



Utah State Charter School Board

New Charter School Application

Utah

Mountain School



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Charter School Information

1. Name of Proposed Charter School: **Utah Mountain School**
2. Name of Applicant: Charles Kavanagh
3. Authorized Agent: Charles Kavanagh
4. Mailing Address: [REDACTED] Ogden, Utah 84401
5. Phone Number: 385-743-0090
6. Email Address: utahmountainschool@gmail.com
7. New School Location and Location's School District(s): Ogden, Utah
8. Date & To Whom Submitted at the District Office: 11/9/2018 – Rabecca Cisneros

Governance Structure

Name	Position	Area of Expertise	Any and All Charter Affiliations
Charles Kavanagh	Board Chair	Educator	AISU Early Light Academy Renaissance Academy
Signature: [REDACTED]			
Chris Wright	Vice Chair	Educator	AISU City Academy
Signature: [REDACTED]			
Michael Jolley	Treasurer	Finance/Marketing	N/A
Signature: [REDACTED]			
Betty Sawyer	Community Outreach	Community Engagement	N/A
Signature: [REDACTED]			
John Stein	Business Outreach	Business/Marketing	N/A
Signature: [REDACTED]			
Timothy Owen	Secretary	Education/Curriculum	AISU
Signature: [REDACTED]			
Karren Pyfer	Academic Advisor	Education/Curriculum	Voyage Venture Academy
Signature: [REDACTED]			

Enrollment

9. Year School will start: 2020-2021
10. Grades Served: 7-9
11. Does the proposed grade configuration match the resident district grade configuration?
☒ Yes ☐ No

11.	Grades and Specific Number of Students Served by Grade													Max Enrollment
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 21								200	200					400
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 22								150	150	150				450
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 23								150	150	150				450

Waivers

12. Is this proposal seeking special treatment under UCA §53G-5-301?

☒ Yes ☐ No

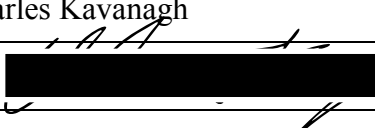
13. Is this proposal seeking priority consideration under UCA §53G-6-504?

☐ Yes ☒ No

14. List any waiver requests here (i.e., Rule numbers and titles). No Waivers Requested

A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. Complete Appendix E if requesting any waiver.

Signatures

Signatures	
I, THE UNDERSIGNED, do hereby certify that, to the best of my knowledge and belief, the data in this proposal are true and correct. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.	
Name of Authorized Agent:	Charles Kavanagh
Signature of Authorized Agent:	

1. Executive Summary

Mission: Utah Mountain School is committed to building community, creativity, and curiosity through outdoor exploration, movement, and hands-on learning for all students.

Utah Mountain School (UMS) will be a public charter junior high school aimed at helping students bridge the divide between wilderness and community. Through a curriculum focused on project-based outdoor education with acute aerobic exercise, students will engage with nature and activate their minds to discover the world around them and the individual within. We will be using research-based principles to inform and develop an outdoor curriculum that combats the socio-economic achievement gap in schools.

UMS envisions students learning in the most natural of environments: the outdoors. Our school facility will function mainly as a “Base Campus” located in the Ogden metro area with short distances to Ogden’s Nature Center, Botanical Garden, surrounding city parks, and various trailheads along the shelf of the Wasatch Front. We seek to offer junior high school students the opportunity to “unplug” from their daily distractions and dig into the ordered chaos of the wilderness. Our school seeks to produce students who recognize their role as stewards of the environment, leaders amongst their peers, and representatives of their community.

Utah Mountain School Cornerstones:

- A. **Outdoor Classroom:** Outdoor immersion will provide educators with endless opportunities to facilitate experiential learning. Teachers will have the opportunity to use a myriad of outdoor-based instructional methods. For example, farming can be used to explore earth sciences, biology, and chemistry. Additionally, the nearby mountain range provides real-life examples in the study of slope angles, physics, and geometry related to snow science. Outdoor environments can be used to inspire poetry to come alive during instruction, and the outdoor classroom lends itself perfectly to teaching the real-world applications of persuasive writing.
- B. **Acute Aerobic Exercise:** Acute aerobic exercise is one of the most effective interventions we have to combat the socio-economic status (SES) achievement gap. Research has shown that 15 minutes of acute aerobic exercise per every 60 minutes of instruction was the ideal ratio (Tine, 2014). UMS has built a daily schedule for students that allows for 15 minutes of exercise before every academic block. Staff will be trained and encouraged to include physical activity in lesson plans that occur outside of these “movement breaks.”
- C. **Personal Growth Through Cultural Competence:** Because junior high students often struggle with executive functioning and impulse control, the Utah Mountain School will be dedicated to educating the whole student. Frequent opportunities for reflection will allow students to connect the curriculum to their lives and the multi-cultural community they are part of. Personal growth will be built into every lesson through personal choice, goal setting/monitoring, and self-evaluation. Students will start and end the day in Advisory for “Focus” & “Reflection”. These groups will meet in outdoor environments

where they can increase student ownership of learning, build a sense of community, increase positive attitudes toward school, and be exposed to green spaces, thus reducing the effects of poverty-induced stress. Students will use this time to focus on tasks to be completed throughout the day, as well as reflecting on what they accomplished at the end of each day.

- D. Project-Based Learning:** UMS is dedicated to an instructional curriculum that is in lockstep with Utah Core Standards. Where our curriculum deviates from most schools is its emphasis on cross-curricular project-based learning. With an overall focus on depth over breadth, UMS will use project-based learning not only as our instructional method but also to assess proficiency via capstone projects. For example, teachers often use roller-coasters as examples to explore kinetic and potential energy. Within the UMS curriculum and instructional practices, students would design and build roller coaster models using vinyl tubing and ball bearings as a capstone project with carefully crafted rubrics and appropriate chunking to serve as an effective assessment. Using hands-on inquiry-based learning, students will not only understand but will explore, demonstrate, and extend their understanding of the interconnection between math and science for calculating velocity, gravity, kinetic, and potential energy.

Learning & Assessment at Utah Mountain School:

Curriculum Implementation: The curriculum will involve diverse strategies that will revolve around four curricular pillars of learning: exploratory learning, cooperative peer learning, frequent checks with interventions, and access to physical activity. All curriculum will be designed by a team of experts in curriculum development who will create capstone projects based on Utah State Core Standards, and design unit plans. UMS will employ a full-time curriculum specialist who will disseminate the curriculum to lead teachers, and facilitate changes based on feedback from teachers, the student population, and unforeseen needs. Lead teachers will oversee preparations to implement the curriculum at the beginning of each module. Lead teachers will have an extra prep period to collaborate with the curriculum specialist in order to better facilitate student learning outcomes. Without the burden of overseeing curriculum, level one teachers will be able to focus on classroom management and effective instruction. With teachers focused on curriculum implementation, special education teachers and trained para-professionals will be available to monitor student progress and facilitate push-in and pull-out small group remediation.

Cooperative Learning: UMS teachers will use cooperative learning extensively, even in academic areas that, generally, are approached with more traditional instructional methods. In order to adapt the curriculum to variable conditions and environments, teachers will be required to employ a wide variety of instructional techniques. For example, facilitating close reading lessons at a local park could allow for kinesthetic instructional activities. By comparison, the same lesson conducted in a traditional setting may require more mainstream methods of collaborative education to inspire interest among students.

Capstone Projects: UMS students will use authentic assessments which will serve as “Capstone Projects” covering a variety of cross-curricular subject matter to demonstrate competency in

Utah State core standards. These standards will be laid out in a portfolio guidebook with all respective rubrics for that module readily available for each student and staff member to refer to throughout each module. Integrating electives into core curriculum projects will create increased choice and opportunities for student enthusiasm. Throughout the term, students will build “Elective Portfolios” in which they will demonstrate mastery of elective subjects. Students will be guided in portfolio development by advisors during advisory blocks. At the end of each module, parent-teacher conferences will allow parents to support portfolio completion. At the end of each semester, students will have an opportunity to show their portfolios to parents, siblings, and community members in a Celebration of Learning.

Intensives: Intensives will be week-long experiential learning opportunities that occur every six weeks for students who pass with 70% or higher on their capstone projects. Students will immerse themselves in exciting experiences while obtaining academic credit. This approach will allow teachers to cultivate enthusiasm amongst students while teaching things that they are passionate about. This could include off-site exploration, on-site learning activities, or independent study that take place in and around Utah's recreation resources. During the last module of each semester, the focus of every intensive will have a community service based theme. This emphasis on service will allow students to give back to their community, building rapport with both the environment and people of the community in which inhabit.

The Origin of the Charter:

The Founding Board of UMS began with four teachers bringing together over 40 collective years of experience in education to address the achievement gap among students from low socioeconomic backgrounds. Drawing upon their personal love of the outdoors and experience working in a wide variety of educational settings, they identified an untapped potential for an outdoor classroom serving Ogden students. All four original founding board members saw firsthand the struggles of students from low socioeconomic status (SES) communities, and the inability of the traditional school model to help them. Over the course of multiple years, they strengthened their understanding of the effectiveness of the outdoor classroom as a means to combat the SES achievement gap. Through extensive study, including consultation with Weber State professors and discussions with experts in the field, these four Founding Board members realized that a public charter school rooted in the philosophies of cultural competency, movement breaks, outdoor classroom, and project-based instructional methods could provide a unique alternative option for students in the Ogden community.

Advancing the State Charter School Board's Mission & Vision:

- **Opportunities for Educators:** Because an outdoor-oriented classroom serving low SES students is a relatively new idea in the United States, every educator and staff member working at UMS will be considered a collaborator. We will have open lines of communication between all stakeholders and will value all ideas. Every instructor will be provided prep time and collaboration blocks with their peers. This will allow for quick resolutions to small problems in curriculum and culture before they become systemic in the school.

- **Increased Choice of Learning Opportunities:** The Utah Mountain School model will provide a unique option for students in the Ogden area. UMS will use aspects of many different educational approaches such as hands-on learning, authentic assessments, and traditional instruction to provide an experience that will benefit all students. Enrolling in UMS will represent a choice to engage a student's curiosity, creativity, and sense of community to create profound learning opportunities.
- **Opportunities for Greater Parental Involvement:** UMS will cultivate opportunities for parental and community involvement through the extensive use of project-based learning. Outdoor learning projects will encourage volunteerism in the form of helping to teach students career-based skills. The increased community involvement we will create a new model of accountability.
- **Expanding Public School Choice:** Of the three junior high schools in Ogden School District, the Utah State Board of Education issued two of them D grades (Highland & Mound Fort), with the third more affluent school (Mt. Ogden) receiving a C grade. Two of these junior high schools serve a part of Ogden that struggles year after year with chronic absenteeism, disruptive behavior, violence, and low academic achievement. UMS seeks to work with Ogden School District to identify those students for whom the traditional model is not working and refer them to look at UMS.

2. Charter Agreement: Exhibit A

Name of the School: Utah Mountain School

Applicant: A Charter Agreement is granted to Utah Mountain School LLC, who applied on November, 9th, 2018. Pending approval, UMS seeks to open in the Fall of 2020.

Location: Utah Mountain School will be located in the city of Ogden, Utah or the immediate surrounding area. The school will be located within either Ogden or Weber school district.

Mission Statement: Utah Mountain School is committed to building community, creativity, and curiosity through outdoor exploration, movement, and hands-on learning for all students.

Purpose(s): Consistent with U.C.A. §53A-1a-503 UMS will serve the following purposes:

- A. Continue to Improve Student Learning:** PACE report card data shows that student learning outcomes among low socioeconomic-status (SES) students are not improving. Because the Utah Charter Board's mission extends to all students, we feel that it is imperative that a drastically different model of student education is introduced.
- B. Encourage the Use of Different and Innovative Teaching Methods:** Kuo (2001), Tine (2010) and other studies have shown that movement and hands-on engagement are critical to closing the SES achievement gap. Around the world, the outdoor classroom is being used to boost student engagement, combat student stress, and to improve student learning outcomes in general. The time has come for this innovative approach to be offered here in Utah.
- C. Create Professional Opportunities for Educators:** Ogden is a city built for those who love the outdoors. The proximity of Ogden to an endless array of outdoor activities make it a magnet for outdoor enthusiasts. UMS seeks to give education professionals, who have made Ogden home because of its proximity to the outdoors, a professional home. UMS does not propose to purchase curriculum, because the curriculum we seek will be tailored to the unique community and outdoor opportunities that Ogden provides. We will be offering educators the opportunity to share the things that they love most with a population to whom these opportunities are not generally available. Furthermore, we will be challenging our professionals to do all of this in the framework of UEN core standards, traditional accountability, and standard funding. While this application shows that the model is feasible, it will be a novel challenge that will provide Utah educators with a unique experience.
- D. Increase the Choice of Learning Opportunities for Students:** Ogden is not short on school choice, yet, there is an opportunity to create a school for students who suffer from selective attention deficits induced by poverty. Having the choice of a school that privileges movement and the outdoors not only because of the ethics of the Founding Board but because of data and research, will be a critical step forward for the greater Ogden area's students.
- E. Establish New Models of Public Schools & New Form of Accountability:** Utah Mountain School is seeking to introduce a new model of public school in the Ogden area for students who have not felt successful in the traditional model. The unique combination of outdoor classrooms, acute aerobic exercise breaks, cultural competency, and project-driven assessment serves to not only teach but also measure learning outcomes in a unique style that involves all stakeholders. While these interventions could

be implemented in traditional public schools, comprehensive implementation would require extensive re-tooling of a school's mission, schedule, curriculum, and staffing to support these interventions with fidelity.

- F. Expanding Public School Choice:** One of the three Ogden City Junior High-schools has been identified as a focus school. This school is also the Ogden City school with the highest rate of low SES students. Test scores at the other two Ogden City Junior High's indicate discrepancies between low and high SES students. Utah Mountain School, therefore, will serve Ogden area schools by utilizing a research-driven intervention to improve outcomes among the very demographic whose test scores are currently negatively impacting school accountability measures.

Key Innovations in the Utah Mountain School's Approach:

- **Acute Aerobic Exercise:** Fifteen minutes of acute aerobic exercise (movement breaks) every hour has been shown to increase cognitive functioning in children and to virtually erase the SES achievement gap (Tine, 2014). UMS will integrate aerobic exercise breaks into the daily routine.
- **The Outdoor Classroom:** Because access to green spaces has been shown to alleviate stress, UMS will, whenever possible, hold classes in outdoor classrooms, parks, and other green spaces (Larsen, Adams, Deal, Kweon, & Tyler, 1998).
- **Hands-On, Applied, Project-Based Learning:** The question "why am I learning this" will be easily answered at Utah Mountain School. Each core standard will be linked to learning targets that can be demonstrated through hands-on, practical, or artistic projects. This approach will allow us to tailor our projects and approaches to generate opportunities for authentic assessment.
- **Integration of Electives into Core Curriculum Courses:** Student relatability to and interest in the curriculum has a direct impact on their attitudes toward school and therefore, their academic success (CITE). Using student interest to drive the types of projects that they engage in will allow for a higher level of student engagement. At UMS dance, music, theater, visual arts, industrial arts, and CTE will be integrated into the core curriculum while supervised by credentialed elective teachers. This strategy will offer students multiple opportunities to connect to core subjects.
- **Opening the Outdoor Environment to Inner-City Youth:** Use of our mountains, lakes, streams and other natural features is skewed toward the wealthy and white. UMS was founded on the idea that exercise, access to green-space, and hands-on learning would help close the SES achievement gap, but the opportunity to expose children who would not normally have the chance to nature is one that cannot be passed by. Given that Utah ranks 4th among all states in public ownership of land, it seems fitting that a small school in Utah should lead the charge for equality in access to these lands.

Policies of the Governing Board:

Structure of Governing Board: The governing board of UMS will have at least five and no more than nine board members. Board meetings will require a quorum and will be rescheduled if there is not one. Upon approval, the board will discuss and vote on consultants with outside expertise and/or professional guidance. This expertise will be sought as needed in areas such as

legal, educational practices, and community development. New board members will be recruited and appointed through an application nomination process. Applicants will first be interviewed by the board or a board-appointed committee with a well-defined description of purpose. While interviewing the potential board member will be asked in advance to prepare a statement demonstrating an understanding of the UMS cornerstones philosophies and practices, and how they see themselves advancing the mission and vision of the school. The governing board will have the opportunity to discuss the potential candidate's statement of intent, and then follow the procedures as per the bylaws for considering a new board member. Terms of office would be of two years for all sitting members and three years for Board Director, with the choice to serve a second term if voted in. New board applicants will be vetted thru the nomination committee using the process as outlined in this section and in our bylaws. As the Board moves to thru the application process/startup phase they will hold meetings every 3 to 4 weeks. This will allow for greater communication of progress and assignment of duties to improve the iteration process. Then the board will move to hold at least ten meetings per the calendar year.

Board Recruitment: As it pertains to the recruitment of new board members as we transition from a start-up board to a governing board we will seek out and recruit board members that share the mission/vision of the school. UMS board of directors will designate a nominating committee composed of at least one of each: parent of a potential student, current teacher, current administrator, current board member. The nominating committee shall contact potential board members and invite them to be present at two to three consecutive board meetings, sharing their input and suggestions when appropriate. Potential board members will be provided with meeting minutes for the previous year and will be subject to an interview by current sitting board members. Voting criteria should include the potential member's understanding of the UMS charter and the ability of the potential member to bring skills or perspectives that do not overlap significantly with other board members.

Members may vote for as many candidates as there are vacancies to be filled. Election of the incoming board members will be determined by a majority of the votes cast. To provide continuity of leadership, newly elected board members shall attend board meetings as non-voting members until they formally assume their duties as newly elected board members. All new board members will be sworn in by the Chairman of the Board at their first official meeting. The term of office will be no more than four years aligned with the calendar of the fiscal year. The nominating committee shall run all elections for the Board, which they shall certify to the board at the first board meeting following the conclusion of the election. Having this process will be paramount as we transition from startup to managing, and then finally into the governing phase.

Board Culture: It will be the goal of the sitting board to have one to two professional educators on the board at all times. Having professional educators on the board will help to keep the education goals in line with the reality of the school's development while honoring the Charter Agreement. It will be important to UMS Charter school and the Governing Board to have a strong connection to the community that we are serving. To keep our community goals in mind we will recruit individuals from local non-profits, universities, businesses, and others who are integral facets in providing community outreach and/or social services. The goal being, to have community stakeholders (non-profits, for-profit, and parent organizations) assist in supporting

the board to meet the needs of an ever-changing community while honoring the goals and mission of the charter. It will also be the policy of the board to have each member rotate turns doing a minimum monthly site visit to observe culture and implementation of policy in action.

Waivers: UMS is not seeking any waivers at this time

Accountability Measures:

UMS Contractual Goals		Targets			
Measure	Metric	Exceeds	Meets	Does Not Meet	Falls Far Below
Attendance	Quarterly Attendance Data	85% Daily	80% Daily	70% Daily	60% Daily
Stakeholder Attitudes Toward School	Student Satisfaction Surveys Given Quarterly	80% Satisfied	75% Satisfied	65% Satisfied	50% Satisfied
Relative Academic Performance	NWEA MAP/RISE Testing Data	50% Proficient	40% Proficient	30% Proficient	20% Proficient
Academic Gain	NWEA MAP Testing Data	10% Growth	7% Growth	3% Growth	<2% Growth
8th-Grade Readiness: Literacy	% of 8th graders reading at grade level before 9th grade	Year One: 50% Year Two: 60%	Year One: 40% Year Two: 50%	Year One: 30% Year Two: 40%	Year One: 20% Year Two: 30%

Enrollment Preferences: Utah Mountain School has elected to give enrollment preference to:

- A child or grandchild of an individual who has actively participated in the development of the charter school;
- A child or grandchild of a member of the charter school governing board;
- A sibling of an individual who is presently enrolled in the charter school;
- A child or grandchild of a teacher or administrator of the charter school.

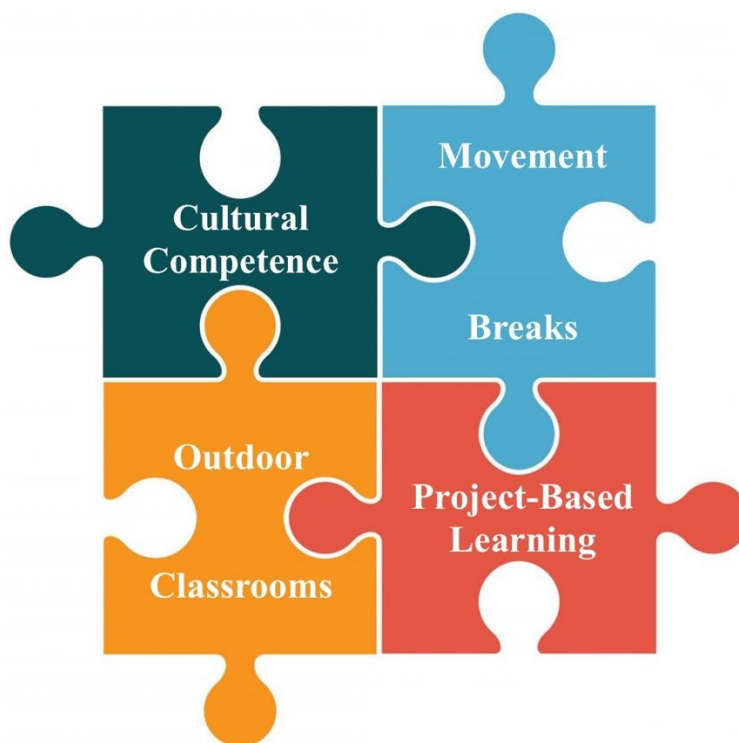
Utah Mountain School will weigh the enrollment lottery process to give a slightly better chance to educationally disadvantaged students including:

- Low-income students;
- Students with disabilities;
- English language learners;
- Migrant students;
- Neglected or delinquent students; and
- Homeless students.

3. Program of Instruction

3A. Method of Instruction

The Picture of Academic Success: Utah Mountain School (UMS) is dedicated to educating the whole student with the strongly held belief that it takes a multifaceted approach to create an environment where a student can experience social-emotional learning in tandem with academic growth. UMS has created four cornerstones (*shown below*) that provide the building blocks of our instructional model: cultural competence, movement breaks, outdoor classrooms, and project based learning.



Cultural Competencies: Utah Mountain School strives to encourage a global understanding through a localized curriculum. Advisory and Project Based Learning time (PBL-time) will include time for teachers and students to explore how diversity has impacted progress. Examples include: exploring Utah History from the perspective of Utah's first peoples, how technological advances have benefited from the diversity of thought, how the relative absence of female authors in the canon has impacted the student experience, and much more.

Movement Breaks: Out of all the potential interventions to solve the SES achievement gap, acute aerobic exercise may be the most effective (Kuo, 2001). Acute aerobic exercise describes any time a person uses exercise to quickly raise their heart rate above 100 beats per minute, and maintains that heart rate for a limited amount of time. Tine (2014) found that approximately 15 minutes of aerobic exercise every hour virtually eliminated the SES gap for synthesis and retention of new information. The mechanism by which acute aerobic exercise works is remarkably simple. Children living in high poverty neighborhoods show symptoms of poverty-induced stress which leads to selective attention deficits (Kuo, 2001; Shin, 2010). These deficits

make it difficult for students to track, retain, and synthesize information, which can ultimately lead to permanent deficits in cognitive functioning (Farah, Shera, Savage, Betancourt, Giannetta, Brodsky, et al. 2006). While students who do not suffer from selective attention deficits may be able to “buckle down” and “focus”, most low SES students simply cannot.

The benefits of aerobic exercise on cognitive functioning are enhanced by how inexpensive the intervention is. Aerobic exercise increases attention and overall cognitive functioning while decreasing stress (Shin, 2010; Tomporowski, 2008). Given access to outdoor and modified indoor spaces, this is an intervention that can be undertaken for free, year-round. The daily schedule below shows how a day at UMS would be scheduled in order to ensure enough acute aerobic exercise to prime, enhance, and maintain student’s cognitive abilities.

Outdoor Classroom: The outdoor classroom refers to any space which has fewer than four walls, access to the elements, and a preponderance of natural elements. Almost any outdoor space can be turned into an outdoor classroom including: rooftops, eaves, and other overhangs, buildings with garage-style doors, gardens, etc. The table below provides an approximation of material cost to outfit eight 20’ x 8’ spaces. The construction of outdoor classrooms is a built-in safeguard against weather, budget, staffing, or other issues which might make, on any given day, excursions to local green-spaces difficult. Although utilizing the ample Ogden City parkland will be a central tenet of instruction, it is important to note that the mission, curriculum, and values of UMS could be fulfilled even if all outdoor instruction took place on campus.

The theory behind utilizing the outdoor classroom is simple: exposure to manicured green spaces reduces all forms of stress (Ulrich, Simons, Losito, Fioriteo, Miles, & Zelson, 1991). Much of the research behind utilizing green spaces to mitigate the negative effects of stress was conducted in response to increasingly stressful work environments and decreased worker productivity (Larsen, Adams, Deal, Kweon, & Tyler, 1998). Because the effects of workplace stress seem to mimic the attention deficits of poverty-induced stress, manicured green spaces should be considered an effective intervention in the battle to close the SES achievement gap.

Project-Based Learning: In developing a comprehensive curriculum, Utah Mountain School believes that assessments should be conducted to find out what students can do rather than simply what they know. These “Capstone Projects” will be the summative work to represent the student’s proficiency with the standards presented during that respective module. Each semester will be broken down into three 6-week modules. Using learning objectives gathered by unpacking Utah State standards, curriculum planners will start with project-based assessments, and backwards plan instruction from there. Backward planning will ensure that students gain both the skills indicated by Utah State core standards, as well as the ability to apply them to real-life situations.

Student Life at Utah Mountain School:

Time	Class	Duration	7th Grade	8th Grade
8:00 - 8:30	Advisory	30 minutes	Advisory - Focus	
8:35 - 8:50	Movement Break	15 minutes	Ex: Soccer	Ex: Basketball
8:50 - 9:45	Block 1	55 minutes	STEM	PBL-Time
9:50 - 10:05	Movement Break	15 minutes	Ex: Tag	Ex: Hiit Workouts
10:05 - 11:00	Block 2	55 minutes	Humanities	PBL-Time
11:05 - 11:20	Movement Break	15 minutes	Ex: Ultimate Frisbee	Ex: Capture the Flag
11:20 - 12:15	Block 3	55 minutes	Electives	Electives
12:15 - 12:45	Lunch	30 minutes	Lunch	
12:50 - 1:45	Block 4	55 minutes	PBL-Time	Humanities
1:50 - 2:05	Movement Break	15 minutes	Ex: Rugby	Ex: Pickleball
2:05 - 3:00	Block 5	55 minutes	PBL-Time	STEM
3:00 - 3:10	Advisory	10 minutes	Advisory - Reflection	

Advisory: An advisory class is a regularly scheduled period of time when teachers meet with small groups of students for the purpose of advising them on academic, social, or future-planning issues. Every teacher at UMS will have an advisory block, which will allow for the groups to be smaller than the typical class size. We have designed a daily schedule that allows for students to use Advisory for the following functions:

- **Morning Advisory (Focus):** Morning advisory will be a time for students of the same grade level to take control of their own learning through mindfulness practices and exercises. Students will talk with their advisor to create meaningful goals for achievement for the day.
- **Curriculum/Community Connection:** Often, students from low SES environments experience difficulty in connecting with a traditional curriculum. Advisory will give students the opportunity to connect academic ideas with the realities of their worlds through guided discussion, leadership activities, and investigation of how academic ideas impact their daily lives.
- **Elective Portfolio Review:** Because Capstone Projects will include elective skills/credits that will be conferred based on student portfolios, it is imperative that advisory is used to help students ensure that their individual portfolios are organized, current, and on track to meet the school's requirements.
- **Afternoon Advisory (Reflection):** For the last ten minutes of every school day, students will be asked to reflect and assess their progress on the goals made with their advisor in the morning. The student's abilities to meet those goals of the day will play a part in their morning advisory the following school day.

