applicable standards of conduct to be eligible for indemnification as set forth in the Nonprofit Act or any other applicable provisions of law, and shall make such indemnification in accordance with the requirements of the Nonprofit Act and other applicable legal requirements. The foregoing indemnification provisions may be clarified in the Bylaws of the corporation.

ARTICLE 9

BYLAWS

The Board of Directors may adopt, amend, repeal, alter and replace Bylaws for the corporation from time to time, and such Bylaws may contain any provision for managing the business and regulating the affairs of the corporation that are not inconsistent with the Act or other applicable law, or these Articles of Incorporation.

ARTICLE 10

INCORPORATOR

The name and street address of the incorporator are as follows:

Merry Fusselman:
1833 East 2050 North
Layton, Utah 84040

ARTICLE 11

REGISTERED AGENT AND OFFICE

The registered office of the corporation shall be initially located at 1833 East 2050 North Layton, Utah 84040. The initial registered agent of the corporation at that address shall be Merry Fusselman.

IN WITNESS WHEREOF, the undersigned hereby states that she has read the foregoing Articles of Incorporation, is familiar with the contents thereof, and verifies and affirms the truthfulness thereof.

Executed as of the 24th day of March, 2008.

INCORPORATOR:



Merry Fusselman

The undersigned hereby accepts and acknowledges appointment as the initial registered agent of the corporation, and confirms that she is a Utah resident having a business office identical with that of the registered office, and so meets the requirements of Section 501 of the Nonprofit Act.

REGISTERED AGENT:



Merry Fusselman

10. Background Information

MERRY CHRIS FUSSELMAN

ROLE ON BOARD: DIRECTOR/PRESIDENT

EMPLOYMENT HISTORY

Principal-Canyon Rim Academy	2007 to present
<i>460 k-6 students; first year charter school; uniting the Canyon Rim Academy board, faculty, and community; supporting teachers with effective professional development; creating a positive school culture.</i>	
Principal - Spectrum Academy	2006 to 2007
<i>K-8 charter school; 130 students; specializing in meeting the learning and social needs of children with high-functioning Asperger's and Autism.</i>	
Excel Education	2005 to 2006
<i>Director of School Operations, Consultant to five new charter schools – including: curriculum, assessment, human resources, charter school policy and procedure; writing grants and applications for new charter</i>	
Consultant, Feeder Schools Network	2005 to 2006
<i>Instructional Action Planning, Standards & Assessment Consultant to Schools</i>	
Principal – Orchard Elementary	2004-2005
<i>855 students k-6 faculty and staff of 67; Implemented a school-wide writing workshop and guided reading curriculum; Created a new technology lab; Improved technology instruction and integration; Consulted directly with Heidi-Hayes Jacobs on Curriculum Mapping</i>	
Elementary Supervisor – Research and Assessment Department	2003-2004
<i>Moved Davis School District along to becoming standards based; Implemented a standards based report card in 53 elementary schools; Wrote standards and scoring rubrics aligned with the Utah Core Curriculum; Evaluated data for schools; Trained faculties in assessment, rubrics, and teaching and assessing to standards; Interpreted No Child Left Behind data for schools; Consulted directly with Robert J. Marzano on standards, assessment, and grading</i>	
Principal – Holbrook Elementary	1999-2003
Administrative Intern – Centerville Junior High School	1998-1999
School Counselor – North Layton Junior High School	1993-1998
Fourth Grade Teacher – West Clinton Elementary School	1987-1993

EDUCATION HISTORY

M.Ed.	Educational Leadership and Administration	Brigham Young University
M.Ed.	Educational Counseling	University of Phoenix
B.S.	Elementary Education	Weber State University

STATEMENT OF INTENT

My intent in working towards creating Weilenmann School of Discovery is to unite with our talented board to build a school where learning is interesting and engaging, children are happy, and teachers are masters in their field. The persistent and effective work of Utah's charter leaders has opened the opportunity for creating WSoD. This school will progress from an application on paper to the first day when the students are welcomed into the Weilenmann School of Discovery. WSoD will be a unique, creative school built on land I love dedicated to family who are my inspiration.

MICHAEL LEE WEILENMANN

ROLE ON BOARD: DIRECTOR/TREASURER

EMPLOYMENT HISTORY

1998-Present	Licensed Utah Real Estate Broker Owner Weilenmann Investments
1990-1998	Real Estate Agent
1971-1998	Owned and operated several restaurants including: Seaman James Bartley Restaurant Hare Hallow Restaurant
Volunteer History	President South Valley Kiwanis – 1984 Candidate Utah State Legislature – Democrat

EDUCATION HISTORY

Licensed Real Estate Broker	
1971	BA in Political Science from the University of Utah With a certificate in International Relations and Spanish
1965	Graduated from Park City High School Student Body President

STATEMENT OF INTEREST

I have a strong desire to see a successful charter school in the Summit County area. Our family has strong ties to the land and culture of the area. As the father of eight children and the grandfather of 10, I understand the importance of education.

I hope to use my background in the restaurant and real estate business to provide a business perspective to the operation of the charter school.

CHRIS ANDERSON

ROLE BOARD: DIRECTOR/SECRETARY

EMPLOYMENT HISTORY

Chris Anderson is a partner in the Business and Finance Department of Ballard Spahr Andrews Ingersoll. Mr. Anderson is also a member of the Mergers and Acquisitions Group, Life Sciences/Technology Group, Securities Group, Private Equity Group and International Group. He practices primarily in the areas of business, securities, and international law.

Mr. Anderson has an extensive background in venture capital transactions for emerging growth companies and in the representation of high technology companies in the initial stage of development. He also represents more mature recapitalizations, mergers and other complex commercial transactions and agreements. Mr. Anderson assists clients in corporate structuring, establishment of commercial and strategic relationships, international expansion and franchising matters. Mr. Anderson is licensed to practice law in California, Utah, and speaks Spanish fluently.

Mr. Anderson is a member and past president of the International Section of the Utah State Bar, member and past president of the Securities Section of the Utah State Bar; member of the Business Law Section of the Utah State Bar; member of the American Bar Association; member of the California State Bar Association and served as chairman of the Utah Business Corporation Act Revision Committee at the time of drafting and adoption of the Utah Revised Business Corporation Act. He has also been recognized in the 2006, 2007, and 2008 editions of Chambers USA: America's Leading Lawyers for Business as "Leaders in Their Field" in the area of Corporate Business. Mr. Anderson was selected for The Best Lawyers in America 2008 in the Corporate Governance and Compliance Law, Corporate Law, Mergers & Acquisitions Law, Private Funds Law and Venture Capital Law area.

Mr. Anderson is a frequent analyst and advisor with respect to Utah business and business entity legislation. He is also a frequent lecturer on topics relating to the formation and financing of new businesses, venture capital investments, commercial transactions and director and officer responsibilities.

EDUCATION HISTORY

University of Utah, B.A.	1976
University of Utah College of Law, J.D.	1976

STATEMENT OF INTENT

I am committed to serve as a member of the Applicant's Board of Directors through the application process and until the establishment of the WSD. In that role, I expect to bring to bear my legal background and experience with other nonprofit organizations to advise the Applicant regarding (i) establishment of appropriate practices and procedures for the observance of best practices of corporate governance; (ii) compliance with legal requirements relating to the Applicant's nonprofit status; and (ii) operation of the school in conformity with laws and regulations applicable to the establishment and operation of charter schools in the State of Utah.

BECKY ANDERSON

ROLE ON BOARD: DIRECTOR

EMPLOYMENT HISTORY

1997-Present Counselor at Murray High in Murray School District Murray, Utah

- Department Chair for the Counseling Department (2007-2008)
- Individual Counseling, Academic Advising, Crisis Counseling
- Founding Director of the school wide TEAM program (Student Advisement)
- MHS Comprehensive Guidance Program and State Site Reviews
- College liaison with the Utah colleges
- Post-High School Tour / "College Day" for MHS seniors
- Registration and the SEOP process for all 10th-12th graders
- Organize and present evening programs for parents and parents

2000 – 2001 Utah School Counselor Association Board Member

- Director of annual fall USCA conference on BYU campus
- Director of 1st USCA scholarship golf tournament, "Chip in for Children"

1991 – 1997 Counselor at Hillcrest Junior High in Murray School District Murray, Utah

- Developed a state approved comprehensive guidance program
- Individual counseling, classroom presentations, district crisis team
- S.E.O.P. program, individual planning, academic advising, tracking

1979 – 1991 Teacher / Coach at Murray High in Murray School District Murray, Utah

- U.S. Studies, Honors U.S., Heroes in American History, Physical Ed.
- 14 years Women's Head Basketball Coach (1979-'86, 1988-'94)
- 10 years Women's Head Volleyball Coach (1979-'86, 1988, 2002)
- 2 years Women's Head Softball Coach (1990 & 1991)
- 1 year Assistant Head Softball Coach (1995)

EDUCATION HISTORY

1991 – 1993 Utah Secondary Counseling Certificate at University of Phoenix Murray, Utah

1987 – 1988 Master of Science at Illinois State University (American History) Normal, Illinois

- Granted one year sabbatical from Murray School District
- Graduate Assistant in History Department, Professor Champagne

1974 – 1979 Bachelor of Science at the University of Utah Salt Lake City, Utah

STATEMENT OF INTENT

Finishing my 29th year as a Utah educator, I am thrilled to be part of the Weilenmann School of Discovery. Nestled in the beauty of Summit Park, the WSoD, will be a model school based on an innovative curriculum and the most successful proven practices in education. The curriculum will include cutting edge media arts programming in the classroom and nature education programs outside the doors of the school in the surrounding countryside. It is our desire to create an environment where children feel they are loved, valuable and capable. Thinking outside of the traditional ways, the WSoD is being designed for children to enjoy learning.

RICHARD N. WRAY

ROLE ON BOARD: DIRECTOR

EMPLOYMENT HISTORY

Spy Hop Productions, Salt Lake City, UT. *Co-Founder and Executive Director*
September 1999 – Present

- Current Executive Director of the not-for-profit youth multimedia center that specializes in empowering youth K-12 through the multimedia arts
- Director and Founder of the Interactive Digital Education Academy (iDEA), a residential professional development initiative for K12 educators dedicated to integrating the media arts process into the core curriculum
- Designs and facilitates after-school and summertime programming in the fields of film/video production, sound engineering, and web programming and design
- Founder of the LocoMotion International Youth Film Festival celebrating the best teenage produced film from around the globe

Higher Ground Learning, Salt Lake City, UT. *Co-Founder and Chief Executive Officer*
October 1994-Present

- Co-Founded and Directed private educational center that offers creative multi-media workshops, test preparation courses, day school alternatives, and academic tutoring/mentoring for students K-12

CHOICE

(Center for Humanitarian Outreach and Intercultural Exchange), SLC, UT
Expedition Leader January 1996 - June 1996

- Participant in a three week health-care expedition to the village of Xalibe in Guatemala
- Office volunteer who helped coordinate world-wide humanitarian projects

SUWA (Southern Utah Wilderness Alliance), *Copywriter*
Salt Lake City, UT. October 1993-September 1994

- Researched and reported on wilderness preservation issues, particularly river conservation
- Participated in various grassroots office duties including data entry, membership drives, and mailings

People For Puget Sound, *Research Assistant*
Seattle, WA. September 1992-June 1993

- Conducted research on regional and national environmental justice concerns
- Published a community educational/activational manual that informed neighborhoods of potential dangers
- Aided in the organization of a regional conference that addressed environmental racism

EDUCATION HISTORY

Bachelor of Arts degree - Double major: Political Science and Environmental Studies

University of San Diego September 1989-June 1991

Member of USD Honors Program

National Freshman Honor Society, Phi Eta Sigma

University of Washington September 1991-June 1993

Cum Laude graduate

Phi Beta Kappa scholar

STATEMENT OF INTENT

My intent in regards to the creation and sustainability of the Weilenmann School of Discovery Charter School is to offer my professional perspective on innovative program and curriculum design, organizational development, and fundraising. I have spent the last 18 years, both locally and nationally, working with diverse student populations, K-12, in out-of-school and in-school settings. These roles have included various teaching and administrative positions. I am extremely committed to educational models that serve multiple learning styles in inspiring, experiential, intimate, environments of mutual respect.

