

# HAWTHORN ACADEMY



**Charter School Application:**  
2009 – 2010

**Applicant Name:**  
Hawthorn Academy, Inc.



*For many cultures the Hawthorn has long been viewed as a source of Hope. Hawthorn Academy intends to provide students and parents Hope for a better education and a brighter future.*

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

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

\_\_\_\_\_  
Diana S. Jensen  
Authorized Agent

\_\_\_\_\_  
Signature of Authorized Agent

\_\_\_\_\_  
Date

**All information presented in this application becomes part of the charter contract and may be used for accountability purposes throughout the term of the charter contract**

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## Section 2: Title Page

Name of Proposed Charter School Hawthorn Academy  
[x] New School [ ] Converted School

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

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

[x] NonProfit Corporation  
[ ] Tribal Entity  
[ ] \_\_\_\_\_

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

<b>Name</b> (if known at time of application)	<b>Phone Number</b>	<b>Type of Member</b> (examples: parent, business, potential staff)	<b>Position on Board</b>
Diana Jensen		Engineering, Parent	CAO
Heidi Scott		Educator, Parent	Vice President
Holly Peterson		CPA, Parent	Secretary
Jamie Johnson		Parent	Founding President
Greta Betts		Parent	Founder

## Hawthorn Academy Founders

<b>Name</b>	<b>Phone Number</b>
Diana Jensen	
Heidi Scott	
Brent Peterson	
Jamie Johnson	
Greta Betts	
Meggen Pettit	
Holly Peterson	
Valerie Merrill	
Heather Baer	
Jennifer Dickinson	
Wendy Wegner	

## Section 3: Target Population

### Mission Statement (use only this space):

Our mission is to provide an exciting and enabling learning environment where students will develop a desire to explore and understand the world around them; be inspired to set and reach personal goals, and become lifelong seekers of knowledge. We will provide challenging academics utilizing a proven methodology that will foster students who are responsible citizens, intellectually capable, and competitive in every aspect of society. Students will develop self-respect and self-discipline in a safe and supportive environment.

	GRADES AND SPECIFIC NUMBER OF STUDENTS SERVED BY GRADE													TOTAL NUMBER OF STUDENTS (Enrollment cap)
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
	75	100	100	75	75	75	75	75	50	0				700
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
	50	75	100	100	75	75	75	75	75	50				750
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
	50	50	75	100	100	75	75	75	75	75				750
Ultimate Enrollment	75	75	75	75	75	75	75	75	75	75				750
(The number of students should be at maximum the enrollment that is being requested)														

### School Calendar

☒ Standard

☐ Extended School Year

Instructional Days 184

☐ Alternative (please describe in 5 words or less)

Start Date August 24, 2009

## Seven Purposes of Charter Schools

### **1. Continue to improve student learning.**

Hawthorn Academy will utilize the prestigious International Baccalaureate (IB) Program to ensure that students learn in an environment that promotes ability and awareness. IB is not a program of curriculum content, but rather a highly respected method for organizing and teaching the curriculum of a school's choosing. Hawthorn Academy has made curriculum choices based on extensive research and documented success and believes that the Academy's core curricula effectively addresses the academic needs of all age and learning levels.

IB focuses on multiple facets of learning and addresses social, physical, emotional and cultural development as well as academic. The program provides opportunity for learners to construct meaning, principally through concept-driven inquiry. The threads of student's learning are brought together in the trans-disciplinary program of inquiry, which in turn allows them to make connections with life outside the school. Through the curriculum, IB enables students to develop sensitivity to the experiences of others and sets forth the expectation of socially responsible action as a result of the learning experience.

Also, an extensive body of research has been developed that describes how teachers' expectations can influence student performance. While it would be misleading to state that teacher expectations alone determine a student's success, the research indicates that teacher expectations do play a significant role in determining how well and how much students learn. Through high teacher expectations, professional development and consistent assessments of all students, we will strive for excellence in all our students. Hawthorn Academy emphasizes creating meaningful and supportive relationships between our administrators, educators, parents, and students, and we are offering a cohesive culture that lends itself to a deeper level of learning and understanding. For example, we will implement organizational innovations such as looping, teachers as specialists, and cross-grade mentoring in an ambitious effort to create a culture of caring, trust, and continuity among our shareholders.

### **2. Encourage the use of different and innovative teaching methods.**

Certain conditions must exist in order for effective instruction to take place. These conditions include giving teachers the freedom to innovate, encouraging them to try new ideas, encouraging experimentation with various teaching styles, allocating time to reflect on their teaching, and acknowledging that they need to work toward constructing a model of teaching that works in their specific setting and with various groups of students. Hawthorn Academy's philosophy encompasses creativity, passion, and a joy of learning. The IB Program emphasizes innovative teaching methodologies at all grade levels. Along with IB, Hawthorn Academy will also utilize the PYP (Primary Years Programme) emphasizing children's learning, and their attempts to make the world around them understandable, are essentially social acts of communication and collaboration. The PYP emphasizes the importance of children making connections between their experience and the incremental pieces of new information they encounter. The program supports the child's struggle to gain understanding of the world and to learn to function comfortably within it, to move from not knowing to knowing, to identifying what is real and what is not real, to acknowledging what is appropriate and what is not appropriate. To do this, the child must integrate a great deal of information and apply this accumulation of knowledge in an integrative and functional way.

The teacher is expected to explore the children's understanding in order to provide appropriate experiences that will allow them to make connections between their previous and current perceptions. The children are given the opportunity to test and refine their understanding.

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

The best place to learn the professional development needs of teachers is from teachers themselves. We value constructive feedback and will encourage teachers to evaluate and offer suggestions for improvements in school policy, procedure, curriculum and programs. We will institute a formal system for obtaining such feedback on a bi-annual basis.

Perhaps the strongest component of the IB Program is teacher training, development, and empowerment. An IB Coordinator will be hired to assist all teachers in delivering the IB methodology. The IB Coordinator will be responsible for ongoing teacher collaboration as well. As teachers work in teams, coordinating their efforts across subjects, they will function as a cohesive unit working toward the same goals. Out-of-state annual teacher training provided by the International Baccalaureate Organization will also occur. As teachers develop skills promoted by the IBO, they will enhance their professional credentials and grow their capacity to teach the whole child. Through in-service, workshops, advanced educational courses, and a variety of other opportunities, teachers will be provided with the opportunity to have ownership in what they teach.

### **4. Increase choice of learning opportunities for students.**

Hawthorn Academy is offering curriculum and implementation of alternatives in a combination that is unique among schools in Utah. Very few schools in Utah provide what Hawthorn Academy will provide. And while the IB philosophy is present in some of the state's top high schools and middle schools, there are only two elementary schools, Channing Hall and Providence, that will offer the IB program and both are charter schools that have very large waiting lists. By providing students with the PYP program, Hawthorn Academy will offer students the rich experience of internationalism, second language instruction, interdisciplinary instruction and rigorous assessment. Visual, auditory, tactical, global, kinesthetic, and analytic strategies will be incorporated into lessons to give students an increased choice of learning styles in their education. Classroom computers, books, art projects, music, writing, and reading will be integrated into lesson plans to connect what students are learning to the real world.

Hawthorn Academy will implement a cross-grade mentoring program which will give older students a very compelling and well-researched means for tutoring younger students, from which they will learn responsibility, interpersonal skills, and teaching methods. Hawthorn Academy will also strive to involve our students in a variety of community programs and competitions. The school will help strengthen the student's involvement and awareness of the community to which they belong—an integral part of this involvement being community-based service projects.

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

The role a teacher plays in student achievement cannot be overemphasized. At Hawthorn Academy, administrators, educators and parents are intent on holding teachers accountable for the success or failure of their students and finding reliable ways to assess teacher effectiveness. In fact, the hallmark of IB is its rigorous and innovative assessment tools that help provide feedback on teachers' effectiveness and the students learning process. All teachers at the Academy will be held accountable for their students' performance, and teachers who fail to perform will be dismissed in order to ensure student success (See *"Termination Procedures" in Section 19*). The Academy's approach to accountability will emphasize early intervention, peer review, and recognition of exemplary teachers.

Opportunities will be provided for students to consider their progress in relation to the attributes listed in the PYP student profile. Observations and anecdotal records of their own performance could be included in each child's portfolio of selected work. The child could also contribute to the school report to parents, through the report card and/or student-led conferences.

The assessment strategies and tools – rubrics, anecdotal records, checklists, benchmarks, continuums, portfolios of work – proposed by the PYP are designed to accommodate a variety of intelligences and ways of knowing. Where possible, they provide effective means of recording children's responses and performances in real-life situations which have real problems to solve. These authentic assessment strategies may be used in conjunction with other forms of assessment, such as standardized tests, in order to assess both student performance and the efficacy of the program. In its approach to assessment, the PYP recognizes the importance of assessing the actual process of inquiry as well as the result of inquiry, and aims to integrate and support both. The teacher is expected to record the detail of the inquiry initiated by children in order to look for an increase in the substance and depth of the inquiry.

In the final year of the PYP the children participate in a culminating project, the PYP exhibition, which is a demonstration of the research and development a student has done on a particular subject. This intensive project requires that each child demonstrates engagement with the five essential elements of the program – knowledge, skills, concepts, attitudes, action. It is both a trans-disciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity that is a celebration and rite of passage, symbolic and actual, from the PYP into the middle years of schooling.

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

Communication between home and school is a critical component of student success. Parental involvement is an integral part of the program at Hawthorn Academy. Partnerships among parents, schools, and the community are essential in creating a thriving school community. The Academy will encourage parents to volunteer and participate in school matters through volunteerism, parent helpers, community council, school improvement committees, activities committees, etc. We will encourage parents to volunteer their service in activities, curriculum development, field trips and all other aspects of the educational day. Additionally, and perhaps the most substantive opportunity for parental involvement in management decisions, parents may seek membership on the Academy's Board of Trustees or participate on an Academy Committee (See also *"Opportunities for Parental Involvement."*).



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

Hawthorn Academy will most likely be located in an area in West Jordan (see Capital Facilities Plan) where many of the schools have failed to make AYP. These schools include: Columbia, Copper Canyon, Hayden Peak, Jordan Hills, Oak Crest, Oquirrh, West Land, and others in West Jordan. Many of these elementary schools have failed to make AYP two years in a row. There are also several schools in Midvale, such as East Midvale, Midvale, and others who have failed to make AYP. We believe that Hawthorn Academy will draw many of our students from these areas in the Jordan District. Students in West Jordan, Midvale, Taylorsville, Kearns, and surrounding areas deserve a better choice in their education. With the programs outlined in this charter, we at Hawthorn Academy will expand public school choice in areas of the State of Utah that have been identified for improvement.