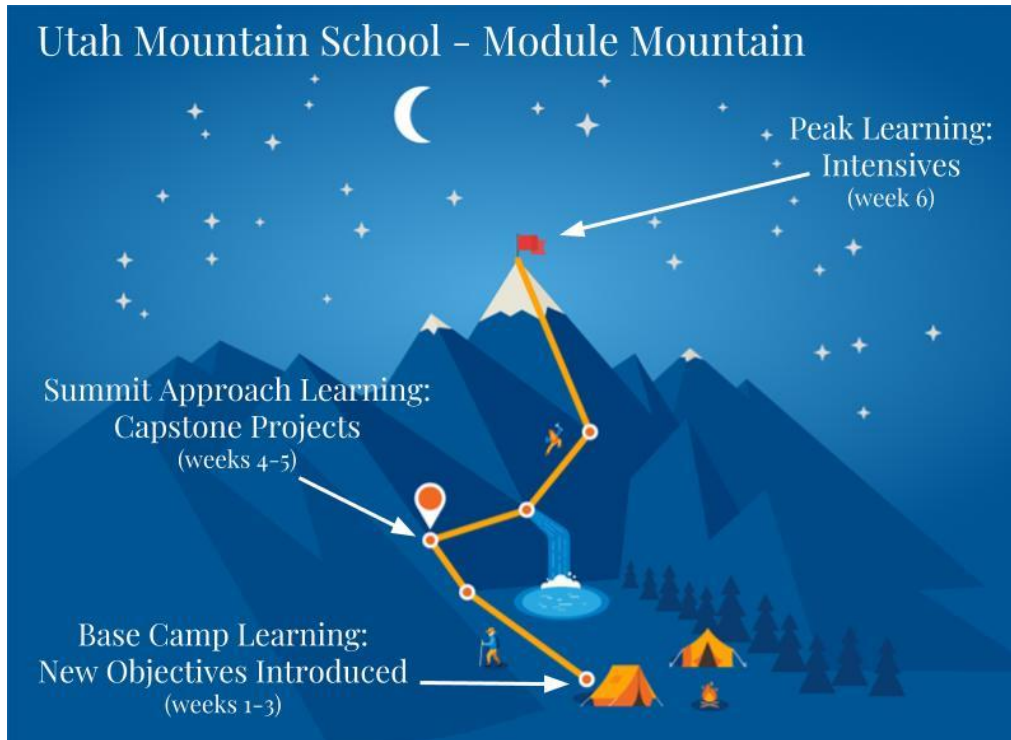
Structure of Instruction:

Core Instruction: Each grade level will have cohorts of 25 students. Placement in cohorts will be based upon demonstrated proficiency based on NWEA Map testing. Cohorts will be reviewed and re-assigned if necessary on a semester basis. Students will spend 55 minutes in both STEM (Science/Math) and Humanities (Language Arts/History) instruction every day. These two classes will be held in our outdoor classrooms and will focus on the basic skills that students will need in order to be successful.

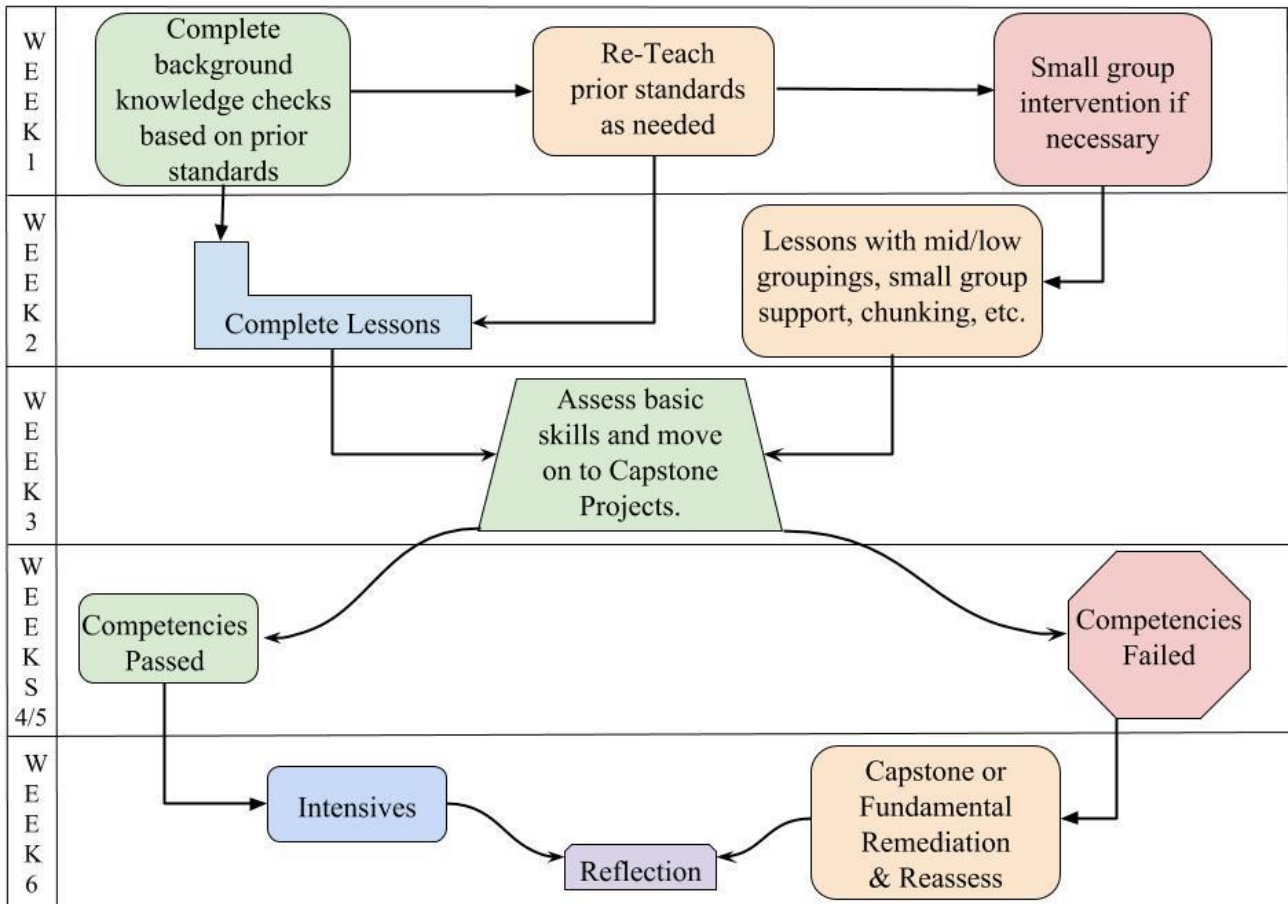
Elective Instruction: UMS will employ a six-member elective team comprised of credentialed teachers in the visual arts, performing arts, and CTE (career technical education). These instructors will teach elective courses during third block, teach elective enrichment during PBL-Time, and serve as mentors to students completing capstone projects for their portfolio. The third block will also be used for elective and grade level courses that require a consistent block of time (Digital Literacy, Health, Foreign Languages, etc). This third block could also be used for students who require extensive ELL (English Language Learners) support. Elective credit will be conferred upon completion of these capstone projects which will allow students to show how their project demonstrates mastery of elective standards.

Modules: In keeping with the Ogden School District calendar, the UMS school year will consist of two 18-week semesters. These semesters will be broken down into three 6-week modules. The organization of each module will be consistent and structured to challenge the student's depth of knowledge (DOK) as they progress through the weeks. The table below provides a framework for how students work through the standards of each respective module. Students will be provided with a “Guidebook” for each module that will have self-assessment rubrics for each subject area, this will allow students to guide their own learning and have a reference.

Utah Mountain School - Six Week Module Schedule (Module Mountain)		
Weeks 1-3 (Base Camp Learning)	Weeks 4-5 (Summit Approach Learning)	Week 6 (Peak Learning)
<p>Students are introduced to the module’s objectives and will explore the subject matter through small group instruction, as well as a wide variety of mediums and experiences.</p> <p>During PBL-Time students will participate in elective enrichment to reinforce learning objective.</p>	<p>After weeks of core instruction and elective enrichment, students will choose their Capstone Projects with a specific elective concentration, and will begin working with both elective teachers in charge and core subject teachers will float to support students as needed.</p>	<p>Remediation: Students who do not pass their Capstone Projects will be placed in remediation status. Students will have this week to revise and resubmit their projects.</p> <p>Intensives: Students who pass their Capstone Project will be allowed to select and participate in an intensive of their choosing.</p>

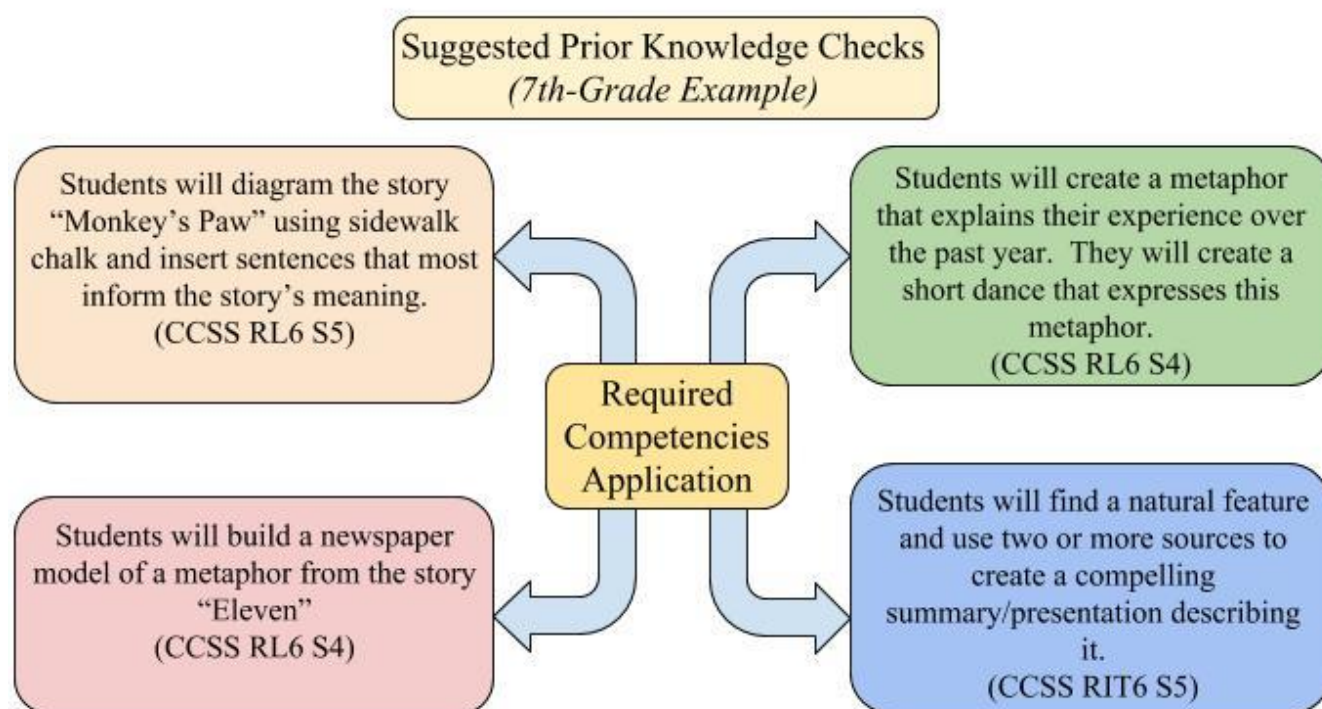


Format of Modules



Grade-Level Instructional Cohorts: Each grade level will be organized into cohorts of 25 students. Placement in cohorts will be based upon demonstrated proficiency based on NWEA Map testing. Cohorts will be reviewed and re-assigned on a semester basis. Instructional cohorts will be subsets of grade level cohorts. Instructional cohorts will engage in 1:25 (teacher: student) ratio instruction in outdoor classrooms for core curriculum (Humanities & STEM). These instructional cohorts will operate simultaneously, while the other eight cohorts are engaged in PBL-Time that will be supervised by elective teachers and paraprofessionals. This strategy will allow for a consistent and functional 1:25 ratio while simultaneously allowing for small class instruction.

Prior Knowledge Checks: School-wide testing will allow UMS to create instructional cohorts that share academic needs. Prior knowledge checks, given in core subjects at the beginning of each module will further guide the instructional strategies for each cohort. The chart below is an example from our sample curriculum, which gives an overview of what the first semester of 7th grade language arts might look like and details how we would use the Utah Education Network's progression of knowledge tables (*also found in sample curriculum*) to formulate checks for understanding. The knowledge checks suggested below would be testing the foundational skills needed from sixth grade to enable students to complete the lessons and capstone projects during the first module of Language Arts 7. If students are unable to complete these checks, they would be placed on a track for remediation, as shown in the Format of Modules diagram.



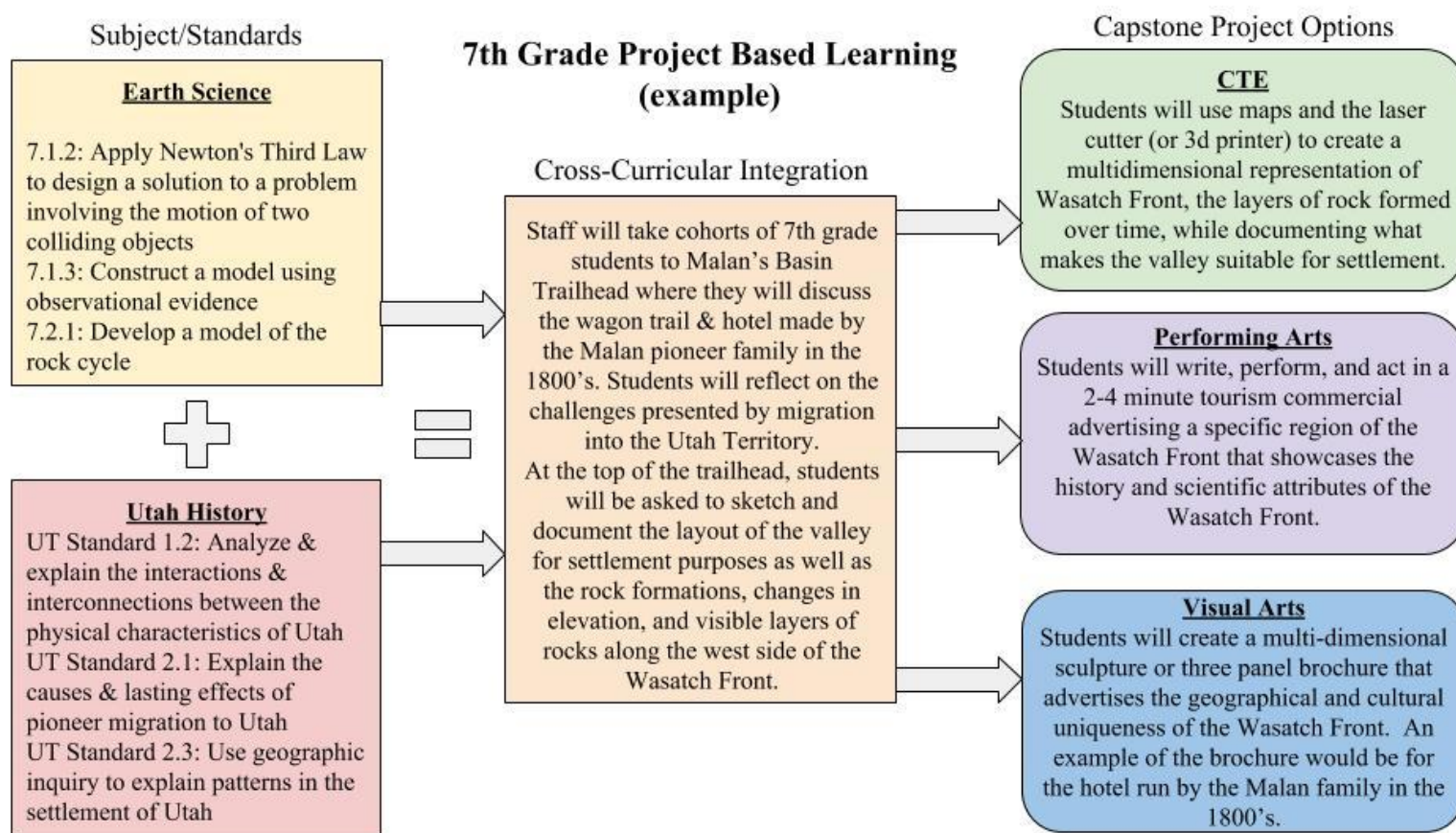
Electives Enrichment: In addition to those daily core classes, students will have two blocks of PBL-Time per day. This PBL-Time will allow students to grow, practice, and make connections with the core curriculum through elective enrichment. Because students have been grouped based on academic ability, they will spend the first three weeks of each six-week module with additional time for Humanities and STEM instruction. During this additional time, teachers can lead the students through interactive lesson plans that support difficult concepts for both the exceptional learners as well as students who need to be re-taught concepts. This could be as simple as taking the book that Humanities is working on to the park, creating skits outdoors to reinforce concepts, using digital cameras to capture images that demonstrate complementary and supplementary angles or other applied learning activities.

7th Grade	Week 1				Week 2				Week 3			
Cohorts	Mon	Tues	Wed	Thur	Mon	Tues	Wed	Thur	Mon	Tues	Wed	Thur
7A	STEM	Draw	HUM	Design	STEM	Dance	HUM	Studio	STEM	Shop	HUM	Drama
7B	HUM	Studio	STEM	Shop	HUM	Drama	STEM	Draw	HUM	Design	STEM	Dance
7C	Design	HUM	Dance	STEM	Draw	HUM	Drama	STEM	Studio	HUM	Shop	STEM
7D	Shop	HUM	Drama	STEM	Studio	HUM	Dance	STEM	Draw	HUM	Design	STEM
7E	Drama	STEM	Draw	HUM	Design	STEM	Shop	HUM	Dance	STEM	Studio	HUM
7F	Dance	STEM	Studio	HUM	Shop	STEM	Design	HUM	Drama	STEM	Draw	HUM
7G	STEM	Design	HUM	Dance	STEM	Draw	HUM	Shop	STEM	Drama	HUM	Studio
7H	HUM	Shop	STEM	Drama	HUM	Studio	STEM	Design	HUM	Dance	STEM	Draw

On days when cohorts do not have STEM/Humanities reinforcement classes, they will rotate through electives. At the beginning of each module, all teachers in each grade level will be given the learning objectives that students are working towards for that module. Elective teachers will prepare lessons which introduce students to their elective curriculum while supporting the module's learning objectives. This will allow students the opportunity to explore different subject areas, while continually focusing on a consistent set of standards that will allow them to approach learning objectives from many different angles, gain exposure to different opportunities, and decide which elective discipline they would like to pursue during their capstone projects. See the example below:

Subject	UEN Learning Standards	Elective Enhancement Example
Art Studio	<ul style="list-style-type: none"> - Describe what a text says both implicitly and explicitly - Describe how the tone of a passage impacts the effect of the work 	Create two small model cities, one that represents the explicit reality from a Tree Grows in Brooklyn, and the other that represents the world in a character's mind, as informed by inferences.
CTE Design	<ul style="list-style-type: none"> - Describe what a text says both implicitly and explicitly - Describe how the tone of a passage impacts the effect of the work 	Read a selection of tourist brochures and put together a 30 second PSA on what dark secrets these brochures might be hiding based on creative inferences based on what the text says implicitly, as well as the tone of the brochures.
Dance	<ul style="list-style-type: none"> - Describe the rock cycle over time - List the forces that shape the geography around us 	Choreograph a dance that depicts the process of erosion as it affects the landscapes around us. Write a detailed paragraph summarizing the connection.

Cross-Curricular Capstone Projects: These projects will serve not only to demonstrate competency in UEN core standards but will allow opportunities for elective integration. Integrating electives into core curriculum projects will create increased choice and opportunities for student enthusiasm. At the end of each module, student-led conferences will allow parents to support portfolio completion. At the end of each module, students will have an opportunity to show their portfolios to parents, siblings, and community members in a Celebration of Learning.



Rubric Grading: Student participation in evaluating work increases student buy-in and attitudes toward school (Andrade & Cizek, 2010; Brown & Harris, 2013). UMS will create rubrics for each capstone project that focus on essential learning standards for that module. Each capstone project will have a student and teacher rubric for each core subject area as well as the elective area being assessed. Rubrics will have student-friendly learning targets based on Utah Core Standards. A rubric will be completed by a member of the student's family or member of the community during each Celebration of Learning. This practice will allow students built-in opportunities to include and present to members of their community in their educational progression.

Celebration of Learning: Students will prepare throughout the semester for a Celebration of Learning. These events will function as an opportunity for parents and community stakeholders to participate in a student's demonstrated growth. Students will present their polished portfolios to a board that may consist of parents, teachers, a member of the community, as well as a student advocate. The student portfolios will provide evidence that the student will be successful in the upcoming grade, and will contain concrete proof of the important skills and habits developed throughout the previous years. The Celebration of Learning will showcase this learning, and will be required in order to advance to the next grade. In portfolio presentations and public exhibitions, students articulate what they have learned and why it is important. Students will be responsible to present work samples from their portfolios.

Intensives: During the sixth week of each module, students who pass with 70% or higher on their capstone projects will be allowed to participate in a week-long intensive. Intensives will be week-long experiential learning opportunities. Students will immerse themselves in exciting experiences while obtaining academic credit. This approach will allow teachers to cultivate enthusiasm amongst students while teaching things that they are passionate about. This could include off-site exploration, on-site learning activities, or independent study that take place in and around Utah's recreation resources. During the last module of each semester, the focus of every intensive will have a community service based theme. This emphasis on service will allow students to give back to their community, building rapport with both the environment and people of the community in which inhabit.

Grading & Promotion:

Rubric Based Grading (75% of final grade): Although projects will be cross-curricular in nature, the objectives being assessed will be clearly tied to the subject matter they belong to. At the end of each 6-week module, rubrics will be created and completed. Each core subject area (language arts, math, science, and social studies) will have put forth three objectives drawn from essential, and need to know standards. Grades for each subject will be tabulated and reported to student's parents at the conclusion of each module. This method of feedback will allow parents/caretakers and teachers to identify problems before they become irreparable. Elective grading will be based on rubrics created by elective teachers and will follow the same procedures.

Academic Responsibility Grade (25% of grade): Understanding that many of our students will be coming to us with limited academic skills, and little past success to build on. It is important

that we reward active participation, effort, and individual growth. We understand another factor impacting student success is chronic absenteeism, so instead of grading practice assignments, UMS will grade active participation, effort, and attendance during periods of practice and skill acquisition. Academic responsibility grades will be posted online at the end of every week so that parents/guardians can remain apprised of the effort level and participation of their child.

Promotion: In order to be promoted to the next grade level, students will be required to complete required elective credits at a rate of 60% or higher (rubric grading plus academic responsibility grade), as well as passing core subject rubrics categories at a 70% rate. Students who are not achieving these rates of success will be placed into remediation. UMS will implement two levels of remediation based on the respective scores of a student's rubric scores in their portfolio. If a student is unable to score above 50% in their capstone project rubrics, they will be placed in "Fundamental Remediation", where they will be re-taught essential skills in small groups and have the opportunity to demonstrate mastery through more conventional methods. Students who score above 50% on their capstone rubrics but do not earn a passing score, will be placed in "Capstone Remediation", this will give the student a week's time to demonstrate a passing level of competency within required criteria.

3B. Curriculum

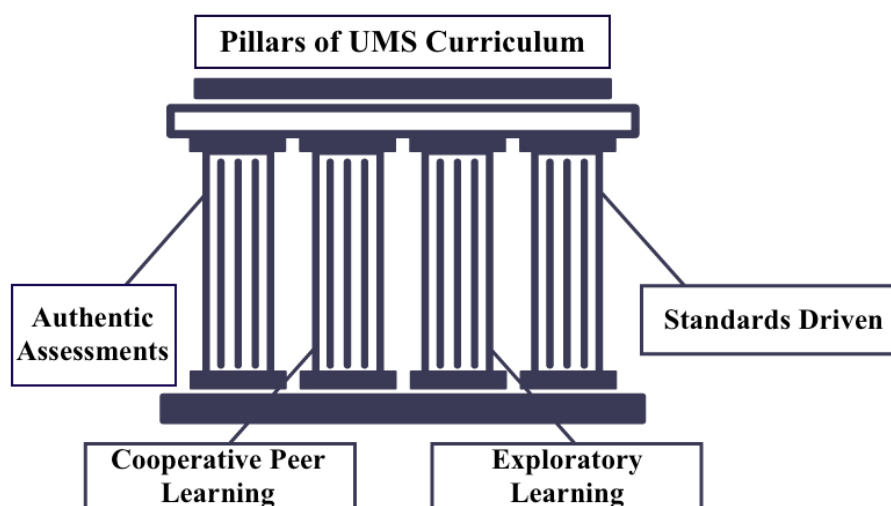
State if the charter school intends to use curriculum that has already been developed or if the charter school intends to develop its own curriculum. (NOTE: This will determine if you use evaluation criteria A or B for this section.)

- ☐ We intend to use curriculum that has already been developed. *Use evaluation criteria A.*
- ☒ We intend to develop curriculum. *Use evaluation criteria B.*

Timeline, Benchmarks & Staffing: UMS will appoint a lead curriculum developer. This person will be in charge of guiding the curriculum development process. Each grade level will have a curriculum team which will consist of four individuals: ELA, history, math, and science. After creating module outlines, a team of four (2 CTE, 1 visual art and 1 performing arts) elective teachers will fine-tune capstone projects to meet elective portfolio requirements. The Curriculum Developer would meet the following benchmarks:

Timeline	Objective:
March/April 2019	Begin recruiting a curriculum team with leads for each respective department.
May 2019	Curriculum teams are in place. Subject teams will schedule weekly meetings for at least two hours per week. Collaborating on the cross-curricular integration of standards and shared themes. Teams will unpack all standards for each subject covered by grade level. Unit plans with rough sketches of capstone projects are completed.

June 2019	Entire curriculum team will meet, post all objectives, and create objective clusters from which to make capstone projects. Teams will create capstone projects.
July 2019	Small groups backwards plan instruction from capstone projects.
August 2019	Unit objectives are mapped out and tied to unit projects. Interdisciplinary projects are written into the curriculum. A library of sources to use for each unit is created.
September 2019	Unit lesson plans submitted by all grade level teams.
October 2019	The curriculum is submitted to board members for review. Edits and revisions take place throughout October.
January 2020	Final drafts of the curriculum are submitted and reviewed by UMS curriculum specialist.



The Four Pillars of UMS Curriculum:

The curriculum will involve diverse strategies that will revolve around four curricular pillars of learning: exploratory learning; cooperative peer learning; frequent checks with interventions; and access to physical activity. All curriculum will be designed by a team of experts in curriculum development who will create capstone projects based on Utah State Core Standards, and design unit plans. UMS will employ a full-time curriculum specialist who will disseminate the curriculum to lead teachers, and facilitate changes based on feedback from level teachers, the student population, and unforeseen needs. Lead teachers will oversee preparations to implement the curriculum at the beginning of each module. Lead teachers will have an extra prep period to collaborate with the curriculum specialist in order to better facilitate student learning outcomes. Without the burden of overseeing curriculum, level one teachers will be able to focus on classroom management and effective instruction. With teachers focused on curriculum implementation, special education teachers and trained para-professionals will be available

to monitor student progress and facilitate push-in (co-teaching) and pull out small group remediation.

- **Authentic Assessment:** Authentic assessment means ascertaining not just what a student knows, but how they can apply it in the world around them. “Capstone Projects” will serve as authentic assessments and will cover a variety of cross-curricular subject matter to demonstrate competency in Utah State core standards. These standards will be laid out in a portfolio guidebook with all respective rubrics for that module readily available for each student and staff member to refer to throughout each module. Integrating electives into core curriculum projects will create increased choice and opportunities for student enthusiasm.
- **Cooperative Learning:** Cooperative learning refers to the idea that student outcomes in the areas of retention, generalization, and overall understanding will improve if students work together instead of on their own. Additionally, cooperative learning allows students who may come to UMS with deficits in social skills to improve themselves in the context of the general education curriculum. Cooperative learning will be central during core instruction, capstone projects, and elective enrichments.
- **Exploratory Learning:** On day one of each module, students will be familiarized with the learning objectives for that module, and connect them to high-interest guiding questions. During the first three weeks of a module students will investigate these questions and objectives from many different angles. Throughout each term, students will build “Elective Portfolios” in which they will demonstrate competency in elective subjects through cross-curricular Capstone Projects. Students will have input and choice in portfolio development in each module. At the end of each module, students will have an opportunity to show their portfolios to parents, siblings, and community members in a Celebration of Learning. These members of the community will be asked to evaluate students Capstone Projects as part of the portfolio completion.
- **Standards Driven:** Every core curriculum plan will begin by unpacking standards into concise, demonstrable learning objectives. If possible, each learning objective will then be broken down into learning targets which lend themselves to attainment through the Utah Mountain School’s instructional philosophy. While unpacking all elements of the Utah State Core Standards for a subject area is time-consuming, it allows for the deliberate planning of capstone projects which can demonstrate mastery of multiple objectives across subject areas. Curriculum planners will create basic skills “toolkit” that can be used by teachers to reteach previous standards.

Framework for Development:

Pre-Assessment: The curriculum team will use Utah State Core Standards progressions of knowledge to formulate pre-assessment and review activities for each module. The table below demonstrates how these review and pre-assessment activities could be constructed within the philosophical framework of Utah Mountain School.

Building Cross-Curricular Projects: Being structured in grade level cohorts as opposed to inflexible subject-based classes will allow for interdisciplinary projects and units. After unpacking standards in curriculum development teams, opportunities will be explored for projects that integrate two or more academic areas. These cross-curricular projects will allow teachers to work together, show students that knowledge does not exist in a vacuum, and allow for a greater understanding of context.

Elective Collaboration: While elective teachers will have a rotating prep schedule, there will also be weekly opportunities for each elective teacher to collaborate with the STEM and Humanities teams for further cross-curricular integration, or simply accompany a cohort on an exploration off campus to support staff and students. Over the first three weeks of each module, both grade level teams will have the opportunity for collaboration with each elective instructor.