RICHARD L. SIMON

ROLE ON BOARD: DIRECTOR

EMPLOYMENT HISTORY

I have designed and taught upper-division courses in meteorology at the university level. I have also prepared seminars in my professional area of concentration, which is wind energy meteorology.

I was the sole proprietor of a meteorological consulting company from 1983-2002, and since that time have been the Managing Director of a seven-person consulting company called V-Bar, LLC. During these 25 years, I have been in charge of all financial management: planning, invoicing, accounting, and bookkeeping. V-Bar currently has annual gross receipts of approximately \$1.5 million dollars.

EDUCATION HISTORY

Sierra High School, Whittier, California, September 1963-June 1967, received diploma with honors.

University of California Riverside/University of California Berkeley, September 1967-December 1973, received BA in Geography.

San Jose State University (California), September 1974-December 1976, received MS in Meteorology.

I was on the Board of Managers for the Marin YMCA in Marin County, California from 2005-2007, and served on the program committee and general committee. I helped review, shape and approve annual budgets of roughly \$6 million.

STATEMENT OF INTENT

In my long career as a consultant, I often have found myself in a teaching and educative role with my clients. The future of our country depends heavily on our success in educating our youth. I strongly believe that schools offering a solid curriculum taught with 21st century tools will be the best way to provide this quality education.

Based on my personal acquaintance with the Board, I am completely convinced that they will be able to provide exceptional educational opportunities to the students of the school. My background in business and consulting is well-suited to participate in these efforts. As a relatively new resident in Utah, I want to help make a difference to its citizens.

MATT MATEUS

ROLE ON BOARD: DIRECTOR

EMPLOYMENT HISTORY

- 2002-Present Programs Director at Spy Hop Productions
Previous positions at Spy Hop include:
Audio Apprenticeship Instructor
Alumni Media Studio Director
Loud and Clear Youth Radio Director
- 2004-2005 Built recording studios and taught recording at the Boys ad Girls Club of Midvale and Murray.
- 2003-2004 Academic tutor at Higher Ground Learning
Worked in one-on-one situations designing and implementing curriculum for students struggling in the public school system.

EDUCATION HISTORY

Attended the University of Utah pursuing degrees in Music Composition and Fine Arts.

STATEMENT OF INTENT

My interest in Weilenmann School of Discovery is based on my continued interest in providing young people with the skills needed to actively participate in the world today. I am committed to finding ways to empower youth to find their voices and learn to express themselves creatively.

11 a) Comprehensive Program of Instruction

MISSION

The Weilenmann School of Discovery promotes learning for *all* students by developing Master Teachers who design and articulate instruction aligned with core standards and authentic assessment infused with inquiry, innovative technologies & media, artistic expression, and the awe and beauty of nature and the world.

PHILOSOPHY

PROMOTES LEARNING FOR *ALL* STUDENTS

The mission and philosophy of Weilenmann School of Discovery centers on promoting learning for all students. Every decision made will have a positive effect on student learning. The methods of instruction will follow research and be developed to meet the learning needs of a diverse student population.

MASTER TEACHER

The “science of teaching” in the Weilenmann School of Discovery builds Master Teachers as defined in the Utah Professional Teacher Standards through mentoring and continuous professional development to promote student learning by:

- Developing effective teaching skills and strategies.
- Using multiple resources including texts and media in the content areas.
- Guiding students through Utah Core standards using constructivism, and inquiry based uncoverage of knowledge.
- Aligning learning goals with authentic assessment.
- Demonstrating mastery of concepts and CRT proficiency.

The Utah Professional Teacher Standards are a framework to guide teachers as they develop their practice. The standards are based on current research and expert advice pertaining to best teaching practice. Each standard contains specific elements of the teaching practice, but all of the standards are interrelated and work together to provide a complete picture of effective teaching practices to promote high quality student learning.

The five standards are:

1. Creating and maintaining a positive classroom environment that promotes student learning.
2. Planning curriculum and designing instruction to enhance student learning.
3. Engaging and supporting all students in learning.
4. Assessing and evaluating student learning.
5. Demonstrating professionalism to support student learning.

The standards promote student learning and enhance professional practice. Based on the research of best teaching practices, they define high quality teaching as the core of a successful education for all students. They focus on the learning and the achievement of all students. The Coleman and Jencks research on the impact schools have on student outcomes and learning found that “an individual teacher can have a powerful effect on her/his students.” The Social Studies Teacher Academy of Utah found in its studies from 2000 to 2003 that teachers feel confident and prepared to teach when infused with new ideas, philosophies, and skills to better

engage students in learning. Assessment data from these studies found that student achievement rose when students were engaged with teachers who were masters of their science.

Intense professional development and mentoring with Master Teachers will support teachers in planning curriculum, implementing strategies that increase learning, and using authentic assessments to evaluate learning, (e.g., Understanding by Design, Wiggins and McTighe, Classroom Instruction that Works, Marzano, Pickering, and Pollock).

"...the most important factor affecting student learning is the teacher...more can be done to improve education by improving the effectiveness of teachers than by any other single factor. Effective teachers appear to be effective with students of all achievement levels regardless of the level of heterogeneity in their classrooms (Wright et al., 1997)."

DESIGN AND ARTICULATE INSTRUCTION ALIGNED WITH CORE STANDARDS

The Utah Core standards are the scope and sequence of what students need to know and be able to do. The content areas are divided into standards and objectives that define what concepts should be taught at what level. The science of teaching is the ability to transform standards and objectives into meaningful learning experiences and inquiry based uncoverage of knowledge, skill and understanding. The teacher becomes the guide by constructing learning in a step fashion built through hands-on experiences, discussion, and reflection. The students then make meaning of ideas, instead of just receiving information. Plato taught that learning to understand is more akin to clarifying one's ideas than being taught facts. There is no "teaching for understanding." The student must come to understanding. True evidence of understanding is gathered through a variety of formal and informal assessments aligned to core standards during a unit or time of study.

"Any curriculum aiming for student understanding requires uncoverage of the material----inquiring into, around, and underneath content instead of simply covering it (Wiggins and McTighe, 1998,pg. 98)."

AUTHENTIC ASSESSMENT

Over the last decade, along with loud cries for school reform there has been an echoing scream to assess assessment. Three factors have played a significant role in the demand for assessment reform (Marzano et al 1993):

- A shift in educational priorities beyond the scope of traditional subject areas to encompass 21st century skills.
- A change in understanding of the relationship between assessment and teaching and learning
- A need for reporting systems to provide useful information regarding students' acquisition of knowledge or skills

These factors shine light on issues such as authentic, engaged student learning, equity and fairness, and the connection between the classroom and the "real world," deepening the conversation about meaningful assessment, and opening the door to new ways of thinking.

In contrast to traditional forms of assessment, performance-based assessment emphasizes the learners' demonstration of skill mastery of authentic understanding. These tools model challenging, project-based activities, allowing for a process of learning and a range of results rather than "one right answer."

Authentic assessment is defined by Jon Mueller as a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills

"Authentic Assessment includes engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field." -- Grant Wiggins

"Performance assessments call upon the examinee to demonstrate specific skills and competencies, that is, to apply the skills and knowledge they have mastered." -- Richard J. Stiggins

An authentic assessment usually includes a task for students to perform and a rubric by which their performance on the task will be evaluated.

Rubrics are a particularly effective means for evaluating performance tasks. Rubrics provide students with clear performance targets for agreed upon standards. This makes them a powerful tool for teaching and learning, offering the means to improve, support and promote student learning, by making teachers' expectations explicit and by showing students how to meet those expectations.

Rubrics do more than evaluate performance: rubrics afford students' opportunities for critical review and self-direction. When teachers and students use rubrics to guide their assessment, it increases the students' sense of responsibility and ownership, heightens their evaluative skills, and makes them a more thoughtful reviewer of the quality of their own work and that of their peers. It instills a process of critical review and reflection that becomes a part of the students' repertoire of skills.

"Experiences, in order to be educative, must lead out into an expanding world of subject matter... This condition is satisfied only as the educator views teaching and learning as a continuous process of reconstruction of experience. (Dewey, 1938, pp.82,87)."

INQUIRY

An old adage states: "Tell me and I forget, show me and I remember, involve me and I understand." The last part of this statement is the essence of inquiry-based learning. Inquiry implies involvement that leads to understanding. Furthermore, involvement in learning implies possessing skills and attitudes that permit students to seek resolutions to questions and issues while they construct new knowledge.

Memorizing facts and information is not the most important skill in today's world. Facts change, and information is readily available -- what's needed is an understanding of how to get and make sense of the mass of data. We gain understanding only to the degree we come to see connections and recognize patterns.

Weilenmann School of Discovery understands that schools need to go beyond data and information accumulation and move toward the generation of useful and applicable knowledge . . . a process supported by inquiry learning. In the past, our country's success depended on our supply of natural resources. Today, it depends upon a workforce that "works smarter."

Through the process of inquiry, individuals construct much of their understanding of the natural and human-designed worlds. Inquiry implies a "need or want to know" premise. Inquiry is not so much seeking the right answer -- because often there is none -- but rather seeking appropriate resolutions to questions and issues. For educators, inquiry implies emphasis on the development of inquiry skills and the nurturing of inquiring attitudes or habits of mind that will enable individuals to continue the quest for knowledge throughout life.

Content of core standards and subjects is very important, but as a means to an end, not as an end in itself. The knowledge base for disciplines is constantly expanding and changing. No one can ever learn everything, but everyone can better develop their skills and nurture the inquiring attitudes necessary to continue the generation and examination of knowledge throughout their lives. For modern education, the skills and the ability to continue learning should be the most important outcomes.

An outcome of inquiry should be useful knowledge about the natural and human-designed worlds. How are these worlds **organized**? How do they **change**? How do they **interrelate**? And how do we **communicate** about, within, and across these worlds? These broad concepts contain important issues and essential questions that students will face throughout their lives. Also, these concepts will help organize the content of the State Core standards to provide a relevant and cumulative framework for effective learning. An effective education will provide students with different ways of viewing the world, communicating about it, and successfully coping with the questions and issues of daily living.

While questioning and searching for answers are extremely important parts of inquiry, effectively generating knowledge from this questioning and searching is greatly aided by a conceptual context for learning. Just as students should not be focused only on content as the ultimate outcome of learning, neither should they be asking questions and searching for answers about minutiae. Well-designed inquiry-learning activities and interactions will be set in a conceptual context so as to help students accumulate knowledge as they progress from grade to grade. Inquiry at Weilenmann School of Discovery will be about a greater understanding of the world in which we live, learn, communicate, and work.

INNOVATIVE TECHNOLOGIES & MEDIA

In many U.S. settings students are connected to electronic media almost every waking moment of their lives. The means by which students can both consume and create electronic media are astounding, even in some of the simplest forms. From radio and TV to more recent forms of electronic media such as the internet, cell phones, and other hand-held devices a student can literally go through her or his day in constant connection with advertisers, friends, and even parents or educators through the ever-evolving forms of electronic media. Students are becoming quite adept at multi-tasking with various forms of electronic media. They can listen to their headphones while simultaneously playing a video game and talking on a cell phone.