Also, informing parents of opportunities available to students who may struggle with the Academy's curricular program and hiring teachers who will meet the needs of these students is critical in meeting the requirements of the No Child Left Behind Act. The Academy will seek to hire teachers who are highly qualified, and are able to meet the needs of the entire student population.

Also, in fulfilling the requirements of No Child Left Behind, the Academy will inform students in the area about the benefits of the Academy and its' program through the outreach program (*see also "Market Analysis"*). The Academy intends on working closely with local agencies and for their involvement and assistance in the Academy's program. These agencies may include: local social services such as the Utah Division of Child and Family Services (DCFS), family and community support services, and other agencies that can assist the Academy in their efforts to meet the needs of at-risk students.

## Section 4: Market Analysis

### Site Location and Facility

The Academy's site location will be situated in the southwestern portion of Salt Lake County which reports the most significant population growth (both in general population and student population). The entire southern portion of Salt Lake County falls within the boundaries of Jordan School District. Currently, the founders of Hawthorn Academy are looking at property located near 7800 South and 2700 West. Hawthorn Academy will consider sites that are generally flat, which decreases cost of construction, are near sewer and utilities lines, and are large enough to facilitate the size of the school and its' mission (approximately 4 to 6 acres). Due to the I-15 and many wide thoroughfares in this rapidly growing area, Hawthorn Academy will be easily accessible to students in South Jordan, Riverton, Sandy, Midvale, Taylorsville, and Kearns. Student population is dense due to the large numbers of residential housing in the area. Many areas in West Jordan and South Jordan are under construction as new, large residential neighborhoods are in development.

Ultimately Hawthorn Academy will have a maximum capacity of approximately 750 students K – 9. The Utah building code for public school buildings suggests there be 74 square feet per student. Anticipating a capacity of approximately 750 students, the Academy's building will be approximately 55,500 square feet. There will be 30 classrooms including 4 break-out areas; two dedicated special education rooms in addition to the break-out areas; a special education office; a main office large enough to include an office for the Director, an office for a secretary, a sick room, an office for the IB coordinator, and a large common area to contain files, copy machines, and other administrative staff. The 9<sup>th</sup> grade area of the school will have sufficient lockers for 9<sup>th</sup> grade students. There will be a minimum of 1 toilet for every 30 students and 1 toilet for every 10 staff members. We have consulted with the Americans with Disabilities Act (ADA) to assure that the facility will meet all requirements set forth therein. The building will have 1 multi-use gymnasium that also functions as a cafeteria. A library will be established to accommodate student learning and the Academy's IB program (*See Also "Library" section included in application*). There will be an area designated on the property for outdoor play. If needed, the Academy will utilize nearby parks, etc., if available. There will be one parking space for each member of the schools staff. There will be a minimum of 1 parking space for every 50 students attending the school (for visitors). We will follow all ADA requirements for number of handicap parking spaces.

### Education Landscape

Within a 5 mile radius there are several elementary schools: Western Hills, Smith School, Jordan Hills, Hayden Peak, Copper Canyon, Welby Ridge, Terra Linda, Columbia, Mountain Shadows, and Elk Meadows. There are several public schools that serve grades 7 and 8 within a 5 mile radius of Hawthorn Academy's proposed location: Thomas Jefferson, West Hills, Elk Ridge, Beehive, Sunset Ridge, South Jordan, West Jordan, Bennion, Jean Massieu School for the Deaf, and Jordan Resource Center. The rest of the middle schools are private. The closest charter schools serving k – 9 is Navigator Pointe Academy, in West Jordan City, and Entheos Academy, in Kearns Township. Both charter schools fall within this 5 mile radius and both are at capacity.

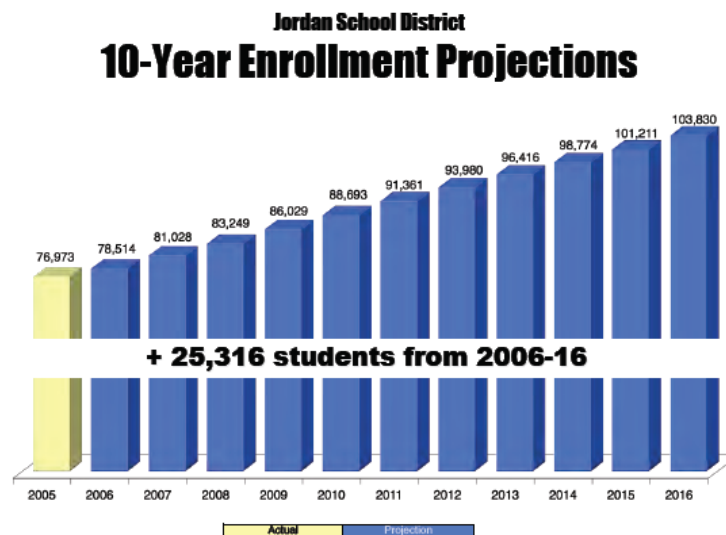
## Market Trends

Several cities are contributing a large amount of growth to Salt Lake County. These include: West Jordan, South Jordan, Riverton, Midvale and Herriman. Hawthorn Academy will be located in the city of West Jordan.

West Jordan, South Jordan, and Midvale are experiencing tremendous growth due to new development:

	<u>2005</u>	<u>2010</u>	<u>2020</u>
West Jordan	93,193	110,189	126,427
South Jordan	39,316	57,219	74,898
Midvale	29,062	36,440	45,006

Rapid growth in these areas is increasing pressure on existing elementary facilities already at or exceeding maximum capacity. Jordan School District predicts that by 2016, they will increase their student population by 25,316. The following chart illustrates projected growth for Jordan School District from 2005 to 2016:



Source: Jordan School District, Growth Summit, November 29, 2006

[http://www.jordandistrict.org/growth/growth\\_ppthandout.pdf](http://www.jordandistrict.org/growth/growth_ppthandout.pdf).

Underestimating the population increase in the district has created an overcrowding ripple effect from elementary schools through high school. In effect, elementary schools located in areas that have experienced the most significant growth have either exceeded capacity or will exceed capacity shortly. In the short term, the district has proposed several housing alternatives, including the use of portable classrooms, cross-district bussing, year-round schedules, and double sessions.

For Jordan School District to keep pace with growth, maintain existing facilities, and have neighborhood schools through 2016, the following must happen:

- 26 new schools
- 39 major renovation projects

- Total construction cost = \$975 million
- Additional bond authorization = \$77 million

Jordan School District is worried that without a successful bond election to allocate monies to build new schools and take on major renovation projects, they will continue to experience: overcrowded schools; possible boundary changes; alternative schedules and calendars, including double sessions; and pocket and cross-district bussing. They also fear that west-side growth may soon exceed the district's ability to provide neighborhood schools, which is important to most parents. According to a recent survey done by Dan Jones, the community preferences are 1) neighborhood schools, 2) Traditional calendar, and 3) stable enrollment.

Currently, there are 0 charter schools in South Jordan, 1 charter school opening fall of 2008 (Providence Hall) in Riverton, 0 charter schools in Midvale, and 1 charter school serving grades K – 9 in the far Northwestern portion of West Jordan City called Navigator Point Academy (NPA). NPA is full with approximately 1,000 students on the waiting list. Other charter schools further south (Bluffdale and Draper), outside of the vicinity of Hawthorn Academy, are experiencing similar waiting list numbers. All K – 9 charter schools are full. The founders of Hawthorn Academy recently asked members of the board of Providence Hall, a new charter school preparing to open in fall of 2008 in the south end of the valley, how many students they have enrolled to date. Unsurprisingly, Providence Hall has already registered over 800 students exceeding the schools maximum capacity of 750. This rush to enroll in new charter schools shows a rapidly growing trend for parents in Salt Lake County to enroll their students in K - 9 charter schools.

### **Competitive Advantage**

Hawthorn Academy is offering curriculum and implementation alternatives in a combination that is unique among schools in Utah. Only 2 other elementary schools in Utah provide exactly what Hawthorn Academy will provide and that school is Channing Hall, a K - 8 charter school, and Providence Hall, a K – 6 charter school. Hawthorn Academy has chosen to provide International Baccalaureate (IB) largely because of the success that Channing Hall has experienced. Each year test scores have risen and parents have expressed great satisfaction with the program. By providing students with the PYP program, Hawthorn Academy will offer students the rich experience of internationalism, second language instruction (Spanish), interdisciplinary instruction and rigorous assessment. Hawthorn Academy will implement a cross-grade mentoring program which will give older students a very compelling and well-researched means for tutoring younger students, from which they will learn responsibility, interpersonal skills, and teaching methods. Currently, Channing Hall is at maximum capacity with a large waiting list similar to other charter schools in the area.

### **Outreach**

The Academy will employ an aggressive outreach plan that includes a task force/committee whose duty is to communicate with local community agencies and arrange for their involvement and assistance in the Academy's program. These agencies may include: local social services such as the Utah Division of Child and Family Services (DCFS), family and community support services, and other agencies that can assist the Academy in their efforts to meet the needs of at-risk students. In furtherance of its plan, the Academy will use an interactive website, school-based marketing, press releases, posters, brochures, informational mail-outs, local news papers, radio, television, and public meetings to generate awareness. Fliers (also written in Spanish for parents) will be strategically located in churches, studios, shopping areas, grocery stores, gas stations, libraries, community centers and city halls. Locations of said advertising will include all

areas of West Jordan and surrounding areas including low income areas and large minority populations. To streamline the Academy's outreach strategies, application processes will be simplified within the laws of the State of Utah.

The Academy will strive to inform and educate all students throughout the initial enrollment period and the life of the charter. To ensure that struggling students receive the benefits associated with the Academy, the Academy will seek to hire teachers who are highly qualified, empathetic, caring and supportive of students, and are able to meet the needs of the entire student population.

## **Section 5: Capital Facility Plan**

### **Identifying Viable Sites**

The founders of Hawthorn Academy are discussing several viable options for site location with land owners and real estate agents in the West Jordan and South Jordan areas. One area that has been proposed by the board is a parcel of land located at 7800 South and 2700 West consisting of approximately 5 acres of commercial/residential property. The land would be exceptional for several reasons: The site is very accessible due to the location within the city of West Jordan; there are several options for ingress and regress on the property as there are wide streets that border three sides of the site; the area is very flat, which would be cost efficient for development; and sewer, water, and utilities are easily accessible.

### **Other Site Options**

The founders of Hawthorn Academy have consulted with several groups that assist charter schools with the process of identifying land, securing approvals with all necessary local regulators, and providing financing specifically for new charter schools. Each group has expressed significant interest and excitement about facilitating Hawthorn Academy in our endeavors. They also have several locations in West Jordan and South Jordan that would fit within similar site location parameters outlined above. The founders have also talked with The Sorensen Group about land they own in the area. Sorensen Group was instrumental in helping another charter school find land in the southwestern area of Salt Lake County as they own many acres. We have also had discussions with a gentleman by the name of Gary Jones who works for Front-gate Sundance Alliance, a large real estate development group with hundreds of acres in the vicinity of southwestern Salt Lake County. They are very supportive of our school and have even stated that they would discount certain areas of land for a new site location. Hawthorn Academy will choose a site that is easily accessible to local residents and best fits the needs of the Academy and its' mission.