Prep/Collaboration Schedule for Elective Teachers					
Grade	Day	MON	TUES	WED	THUR
7th Grade	Prep	Draw	Dance	Shop	Draw
	Collab	Studio	Drama	Design	Studio
8th Grade	Prep	Design	Studio	Drama	Design
	Collab	Shop	Draw	Dance	Shop

Module Teaching Schedule: While each module will be designed to cover specific standards and skills required for Capstone Projects, every instructor's role will change as the week's progress. Below is a table that shows the shift over the six-week period and the duties and responsibilities of each instructional staff member to assure that students are able to complete their projects, while meeting all required standards laid out in the respective rubrics.

Utah Mountain School - Teacher Schedule - Six Week Module Schedule			
	Weeks 1-3	Weeks 4-5	Week 6
Core Teachers	Core teachers will use PBL-Time for reinforcement of core concepts and skills as well as an opportunity to add depth and breadth to core concepts for students who have already demonstrated mastery of basic concepts. . These reinforcement blocks will happen twice a week for each cohort.	Core teachers support core standards by re-teaching concepts and checking rubrics to ensure that students are on track for the 'Celebration of Learning' presentation.	Lead teachers will work with student's whose Capstone Projects do not meet basic requirements, and require fundamental remediation. Core teachers will offer "Intensives", which will be high-interest, five-day projects.

Elective Teachers	Elective teachers will teach a prepared PBL-Time interactive lesson to reinforce learning objectives. This lesson will be taught to each cohort once over the three week course.	Elective teachers will support students with completing and presenting their respective Capstone Projects, ensuring they are meeting rubric requirements.	Elective teachers will rotate between Capstone Remediation and supporting intensives based around their subject area.
Special Education Teachers	Special Education teachers and paraprofessionals will run small pull-out groups to support standards introduced in the general education setting.	Special Education staff will float and support all students in the general education setting to help students with IEPs complete their capstone projects.	Special Education teachers will support students requiring fundamental remediation. Paraprofessionals will support in Intensives.

Differentiation & Special Education: Utah Mountain School will serve students of all ability levels. Students and families from low SES backgrounds desiring a community that recognizes and celebrates diversity, outdoor education, and creativity while respecting each student as a valued individual of great potential and promise, will find they fit at UMS. Three of the founders of UMS have worked for years as special education teachers and intend to meet each student's individual needs with ongoing assessment, ability grouping, and Individual Education Plans (IEP), per federal and state law. The school believes these tools will allow students to set and achieve individual goals and be supported in creating their own success. UMS will provide comprehensive interventions for students who are identified as having a disability under the Individual with Disabilities Education Act (IDEA). The comprehensive program will include an inclusion program (push-in) to support students in teacher-directed small group instruction, and a "pull-out" program to provide students with specialized instruction to assure the student's IEP goals are met. The service time and pattern will be determined by the student's IEP. During weeks 1-3 of each six-week module, during elective enhancements, the special education and ELL teams will pull students for assessment and targeted interventions. The benefit of having flexible time as opposed to fixed resource or co-taught classes, is that case managers would be able to pull students for only as long as is required to support IEP goals.

Professional Growth for Reflection: Utah Mountain School believes that the teachers are the difference makers in every school. This charter application has been written primarily by teachers who seek to design a junior high that works for the staff as much as it works for the students. Great amounts of effort and detail have been put into designing a curriculum, schedule, and environment where teachers are allowed to focus on instruction and student growth. Growth and development for staff is equally important to UMS.

A large part of the school's growth as a team will come from using the PDSA model. The popular model used to create 'short cycles of continuous improvement' works through the process of "Plan, Do, Study, and Act". Lead teachers in both grade levels of each discipline will

be given an additional prep during third block every day to work across grade levels during each module identify potential “problems of practice”. Throughout the module, this team will create plans to identify the change they would like to make, and if necessary, collect data to test the theory, reflect and analyze, and finally take steps to address what the team has found. This leadership team will discuss their progress and findings within the PDSA to the administrative team on a monthly basis to ensure continuity and focus.

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3C. Select Programs

State if the school intends to offer any of the following programs. (NOTE: This will determine if you utilize evaluation criteria C, D, or E for this section.)

We do not intend to use any of the programs introduced in this section.

4. Market Analysis

What Utah Mountain School Could Offer Ogden:

According to the 2017/2018 school year Sage scores as reported by the Utah State Board of Education's Data Gateway (pictured in the table below), there is strong indication that the SES (Socioeconomic Status) achievement gap is severe among students in the Ogden area. The disparity in achievement based on SES can be seen when comparing SAGE testing results for the following local schools:

- DaVinci Academy (54% low SES student population)
- Highland (80% low SES student population)
- Mound Fort Junior High (97% low SES student population)
- Mount Ogden Junior High (64% low SES student population)
- Ogden Preparatory Academy (69% low SES student population)
- Orion Junior High (26% low SES student population)

Ogden Area Junior High Sage Proficiency (2017/2018)

School/Testing	DaVinci	Highland	Md Fort	Mt. Ogden	Ogden Prep	Orion
SAGE ELA	40%	26%	25.9%	38%	35.7%	38.9%
Low SES ELA	30.2%	23.5%	25.9%	19.7%	25%	19.9%
SAGE Math	29%	19%	18.1%	37%	26.6%	40.2%
Low SES Math	18.6%	16.7%	18.1%	19.3%	18%	21.2%

**Scores obtained from the USBE Data Gateway*

**Ethnicity could be seen as a leading factor in achievement, data suggests that it should be seen as a dependent covariate with SES*

Given the severe socio-economic student (SES) achievement gap among Ogden area students, the fact that it has not been improving through conventional interventions, it would suggest that more targeted interventions are necessary. Utah Mountain School (UMS) proposes considering the outdoor classroom. Performance of students in Ogden School District generally follows student SES. While graduation rates of low SES students rose 8 percent between 2016 and 2017, a significant achievement gap both in test scores and graduation rates persists. Based on the most current and available statistics, there are over 10,663 junior high students (grades 7-9) attending the Ogden and Weber school district area. UMS has set its school size at 450 students, which would account for just 4.2% of the surrounding student population. The six closest schools to our proposed location currently serve 2,641 students who have been identified as coming from low SES households.

Because UMS is eager to work with low SES students using the outdoor classroom model, Ogden is an ideal location to serve as 79% of the student population has been identified as coming from low SES homes. Utah Mountain School offers a solution for the SES achievement

gap through constant access to aerobic exercise, access to green spaces, community involvement, and a commitment to project-based learning.

Junior High Student Population in the Ogden/Weber Area				
District/Grade	7th Grade	8th Grade	9th Grade	Total Per District
Ogden School District	821	807	793	2,421
Weber School District	2,419	2,418	2,340	7,177
Area Charter Schools	382	322	361	1,065
Total Students Per Grade:	3,622	3,547	3,494	10,663

Research has shown that the SES achievement gap can be attributed to two primary factors: selective attention deficits due to both chronic and acute poverty-related stress, and negative attitudes toward school stemming from a lack of parental and community support (Kuo, 2001; Tine, 2014; Brown, Seyler, Knorr, Garnett, & Laurenceau, 2016; Lai, Stevens, Martinez, & Ye, 2015). The outdoor classroom is a natural choice to combat poverty-related selective attention deficits because access to exercise and green spaces are two of the most thoroughly proven strategies (Kuo, 2001; Hartig, Evans, Jamner, Davis, & Garling, 2003; Shin, 2010). UMS will serve to increase community involvement through curriculum and instruction which will change student attitudes toward school (see Community Participation Table). This type of project-based learning, while meeting learning targets, will feature the use of non-academic skills that will allow for increased volunteerism, and bonding between the school and community.

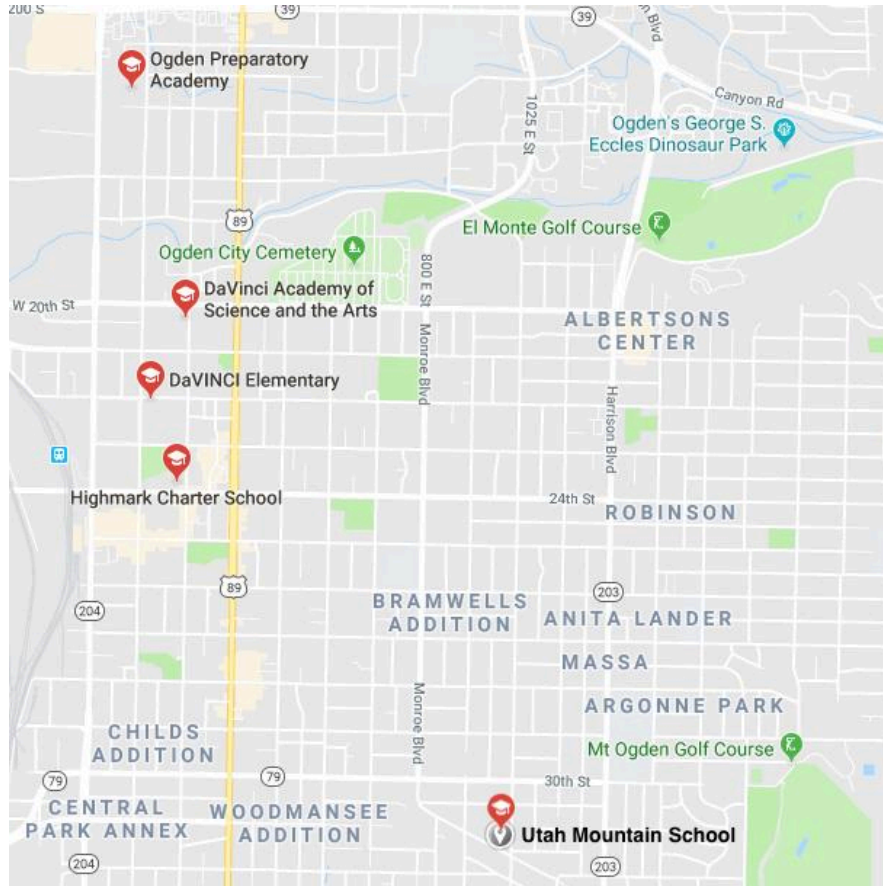
Who UMS Would Be:

The Utah Mountain School will be an institution that promotes rigorous physical activity as a consistent component within all core and elective subjects. Students will have the opportunity to participate in project-based learning with an experiential mindset on a daily basis. UMS will utilize open and green spaces in and around the Ogden Valley as well as our outdoor classrooms. While our goal will be to help close the low SES gap, our curriculum and school will benefit any student who attends.

Our founding board has been active in collaborating with community liaisons working with both nonprofit and private Ogden organizations that seek to provide students with the hands-on learning experiences. If approved in January 2019, the Utah Mountain School would begin an active social media visibility campaign to make parents and community stakeholders aware of our charter authorization to help build enrollment. Because our board member Dr. Betty Sawyer has spent decades working with various non-profit organizations in the Ogden area, NPOs that are focused primarily on connecting community and promoting equity for youth. The UMS founding board will have numerous grassroots allies waiting to help advertise our pending opening.

The Utah Mountain School was born, largely, out of long conversations with Ogden community members who felt that their children were not being served by a traditional classroom model. Our marketing model, therefore, will include recruitment of parents and community members to spearhead grassroots, word of mouth campaign targeting parents of children who are not thriving in the traditional school model.

Where UMS would Be (*Location, Location, Location*):



Community Trends and Shifts: The Ogden-Metro area currently has four state-authorized charter schools; however, all of those charter schools are at least 3-8 miles away. While there are currently thousands of students who are at-risk, falling through the cracks, and in need of more from our educational system. UMS currently has the opportunity to offer a new choice for our targeted geographic population.

Size of School and Grades Serviced: Within two years of operation, UMS plans to have a maximum of 450 students being serviced in grades 7-9. The board made the specific decision to serve students through the 9th grade due to both Ogden and Weber School District's junior high school model. Thus allowing students to stay with UMS through the 9th grade makes the transition to high school in the 10th-grade simple. With over 10,000 students living within the Ogden/Weber area. The maximum enrollment of UMS would represent less than 5% of the students in the Ogden/Weber area. These numbers are in-line with state charter school

enrollment projections. Further, the Governor's Office of Budget and Planning predicts that the number of school-aged children in Utah will grow by nearly 100,000 students in less than ten years. This growth in the student population will necessitate the construction of new traditional schools as well as new charter schools.

Unique School Characteristics:

UMS will be the only school servicing this proposed geographic location that will offer a combination of the following cornerstones:

- Cultural Competency
- Movement Breaks
- Outdoor Classrooms
- Project-Based Learning

No other schools offer this wide range of methods designed specifically around the needs of the students in our target area.

Competitive Advantage:

Parents of all types want a great education for their children. If parents of children in the Ogden area look at the proficiency rates of their neighborhood schools, they might be surprised to see how many students are simply falling through the cracks. Average proficiencies in Math, Science, and Language Arts are disappointingly low. Parents want and need another public education choice that will ensure their child is not one of the students who is not performing on grade level. Parents also want their child to be treated as an individual with specific needs. They know that this kind of focused instruction will provide their students with the hands-on skills and exploratory learning they will need in order to graduate from high school and go on to better their lives.

Distinguishing Characteristics:

- Project Based Learning
- Data-Driven Instruction
- Ability Based Humanities and STEM Cohorts
- Cultural Competency Curriculum
- Administrators who will spend the vast majority of their time focused on the instruction taking place in the school

UMS will provide all students with a needed opportunity to enrich their lives with a greater understanding of all academic subjects through a mastery of the Utah State Common Core with an emphasis on history, language arts, math, and science. UMS will address the needs of these students by providing them with ability-based cohorts with direct instruction and experiential learning to support personal growth partnered with standards-based assessments. The Utah Mountain Schools instructional methodologies and commitment to academic rigor make it a unique and inviting choice for our targeted population. UMS will also include character development across all grades during our Advisory blocks. This will not only include

mindfulness, but will also include increased cultural competence and social-emotional learning that benefits the individual, their families, their community, and their environment.

Marketing Plan

The marketing strategies for UMS will take various forms. The vast majority of our marketing strategies will focus on attracting low-income, multicultural students, at-risk students, and any other group of students who are at risk of academic failure. Examples of strategies we may implement include:

- **Open Houses:** The administration, when hired, and/or the board of directors will hold open houses throughout the community. These open houses will include a presentation on the merits and functions of charter schools and a detailed explanation of the school's mission and philosophy. The open houses will also provide interested parents and community members the opportunity to ask questions about the school. Due to the anticipated large percentage of Spanish speaking residents, all open houses will likely be presented in both English and Spanish. A number of open houses may be translated into alternative languages to accommodate various refugee groups. Open houses will be advertised through our online marketing and print campaign.
- **Website:** Upon approval, UMS will launch a comprehensive website aimed at educating the public about the functions of charter schools in general, the curriculum and methods of our school, and information about how to register for the lottery. The site will also include a detailed frequently asked questions page, contact information, and all information required by Utah rule and/or law.
- **Social Media:** The school will use the specific skill set of multiple board members who work and manage local businesses and non-profits that are actively marketing in Ogden. This will mostly involve creating a content-rich Facebook campaign designed around reaching and engaging our target demographics.
- **Media Outreach:** We may write press releases and send them to any print, television, and radio media sources.
- **Direct Mail:** We have budgeted to send a direct mail flyer to every house in our target population with detailed information about the school, instructions on how to obtain more information, and enrollment directions.
- **Community Involvement:** We will make connections with local churches and community groups, set up informational booths at local events and grocery stores, and take advantage of other community-based marketing opportunities. Inasmuch as our target population is not as familiar with charter schools as other populations throughout the state, we are committed to implementing a robust marketing plan to inform the community of the opportunities available at Utah Mountain School.
- **Volunteer Opportunities:** UMS seeks to be an educational institution that allows parents, community stakeholders, future educators, and outdoor enthusiasts to help enhance every student learning experience. Volunteers would have the ability to participate in the day-to-day operations of the school with various levels of time commitment. These volunteer opportunities will foster a connection between UMS and the community at large.

5. Governance

Organization:

The organization of the Founding Board is as follows:

- Board Chair - CJ Kavanagh
- Vice Chair - Chris Wright
- Board Secretary - Tim Owen
- Treasurer - Mike Jolley
- Non-Profit Community Outreach - Betty Sawyer
- Business Outreach - John Stein
- Academic Advisor - Karren Pyfer

These individuals constitute the founding board of Utah Mountain School (UMS) and all members would either step down or apply for membership on the governing board. If approved, Mr. Kavanagh and Mr. Owen will step down to apply for the Director and Head of Curriculum Development respectively. Upon opening, Mr. Wright will step down from his board position to apply for the position of Assistant Director/Dean of Students. As these members step down, the board will be in the process of recruiting and approving new members based on board by-laws. Since being invited to submit a full charter school application, UMS has met as a board every 3-4 weeks with the final pre-approval board meeting on November 6th. Following approval, the board will meet monthly with executive sessions being scheduled as needed.

Utah Mountain School is seeking to become a junior high public school in the Ogden metro area that serves students from all socioeconomic backgrounds in the outdoor classroom through project-based learning, cultural competence, and acute aerobic exercise. Our school's mission statement is, "Building community, creativity, and curiosity through outdoor exploration, movement, and hands-on learning for all students." As we hope to move from preliminary status to an approved charter, we seek to operate our Governing Board with purpose, passion, and persistence that is always rooted in our mission and vision.

Articles of Incorporation must include language stating that neither the charter school authorizer nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school. Articles of Incorporation should also include necessary language should the governing board decide to (1) apply for 501(c)(3) status with the IRS or (2) take on debt on behalf of the corporation.

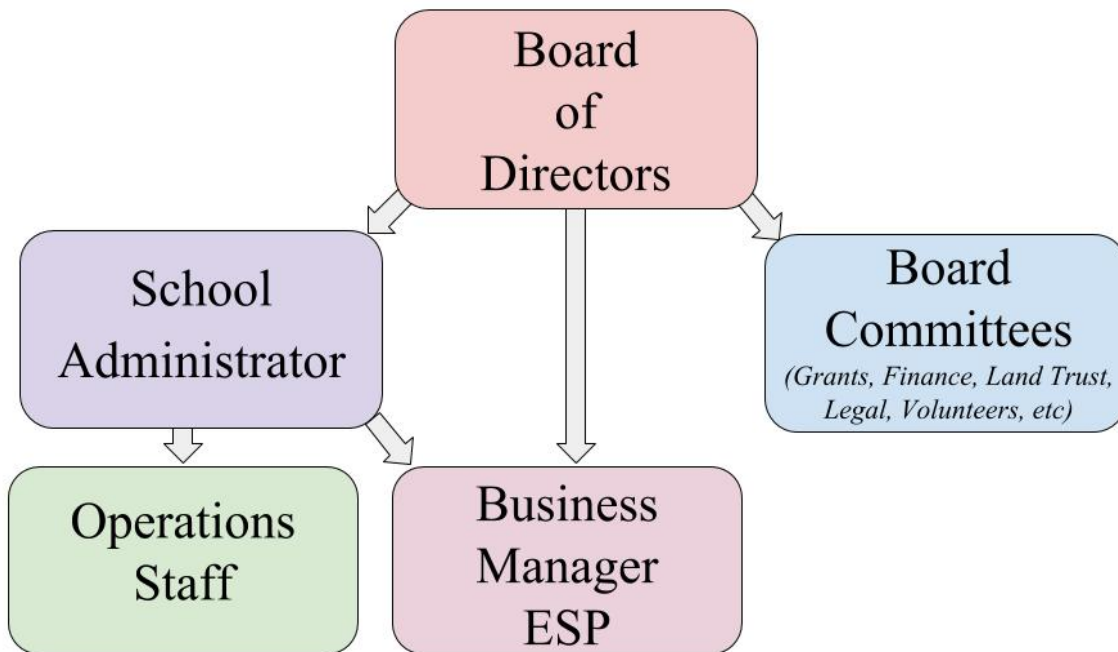
Bylaws are the rules and procedures for how a nonprofit corporation will operate and be governed. Although there are no set criteria for bylaw content, they typically set forth internal rules and procedures, including such issues as: (a) the existence and responsibilities of officers; (b) the size of the board and the manner and term of their election; (c) removal of board members; (d) how and when board meetings will be held, (e) who may call meetings; (f) and how the board will function.

From the bylaws, provide the following information regarding the structure of the governing board: (a) number of board members, (b) how board members are appointed, (c) the board members' terms of office, and (d) the number of meetings the board shall hold annually.

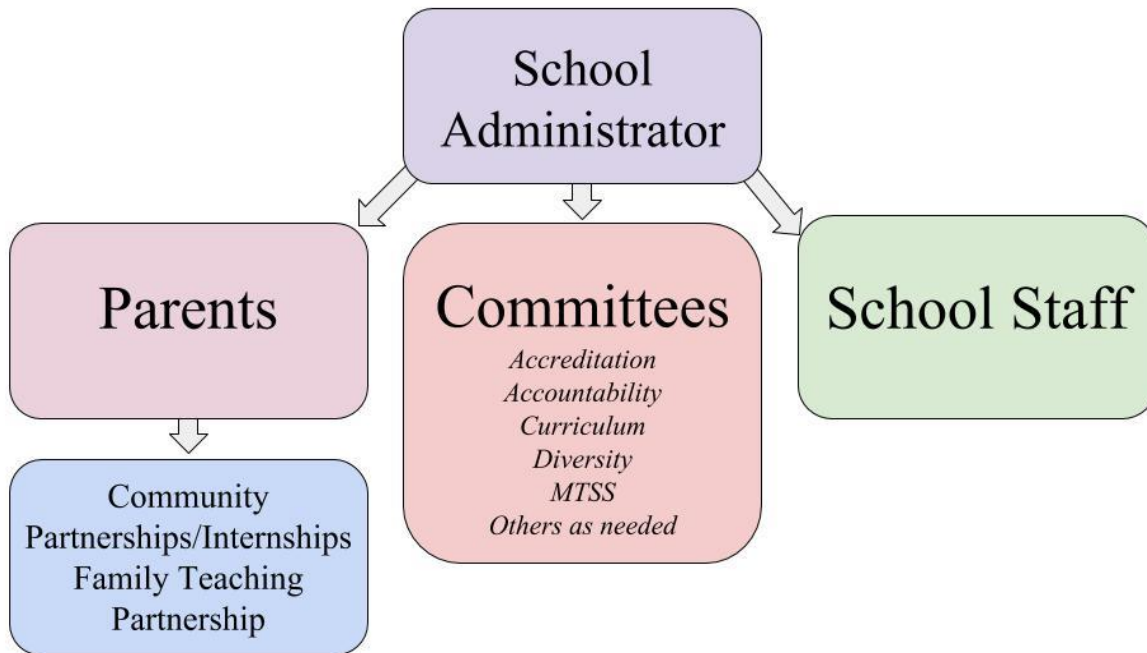
Structure of Governing Board

The governing board of UMS will have at least five and no more than nine board members. Board meetings will require a quorum and will be rescheduled if there is not one. Upon approval, the board will discuss and vote on consultants with outside expertise and/or professional guidance. This expertise will be sought as needed in areas such as legal, educational practices, and community development. New board members will be recruited and appointed through an application nomination process. Applicants will first be interviewed by the board or a board appointed committee with a well-defined description of purpose. While interviewing the potential board member will be asked in advance to prepare a statement demonstrating an understanding of the UMS cornerstones philosophies and practices, and how they see themselves advancing the mission and vision of the school.

The governing board will have the opportunity to discuss the potential candidate's statement of intent, and then follow the procedures as per the bylaws for considering a new board member. Terms of office would be of two years for all sitting members and three years for Board Director, with the choice to serve a second term if voted in. New board applicants will be vetted thru the nomination committee using the process as outlined in this section and in our bylaws. As the Board moves to thru the application process/startup phase they will hold meetings every 3 to 4 weeks. This will allow for greater communication of progress and assignment of duties to improve the iteration process. Then the board will move to hold at least ten meetings per the calendar year.



The School Administrator will answer to the Board of Directors. The School Administrator will work in conjunction with the Business Manager and/or ESP to understand the financial health and viability of the school. Board committees will help to develop solutions to challenges and in turn create goals/objectives to be implemented by the School Administrator and Staff.



The School Administrator will be responsible for coordinating the support of parent organizations that are supporting the students and their educational goals within the building. The school staff will be managed by the Administrator who will foster and develop a strong staff that will be able to carry out the mission and vision of the school. Committees will be responsible for meeting goals based on the needs of the school, students, and staff, all while supporting the mission.

Committees: The Governing Board will focus on the charter agreement to be assured that UMS is meeting its obligations to the State Charter Board throughout its operation. The board committees will research, inquire, and develop goals/directives to give to the School Director who will then implement policy to achieve the goals of the Charter agreement. Some committees that we foresee are listed below with purpose and expectations:

- School Trustlands: Develop plan for use of trust funds allotment based on the needs of the school and the input of community stakeholders.
- Nomination Committee: Hold application, nomination, voting procedures for new board members.
- Grants/ Fundraising: Will work with potential grants, and help create other revenue streams both within the community and outside.
- Legal: Will help decipher, explain and communicate any legal issue, actions that need to be taken or addressed

Administration will develop and deliver the curriculum with support on a daily basis to manage the day-to-day operations of UMS. The Governing Board will govern and plan, while the administration carries out the mission and vision. The Board will meet monthly with the Director and the ESP/Financial Officer to hear a report of the school's budget and financial health.

Founding Board Members

- CJ Kavanagh is acting as startup Board Chair of the Founding Board; he is currently employed at American International School of Utah in Murray as a Secondary PE/Health teacher. If authorized, he will step down to apply as Director of UMS, which would necessitate finding a new chair. He has 12 years' experience in working at a variety of district and charter schools. He holds a Master's in Education, has facilitated mentoring programs, worked with a variety of youth groups in Expeditionary learning, and has extensive experience in program management. Before entering the educational profession, he worked as a Project Manager and Estimator for a commercial construction company. Managing all aspects of multi-million dollar municipal projects required excellent time management and critical planning skills. The foundation of his passion for this endeavor comes from his undergraduate Degree in Adventure Recreation. After graduating, he worked in the outdoor education industry and yearned for a school that could balance a true outdoor experience with relevant, foundational education.
- Chris Wright is the acting Vice Chair on the Founding Board. If authorized, he will step down to apply for the Assistant Director position at UMS, thus requiring the role of Vice Chair to be filled. Chris is currently in his 10th year of teaching. He is currently teaching mild/moderate special education at American International School of Utah in Murray, Utah. As a teacher, mentor, and mental health worker he has experience with students in elementary, middle, and high school settings. Chris has worked in various roles in public, charter, and non-public schools and is excited to return to working with the students of Ogden.
- Timothy Owen is acting as Board Secretary and preliminary curriculum consultant. If UMS is authorized, he will step down from the board to apply as Head of Curriculum Development. He has worked with Big City Mountaineers, an organization that introduces under-resourced youth to the outdoors through backpacking expeditions, for the last eight years. He is credentialed in Special Education and Theater, is currently in his fourth year of teaching, and is completing his Master's degree in curriculum and instruction through Weber State University. He brings a long history of working with inner-city non-profit organizations in Oakland California, a deep love for Ogden, and a robust ability to manage curriculum in outdoor environments.
- Mike Jolley is acting as Board Financial Officer and Marketing Director. Mike has spent over 14 years working with personal clients on a financial planning/ retirement level as well as on a commercial and enterprise level via IT account management. This has allowed him to have spent his career working with major enterprise companies managing their budgets, marketing plans as well as advertising budgets to achieve their desired end results. The hope is to provide as much value and support to the amazing mission and vision behind Utah Mountain School. There are no plans to join the UMS school employment staff upon operational capacity.
- Betty Sawyer is serving as the Community Organization/Outreach person. Betty has an extensive background in community development and engagement. She worked as the Director of the Governor's Office of Black Affairs to address policies and programs, make recommendations to state agencies and elected officials on the impact on proposed policies might impact African Americans. Betty worked with the Governor's Office to establish the Utah Martin Luther King, Jr. Human Rights Commission to enhance

education and outreach throughout the state about Dr. King, his life, and the principles of nonviolent social change and service to humanity. For the past 11 years Betty has worked in higher education at the University of Utah and Weber State University. Betty has been a community change agent and advocate for over 40 years. Betty has a Bachelor's Degree in Physical Education from Morgan State University in Baltimore, a Bachelor's in Physical Therapy and a Master's in Public Administration from the University of Utah. Betty serves on the board of several community partnerships including Weber County Intergenerational Poverty, IGP Committee, Ogden Civic Action Network and Ogden Diversity Commission. Betty's passion lies in bringing people together to build and strengthen community.