Many forms of electronic media are used for delivering a barrage of advertising messages to youth. Radio and TV are packed with ads, as are web pages, movies, and even educational programming. But youth also use electronic media to create their own messages and express their own voices. Whether it is a simple text message to a friend, a hip-hop album recorded to a computer from home, or youth-produced film, youth are taking advantage of the accessibility of electronic media to communicate with others. Media production of any kind has never been more accessible and affordable. More and more youth are taking advantage of desktop digital editing programs or audio software to create videos and music and more and more schools are trying to keep up.

Two critical factors are relevant to this explosion of electronic media and its use by youth. First, many educators fear that despite attempts to keep up with computer technology and other forms of electronic media in the classroom, our schools are lagging behind in their instruction of and adaptation to global media technology. Second, that the identity of many contemporary youth is more and more tied to the electronic media they consume and create. These two concepts are linked together by educational theorist Henry Giroux who argues that educators must comprehend "the changing conditions of identity formation within electronically mediated cultures" in order to appreciate how a new generation of youth are existing and struggling with a modernist educational system based in a model of certainty and a globalized world of electronic technologies and hybrid identities. Giroux argues we better figure it out because democracy is at stake if we don't. Media educator Meghan McDermott likewise observes, "Every day, young people experience the world around them through media—movies, comic books, video games, iPods, blogs, television, cell phones, even billboards. They interpret these images and messages as a way to define themselves. Though they are sometimes aware of their choices, generally young people are passive consumers, rarely questioning the images and sounds around them" ("Critical Literacy: Using Media to Engage Youth in Inquiry, Production, Reflection, and Change").

Learning media production is one way, McDermott argues, that educational systems can better serve the learning needs of students saturated with electronic media and that students can develop critical literacy skills in order to better understand their world. "Like good literacy instruction," she asserts, "media production is a collaborative effort in which young people inquire, reflect, and apply their knowledge in order to connect with and negotiate the world. Critical literacy goes farther by engaging youth in making visible change: sparking a conversation, creating a new perspective, or using their video to educate communities and organizers."

In a similar vein, the Partnership for 21st Century Skills has identified a number of standards for student education based on the increasing challenges of educating students in a media-saturated world with growing global competition for jobs and goods:

- Information and Communication Skills:
 - Thinking and Problem-Solving Skills:
 - Interpersonal and Self-Directional Skills
 - Information and Communication Technology Literacy
 - Global Awareness
 - Civic Literacy
 - Financial, Economic, and Business Literacy
- (For a full report visit www.21stcenturyskills.org)

The Partnership for 21st Century Skills argues that it is critical that we implement these standards in public schools and help students develop these skills if we are to encourage robust civic engagement and keep a competitive edge in global economy. Weilenmann School of Discovery will use video production in the classroom as one effective way for students to develop these 21st Century learning skills. A video production curriculum hits every one of these skills, from media literacy to collaborative skills.

In producing documentaries, for example, students are exposed to real world challenges that require them to confront issues such as representations, identity, and ethics. Creating a documentary requires more than theoretical classroom discussions of such topics, but demands that students directly address ethical issues such as how to present a particular subject and what responsibility they have to a given subject. Documentary filmmaking engages students in research, writing, creative thinking, and collaborative group work and helps youth develop skills and techniques that will continue to serve them in their schoolwork and on the job as well. Students learn how to identify their audience, subject and purpose and how to create their pieces according to these criteria. Likewise, they learn how to deconstruct arguments, as well as how to create their own arguments. Ultimately documentary filmmaking helps students become more aware, more critical, more assertive, more creative, and more active. Video production inherently helps students develop media literacy skills. It is helpful, however, to make those connections explicit to the students so they can understand how the skills they are gaining are useful as they analyze any form of media.

ARTISTIC EXPRESSION

Artistic expression will unleash creativity. Authentic assessments will give students unlimited opportunities to demonstrate learning through a variety of mediums that interest and inspire creativity and discovery.

AWE AND BEAUTY OF NATURE AND THE WORLD

WSoD will be located on 11 acres of beautiful land in the Synderville Basin in Parley's Canyon where nature will inevitably stand out as an essential element for the education of children and the development of their creativity. One of the most often discussed reasons for connecting nature with children's education is its capacity to inspire and motivate learning through experiences of awe and beauty. In addition to stimulating interest, experiences of awe and beauty in nature have the capacity to give us insight about connections to something larger than ourselves.

The power of awe and beauty to change environmental attitudes is often underestimated. The more common method for changing attitude is to provide information about the imminent demise of the planet. Although such an approach has its place, facts without context of feeling can have a numbing effect on a person. David Abram (1996) refers to such an ironic lack of feeling among environmentalists as “conferencing to solve global environmental problems while oblivious to the moon rising about the rooftops.”

The beautiful and inspiring location of Weilenmann School of Discovery will be a backdrop for the mission and vision to develop and truly promote learning for all students.

METHODS OF INSTRUCTION

UNIT PLANNING

ENDURING UNDERSTANDING-ESSENTIAL QUESTIONS

An explanation of unit planning is relevant because the methods of instruction are imbedded within the unit design.

Teachers will create units of instruction aligned with State Core standards using the Backward Design Process which is a planning sequence for curriculum.

The Backwards Design Process has three stages:

1. Identify Desired Results

In this first stage, teachers will identify the Utah Core standards that will be taught, create learning goals and desired learning results.

Units and lessons will be structured around inquiry and essential questions. The questions will outline the scope and sequence, embrace the appropriate standards and lead to inquiry based uncoverage of understanding.

In planning each unit the teacher will answer the following questions:

What should students know, understand, and be able to do?

What is worthy of understanding?

What enduring understandings are desired?

Examples of essential questions are included in the lesson plan.

Research has proven that curriculum is remembered best when there is a focus on Essential Questions.

2. Determine Acceptable Evidence of Learning (Assessments)

How will we know if students have achieved the desired results and met the standards?

What will be acceptable evidence of student understanding and proficiency?

Teachers will plan a unit in terms of the collected assessment evidence needed to document and validate that the desired learning has been achieved. Evidence of

knowledge, skill and understanding will be gathered through a variety of formal, informal and authentic assessments during a unit of study.

Assessment will include observations and dialogues providing feedback of how students work in the classroom; alone and with others. One or more of the assessments will be authentic to empower a student to demonstrate what they know and understand about a concept. Authentic assessments will include Academic Prompts that are open-ended questions or problems that require the student to think critically, not just recall knowledge, and Performance Tasks and Projects that are complex challenges and mirror critical issues faced by the world. Quiz and test items will be used as simple, content-focused questions that allow students to relate factual information. Error analysis and reflection of assessments will allow students and teachers to find and change misconceptions, make learning goals, and improve on past teaching and learning.

3. Plan Learning Experiences and Instruction

With clearly identified learning goals (enduring understandings and essential questions) and appropriate assessments that will demonstrate evidence of skill, knowledge and understanding, teachers will plan instructional strategies that prepare students to successfully complete the assessment.

Note that teachers will address the specifics of instructional planning – choices about teaching methods, strategies, sequences of lessons, and resource materials – *after* identifying the desired results and assessments. Teaching is a means to an end. Having a clear goal helps educators to focus planning and guide purposeful action toward the intended learning results.

LANGUAGE ARTS

“Reading is the most important skill for success in school and society. Children who fail to learn to read will surely fail to reach their full potential.” – Hall & Moats, 1999

Teachers will know how to teach, assess, and re-teach children to read. WSoD will follow what research has identified and replicated pinpointing seven key factors that influence reading development in students, regardless of risk factors such as socioeconomic level or physical impairments:

1. Development of phonemic awareness and of the alphabetic principle (how print maps to speech)
2. Ability to decode words
3. Automaticity with enough words
4. Acquisition of vocabulary along with application of reading comprehension strategies
5. Extensive reading of both narrative and expository texts
6. Maintaining the motivation to read
7. Adequate teacher preparation and materials

WSoD will provide teachers with adequate training, preparation, and materials to effectively teach language arts. WSoD will choose texts, literature, media, and other resources that will aid students

in reading, inquiry and understanding. Grades K-3 will use a variety of texts and materials to learn to read and gain basic language arts and content concepts. Fourth through eighth grades will integrate language arts skills with science, social studies, the arts, and math. Teachers will couple the resources of multiple texts with teaching strategies to maximize student achievement. The textbook will be a resource for learning and will be *a book of uncoverage instead of a book of coverage*.

Math; Science; Social Studies; and all other subjects in the Utah State Core Curriculum will use a variety of resources and strategies to effectively teach children and youth. To clearly understand core standards students need to be able to see around and inquire about concepts from every angle. *One text or program or method does not allow students to achieve that level of understanding.*

TECHNOLOGIES AND MEDIA

SpyHop Productions will teach teachers an interactive, participatory approach to video production that involves students in generating and creating knowledge through discussions, peer critiques, and hands-on activities. SpyHop will use IDEA (Interactive Digital Education Academy) approach to learning video production that is interwoven with helping students develop critical literacy skills. The activities will support teachers and students in learning the skills and techniques of video production and develop critical thinking and analytical skills as they relate to both the production and consumption of media. Lesson activities will interrogate the processes and decisions involved in the filmmaking process. A central theme of the curriculum is that filmmaking is a process of making decisions and that those decisions are informed by points of view. The curriculum presents students with the tools to understand how that informs their own work as filmmakers, as well as to better read and analyze other media texts. WSoD teachers will know and understand how to integrate analytical, critical thinking, and inquiry skills, and video production. As WSoD progresses, other forms of technology and media will be integrated into the learning process. WSoD will purchase technology and media equipment progressively each year. The goal is to have one to one computers to students; smart boards, video, and other media equipment for every classroom. WSoD students will be media creators as well as consumers.

INQUIRY AND eMINTS INSTRUCTIONAL MODEL

(enhancing Missouri's Instructional Networked Teaching Strategies)

The eMINTS instructional model aligns with WSoD's mission to promote learning for *all* students by developing Master Teachers who design and articulate instruction aligned with core standards and authentic assessment infused with inquiry, innovative technologies & media, artistic expression, and the wonder and awe of nature and the world.

WSoD will provide the professional development for every teacher to be eMINTS trained to:

- **inspire educators** to use instructional strategies powered by technology
- **engage students** in the excitement of learning
- **enrich teaching** to dramatically improve student performance

eMINTS provides and supports:

Inquiry-based learning

One foundational piece of the eMINTS instructional model is using inquiry, constructivist approaches, using ways that cause students to ask and think about very deep questions.

High-quality lesson design

eMINTS believes that the best teaching and learning take place in classrooms where teachers have the opportunity to create the kinds of lessons that deeply engage students in meaningful content and meaningful inquiry.

Classroom community

Fundamental to eMINTS practice is the community of learners – not only within the classroom, but also among teachers and among trainers, as well as showing students how continuous life-long learning takes place in a community. eMINTS helps teachers and other participants learn the importance of building a community of learners where learners share, take risks, respect and push each other as they find their own best ways to learn and engage in deep content with one another.

Powered by technology

eMINTS integrates technology with inquiry-based learning and high-quality lessons to bring about true learning. Technology adds excitement and motivation for students and teachers to use web and web 2.0 tools to bring learning into classroom and help expand learning beyond the classroom walls.

Ongoing evaluation

Evaluation is woven throughout all the elements of the eMINTS instructional model. eMINTS helps teachers learn about all types of assessment and evaluation for themselves and their students. We pay attention to outcomes and results of eMINTS implementations – in individual classrooms and across the entire eMINTS national program. Critical to the eMINTS instructional model, continuous assessment drives instruction and creates better outcomes for teachers and students.

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- Wright, S. P., Horn, S.P. & Sanders, W.L., (1997), *Journal of Personnel Evaluation in Education*, 11,57-67.