### **Facility and ADA Compliance**

We have consulted with the Americans with Disabilities Act (ADA) to assure that the facility will meet all requirements set forth therein. This may include but is not limited to: Ensuring access for all people with disabilities to restrooms and building; and sufficient space for special education programs. Hawthorn Academy will follow all ADA requirements for number of handicap parking spaces.

### **Securing Financing**

The founders of Hawthorn Academy have approached several private entities and institutions that are well known for financing and building new charter schools. Academica West, Highmark School Development, U.S. Charter, and other school builders such as Leonard Lee Construction and Portfolio Investments have all expressed interest in financing and developing our school facility. We have also discussed a plan to build the facility large enough to fit 750 students yet carry the financing the first year with a beginning population of 700 students. All investors/developers have said that the budget will provide sufficient funds for the first year even without the school being completely full. As depicted in Section 2 "Title and Population," Hawthorn intends to ramp up the second year to 750 students. Due to the amount of new charter school financiers and builders in the market place, the pricing and financing packages have become very competitive greatly benefiting new schools. Highmark School Development and Academica West have built several outstanding K - 8 charter schools in the area. They have shown us that they have the ability to purchase the necessary land, assist in the necessary city approvals, and provide the necessary financing to construct a facility in a timely manner. Highmark School Development has also shown us a way

to bond our school in the early stages of operation which would allow us to immediately own the land and facility outright and not pay a lease that is ratcheted upward year after year. Hawthorn Academy will choose a financial partner and developer that represent the highest quality of work with the lowest prices and most efficient financing package available. After submitting Hawthorn Academy's purchase agreement to the State Charter board and receiving approval, Hawthorn Academy will immediately secure financing through one of the above mentioned partners.

## Section 6: Detailed Business Plan

The Budget for the Academy includes revenues based solely on the calculations provided by the Utah Charter School State Revenue Template. In addition to these funds, the Academy will pursue a wide variety of additional funding opportunities through fundraising, corporate sponsorships, public and private grants, and long-term financing of certain expenditures within our first year budget (i.e. instructional equipment, office & classroom furniture, computer equipment, textbooks, etc.). However, the total funding forecast in Hawthorn Academy's current budget does not including any start-up grants or other grants of any kind.

The acquisition of property and the construction of the facility will be the largest determinant of adequate budgeting. Though the facility will be constructed to accommodate a maximum of 750 students, the Academy has projected a first year enrollment of 700 students. The first year budget for facility is \$687,500, rising to \$750,000 the second year. The discrepancy between the first and second year budget is due to the likelihood that the Academy will begin monthly payments in the month of August, 2009. The Academy's fiscal year begins in the month of July and therefore does not have to pay for 1 month's rent or lease the first year. The first year's budget, anticipating only 700 students, is sufficient to cover the cost of the facility.

If costs exceed those projected in property, facility or any other category, the Academy has carefully considered specific modifications to accommodate any shortfall. For example: there could be a reduction in the number of instructional aides hired for the first year; the library could start smaller than anticipated and still accommodate the number of students projected; instructional assistants as well as parents could replace the work of the librarian. In the event of a reduction in any of the aforementioned areas, the Academy intends to implement the forgone plans in subsequent years as allowed by the budget.

The Academy has included in the budget a category labeled "Additional Staff (SpEd/ELL)" specifically for special education teachers and/or ELL instructors. We realize that we may not be able to budget precisely for these positions until we have seen our student population. This category allows us to have sufficient funds to pay any additional staff needed in the aforementioned positions. The Academy will not start 9<sup>th</sup> grade until the second year of operation; as you will see in the following budgets, our revenues are adjusted accordingly. We also plan on having a librarian and a counselor by our second year of operation.

The following pages include:

- Utah Charter School State Revenue Template
- Budget Information - Attachment E
- 2009-10 monthly cash flow
- 2010-11 monthly cash flow
- 2011-12 monthly cash flow



# Utah State Charter School Revenue Template

## CHARTER SCHOOL WORKSHEET

FY 2009-2010

\*\*\*\*\*PROJECTION ONLY\*\*\*\*\*

School Name

### TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	75	0.55	41.25
Estimated ADM (1-3)	275	0.9	247.5
Estimated ADM (4-6)	225	0.9	202.5
Estimated ADM (7-8)	125	0.99	123.75
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K)	5		
Special Ed ADM (1-12)	44		
Special Ed (Self-Contained)	0		
Number of Teachers (K-6)	22		
Number of Teachers (7-12)	5		
WPU Value	\$2,514		
Prior Year Teacher FTE (CACTUS)	0		
Prior Year WPUs	0		
ELL Students	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
<b>WPU Programs</b>			
<b>Regular Basic School:</b>			
Regular WPU - K-12	See above	615.0000	\$ 1,546,110
Professional Staff	0.03800	23.3700	58,752
<b>Restricted Basic School:</b>			
Special Ed--Add-on	1.0000	46.6375	117,247
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$215 per K-8 ADM		150,500
<b>Total WPU Programs</b>		685.0075	\$ 1,872,609
<b>Non-WPU Programs</b>			
<b>Related to Basic Programs:</b>			
SS & Retirement	\$ 478.07 per WPU		\$ 327,482
Quality Teaching Block Grant	\$944 per CACTUS prior year teacher FTE OR, If new, use current teacher FTE \$76 per total prior year WPUs; OR If new, \$76 X C35 or current WPUs		- 25,488 - 52,061
Local Discretionary Block Grant	\$41		25,215
Interventions-Student Success	\$22 per K-12 WPU \$90 per ELL student		13,530 -
<b>Special Populations</b>			
At Risk Regular Program	\$6 per total prior year WPUs; OR If new, \$6 X C35 or current WPUs		- 4,110
Gifted and Talented	\$4 per K-12 WPU		2,460
<b>Other</b>			
School Land Trust Program	\$39 per student		27,300
Reading Achievement Program	\$19 per total prior year WPUs \$3 per K-3 student \$42 per low income student		- 1,050 -
Charter Administrative Costs	\$62 per student		43,400
<b>Local Replacement Dollars</b>	Average \$1,021 per student		714,700
<b>Total Non-WPU</b>			\$ 1,236,795
<b>One Time</b>			
Teacher Materials/Supplies	\$360 or \$285 per teacher (K-6) <sup>1</sup> \$310 or \$235 per teacher (7-12) <sup>2</sup>	22 5	6,270 1,175
ADM costs (ongoing & one-time)	\$393	700	275,100
Library Books and Resources	\$3 per student	700	2,100
<b>Total One Time</b>			\$ 284,645
<b>ESTIMATED Total All State Funding</b>			<b>\$ 3,394,049</b>

## Budget information – State Attachment

Charter School Name: Hawthorn Academy

	First Year			Second Year			Third Year		
Number of Students (ADM):			700			750			750
<b>Revenue</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
State Funding			\$ 3,394,049			\$ 3,716,672			\$ 3,735,531
Federal & State Projects									
Private Grants & Donations			\$ 1,000			\$ 1,000			\$ 1,000
Loans									
Other (Specify) U-PASS/Parent Org			\$ 5,800			\$ 5,800			\$ 5,800
<b>Total Revenue</b>			<b>\$3,400,849</b>			<b>\$3,723,472</b>			<b>\$3,742,331</b>
<b>Expenses</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Total</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Total</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Total</b>
Salaries (100)			\$			\$			\$
Director (Principal)	1.00	\$ 70,000	\$70,000	1.00	\$ 72,100	\$72,100	1.00	\$ 75,705	\$75,705
Teacher-Regular Ed	27.00	\$ 34,000	\$918,000	29.00	\$ 35,020	\$1,015,580	29.00	\$ 36,771	\$1,066,359
Teacher-Special Ed	2.00	\$ 34,000	\$68,000	3.00	\$ 35,020	\$105,060	3.00	\$ 36,771	\$110,313
Instructional Aides	22.00	Hourly	\$133,650	22.00	Hourly	\$143,550	22.00	Hourly	\$143,550
Secretary	1.00	\$ 30,000	\$30,000	1.00	\$ 30,900	\$30,900	1.00	\$ 32,445	\$32,445
Librarian	-	\$ -	\$	1.00	\$ 30,000	\$30,000	1.00	\$ 31,500	\$31,500
Media Coordinator	1.00	\$ 28,000	\$28,000	1.00	\$ 28,840	\$28,840	1.00	\$ 30,282	\$30,282
Secondary Counselor	-	\$ -	\$	1.00	\$ 32,000	\$32,000	1.00	\$ 33,600	\$33,600
Other (Specify) Add Staff (SpEd/Ell)	1.00	\$ 34,000	\$34,000	1.00	\$ 35,020	\$35,020	1.00	\$ 36,771	\$36,771
Other Asstnt Dir / IB Coordinator	1.00	\$ 60,000	\$60,000	1.00	\$ 61,800	\$61,800	1.00	\$ 64,890	\$64,890
Other (Specify) Substitutes	NA	NA	\$18,711	NA	NA	\$20,097	NA	NA	\$20,097
Other (Specify) Performance Pay	NA	NA	\$45,500	NA	NA	\$49,955	NA	NA	\$48,908
Employee Benefits (200)			\$343,705			\$ 393,805			\$405,603
Travel (580)			\$ 16,400			\$ 16,400			\$16,400
Purchased Professional Services(300)			\$ 136,652			\$ 136,652			\$136,652
Purchased Property Services(400)			\$ 31,000			\$ 31,930			\$33,527
Instructional Aids/Books/Library(600)			\$ 313,417			\$ 314,067			\$304,028
Supplies(600)			\$ 71,420			\$ 71,135			\$65,350
Legal (300)			\$ 1,500			\$ 1,500			\$1,500
Auditor(300)			\$ 1,500			\$ 1,500			\$1,500
Marketing (300)			\$ 8,500			\$ 8,500			\$8,500
Other (printing; postage)			\$ 2,050			\$ 2,050			\$2,050
<b>Total Instruction, Administration &amp; Support</b>			<b>\$2,332,005</b>			<b>\$2,602,441</b>			<b>\$2,669,528</b>
<b>Operations &amp; Maintenance</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
Supplies			\$ 1,350			\$ 1,350			\$ 1,350
Phone/Communications			\$ 5,505			\$ 5,505			\$ 5,505
Custodial Services			\$ 8,500			\$ 8,500			\$ 8,500
Advertising			\$ 1,920			\$ 1,920			\$ 1,920
Property/Casualty Insurance			\$ 20,000			\$ 20,000			\$ 20,000
Utilities			\$ 116,550			\$ 141,300			\$ 141,300
Rent									
Fees/Permits & dues			\$ 6,350			\$ 6,350			\$ 6,350
Transportation									
Food Service			\$ 1,600			\$ 1,600			\$ 1,600
Accounting Services			\$ 9,550			\$ 9,550			\$ 9,550
Land & Improvements			\$ 5,000			\$ 5,000			\$ 5,000
Building & Improvements			\$ 2,500			\$ 2,500			\$ 2,500
Computer Equipment			\$ 55,000			\$ 45,000			\$ 30,000
Furniture & Other Equipment			\$ 95,500			\$ 63,000			\$ 35,500
Upgrades (Connectivity)			\$ 2,400			\$ 2,400			\$ 2,400
Leases/Loan Payments			\$ 687,500			\$ 750,000			\$ 750,000
Other (security, copier lease)			\$ 11,300			\$ 11,300			\$ 11,300
<b>Total Operations &amp; Maintenance</b>			<b>\$ 1,030,525</b>			<b>\$ 1,075,275</b>			<b>\$ 1,032,775</b>
<b>Total Expenditures</b>			<b>\$3,362,530</b>			<b>\$3,677,716</b>			<b>\$3,702,303</b>
<b>Total Revenues</b>			<b>\$3,400,849</b>			<b>\$3,723,472</b>			<b>\$3,742,331</b>
<b>Budget Balance (Revenues-Expenditures)</b>			<b>\$38,319</b>			<b>\$45,756</b>			<b>\$40,028</b>