- John Stein is acting as the Business Outreach member of the board. John has a depth of knowledge, expertise, and contacts within the city of Ogden. As owner of a chain of restaurants and part owner of Ogden Raptors, he has developed a wide range of business administration skills that he has used to grow a profitable business in the community UMS hopes to serve. John's connections will allow for him to help share the mission and vision of UMS with others potential supporters in the business community. John has been a consistent and vocal supporter elevating the Ogden community. After reading the charter proposal of UMS, he felt compelled to be part of the Founding Board and lend his talents to bringing this school to life.
- Karren Pyfer is serving as an Academic Advisor to the board. Karren is in her 17th year working in education. She has held many different paid and volunteer positions in schools all over Northern Utah. She is currently the Curriculum Director and Instructional Coach at a public charter school in Davis County. Karren worked as a behavior specialist in Logan School District before moving to Ogden in 2011 to teach a self-contained special education unit for children with severe emotional and behavioral challenges. She has worked in Ogden-Weber-Davis area schools since 2011 both in traditional public schools as well as public charter schools. Karren is a dedicated educator who sees the amazing potential, as well as the challenges of both traditional and public charter schools. She has dedicated her adult life working to make both systems the best possible learning environment for all students.

Board Recruitment: As we transition from a startup board to a governing board we will seek out and recruit board members that share the mission/vision of the school. The UMS board of directors will designate a nominating committee composed of at least one of each: parent of a potential student, current teacher, current administrator, current board member. The nominating committee shall contact potential board members and invite them to be present at two to three consecutive board meetings, sharing their input and suggestions when appropriate. Potential board members will be provided with meeting minutes for the previous year, and will be subject to an interview by current sitting board members. Voting criteria should include: The potential member's understanding of the UMS charter and the ability of the potential member to bring skills or perspectives that do not overlap significantly with other board members. Members may vote for as many candidates as there are vacancies to be filled. Election of the incoming board members will be determined by a majority of the votes cast. To provide continuity of leadership, newly elected board members shall attend board meetings as non-voting members until they formally assume their duties as newly elected board members. All new board members will be sworn in by the Chairman of the Board at their first official meeting. The term of office will be

no more than four years aligned with the calendar of the fiscal year. The nominating committee shall run all elections for the Board, which they shall certify to the board at the first board meeting following the conclusion of the election. Having this process will be paramount as we transition from startup to managing, and then finally into governing phase.

Board Culture: It will be the goal of the governing board to have one to two professional educators on the board at all times. Having professional educators on the Governing Board will help to keep the education goals in line with the reality of the school's development, while honoring the Charter Agreement. It will be important to UMS Charter school and the Governing Board to have a strong connection to the community that we are serving. To keep our community goals in mind we will recruit individuals from local non-profits, universities, businesses, and others who are integral facets in providing community outreach and/or social services. The goal will be to have community stakeholders (non-profits, for-profit, and parent organizations) assist in supporting the board to meet the needs of an ever-changing community while honoring the goals and mission of the charter. It will also be the policy of the board to have at least one member, on a rotating basis, do a monthly site visit to observe culture and implementation of policy in action.

Expectations of Board Members: For purposes of encouraging full and knowledgeable participation of the Board, each member is expected to fulfill the following responsibilities and obligations:

1. Be knowledgeable about essential documents binding or affecting the school, including the charter school application, the charter school contract and any amendments, school budgets, and board and school policies and procedures.
2. Maintain the confidentiality of discussions in the executive session and where necessary to preserve the confidentiality of personnel matters, parent and children matters, and school business.
3. Respect and adhere to the lines of communication established by the Board as to any specific matter requiring an official spokesperson on issues involving the press, outside agencies, mediators/arbitrators, and/or attorneys. In the event individual board members are contacted for information, where the Board designates an official spokesperson, members are requested to defer to the chosen spokesperson.
4. Recognize and act in accordance with all board-approved school policies, including those established to ensure the daily orderly operations of classrooms and class work.
5. Board members are expected to maintain discretion and act in a professional manner at all times when dealing with board business or raising school issues, including adherence to the board's conflict of interest policy as articulated in its Bylaws, and any related policies adopted by the Utah State School Board or Office of Education, or the IRS.
6. Board members are encouraged to discuss issues with one another: to treat the principal/director, members of the staff, students, parents, and each other with the utmost respect and consideration.

As per 53G-5-302 every applicant will have completed a background check within 30 days of authorization. This will ensure that all current and potential members are legally fit to serve on the board.

Legal Compliance: The board will ensure that the school operates within the bounds of applicable laws, rules, and regulations, and that the school meets all other applicable obligations. The board recognizes the wide range of applicable legal obligations that govern a public charter school. These legal obligations include public education law, public meetings law, government records law, employment law, corporate/non-profit law, special education law, and contract law to name a few. Each member of the board possesses unique experience and expertise that will ensure the school is operating in legal compliance. For example, Mr. Kavanagh, Mr. Owen, Ms. Pyfer, and Mr. Wright have experience that relates to rules governing regular instruction, special education, and school administration. Mr. Jolley and Mr. Stein have expertise in rules/law applicable to corporate set up, corporate governance, marketing, and financial regulations. Mrs. Sawyer has experience in non-profit resources, community dialogue, and general communication formalities. The board's experience in these areas is a vital component of its overall ability to identify potential issues, mitigate risk, and engage the services of experts in various areas of law when prudent.

Professional Development: We plan to have a comprehensive professional development plan for the governing board as they move into the governance phase and into subsequent operating years. The board will have yearly training sessions to help the members understand the operation and proper functions of a board. The goal of these trainings will be to keep the board in a governance role in relation to the school's operation. The board will also schedule and participate in the trainings offered by the Utah State Charter School Board on a variety of topics from board governance, finances, administrative development, and other topics that will strengthen our board.

The board will continuously read and discuss chapters from Brian Carpenter's book *Charter School Board University*. The governing board will develop self-assessment tools using the goals, mission and the charter of the organization in conjunction with the resources listed above to help create formative assessments. These assessments will take place during our board meetings throughout the year. It will be set forth as a standard that the board sets aside 20 minutes during every board meeting to discuss two questions. These questions will be to help the board stay true to the charter while measuring their effectiveness and helping to set clear objectives for the director to carry out. The next month's questions will be given out to board members at the end of the previous meeting. During the annual board retreat, the board will approve a bank of questions to be asked during the subsequent board meetings.

Sources

Carpenter, Brian L. *Charter School Board University: An Introduction to Effective Charter School Governance*. National Charter Schools Institute, 2007.

6. Staffing

Administrative Roles and Responsibilities

Director: As the day-to-day leader of the school, the director must be capable of understanding and facilitating the school's mission, vision, and goals by translating them into effective policies, procedures, and establishing an overall positive culture for staff and students. The Director is responsible for overseeing instruction, curriculum, personnel decisions, hiring, budgetary and legal compliance.

The Director's Job Description is as follows:

- Work with the Governing Board to ensure that all activities at UMS are aligned with the mission and goals
- Oversee the development and implementation of curriculum and assessments
- Hire, supervise, and evaluate UMS employees
- Meet with parents of UMS students, students and community leaders to advance the school's goals
- Oversee student enrollment process and development of class schedules
- Periodically teach students
- Work with the Business Administrator/ ESP and the Governing Board to adhere to budget guidelines and administer budget
- Present current budget, including cash-flow analysis to the board on a quarterly basis.
- Collaborate with the Curriculum Specialist to oversee Mentor training, evaluation, and performance (Director will assume position until needed)
- Ensure compliance with all relevant State and Federal Regulations
- Supervise facility maintenance and improvements
- Ensure Office manager coordinates fire and other drills and implementation of emergency procedures
- Supervise all school-sanctioned fund-raising activities
- Serve as a non-voting member of Governing Board
- Regularly attend trainings provided by the USOE
- Represent UMS within the community
- Perform all other duties customary with the position

The board will seek out candidates that will have the knowledge, skills, and abilities to understand and facilitate the vision of the charter, and the development of UMS. The Director will report to the Governing board on the health and progress of the school and students during each board meeting and as requested by the Governing Board.

- The Governing Board will use the following criteria in the posting and selection process to ensure that a candidate:
- Holds an advanced degree (Master's or higher) in a relevant field of study (Education, Administration, Management, etc.) and has relevant experience in management and education
- Is committed to the mission, vision, and goals of UMS

- Has a demonstrated commitment to PBL based education, field experiences, internships, outdoor-based education, and strong in leadership and group dynamics
- Has a working knowledge of the relevant State and Federal regulations that will affect the operation of UMS
- Demonstrates sound judgment and decision-making skills
- Possesses excellent communication and relationship building skills
- Is responsive to various stakeholders, such as State Charter School Board, faculty, staff, parents and students
- Possesses knowledge of Utah Core Standards, required assessments, and relevant pedagogical methods
- Is organized, efficient and hard-working; and is capable of effectively hiring, managing, supervising, and mentoring other staff members

Assistant Director/Dean of Students: This position works under the direction of the principal, and is the school's lead for our behavior and restorative justice practices. The Assistant Director is responsible for coordinating with curriculum specialist on professional development for instructional staff and serving as the primary administrative liaison between the special education teachers and the State Office of Education. UMS seeks out a candidate that possesses the knowledge, skills, and abilities to understand and facilitate the vision of the Charter and the development of UMS. The Assistant Director/Dean of Students will:

- Work with the Director and Governing Board to ensure that all activities at UMS are aligned with the mission and goals
- Oversee the development and implementation of curriculum and assessments
- Assist in the hiring, supervision, and evaluation of UMS employees
- Meet with parents of UMS students, their parents or guardians, and community leaders to advance the school's goals
- Oversee the student enrollment process and development of class schedules
- Periodically teach students
- Collaborate with the Curriculum Specialist to develop PD opportunities and assist with mentor training
- Ensure compliance with all relevant State and Federal Regulations in regards to special education services and procedures
- Help supervise facility maintenance and improvements
- Ensure Office Manager coordinates fire and other drills and implementation of emergency procedures amongst staff and faculty
- Help to supervise all school-sanctioned fund-raising activities
- Regularly attend trainings provided by the USOE
- Represent UMS within the community
- Perform all other duties customary with the position
- Minimum of five years of teaching and/or school curriculum development experience, with preference given for individuals with administrative or management experience.
- Utah educator license, with administrative endorsement preferred
- Advanced degree preferred
- Possess excellent communication skills, both oral and written
- Demonstrate the ability to work well in a fast-paced environment
- Possess the ability to use technology to aid in the execution of their duties

- Have significant experience with data-based decision-making, and student assessment
- Demonstrate effectiveness in leading and supporting teachers

Teacher Roles & Responsibilities:

UMS will recruit and hire teachers who understand and wish to contribute to the mission and vision of the school. All teachers will be given a standards-based, PBL curriculum to follow that will allow for their focus to be on instructional delivery. All instruction will be based around the four cornerstones that provide the building blocks of our model: cultural competence, movement breaks, outdoor classrooms, and project based learning.

Team Leads: These positions within our teaching staff will allow for veteran teachers to help their respective teams facilitate the UMS curriculum. They will also be responsible for assisting in behavior practices and other aspects of pedagogy. UMS will appoint two team leads for Humanities (History & Language Arts) and two from STEM (Math & Science) so that each subject area is represented by a highly qualified teacher to assure fidelity with the curriculum.

UMS will seek teachers with the following:

- Appropriate Utah teaching license and endorsements or be in the process of obtaining certification, including those eligible for the Utah State Office of Education's Alternative Certification showing qualifications to teach assigned grades and subjects
- Knowledge/experience using standards-based curriculum, utilizing creative approaches
- Strong technology skills, demonstrated capacity to use technology to enhance student learning
- Positive attitude and love for learning
- Successful teaching experience
- Knowledge and application of pedagogy
- Understanding of motivational teaching strategies and experiential unit designs
- Ability to utilize student assessment to inform instructional efforts for individual students and groups of students
- Excellent communication and collaboration skills with children, parents, peer teachers and community

UMS will provide licensure requirement support for every teacher. Teachers with fewer than three years of successful experience as a licensed teacher will complete the USOE Entry Years Enhancement (EYE) requirements by the end of his/her third year of teaching. At least one teacher on staff will be certified in special education, with a minimum of three years' experience as a special educator. AISU will likely have a team of special educators on staff, and will use a service provider, on a contracted basis, to complement the school's staff as necessary.

Paraprofessional Roles and Responsibilities: UMS will hire paraprofessionals to help provide individual, small group and large group assistance and/or support in all academic areas. Para's will work under the direct supervision of a licensed teacher. All paraprofessionals will be involved in a onboarding process where they will be expected to learn and understand the mission and vision of UMS. Expectations of the position that will be used in the posting such as:

- Organize instructional or other materials
- Provide assistance in outdoor classrooms

- Assist as needed in school wide activities such as Celebrations of Learning
- Provide support in PBL learning spaces and on field excursions
- All paraprofessional will be required to take and pass the Praxis I within six months of employment.

Administrative Assistant Roles and Responsibilities: The Administrative Assistant will work directly with the Director in a supportive capacity. Responsibilities will include:

- Submission of reports
- Communications
- Scheduling and organization of meetings, including agendas and other logistical functions
- Other duties assigned by the Director

Curriculum Specialist Roles and Responsibilities: Because of the unique approach of the Utah Mountain School, a curriculum specialist is needed to oversee the implementation and modification of curriculum. This person will be able to modify the curriculum to meet the real-time needs of students without straying from the vision of the charter. The responsibilities of the CS would include:

- Working with the Director and Assistant Director to ensure that all activities at UMS are aligned with the mission and goals
- Ensuring that all lessons and projects are facilitated in a way that honors the UMS charter
- Adjusting curriculum based on teacher and student feedback
- Working with level one teachers to fix problems with classroom management, student engagement, and differentiation within the framework of the curriculum
- Collaborating with the Assistant Director with development of PD opportunities and assist with mentor training amongst staff
- Assisting in ensuring compliance with all relevant State and Federal Regulations in regards to special education serves deliver within curriculum
- Helping to develop a growth mindset amongst instructional staff for the curriculum implementation and refinement
- Regularly attending trainings provided by the USOE
- Represent UMS within the community
- Perform all other duties customary with the position

Staffing Plan

Staffing Needs: Based on UMS projected enrollment of 400 the first year, and 450 the second year, our staffing plan requires 22 teachers in all; 8 humanities instructors, 8 STEM instructors, 4 elective teachers, and 2 special education teachers. The UMS curriculum and vision requires this number of staff for quality instruction and the preceding description of roles and responsibilities are reflected in the budget. These staffing needs are in place to stay competitive with surrounding school teacher to student ratio. The staffing plan also makes it possible to have a 18:1 student to teacher ratio for our daily advisory block. This creates a daily accountability model for the student to reflect on both academic and social-emotional growth.

Enrollment & Growth: UMS will be a Junior High School seeking to ultimately serve grades 7-9 to match the surrounding districts. In our first year of operation, we will allow for 200 students each in grades 7 and 8 with a total of population 400. In the second year of operation, UMS will increase enrollment by 50 students and create a 9th grade. This will provide the opportunity for 8th graders to grow with the school's established culture continue on as 9th graders. With the goal of maintaining 150 students per grade level with a total maximum population of 450 students. Each grade level will reduce to six cohorts of 25 per grade level, thus freeing up the core and elective teachers to serve 9th graders as well.

Recruitment: UMS will actively recruit teachers that have a strong background in Project Based Learning philosophies and techniques. The goal of UMS will be to have high-quality teachers delivering a pre-designed curriculum that will engage the learner in real-world application of the UMS cornerstones. UMS will maintain working relationships with the local Colleges and Universities such as USU, Weber State, and University of Utah, in order to find recent graduates who would work well with the UMS charter. UMS will rely primarily on digital recruitment tools such as the UMS website, Facebook Page, and TeachersTeachers.org. Word of mouth will also be important in finding qualified individuals who have expressed a personal interest and support of the UMS Mission and vision. UMS will actively recruit during the Charter School Hiring Fair held each year in Utah.

Job Offers: All offers of employment will be contingent on reference checks, background checks, and the completion of new hire paperwork. New hire paperwork will include an employee handbook and the relevant employment agreement, application form, Form I-9 with copy of supporting I-9 documentation, Federal and state tax forms, and any certifications and licensure information. Employment agreements will be renewed annually, and these documents will be maintained by the school office and held on file for not less than one year following any employee's departure.

Termination: UMS will hire personnel in compliance with all Federal and State rules and regulations. UMS will terminate employees only when it is in the best interest of the students and serves the mission of the school. All UMS employees will be at-will. At-will employees may be terminated at any time with or without cause. Employment offers will be made in writing in the form of an employment agreement documenting the job requirements, pay, benefits, and hours of work for the position. Accepted offers establish an at-will employment relationship between the employee and UMS. Employment offers will be renewed annually for all employees, including the Director. Employment agreements will be reviewed by qualified individuals to ensure that they do not jeopardize the school's at-will status. UMS will be an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act (ADA), UMS will not discriminate in any employment practices against a qualified individual with a disability, nor discriminate against an applicant or employee based on race, color, national origin, religion, and/or gender in all terms and conditions of employment, whether disabled or not, or because of the individual's family, business, social or other relationship or association with an individual with a disability. The school will provide reasonable accommodations as required by the ADA. Employment decisions will be based upon relevant job criteria; and in compliance with ADA, the school will not retaliate against an applicant or employee for asserting his or her rights under the ADA.

As necessary, the Director will seek counsel and assistance from qualified legal and human resources professionals concerning employment issues in order to ensure that the school conducts itself in accordance with the law. UMS will create an employee handbook containing the school's employment policies and procedures that will be updated as necessary and will be distributed to all employees.

All teachers must maintain their license and other credentials appropriate to their position. UMS retains the right to terminate employment with or without cause and to determine whether cause for termination or discipline exists.

6a. Required Employment Policies

Background Checks: UMS will ensure that all staff, including administrators, office staff, instructors, instructional aides, parent volunteers, and community members who will spend any significant unsupervised time with students, must receive a criminal background check prior to beginning in the service with the school as required by UCA § 53A-1a- 512.5. The Director will ensure that all background checks are complete and maintained in the school's employee files. The Director will review the results of all background checks that reveal offenses and determine whether the individual poses an unreasonable risk to the school community. Background checks will be renewed every three years. In addition, UMS will not hire any teachers or staff whose license has been revoked by USOE. The effectiveness of the hiring process will be assessed on a year-by-year basis as the school makes refinements to its job descriptions and advertising channels. Administrators will also consider the conditions surrounding hiring decisions and factors that led to a successful (or unsuccessful) hire.

Nepotism: In the hiring of relatives of staff, UMS will not have family members be subordinate to each other in any capacity at the school. In the hiring process of a family member, the candidate's family cannot be involved or influence the hiring, evaluation, or termination of a relative for reasons of nepotism or bias.

Evaluation: Informal faculty evaluations by the Director, Assistant Director, and/or Curriculum Specialist will take place with both unannounced drop-in visits and scheduled visits. Formal faculty evaluations will be given at least two times per year. With an emphasis on continuous growth, administration will give consistent and honest evaluations with feedback for our teachers, regardless of experience or aptitude, to help develop the skills needed to be a more effective teacher. As all students are graded on their capstone projects with a rubric, so will our teachers. This rubric will be developed with best instructional practices in mind so that staff are always aware of the expectations as UMS employees. In order to obtain an accurate picture of instruction, administration will be sure that not all observations are scheduled with staff knowledge. This will provide opportunities for a realistic appraisal of a teacher's day-to-day performance, as well as giving staff opportunities to schedule observations to work on improving specific aspects of their performance.

Administrators and administrative staff will be evaluated twice annually (December/January and May/June) by the Director. Administrative evaluations will include revisiting job descriptions, self-assessment of recent performance, goals, reflective discussion questions, and recommendations for improvement.

7. Business & Operations Plan

This business plan section describes how Utah Mountain School (UMS) intends to plan and manage our infrastructure and finances. Included are the school's revenue projections; projected cost structure; facility requirements/development plans; and pre-opening plans. As recommended, we are submitting the Charter School Budget Template to detail Utah Mountain School's estimated revenues and expenditures for the planning year and first operational year including a break even analysis for the first year of operation.

Enrollment: UMS will open in August, 2020, with a full enrollment of 400 students. With 200 students at each grade level, 7-8.

Breakeven Enrollment: UMS Breakeven enrollment in the event of slow uptick would be 225 students.

Revenue: The revenue shown is from the calculations given in the Budget Template. While MSA plans to conduct ongoing fund-raising activities, sponsorship monetary support and other means of generating revenue, none of those funds are included in our projections.

7A. Budget

Planning Year: 2019-2020

Total Revenue:

- Revolving Loan: \$300,000
- Start Up Grant: \$125,000

Total Expenses: \$410,000

Total Reserves: \$15,000

Startup Year Cost: \$425,000

Breakdown estimate as follows:

- \$100k furniture and fixtures
- \$160k for technology
- \$20k kitchen equipment
- \$60k director as a contractor for startup year
- \$30k secretary
- \$10k marketing
- \$15k office supplies
- \$15k Finance, start up and consulting cost
- \$15k Reserves

UMS planning year will allow provide the ability to install infrastructure for the classrooms and management of the process through the help of Red Apple, selected staff placement and providing the proper technologies to get off the ground for FY1 Operational year.

Enrollment: No Students during planning year.

Planning Year Revenue: UMS anticipates obtaining a revolving loan of \$300,000, and a State Startup Grant of \$125,000 to fund start up FF&E, supplies, educational materials, and planning year staffing. The loan has a delayed start with repayment over three to five years.

Breakdown of 100% Enrollment R&E Below: 400 students

Revenues:

Total 1st Operational Year Revenues at 100% Enrollment: \$2,811,735

- Total State Funding: \$2,574,159
- Total Local Funding: \$50,000
- Total Federal Funding: \$187,576

Expenditures:

Total 1st Operational Year Expenditures Breakdown: \$2,673,128

- Salaries: \$1,367,000
- Employee Benefits: \$348,000
- Purchased Professional and Technical Services: \$209,500
- Purchased Property Services: \$383,250
- Other Purchased Services: \$35,500
- Supplies: \$216,500
- Property: \$98,178
- Other Objects: \$14,400

Excess or Deficiency of Revenues over Expenditures	\$138,607
Other Sources of Funding (5000)	\$0
Net Asset Balance (Fund Balance)	\$138,607
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)	5%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev =	5%

Breakdown of Breakeven Enrollment R&E Below: 225 Students

Total 1st Operational Year Revenues Breakeven Enrollment: \$1,770,963

- Total State Funding: \$1,630,639
- Total Local Funding: \$32,000
- Total Federal Funding: \$108,324

Total 1st Operational Year Expenditures at Breakeven Enrollment: \$1,693,691

- Salaries: \$747,000
- Employee Benefits: \$163,000
- Purchased Professional and Technical Services: \$170,000
- Purchased Property Services: \$304,000
- Other Purchased Services: \$55,000
- Supplies: \$152,000

- Property: \$90,678
- Other Objects: \$11,350

Excess or Deficiency of Revenues over Expenditures	\$77,272
Other Sources of Funding (5000)	\$0
Net Asset Balance (Fund Balance)	\$77,272
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)	4%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev =	4%

Budget Breakdown Per Section:

100 (Salaries): UMS has allocated \$1,367,000 for all employee salaries

Administration: There will be two full-time administrators at the school.

- Director: The Director will report to the board and oversee all day-to-day operations at the school.
- Dean of Students: The Dean of Students will serve as an assistant to the Director, an instructional coach to staff, will work with students to maintain the culture of the school and follow through with restorative justice.

Instructional Staff: There will be twenty-two full-time teachers at the school.

Core Subjects:

- 4 FTE English Language Arts Teachers (Humanities Department)
- 4 FTE History Teachers (Humanities Department)
- 4 FTE Math Teachers (STEM Department)
- 4 FTE Science Teachers (STEM Department)

Electives:

- 2 FTE CTE Teachers to operate the Maker's Space
- 1 FTE Performing Arts (Dance & Drama)
- 1 FTE Visual Arts (Drawing & Photography)

Special Education:

- 2 FTE Special Education Teachers/Case Managers

Educational Support Staff:

- 4 PTE Teaching Assistants teaching assistants for both Humanities and STEM departments, these TA's will also function as paraprofessionals providing service minutes during general education classes and supporting during project based learning time.

Additional Staffing:

Mental Health/Wellness:

- 1 FTE School Counselor

Front Office Support:

- 1 FTE Attendance Secretary/Registrar
- 1 FTE Receptionist/Director's Secretary

Kitchen Staff:

- 1 FTE Kitchen Manager
- 3 PTE Kitchen Assistants

UMS does acknowledge we are slightly staff heavy but believe the administration and the teachers listed above will be crucial and effective as per the curriculum listed in the application. Upon full capacity through year 2 we will look to revisit staffing needs. At full enrollment we will have adequate ability to provide our students with an excellent and exciting learning environment, while providing every necessity needed to grow and succeed.

200 (Benefits): UMS has planned for \$348,000 for benefits including:

- \$60,600 for all full time staff Retirement with contribution totaling 6%
- \$136,700 allotment for all employees for Social Security/FICA/Unemployment/Workers Comp
- \$151,500 for Health Care/Dental/Life for all full time employees through Select Health or comparable alternative provider including Life, Health and Dental for all full time employees.

UMS will contract out competitive retirement and healthcare solutions and provide the best plans available for our budget. We are currently exploring Select Health as a competitive benefit provider. Our goal is to increase and offer enhancements to employee benefits as we are able. Once full time enrolment is attained we will consider increasing to more competitive contributions. Upon full enrollment we will consider increasing the retirement contribution if the budget permits in years 2 and 3 to 7%.

300 (Purchased Professional and Technical Services): UMS has allocated \$209,500 for the following:

- \$40,000 for professional and technical services needed
- \$40,000 for professional and technical services for student support
- \$35,00 for Janitorial and maintenance of facilities
- \$64,500 for School Administration

Currently UMS is looking at hiring an ESP such as Red Apple. Although no decision has been made, and upon approval we will put out an RFP. Currently, Red Apple is a local ESP who is familiar with our agenda, curriculum, and business plan who may provide us with further business guidance. UMS will look to reduce cost on maintenance and facilities through class participation and volunteer help through after school programs as an alternative to a full time janitorial service once we hit full enrollment and have the ability to provide these types of options.

400 (Purchased Property Services): UMS has budgeted \$383,250 for the following:

- \$15,000 for Property Services including; Water, Snow Removal, Lawn, Garbage, ect.
- \$356,250 for Rental of Land and Building - Approx. 33,000 square feet plus land
- \$12,000 for Lease of Copy Machines

UMS plans on working with local developers to assist in planning and construction of Any new construction or retrofit re-construction of the school property. UMS is looking at multiple options for location and purchasing. UMS will also reach out to local business owners for property and lawn services. With developed relationships with Les Olson or Xerox we will procure a favorable contract for copy machines.

500 (Other Purchased Services): UMS has budgeted \$35,500 for all other Purchased Services including:

- \$2,500 for D&O
- \$10,000 for Risk Management
- \$5,000 for Communications (internet/phone)
- \$10,000 Marketing and Advertising
- \$3,000 for Printing and Binding
- \$5,000 Travel/Per Diem

UMS plans on leveraging community support and outreach by hosting monthly seminars locally to promote the school concept. Marketing plans will also include Social Media, Website retargeting, Direct Mailers (English and Spanish), Radio and SEO advertising, Direct Email and local event support efforts.

600 (Supplies): UMS has allocated \$216,500 for Supplies including:

- \$10,000 for Instructional Supplies
- \$10,000 for Textbooks resources
- \$30,000 for Student support services
- \$5,000 for Periodicals
- \$22,000 for School administration supplies
- \$40,000 for Supplied for maintenance and facility operation
- \$4,500 for Supplies for food services
- \$95,000 for Food services

UMS will leverage the outdoor green space as a part of our curriculum which will in turn allow the school to save money on purchased books and supplies. UMS will strive to run as lean as possible, promoting a green environment allowing for re-use of existing supplies.

700 (Property): UMS has allocated \$98,178 for Property including:

- \$10,000 for instructional furniture
- \$2,000 for administrative furniture
- \$15,000 for instructional equipment
- \$2,250 for administrative equipment
- \$65,678 for revolving loan payment

- \$3,000 for Kitchen equipment

UMS will provide spend for instructional and administrative equipment and furniture. Including projectors, desks, whiteboards, etc. UMS will also include repayment for the first year and operational loan payments to relieve debt payments and purchase kitchen equipment such as blenders, mixers, and any other items such as bowls, cooking equipment and other items necessary.

800 (Other Objects): UMS has set aside \$14,000 for miscellaneous and other objects including:

- \$2,400 for instructional dues and fees
- \$12,000 for administrative dues and fees

UMS is planning on a variance of dues and fees from enrollment. We have set aside an appropriate amount to cover these expenses.

Enrollment Risk: As low enrollment is the primary risk, UMS will offer early enrollment with the first lottery occurring in January 2019, in order to assess student enrollment before hiring permanent staff.

If enrollment is low, we will reduce staff hiring, combine grades (e.g., 7/8), will reduce salary and benefits of the administrative staff, and will use parent volunteers for classroom aids. In addition, UMS could reduce the number and time spent by specialty Teachers. We will increase our marketing and promotional efforts at the same time to Increase awareness and drive enrollment.