11 b) Effectiveness Goals

Goal	Specific Objectives (What will be measured?)	Measurement Criteria (How you know it—means of measuring data, percent mastery, etc.)
1. Improve student learning	<p>1a. Students will exceed expected U-PASS competency scores.</p> <p>1. b. Students will read on grade level or above by 3rd grade.</p> <p>1. c. Students learning and understanding of Utah State Core Curriculum in language arts, math, science, and social studies standards will increase.</p>	<p>1. a. Iowa: The school will achieve an overall composite score of 90 or above by end of year 3 in third, fifth and eighth grade.</p> <p>CRT: The school will achieve minimum scores of English Language Arts: 90 Math: 80 Science: 80 by end of year 3.</p> <p>1. b. 90 % of 3rd grade students will be proficient in reading as reported on DIBELS assessment and IOWA reading test by year 3.</p> <p>1. c. Learning of Utah State Core Curriculum language arts, math, science and social studies standards will be assessed in a variety of ways using rubrics to measure learning. Students' rubric scores will increase to 3's and 4's for 85 % of the students by year 3.</p>

<p>4. All teachers develop and use an individualized Master Teacher Development Plan.</p>	<p>4.a. Teachers know and understand the <u>Utah Professional Teacher Standards and Continuum of Teacher Development</u></p> <p>4.b. Teachers set goals and benchmarks in at least two of the five Utah Professional Teacher Standards areas.</p> <p>4.c. Teachers will achieve their goals and benchmarks set with the Continuum of Teacher Development rating scale: Level 1-Basic to Emerging Level 2-Proficient to Master</p> <p>4.d. Teachers attend, participate, and implement professional development and complete assignments</p>	<p>4.a. 100% of teachers know and understand the <u>Utah Professional Teacher Standards and Continuum of Teacher Development</u> as evidenced by discussion with the principal, a signed agreement, and as demonstrated in the school and classroom.</p> <p>4.b. 100% of teachers have set goals and benchmarks in at least two of the five Utah Professional Teacher Standard areas.</p> <p>4.c. 100% of teachers will achieve their goals and benchmarks as determined by the principal and evidenced by observation, discussion, student work, etc. with the Continuum of Teacher Development rating scale: Level 1-Basic to Emerging Level 2-Proficient to Master</p> <p>4.d. 100% of teachers will attend and participate in professional development and complete assignments on time. 100% of teachers will implement professional development by the end of year 3.</p>
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<p>5. Teachers will plan and prepare for effective instruction, assessment, re-teaching and enrichment.</p>	<p>5.a. Teachers will curriculum map the Utah State Core curriculum standards using the curriculum mapping software provided by the school.</p> <p>5.b. Teachers will create units using the backwards design model.</p> <p>5. c. Teachers will use rubrics to assess learning and use the standards based gradebook to track learning and inform students and parents.</p>	<p>5.a. 100% of teachers will curriculum map the Utah State Core curriculum standards using the curriculum mapping software provided by the school by the end of year 2.</p> <p>5.b. 100% of teachers will create units using the backwards design model. Each year teachers' will set a goal with the principal for number of units to be completed that year.</p> <p>5.c. 100% of teachers will use rubrics to assess learning. 100% of teachers will use the standards based gradebook to track learning and inform students and parents.</p>
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11 c) Lesson plans

Integrated Language Arts and Social Studies Unit: 5th Grade

Language Arts Utah Core Curriculum:

- **4000-01 Oral Language**
 - 4050-0101 Develop language through listening and speaking
 - 4050-0102 Develop language through viewing media and presenting
- **4000-04 Phonics and Spelling**
 - 4050-0403 Spell words correctly—learn the spellings of irregular and difficult words
- **4000-06 Vocabulary**
 - 4050-0601 Learn new words through listening and reading widely—use a variety of grade level words from social studies
 - 4050-0602 Use multiple resources to learn new words by relating them to known words and/or concepts—determine gradients of meanings between related words and concepts
- **4000-07 Comprehension**
 - 4050-0702 Apply strategies to comprehend text—connections, questions, mental pictures, predictions, inferences, main idea, summarize, monitor and clarify understanding
 - 4050-0703 Recognize and use features of narrative and informational text
- **4000-08 Writing**
 - 4050-0801 Prepare to write by gathering and organizing information and ideas
 - 4050-0802 Compose a written draft
 - 4050-0803 Revise by elaborating and clarifying a written draft
 - 4050-0804 Edit written draft for conventions
 - 4050-0805 Use fluent and legible handwriting to communicate
 - 4050-0806 Write in different forms and genre—journal writing, writing to inform, writing to persuade

Social Studies Utah Core Curriculum:

- Fifth Grade Standard III: Students will understand the rights and responsibilities guaranteed in the United States Constitution and Bill of Rights
 - Objective 1: Assess the underlying principles of the US Constitution
 - Objective 2: Assess how the US Constitution has been amended and interpreted over time, and the impact these amendments have had on the rights and responsibilities of citizens of the United States.

Enduring Understanding:

Students will understand the rights and responsibilities guaranteed in the United States Constitution and Bill of Rights through development of language arts skills.

Essential Question #1: What are the factors involved with writing the Constitution?

Essential Question #2: What impact do the three branches have on the government?

Essential Question #3: How have traditions emerged from the Constitution?

Essential Question #4: How has the Constitution been amended and interpreted over time?

Essential Question #5: What impact does the Constitution have on people today?

Materials

Text: We the People

Shh!! We're Writing the Constitution ISBN #9780399214035

We the Kids by David Catrow

How the US Government Works by Syl Sobel

Uncle Sam and Old Glory ISBN # 9780689820434

<http://www.constitutioncenter.org/constitution/>

Poster of the writing process

Six-Trait Writing posters

Video clips to view street interviews (optional)

Storyboard template

Digital video cameras and optional accessories (microphones, tripod, lighting)

Computers and editing software

Scoring Rubrics

Enduring Understanding: Students will understand the rights and responsibilities guaranteed in the United States Constitution and Bill of Rights through development of language arts skills.

Hook: Vocabulary activity (constitution, confederation, preamble, legislative, executive, judicial, amendment, petition, assembly, check and balance)—require spelling and meaning

Use a synonym ladder to show gradients of meanings between related words

Read *Shh!! We're Writing the Constitution* ISBN #9780399214035
Use visualization to form mental pictures of the event.

Essential Question #1: What are the factors involved with writing the Constitution?

Assessment: Presentation on Constitution and notes taken during presentations

Learning Experiences:

- Expert/jigsaw: Primary documents used to develop the Constitution (Magna Carta, Iroquois Confederacy, Articles of Confederacy, Virginia Plan, Locke)
- List goals from the Preamble and make text-to-world connections with the goals
- Read *We the Kids* by David Catrow
- Use the text *We the People* to review features of informational text
- Constitution in an Hour—presentations by groups; note taking skills used by audience (Material will come from text *We the People*.) Encourage the development of the reading strategy Summarizing.
- Interactive activity with this website: <http://www.constitutioncenter.org/constitution/>

Essential Question #2: What impact do the three branches have on the government?

Assessment: Prepare a chart showing the three branches and how they check each other

Learning Experiences:

- Read *How the US Government Works* by Syl Sobel
- Predict the checks and balances of the three branches on current issues
- Prepare a chart showing the three branches and how they check each other

Essential Question #3: How have traditions emerged from the Constitution?

Assessment: Role- play different patriotic traditions

Learning Experiences:

- Read *Uncle Sam and Old Glory* ISBN # 9780689820434
- Discuss different patriotic traditions
- Assign students different traditions to present in a role-play

Essential Question #4: How has the Constitution been amended and interpreted over time?

Assessment: Write a persuasive letter to the Supreme Court about a current issue demonstrating an example of how the Constitution has been amended and interpreted over time.

Learning Experiences:

- List-group-label with amendments
- Create a song to list the amendments
- KQL about Supreme Court: What they Know, What Questions they have, What they Learned
- Expert/jigsaw: Justices of the Supreme Court
- Talk show: Take on one of the justices and infer what comments that justice would make based on previous opinions
- Write a persuasive letter to the Supreme Court about a current issue demonstrating an example of how the Constitution has been amended and interpreted over time.

Essential Question #5: What impact does the Constitution have on people today?

Assessment: Create a film of street interview video clips in response to the question: “What impact does the First Amendment to the Constitution have on you today?”

Learning Experiences:

- Brainstorm the impact of the First Amendment on people today.
- Discuss the concept of objectivity in journalism. What does it mean and why is it important? Can it be accomplished?
Resource – Concept of objectivity in journalism:
http://en.wikipedia.org/wiki/Objectivity_%28journalish%29
- Divide the class into small groups of three or four students. Each group will research current events related to the First Amendment. Make a list of citizens who will provide different points of view.
- If possible share some samples of street interview video clips. How are the shots framed? What do students like? What don't they like?
- Students will write a list of questions to ask citizens on the street, as well as local leaders. Be sure to get “both sides” during these interviews.
- Using the story board students, sketch out their film and identify what text, audio, and cover footage will be used. It might be necessary to get cover footage, or b-roll, from still images online, or other sources.
- Organize media in the appropriate folder for use in the film. Hint: To use images found on the internet, right click and save the image to the appropriate folder. Using your editing software, the image can be imported into your project. To use archived pictures or pictures in books, you can take the photo with a digital camera and import into the project. The pan and zoom effect works well for still images.
- Edit film, adding titles, credits, text, and sound.
- Screen each film for the class and discuss the objectivity of each piece, in addition to the issue covered. Consider opportunities for community screenings as well.

Assessment:

- Discussion
- Final product outcome
- Production Rubric
- Documentary Treatment Rubric
- Basic Technical Competency Rubric
- Cinematography Rubric
- Interviewing Rubric

11 d) Program of Instruction

MONITOR INSTRUCTION

The most important work of the principal as an instructional leader is to monitor instruction using a realistic and appropriate method. The principal will monitor instruction using formal and informal classroom observations, teacher discussions and reflection. The Utah Professional Teacher Standards will be the framework to guide, direct, and monitor instruction as teachers develop their practice to become Master Teachers.

The Utah Professional Teacher Standards Continuum of Development is organized as five standards:

1. Creating and maintaining a positive classroom environment that promotes student learning.
2. Planning curriculum and designing instruction to enhance student learning.
3. Engaging and supporting all students in learning.
4. Assessing and evaluating student learning.
5. Demonstrating professionalism to support student learning.

Each standard has specific objectives for meeting that standard on a continuum from basic, to emerging, to proficient; and to master teacher.

To monitor instruction and support teachers in their progression to Master Teacher the principal will:

Meet with each teacher to review the Utah Professional Teacher Standards and assess where the teacher is on the continuum of development – basic; emerging; proficient; master teacher -at the beginning of the school year. The teacher will set at least two goal(s) in developing effective instruction.

Visit classrooms regularly and give feedback for positives and suggestions.

Formally observe, evaluate, and meet with each teacher as soon as possible after an observation to discuss effective instruction, celebrate, provide feedback, reflect, and review goals.

Provide trainings, mentoring, and consultations to assist teachers in reaching their goals toward effective instruction.

Use faculty meetings as staff development.

UNDERSTAND CURRICULAR EMPHASIS AND EFFECTIVENESS GOALS

Teachers will understand the curricular emphasis and effectiveness goals of the mission of Weilenmann School of Discovery in designing and articulating instruction aligned with core standards and authentic assessment infused with inquiry, innovative technologies & media, artistic expression, and the awe and beauty of nature and the world. The purpose of the mission is to promote student learning. Student learning will be promoted by developing Master Teachers who know and understand the mission, vision, and specifics of the charter. It is the responsibility of the faculty to make the curricular emphasis and effectiveness goals of the charter a reality.