## 2009-10 Monthly Cash Flows

### Academy Cash Flow Statement

Estimates Only - FY 2010

Revenues	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Totals
<b>WPU</b>													
Startup State/Fed													-
Income-K-12 WPU	128,843	128,843	128,843	128,843	128,843	128,843	128,843	128,843	128,843	128,843	128,843	128,843	1,546,110
Income--Professional Staff	4,896	4,896	4,896	4,896	4,896	4,896	4,896	4,896	4,896	4,896	4,896	4,896	58,752
Income--Special Ed Add-on							68,394	9,771	9,771	9,771	9,771	9,771	117,247
Income--Class Size Reduction	12,542	12,542	12,542	12,542	12,542	12,542	12,542	12,542	12,542	12,542	12,542	12,542	150,500
<b>Non-WPU</b>													
Income--Soc Security & Retirem	27,290	27,290	27,290	27,290	27,290	27,290	27,290	27,290	27,290	27,290	27,290	27,290	327,482
Income--Quality Teaching Block	6,462	6,462	6,462	6,462	6,462	6,462	6,462	6,462	6,462	6,462	6,462	6,462	77,549
Income--Local Discretionary BI	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	25,215
Income--Interventions for Stud	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	13,530
Income--At-Risk Student Progra	343	343	343	343	343	343	343	343	343	343	343	343	4,110
Income--Accelerated Learning	205	205	205	205	205	205	205	205	205	205	205	205	2,460
Income--Local School Land Trust	2,275	2,275	2,275	2,275	2,275	2,275	2,275	2,275	2,275	2,275	2,275	2,275	27,300
Income--Reading Achievement	88	88	88	88	88	88	88	88	88	88	88	88	1,050
Income--Administrative Costs	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	43,400
Income--Charter Local Replacem	59,558	59,558	59,558	59,558	59,558	59,558	59,558	59,558	59,558	59,558	59,558	59,558	714,700
<b>One Time</b>													
Income--Teachers Mat. & Supp.	7,445												7,445
ADM Costs (ongoing & one-time)	22,925	22,925	22,925	22,925	22,925	22,925	22,925	22,925	22,925	22,925	22,925	22,925	275,100
Library Books & Resources	175	175	175	175	175	175	175	175	175	175	175	175	2,100
<b>Other</b>													
Income--U-PASS								1,500					1,500
Income- Cash Donation	500											500	1,000
Income- Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Income- Parent Organization	1,200	500				600					2,000		4,300
<b>Total Revenues</b>	<b>281,591</b>	<b>272,946</b>	<b>272,446</b>	<b>272,446</b>	<b>272,446</b>	<b>273,046</b>	<b>340,840</b>	<b>283,717</b>	<b>282,217</b>	<b>282,217</b>	<b>284,217</b>	<b>282,717</b>	<b>3,400,849</b>
<b>Expenses</b>													
Curriculum & Materials	89,833	89,833	8,983	8,983	8,983	8,983	8,983	8,983	8,983	8,983	8,983	-	260,517
IB Training and Supplies	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Library Books & Supplies	-	17,500	8,750	2,917	2,917	2,917	-	-	-	-	-	-	35,000
Testing & Testing Materials	-	-	3,000	-	-	-	-	-	-	-	-	-	3,000
Curriculum--Special Education	-	-	1,633	-	1,633	-	1,633	-	-	-	-	-	4,900
Wages- Teachers	-	-	76,500	76,500	76,500	76,500	76,500	76,500	76,500	76,500	76,500	229,500	918,000
Wages- Classroom Aides	-	-	14,850	14,850	14,850	9,450	14,850	14,850	14,850	12,150	8,100	14,850	133,650
Wages- Substitute Teacher	-	-	2,079	2,079	2,079	2,079	2,079	2,079	2,079	2,079	2,079	-	18,711
Wages- Special Education	-	-	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	68,000
Performance Pay- Teachers	-	-	-	-	-	-	-	-	-	-	-	40,500	40,500
Wages- School Director	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	70,000
Wages- Assistant Dir./ IB Crdnr.	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Wages- Secretary	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Wages- Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Wages- Media Coordinator	-	-	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	28,000
Wages- Addition Staff (SpEd/ ELL)	-	-	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	34,000
Wages- Secondary Counselor	-	-	-	-	-	-	-	-	-	-	-	-	-
Wages-Maintenance & Operation	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	31,000
Merit Pay- Admin Expense	-	-	-	-	-	-	-	-	-	-	-	5,000	5,000
Advertising & Promotions	5,000	2,500	-	-	-	-	500	500	-	-	-	-	8,500
Bank Fees	100	100	100	100	100	100	100	100	100	100	100	100	1,200
Dues & Subscriptions	-	-	-	5,000	-	-	-	-	-	-	-	-	5,000
Employee Benefits Expense	-	600	1,500	10,200	10,200	10,200	10,200	10,200	10,200	10,200	10,200	10,200	93,900
Social Security (FICA) Tax	1,218	1,218	9,359	9,359	9,359	8,946	9,359	9,359	9,359	9,153	8,843	24,003	109,537
Worker's Compensation Insuranc	239	239	1,835	1,835	1,835	1,754	1,835	1,835	1,835	1,795	1,734	4,707	21,478
Unemployment Insurance	398	398	3,059	3,059	3,059	2,924	3,059	3,059	3,059	2,991	2,890	7,844	35,797
Retirement & Mgt. Expense	796	796	6,117	6,117	6,117	5,847	6,117	6,117	6,117	5,982	5,780	15,688	71,593
Employee Motivation Expense	-	1,000	-	-	-	1,000	5,000	-	-	-	-	3,000	10,000
Student Motivation Expense	-	-	100	100	100	100	100	100	100	100	100	500	1,400
Prof. Dev.- Teachers & Instr.	-	15,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	5,000	29,000
Prof. Dev.- Other	2,551	-	-	-	-	-	1,275	-	-	-	-	3,826	7,652
Insurance Expense	-	20,000	-	-	-	-	-	-	-	-	-	-	20,000
Legal & Accounting	-	-	3,000	-	-	-	-	-	-	-	-	-	3,000
License & Tax Expense	150	-	-	-	-	-	-	-	-	-	-	-	150
Meals Expense	100	500	100	100	100	100	100	100	100	100	100	100	1,600
Supplies - Classroom	2,500	5,000	5,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	-	19,500
Supplies - Teacher Class Funds	-	-	6,270	-	-	-	-	-	-	-	-	-	6,270
Supplies - Physical Education	1,500	1,500	2,000	100	100	100	100	100	100	100	100	-	5,800

Supplies - Administration	1,500	4,500	1,000	500	500	500	500	500	500	500	500	500	11,500
Supplies - Custodial Equipment	-	4,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	15,250
Maintenance Equipment	-	5,000	2,500	-	-	-	-	-	-	-	-	-	7,500
Supplies- Copier & Printer	-	1,100	500	500	500	500	500	500	500	500	500	-	5,600
Supplies - Computer & Software	25,000	20,000	10,000	-	-	-	-	-	-	-	-	-	55,000
Copier Maintenance Expense	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	11,000
Operational Equipment	15,000	7,500	2,000	-	-	-	-	-	-	-	-	-	24,500
Facility Expense	-	62,500	62,500	62,500	62,500	62,500	62,500	62,500	62,500	62,500	62,500	62,500	687,500
Lease-Equipment Rental	-	1,000	-	-	-	-	-	-	-	-	-	1,000	2,000
Furniture & Other Equipment	30,000	20,000	10,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	69,000
Property Repairs & Maint.	-	-	500	500	500	500	500	500	500	500	500	500	5,000
Equipment Repairs	-	-	250	250	250	250	250	250	250	250	250	250	2,500
Postage & Mailing Expense	550	-	-	500	-	-	-	500	-	-	-	500	2,050
Management Services	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
Outside Services - Prof. & Tech	-	-	1,000	200	200	200	200	200	200	200	200	200	2,400
Property Services	-	-	500	500	500	1,000	1,000	1,000	1,000	1,000	1,000	1,000	8,500
Security Expense	-	-	30	30	30	30	30	30	30	30	30	30	300
Telephone- Voice	1,000	1,000	500	250	250	250	250	250	250	250	250	250	4,750
Telephone- Data & Technology	128	128	50	50	50	50	50	50	50	50	50	50	755
Travel- Field Trips Expense	-	-	-	4,000	-	-	-	4,000	-	-	-	4,000	12,000
Travel & Lodging Expense	1,100	1,100	200	200	200	200	200	1,000	-	-	-	-	4,400
Garbage Expense	-	-	130	130	130	130	130	130	130	130	130	130	1,300
Utilities Expense	-	-	12,250	12,250	12,250	12,250	12,250	12,250	12,250	12,250	12,250	5,000	115,250
Supplies - Medical/First Aid	-	350	100	100	100	100	100	100	100	100	100	100	1,350
Other Expense	-	300	250	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	9,550
Parent Organization Expense	480	200	200	-	-	240	-	-	-	-	800	-	1,920
<b>Total Expenses</b>	<b>204,225</b>	<b>310,944</b>	<b>300,030</b>	<b>264,093</b>	<b>264,226</b>	<b>254,034</b>	<b>264,085</b>	<b>257,176</b>	<b>261,476</b>	<b>252,827</b>	<b>247,702</b>	<b>481,712</b>	<b>3,362,530</b>
<b>Net Surplus</b>	<b>77,366</b>	<b>(37,998)</b>	<b>(27,583)</b>	<b>8,354</b>	<b>8,220</b>	<b>19,013</b>	<b>76,755</b>	<b>26,541</b>	<b>20,741</b>	<b>29,390</b>	<b>36,515</b>	<b>(198,995)</b>	<b>38,319</b>
<b>Cash Balance</b>	<b>77,366</b>	<b>39,369</b>	<b>11,785</b>	<b>20,139</b>	<b>28,359</b>	<b>47,372</b>	<b>124,127</b>	<b>150,668</b>	<b>171,409</b>	<b>200,799</b>	<b>237,314</b>	<b>38,319</b>	<b>38,319</b>