Cash Flow Analysis

Pre Operational Year:

Income	July	August	September	October	November	December	January	February	March	April	May	June
Unused from prior period(s)	\$ -	\$ -	\$ 207,500	\$ 188,000	\$ 166,000	\$ 156,500	\$ 147,000	\$ 135,500	\$ 232,250	\$ 220,750	\$ 209,250	\$ 304,000
Local Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Funding (Start up Gran	\$ -	\$ 62,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 31,250	\$ -	\$ -	\$ 31,250	\$ -
Federal Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (Revolving Loan)	\$ -	\$ 150,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 75,000	\$ -	\$ -	\$ 75,000	\$ -
Total Income	\$ -	\$ 212,500	\$ 207,500	\$ 188,000	\$ 166,000	\$ 156,500	\$ 147,000	\$ 241,750	\$ 232,250	\$ 220,750	\$ 315,500	\$ 304,000
Expenditures												
300 Director (Consultant)	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
300 Business Services	\$ -	\$ -	\$ -	\$ 7,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,500
300 Secretary (SIS & setup)	\$ -	\$ -	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
540 Marketing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000	\$ -	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
612 Office Supplies	\$ -	\$ -	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
733 Furniture & Fixtures	\$ -	\$ -	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 90,000
734 Technology Hardware	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 155,000
738 Kitchen Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000
Total Expenses	\$ -	\$ 5,000	\$ 19,500	\$ 22,000	\$ 9,500	\$ 9,500	\$ 11,500	\$ 9,500	\$ 11,500	\$ 11,500	\$ 11,500	\$ 284,000
Ending Cash Balance:	\$ -	\$ 207,500	\$ 188,000	\$ 166,000	\$ 156,500	\$ 147,000	\$ 135,500	\$ 232,250	\$ 220,750	\$ 209,250	\$ 304,000	\$ 20,000

Narrative Support: All support is from the state start up grant and revolving loan program. The expenses are to buy furniture, IT hardware and software, market and to have leadership and administrative support in place as early as possible, given the budget parameters. The IT hardware and furniture will be tailored to support UMS goals in providing a green environment while understanding cost efficient purchasing.

First Year Operational:

Utah Mountain School												
400 Students												
Cash Flow												
First Year												
Income	July	August	September	October	November	December	January	February	March	April	May	June
Unused from prior period	\$ 20,000	\$ 2,500	\$ 157,831	\$ 161,404	\$ 134,493	\$ 181,357	\$ 158,055	\$ 141,419	\$ 180,283	\$ 164,647	\$ 176,762	\$ 159,875
Local Funding	\$ -	\$ 4,545	\$ 4,545	\$ 4,545	\$ 4,545	\$ 4,545	\$ 4,545	\$ 4,545	\$ 4,545	\$ 4,545	\$ 4,545	\$ 4,545
State Funding	\$ -	\$ 296,846	\$ 201,346	\$ 201,346	\$ 263,846	\$ 201,346	\$ 201,346	\$ 201,346	\$ 201,346	\$ 201,346	\$ 201,346	\$ 201,346
Federal Funding	\$ -	\$ -	\$ -	\$ -	\$ 9,375	\$ 9,375	\$ 9,375	\$ 65,375	\$ 9,375	\$ 37,375	\$ 9,375	\$ 9,375
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Income	\$ 20,000	\$ 303,891	\$ 363,723	\$ 367,295	\$ 412,259	\$ 396,624	\$ 373,322	\$ 412,686	\$ 395,550	\$ 407,914	\$ 392,028	\$ 375,142
Expenditures												
100 Salaries & Wages	\$ -	\$ 56,958	\$ 113,917	\$ 113,917	\$ 113,917	\$ 113,917	\$ 113,917	\$ 113,917	\$ 113,917	\$ 113,917	\$ 113,917	\$ 113,917
200 Benefits & Taxes	\$ -	\$ 4,557	\$ 29,067	\$ 29,067	\$ 29,067	\$ 29,067	\$ 29,067	\$ 29,067	\$ 29,067	\$ 29,067	\$ 29,067	\$ 29,067
300 Professional Services	\$ 8,000	\$ 59,045	\$ 14,379	\$ 14,379	\$ 14,379	\$ 21,045	\$ 14,379	\$ 14,379	\$ 14,379	\$ 14,379	\$ 14,379	\$ 14,379
400 Building Services	\$ -	\$ 1,000	\$ 1,500	\$ 2,500	\$ 3,000	\$ 4,000	\$ 4,000	\$ 4,500	\$ 3,000	\$ 1,250	\$ 1,250	\$ 1,000
441 Lease of Building	\$ -	\$ -	\$ -	\$ 39,583	\$ 39,583	\$ 39,583	\$ 39,583	\$ 39,583	\$ 39,583	\$ 39,583	\$ 39,583	\$ 39,583
500 Other Services	\$ 3,500	\$ 3,500	\$ 13,500	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 3,000	\$ 3,000	\$ 3,000
600 Supplies & Materials	\$ 5,000	\$ 20,000	\$ 22,389	\$ 22,389	\$ 22,389	\$ 22,389	\$ 22,389	\$ 22,389	\$ 22,389	\$ 22,389	\$ 22,389	\$ 11,150
700 Property	\$ -	\$ -	\$ 6,568	\$ 6,568	\$ 6,568	\$ 6,568	\$ 6,568	\$ 6,568	\$ 6,568	\$ 6,568	\$ 7,568	\$ 38,068
800 Debt & Other	\$ 1,000	\$ 1,000	\$ 1,000	\$ 3,400	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Total Expenses	\$ 17,500	\$ 146,060	\$ 202,319	\$ 232,802	\$ 230,902	\$ 238,568	\$ 231,902	\$ 232,402	\$ 230,902	\$ 231,152	\$ 232,153	\$ 251,164
Ending Cash Balance:	\$ 2,500	\$ 157,831	\$ 161,404	\$ 134,493	\$ 181,357	\$ 158,055	\$ 141,419	\$ 180,283	\$ 164,647	\$ 176,762	\$ 159,875	\$ 123,978

Narrative Support: While many of the school's expenses are what schools generally incur, UMS will be heavy in staffing and contracted program support (located in the 300's). For a detailed list of these needs see section 7 as well as the budget template.

UMS, more than likely, will lease a building from a developer with the first payment due 10/1. The lease payment on the anniversary date will increase by 2.5% annually until UMS is able to purchase the building outright. This lease is based off of a \$5M building leased back to the school at a 9.5% capitalization rate (tax deductible). When the school is ready to purchase the property outright, the purchase price will be at 8.5% cap rate of the current year lease. (Pending negotiation.

In the event that UMS does not obtain the necessary enrollment, the school has the following contingencies:

1. Decrease staffing.
2. Match 401k instead of non-elective contribution.
3. High deductible health insurance plan.
4. Negotiate to lower lease payments with the developer.

5. Related variable per student costs. Break-even, based on the staff and other reductions in approximately 200 students.

Second Year Operational:

Utah Mountain School												
Cash Flow												
Pre-Operational												
Income	July	August	September	October	November	December	January	February	March	April	May	June
Unused from prior period(s)	\$ -	\$ -	\$ 207,500	\$ 188,000	\$ 166,000	\$ 156,500	\$ 147,000	\$ 135,500	\$ 232,250	\$ 220,750	\$ 209,250	\$ 304,000
Local Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Funding (Start up Grant)	\$ -	\$ 62,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 31,250	\$ -	\$ -	\$ 31,250	\$ -
Federal Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (Revolving Loan)	\$ -	\$ 150,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 75,000	\$ -	\$ -	\$ 75,000	\$ -
Total Income	\$ -	\$ 212,500	\$ 207,500	\$ 188,000	\$ 166,000	\$ 156,500	\$ 147,000	\$ 241,750	\$ 232,250	\$ 220,750	\$ 315,500	\$ 304,000
Expenditures												
300 Director (Consultant)	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
300 Business Services	\$ -	\$ -	\$ -	\$ 7,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,500
300 Secretary (SIS & setup)	\$ -	\$ -	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
540 Marketing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000	\$ -	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
612 Office Supplies	\$ -	\$ -	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
733 Furniture & Fixtures	\$ -	\$ -	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 90,000
734 Technology Hardware	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 155,000
738 Kitchen Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000
Total Expenses	\$ -	\$ 5,000	\$ 19,500	\$ 22,000	\$ 9,500	\$ 9,500	\$ 11,500	\$ 9,500	\$ 11,500	\$ 11,500	\$ 11,500	\$ 284,000
Ending Cash Balance:	\$ -	\$ 207,500	\$ 188,000	\$ 166,000	\$ 156,500	\$ 147,000	\$ 135,500	\$ 232,250	\$ 220,750	\$ 209,250	\$ 304,000	\$ 20,000

Narrative Support: The majority of the budget from the first operational year will remain in place for the second operational year with a few notable exceptions: As detailed in the staffing section of this application, UMS will be able to expand to 450 students, with a 9th grade, without significantly augmenting staffing numbers. The increased revenue we expect from this change combined with the decrease in expenses for supplies, furniture, and fixtures, should allow UMS to maintain healthy cash reserves, while adapting to unforeseen expenses. This increase in revenue will also help to offset the 12-month payment schedule on the revolving loan.

7B. Finances

Audit: The Charter Board will contract annually with a qualified independent certified public accounting firm to conduct a fiscal audit of the school's financial records and statements. The Annual Financial Report and Audit (UCA § 53A-3-404) will be prepared as required by UCA § 51-2a-201 and Audit consisted with will be performed 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-87 and A-122. The selected firm must be familiar with these standards and related state regulations in order to properly conduct the fiscal audit.

Budget: An effective Governing Board provides financial security for a school through Oversight of the budget and financial operations. The UMS finance committee, which is made up

of the Business Manager, the Executive Director, and selected Board Members, will work together to prepare monthly and annual budgets. The budgets will use the USBE chart of accounts and budget categories.

These budgets will be reviewed and approved in an open Board Meeting with appropriate notice to interested parties, as provided by UCA §53A-19. All interested persons in attendance at the open meeting will be given an opportunity to be heard on any item in the budget.

The School Administration prepares an annual operating budget of revenues and Expenses (forecast or budget) for approval. The Governing Board approves a final budget for the operation of the school for the next twelve months. Both of these budgets are approved no later than June 30th of each school year. Budgets are reviewed and modified as necessary.

These forward looking budgets and projections are reviewed and approved by the Governing Board at an open and public meeting.

- The fiscal year (budget year) of the school is July 1st through June 30th.

The appropriate accounting period is used for all adjusting entries and accruals;

- Financial statements displaying budget vs. actual results are prepared by the business office and reviewed by the Executive Director and Treasurer and are presented to the board at each board meeting (with limited exceptions);
- Administration shall follow the board approved budget with exceptions approved by the Governing Board.

State and Federal Funds: The school makes a commitment to continual fiscal Professional development not only because it is required, but also because it recognizes the importance of sound financial policies/procedures and the importance of understanding the financial reporting and use requirements associated with state and federal funds. Thus, UMS members will receive current and ongoing training regarding allowable uses of restricted State and Federal (IDEA) special education funds (EDGAR, OMB A-133, and USBE-SER IX and X) and ensure that adequate documentation is maintained to support the use of those restricted funds.

UMS recognizes the reality of an ever-changing landscape in public education finance and feels it is critical to the financial success of the school that its representatives stay up-to-date and informed on public finance changes and current issues. This will ensure that the UMS staff receives the latest and most accurate information available concerning technical requirements specific to school finance.

Furthermore, UMS will ensure that its representatives attend future/ongoing trainings as they become available to ensure that the school manages and accounts for its funds in compliance with any revisions to rules governing the financial management of the school. UMS realizes much goes into running a school the first few years and wants to insure its success to handle many demands. Consequently, UMS is planning on contracting out with an ESP to handle financial and human resource management. UMS has identified Red Apple as a possible candidate.

Generally Accepted Accounting Principles: Utah Mountain Schools fiscal procedures will include practices that are consistent with generally accepted accounting principles. This includes, but is not limited to, consistency, relevance, reliability and comparability. The school's financial information will be gathered and reported consistently across all fiscal periods.

The financial information and documentation retained by the school will be appropriately relevant, thereby supporting the financial condition of UMS. All financial information will be reliable and verifiable by an independent party. This means that our financial statements will present a clear picture of what is happening with the school at any point in time. UMS will also ensure comparability. By ensuring comparability, the school's financial statements and other documentation will be comparable in performance to other successful charter schools.

Furthermore, UMS will adhere to the following fiscal procedures which have been approved to facilitate the execution of fiscal responsibility:

Gift Policy and Disclosure Form, Fixed Asset Management Policy, Record Keeping, General Procedures, Internal Controls, School Property, and School Procurement Policy.

Insurance and Bonding: The school maintains minimum levels of coverage, as deemed appropriate by the Governing Board for the following policies:

- General liability (earthquake coverage not included without express inclusion)
- Business & personal property
- Automobile insurance (as necessary)
- Workers' compensation
- Unemployment (tax)
- Directors and Officers
- A Treasurer's Bond (fidelity bond or Public Official Bond)
- Errors & Omissions/Professional Liability
- Employment Practices Liability Insurance
- Other insurance as requested

A Treasurer's Bond (fidelity bond or Public Official Bond) is required on the person who has investment control over the school's public funds, typically the Business Manager, per UCA 51-7-15. This insurance coverage is not included in the school's other insurance policies and must be purchased separately. The school requires proof of adequate insurance coverage from all prospective sub-contractors, as deemed applicable by the the Governing Board.

Financial Reporting: Each month the Business Manager will reconcile the accounting books. A budget-to-actual report will then be provided to each member of the the Governing Board as well as the school administration. Financial statements will be provided as required to the chartering entity. MSA will accommodate any person's request for public documents made in compliance with Utah State Code and Federal regulations governing the request of public records. The business office is required to maintain supporting records in sufficient detail to prepare the school's financial reports, including;

Monthly:

- Internally generated Income Statement, including budget vs. actual comparison and adequate notes & explanations
- Balance Sheet
- Cash Flow Statement
- Transaction Register

Quarterly:

- IRS Form 941 and payroll tax returns and comparable state taxing authority returns annually
- Financial statements for Audit
- Annual Budget

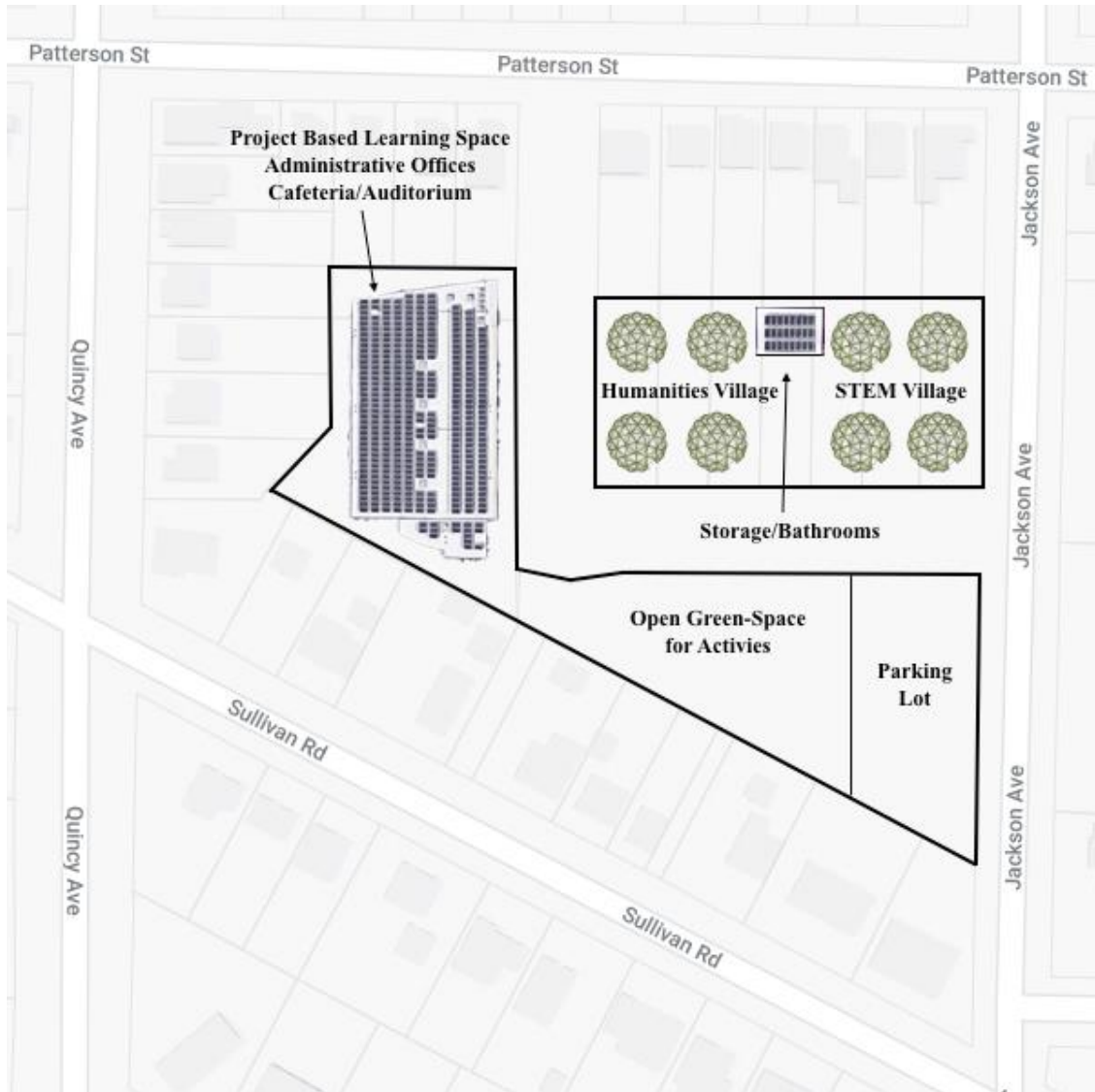
Budget Amendment Process: Any proposed budget changes throughout the year will be reviewed by the finance committee and approved by the Governing Board in open Meeting as constituted by UCA § 53A-19, and reported to USBE.

7C. Facilities

Utah Mountain School has viewed dozens of properties and met with realtors for commercial properties, and has also spoken with many existing charter school board members who have built out facilities to suit the needs of their school. Ogden School District has had several public meetings about the possible closure of one or possibly two elementary schools due to low enrollment to save costs. UMS has reached out to the district about potentially renting a non-functioning school from Ogden, but until they make a final decision about those potential closures, we remain open to the possibility of retrofitting an existing property or building out.

UMS has engaged with many existing and approved charter schools who have been through the process or are currently in the midst of building a campus. It is our impression and the wisdom imparted by these schools and their respective ESPs that UMS is unique in its mission to have students accessing green spaces and open classrooms. Therefore at this juncture, the founding board feels that it could be in our best interest both economically and environmentally to find a small undeveloped lot in the city limits of Ogden.

We have discovered a handful of opportunities that fit this bill nicely. From two to four acre lots that would facilitate a base camp building with a cafeteria/commercial kitchen, bathrooms, counseling offices, special education offices, administrative offices, as well as three large project based learning spaces (makerspace, performing arts, and visual arts). One property that seems to combine the correct amount of land, location, and price is located on Jackson Avenue in the Woodmansee Addition neighborhood of Ogden. This lot is 2.66 acres of undeveloped land just blocks away from Monroe Park, Orchard Park, and tucked off 30th street. This acreage has been on the market since June of 2018 with a listing price of \$299,900.

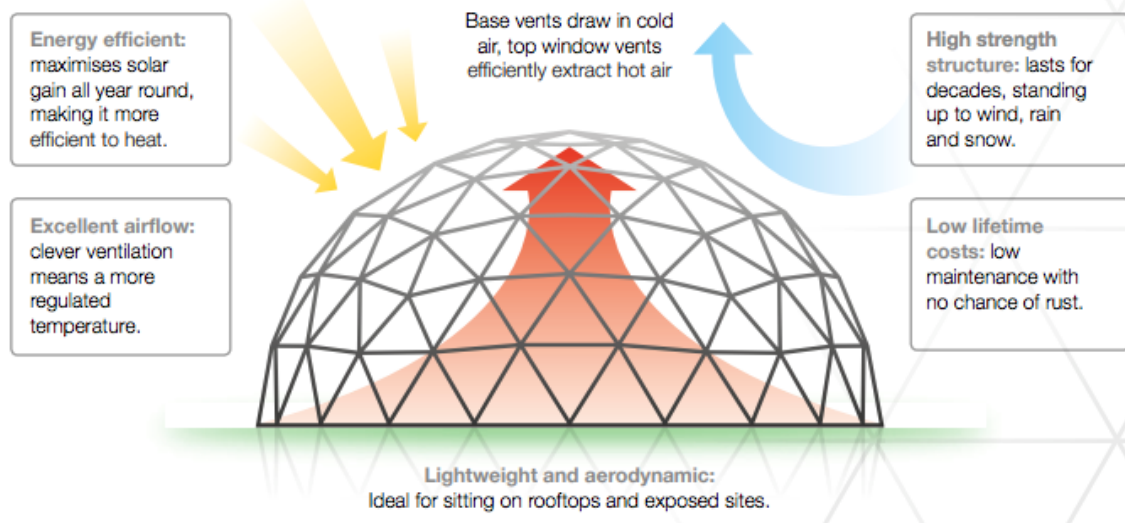


Geodesic Dome Classrooms: a geodesic dome is a hemispherical thin-shell structure (lattice-shell) based on a geodesic polyhedron. The triangular elements of the dome are structurally rigid and distribute the structural stress throughout the structure, making geodesic domes able to withstand very heavy loads for their size.

Benefits of Having an Eco-Classroom:

- Outdoor classrooms support the mounting evidence that natural sunlight and outdoor activities increase memory and learning capacity by up to 20%. Studies have shown that those who spend time in outdoor activities have better brain function, living healthier, happier and more balanced lives.
- Filtered 360° natural sunlight, provides children of all ages the opportunity to explore and learn sustainability education, inviting a child's innate curiosity to explore and connect first-hand with earth's diverse ecosystem.
- Unnatural bio field suppression caused by indoor lighting, as well as technological devices, is on the rise in schools. Children exposed to natural sunlight, experience a positive re-balancing beneficial to children with autism.
- Nature Smart integrative learning in outdoor greenhouse classrooms provides children of all ages the opportunity to explore and learn in ways that encourage interaction with their natural environment. Children are more apt to engage and deepen their understanding by association through practical hands-on learning.
- Along with added health benefits and improved learning, sustainability education in the outdoor greenhouse classroom provides a powerful platform to teach young minds bio-diversity and respect for the planet we call home. Supporting children's natural curiosity to learn about the natural world, prevents nature-deficit disorder from technology overload.

Benefits of a geodesic dome



Site Selection Criteria

Accessibility: Because the Utah Mountain School will focus the marketing campaign on students from low-income areas, it is imperative that potential sites can be reached from central Ogden using public transportation. Each potential building site has various degrees of public access. Part of the budget plan includes subsidized bus passes for students, to mitigate the transportation needs of those students who live more than two miles away.

Flexibility: Because we cannot count on max enrollment, flexibility in any potential building is crucial. Having flat land available to build geodesic dome villages will allow us to be able to adjust the capacity of our buildings without significant lead time.

Size: After researching the facilities of currently operating charter schools, we are estimating the need for a 25,000 square foot building to house our administrative offices and PBL space. Additionally, we will require 10,000 square feet of open land for our geodesic villages. Ideally, any property we explored would have at least one acre of vacant land to be used for acute aerobic exercise.

Cost: While looking for potential spaces, we will be careful to balance instructional needs with financial realities. In speaking with other charter schools, ESP's, and developers, UMS is confident that the first year lease will commence in October, of its first operational year, meaning the school will have 9 lease payments. We have budgeted about 5 million dollars in construction costs, and our lease payments, reflected in our budget, would be 9.5% of those costs over 9 payments. In the event that the school does not meet enrollment needs, we are also confident, in speaking with developers, that we could possibly waive an additional 2 months' rent if needed[JB1].

As noted, UMS would prefer to be located in Ogden, UT. With this location, the school will be unable to obtain a USDA Loan for the purchase of the facility, so the school will rely on Tax Exempt Bonds. Part of the negotiation process with the developer, will be to outline a clear purchase option. In speaking with other charter school business managers, it is realistic for the school to assume a purchase price based on an 8.25% cap rate of current year lease. For example, if the current year lease was \$499,046.88 (which would be the year 3 lease amount), the purchase price would be \$6,049,053.03.

Safety: At the Utah Mountain School, we understand that our first priority is securing the safety and well-being of our students. With safety in mind, it is imperative that any property we find is able to be fenced and managed against property damage, intruders, and AWOL students.

Outdoor Spaces: Any property that the board would consider would, at the very least, be able to accommodate 8 outdoor classrooms and have adequate space for hourly aerobic exercise.

<u>Location</u>	<u>Strengths</u>	<u>Weaknesses</u>	<u>Overall Cost</u>
Build-Out Option: 3105 South Jackson	<ul style="list-style-type: none"> - Excellent location, - Utilities hookup ready on property - Easy access to two local public parks - Possibility of buying or leasing 	<ul style="list-style-type: none"> - No current structures. - Only 2.6 acres, which would necessitate extensive use of nearby parks for aerobic exercise. - Located in a residential neighborhood. 	<p>Asking Price for Acreage: \$299,000</p> <p>Quote for "Base Campus" building with project-based learning centers, administrative offices, cafeteria/auditorium, bathrooms, etc.</p>

	the flat lot across the street for parking		
Retrofit Option: 12th Street Industrial Property	<ul style="list-style-type: none"> - Low initial overhead costs. - Time and money savings on permitting 	<ul style="list-style-type: none"> -Bringing a building up to code and e-compliance -Unforeseen costs 	Average rent at 30,000 square feet in a one square mile radius of downtown Ogden is app. \$130,000 per year plus land and renovation costs.
Renting: UMS could rent a previously closed Ogden Public School Building (Gramercy, Polk, or Taylor Canyon).	<ul style="list-style-type: none"> - Low Cost Land Acquisition. - Sharing Facilities - 9 acres of flat, usable land. -To suit facilities could be built to real numbers. 	Decision making would be run through two boards/directors.	Unknown cost to be negotiated with school district

Retrofitting Existing Spaces for the Outdoor Classroom

Utah Mountain School is actively pursuing viable factories, industrial spaces, and warehouses that could be retrofitted to function as the ‘Base Campus’ for our school. The parameters of what qualifies as an outdoor classroom or green space lends itself well to retrofitting existing spaces. The breakdown of using an existing space and turning it into a functioning outdoor classroom is as follows:

Outdoor Classroom: Retrofitting An Outdoor Classroom

Item	Approximate Cost	Inventory	Total Cost
Bamboo Lining (For Walls)	\$100 per wall	4	\$400
12’ x 30’ Canvas Tarp (For Roof)	\$270	1	\$270
Heat Lamps	\$125	2	\$250
Mulch (For Flooring)	\$4 per bag	15	\$60
Wood Rounds (For Seats)	\$8 per seat	25	\$40
White Boards (For Instruction)	\$100	2	\$200

Total Cost Per Classroom: \$1,220

7D. Pre-Opening Plan

The timeline listed below is a brief list of many of the high priority meetings or direct responsibilities of the Founding Board or Director between the school's pending approval and opening day in August of 2020. UMS is sure that in the two years, between the submission of this proposal and the opening of the school that there are many variables that could change. In that time new resources, methods, and best practices will be researched and leveraged to support the development of UMS. The mission and vision of UMS will be the foundational guidance in everything we do through this process. The board believes that having a plan is important, and being flexible to unforeseen events is also a critical element to our school's success.

This timeline does not list all meetings that the director or support staff will attend. The timing and location of these meetings is not known at this time. However, the school director or his/her designee will attend state-and mentor-provided trainings in: Student Information Systems and requirements, Teacher licensure requirements and CACTUS, Special Education, Title I School Lunch, Charter Directors' meetings, Utah Consolidated Application, Assessment and Accreditation.