Every member of WSoD's faculty and staff will have a copy of the charter and participate in discussions facilitated by the principal. The mission statement will be posted in the office, faculty room, each classroom and

included in the faculty and staff handbook. The effectiveness goals will be posted in the faculty room and the faculty and staff handbook. Teachers will be accountable for the mission and effectiveness goals as they are reviewed, discussed and evaluated during faculty meetings, team leader meetings, grade level team meetings and evaluations. Professional development and faculty meetings will be aligned with implementing the mission and accomplishing the effectiveness goals.

TEACHERS WILL KNOW & EFFECTIVELY TEACH & ASSESS UTAH CORE STANDARDS

Every teacher will have a copy of the Utah Core standards and be provided time to review, discuss and understand what students need to know and be able to do in that grade level. Curriculum mapping and standards based reporting of student progress supported by technology will require teachers to know, teach, integrate, and assess the Utah Core standards.

CURRICULUM MAPPING

In August of each school year the Utah Core standards will be calendar mapped for the school year. Curriculum maps will be completed by grade level teams for a calendared scope and sequence of the Utah Core standards. Teachers will “begin with the end in mind” by knowing when each standard will be taught. This requires the teachers to *know* the Utah Core standards and objectives and to plan for time to teach what students need to know and be able to do in each subject for that grade level.

Curriculum mapping software will be used to facilitate the effective and efficient creation of curriculum maps. The Utah Core standards will be imbedded in the curriculum mapping software for easy access and accountability. The principal and teachers can view the curriculum maps on their computers for every class and grade level to plan for alignment and integration, and accountability. Teachers will know and understand the Utah Core standards due to the consistent planning, reviewing, and updating of what they are teaching as outlined in their maps.

The principal and teachers can monitor instruction as they review, discuss, and examine the Utah Core standards that were taught each month and reveal gaps, repetitions, and potential areas for integration of standards. Teachers will participate in training for curriculum mapping of Utah Core standards using the curriculum mapping software.

STANDARDS BASED REPORTING OF STUDENT PROGRESS OVER TIME

The standards-based report card is a real-time reflection of a student’s current comprehension and skill level, as prescribed by State Core standards.

Student progress on learning State Core standards will be assessed and reported using a rubric scale of 1-4 as research shows rubrics are effective for evaluating performance tasks. Rubrics provide students with clear performance targets for learning the Utah Core standards. This makes them a powerful tool for teaching and learning, offering the means to improve, support and promote student learning, by making

teachers’ expectations explicit and by showing students how to meet those expectations.

Rubrics evaluate performance and give students the opportunity to review their own learning. Teachers and students will use rubrics to evaluate each assessment. The students’ sense of responsibility and ownership for learning and evaluative skills will increase.

WSoD will use the Excelsior Pinnacle Reporting Program to report student progress toward mastery of Utah Core standards and objectives over time. Academic achievement will be the primary factor in reporting grades. The Utah Core standards will be imbedded into the reporting program to more accurately communicate student learning. As a standard is assessed and entered into the reporting program, the teacher will link the rubric score to that standard. Subject specific academic achievement on core standards will be reported separately from non-academic achievement such as effort, behavior, participation and attendance. Teachers will use assessments and student progress to drive instruction and make the all important professional decisions of re-teaching; guided practice; independent practice; and enrichment. The purpose of effective assessment is to provide teachers with feedback on the effectiveness of their instruction towards student learning. Then data gathered from student progress will accurately guide instruction.

The reporting program includes a Principal Viewer for efficient monitoring by the principal of the State Core standards taught by each teacher, how many times each standard has been assessed, and student progress towards learning each standard.

WSoD will disseminate information regarding student performance through weekly progress reports that will be emailed to parents as part of the Excelsior Pinnacle Reporting Program and report cards at the end of each trimester. If parents do not have access to e-mail a printed progress report will be sent home weekly.

11 e) Calendar and Master Schedule

Weilenmann School of Discovery 2010-2011 Year Calendar

Orientation Meeting for New Teachers	TBA
Teacher contract days	August 15-19
School Begins	August 23
School ends	June 10
HOLIDAYS & OTHER DAYS SCHOOL IS CLOSED FOR STUDENT'S	
Labor Day	September 6
Professional Development Day	September 13
Fall recess	TBD – 2 days
End of first trimester	November 15
Teacher Preparation Day	<u>November 16</u> 56 school days
Conferences Compensation	November 24
Thanksgiving	November 25-26
Winter Recess	December 20-January 2
Martin Luther King	January 17
Presidents Day (week)	February 21-25
End of second trimester	March 8
Teacher Preparation Day	<u>March 9</u> 62 school days
Prof. Dev. Day (make-up snow)	March 21
Conferences Compensation	April 4
Spring Break	April 18-22
Prof. Dev. Day (make-up snow)	May 16
Memorial Day (no school)	May 30
End of third trimester	<u>June 10</u> 62 school days = 180 school days
Parent Teacher Conferences	
Trimester 1	November 22 & 23
Trimester 2	March 13 & 14
IOWA – 3 rd & 5 th grades	September 20-24
DWA	March 1-5
IOWA - 3 rd grade reading	March 8-12
CRT Testing Window	Last week of March & first week of April

Master Schedule for Instruction:

Kindergarten

School begins a.m.	8:30
Literacy block	8:30-9:45
Recess	9:45-10:00
Math	10:00-10:30
Centers & specialty classes (Art, music, p.e., health, technology, library, science, social studies)	10:30-11:15
Closing	11:15-11:30
School ends M-Th	11:30
School ends Friday	10:30
School begins p.m.	12:15
Literacy block	12:15-1:30
Recess	1:30-1:45
Math	1:45-2:15
Centers & specialty classes (Art, music, p.e., health, technology, library, science, social studies)	2:15-3:00
Closing	3:00-3:15
School ends M-Th	3:15
School ends Friday	1:15

First – Sixth Grades

School begins	8:30 a.m.
Literacy block (literature block integrated with science and social studies content)	8:30-10:00 or 10:15 depending on a.m. recess time
1-3 Recess	10:00-10:15
4-6 Recess	10:15-10:30
Math	after recess until lunch
Lunch/recess	Begins at 11:30 with 1 st grade; grade levels go to lunch every 10 min. Each grade level has 40 minutes for lunch/recess
Specialty classes (Art, music, p.e., health, technology, library, science & SS projects)	after lunch/recess until school ends
1-3 recess	2:00-2:15
4-6 recess	2:15-2:30
School ends M-Th	3:15 p.m.
School ends Friday	1:15 p.m.

Seventh & Eighth Grades

School Begins 8:30 a.m.

4 – 45 min. rotations 8:30-12:15

Language Arts 2.0 units of credit

Mathematics 2.0 units of credit

Science 1.5 units of credit

Social Studies 1.5 units of credit

Lunch 12:15-1:00

3 - 45 min rotations 1:00-3:15

The Arts 1.0 units of credit (visual, music, dance, theatre-TBD)

Physical Ed 1.0 units of credit

Health .5 units of credit

CTE 1.0 units of credit (Career & Technical Ed, Life, Careers)

Ed Tech Optional

Library Media will be integrated into subject areas

School Ends 3:30 p.m.

11 f) Special Education

Weilenmann School of Discovery intends to exceed expectations in Special Education so every special education student receives the maximum opportunity to learn and discover.

IEP SPECIAL EDUCATION SERVICES

WSoD understands that in accordance with Utah law, any student with a disability who is eligible under Part B of the IDEA is entitled to Free Appropriate Public Education (FAPE). This education includes receiving special education and related services (as specified in the IEP) designed to meet the students' unique needs.

WSoD will:

- Provide direct, consultative, and related services as specified in the IEP
- Provide a continuum of special education services to serve all students with disabilities, regardless of severity.
- Ensure adequate qualified staff or contract providers are available to conduct evaluations and provide services as required by IDEA 2004 and Utah Special Education Rules.
- Serve all qualified students with disabilities, regardless of severity.
- Comply with all federal special education laws – IDEA 2004 and Special Education Rules.

WSoD will employ full-time and part-time special education teachers to meet the needs of every child who qualifies for special education including children with severe disabilities. While it is difficult to predict the precise number of special ed students, WSoD estimates that 10% of its student population will have special ed needs, and has projected its faculty needs and special education services accordingly. (See WSoD's Source of Funding Plan and Operational Budget, Section 5.) If the special education population exceeds 10% WSoD will draw resources from other areas (e.g., part-time aides, capital purchases, etc.) to ensure that WSoD meets all special education needs. Speech Therapist, Psychologist, and any other related service that is required to assess and deliver Special Education services will be provided by contracted professionals.

WSoD's Special Education Team, including the Principal, Special Education Teacher(s), Related Servers and the Regular Ed Teacher as needed, will coordinate and implement the Special Education program

The Principal will:

- Understand and ensure all Utah Special Education requirements are met.
- Serve as the Special Education LEA representative and be trained in all LEA procedures and policy.
- Attend Special Ed Director's Trainings offered by USOE.
- Have clear knowledge of IDEA 2004; Utah Special Education Rule; and records management (request, review, maintenance and transfer).

The Special Education Teacher(s) will:

- Be certified either mild/moderate or severe, licensed, experienced and trained to meet the learning needs of students with disabilities.
- Attend all monthly Special Ed trainings and round tables offered by USOE
- Have clear knowledge of and implement requirements of IDEA 2004 and Utah Special Education Rule, and records management (request, review, maintenance and transfer).

CHILD FIND PROCEDURES

- The Special Education Teacher and Principal will train faculty and staff (including volunteers) yearly in Child Find procedures including: identifying students who are at-risk, implementing interventions, gathering data, and referring students to Special Education for testing.
- The Special Education Team will meet weekly to discuss each referral with the classroom teacher.
- Parents will receive information explaining the Child Find process and resources in the WSoD registration packet.
- Parents will be encouraged to communicate with the classroom teacher and Principal if they have any concerns about their student's learning and education.

NEW REFERRALS

- Referrals will be responded to with immediacy, accuracy, and effective communication.
- Following signed parental consent, initial evaluations will be completed within the required 45 school days with a school goal of completion within 30 days.
- When testing is completed and data has been evaluated, the Special Education Team will meet with the parents to determine eligibility for Special Education.
- The Special Education Team will be aggressive in responding to referrals and will meet all Utah Special Education requirements.

FACILITIES

- All WSoD facilities will be ADA-compliant.
- Special Education will have a classroom for teaching, meeting, and completing paperwork. Additional space will be provided as needed.
- Special Education teachers will have the option to provide services in the student's regular ed classroom or the special ed classroom for individual or small groups depending on the least restrictive environment (LRE) in the IEP.

RECORDS

Special Education records will be requested, reviewed, maintained, and transferred following Utah Special Education Rule requirements. When a student with a current IEP is enrolled the records will be requested immediately. When the records are received by WSoD they will be reviewed immediately and a parent meeting will be scheduled as soon as possible. The records will be kept in a locked file cabinet in the Special Ed. Classroom. The file cabinet will have posted a list of people who have permission to access the files. Anyone who looks at a Special Ed file who name is not on the list will sign a form kept with each file. When a student transfers from WSoD, the school they are transferring to will be informed within a timely manner of and the students' Special Ed file will be mailed or delivered to the school.

The possibilities for discovery are available for every WSoD student!

12. Admission and Suspension/Expulsion Procedures

ADMISSION (including lottery plan)

Weilenmann School of Discovery will fill every classroom to the capacity of 24 students.

Admission to Weilenmann School of Discovery will not be limited based upon ethnicity, national origin, religion, gender, income level, disabling condition, or proficiency in the English language.

WSoD admission procedures will comply with IDEA 2004 and Civil Rights protections.

WSoD will admit all eligible students who submit a timely application, unless the number of applications exceeds the capacity of a class, grade level, or the school.

If the number of applications exceeds the capacity of a class, grade level, or the school, then students will be selected on a random basis through a lottery program.