## 2010-11 Monthly Cash Flows

### Academy Cash Flow Statement

Estimates Only - FY 2011

Revenues	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Totals
<b>WPU</b>													
Startup State/Fed													-
Income-K-12 WPU	143,717	143,717	143,717	143,717	143,717	143,717	143,717	143,717	143,717	143,717	143,717	143,717	1,724,604
Income--Professional Staff	5,461	5,461	5,461	5,461	5,461	5,461	5,461	5,461	5,461	5,461	5,461	5,461	65,535
Income--Special Ed Add-on							74,682	10,669	10,669	10,669	10,669	10,669	128,025
Income--Class Size Reduction	12,542	12,542	12,542	12,542	12,542	12,542	12,542	12,542	12,542	12,542	12,542	12,542	150,500
<b>Non-WPU</b>													
Income--Soc Security & Retirem	30,397	30,397	30,397	30,397	30,397	30,397	30,397	30,397	30,397	30,397	30,397	30,397	364,764
Income--Quality Teaching Block	7,114	7,114	7,114	7,114	7,114	7,114	7,114	7,114	7,114	7,114	7,114	7,114	85,363
Income--Local Discretionary BI	2,344	2,344	2,344	2,344	2,344	2,344	2,344	2,344	2,344	2,344	2,344	2,344	28,126
Income--Interventions for Stud	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	15,092
Income--At-Risk Student Progra	381	381	381	381	381	381	381	381	381	381	381	381	4,578
Income--Accelerated Learning	229	229	229	229	229	229	229	229	229	229	229	229	2,744
Income--Local School Land Trust	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	29,250
Income--Reading Achievement	81	81	81	81	81	81	81	81	81	81	81	81	975
Income--Administrative Costs	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	46,500
Income--Charter Local Replacem	63,813	63,813	63,813	63,813	63,813	63,813	63,813	63,813	63,813	63,813	63,813	63,813	765,750
<b>One Time</b>													
Income--Teachers Mat. & Supp.	7,865												7,865
ADM Costs (ongoing & one-time)	24,563	24,563	24,563	24,563	24,563	24,563	24,563	24,563	24,563	24,563	24,563	24,563	294,750
Library Books & Resources	188	188	188	188	188	188	188	188	188	188	188	188	2,250
<b>Other</b>													
Income--U-PASS								1,500					1,500
Income- Cash Donation	500											500	1,000
Income- Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Income- Parent Organization	1,200	500				600					2,000		4,300
<b>Total Revenues</b>	<b>307,963</b>	<b>298,898</b>	<b>298,398</b>	<b>298,398</b>	<b>298,398</b>	<b>298,998</b>	<b>373,080</b>	<b>310,567</b>	<b>309,067</b>	<b>309,067</b>	<b>311,067</b>	<b>309,567</b>	<b>3,723,472</b>
<b>Expenses</b>													
Curriculum & Materials	89,833	89,833	8,983	8,983	8,983	8,983	8,983	8,983	8,983	8,983	8,983	-	260,517
IB Training and Supplies	858	858	858	858	858	858	858	858	858	858	858	858	10,300
Library Books & Supplies	-	17,500	8,750	2,917	2,917	2,917	-	-	-	-	-	-	35,000
Testing & Testing Materials	-	-	3,000	-	-	-	-	-	-	-	-	-	3,000
Curriculum--Special Education	-	-	1,750	-	1,750	-	1,750	-	-	-	-	-	5,250
Wages- Teachers	-	-	84,632	84,632	84,632	84,632	84,632	84,632	84,632	84,632	84,632	253,895	1,015,580
Wages- Classroom Aides	-	-	15,950	15,950	15,950	10,150	15,950	15,950	15,950	13,050	8,700	15,950	143,550
Wages- Substitute Teacher	-	-	2,233	2,233	2,233	2,233	2,233	2,233	2,233	2,233	2,233	2,233	20,097
Wages- Special Education	-	-	10,506	10,506	10,506	10,506	10,506	10,506	10,506	10,506	10,506	10,506	105,060
Performance Pay- Teachers	-	-	-	-	-	-	-	-	-	-	-	44,805	44,805
Wages- School Director	6,008	6,008	6,008	6,008	6,008	6,008	6,008	6,008	6,008	6,008	6,008	6,008	72,100
Wages- Assistant Dir./ IB Crdnt.	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	61,800
Wages- Secretary	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	30,900
Wages- Librarian	-	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	30,000
Wages- Media Coordinator	-	-	2,884	2,884	2,884	2,884	2,884	2,884	2,884	2,884	2,884	2,884	28,840
Wages- Addition Staff (SpEd/ ELL)	-	-	3,502	3,502	3,502	3,502	3,502	3,502	3,502	3,502	3,502	3,502	35,020
Wages- Secondary Counselor	-	-	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	32,000
Wages- Maintenance & Operation	2,661	2,661	2,661	2,661	2,661	2,661	2,661	2,661	2,661	2,661	2,661	2,661	31,930
Merit Pay- Admin Expense	-	-	-	-	-	-	-	-	-	-	-	5,150	5,150
Advertising & Promotions	5,000	2,500	-	-	-	-	-	500	500	-	-	-	8,500
Bank Fees	100	100	100	100	100	100	100	100	100	100	100	100	1,200
Dues & Subscriptions	-	-	-	5,000	-	-	-	-	-	-	-	-	5,000
Employee Benefits Expense	-	600	1,500	11,700	11,700	11,700	11,700	11,700	11,700	11,700	11,700	11,700	107,400
Social Secirity (FICA) Tax	1,254	1,254	10,886	10,886	10,886	10,442	10,886	10,886	10,886	10,664	10,331	27,091	126,354
Worker's Compensation Insuranc	246	246	2,135	2,135	2,135	2,048	2,135	2,135	2,135	2,091	2,026	5,312	24,775
Unemployment Insurance	410	410	3,558	3,558	3,558	3,413	3,558	3,558	3,558	3,485	3,376	8,853	41,292
Retirement & Mgt. Expense	820	820	7,115	7,115	7,115	6,825	7,115	7,115	7,115	6,970	6,753	17,707	82,584
Employee Motivation Expense	-	1,000	-	-	-	1,000	5,000	-	-	-	-	3,000	10,000
Student Motivation Expense	-	-	100	100	100	100	100	100	100	100	100	500	1,400
Prof. Dev.- Teachers & Instr.	-	15,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	5,000	29,000
Prof. Dev.- Other	2,551	-	-	-	-	-	1,275	-	-	-	-	3,826	7,652
Insurance Expense	-	20,000	-	-	-	-	-	-	-	-	-	-	20,000
Legal & Accounting	-	-	3,000	-	-	-	-	-	-	-	-	-	3,000
License & Tax Expense	150	-	-	-	-	-	-	-	-	-	-	-	150
Meals Expense	100	500	100	100	100	100	100	100	100	100	100	100	1,600
Supplies - Classroom	2,500	5,000	5,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	-	19,500
Supplies - Teacher Class Funds	-	-	5,985	-	-	-	-	-	-	-	-	-	5,985
Supplies - Physical Education	1,500	1,500	2,000	100	100	100	100	100	100	100	100	-	5,800

Supplies - Administration	1,500	4,500	1,000	500	500	500	500	500	500	500	500	500	11,500
Supplies - Custodial Equipment	-	4,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	15,250
Maintenance Equipment	-	5,000	2,500										7,500
Supplies- Copier & Printer	-	1,100	500	500	500	500	500	500	500	500	500	-	5,600
Supplies - Computer & Software	25,000	15,000	5,000	-	-	-	-	-	-	-	-	-	45,000
Copier Maintenance Expense	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	11,000
Operational Equipment	5,000	5,000	2,000										12,000
Facility Expense	62,500	62,500	62,500	62,500	62,500	62,500	62,500	62,500	62,500	62,500	62,500	62,500	750,000
Lease-Equipment Rental	-	1,000										1,000	2,000
Furniture & Other Equipment	20,000	10,000	10,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	49,000
Property Repairs & Maint.	-	-	500	500	500	500	500	500	500	500	500	500	5,000
Equipment Repairs	-	-	250	250	250	250	250	250	250	250	250	250	2,500
Postage & Mailing Expense	550			500				500				500	2,050
Management Services	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
Outside Services - Prof. & Tech	-		1,000	200	200	200	200	200	200	200	200	200	2,400
Property Services	-	-	500	500	500	1,000	1,000	1,000	1,000	1,000	1,000	1,000	8,500
Security Expense			30	30	30	30	30	30	30	30	30	30	300
Telephone- Voice	1,000	1,000	500	250	250	250	250	250	250	250	250	250	4,750
Telephone- Data & Technology	128	128	50	50	50	50	50	50	50	50	50	50	755
Travel- Field Trips Expense					4,000				4,000			4,000	12,000
Travel & Lodging Expense	1,100	1,100	200	200	200	200	200	200	1,000				4,400
Garbage Expense	-	-	130	130	130	130	130	130	130	130	130	130	1,300
Utilities Expense	-	-	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	5,000	140,000
Supplies - Medical/First Aid	-	350	100	100	100	100	100	100	100	100	100	100	1,350
Other Expense	-	300	250	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	9,550
Parent Organization Expense	480	200	200	-	-	240	-	-	-	-	800	-	1,920
<b>Total Expenses</b>	<b>247,307</b>	<b>294,026</b>	<b>320,914</b>	<b>291,646</b>	<b>291,896</b>	<b>281,120</b>	<b>291,754</b>	<b>284,729</b>	<b>289,029</b>	<b>280,146</b>	<b>274,672</b>	<b>530,478</b>	<b>3,677,716</b>
<b>Net Surplus</b>	<b>60,656</b>	<b>4,872</b>	<b>(22,515)</b>	<b>6,753</b>	<b>6,503</b>	<b>17,879</b>	<b>81,326</b>	<b>25,838</b>	<b>20,038</b>	<b>28,921</b>	<b>36,395</b>	<b>(220,910)</b>	<b>45,756</b>
<b>Cash Balance</b>	<b>60,656</b>	<b>65,529</b>	<b>43,013</b>	<b>49,766</b>	<b>56,269</b>	<b>74,147</b>	<b>155,473</b>	<b>181,311</b>	<b>201,350</b>	<b>230,271</b>	<b>266,666</b>	<b>45,756</b>	<b>45,756</b>