Projected Time Frame:

Utah Mountain School - Pre-Opening Plan - Pre-Operational Year (2019)			
Start Date:	Role:	Task:	Due Date:
January	Board	Board will develop job descriptions and post opening for Director Position and (<i>part-time</i>) Secretary.	March '19
	Board	Designate facility plan based on developed opportunities.	February '19
February	Board Chair	Put out openings or RFP for other positions. Human Resources/ESP.	February '19
	Board	Develop Plan and Recruit new board members (3-4)	Ongoing
	Board	Board reviews submitted applications and hires director	March '19
	Board	Create facility building tracking sheet and construction schedule	TBD
	Board	Begin submittal, application, permit and build out process for facility	TBD
	Board & Director	Get proposals for ESP or in house human resources	March '19

March	Board & Director	Post and hire Curriculum Specialist & curriculum team	May '19
	Board & Director	Inspect building/retrofit of facility based on construction schedule: bi-weekly	TBD
	Board	Get proposals for services and facilities	Ongoing
	Board	Based on RFP review and vote on ESP or hire for payroll and HR	Ongoing
	Director	Send out contracts to staff	May '19
	Director	Draft dress code and other student policies to be approved by board	April '19
	TBD	Begin build out or retrofit with educational partner	TBD
April	Board & Director	Place ad for curriculum development staff	May'19
	Board & Director	Designate marketing strategy/plan with budget submit to board for approval	Ongoing
	Director	Create School policy and Employee Handbook	May '19
June	Director	Develop inventory control procedures for all purchases or equipment	July '19
May	Board & Director	Market the community and create a plan for recruiting PTO consider enrolled parents , community members, and staff	Ongoing
	Curriculum Team	Curriculum staff builds out curriculum	July '19
August	Board & Director	Review of curriculum	October '19
	Director	Create School Policies or incoming Staff & Students	March '20

Utah Mountain School - Pre-Opening Plan - First Year (2020)			
Start Date:	Role:	Task:	Due Date:
February	Board	Explore payroll / insurance options for staff	April '20
	Board	Draft staff handbook for submit for approval from board	April '20
March	Board & Director	Attend teacher fairs and post on teachers teachers positions needed	July '20
	Board	Employee handbook and school policies discussed and voted for approval.	March '20
	Director	RFP for food service provides based on Title 1 funding.	May '20
April	Director & Facilities	Place furnishing orders based on budget and board approvals	June '20
	Director & Team Leads	Place any orders for curriculum and materials needed then approved by board based on approved budget.	June '20
July	Director	Finalize and collect any staffing contracts	July '20
August	All Staff	School Opens!	Ongoing

7E. Closure Plan

In the event that the Utah State Office of Education (USOE) votes its intent to non-renew, revoke, or suspend the charter of Utah Mountain School; or a vote by a school's board of trustees (Board) to voluntarily surrender its charter, the trustees of the school are responsible for ensuring the completion of the items listed in these Closing Procedures in cooperation with the State Charter School Board (SCSB). All documents should be submitted to the SCSB unless otherwise indicated.

Item	Action	Due Date	Status
Ongoing after the closure decision until the last day of instruction:			

1	Continue current instructional program as specified in the school's charter. 2 Continue to administer SAGE tests in accordance with regulations and policies.		
2	Continue to administer SAGE tests in accordance with regulations and policies.		
Ongoing as necessary to conclude school affairs			
3	Continue to submit all required reports to SCSB (SIS, Aspire, data, School Safety and Discipline Report, etc.)		
4	Submit draft minutes for all board meetings within 3 business days of each meeting and final minutes when approved.		
5	Maintain necessary insurance coverage to protect the school's assets until closure is finalized.		
Immediately following the closure decision, the school's board of trustees must:			
6	Provide contact information, including name, contact address, telephone number, and email address, for all members of the school's current board to the SCSB.		
7	Designate a school contact person to send/receive communication from SCSB regarding closure. Provide contact information, including affiliation with school, contact address, telephone number, and email address.		
8	Schedule a public community meeting, in coordination with SCSB, to be held within 10 calendar days of the closure decision and to which all school stakeholders--including parents, students, teachers, partners, etc., are invited, to provide clear information about the school's current operating status. SCSB representative(s) may be present, to the extent possible.		
Within 10 calendar days of the closure decision:			
9	Elect by a vote of the board, a trustee or trustees who will be responsible for ensuring that Closing Procedures are completed, especially after school employees have been discharged.		
10	Pursuant to contract or appointment, authorize an individual, or entities, to maintain student and school records as outlined below. Provide the contact information for the individual(s) to the SCSB, including affiliation with school, contact address(es), telephone number(s), and email address(es). (a) The appointed individual(s) or entities must assume responsibility for school records for a 10 year		

	term, including, but not limited to, all payroll records; (b) The appointed individual(s) must assume responsibility for permanent student records (transcripts) for a 60 year term;		
11	Establish by a vote of the board, a separate checking account in which an amount of funds determined by the SCSB in consultation with the school must be set-aside for final legal, accounting, audit, or other expenses necessary to execute this Closure Protocol. In the event the school elected to be "self-insured" for unemployment purposes, the school may have significant financial liability after the end of instruction and reserve funds should be set aside.		
12	Provide written notification regarding the impending closure to: (a) students/parents/guardians. Such notification shall include, but not be limited to the following: (i) date of the last day of regular instruction according to the school's published calendar for the year or as defined in the school's charter; (ii) cancellation of any planned summer programs; (iii) information for parents that enrollment of children in the public school of their district of residence or in a private school approved by the district in which it is located is mandatory under state law; (iv) the contact information for the enrollment office of the public school district for the student's town of residence; and (v) before the end of instruction, an offer to provide copies of the student records and a final report card and specific information regarding how to access students records after school closure. (b) all employees. Such notification shall include, but not be limited to the following: (i) date of the last day of regular instruction according to the school's published calendar for the year or as defined in the school's charter; (ii) information regarding the date of termination of employment and/or contracts and benefits; (iii) information regarding possible eligibility for continuation of benefits under COBRA (http://www.dol.gov/dol/topic/healthplans/cobra.htm) or HIPAA (Health Insurance Portability Act), and unemployment benefits through the Utah Department of Workforce 127 Services (http://jobs.utah.gov). (c) sending district of residence for each student. If applicable, notification of cessation of services for transportation, food programs, etc., and return of district property should be included. (d) all debtors, creditors, landlords, lessors, and funding sources. Such notification should include the amount due to/from the school and indicate the need to negotiate a settlement of debts, if applicable. (e) Provide to the SCSB a copy of each of these notices, a list of names/addresses of recipients, and proof that notifications were sent.		
Within 30 calendar days of closure decision and updated as determined by SCSB:			

13	Submit the following financial documents (and submit updates on a monthly basis until finalization of closure) (a) a current balance sheet as of the month just ended before the closure decision, including accompanying schedules for: (i) all assets and their value; (ii) accounts/loans payable or other liabilities that exceed \$1,000; (b) a current income statement as of the month just ended before the closure decision (c) a grants report indicating the anticipated use of all funds received through federal and state grants, including a plan to return funds as appropriate for grant projects/programs that will be terminated or not completed. The school cannot use these funds for costs related to closure. (d) a comprehensive month-to-month cash flow statement to operate the school through the closure date which accounts for the full disposition of assets and specifically gives priority to and includes: (i) payment of instructional staff to ensure completion of the school's instructional program (including an itemized schedule of current and projected payroll and payroll benefit payments, including payout of any accrued leave/vacation time); (ii) total funds to satisfy all outstanding liabilities including but not limited to all contracts/leases and payoff of all debts; (iii) payments to the chosen retirement corporation on behalf of employees; (iv) payment of any costs associated with transition of students and records; (v) costs for a complete, close-out financial audit; (vi) all other costs associated with closure.		
Within 60 calendar days of closure decision:			
14	Engage by a vote of the board, an independent auditor, subject to SCSB approval, to conduct a final close-out audit of the school. Submit a copy of the engagement letter and an estimated timeline for the start and completion of the audit.		
15	Submit a student records transition plan, including: (a) the name(s) and contact information for the person(s) responsible for completion of student transcripts, including insertion of final grades; (b) the name(s) and contact information for the person(s) responsible for transition of students records and for providing assistance to students and parents in transferring from the charter school to the district public or private school chosen by the family; (c) details about where records will be transferred or stored and how records will be destroyed; (d) a timeline for the completion of this transfer.		
16	Take appropriate action to terminate any contracts/leases and any other obligations of the school that extend beyond the closure date, including those related to summer instruction.		
17	Submit a plan for the disposition of all assets owned by the charter school, including plans to give first priority for equipment and		

	supplies to other public schools and then to non-profit organizations. Existing insurance coverage should be maintained on the assets until disposal or transfer of deed. The school may not dispose of any fixed assets until SCSB has approved the asset disposition plan. All assets owned by the charter school must revert back to the district.		
Prior to finalization of closure			
18	Submit the following final reports: (a) Aspire End of Year enrollment data (b) School Safety and Discipline Report (c) Final Annual Report (d) Final SCSB Financial Report Forms along with any unspent funds for all grants. (If the school received funds directly from the U.S. Department of Education, file Federal form 269 or 269a. See CFR 80.41) (e) Close-out independent financial audit and final Charter School End of Year Financial Report. (f) A final balance sheet (as described above), indicating how the board ultimately disposed of assets and resolved any outstanding obligations.		
19	File all final federal, state, and local tax returns and issue final W2s and 1099s by statutory deadlines to the appropriate parties.		
20	Make all final payments to the retirement accounts		
21	Submit a check to SCSB for any remaining funds after the settling of final accounts and the disposition of all assets.		

8. Contracts

Has the board entered into any contractual relationships for services (e.g. building development, school design, ESP) to be provided upon condition of approval as a charter school?

- ☐ Yes, we have entered into a contractual relationship for services. (Complete this section)
- ☒ No, we have not entered into a contractual relationship for services. (Skip this section)

Does the board intend to have a contractual relationship with an ESP?

- ☒ Yes, we intend to contract with an ESP. (Complete this section)
- ☐ No, we do not intend to contract with an ESP. (Skip this section)

The Utah Mountain School (UMS) Board of Directors will be issuing an RFP for a management service provider once the school is approved by the state. UMS has met with all three ESPs in Utah and had a chance to sit down with representatives from each company to discuss the unique aspects of our school (to our knowledge we are the only charter applying to be a junior high only). The Founding Board has many conversations about how to proceed if approved. In our trainings and discussions with local charter school experts, it seems that many of the charter schools that have closed their doors in recent years did not work with an ESP. At this juncture, the Founding Board feels confident that required reporting, proper payroll, and tax filings will be better served by an expert in the field of Charter School Management. UMS will be looking to work with an ESP, to handle the financial management and building management processes. The proper rules for procurement will be followed according to 63G-6A and R277113 in order to contract with an ESP after approval. One ESP that has been very helpful through the application process is Red Apple, they currently serve 26 schools in Utah (including many of the Ogden-area charter schools) successfully and have been in operation for over 14 years.

Using an ESP for school management fits well with the purposes of UMS so that more money can be allocated to paying teachers; one of our prime focuses, rather than administrative overhead. The mission of the school is to build a sense of community which requires administrators to be out of their offices, interacting with the students and mentors during the school day. In order for that to be feasible, UMS needs the paperwork and management support that an ESP will provide. The Board is interested in a working partnership with Red Apple in large part to their invested time and energy in educating our Board, answering questions, and helping us navigate the Ogden charter school area. Internally the Director will work directly with an ESP. The Treasurer sitting on the Board will review all financials each month prior to the Board meeting, and address any concerns at that meeting. The Board Treasurer will be in contact with the ESP continually with set expectations of when tasks will be completed and contracts initiated. With a Board Member, the Director, and a Financial Manager from an ESP, we believe we can manage this school efficiently.

Appendix A: BACKGROUND INFORMATION SHEET

Name: Charles Kavanagh

Role with application: Board Chair

Expertise: Adventure Recreation and Project Management

Select the statements that are applicable and, if applicable, proceed as directed:

☒ I intend to become an employee of the school. *Provide your role and the timeline for your transition from the governing board to this role.*

☐ I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

Statement of Intent: After years of teaching in charter schools I have seen enough to know that intent and follow thru is the base of success for any institution. I have strong roots and knowledge in recreation and activity based learning. I have been witness to how being outside has changed people's lives. It is a model of learning that I firmly believe in, I commit to bring this expertise, fidelity and grit to the mission vision and values that U.M.S. will bring to its students, faculty, and community. The goal being to provide a high quality relevant outdoor based education that would enrich students' lives now, and into the future that they choose for themselves.

Not-for-Profit History: The first was as a child and young adult in the Boy Scouts of America. I participated in organizing and managing the Troop and all its activities. This would include networking with local businesses, politicians and other non for profits like Knights of Columbus, Rotary, Lion's club. Working in conjunction on community service projects, supporting events like fun runs, blood drives, and food and clothing drives with our local community. The organization of these events required me as a youth to communicate, problem solve and work within a given budget and/or time frame for our part to be successful. It is this foundation that I feel laid the groundwork for my success in my career as an educator.

As I pursued my dream of teaching I earned the opportunity to work with my first charter school, Renaissance Academy in Lehi. I joined this school in the second year of operation. During the 4 years as Renaissance I was asked to be teacher liaison to the board. My role as liaison was to communicate with the director and board as to "Roses, Thorns and Seeds" that the faculty was celebrating, feeling, and needing, to help facilitate the growth of the school and adherence to the charter.

I moved schools and got a teaching position at Early Light Academy in Daybreak, Utah. I worked on the committee putting our 5-year accreditation application together. What I drew from this particular experience at ELA was how the Board and Director interacted with the

Director, Staff and Faculty. The Director took the time to build relationships with both students and teachers. The board members were always in attendance at events and school functions and openly vocal and supportive towards the teachers and the effort they were applying to the success of the school.

In the last three years I have been at AISU in Murray Utah. I have seen this school grow from its second year when I have joined. It has gone thru many iterations of how they run the day to day for students, how credits are earned, and what student expectations are. It is important it is to have a strong board that understands the vision and has the ability to put good leadership in place. In being part of these different iterations, I did learn the importance of knowing your student population and what they are capable of and having a realistic estimation/idea of what they are capable of.

Employment History:

AMERICAN INTERNATIONAL SCHOOL OF UTAH – P.E SPECIALIST AUGUST 2015-PRESENT *Murray, UT*

- Developed intensives and offered program concepts to better support teacher implementation and student learning.
- Currently mentoring elementary specialist, consulting on design and implementation of elementary curriculum.
- Use of multiple LMS to provide a rich learning experience for online students.

EARLY LIGHT ACADEMY - P.E. SPECIALIST AUGUST 2011- AUGUST 2015 Grades K-9, *South Jordan, UT*

- Implementing 7 habit curriculum within content
- Planned and implemented skill based P.E. across grade levels
- Integrated multiple subject areas into daily P.E. instruction

RENAISSANCE ACADEMY - P.E. SPECIALIST AUGUST 2007-2011 Grades K-9, *Lehi, UT*

- Developed international sports program
- Created and managed school ski program at Sundance Mountain Resort for two years
- Planned and implemented separate adaptive program
- Integrated multiple core subject areas into daily P.E. instruction
- Mentor for two novice teachers
-

STUDENT TEACHING - SEPTEMBER 2006-DECEMBER 2006 Elementary and Middle School placement, *Brentwood, New York* Planned and implemented separate adaptive program Developed an adventure/ cooperative games unit Integrated literacy into daily lessons and activities

CARPENTER / ESTIMATOR MARCH 2005 - MAY 2006 Friendly Construction *Islip New York*

Responsible for managing the job site, tools and materials
Involved in all aspects of residential construction

Coordinated communication and progress between all stakeholders

PROJECT MANAGER /ESTIMATOR

MAY 2004 - SEPTEMBER 2006

S.J. Hoerning Construction Inc.

Bay Shore, New York

- Responsible for all aspects of estimating, bidding, and execution public works projects
- Managed daily operations and organization of ongoing projects
- Developed and fostered relationships with industry professionals
- Coordination with property managers and vendors

LEAD GUIDE

MAY 2003-OCTOBER 2003

- Denali Trekking Company, *Talkeetna, Alaska*
- Responsible for group dynamics/safety during multi-day wilderness trips
- Handled transportation and logistic issues for clients
- Responsible for trip planning, including food, route, and equipment.

Education History:

MASTERS OF EDUCATION- PHYSICAL EDUCATION

2004-2006

Hofstra University, *Hempstead, NY*

Co-organizer of Hempstead Project – A recreation program for at risk elementary students

Graduated 2006

BACHELOR OF SCIENCE- ADVENTURE RECREATION

1997-2001

Green Mountain College, *Poultney VT*

Co- founded school climbing/outdoor club

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by [53G-5-302](#). A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO SCSB STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE.

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


Applicant's signature

Name: Chris Wright

Role with application: Vice Chair

Expertise: Behavior Intervention - Mental Health - Special Education

☒ I intend to become an employee of the school. *Provide your role and the timeline for your transition from the governing board to this role.*

☐ I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

Statement of Intent: The vice president shall have such duties and responsibilities as may be delegated to him/her by the president. The vice president shall have full and equal vote as accorded to all members. In the absence of the president, the vice president shall perform all the duties of the president and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the president, including presiding at meetings of the Board of Trustees. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these Bylaws. Beyond the founding board, I would like to be considered for the Assistant Director position at the Utah Mountain School.

Not-for-Profit History: The summer of 2008 I graduated from VCU in Richmond, Virginia I started working at a local non-profit that served low SES youth in very dangerous neighborhood. The Neighborhood Resource Center (NRC) was an after school program that helped provide at-risk students with a safe space to work on their academics, create art, and help rebuild their community. Since my first experience with the NRC, I have always been drawn to the non-profit model of service and transparency. In my nine years of teaching, five of those have been at non-profit public charter schools. During that time I have had various responsibilities involving budgeting, transportation, case management, grant-writing, and human resources.

Employment History:

2008 - 2009 City Academy Public Charter School - Special Education Teacher
 2009 - 2010 Research in Special Education (Non-Public School) - Special Education Teacher
 2010 - 2011 Oakes Children's Center (Day Treatment Facility) - Special Education Teacher
 2012 - 2014 Bear River Middle & High School - Theater Arts Director
 2014 - 2015 Mound Fort Junior High School - Film and Theater Director
 2015 - Current - American International School of Utah - Special Education Teacher

Education History:

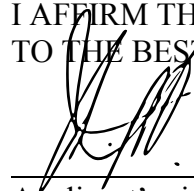
2008 - Virginia Commonwealth University - Bachelors of Science - Psychology
 2018 - Utah State Board of Education - Mild/Moderate K-12 Special Education License

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by

[53G-5-302](#). A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

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



Applicant's signature

Name: Michael L. Jolley

Role with application: Founding Board Member - Treasurer

Expertise: Financial Services, Business Account Management

Select the statements that are applicable and, if applicable, proceed as directed:

☐ I intend to become an employee of the school. *Provide your role and the timeline for your transition from the governing board to this role.*

☐ I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

Statement of Intent: I have spent my career working with major enterprise companies managing their budgets, as well as working with businesses and individuals to help their cash flow and way of life. My hope is to provide as much value and support to the amazing mission and vision behind Utah Mountain School. I bring over 12 years of financial services and account management experience to the board having worked with enterprise companies, working with start-up IT companies and running my own financial services firm while partnering with My Advisor Financial as a broker-dealer. It is through friendship, loyalty, and belief in this board and UMS that I choose to take part in this endeavor. Having a teacher as a wife, two professors as my in-laws, and constantly working with and for teachers, I am deeply committed to the creation of this school.

Not-for-Profit History: I do not have specific experience outside of UMS. However, I have served as the Trustee for multiple family estates and am obligated as a fiduciary for my clients, family, and company.

Employment History: My financial career began in 2004 when I became licensed in the securities and insurance industry with TransAmerica Financial Advisors. I have since started and maintained my own corporation (Jolleytime Financial Services) under the broker-dealer My Advisor Financial. My IT account management experience that spans over 10 years has allowed me to learn internal enterprise, commercial and SMB business processes as well as working for startup IT marketing companies on a global level, providing service to global clients.

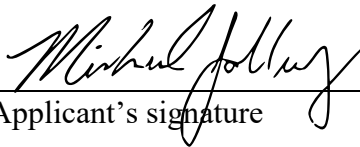
Education History:

- High School Diploma
- Series 6 Securities license
- Series 63 Securities license
- Pending Series 65 Investment Advisor Representative license
- Life Insurance License
- Masters degree from the school of Hard Knocks

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Applicant's signature

Name: Timothy Owen

Role with application: Founding Board Secretary

Expertise: Curriculum and Instruction

Select the statements that are applicable and, if applicable, proceed as directed:

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Statement of Intent: Over the past ten years, I have seen the power of outdoor education to transform the lives of under-resourced youth. As a wilderness instructor for Big City Mountaineers, I have seen students become engaged with the world around them in a way that seemed impossible. In traditional classrooms, over the last three years, I have seen a system that does not work for all students. Many student's behavioral issues and academic failings seem to stem from their inability to "sit down and shut up" for six hours a day. With my experience in two different worlds of the traditional classroom and the wilderness, I have a clear understanding of what it would take to use the outdoor classroom to meet student's needs. My desire is to serve on the board as a resource and quality control mechanism to ensure that the curriculum of UMS remains true to the charter, and, best serves the students.

Not-for-Profit History:

Instructor/Community Liaison	Big City Mountaineers	2010-2017
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During my time with Big City Mountaineers, I filled many different roles, including Instructor, Community Liaison, and Public Relations. Through my work with Big City Mountaineers, I learned how to communicate effectively about the power of the outdoors with those who had only known the city. Leading children from inner-city Oakland on backpacking expeditions reinforced the idea that outdoor adventure can be valuable for everyone. Out of the hundreds of children I worked with over those eight years, only one or two returned to the city unmoved by their experience.

Employment History:

Film/Theater Teacher	Mound Fort Junior High Ogden, UT	2015-2017
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Special Education Instructor	American International School of Utah Murray, UT	2017-2018
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Special Education Instructor	Orion Junior High Harrisville, UT	2018-Present
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My experience in teaching, while brief, has been varied. I have experience in a large, urban school, a public charter school, and a suburban public school. While each school has provided a different experience, all three positions have led to the conclusion that most children learn best when moving, motivated, and engaged. My time as a Special Educator has given me experience in developing curricula that meet the needs of all learners and provides teachers with the ability to easily differentiate instruction.


Education History:

Bachelor of the Arts in Environmental Ethics, Humboldt State University	2005
Masters of Education in Curriculum and Instruction with an Emphasis on Special Education (In progress).	2018
Licensed in Special Education, Mild/Moderate by the Utah State Office of Education	2017
Endorsement for Secondary Theater by the Utah State Office of Education	2017

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 Applicant's signature

Name: Betty Sawyer

Role with application: Founding Board Member

Expertise: Equity, Diversity & Inclusion; Education; Community Engagement

Select the statements that are applicable and, if applicable, proceed as directed:

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Statement of Intent: Provide a personal statement regarding your role with the proposed school (i.e. governing board, administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

I'm passionate about education and the opportunities it affords us in building strong individuals, families, communities, and the world. "Education is the passport to the future and the future belongs to those who prepare for it today", Malcolm X. I've had the pleasure of working to improve the quality of education from after school to college settings. Knowing that students learn differently, opens the door to provide a diversity of opportunities and settings for learning to take place. I'm committed to supporting access, retention, and graduation of traditionally underrepresented students. Mountain School offers another setting to reach these and other students and capture their imagination and interest.

Not-for-Profit History: Provide your nonprofit history that supports your being sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

I'm the co-founder/director of a local non-profit that's celebrating its 30th year serving youth and families throughout Utah. I've also served on commissions and boards of other non-profit organizations and agencies, during this time. This involvement has included ongoing professional development and training around board governance, management, recruitment, fiscal responsibility and fundraising. My organization is a member of the Utah Nonprofits Association and take advantage of the resources and training they provide.

Employment History: Provide your employment history that supports your being considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

Weber State University: Positions included: Director of the WSU Ogden School District GEARUP (Gaining Early Awareness & Readiness for Undergraduate Programs) Early College

Partnership, which assist underserved students and families in preparing for postsecondary education.

Director of the WSU State GEARUP Partnership which served students and families in the Weber & Davis School Districts.

Coordinator of Transition & First Year Programs: Coordinating outreach and summer bridge programs for rising high school seniors; followed students through their first year of college enrollment to connect them to services and resources that support student success.

Currently: Community Engagement Coordinator, working to connect campus and community partners to support student access, retention, and graduation. I'm also over special initiatives including Men of Color Program and Families United, Parent Engagement Program.

Education History: Provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your being considered sufficiently qualified to operate a charter school.

BS Physical Education - Morgan State University, Baltimore, MD (1971-1975)

BS Physical Therapy - University of Utah (1976-1978)

MPA - Masters of Public Administration - University of Utah (2004-2007)

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Applicant's signature:

Name: John Stein

Role with application: Business Outreach

Expertise: Business Administration and Ownership

Select the statements that are applicable and, if applicable, proceed as directed:

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Statement of Intent: Community outreach liaison and community outreach advisor for Ogden city proper. I am a father of 4 children who has been through the current school system. I have realized if there were an alternative solution to schooling that would have better served my own children I would have considered this as a viable option for my children's education.

Not-for-Profit History: Volunteer Youth Impact member. Where the goal and mission is to help inner city youth who could potentially fall into local gangs via immediate family, neighborhood or school influences. To provide a safe haven and ensure the kids before and after school have a safe place for continuing education. Currently, we have raised millions of dollars in community support and local grants that provide for staffing and support for these children.

I have also served on the Ogden City Parks and Recreation Advisory Committee where I was in charge of keeping up and promoting green space within the community. Keeping Ogden City Parks both safe and beautiful for children and families to enjoy together.

Employment History: Currently acting as the owner of Steiny's Family Sports Grill in Logan, and Ogden. I also serve as the Co-Owner and Vice President of the Ogden Raptors Professional Baseball team (Pioneer affiliate of LA Dodgers)

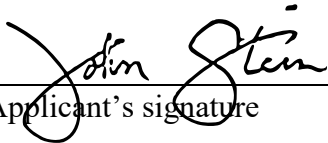
Education History: Attended UNLV Business Administration Courses and achieved my Associates Degree. I was then chosen in the 11th round for the Chicago White Sox and pursue my goals and dreams in sports and continued to eventually run my own minor league baseball team in Ogden Utah.

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by [53G-5-302](#). A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is

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Applicant's signature

Name: Karren Pyfer

Role with application: Academic Advisor

Expertise: Special Education - Curriculum Development - Charter School Operations

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Statement of Intent: I intend to serve the board of Utah Mountain School as an Academic Advisor. My expertise is in curriculum and instruction with an emphasis in making content accessible for all learners. I also have extensive experience and training in working with students who come from challenging backgrounds and/or who have extreme behavioral and emotional issues. My work with these students in educational, residential and community contexts has given me a unique perspective on how to address the needs of these students in order to help them reach their full potential and live meaningful lives. Needs such as movement, outdoor education, experiential learning, and cultural awareness have been addressed in the model set forth in this application. I have been drawn to the ideals purposed in the Utah Mountain School charter application for years and feel that this model addresses the whole child while preparing them to be the adults they will soon become.

Not-for-Profit History: Most of my work experience as an adult has been in public education. I have worked or volunteered in numerous schools and districts across the state. For the last 4 years, part of my job has included being a Title I Director for a public charter school. As part of this job, I managed our school's Title I budget, grant applications, state reporting, and special programs. I worked closely with our administration to complete portions of the Utah Consolidated Application (UCA) as well as the Desktop Monitoring Instrument (DMI). While most of my work has been in education, I also have experience working with organizations like the Rotary Club, League of Women Voters, and have served as a member of Logan City Library's Board.

Employment History:

2002-2011	Logan City School District
2002-2003	Paraprofessional- Riverside Preschool
2003-2004	Paraprofessional- Adams Elementary School
2004-2009	School-Wide Behavior Specialist- Bridger Elementary
2006-2009	After School Club Coordinator - Bridger Elementary

2010-2011 *District Behavior Specialist & Transition Unit Teacher*

2011-2015
Ogden School District
K-6 Self-Contained Behavior Unit

2015-2018
Venture Academy
Curriculum Specialist - Intervention Specialist- Special Education Consultant - Title I Director

- Developed & implemented a system to identify students who were at risk for failure with targeted academic and behavioral interventions.
- Set up the referral process to get a student testing for possible IEP or 504. Created the forms, trained on the interventions and developed the infrastructure to make sure everything followed state and federal guidelines and could be run without me there.
- Created the template for Special Education files, and brought 80+ files into compliance.
- Trained all three special education teachers on how to write an IEP, Initial Eligibility, and 3-year Re-Evaluations and how to keep track of documentation.

2018- Present
Voyage Academy
Curriculum Director/Instructional Coach

2017- Present
Responsive Education Consulting
Owner Operator

Mental Health Positions:

2002-2017 Various residential and community organizations working with people with mental, physical or emotional issues. Places include

- Bear River Mental Health (residential mental health facility - house staff)
- Logan River Academy (residential treatment center-counselor)
- Chrysalis (residential group home for adults with disabilities- house staff)
- Futures Through Choices (residential group home for teenagers and adults with disabilities- rehabilitative trainer)

Education History:

2009- Bachelors of Science;

Utah State University, Logan, UT

- K-12 Special Education Teacher- Mild/Moderate Endorsement


2014- Teaching English as a Second Language Endorsement;
Weber State University, Ogden, UT

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Applicant's signature

Appendix B: Articles of Incorporation

**ARTICLES OF INCORPORATION
For Utah Mountain School**

We, the undersigned natural persons all being of the age of eighteen years or more, acting as incorporators under the Utah Nonprofit Corporation and Cooperative Association Act, adopt the following Articles of Incorporation for such Corporation: The articles are then generally numbered and delineated as follows:

Article I - Name
Utah Mountain School

Article II - Duration
The period of duration of this corporation is perpetual.