WSoD will give preference to:

- A student of a parent who has actively participated in the development of the school
- Siblings of students presently enrolled in the school
- A student of a parent who is employed by the school

The children of founding members, staff and teachers enrolled at the school will not exceed 20% of the total population of the school.

WSoD admission procedures will meet state guidelines as outlined in 53A-1a-506(2)(b)(i and ii)

WSoD will actively advertise enrollment periods and dates online, through the newspaper, in public meetings, in notices in the public library and local store outlets, in distributed flyers, signs, and brochures, and through other means approved by the Board. All information will be written in Spanish also. WSoD will outreach to students with disabilities by informing families of the quality Special Education program that will be available. The outreach program will effectively communicate the choice of Weilenmann School of Discovery to all families within the boundaries of Park City School District and beyond.

*Students admitted to WSoD will enter a whole new world of **discovery!***

SUSPENSION/STUDENT EXPULSION

STUDENT BEHAVIOR

Weilenmann School of Discovery will create a positive, nurturing school culture for teaching, learning and discovery to occur. WSoD will provide the opportunity for every student to learn in an environment that is safe, conducive to the learning process, and free from unnecessary disruption. Before school begins the Principal and faculty will create positive school-wide behavior support by defining school procedures for the hallways, lunchroom, restrooms, recess etc. Grade level teams will create classroom procedures. All adults involved in the education of children at WSoD will be united in teaching and modeling school and classroom procedures. During the first 6 weeks, school and classroom procedures will be taught, modeled, practiced with guidance and then practiced independently. School-wide behavior support and classroom procedures will be communicated to parents through a student handbook to establish a clear set of guidelines and expectations for both students and parents.

Positive behavior and compliance to procedures will result from student motivation and engaged learning through inquiry, interests, and discovery for the majority of students. WSoD will establish a climate where appropriate behavior is the norm.

Some students will need more intense individualized support and intervention. These students will be identified through discipline referrals. A discipline referral may be issued for noncompliance, fighting, bullying, bad language, poor attitude, rebellion, disregard for school procedures or property, or similar incidents. When a student receives one to three discipline referrals (depending on the severity of the referral) the classroom teacher, principal and parent will meet to plan interventions to respond to the needs of the student. The interventions may include change in routine, physical arrangements, types of rewards or creating a behavior plan.

SUSPENSION

The emotional, moral, physical, and academic safety of each student will be protected. If a student is creating an unsafe environment the student may be suspended until safety is restored. When the principal deems it necessary to suspend a student the principal, parents and teacher will meet to discuss the reason for suspension, interventions to help the student, and the return to school. A suspension form will be completed and signed by principal, parents, teacher and student. When the student returns to school the principal, parents, teacher and student will meet to welcome the student back to school and review what needs to happen for a continued and effective education.

Upon acceptance of this charter, WSoD Board will approve a Safe Schools Policy in which suspension and expulsion procedures are within State and Federal law and clearly align with the mission.

EXPULSION

Expulsion is the dismissal from school attendance for more than 10 consecutive days. Expulsion may be used as a last resort when efforts to effect satisfactory adjustments have failed or due to the nature of the violation. Reinstatement procedures can be developed, taking into consideration the best interests of the school and the student. The IEP team will be involved in any disciplinary proceedings involving special education students.

MANDATORY EXPULSIONS

Mandatory expulsions will occur for the following offenses:

- Carrying, bringing using, possessing, or threatening the use of a deadly weapon. A deadly weapon includes, but is not limited to, a firearm, loaded or unloaded, a knife, a bludgeon, or any other weapon or instrument which, in the manner in which it is used or intended to be used, is capable of producing death or serious bodily injury.
- The sale (including the exchange, distribution or gift) of drugs or controlled substances, as defined by state law, including anabolic steroids and prescriptions drugs.
- The commission of an act, which, if committed by an adult would be robbery or assault as defined by law.

Note: The Principal will be responsible for understanding the legal requirements for discipline in relation to students with disabilities. In most cases behavioral expectations will be the same for all students at the school unless the behavior is a manifestation of a student's disability.

DISCIPLINE PROCEDURES FOR SPECIAL EDUCATION STUDENTS

If a special education student receives a discipline referral the student's IEP team, including the regular ed & special ed teachers, principal and parent will be informed.

The IEP team will assess the referral to determine the cause and consequences of the student's behavior. In determining whether behavior is a manifestation of a child's disability the relevant members of the IEP team and the parent must determine if the conduct was caused by or was in direct and substantial relationship to the child's disability or a direct result of the LEA's failure to implement the IEP.

When a student's behavior is a manifestation of a disability, the IEP team will conduct a Functional Behavior Analysis and develop a Behavior Intervention Plan and return the student to the placement from which he was removed, unless the parent and LEA agree to a change of placement as part of modifications to the Behavior Intervention Plan.

The IEP team will assess the data and decide how to best provide FAPE (free and appropriate public education). The student's IEP goals, services, and placement will continue.

WSoD can remove a child with a disability to an alternative educational setting for not more than 45 school days if the child has a weapon, drugs, or inflicts serious bodily injury upon another person at school but is will be required to provide services and a FAPE during that time. If the IEP team decides to suspend the student, the student will not be suspended for more than 10 school days during one school year.

Disciplinary measures for students with disabilities as defined under the Individuals with Disabilities Education Act (IDEA) will be followed in accordance with applicable current and future Utah State Office of Education and federal law (IDEA 2004) and/or rule.

WSoD will follow all policies and guidelines as required in Utah Sate Law (UCA 53A-11-901-909).

13. Procedures to Review Complaints

Weilenmann School of Discovery values and protects the trust parents have in choosing WSoD to educate their children. Effective and responsive communication between school and home is vital to the success of the school. The Board encourages active parent participation, and will facilitate parents being empowered to voice their opinions, volunteer in and out of the classroom, and work as a team to provide the best education for our child(ren).

In response to concerns with a teacher or staff member of WSoD the following steps will be followed:

1. Items involving teachers, staff members or principal should first be addressed with the individual(s) directly involved.
2. If the issue is not resolved at this level, you may address your concern with the principal.
3. If the issue remains unresolved, or the specific issue concerns the principal, a *written complaint may be filed with the Board of Directors.

In response to concerns with a policy, procedure or practice at WSoD, the following avenues of expression are available:

1. Contact the following individuals for directions regarding who to contact:
Board of Trustee Members and/or Principal:
 - a. If the concern is directly related to administrative practices or procedures, you may address your concern directly with the Principal.
 - b. If your concern deals with school policy, you may address the board in a formal Board of Directors meeting during the "public comment" portion.
You may also request to be added to the meeting agenda by contacting the president of the Board of Directors 3 working days prior to the scheduled meeting date. It is important to note that the Board President has discretion over the Board Meeting Agenda items.

In response to feeling you or your child has been treated unfairly, discriminated against, or treated in a manner that is in violation of state or federal law:

1. You may file a *written complaint with the principal, and if you wish, make an appointment to discuss the issue.
2. You may file a *written complaint with the Board of Directors.
3. You are welcome to attend the Board of Directors' Meeting and have the issue addressed during a regularly scheduled public comment period.

Written complaints shall specify the individual(s) involved, details of the incident(s) spurring the complaint, including dates and approximate times, and details of an attempt to rectify the situation.

For complaints of parents of students served under section 504 or the Individuals with Disabilities Education Act:

WSoD will use the procedures, as specified by state law, outlined at www.schools.utah.gov/sars/lawsregs/dispute.htm

PROBLEM SOLVING RESOLUTION FACILITATION

Parents of students served under section 504 or IDEA can meet with the IEP team to resolve a complaint or disagreement at any time. The issues of disagreement must be specified and how they violate 504 or IDEA described. The problem will be resolved in a timely manner.

STATE (FORMAL) COMPLAINT

A formal complaint can be filed with the principal and copied to the Utah State Office of Education State Director of Special Education. The IEP team will meet with parents. The alleged violations of IDEA with respect to an individual student and proposed solutions to the problem will be discussed. WSoD has 30 days to investigate and write a decision. Parents may appeal the decision to USOE within 10 days of the school decision if they disagree. USOE will complete an independent investigation before 60 days, unless parties agree to extend for some significant reason.

MEDIATION

The principal will make mediation available at any time to resolve disputes involving any matter for parents of students served under section 504 or IDEA. Any party may request mediation at any time during the IDEA process. The complaint will be filed with the principal and copied to USOE State Director of Special Education describing the problem and alleged violations of IDEA and proposed solutions to the problems. USOE will assign a mediator and absorb the costs of the mediation sessions. The principal will establish a procedure that provides parents the opportunity to meet with a disinterested party when they choose not to use the mediation process.

DUE PROCESS

Resolution of issues in a due processing hearing request resulting from mediation will be contained in a legally binding agreement that specifies that all discussions are confidential, may not be used as evidence in subsequent proceedings, is signed by both the parent and LEA, and is enforceable in any court.

Upon a request for due process hearing the LEA must convene a resolution session with the parents and the relevant members of the IEP team in an attempt to resolve the issues in dispute unless the parents and LEA agree in writing to waive such a session or agree to use the mediation process. If the due process issues are not resolved to the satisfaction of the parents within 30 days, the due process hearing timeline commences.

Either the parent or public agency may request a due process hearing with respect to identification, evaluation, or placement or the provision of FAPE provided the alleged violation occurred not more than two years before the date of the complaint.

The statute of limitations does not apply if the parent was prevented from requesting a hearing.

Notice of a due process request must be provided to all parties concerned and a copy forwarded to the SEA. The law contains specific requirements for the content of the notice, and it will be considered sufficient unless the party receiving the notice notifies the hearing officer in writing. The notice will not be altered to raise additional issues later unless both parties agree otherwise. Separate issues require separate due process filings.

Additional qualifications for due process hearing officers in terms of knowledge and abilities are specified under the law.

Hearing officer decisions must be made on substantive determination of whether the child received FAPE, unless a procedural inadequacy impeded the child's right to free and appropriate public education or significantly impeded the parents' opportunity to participate in the decision making process.

Either party in a due process hearing has 90 days from the date of the hearing officers' decision to bring a civil action.

The court may award reasonable attorney's fees to a prevailing party if a request for a due process hearing is frivolous, unreasonable, or without foundation or if an attorney continues to litigate after litigation became frivolous or without foundation or if the action was presented for any improper purpose.

14. Opportunities for Parental Involvement

PARENTAL INVOLVEMENT

Weilenmann School of Discovery embraces parent involvement as the energy and passion that propels a positive culture. One reason parents will choose WSoD is for the increased opportunity to be involved in influencing school practices and decisions in an effort to create an exceptional educational experience for their children. WSoD appeals to parents, as the goal to infuse learning with inquiry, innovative technologies & media, artistic expression, and the wonder and awe of nature and the world.

Parent involvement will be essential to the success of the school.

Children need to know and feel unity and connection between school and home. At WSoD our goal is 100% voluntary parental involvement at home and/or school. This could include reading each night with their child, reviewing homework, communicating about learning and school events, maintaining contact with the teacher, or volunteering in some way at the school. All parents will be encouraged to be actively involved in their child's education.