## 2011-12 Monthly Cash Flows

### Academy Cash Flow Statement

Estimates Only - FY 2012

Revenues	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Totals
<b>WPU</b>													
Startup State/Fed													-
Income-K-12 WPU	145,288	145,288	145,288	145,288	145,288	145,288	145,288	145,288	145,288	145,288	145,288	145,288	1,743,459
Income--Professional Staff	5,521	5,521	5,521	5,521	5,521	5,521	5,521	5,521	5,521	5,521	5,521	5,521	66,251
Income--Special Ed Add-on							74,682	10,669	10,669	10,669	10,669	10,669	128,025
Income--Class Size Reduction	12,094	12,094	12,094	12,094	12,094	12,094	12,094	12,094	12,094	12,094	12,094	12,094	145,125
<b>Non-WPU</b>													
Income--Soc Security & Retirem	30,707	30,707	30,707	30,707	30,707	30,707	30,707	30,707	30,707	30,707	30,707	30,707	368,486
Income--Quality Teaching Block	7,163	7,163	7,163	7,163	7,163	7,163	7,163	7,163	7,163	7,163	7,163	7,163	85,955
Income--Local Discretionary BI	2,369	2,369	2,369	2,369	2,369	2,369	2,369	2,369	2,369	2,369	2,369	2,369	28,434
Income--Interventions for Stud	1,271	1,271	1,271	1,271	1,271	1,271	1,271	1,271	1,271	1,271	1,271	1,271	15,257
Income--At-Risk Student Progra	385	385	385	385	385	385	385	385	385	385	385	385	4,625
Income--Accelerated Learning	231	231	231	231	231	231	231	231	231	231	231	231	2,774
Income--Local School Land Trust	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	29,250
Income--Reading Achievement	69	69	69	69	69	69	69	69	69	69	69	69	825
Income--Administrative Costs	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	46,500
Income--Charter Local Replacem	63,813	63,813	63,813	63,813	63,813	63,813	63,813	63,813	63,813	63,813	63,813	63,813	765,750
<b>One Time</b>													
Income--Teachers Mat. & Supp.	7,815												7,815
ADM Costs (ongoing & one-time)	24,563	24,563	24,563	24,563	24,563	24,563	24,563	24,563	24,563	24,563	24,563	24,563	294,750
Library Books & Resources	188	188	188	188	188	188	188	188	188	188	188	188	2,250
<b>Other</b>													
Income--U-PASS								1,500					1,500
Income- Cash Donation	500											500	1,000
Income- Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Income- Parent Organization	1,200	500				600					2,000		4,300
<b>Total Revenues</b>	<b>309,489</b>	<b>300,474</b>	<b>299,974</b>	<b>299,974</b>	<b>299,974</b>	<b>300,574</b>	<b>374,656</b>	<b>312,143</b>	<b>310,643</b>	<b>310,643</b>	<b>312,643</b>	<b>311,143</b>	<b>3,742,331</b>
<b>Expenses</b>													
Curriculum & Materials	86,625	86,625	8,663	8,663	8,663	8,663	8,663	8,663	8,663	8,663	8,663	-	251,213
IB Training and Supplies	901	901	901	901	901	901	901	901	901	901	901	901	10,815
Library Books & Supplies	-	16,875	8,438	2,813	2,813	2,813	-	-	-	-	-	-	33,750
Testing & Testing Materials	-	-	3,000	-	-	-	-	-	-	-	-	-	3,000
Curriculum--Special Education	-	-	1,750	-	1,750	-	1,750	-	-	-	-	-	5,250
Wages- Teachers	-	-	88,863	88,863	88,863	88,863	88,863	88,863	88,863	88,863	88,863	266,590	1,066,359
Wages- Classroom Aides	-	-	15,950	15,950	15,950	10,150	15,950	15,950	15,950	13,050	8,700	15,950	143,550
Wages- Substitute Teacher	-	-	2,233	2,233	2,233	2,233	2,233	2,233	2,233	2,233	2,233	2,233	20,097
Wages- Special Education	-	-	11,031	11,031	11,031	11,031	11,031	11,031	11,031	11,031	11,031	11,031	110,313
Performance Pay- Teachers	-	-	-	-	-	-	-	-	-	-	-	-	43,500
Wages- School Director	6,309	6,309	6,309	6,309	6,309	6,309	6,309	6,309	6,309	6,309	6,309	6,309	75,705
Wages- Assistant Dir./ IB Crdnt.	5,408	5,408	5,408	5,408	5,408	5,408	5,408	5,408	5,408	5,408	5,408	5,408	64,890
Wages- Secretary	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704	32,445
Wages- Librarian	-	-	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	31,500
Wages- Media Coordinator	-	-	3,028	3,028	3,028	3,028	3,028	3,028	3,028	3,028	3,028	3,028	30,282
Wages- Addition Staff (SpEd/ ELL)	-	-	3,677	3,677	3,677	3,677	3,677	3,677	3,677	3,677	3,677	3,677	36,771
Wages- Secondary Counselor	-	-	3,360	3,360	3,360	3,360	3,360	3,360	3,360	3,360	3,360	3,360	33,600
Wages-Maintenance & Operation	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	33,527
Merit Pay- Admin Expense	-	-	-	-	-	-	-	-	-	-	-	5,408	5,408
Advertising & Promotions	5,000	2,500	-	-	-	-	-	500	500	-	-	-	8,500
Bank Fees	100	100	100	100	100	100	100	100	100	100	100	100	1,200
Dues & Subscriptions	-	-	-	5,000	-	-	-	-	-	-	-	-	5,000
Employee Benefits Expense	-	600	1,500	11,700	11,700	11,700	11,700	11,700	11,700	11,700	11,700	11,700	107,400
Social Secirity (FICA) Tax	1,317	1,317	11,361	11,361	11,361	10,917	11,361	11,361	11,361	11,139	10,806	28,114	131,774
Worker's Compensation Insuranc	258	258	2,228	2,228	2,228	2,141	2,228	2,228	2,228	2,184	2,119	5,513	25,838
Unemployment Insurance	430	430	3,713	3,713	3,713	3,568	3,713	3,713	3,713	3,640	3,531	9,188	43,063
Retirement & Mgt. Expense	861	861	7,425	7,425	7,425	7,135	7,425	7,425	7,425	7,280	7,063	18,375	86,127
Employee Motivation Expense	-	1,000	-	-	-	1,000	5,000	-	-	-	-	3,000	10,000
Student Motivation Expense	-	-	100	100	100	100	100	100	100	100	100	500	1,400
Prof. Dev.- Teachers & Instr.	-	15,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	5,000	29,000
Prof. Dev.- Other	2,551	-	-	-	-	-	1,275	-	-	-	-	3,826	7,652
Insurance Expense	-	20,000	-	-	-	-	-	-	-	-	-	-	20,000
Legal & Accounting	-	-	3,000	-	-	-	-	-	-	-	-	-	3,000
License & Tax Expense	150	-	-	-	-	-	-	-	-	-	-	-	150
Meals Expense	100	500	100	100	100	100	100	100	100	100	100	100	1,600
Supplies - Classroom	2,500	2,500	2,500	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	-	14,500
Supplies - Teacher Class Funds	-	-	5,700	-	-	-	-	-	-	-	-	-	5,700
Supplies - Physical Education	1,500	1,500	1,500	100	100	100	100	100	100	100	100	-	5,300

Supplies - Administration	1,500	4,500	1,000	500	500	500	500	500	500	500	500	500	11,500
Supplies - Custodial Equipment	-	4,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,250
Maintenance Equipment	-	5,000	2,500										7,500
Supplies- Copier & Printer	-	1,100	500	500	500	500	500	500	500	500	500	500	5,600
Supplies - Computer & Software	15,000	10,000	5,000	-	-	-	-	-	-	-	-	-	30,000
Copier Maintenance Expense	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	11,000
Operational Equipment	-	2,500	2,000										4,500
Facility Expense	62,500	62,500	62,500	62,500	62,500	62,500	62,500	62,500	62,500	62,500	62,500	62,500	750,000
Lease-Equipment Rental	-	1,000										1,000	2,000
Furniture & Other Equipment	10,000	5,000	5,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	29,000
Property Repairs & Maint.	-	-	500	500	500	500	500	500	500	500	500	500	5,000
Equipment Repairs	-	-	250	250	250	250	250	250	250	250	250	250	2,500
Postage & Mailing Expense	550		500					500				500	2,050
Management Services	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
Outside Services - Prof. & Tech	-		1,000	200	200	200	200	200	200	200	200	200	2,400
Property Services	-	-	500	500	500	1,000	1,000	1,000	1,000	1,000	1,000	1,000	8,500
Security Expense			30	30	30	30	30	30	30	30	30	30	300
Telephone- Voice	1,000	1,000	500	250	250	250	250	250	250	250	250	250	4,750
Telephone- Data & Technology	128	128	50	50	50	50	50	50	50	50	50	50	755
Travel- Field Trips Expense				4,000				4,000				4,000	12,000
Travel & Lodging Expense	1,100	1,100	200	200	200	200	200	200	1,000				4,400
Garbage Expense	-	-	130	130	130	130	130	130	130	130	130	130	1,300
Utilities Expense	-	-	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	5,000	140,000
Supplies - Medical/First Aid	-	350	100	100	100	100	100	100	100	100	100	100	1,350
Other Expense	-	300	250	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	9,550
Parent Organization Expense	480	200	200	-	-	240	-	-	-	-	800	-	1,920
<b>Total Expenses</b>	<b>220,098</b>	<b>276,192</b>	<b>319,278</b>	<b>298,503</b>	<b>298,753</b>	<b>287,977</b>	<b>298,716</b>	<b>291,690</b>	<b>295,990</b>	<b>287,107</b>	<b>281,633</b>	<b>546,367</b>	<b>3,702,303</b>
<b>Net Surplus</b>	<b>89,391</b>	<b>24,282</b>	<b>(19,303)</b>	<b>1,472</b>	<b>1,222</b>	<b>12,597</b>	<b>75,940</b>	<b>20,453</b>	<b>14,653</b>	<b>23,536</b>	<b>31,010</b>	<b>(235,224)</b>	<b>40,028</b>
<b>Cash Balance</b>	<b>89,391</b>	<b>113,674</b>	<b>94,370</b>	<b>95,842</b>	<b>97,063</b>	<b>109,660</b>	<b>185,601</b>	<b>206,053</b>	<b>220,706</b>	<b>244,242</b>	<b>275,252</b>	<b>40,028</b>	<b>40,028</b>



## Section 7: Fiscal Procedures

Hawthorn Academy will maintain its accounting records using the State Office of Education guidelines for budgeting, accounting, and auditing for Utah School Districts and in accordance with all applicable federal, state, and local laws and regulations and ensure such records are available to the State or other interested parties, as requested from time to time. The Academy's financial reporting will be in accordance with Generally Accepted Accounting Principles (GAAP), which include Generally Accepted Governmental Auditing Standards. Under the direction of the board, the Director shall be ultimately responsible for filling out and submitting reports to the state board as set forth in the Utah Charter School Act.