- Article III - Purpose**
- A. This Corporation is organized as a nonprofit corporation. This Corporation is organized exclusively for charitable and educational purposes. The Corporation may receive and administer funds for educational and charitable purposes, within the meaning of Section 501(c)3 of the Internal Revenue Code and to that end, the Corporation is empowered to hold any property, or any undivided interest therein, without limitation as to amount or value; to dispose of any such property and to invest, reinvest, or deal with the principal or the income in such manner as, in the judgment of the directors, will best promote the purposes of the Corporation, without limitation, except such limitations, if any, as may be contained in the instrument under which such property is received, these Articles of Incorporation, the By-laws of the Corporation, or any applicable laws, to do any other act or thing thereof, but not for pecuniary profit. All funds, whether income or principal, and whether acquired by gift or contribution or otherwise, shall be devoted to said purposes of the Corporation.
- B. No part of the net earnings of the Corporation shall inure to the benefit of the Trustees, office of the Corporation, or any private persons, except that the corporation shall be authorized to make reasonable compensation for the services rendered to or for the Corporation affecting one or more of its purposes. No member, Trustee, officer of the Corporation, or any private individual shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation.
- C. 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, include the publication or distribution of statements, any political campaign on behalf of 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 out by a corporation exempt from the Federal Income Tax under Section 501 c(3) of the Internal Revenue Code.
- D. The Corporation shall not lend any of its assets to any officer or director of this corporation, unless such loan program is regularly conducted as part of the activities of the organization and the qualification of the individual to participate in same is determined by a panel comprised solely of non-Board members.

Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from Federal Income Tax under Section 501(c)3 of the Internal Revenue Code, as now enacted or hereafter amended.

Article IV - MEMBERS/STOCK

The corporation shall not have any class of members or stock.

Article V: BY-LAWS

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the By-Laws. (U.C.A. Section 16-6a-206)

The Trustee shall adopt By-laws. Which are not inconsistent with law or these Articles of Incorporation for the regulation and management of the affairs of the Corporation. These Bylaws may be amended from time to time, or repealed, pursuant to law.

Article VI: Trustees

The number of Trustees constituting the Board of Trustees of the Corporation shall be as from time to time provided in the By-laws. Unless otherwise provided in the By-laws. The Board shall consist of four Trustees. The names and residential addresses of the initial members of the Board of Trustees are as follows:

Charles Kavanagh
6912 South 125 East
Midvale, Utah 87047

Chris Wright
9710 North Highway 38
Deweyville, Utah 84309

Timothy Owen
1549 Binford Street
Drive

Michael Jolley
4793 Panorama
Ogden, Utah 84401

South Ogden, Utah 84403

Article VII: INCORPORATORS

The names and addresses of the incorporators are:

Charles Kavanagh
6912 South 125 East
Midvale, Utah 87047

Chris Wright
9710 North Highway 38
Deweyville, Utah 84309

Timothy Owen
1549 Binford Street
Drive

Michael Jolley
4793 Panorama
Ogden, Utah 84401

South Ogden, Utah 84403

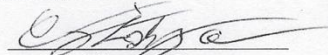
Article VIII: REGISTERED OFFICE AND AGENT

The address of the corporation's initial registered office shall be: 1549 Binford Street Ogden, Utah 84401

Such office may be changed at any time by the Board of Trustees without amendment of these Articles of Incorporation.

The corporations initial registered agent at such address shall be Timothy Owen.

I hereby acknowledge and accept appointment as corporate registered agent.


Timothy Owen

Article IX: PRINCIPAL PLACE OF BUSINESS

The principal place of business of this Corporation shall be 1549 Binford Street Ogden, Utah 84401. The business of this Corporation may be conducted in all counties of the State of Utah and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Trustees shall determine.

Article X: DISTRIBUTIONS

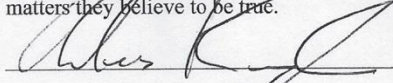
No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III 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 (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended or supplemented.

Article XI: DISSOLUTION

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed exclusively to one or more charitable and educational organizations which shall qualify under the provisions of Section 501(c)3 of the Internal Revenue Code and its Regulations, or to the Federal Government, or to the state or local government including the Utah State Board of Education, for a public purpose.

In Witness Whereof, We, Charles Kavanagh, Michael Jolley, Timothy Owen, and Chris Wright, have executed these Articles of Incorporation in duplicate this 27th day of June, 2018, and say: That they are all incorporators herein; that they have read the above and foregoing Articles of

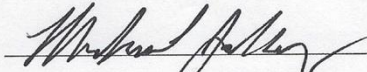
Incorporation; know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.



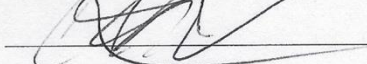
Charles Kavanagh



Timothy Owen

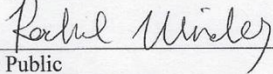


Michael Jolley



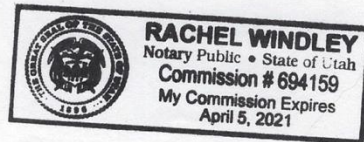
Chris Wright

On the 27th day of June 2018, Charles Kavanagh, Michael Jolley, Timothy Owen, and Chris Wright personally appeared before me the Incorporators of Utah Mountain School, a Utah Nonprofit Corporation, who duly swore to me that they are the signers of the foregoing Articles of Incorporation.



Notary Public
Residing in Weber County
State of Utah

Under GRAMA (63-2-201), all registration information maintained by the Division is classified as public record. For confidentiality purposes, the business entity physical address may be provided rather than the residential or private address of any individual affiliated with the entity.



Appendix C: Governing Board Bylaws

**BYLAWS
of
UTAH MOUNTAIN SCHOOL**

ARTICLE 1 NONPROFIT PURPOSES

SECTION 1.1 NONPROFIT PURPOSES

Utah Mountain School (hereinafter the Corporation) is incorporated as a Public Benefit Corporation according to its Nonprofit Articles of Incorporation as filed and registered with the State of Utah on June 27th, 2018. The Corporation is organized exclusively for educational purposes and such other purposes that are described under section 501(c)(3) of the Internal Revenue Code.

SECTION 1.2 THE CORPORATION'S PURPOSE

The founders' vision for Utah Mountain School is to create an inclusive, equitable and intellectually rigorous culture where knowledge is built through experience. Students and staff are expected and empowered to reach their full potential. It is the goal of UMS is to be an innovative model for other schools and a leader within the larger educational community.

The mission of Utah Mountain School is to create an academically rigorous, constructivist learning environment that engages each student's unique spirit and intellect, develops creative, critical thinking skills, and cultivates compassionate, active citizens.

SECTION 1.3 NONDISCRIMINATION POLICY

The Corporation will be non-sectarian in its programs, admissions policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate on the basis of race, ethnicity, national origin, gender identity, sexual orientation, or disability.

ARTICLE 2 OFFICE

The principal office of the Corporation shall be located at 1549 Binford Avenue Ogden, Utah 84401

ARTICLE 3 DIRECTORS

SECTION 3.1 POWERS

The Board of Directors (the "Governing Board") shall, or it may direct others to, conduct the activities and affairs of the Corporation. The Board shall exercise all corporate power unless delegated according to Section 3.2.

SECTION 3.2 DELEGATION OF POWERS

The Board by a majority vote of the directors in office at the time the vote is taken may delegate some or all of its powers to a person, persons or committee as set forth in the Articles of Incorporation and Bylaws. (See also Article 6 of these Bylaws with respect to delegation to committees and Article 7 with respect to delegation to the Administrator/ Executive Director.) To the extent so authorized, any such person, persons or committee shall have the duties and responsibilities of the directors, and the directors shall be relieved to that extent from such duties and responsibilities.

SECTION 3.3 NUMBER

The Corporation shall have from five (3) to nine (7) directors and collectively they shall be known as the Governing Board of Trustees ("Board").

SECTION 3.4 TERMS OF OFFICE

Each Director shall serve for a one (1) year term and may be re-elected without limit.

SECTION 3.5 COMPENSATION

Directors shall serve without compensation in their position as director.

Directors may receive reasonable advancement or reimbursement of expenses incurred in the performance of their duties provided that the Board approves such expenses.

Notwithstanding the above, upon approval of the Board and subject to the conflict of interest provisions of Article 8, a director may receive: reasonable compensation from the Corporation for other services actually performed, reasonable payment for property received by the Corporation, and reasonable payment of benefits that are in furtherance of the Corporation's purpose.

SECTION 3.6 ELECTION OF DIRECTORS

Directors shall be elected by the Board by majority vote at the annual meeting.

SECTION 3.7 VACANCIES

Any director may resign by giving written notice to the Board. The resignation is effective on the date such notice is received unless the notice specifies a later effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the Board. Directors may be removed from office without cause by the vote of two-thirds (2/3) of the directors in office at the time the vote is taken. A vacancy occurs on the Board if the number of directors is fewer than five (5) or such greater number as determined by the Board. The Board shall fill such a

vacancy by an election of the Board. If the number of directors in office is less than a quorum, a vacancy on the Board may be filled by approval of a majority of the directors then in office. A person elected to fill a vacancy on the Board shall hold office until the next annual meeting at which time regular elections of the Board occur.

ARTICLE 4 MEETINGS

SECTION 4.1 REGULAR MEETINGS

The Board shall have regular meetings as determined by the Board with notice given to interested persons as provided in Section 4.9.

SECTION 4.2 ANNUAL MEETING

The annual meeting shall be held each year as determined by the Board and shall be the meeting during which directors are elected for a one (1) year term, officers are elected for a one (1) year term and the Board determines if it will govern by Executive Committee as described in Section 6.1. Notice of such annual meeting shall be given to interested persons as provided in Section 4.9.

SECTION 4.3 SPECIAL MEETINGS

Special meetings of the Board may be called by the President or 20% of the directors with notice given to interested persons at least 24 hours in advance as provided in Section 4.9. Written notice of any special meeting shall be given to each director by the one calling the meeting at least 24 hours prior to such meeting.

A director may waive notice of any special meeting if the waiver is in writing and signed by such director, specifies the reason for which the notice is waived and is filed together with the corporate minutes or records.

SECTION 4.4 EMERGENCY MEETINGS

Emergency meetings may be called by the President or 20% of the directors with less than 24 hours notice only if an actual emergency exists which would not permit the meeting to be a Special Meeting. The minutes of the meeting must describe the emergency justifying less than 24 hours notice. Notice must be given to interested persons as is reasonable and as provided in Section 4.9.

SECTION 4.5 QUORUM FOR MEETINGS & TELECOMMUNICATIONS

A quorum consists of a majority of directors holding office immediately prior to any meeting. A director is considered present if by use of any means of communication, all directors participating may simultaneously hear each other during the meeting.

No decisions requiring Board action shall be made by the Board at any meeting at which the required quorum is not present. In the event fewer directors than a quorum are present, the remaining directors may upon a simple majority adjourn the meeting to another day and/or time.

Notice of the reconvened meeting shall be given to each director and interested persons as provided in this Article.

SECTION 4.6 BOARD ACTION

The Board will model ethics and promote a cooperative, consensus-driven decision-making process; however, all decisions will be made by majority vote.

In addition, in the following circumstances, a vote of the majority of directors in office at the time the vote is taken will be required:

(a) to establish committees to exercise board functions as provided in Section 3.2,

(b) to amend the Articles of Incorporation as provided in Section 11.1,

(c) to sell assets not in the regular course of business,

(d) to merge,

(e) to dissolve and

(f) in the case of conflicts of interest, a majority of directors in office who have no direct or indirect interest in the transaction will be considered a majority, as provided in the policies of Article 8.

A director who is present at a meeting when corporate action is taken is deemed to have assented to the action unless the director's objection or abstention to the vote is entered into the minutes of the meeting or the director delivers written notice of such objection or abstention to the Secretary immediately after adjournment of the meeting.

SECTION 4.7 EXECUTIVE SESSION

The Board may meet in an executive session during which all or part of the meeting is closed to the public for deliberation on certain matters listed below. News media are permitted to attend except in the case of considering the expulsion of a student or matters related to a student's confidential medical records or if the media is a party to litigation involving the Corporation. Notice of such executive session shall be given to interested persons in accordance with Section

4.9, provided that the statutory authority for such executive session be referenced in the notice. No executive session may be held for purpose of taking any final action or making any final decision, although a consensus may be reached by the Board in executive session. The Board may meet in executive session for the following matters:

(a) To consider employment of officer, employee, staff member or agent if:

(1) the job has been publicly advertised;

(2) regular procedures for hiring have been adopted; and

(3) there is an opportunity for public input into the employment of an officer.

(b) To consider dismissal, discipline or complaints/charges against an officer, employee, staff member or agent unless the individual requests an open meeting.

(c) To conduct deliberations with persons the Corporation has designated to carry on labor negotiations.

(d) To conduct deliberations with persons the Corporation has designated to negotiate real property transactions.

(e) To consider records that are exempt from disclosure under the Public Records Law, including written advice from the Corporation's attorney which is protected by attorney-client privilege.

(f) To consider preliminary negotiations regarding trade or commerce in which the Corporation is in competition with other states or nations.

(g) To consult with the Corporation's attorney regarding legal rights and duties in regard to current litigation or likely litigation.

(h) To review and evaluate the employment performance of an officer, employee or staff member pursuant to standards, criteria and policies adopted at an open meeting unless the person requests an open meeting..

(i) To carry on negotiations with private persons or businesses regarding proposed acquisition, exchange or liquidation of public investments.

(j) To consider student expulsions and confidential medical records of students.

SECTION 4.8 NOTICE

Any written notice that is to be delivered to a director pursuant to these Bylaws may be delivered by electronic mail (e-mail), provided that the Secretary has received the consent of the director to such form of delivery.

SECTION 4.9 PUBLIC MEETING LAW – NOTICE AND OTHER REQUIREMENTS

Meetings of the Board shall comply with Utah Public Meeting laws. The Board shall provide for and give public notice reasonably calculated to give actual notice to interested persons, including the news media, which have requested notice of the time, place and principal subjects to be considered at the meeting. Notice may be mailed, faxed, e-mailed or telephoned and may be given through press releases, mailing lists and, websites or bulletin boards to interested persons. All meetings shall be open to the public (except in the case of executive sessions as described in Section 4.7), accessible to the disabled and held within the geographic boundaries of the Corporation.

ARTICLE 5 OFFICERS

SECTION 5.1 ELECTION OF OFFICERS

The Corporation shall have a President, Vice-President, Secretary and Treasurer as elected by the Board. The same person can hold more than one office.

Officers shall be nominated and elected at the annual meeting for a one (1) year term, with the exception as noted for the initial President and Vice-President who shall serve an initial two-year term. There are no term limitations.

SECTION 5.2 RESIGNATION AND REMOVAL OF OFFICERS

An officer may resign at any time by delivering notice to the Board in the manner and procedure as described for directors in Section 3.7.

An officer may be removed without cause by a majority vote of the Board.

Any vacancy in an officer position shall be filled by an election by the Board. Such person shall hold such office until the next annual meeting at which time regular elections of officers shall occur.

SECTION 5.3 DUTIES OF PRESIDENT

The President shall preside at all Board meetings, be the spokesperson for the Board, and have such other duties and responsibilities as determined by the Board.

SECTION 5.4 DUTIES OF SECRETARY

The Secretary shall have overall responsibility for all record-keeping and for notices to the Board of any Board meeting. The Secretary shall be responsible for compliance with the notice requirement of public meeting law as set forth in Section 4.9. The Secretary may delegate these responsibilities, provided that s/he supervises such delegation.

The Secretary shall record and/or supervise the recording of the minutes of all meetings of the Board and present the transcribed minutes at or before the next Board meeting. Minutes shall comply with Public Meeting laws of ORS section 192.650 and, except in the case of executive session, shall include at least the following:

- a) Names of all Board members present;
- b) All motions, proposals and resolutions proposed and their disposition;
- c) The results of all consensus decisions and if voting the results of the votes and the vote of each director by name;
- d) The substance of any discussion, and e) Reference to any document discussed.

SECTION 5.5 DUTIES OF VICE-PRESIDENT

The Vice-President shall perform the duties of the President in the President's absence, shall be responsible for overseeing compliance with these Bylaws and shall have such other duties and responsibilities as determined by the Board.

SECTION 5.6 DUTIES OF TREASURER

The Treasurer shall be the custodian of funds of the Corporation, shall be responsible for the maintenance and/or oversight of proper records of all financial transactions of the Corporation, shall have the authority to sign finances as described in Article 9, and shall comply with all financial policies of the Board. The Treasurer shall report the financial condition of the Corporation at each Board meeting.

SECTION 5.7 OTHER OFFICERS

The Board may appoint or elect any other officer and assistant officers as it deems necessary to carry out the functions of the Corporation.

ARTICLE 6 COMMITTEES

SECTION 6.1 OTHER COMMITTEES

The Board may establish one or more committees as it deems necessary and desirable, potentially including: executive committee; budget and finance committee; personnel committee; board development committee; school development committee; employment committee; parent community committee; communications/publicity committee; volunteer/mentor coordination

committee; programs committee; and fundraising committee. Each committee shall consist of at least two Directors.

SECTION 6.2 VACANCIES

Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

SECTION 6.3 QUORUM

Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum. Any act of a majority of the members present at any meeting at which a quorum is present shall be the act of the committee.

SECTION 6.4 LIMITATIONS ON POWERS OF COMMITTEES

No committee may:

authorize distributions; approve dissolution, merger or the sale, pledge, or transfer of all or substantially all of the Corporation's assets; elect, appoint or remove directors or fill vacancies on the Board or on any of its committees; or adopt, amend, or repeal the Articles, Bylaws, or any resolution of the Board.

ARTICLE 7 ADMINISTRATOR/EXECUTIVE DIRECTOR

SECTION 7.1 ADMINISTRATOR/EXECUTIVE DIRECTOR

The Board shall hire an Executive Director to be the administrative head of the Corporation, and the Board shall be responsible for overseeing the duties of such Executive Director. The Board shall delegate the duties to the Executive Director. The Executive Director shall conduct general overall supervision of the day-to-day business, operations and affairs of the Corporation. The Executive Director shall attend meetings of the Board and shall report to the Board of the business, operations and affairs of the Corporation.

SECTION 7.2 DELEGATION OF AUTHORITY

The Board shall have the power, in accordance with Section 3.2, to delegate to the Executive Director such executive power and authority as the Board may deem necessary to facilitate the handling and management of the Corporation's property and interests.

ARTICLE 8 CONFLICT OF INTEREST

SECTION 8.1 DIRECTOR'S CONFLICT OF INTEREST DEFINED

A conflict of interest is a transaction with the Corporation in which a director has a direct or indirect interest. For the purposes of this section, a director has an indirect interest in a transaction if:

- (a) another entity in which the director has a material interest or in which the director is a general partner is a party to the transaction; or (b) another entity of which the director is a director, officer or trustee is a party to the transaction, and the transaction is or should be considered by the Board.

SECTION 8.2 BOARD ACTION WHEN CONFLICT

In the event of a conflict of interest between a director or directors and the Corporation, the Board shall follow the conflict of interest policy adopted by the Board. Specifically, the board member who has the conflict shall recuse him- or herself from voting on any issue when a conflict of interest exists.

ARTICLE 9 FINANCES AND CONTRACTS

SECTION 9.1 FUNDS

All funds of the Corporation shall be under the supervision of the Board and shall be handled and disposed of in such manner and by such officers or agents of the Corporation as in accordance with the financial policies adopted by the Board. Public Funds, as defined in ORS Chapter 338, shall be accounted for separately from other funds of the Corporation.

SECTION 9.2 CONTRACTS

All contracts for the Corporation shall be under the supervision of the Board and shall be handled in such manner and by such officers or agents of the Corporation as in accordance with policies adopted by the Board.

SECTION 9.3 AUTHORITY TO BIND CORPORATION

Unless the Board authorizes the execution of instruments as described in its policies, no director, officer, committee, employee or agent shall have the authority to bind the Corporation by any contract or instrument or pledge its credit or render it liable monetarily for any purpose or in any amount.

SECTION 9.4 BONDING

The Treasurer and persons handling funds for the Corporation may be bonded at Corporation expense, in such amounts and with such surety as shall be determined or approved by the Board, or the Board may authorize insurance coverage to cover losses that may occur.

SECTION 9.5 ANNUAL AUDIT

The Corporation shall have an annual audit of accounts of the public charter school prepared in accordance with audit law, and such audit shall be forwarded to the sponsoring school district, the State Board of Education and the Department of Education.

ARTICLE 10 CORPORATE RECORDS AND REPORTS

SECTION 10.1 MAINTENANCE OF CORPORATE RECORDS

The Corporation shall keep at its principal office, or such other location as designated by the Board:

- Articles of Incorporation and Bylaws as amended to date
- Minutes of all meetings of the Board and Executive Committee in the manner described in Sections 5.4 and 6.1
- Books and records of all financial accounts as described under Article 9
- A list of the names and business or home addresses of its current Board
- Copies of the annual financial statements and annual audits (State and Federal) for the three most recent years
- Copies of the federal, state, and local tax records and reports for the three most recent years
- Copies of federal and state tax exemption materials and any other document or information necessary to the maintenance and operation of the Corporation

SECTION 10.2 INSPECTION RIGHTS

Each director, or designated agent of such director, shall have the right during regular business hours to inspect, copy and make extracts of all books, records and documents of every kind and to inspect the physical properties of the Corporation.

The public has the right to inspect any public record of the Corporation in accordance with Utah State Law during the usual business hours of the Corporation. The Corporation shall adopt reasonable rules necessary for the protection of the records and to prevent interference with the duties of the Corporation.

ARTICLE 11 AMENDMENT OF GOVERNING DOCUMENTS

SECTION 11.1 AMENDMENT OF ARTICLES OF INCORPORATION

The Board by a majority vote of the directors in office may amend and/or restate the Articles of Incorporation provided that notice is given as described in Section 11.3 and such amendments and/or restatement is filed with the Utah State Charter School board office.

SECTION 11.2 AMENDMENT OF BYLAWS

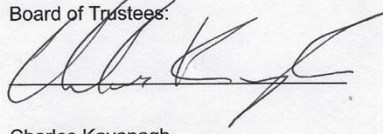
The Board by a majority vote of the directors in office may amend, restate and/or repeal these Bylaws, in whole or in part, provided that notice is given in accordance with Section 11.3.

SECTION 11.3 NOTICE

Notice shall be provided to the Board that states that a purpose of the meeting is to consider a proposed amendment and contain or be accompanied by a copy or summary of the amendment.

June 27th, 2018

Board of Trustees:



Charles Kavanagh



Timothy Owen



Chris Wright



Michael Jolley

Appendix D: Minutes from Governing Board Meetings

Board Meeting Minutes
Utah Mountain School
June 27, 2018@ 11:25 p.m.

Welcome: This meeting was called to order at 11:30, when a quorum was present. .

Board members present: Charles Kavanagh, Chris Wright, Tim Owen, Mike Jolley

State of School Report- Chris Wright

Chris discussed possible school locations and the pros and cons as he saw them.

Consideration of signing bylaws by board members, after read out loud by Chris Wright.

Motion: Chris Wright makes motion to sign the bylaws as read by all board members

Second : Charles Kavanagh

For: Tim Owen, Mike Jolley (passed)

Against: None

Assignment:

Chris, CJ and Tim will submit the Charter proposal for Utah Mountain School on June 28, 2018 to the Utah State Charter Board

Adjournment

Motion: CJ Kavanagh

Second: Chris Wright

For: Unanimous

Against: None

Appendix E: Sample Curriculum

Sample Curriculum

A Note About the Sample Curriculum: Below, find a sketch of capstone projects for 7th grade language arts. UMS chose this subject area because we wanted to show that our methods will work for all content, not just those related to Science.

Textbooks/Materials:

Novel: The first semester of 7th grade Language Arts will use the novel “A Tree Grows in Brooklyn”. This novel tells the story of a young girl in Brooklyn, NY who has to navigate growing up with fewer resources than those around her. The book explores how one’s environment informs who you are, how struggle can lead to growth, and how Socioeconomic status can impact a person’s ability to thrive. This subject matter will allow us to connect A Tree Grows in Brooklyn both to our student’s lives, and our guiding questions.

Newsela: Newsela is an online resource that allows students to search for and interact with articles and news stories. It allows students and teachers to customize the Lexile level of the article to provide an appropriate challenge for every student. Students are able to highlight and make notations in the program and can take comprehension quizzes.

Utah’s Online Library: Students will use their access to this research to help answer research questions that they develop. This online library contains volumes of student-friendly peer-reviewed articles, as well as a database of poetry and other short texts.

Advisory lessons:

<u>7th Grade - Language Arts - Semester 1 Outline</u>			
Standards/Unit	<u>Module 1</u> (Weeks 1-6)	<u>Module 2</u> (Weeks 7-12)	<u>Module 3</u> (Weeks 13-18)
Theme:	We (Setting)	Me (Character)	Us (Events)
Guiding Question:	How does where we live determine how we live?	What is my voice and how do I use it?	How do events affect us as a community?
Capstone Project:	Create a model of the Brooklyn neighborhood from “A Tree Grows in Brooklyn” that includes a key denoting socio-	Find a poem that resonates with you. Summarize the theme, tone, and setting of the poem. In a local park, find a natural feature that	Action project Compare how the theme of circumstance and opportunity is presented in “A Tree Grows in Brooklyn” compared to your neighborhood.

	<p>economic status and opportunities available to residents.</p> <p>After exploring the neighborhood surrounding UMS, create a model (performance, 3d printing, AutoCAD, etc.) of your neighborhood that reflects the SES status of residents there, and the implications of that status on their lives and opportunity.</p> <p>Essay prompt: How does where you live inform how you live?</p>	<p>reflects the tone, setting, and theme of the poem you had selected. Create a poem for your feature.</p> <p>Using the theme, tone, and setting you have been exploring, create a metaphor for your life or community out of your natural feature. Use the metaphor as the central feature in a dance, performance art piece, graphic design campaign, or visual art piece.</p> <p>Finally, write an essay comparing the figurative importance of your feature, with the figurative importance of the tree from “A Tree Grows in Brooklyn”</p>	<p>Use qualitative data gathered from individuals, empirical data from public records, and at least three pieces of quantitative data from credible sources to create a community action project. Depending on your data, your project could include: Increasing access to parkland, drafting letters to elected officials, etc.</p> <p>Step 1: Interview 3 individuals from your community. One should be a business owner or community organizer, one a neighbor,</p> <p>Step 2: Use public records to identify how where you live in Ogden informs your access to education, outdoor spaces, business opportunities, etc.</p> <p>3. Using the information you found locally, find three sources that bolster or explain the data you found.</p> <p>4. Use your data to formulate a strategy to attempt to change undesirable trends in your neighborhood.</p> <p>Final products could include: An ad or informational video, a presentation to local</p>
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			officials, a graphic design campaign for deployment in your neighborhood, a letter writing campaign, a piece of performance art developed for local audiences.
Standard/Objective	Literature: 2c,	Literature: 5a-c	Informational 4a
Standard/Objective	Literature 2d	Literature 4c-d	Informational 4a, 8a, 9a
Standard/Objective	Literature 6b	Literature: 9c	Informational 8a
Standard/Objective	Informational 1a		Informational 9a
Standard/Objective	Informational 1c		
Standard/Objective	Literature 3c		
Writing standards			1 a-f, 2a-b, 7, 8

Unpacking Standards to Create Learning Objectives

Each set of standards will be taken from UEN core standards. Curriculum developers will create measurable learning objectives as well as student takeaways. Below is an example of how we will unpack standards to create learning objectives and instructional priorities.

Key: Text will be highlighted to indicated prioritized learning objectives:

Nice to Know/Be Able To Do	Need to Know/Be Able To Do	Essential
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Core standard	Objective	Take-Away/Learning Target
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences are drawn from the text.	a. SWBAT select the most important elements of a story (plot, characters, etc.) b. SWBAT summarize, verbally and in writing a story or part of a story using the most important elements c. SWBAT define inference	I can use educated guesses at what a text says to complete a project. I can guess what might have happened next in “A Tree Grows in Brooklyn”, and back my guess up with four pieces of evidence.

	d. SWBAT make an inference about what might have happened, or what might happen in the future AND cite at least four pieces of evidence.	
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	<p>a. SWBAT describe verbally what a theme or central idea is</p> <p>b. SWBAT identify three different examples of the same theme in a short story</p> <p>c. SWBAT write a paragraph summary of a literary text that includes all main characters and plot elements</p> <p>d. SWBAT separate personal opinions from objective elements of a text</p>	<p>I can summarize a short story both in writing, and using an artistic medium.</p> <p>I can tell about three different themes from A Tree Grows in Brooklyn.</p> <p>I can name the main theme from A Tree Grows in Brooklyn and show three examples from the book that support my argument.</p> <p>I will make a compelling argument for a point of view that I personally disagree with.</p>
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<p>a. SWBAT name and describe major elements of a plot</p> <p>b. SWBAT describe a character, using a diverse array of adjectives</p> <p>c. SWBAT find textual examples of experiences that explain a character's attributes, personality, and actions.</p> <p>d. SWBAT create an alternate storyline based on changing one or more elements (character, plot, or setting).</p>	<p>Using an artistic medium, I can tell an alternate reality that would have taken place if one element of the story had been different.</p> <p>I can use academic vocabulary to completely describe a character.</p> <p>I can point to experiences that a character, and/or person from my life had that explain their personality and actions.</p>
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative	a. SWBAT break down the structure of a text in a graphic organizer	

meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	b. SWBAT identify and organize the major sections (introduction, body paragraphs, etc.) of an informational text. c. SWBAT state the purpose of each section of an informational text.	
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Statewide Assessments: NWEA Map testing will be administered three times a year (Fall/Winter/Spring) and will use this data to inform and drive spring semester instruction as well as state testing.