Examples of how parents can be involved:

- Assist in child's classroom with learning projects.
- Lead or participate in an enhancement subject – art, music, computers, etc.
- Extend learning by helping to arrange experiences in the community.
- Increase financial resources available to the school.
- Participate in helping to inform parents through n
- Newsletters, calling trees, website, etc.
- Assist with special productions or assemblies.
- Provide additional adult supervision on field trips, on the playground or in the lunchroom.
- Assist classroom teachers by making copies, tutoring students, or providing services at home.
- Provide help in the office, library, or computer lab.
- Solicit and coordinate local business cooperation and support.
- Serve in WSoD's Parent Organization (see below)
- Supervise extra-curricular activities

Examples of how parents will influence the management of WSoD:

- 25% of the Board of Director's will be parents of students attending WSoD
- Plan and enforce the drop-off and pick-up procedures
- Serve on board sub-committees
- Join the Parent Organization
- Attend public Board meetings and stay informed
- Complete yearly surveys and provide ongoing input that guides change and improvement

THE PARENT ORGANIZATION

WSoD's Parent Organization will consist of all parent or guardians of the students enrolled at the school that choose to join the organization. The Parent Organization will be authorized to elect a president, a president-elect, two or more vice-presidents, a secretary, and a treasurer, who together will comprise the governing board of the Parent Organization (the "Parent Organization Board"). Each family will be entitled to one vote for each position. Every member of the Parent Organization shall serve a one-year term or a two-year term that expires on the last day of school. The Parent Organization Board will be entitled to create additional positions within the Parent Organization, and those who agree to serve will be appointed by the Parent Organization Board.

The responsibilities of the Parent Organization include, but are not limited to the following:

- Complete tasks requested by the Governing Board
- Act as liaison between parents and administration
- Coordinate volunteer efforts at the school
- Create subcommittees to complete tasks as needed
- Conduct fundraising to support Parent Organization activities

The Parent Organization will meet at least once a year to elect officers and handle necessary business, but may call additional meetings if needed. Information will be provided to members of the Parent Organization through the Parent Organization Board.

COMMUNICATION WITH PARENTS

Communication between school staff and parents is vital to WSoD's success. WSoD will have an open-door policy for parents. Subject to state and federal laws, parents are welcome to visit the school or classroom. Parent visits should not disturb the teacher or the students. It is suggested that an appointment be scheduled with the teacher, however one is not required. Parents who abuse this privilege or who become a nuisance will be asked to schedule time for visits.

Parents will be informed of opportunities to be involved at WSoD in various ways. Parents will receive a monthly newsletter from WSoD and a weekly newsletter from the teacher. Each teacher will be accessible to parents through personal contact, email or telephone. WSoD will establish and maintain a school website where parents can get current information and view a school calendar. Parents will be encouraged to provide email addresses to receive school information electronically.

*Listening and responding to parents will influence WSoD to **discover** the possibilities!*

15. Educator Qualifications

TEACHER QUALIFICATIONS

Weilenmann School of Discovery will invest whatever time and effort is needed to assure that every classroom is led by a highly qualified effective teacher. WSoD understands the importance of hiring teachers who understand the mission and vision and have the skills and desire to make it happen. Student learning, engagement, and discovery will be in direct alignment with the teacher's ability to open their minds and hearts to the learning process.

WSoD will recruit applicants for teaching positions possessing the following skills and/or experience.

- Positive attitude and excitement about children, teaching, and learning.
- Successful teaching or student teaching experience.
- Knowledge and application of pedagogy.
- Understanding of unit design, teaching strategies, assessment and differentiation.
- Teacher with-it-ness – the ability to manage behavior, set expectations, teach procedures, and know what is happening with all students in the classroom.
- Knowledge of technology and media integration.
- Desire to use media, inquiry and discovery as the mediums for learning.
- Incredible people skills.
- Effective communicator, collaborator, organizer and team player.

WSoD will use the Utah Professional Teacher Standards as the teacher guide for promoting student learning and enhancing professional practice. The standards define **high quality teaching** as the core of a successful education for all students.

- Creating and maintaining a positive classroom environment that promotes student learning.
- Planning curriculum and designing instruction to enhance student learning.
- Engaging and supporting all student in learning
- Assessing and evaluating student learning.
- Demonstrating professionalism to support student learning.

WSoD will need the following certified and licensed level 1, 2, or 3 classroom teachers:

2010-2011 – 20 k-6; Elementary Ed certified

2011-2012 – 22 k-6; Elementary Ed certified
2 7th grade; EI Ed or secondary (math, science, LA, or SS endorsement)

2012-2013 – 22 6; Elementary Ed certified
5 7th/8th grade; EI Ed or secondary (math, science, LA or SS endorsement)

TEACHER LICENSURE REQUIREMENTS AND HIGHLY QUALIFIED STATUS

WSoD will provide and support clear and complete teacher licensure requirements for every teacher.

Teachers with fewer than three years of successful experience as a licensed teacher will complete the USOE Entry Years Enhancement (EYE) program to qualify for a level 2 license.

All Level 1 teachers will complete the following requirement during a three-year period:

- Work with a trained mentor
- Complete a portfolio review
- Successfully satisfy WSoD teacher evaluations
- Achieve a score of 160 or higher on the Praxis II.

Teachers who meet the requirements of EYE and qualify for a level 2 license will meet the NCLB Highly Qualified Teacher requirements.

PARAPROFESSIONALS

Paraprofessionals will work under the supervision of a teacher.

In programs supported by Title 1 funds the paraprofessional will meet all requirements as outlined in R277-524.

Paraprofessionals will be qualified and meet one of the following:

- Complete at least two years of post-secondary school and have a minimum of 48 semester hours from an accredited institution or higher education.
- Obtain an associate's (or higher) degree from an accredited institution of higher education.
- Satisfy a rigorous state assessment approved by the State Board, which demonstrates knowledge of and the ability to assist in instructing reading, writing and mathematics or knowledge of and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness as appropriate.

Paraprofessionals may:

- Provide individual or small group assistance or tutoring to students under the direct supervision of a licensed teacher during times when student would not otherwise be receiving instruction from a teacher.
- Assist with classroom organization and management, such as organizing instructional or other materials.
- Provide assistance in computer laboratories
- Conduct parental involvement activities
- Provide support in library or media centers
- Act as translators
- Provide supervision for students in non-instructional settings

"Direct supervision of a licensed teacher" means:

The teacher prepares the lesson and plans the instruction support activities the paraprofessional carries out; and the teacher evaluates the achievement of the students with whom the paraprofessional works; and the paraprofessional works in close and frequent proximity with the teacher.

BACKGROUND CHECKS

WSoD will comply with Utah Law (53A-1a-512.5) requiring that each applicant for a Utah Educator License must satisfactorily complete a background check. A background check is also required of applicants desiring to renew a Utah Educator License that has expired. To complete the background check, an applicant must submit fingerprints for review by the Utah Bureau of Criminal Investigation and the Federal Bureau of Investigation.

All individuals who will have significant unsupervised time with students will complete a background check. WSoD will maintain a file on each individual employed by the school. Background check information will be kept in the individual's file in the office.

"Powerful teachers are strengths-based and student-centered. They use students' own experiences, strengths, interests, goals and dreams as the beginning point for learning, competence, and accomplishment. Thus, they tap students' intrinsic motivation, their existing, innate drive for learning."
-Bonnie Benard

16. Administrative Services

Weilenmann School of Discovery understands that organizing a charter school for effective operation is congruent to running a business.

The administrative service plan ensures that WSoD will have the academic, financial and physical resources to accomplish the school's mission.

WSoD's Administrative Team will include the:

- Principal
- Assistant Principal
- Business Manager
- Technology Manager
- Head Secretary
- Assistant Secretary

The Principal will be the overall administrator and will be responsible for the functioning and progression of the school according to direction from the Board of Directors.

The Assistant Principal will work under the direction of the principal focusing on student systems.

The Business Manager will be responsible for the non-instructional operations of the school.

WSoD is working with Charter Solutions and Lincoln Fillmore to implement a successful business plan and sound fiscal health.

The Principal, Assistant Principal and Business Manager will meet weekly to coordinate, communicate and prioritize what is happening and what needs to be done.

The Technology Manager will oversee the technology and media plan and ensure technology equipment is working effectively.

The head and assistant secretaries will run the office and work in unity with the Administrative Team.

PRINCIPAL

A qualified Principal will be recruited by advertising the position on all educational employment websites nationally and locally. The Board of Directors will discuss the position with educators who can assist with the recruitment process. An assertive search for the Principal will use all available resources. The Board of Directors will interview and hire the Principal.

Qualifications:

At the discretion of the Board of Directors, WSoD will hire an effective experienced Principal who *embraces the school's mission and philosophy*:

- Master's Degree is preferred
- Three years successful administrative experience is preferred.
- Five years successful teaching experience is preferred.
- Demonstrated ability to treat faculty, parents and students with respect and to use honest communication.
- Demonstrated ability to incorporate stakeholders (parents, students, board, community, etc.) in the problem-solving and decision-making process.
- Experience managing and monitoring business goals and outcomes.

- Knows what needs to happen to create a positive school culture and make the mission a reality.
- Strong instructional leadership skills, knowledge and understanding.
- Enjoys being with children and sharing in the wonder and awe of discovery.
- Demonstrated ability and desire to integrate technology and media.

Responsibilities and Duties

- Lead the management of all aspects of the running of the school.
- Lead all employees in implementing the vision and mission of the school according to the charter and according to direction from the Board of Directors.
- Attend all Board meetings and work closely with the Board in developing policy.
- Implement, communicate and enforce all policy and procedures.
- Communicate effectively with the Business Manger to ensure that the school functions correctly and that all regulations and laws are correctly followed.
- Hire and evaluate all school employees. All full-time employees will be recommended by the Principal and approved by the Board of Directors.
- Support the Special Education teacher(s) as the LEA and part of the Special Ed Team.
- Act as superintendent of the LEA and fulfills all State requirements for the administration of an LEA.
- Instructional Leadership
 - Provide teacher training that aligns with the mission and vision of the school.
 - Visit classrooms often and know what is happening in each classroom.
 - Administer an effective teacher evaluation plan.
 - Ensure that teachers have what they need to teach; curriculum, supplies, books, furniture, etc.
 - Communicate and coordinate with the Technology Director.
 - Plan for parent teacher conferences; report cards; communication between school and home.
 - Respond with immediacy to all teacher, classroom and instructional needs as they arise.

ASSISTANT PRINCIPAL

Responsibilities and Duties:

- Promote the mission and philosophy of the school.
- Work under the direction of the Principal; meet weekly to coordinate schedules and duties
- Communicate effectively with the school community
- Implement positive supports for student behavior and respond to discipline referrals and teacher/student support for challenging student behavior
- Coordinate the schedules of paraprofessionals and recess duty
- Be present during recess and transition times
- Coordinate the school schedule for assemblies and other activities

BUSINESS MANAGER

Responsibilities and Duties:

- **Financial Management**
 - Establish, maintain, and analyze and evaluate accounting practices, systems, and controls
 - Coordinate required state audits and reports with appropriate accounting firm and state agencies
 - Assess and process all purchase orders and check requests and manage budget by certifying available funds; get proper authorization according to school policy
 - Reconcile and manage all school accounts, including bank and purchase card accounts
 - Collaborate with school administration to project student enrollments, staff needs, building and facilities needs, energy needs, capital equipment needs and other cost items for school improvement
 - Monitor the overall school budget and see that programs are cost effective and funds are managed effectively
 - Prepare all related reports including USOE reports, other state and federal reports, tax reports and other accounting reports as necessary
 - Prepare reports related to the school's facility and any related financing
 - Negotiate favorable purchasing agreements for materials and supplies; follow state procurement law and school purchasing policies
 - Track school revenue and make bank deposits
 - Seek additional funding through direct fundraising, government and private grants and constituency donations
 - Report monthly to the Board of Directors regarding all financial matters of the school and meet weekly or as requested with the director, board chair or treasurer

- **Facilities Management**
 - Manage the overall operation of and access to the school facility
 - Oversee the performance of contracted property services
 - Track the school's assets and work with school administration to inventory and maintain the school's property, curriculum, and supplies
 - Calculate the depreciation of assets for inclusion in the budget
 - Maintain and direct sales of surplus equipment for disposal
 - Oversee maintenance of replacement cost-asset inventory for insurance purposes
 - Oversee the drafting of bids and bid specifications for new equipment purchases
 - Coordinate with school janitorial and maintenance staff
 - Recommend and budget for capital improvements to the facility as needed

- **Human Resource Management**
 - Keep accurate employment records of all school employees, including required electronic records and databases
 - Orient new employees through the school's HR policies and benefits
 - Ensure employees complete necessary paperwork, background checks, and training
 - Check references of new employees
 - Complete regular payroll, including collection of time cards, calculation of deductions, and payment of employees, benefit providers, and associated taxes
 - Coordinate with school administration on the management of employee assignments within the school

- Administer employee benefit plans and coordinate with benefit providers; work with the Board and Administration in developing benefit plans as necessary
- **Legal Compliance**
 - Ensure policies established by federal and state law that apply to charter schools and local board policy in business operations are followed
 - Manage all hardcopy and computerized reports, records, and other required documents related to Business Management responsibilities
 - Compile and review monthly financial statements and budget reports
 - Act as liaison with Division of Risk Management and other insurance providers
 - Complete state audits and reports
 - Report monthly to Governing Board
 - Meet weekly or as needed with the Board Treasurer or Chair
- **Communication**
 - Establish rapport with parents, students, school staff, and governing board members
 - Create and maintain a professional relationship with colleagues, students, parents, and community
 - Build appropriate alliances with individuals in banking, education and business entities
 - Attend appropriate legislative meetings, charter school board meetings, and charter school association meetings to strengthen positive, working relationships

17. Extra-curricular Activities

Weilenmann School of Discovery will provide extra-curricular activities with no participation fees. The extra-curricular activities will meet all Title IX Regulations.