An annual independent financial audit of the school's records will be conducted in accordance with the Academy's charter contract. One and three-year budgets will be created and maintained. The Academy will maintain a comparison of actual expenditures to budgeted expenses. The Academy reserves the right to re-allocate non-restricted funds from one line item to another if purchasing practices or conservation result in an expenditure different than that budgeted. Undistributed reserves will be properly re-allocated according to the direction of the board. A slush fund will be established to add financial stability to the Academy's budget. Emergency expenditure will be drawn from this fund after board approval.

The Board of Trustees shall, in conjunction with the Director, develop and adopt a budget each April for the following school year. These budgets will support the school's mission and stated goals. To that end these budgets must:

- a. Contain enough detail to enable reasonably accurate projections of revenues and expenses, separation of capital and operational items, cash flow, and subsequent audit trial.
- b. Balance – Appropriations must be planned in a way so that they equal or are less than anticipated revenues.
- c. Be in line with board-stated priorities.

The Academy will hire a Business Manager who will provide payroll management services for all Academy staff. The Academy agrees to have its' business administrator attend School Finance and Statistics training prior to working with the charter school. The Academy's payroll services will function in a manner similar to those provided for other state and district employees, including the preparation of W-2's, filing of taxes and any other reports that are required by state and federal law.

Fixed assets will be acquired and disposed of only upon proper authorizations, and will be adequately safeguarded and properly recorded. The school will establish and adhere to a set of effective internal accounting controls that will be administered by the Board of Trustees under the direction of the treasurer, who will be responsible to insure proper accounting controls are implemented and utilized. The school will operate in a manner which insures its long-term financial strength:

- a. The school will operate in the black.
- b. Cash will be managed in a way that ensures maximum liquidity, and safety.
- c. Contributions will be used only for the reason the donations were given.
- d. Payroll and other debt obligations will be paid in a timely manner.

**Cash Receipts Procedures**

- a. Any money turned into the office must be accompanied by a form signed by the depositor stating the amount being turned in.
- b. The form and money are deposited with the Board Secretary.
- c. The Board Secretary verifies the amount turned in, signs the form, and gives the form and money to the Board Treasurer.
- d. The Board Treasurer prepares the deposit and takes it to the bank. If Treasurer is not available, the secretary or the Director can prepare and take the deposit to the bank.

**Disbursement Procedure**

- a. Checks are prepared no less than once a week.
- b. Checks are prepared by the Business Manager.
- c. All checks require two (2) signatures and are subject to the additional restraints provided in this section.
- d. Checks are prepared for all current obligations for which there is proper documentation of approval:
  - i) For checks to individuals, there must be an approved purchase requisition, and an invoice with a different approved signature than that which appears on the requisition.
  - ii) For checks to companies, there must be an approved purchase requisition, and an invoice with different approved signature than that which appears on the requisition.
  - iii) For various ongoing items (such as utilities and periodic billings on previously approved obligations) there must be an approved signature on the invoice.
- e. Checks are then signed by the Board Treasurer and another Board member, unless the Treasurer is one of the signatures that authorized the requisition or the payment. In that case, the check will be signed by the Board's Chief Administrative Officer and one of the other officers on the board, provided that their signatures did not authorize the requisition or the payment.
- f. In situations where the Treasurer is unavailable and circumstances require a check to be signed immediately, the Board's Chief Administrative Officer or any of the other officers on the board will sign checks.
- g. Once the checks are signed, they are given directly to the Board Secretary to distribute.

## **Purchasing Policy & Procedure**

The Board or Treasurer can delegate the authority to carry out portions of these purchasing duties on occasion and when appropriate. Any policy or procedure not specifically addressed in this policy shall refer to Utah state purchasing rules and regulations.

The goal of this policy is to obtain the best value on all purchases while treating all suppliers fairly. To the extent possible and feasible, local suppliers shall be used when it is not contrary to the best interest of the Academy or fair treatment of all interested suppliers. Past performance, quality of service, location of supplier, and applicable references are determining factors in the selection process. The Academy always reserves the right to accept other than low-bid and to be the sole judge of quality and make selections in the best interest of the district.

The procurement of professional services such as auditors, attorneys, architects, contractors, construction managers, and similar types of service providers shall include procedures which maintain the integrity and philosophy of this policy. Applicable selection methods such as request for proposals, pre-qualifications, proposed fees, necessary timelines, and other criteria shall be considered to protect the best interests of the Academy.

### **GENERAL INFORMATION/REQUIREMENTS**

1. Documentation for all purchasing transactions must be complete and appropriately filed for accounting purposes. This includes credit card receipts, phone quotes, written quotes or bids, product specifications, and other documents relating to the purchase and delivery of all products and services.
2. Purchases of computers and other applicable equipment will be coordinated through the appropriate Academy administrator to insure compatibility with current systems and programs.
3. The Academy is prohibited from using student body funds for capital improvement expenditures unless pre-approved by the Board of Trustees.
4. Prior approval for emergency and capital expenditures must be obtained from the Treasurer.
5. Purchases deviating from these policies and procedures require submitting the approved Supplemental Purchasing Information Form to be signed and approved by the Treasurer before payment will be made.
6. All employees of the Academy shall comply with the "Utah Public Employees Ethics Act" as outlined in UCA 67-16. This act strictly prohibits the securing of supplies, equipment, contracts, services, or real property through district purchasing procedures for personal use. Nor shall any Academy employee ask or receive any gift, gratuity, contribution, loan or reward, or any promise thereof, for the person's own use or gain from any person interested in the sale of such supplies, services, construction, or real property.

## PURCHASING DOLLAR LIMITS

1. Purchases less than \$1,000 per item require no verbal or written quotes. Supplies can be purchased from any supplier.
2. Purchases of \$1,000 to \$5,000 per item require at least three suppliers, if available, be contacted for price quotations. This may be a telephone contact or a written price quotation from a supplier. All documentation is retained at the school for record keeping purposes.
3. Purchases of \$5,000 to \$20,000 per item require no less than three suppliers be contacted for written price quotations. All documentation is retained at the school for record keeping purposes.
4. Purchases over \$20,000 per item will be sent to the Board of Trustees for appropriate procurement procedures.

Emergency procurement other than normal bid or price quotation procedures may be made only under the direction of the Treasurer. Emergency is defined as a direct threat to life or safety of the students, faculty, public, and/or the protection of public facilities.

Please see the following page containing Hawthorn Academy's approved board minutes regarding fiscal procedures.

## ***Approved Board Minutes***

### **Hawthorn Academy Meeting Minutes**

*November 13, 2007*

*Present:* Jamie Johnson, Greta Betts, Holly Peterson, Jennifer Dickinson, Heidi  
Scott, Meggen Pettit

*Next meeting:* Undecided

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### **I. Announcements**

Application planning and review of everyone's individual sections.

### **II. Discussion**

Discussed and adopted Academy fiscal procedures. The vote was unanimous.

### **III. Roundtable**

Discussing budget and particular needs for addressing IB program costs and implementation.

## **Section 8: Organizational Structure and Governing Body**

Hawthorn Academy will be a non-profit organization established to control and govern the Hawthorn Academy charter school (the “Academy”). The Academy will operate in compliance with all state and federal laws and in accordance to their established bylaws, which will be adopted in the first official meeting of the Governing Board upon approval of the charter application. The responsibility of the Academy’s Board of Trustees is to: protect the legal interests of the charter school; determine the vision/mission and set policy; exercise sound legal and ethical practices and policies; manage liabilities wisely; advocate good external relations with the community, school districts, media, neighbors, parents, and students; hire and evaluate the administrator; practice strategic planning; ensure adequate resources and manage those resources effectively; and assess the organization’s performance.

### **Founding Board**

The Founding Board is made up of individuals who have made significant contributions to the progression of the Academy’s charter. The responsibilities of the Founding Board may include the following: writing the charter application; managing the process of creating the Board of Trustees; drafting and defining the Academy’s principles and core; signing Utah State Assurances, incorporation documents, and honoring other legal commitments as required by the state; together with the Board of Trustees overseeing all tasks and development required in order to properly open Hawthorn Academy. Children of a Founding Board Member are eligible for preferential enrollment under both State and Federal Charter School guidelines and will not exceed 10% enrollment.

### ***Governing Body***

#### **Board of Trustees**

Hawthorn Academy shall be governed by a Board of Trustees (the “Academy Board”). The number of trustees of the Academy Board shall be not less than five (5) and not more than seven (7). The Academy Board shall consist of at least 25% parents. The responsibilities of the Board of Trustees may include the following: amending the approved charter at any given time; approving key administrative positions, including the Director; authoring and approving internal policies (e.g. handbook); overseeing all tasks and development required in order to properly open and run Hawthorn Academy.

All Board members must sign a Board Member Code of Conduct agreement prior to serving. Once the Academy is open, only one Academy family member may serve on the Board at any given time. A husband and wife may not serve together on the Academy Board at any given time. No Board member may receive remuneration for Board service. No employee of the Academy may serve as a voting Board member.

### **Director's Attendance at Board Meetings**

The Director shall attend all Academy Board meetings but will not be a voting member. The Director shall be appointed by the Board and may be removed by a vote of the super-majority of the Board, with or without cause, whenever in the Board's judgment the best interests of the Academy are served by such action. The Director's absence from a board meeting may be permitted and excused by the Board under reasonable circumstances or in an emergency.

### **Quorum and Manner of Acting**

A majority (i.e. 4 out of the 7) of the Trustees shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees, and the vote of a majority of the quorum (i.e. 3 out of the 4) shall be sufficient to act as the Board of Trustees. If less than a quorum is present at a meeting, a majority of the trustees present may adjourn the meeting from time to time without further notice other than an announcement at the meeting, until a quorum shall be present.

### **Board Officers**

The elected officers of the Academy shall be a Chairman, President (also known as the chief administrative officer), one or more vice-president(s), secretary and treasurer. The Board of Trustees may also elect or appoint such other officers, assistant officers and agents, including additional vice-presidents, assistant secretaries and assistant treasurers, as it may consider necessary. One individual may hold more than one office at a time.

### **President/Chief Administrative Officer ("CAO")**

The president shall perform such duties as may be assigned to him/her by the Board of Trustees and all duties normally performed by a chief executive officer or president of a corporation. The president may be referred to as the chief administrative officer.