NWEA Map Testing Result	Interventions	RISE target
Student scores show inadequate growth (based on Exhibit A) in Language Arts	<ul style="list-style-type: none"> - Use of advisory time to support ELA strategies. - Additional ELA PLC time. - Small group instruction for low-mid students - Specialized RISE specific instruction. 	Students meet growth target in Language Arts.
Student scores show inadequate growth (based on Exhibit A) in Mathematics	<ul style="list-style-type: none"> - Strategic use of ALEKS to improve learning outcomes. - Small group “fundamentals” instruction for low-mid students. - Adjustment of capstone projects to include math fundamentals 	Students meet growth target in Mathematics

End of Year Conference: Whether or not academic targets are met, UMS staff will meet for two full professional development days at the end of the year to discuss learning outcomes and changes that may need to be implemented for the next year. Changes would include items that would not erode the UMS charter such as: modifications to capstone projects, changes in small group “fundamentals” instruction, small group procedures, and changes to improve student engagement.

Appendix F: Budget Sheets

Utah Mountain School - Projection			
*****PROJECTION ONLY*****			
Utah Mountain School	Max Authorized Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	0	0.55	0
Estimated enrollment (1-3)	0	0.9	0
Estimated enrollment (4-6)	0	0.9	0
Estimated enrollment (7-8)	400	0.99	396
Estimated enrollment (9-12)		1.2	0
Special Ed enrollment (K)	0		
Special Ed enrollment (1-12)	48		
Special Ed (Self-Contained)	5		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	16		
WPU Value	\$3,395	(Except for CTE Add-on and Special Ed.)	
No. of Teachers (FTE) (CACTUS)			
School Administrators (CACTUS)	0		
Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	396.0000	\$ 1,344,420
Professional Staff	0.059507	23.5648	80,002
Restricted Basic School:			
Special Ed--Add-on	1.0000	53.0000	144,478
Spec. Ed. Self-Contained	1.0000	5.0000	16,975
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$261.97 per K-8 ADM		104,788
Total WPU Programs		477.5648	\$ 1,690,663
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$28.30 per WPU		\$ 13,515
Special Populations			
Enhancement for At-Risk Students	\$26.38 per student		10,552
Enhancement for Accelerated Students	\$5.00 per student		2,000
Other			
School Land Trust Program	\$49.35 per student		19,740
Reading Achievement Program	\$15.81 per student-Guarantee Program		-
Charter Administrative Costs	\$100 per student		40,000
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		-
ESA-School Administrators	\$3,104 per qualified administrator		-
Library Books and Resources	\$0.960162 per student	405	389
Local Replacement Dollars	Average \$1,660 per student		672,300
Total Non-WPU			\$ 758,496
One Time			
Teacher Materials/Supplies ^{1,2}	\$176.33 per eligible F.T.E.	0	-
			-
Total One Time			\$ -
ESTIMATED Total All State Funding			\$ 2,449,159

Utah Mountain School - Break Even			
*****PROJECTION ONLY*****			
Utah Mountain School			
	Break Even Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	0	0.55	0
Estimated enrollment (1-3)	0	0.9	0
Estimated enrollment (4-6)	0	0.9	0
Estimated enrollment (7-8)	243	0.99	240,57
Estimated enrollment (9-12)	0	1.2	0
Special Ed enrollment (K)	0		
Special Ed enrollment (1-12)	25		
Special Ed (Self-Contained)	2.5		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	12		
WPU Value	\$3,395	(Except for CTE Add-on and Special Ed.)	
No. of Teachers (FTE) (CACTUS)	12		
School Administrators (CACTUS)	0		
Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	240.5700	\$ 816,735
Professional Staff	0.059507	14.3156	48,601
Restricted Basic School:			
Special Ed—Add-on	1.0000	27.5000	74,965
Spec. Ed. Self-Contained	1.0000	2.5000	8,488
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$261.97 per K-8 ADM		63,659
Total WPU Programs		284.8856	\$ 1,012,448
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$28.30 per WPU		\$ 8,062
Special Populations			
Enhancement for At-Risk Students	\$26.38 per student		6,410
Enhancement for Accelerated Students	\$5.00 per student		1,215
Other			
School Land Trust Program	\$49.35 per student		11,992
Reading Achievement Program	\$15.81 per student-Guarantee Program		-
Charter Administrative Costs	\$100 per student		24,300
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		62,580
ESA-School Administrators	\$3,104 per qualified administrator		-
Library Books and Resources	\$0.960162 per student	245.5	236
Local Replacement Dollars	Average \$1,660 per student		407,530
Total Non-WPU			\$ 522,325
One Time			
Teacher Materials/Supplies ^{1, 2}	\$176.33 per eligible F.T.E.	12	2,116
			-
Total One Time			\$ 2,116
ESTIMATED Total All State Funding			\$ 1,536,889

Utah Mountain School		2020					
First Operational Year		100% Enrollment			Break-even Enrollment		
Number of Students:		400			225		
Grade Configuration:		7-8			7-8		
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		\$50,000			\$32,000		
Student Activities		\$0			\$0		
Total Revenue From Local Sources (1000)		\$50,000			\$32,000		
State Funding		\$2,449,159			\$1,536,889		
Charter School Startup and Implementation Grant		\$125,000			\$93,750		
Total Revenue from State Sources (3000)		\$2,574,159			\$1,630,639		
Lunch and Breakfast Reimbursement		\$75,000			\$45,000		
Restricted Federal Through State Programs for the Disabled (IDEA)		\$0			\$0		
Elementary and Secondary Education Act (ESEA)		\$58,240			\$32,760		
Total Revenue from Federal Sources (4000)		\$54,336			\$30,564		
Private Grants & Donations:		\$187,576			\$108,324		
Source(s) (specify)		\$0			\$0		
Loans:		\$0			\$0		
Commercial		\$0			\$0		
Other Revolving Loan		\$0			\$0		
Pre-Operational Carryforward		\$0			\$0		
Total Revenue from Other Sources (5000)		\$0			\$0		
Total Revenue		\$2,811,735			\$1,770,963		
Expenditures		Number	Salary/Cost	Total	Number	Salary/Cost	Total
— SALARIES —							
10.131	Salaries - Teachers	22.00	\$43,000	\$946,000	12.00	\$42,000	\$504,000
10.132	Salaries - Substitute Teachers	0.00	\$0	\$32,000	0.00	\$0	\$0
10.161	Salaries - Teacher Aides and Paraprofessionals	4.00	\$16,000	\$64,000	3.00	\$16,000	\$48,000
10.100	Salaries - Other 1000-Instruction	0.00	\$0	\$0	0.00	\$0	\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$1,042,000			\$552,000
21.141	Salaries - Attendance and Social Work Personnel	1.00	\$45,000	\$45,000	1.00	\$45,000	\$45,000
21.142	Salaries - Guidance Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.143	Salaries - Health Services Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.144	Salaries - Psychological Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.152	Salaries - Secretarial and Clerical	0.00	\$0	\$0	0.00	\$0	\$0
21.100	Salaries - Other 2100-Student Support	0.00	\$0	\$0	0.00	\$0	\$0
	Total - STUDENT SUPPORT Salaries (100)			\$45,000			\$45,000
22.145	Salaries - Media Personnel - Certified	0.00	\$0	\$0	0.00	\$0	\$0
22.162	Salaries - Media Personnel - Noncertified	0.00	\$0	\$0	0.00	\$0	\$0
22.100	Salaries - Other 2200-Instructional Staff Support	0.00	\$0	\$0	0.00	\$0	\$0
	Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$0			\$0
24.121	Salaries - Principals and Assistants	1.00	\$75,000	\$75,000	1.00	\$60,000	\$60,000
24.152	Salaries - Secretarial and Clerical	2.00	\$30,000	\$60,000	1.00	\$30,000	\$30,000
24.100	Salaries - Other 2400-School Administration	1.00	\$70,000	\$70,000	0.00	\$0	\$0
	Total -SCHOOL ADMINISTRATION Salaries (100)			\$205,000			\$90,000

26.100	Salaries - Operation & Maintenance of Facilities	0.00	\$0	\$0	0.00	\$0	\$0	\$0
	Total - OPERATION & MAINT OF FACILITIES Salaries (100)		\$0	\$0			\$0	\$0
31.100	Salaries - Food Services	2.50	\$30,000	\$75,000	2.00	\$30,000	\$60,000	\$60,000
	Total - FOOD SERVICES Salaries (100)			\$75,000			\$60,000	\$60,000
	TOTAL - ALL SALARIES (100)	31		\$1,367,000			\$747,000	\$747,000
— BENEFITS —								
10.210	Retirement - Instruction	6%	\$760,000	\$45,600	3%	\$540,000	\$16,200	\$16,200
21.210	Retirement - Student Support	6%	\$45,000	\$2,700	3%	\$45,000	\$1,350	\$1,350
22.210	Retirement - School Administration	6%	\$0	\$0	3%	\$0	\$0	\$0
24.210	Retirement - Operation & Maintenance of Facilities	6%	\$175,000	\$10,500	3%	\$90,000	\$2,700	\$2,700
31.210	Retirement - Food Services	6%	\$30,000	\$1,800	3%	\$30,000	\$900	\$900
	Total - All Retirement			\$60,600			\$21,150	\$21,150
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$1,042,000	\$104,200	10%	\$552,000	\$55,200	\$55,200
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$45,000	\$4,500	10%	\$45,000	\$4,500	\$4,500
24.220	Social Security/FICA/Unemployment/Workers Comp - School Administration	10%	\$205,000	\$20,500	10%	\$90,000	\$9,000	\$9,000
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maintenance of Facilities	10%	\$0	\$0	10%	\$0	\$0	\$0
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$75,000	\$7,500	10%	\$60,000	\$6,000	\$6,000
	Total - Social Security/FICA/Unemployment/Workers Comp			\$136,700			\$74,700	\$74,700
10.240	Insurance (Health/Dental/Life) - Instruction	15%	\$760,000	\$114,000	9%	\$540,000	\$49,680	\$49,680
21.240	Insurance (Health/Dental/Life) - Student Support	15%	\$45,000	\$6,750	9%	\$45,000	\$4,050	\$4,050
24.240	Insurance (Health/Dental/Life) - School Administration	15%	\$175,000	\$26,250	9%	\$90,000	\$8,100	\$8,100
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	0%	\$0	\$0	9%	\$0	\$0	\$0
31.240	Insurance (Health/Dental/Life) - Food Services	15%	\$30,000	\$4,500	9%	\$30,000	\$5,400	\$5,400
	Total - All Insurance(Health/Dental/Life)			\$151,500			\$67,230	\$67,230
10.200	Other Benefits (specify) - Instruction	0%	\$1,042,000	\$0	0%	\$552,000	\$0	\$0
21.200	Other Benefits (specify) - Student Support	0%	\$45,000	\$0	0%	\$45,000	\$0	\$0
24.200	Other Benefits (specify) - School Administration	0%	\$205,000	\$0	0%	\$90,000	\$0	\$0
26.200	Other Benefits (specify) - Operation & Maintenance of Facilities	0%	\$0	\$0	0%	\$0	\$0	\$0
31.200	Other Benefits (specify) - Food Services	0%	\$75,000	\$0	0%	\$60,000	\$0	\$0
	Total - All Other Insurance			\$0			\$0	\$0
	TOTAL ALL BENEFITS (200)			\$348,800			\$163,080	\$163,080
— PURCHASED PROFESSIONAL & TECHNICAL SERVICES —								
10.300	Purchased Prof & Tech Services - Instruction	1.00		\$40,000			\$30,000	\$30,000
21.300	Purchased Prof & Tech Services - Student Support			\$40,000			\$30,000	\$30,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$0			\$0	\$0
24.300	Purchased Prof & Tech Services - School Administration	1.00		\$94,500			\$80,000	\$80,000
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$35,000			\$30,000	\$30,000
31.300	Purchased Prof & Tech Services - Food Services			\$0			\$0	\$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$209,500			\$170,000	\$170,000
— PURCHASED PROPERTY SERVICES —								
26.400	Purchased Property Services: water, snow removal, lawn, garbage			\$15,000			\$15,000	\$15,000
26.441	Rental of Land & Building			\$356,250			\$277,083	\$277,083
26.450	Lease of Copy Machines			\$12,000			\$12,000	\$12,000
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$383,250			\$304,083	\$304,083
	— OTHER PURCHASED SERVICES —							

27,510	Student Transportation services					\$0			\$0
24,520	Insurance (other than employee benefits - e.g. D&O)					\$2,500			\$2,500
45,521	Property Insurance					\$0			\$0
45,522	Liability Insurance					\$0			\$0
10,530	Risk Management					\$10,000			\$10,000
21,530	Communication (telephone and internet)					\$5,000			\$5,000
24,530	Communication (telephone and other)					\$0			\$0
26,530	Communication (telephone and other)					\$0			\$0
24,540	Advertising and marketing					\$10,000			\$15,000
10,550	Printing and Binding					\$3,000			\$2,250
21,550	Printing and Binding					\$0			\$0
24,550	Printing and Binding					\$0			\$0
10,560	Tuition					\$0			\$0
21,570	Food Service Management					\$0			\$0
21,580	Travel/Per Diem					\$5,000			\$3,750
24,580	Travel/Per Diem					\$0			\$0
26,580	Travel/Per Diem					\$0			\$0
10,590	Inter-educational, Interagency Purchased Services								\$0
TOTAL - OTHER PURCHASED SERVICES (500)						\$35,500			\$38,500
-- SUPPLIES --									
10,600	Instructional Supplies		0			\$10,000	0		\$0
10,641	Textbooks		0			\$10,000	0		\$6,500
21,600	Supplies - Student Support Services		0			\$30,000	0		\$20,000
22,644	Library Books		0			\$0	0		\$0
22,650	Periodicals		0			\$0	0		\$0
24,600	Supplies - School Administration		0			\$5,000	0		\$4,000
26,600	Supplies - Operation & Maintenance of Facilities		0			\$22,000	0		\$18,000
31,600	Supplies - Operation & Maintenance of Facilities		0			\$40,000	0		\$38,000
31,630	Supplies - Food Service		0			\$4,500	0		\$0
	Food - Food Service					\$95,000			\$55,000
TOTAL - ALL SUPPLIES (600)						\$216,500			\$152,500
--- PROPERTY ---									
10,700	Property (Instructional Equipment) - Instruction					\$0			\$0
21,700	Property - Student Support Services					\$0			\$0
24,700	Property - School Administration					\$0			\$0
26,700	Property - Operation & Maintenance of Facilities					\$0			\$0
31,700	Property - Food Services					\$0			\$0
31,780	Depreciation - Kitchen Equipment Depreciation	\$	-	7		\$0	\$	-	7
49,710	Land and Improvements					\$			\$
49,720	Buildings								\$0
27,732	School Buses								\$0
10,733	Furniture and Fixtures - Instruction					\$10,000			\$7,500
24,733	Furniture and Fixtures - School Administration					\$2,000			\$2,000
21,733	Furniture and Fixtures - Student Support Services					\$0			\$0
10,734	Technology Equipment - Instruction					\$15,000			\$10,000
24,734	Technology Equipment - School Administration					\$2,500			\$2,500
21,734	Technology Equipment - Student Support Services					\$0			\$0

27.735	Non-Bus Vehicles					\$0				\$0
10.739	Revolving Loan Interest and Payment					\$65,678				\$65,678
21.739	Other Equipment - Student Support Services - Kitchen Equipment					\$3,000				\$3,000
24.739	Other Equipment - School Administration					\$0				\$0
	TOTAL - ALL PROPERTY (700)					\$98,178				\$90,678
-- OTHER OBJECTS --										
10.800	Other Objects- Instruction					\$0				\$0
21.800	Other Objects- Student Support					\$0				\$0
24.800	Other Objects- School Administration					\$0				\$0
26.800	Other Objects - Operation & Maintenance of Facilities					\$0				\$0
31.800	Other Objects - Food Services					\$0				\$0
45.800	Other Objects - Building Acquisition					\$0				\$0
	Total - All Other Objects					\$0				\$0
10.810	Dues and Fees - Instruction					\$2,400				\$1,350
21.810	Dues and Fees - Student Support					\$0				\$0
24.810	Dues and Fees - School Administration					\$12,000				\$10,000
26.810	Dues and Fees - Operation & Maintenance of Facilities					\$0				\$0
	Total - All Dues and Fees					\$0				\$0
	TOTAL - OTHER OBJECTS (800)					\$14,400				\$11,350
Total Building Acquisition & Instruction (4500)										
45.830	Interest					\$0				\$0
45.840	Redemption of Principal					\$0				\$0
	Total other financing sources (uses) and other items					\$0				\$0
1000	Total Local					\$50,000				\$32,000
3000	Total State					\$2,574,159				\$1,630,639
4000	Total Federal					\$187,576				\$108,324
5000	Other Sources					\$0				\$0
	TOTAL REVENUES					\$2,811,735				\$1,770,963
100	Salaries					\$1,367,000				\$747,000
200	Employee Benefits					\$348,800				\$163,080
300	Purchased Professional and Technical Services					\$209,500				\$170,000
400	Purchased Property Services					\$383,250				\$304,083
500	Other Purchased Services					\$35,500				\$55,000
600	Supplies					\$216,500				\$152,500
700	Property					\$98,178				\$90,678
800	Other Objects					\$14,400				\$11,350
	TOTAL EXPENDITURES					\$2,673,128				\$1,693,691
	Excess or Deficiency of Revenues over Expenditures					\$138,607				\$77,272
	Other Sources of Funding (5000)					\$0				\$0
	Net Asset Balance (Fund Balance)					\$138,607				\$77,272
	Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)					5%				4%
	Percentage of Funding Contributed to Reserve Balance (TI Rev - TI Exp / TI Rev => 5%)					5%				4%

Appendix G: Startup and Implementation Grant Application

The purpose of the Start Up and Implementation Grant is to provide financial assistance for planning, program design, and initial implementation of new charter schools. A new school is authorized to receive a minimum of \$200,000 and maximum of \$300,000 (based on enrollment and eligible funds) distributed over three years. Funding is based on projected and actual enrollment and paid out in two payments of 50% at the start of the year and again at mid-year.

	<i>Base for up to 200 students</i>	<i>Pupil Unit for students 201-599</i>	<i>Maximum Allocation 600+</i>
<i>Start Up</i>	<i>100,000</i>	<i>25,000</i>	<i>125,000</i>
<i>Implementation 1</i>	<i>75,000</i>	<i>12,500</i>	<i>87,500</i>
<i>Implementation 2</i>	<i>25,000</i>	<i>12,500</i>	<i>37,500</i>
<i>TOTAL</i>	<i>\$200,000</i>		<i>\$250,000</i>

Start Up and Implementation Grant Application**Grant Assurances**

Grant funds may only be used for the following:

- *Post-award planning and design of the educational program;*
- *Research-based professional learning activities for teachers, staff, and board;*
- *Informing the community about the school;*
- *Acquiring necessary equipment and educational materials and supplies;*
- *Acquiring, developing or aligning curriculum, and;*
- *Other initial operational costs, such as:*
 - *Costs associated with creating and implementing office functions;*
 - *Costs associated with the installation of computers, data systems, networks, and telephones;*
 - *Personnel expenses incurred either before or after the school's opening (not to exceed a total of \$5,000 per month); and*
 - *Rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school's opening.*

The board understands that:

- Funding is based on projected authorized enrollment and corrected after the October 1 membership count.
- No funding level is guaranteed.
- If the school's October 1 enrollment falls below the projected enrollment, then the school may lose all or part of the 50% of remaining allocated funds depending on actual enrollment numbers.
- The school shall participate in monitoring activities, including attendance at mandatory trainings and compliance with statute and rule. Failure to comply may result in a loss of funds.

- A budget report on the expenditure of grant money is due to the SCSB at the end of each year and a final report is due at the end of the 2nd implementation year.
- Should the charter school change to non-charter status within ten years of receiving grant funds, grant funds must be reimbursed to SCSB.

Board Chair Signature

11-08-2018
Date

Budget - List total dollar amount required by category

As long as the total amount budgeted in each category is the same at the end of the fiscal year, SCSB approval is not needed. However, if the school chooses to increase or decrease a category total, a new budget must be approved by the school's governing board and by SCSB staff.

Budget Categories	Startup Year	Implementation Year 1	Implementation Year 2	Total
Salaries (100)	\$	\$60,000	\$37,500	\$97,500
Benefits (200)	\$	\$	\$	\$
P & T Services (300)	\$60,000	\$27,500	\$	\$87,500
Property Services (400)	\$	\$	\$	\$
Other Services (500)	\$	\$	\$	\$
Travel (580)	\$	\$	\$	\$
Supplies and Materials (600)	\$	\$	\$	\$
Property (700)	\$65,000	\$	\$	\$65,000
Total	\$125,000	\$87,500	\$37,500	\$250,000

Budget Details – List details of items to be purchased by category

Budget Categories	Startup Year	Implementation Year 1	Implementation Year 2
Salaries (100)		UMS's Director will be implementing a new curriculum, as well as overseeing new teachers.	UMS will be introducing 9 th grade to the school, and as such, the Director will be spending much of their time training and implementing UMS curriculum with

			teachers, and other staff members.
Benefits (200)			
P & T Services (300)	UMS will hire a consultant for the start-up year. The school anticipates this person transitioning to the Director once the school begins.	UMS will be paying consultants to implement financial procedures, as well as technical services.	
Property Services (400)			
Other Services (500)			
Travel (580)			
Supplies and Materials (600)			
Property (700)	As a start-up school, UMS will need to furnish the school with IT needs, as well as furniture and fixtures. The start-up grant will assist in these purchases. The school will use revolving loan proceeds for the remaining purchases. Needs the school will have: tables for students, chairs, teacher desks, smallware kitchen equipment, server, server rack, mobile Chromebook carts, teacher laptops, projectors, and more.		

Appendix H: Local Letters of Support



Utah Board of Education
ATTN: State Charter School Board
250 E. 500 So.
Salt Lake City, UT 84114

Dear Committee,

I'm writing on behalf of the Ogden City Corporation in support of Utah Mountain School's (UMS) Charter School Application. UMS will provide services for Jr. High students at a critical time in their development and offer an alternative to the traditional classroom setting and teaching and learning process. Their charter school will be located our city and provide this learning experience for some of Ogden's most economically disadvantaged youth and families. Ogden's inner city has a 30% poverty rate. At the same time it's one of our most ethnically diverse areas with 45% are Hispanic-Latino from 15 countries and has a long history of African American and Asian presence. Many of these students are lagging behind their Caucasian classmates in Math and Reading proficiency. The opportunity to provide another vehicle to capture their creativity and natural curiosities, is one that we are willing to support.

Ogden City has made a long-term commitment to building its outdoor recreation venues and open spaces to allow people from all economic, social, and racial/ethnic backgrounds, to take full advantage. Unfortunately, multiple barriers may exist to impede certain individuals from experiencing the mountains, streams, and other outdoors amenities not too far away from them. The Utah Mountain School will help bridge that gap and connect low-income and other students to new world of experiential, hands on, instruction and learning, both inside and outside the classroom.

We look forward to afford this opportunity to families and students while giving them another option to experience educational success.

Sincerely,

A handwritten signature in blue ink, appearing to read "Mike Caldwell", is written over a faint, circular official seal.

Mike Caldwell

Mayor of Ogden City



Utah Mountain School

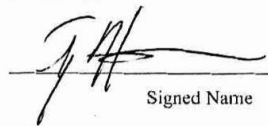
Dear Utah State Charter School Board,

I am writing to express my support for the approval of the Utah Mountain School (UMS) application to the Utah State Charter School Board. I am a resident of the Ogden/Weber area and I believe that UMS has the potential to become an incredible asset to the Ogden area and be of great benefit to the children, families, and local community for the following reasons:

- Utah Mountain School will fill a long-standing need in our community for an alternative to traditional public education.
- Utah Mountain School would provide an educational option for students from low socioeconomic status backgrounds, which could increase their chances of educational success. These children need educational options that will help them to move beyond their economic limitations and have equal opportunity and access to educational options.
- Utah Mountain School will work to collaborate with existing public schools in the Ogden area to unite and enrich local students. Potential areas for partnership include: outdoor education, sports teams, music and fine arts programs, and community celebrations.

I support the approval of the Utah Mountain School to serve students in our community. I value this school's mission and would be happy to see a school of this choice in Ogden.

Sincerely,


Signed Name

11/6/18
Date

Ty Hansen
Printed Name

Manager / Bingham Cyclery Ogden
Title/Organization (if applicable)

Our Mission: Utah Mountain School is a public charter school aimed at helping students bridge the divide between wilderness and community. Through a curriculum focused on project-based outdoor education, students will engage nature and activate their minds to discover the world around them and individual within.

Read our full Charter School Proposal at: www.utahmountainschool.org



Utah Mountain School

Dear Utah State Charter School Board,

I am writing to express my support for the approval of the Utah Mountain School (UMS) application to the Utah State Charter School Board. I am a resident of the Ogden/Weber area and I believe that UMS has the potential to become an incredible asset to the Ogden area and be of great benefit to the children, families, and local community for the following reasons:

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I support the approval of the Utah Mountain School to serve students in our community. I value this school's mission and would be happy to see a school of this choice in Ogden.

Sincerely,

R. Brandon Lay

Signed Name

11.5.18

Date

R. Brandon Lay

Printed Name

Marketing Director - GBR 30

Title/Organization (if applicable)

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385 - 743 - 0090



Utah Mountain School

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Sincerely,

Signed Name

11.9.18

Date

Michelle O'Neil

Printed Name

EarthTech Authority

Title/Organization (if applicable)

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Utah Mountain School

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Sincerely,

Signed Name

11/8/18

Date

DAVE WOONBOLY

Printed Name

UMS Solutions, Inc

Title/Organization (if applicable)

Our Mission: Utah Mountain School is a public charter school aimed at helping students bridge the divide between wilderness and community. Through a curriculum focused on project-based outdoor education, students will engage nature and activate their minds to discover the world around them and individual within.

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Dear Utah State Charter School Board,

I am writing to express my support for the approval of the Utah Mountain School (UMS) application to the Utah State Charter School Board. I am a resident of the Ogden/Weber area and I believe that UMS has the potential to become an incredible asset to the Ogden area and be of great benefit to the children, families, and local community for the following reasons:

- Utah Mountain School will fill a long-standing need in our community for an alternative to traditional public education.
- Utah Mountain School would provide an educational option for students from low socioeconomic status backgrounds, which could increase their chances of educational success. These children need educational options that will help them to move beyond their economic limitations and have equal opportunity and access to educational options.
- Utah Mountain School will work to collaborate with existing public schools in the Ogden area to unite and enrich local students. Potential areas for partnership include: outdoor education, sports teams, music and fine arts programs, and community celebrations.

I support the approval of the Utah Mountain School to serve students in our community. I value this school's mission and would be happy to see a school of this choice in Ogden.

Sincerely,


Signed Name

11/8/18
Date

SCOTT EISENHOUR
Printed Name

ALL WESTERN WINDOWS
Title/Organization (if applicable)

Our Mission: Utah Mountain School is a public charter school aimed at helping students bridge the divide between wilderness and community. Through a curriculum focused on project-based outdoor education, students will engage nature and activate their minds to discover the world around them and individual within.

Read our full Charter School Proposal at: www.utahmountainschool.org

Second Baptist



227 27th Street, Ogden, Utah 84401 • (801)

"Reaching People for Christ, Maturing people in Christ, and mobilizing people

Utah Board of Education
ATTN: State Charter School Board
250 E. 500 So.
Salt Lake City, UT 84114

Dear Committee,

I'm writing on behalf of the Second Baptist Church in support of Utah Mountain School's (UMS) Charter School Application. UMS proposal includes servicing students in grades 7-8, Jr. High school. This age group we believe provides unique challenges and opportunities to keep them engaged, help them find themselves and how they will respond to the world and environment around them, and develop critical skills to support positive growth and development. The Utah Mountain School will offer an alternative to the traditional classroom setting to provide another option for student success, teacher creativity and flexibility, and parent engagement in this teaching and learning process.

Our church is located in the heart of Ogden and to help give our congregants new opportunities to get away and experience the tranquility of the outdoors, we purchased a 24 acre camp ground in Paradise, UT called "The Touch of Paradise" which is located in Cache Valley. The camp includes cabins, amphitheater, a large gathering space, and has its own trails and is nestled near other wonderful outdoor features. We look forward to providing access to this venue to support the Utah Mountain School.

For the past 10 years we have supported Angel Tree Camps there, that serves youth who have one or both of their parents are incarcerated. We've gotten to experience the amazement and wonder in the faces of youth who have never camped, fished, swung a rope across a pond, or experienced animals in their natural habitat. I believe this experience can be multiplied with the students attending the UMS.

The Utah Mountain School can help bridge that gap and connect low-income and other students to new learning, goal attainment, experiences, and more. I've seen firsthand the impact from just a few days in the outdoors and look forward to see how spending more time in the outdoors will help these youth make great academic and social strides.

We look forward to afford this opportunity to support this new school and the resulting impact on students and families from our inner city areas of Ogden.

Sincerely,

Charles Petty, Pastor

Rev. Charles Petty, Pastor