The extra-curricular activities are aligned with the mission and will include:

- Nature club
- Media and Technology classes
- Math and Science Olympiad
- Other activities as planned and organized by faculty and students.

A faculty member or parent will be the adult supervisor for each extra-curricular activity.

18. Terms and Conditions of Employment

Weilenmann School of Discovery will invest whatever time and effort is needed to assure that every classroom is led by a highly qualified effective teacher. WSoD understands the importance of hiring teachers who will promote student learning in alignment with the mission and vision. Student learning, engagement, and discovery will be in direct alignment with the teacher's ability to open their minds and hearts to the learning process.

The employment relationship at Weilenmann School of Discovery exists at the will of either party (Weilenmann School of Discovery and the employee) and may be terminated at any time and for any cause whatsoever or no cause, other than for reasons prohibited by law or discriminatory (based on age, sex, race, color, national origin, religion, pregnancy, or disability). All employees at Weilenmann School of Discovery are at-will employees.

WSoD employees will have a contractual agreement of employment. WSoD and the employee will be very clear and acknowledge that the agreement is "Employment at Will."

The employee agreement will include the following statement:

This agreement may be terminated at will by either party, with or without cause, and with or without notice. The existence of this agreement does not create any expectation of continued employment.

Near the signature portion of the agreement the understanding that the full content of the contract remains in force unless mutually agreed changes are entered into and signed by the parties to the agreement.

The following language will be used:

This integrated agreement represents the complete agreement of both parties and supersedes any and all agreements, oral or written, between the parties with respect to the subject matter of this agreement.

Any modification of this agreement will be effective only if it is in writing and signed by both parties hereto.

The Employee/Teacher represents and warrants that he/she has carefully read each provision of this agreement and that he/she fully and completely understands each provision thereof.

In particular, the Employee/Teacher represents that he/she understands and accepts that his/her employment is at-will.

The WSoD employee handbook and policy manual will contain an appropriate disclaimer so as not to create an expectation of continued employment provided the employee adheres to the direction and guidance contained therein. An example of the disclaimer is:

AT-WILL EMPLOYMENT

Nothing contained in the Employee Handbook and Policy Manual is intended to create, or can create, any contractual or other legal rights. Employment by the Weilenmann School of Discovery remains at-will. Any procedures or practice, whether set forth herein, or not, is employed at the discretion of the

Board of Directors and its designee(s). Either party may terminate employment at any time, with or without cause, warning or notice. Nothing contained herein creates any expectation of continued employment.

I have read and understand the foregoing statement titled "At-Will Employment."

Signed

Date

Once this statement has been read and signed it will be removed from the handbook and placed in the employee's personnel file. A new statement will be signed every time the handbook is modified. A signed copy of the original signed document will be give to the employee.

WSoD will follow all ADA and Civil Rights laws and protections.

EMPLOYEE BENEFITS

HEALTH/DENTAL AND LIFE

Weilenmann School of Discovery will work with local companies to secure health and life insurance for all employees that qualify for this coverage.

RETIREMENT

Weilenmann School of Discovery will not be participating in the Utah State Retirement System.

Weilenmann School of Discovery will operate-invest in a flexible 401K plan system for all full-time employees.

19. Employee Evaluation

TEACHER EVALUATION AND SUPPORT

The Utah Professional Teacher Standards (UPTS) will be the framework to guide, direct, and evaluate teachers as they develop their practice to become Master Teachers.

The Utah Professional Teacher Standards and Continuum of Development is organized as five standards:

1. Creating and maintaining a positive classroom environment that promotes student learning.
2. Planning curriculum and designing instruction to enhance student learning.
3. Engaging and supporting all students in learning.
4. Assessing and evaluating student learning.
5. Demonstrating professionalism to support student learning.

Each standard has specific objectives for meeting that standard on a continuum from basic, to emerging, to proficient; and to master teacher.

To support teachers in their progression to Master Teacher the Principal will:

Meet with each teacher to review the Utah Professional Teacher Standards and assess where the teacher is on the continuum of development – basic; emerging; proficient; master teacher -at the beginning of the school year. The teacher will set goal(s) in each of the five standards and objectives.

Visit classrooms regularly and give feedback for positives and suggestions.

Formally observe and evaluate each teacher.

Meet with each teacher as soon as possible after an observation to provide feedback and review goals.

Provide trainings and consultations to assist teachers in reaching their goals.

Use faculty meetings as staff development.

Meet with each teacher at the end of the school year to review progress of each UPTS goal.

TEACHER IMPROVEMENT PLANS & REMEDIATION

When a teacher is evaluated by the Principal as needing improvement in a UPTS standard and objective, an improvement plan may be created by the Principal. The Principal will decide whether to continue mentoring a teacher that is not progressing on The Utah Professional Teacher Standards and Continuum of Development . Nothing in the improvement plan or remediation is intended to create, or can create, any contractual or other legal rights. Employment by WSoD remains at-will.

The Improvement Plan & Remediation will include the following elements:

- Identify the standard and objective for improvement as outlined in the 5 UPTS
- Set specific goals with the teacher that align with the standard and objective identified
- Create a plan that provides training, feedback, mentoring, and consultation to support the success of achieving the goals
- Calendar dates for progress and review meetings

GROSS MISCONDUCT

Certain actions by employees can be so serious that they will result in immediate notice of dismissal. Gross misconduct may include but is not limited to:

- Assault of students or employees
- Bringing illegal illicit drugs, alcohol, or tobacco onto the school site
- Being found guilty of breaking State or Federal laws except for minor traffic violations
- Being in possession of a dangerous weapon or a look-alike weapon on the school site, with the exception of those authorized to carry concealed weapons
- Refusal to submit to the rules, policies, procedures, and requirements of the school

Dismissal due to gross misconduct will be discussed and approved as legal by school legal counsel. The list of reasons for termination or discipline is not all-inclusive. The Board retains the right to terminate employment with or without cause and to determine whether cause for termination or discipline exists, regardless of whether such cause is included in this list.

DISMISSAL NOTICE

- The Principal will notify the employee that a Dismissal Notice is being issued.
- A copy of the dismissal notification will be added to the employee's file.
- If the dismissal occurs during school hours, the employee will be escorted from the school site immediately following the notification.
- The Principal will make a representation to the Board of Directors to discuss the dismissal.
- The Board of Directors will make a decision regarding the dismissal that will be final and that will either sustain the dismissal, or repeal the dismissal.
- The employee will be notified in writing by mail to his or her home address of the decision of the Board of Directors.

WSoD will follow all ADA and Civil Rights laws and protections.

EYE PROGRAM

WSoD will support all Level 1 teachers in the Entry Years Enhancement (EYE) program as outlined in R277-522

All Level 1 teachers will have a required three years in which to complete the following requirements:

Work with a trained mentor for three years.

Achieve a score of 160 or higher on the Praxis II – Principles of Learning and Teaching test (#0522, #0523, or #0524) in their area of educational preparation and assignment. Successfully satisfy district evaluations for three years.

Complete a portfolio review.

Upon successful completion of the requirements, the district will recommend the Level 1 teacher to the State Board of Education for a five-year, Level 2 Utah Professional Educator License.

OTHER EMPLOYEE (NON FACULTY) EVALUATION

- The Principal will develop a standard rubric for the evaluation of all other employees that is based on the mission and objectives of WSoD according to the charter.
- Each employee will meet with the Principal for a review following the evaluation.
- The result of the evaluation will be a development plan agreed by the employee and the Principal which is designed to help each employee reach a level of excellence in every aspect of the mission and objectives of WSoD
- Nothing in the improvement plan or remediation is intended to create, or can create, any contractual or other legal rights. Employment by WSoD remains at-will.

20. Employment of Relatives

STATEMENT OF POLICY

WSoD is an equal opportunity employer and committed to staffing the school with the best qualified candidates available. WSoD enacts the following policy regarding the employment of relatives. (See Utah Code 52-3-1 et seq.)

Definitions:

A "relative" means a father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, son-in-law, or daughter-in-law.

WSoD shall not allow a relative to have direct supervisory or disciplinary authority over another relative. Family members may not be employed under the same immediate supervisor.

Exceptions:

The principal may recommend with the approval of the Board of Directors an exception upon determining that the appointee is the most qualified or eligible person for the position being offered.

21. Insurance

PLAN TO SECURE INSURANCE

All of the following insurances and coverage will be provided by the State of Utah's Risk Management Program.

- A) General Liability Coverage for both Bodily Injury and Property Damage Liability at \$2 million per occurrence; perhaps with an annual aggregate amount
- B) Automobile Liability Coverage for Bodily Injury and Property Damage at \$2 million per occurrence including PIP coverage.
- C) Personal Injury / Civil Rights Coverage for claimed Constitutional violations (e.g., due process claims) and claimed violations of federal and state law (e.g., Title VII harassment claims) - \$2 million per occurrence.
- D) Errors and Omission Coverage for, among other things, actions taken by directors and board members who govern the school - \$2 million per occurrence.
- E) Government Crime Policy including employee theft, faithful performance, and coverage for employee and officer bonds.
- F) Property Coverage - probably a standard all-risk property policy with possible endorsements for Business Interruption, Extra Expense and Tuition Fee coverage.
- G) Workers' Compensation Coverage at such amounts and limits as required by Utah law.

CERTIFICATE

Weilenmann School of Discovery assures that it will acquire and then maintain an insurance certificate at all times.

LIABILITY FOR THIRD-PARTY USAGE OF SCHOOL FACILITIES

Weilenmann School of Discovery will also purchase liability coverage so that the school may be insured to the effect that parties from the community may be able to use school facilities.

22. 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 coverage's, including a description of the levels of coverage and the relationship of this coverage's 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: Merry Fusselman

Title: Board of Directors/President

Signature:



Date:

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 is no tuition or fees charged for attending Weilenmann School of Discovery Charter School except those allowed by law.

Weilenmann School of Discovery 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

Weilenmann School of Discovery 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

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

Nonsectarian Statement

Weilenmann School of Discovery 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 Weilenmann School of Discovery 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.



CAO (please print)

CAO's Signature

Date

23. Utah State Retirement

Weilenmann School of Discovery will not be participating in the Utah State Retirement System.
Weilenmann School of Discovery will operate-invest in a flexible 401K plan system for all full-time employees.