### **Vice President**

In the absence of the president, or in the event of the president's death, inability or refusal to act, the vice-president shall perform the duties of the president, and when so acting, shall have all the powers of and be subject to all the restrictions upon the president. The vice-president shall perform such other duties as from time to time may be assigned to him or her by the president or by the Board of Trustees. In the event there is more than one vice-president serving, the vice-presidents shall perform the duties assigned to them by the president and Board of Trustees.

### **Secretary**

The responsibilities of the secretary may include but are not limited to:

- (i) keep the minutes of the proceedings of the Board of Trustees and any committees of the Board of Trustees;
- (ii) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law;
- (iii) be custodian of the corporate records and of the seal of the Corporation; and
- (iv) in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the secretary by the president or by the Board of Trustees. Assistant secretaries, if any, shall have the same duties and powers, subject to supervision by the secretary.

### **Treasurer**

The responsibilities of the Treasurer may include but are not limited to:

- (i) be the principal financial officer of the Academy and oversee the care and custody of all its funds, securities, evidences of indebtedness and other personal property, and deposit the same in accordance with the instructions of the Board of Trustees;
- (ii) supervise the process of receiving and giving receipts for moneys paid in on account of the Academy
- (iii) supervise the paying of all bills, payrolls and other just debts of the Academy of whatever nature upon maturity out of available funds;
- (iv) prescribe and supervise the methods and systems of accounting to be followed, see that complete books and records of account are kept, and prepare and file all local, state and federal tax returns and related documents, prescribe and supervise an adequate system of internal audit, and oversee the preparation of and furnish to the chairman of the Board of Trustees and the Board of Trustees statements of account showing the financial position of the Academy and the results of its operations;
- (v) upon request of the Board of Trustees, make such reports to it as may be required at any time; and
- (vi) perform all other duties incident to the office of treasurer and such other duties as from time to time may be assigned to the treasurer by the chairman of the Board of Trustees.

### ***Board Elections***

#### **Election Advertising**

The Academy Board shall advertise for Board candidates during the first week of April. Upon request, the Board shall provide interested candidates with Board Member Application forms and Candidate Information forms. Candidates must complete these forms and return them to any member of the Board by the end of the second full week in April. Candidates must be in agreement with the mission and educational philosophy of the Academy to be eligible for election. The Board shall publish a list of candidates and their corresponding forms not less than two (2) weeks prior to the scheduled election.

#### **Voting Restrictions**

Each Board member will be accorded one vote per available position. Proxy voting is prohibited.



**Election Outcomes**

Those candidates receiving the most votes will fill the available seats in the Academy Board. In the event of a tie vote for a position, a second ballot will be cast for that position only, with only the tied candidates eligible for the position. If a second tie occurs, a result will be obtained by flipping a coin.

**Terms**

Initially, Board members will serve 4 to 6 year staggered terms. After establishing staggered terms Board members will serve 4 year terms. Despite the expiration of a trustees' term, the trustee shall continue to serve until the election and qualification of a successor or until there is a decrease in the number of trustees, or until such trustees' earlier death, resignation or removal from office. The Board of Trustees may appoint trustees to fill each of the trustees' positions which become open from time to time. Any trustee may be removed at any time, with or without cause, by a super-majority vote of the trustees.

**Board Reorganization**

Following each May election, the Academy Board shall vote to select its own leadership. At the Board's own discretion, it may also reorganize its leadership following the filling of a Board vacancy.

***Governing Body Powers and Responsibilities*****General Powers of the Board**

The business and affairs of the Academy shall be managed by its Board of Trustees, except as otherwise provided by law, the Articles of Incorporation or the Academy's Bylaws. The Board may by written contract delegate, in whole or in part, to a professional management organization or person such of its duties, responsibilities, functions, and powers as are properly delegable. However, the Board shall not delegate its responsibility and ultimate accountability for the Academy's operations and performance.

### **Board Member Qualifications**

- A. Be in agreement with the mission, educational philosophy, disciplinary policy and administrative structure of the Academy.
- B. Be familiar with every aspect of the Academy's curriculum and understand the scope of the reading program.
- C. Attend at least two Parent/Teacher Organization meetings a year to show support and encouragement for this vital aspect of the school. The Academy's board members will not serve on the PTO board.
- D. Prior board experience is helpful but not necessary. However, a high level of professionalism and a strong desire for the success of the school is expected. The motivation for serving on the board should be to help guarantee the educational success of students.
- E. The trustees will conduct an annual self-evaluation. The trustees will discuss the necessary needs of improvement and set goals for the next year.
- F. All trustees are required to attend a yearly board conference where the goals of the board are defined, the board's self-evaluation is discussed and critiqued, outside speakers present information pertaining to effective board leadership, and other pertinent topics are discussed.
- G. The trustees will annually attend a "Board Visit Day" at the school. During this time, trustees will visit classrooms, talk with the staff and become familiar with current school concerns.
- H. Trustees should fulfill their responsibilities on the board, board committees or subcommittees to their fullest capability.
- I. All trustees are expected to be the best public relations representatives the school has.
- J. Each trustee elected to their positions should have some prior background and experience pertaining to that position.

### **General Responsibilities**

The Board shall be responsible for the governance of the school, development of positive community relations, preservation of the Academy's educational philosophy, mission statement, and special emphasis, and shall be accountable and hold others accountable to the Academy's charter.

### **Setting Policy**

The Academy Board shall set and enforce policy and ensure that the Academy operates in a manner consistent with the Mission Statement, the Academy's charter, and all applicable laws.

### **Budget**

The Academy Board shall be ultimately responsible for the preparation and approval of an annual budget, and must ensure that the Academy operates within that budget.

### **School Calendar**

The Academy Board shall approve and establish a school calendar, including any changes made during the school year.

### **Record Keeping and Reporting**

The Academy Board shall be ultimately responsible for the maintenance of any records or documents required by law or provided for by the charter contract. Additionally, the Academy board shall be ultimately responsible for the timely filing of all reports required pursuant to local, state, and federal regulations.

### **Facility Acquisition/Possession**

The Academy Board shall negotiate and approve any contracts for the lease or purchase of the Academy's facilities, including any changes or renewals of the facility lease/purchase agreements, and shall establish any policies for facility use.

### **Board Meetings**

The Academy Board shall convene from time to time as needed, subject to the Open Meetings Law, and will provide an opportunity for public input. Additionally, the Board may convene work sessions as it deems appropriate.

### **Academy Staffing**

The Academy Board shall approve or disapprove all hiring and termination recommendations, and approve all staff employment contracts.

### **Miscellaneous**

The Academy Board shall perform such other duties as are appropriate and necessary to the safe and effective operations of the Academy, and which promote the Academy's commitment to educational excellence.

## ***Daily Operational Responsibilities***

### **Director**

The Director shall serve as the chief administrator for the day-to-day operations of the Academy, as well as such other services and duties as shall be assigned by the Academy Board. As the administrative leader of the Academy, the Director is accountable to the Board for the successful day-to-day operations of the school. The Director provides daily leadership for the Academy staff and the Academy committees, and provides parents/stakeholders with information and addresses their daily concerns. Additionally, the Director's daily operational responsibilities include maintaining the Academy facility/grounds to ensure a safe environment that is conducive to learning, interpreting and implementing Academy policy, acting as the final arbitrator regarding student discipline, conducting teacher evaluations, and facilitating faculty meetings and in-service.

### **Teachers and Assistants**

Academy teachers serve as classroom administrators for the day-to-day operations of the Academy. Teachers are responsible for understanding and implementing the Utah State Core Curriculum as well as the Academy's instructional program and special emphasis. Teachers are responsible for the classroom instruction, conferring with parents/guardians to resolve student's behavioral problems, addressing parental concerns, monitoring of students and classroom assistants, establishment and enforcement of classroom rules, maintaining accurate and complete student records, and maintaining a safe classroom environment that is conducive to learning. Additionally, teachers shall also be responsible for such other duties as are assigned by the Director or Academy Board.

Instructional Assistants will be responsible for providing daily clerical and instructional support for classroom teachers, as well as any other duties as shall be assigned by the teachers. This will allow teachers additional time for preparation and teaching. Instructional Assistants that are assigned to work with special education students will assure that private information will be maintained in accordance with

state and federal law. In addition, Instructional Assistants working specifically with the special education population must be either Certified Instructional Assistants or paraprofessionals.

Additionally, a language staff team comprised of instructional assistants who are dedicated to the Academy's emphasis will be used by teachers in furtherance of the Academy's focus on reading, writing and second language development.

Training and competency are important characteristics of the Academy. There will be added emphasis placed on training to provide the teachers with the tools necessary to accomplish the aim of the Academy. The teachers will receive necessary additional training in accordance with the philosophy and standards of the Academy. This training will be facilitated by the Academy. Just prior to the first day of academic year the teachers will meet for two weeks for training and preparation relating to the application of the Academy's tools, philosophy, standards, and academics. Training will be given by the Academy Board, qualified consultants designed to address specific needs, guest lecturers, and other Academy teachers. This training will also continue throughout the academic school year and include weekly meetings held on each Friday after the student body is dismissed and a two day training and preparation period just prior to every term.

### **Academy Committees**

A key component of the Academy's operational structure is a minimum of five parent member/board member/teacher committees. Committee membership consists of parents, teachers, and community leaders and provides them the opportunity to actively participate together in an effort to fulfill both daily and long-term responsibilities. Committees will have the opportunity to ensure that the daily application of the Academy's operational structure aligns with the Academy's educational philosophy, mission statement and special emphasis as outlined in its charter. Additionally, committees will help shape the activities and projects of the school.

The Academy Committees will receive training and preparation specific to the function of their objectives and responsibilities within the Academy. This Director and Academy Board will be the primary source of training and preparation. The Academy will also utilize qualified consultants for specialized training for specific needs of the individual committees. Ideally this will be begun in the two week period prior to the first day of the academic calendar and will continue as needed in the two day training and preparation period prior to the beginning of every term.

### **Parent Volunteers**

Another key component of the daily operational structure is the service of parent volunteers. Parent volunteers will be utilized in an effort to assist teachers and the Director in carrying out their daily responsibilities. In an effort to facilitate the volunteer process, parents will be able to coordinate their volunteer service with the Academy volunteer coordinator. The volunteer coordinator will maintain volunteer records and coordinate with parents and Academy staff to provide parents and the Academy with meaningful service.

Volunteers will receive training and preparation specific to the function of their position within the Academy. Training will be coordinated and provided by the Volunteer Coordinator in conjunction with the staff responsible for the day-to-day operations of the Academy. Ideally this will be begun in the two week training and preparation period prior to the first day of the academic year. Training and preparation will also occur prior to the beginning of each term. Due to the changing dynamics of volunteers, additional training will be

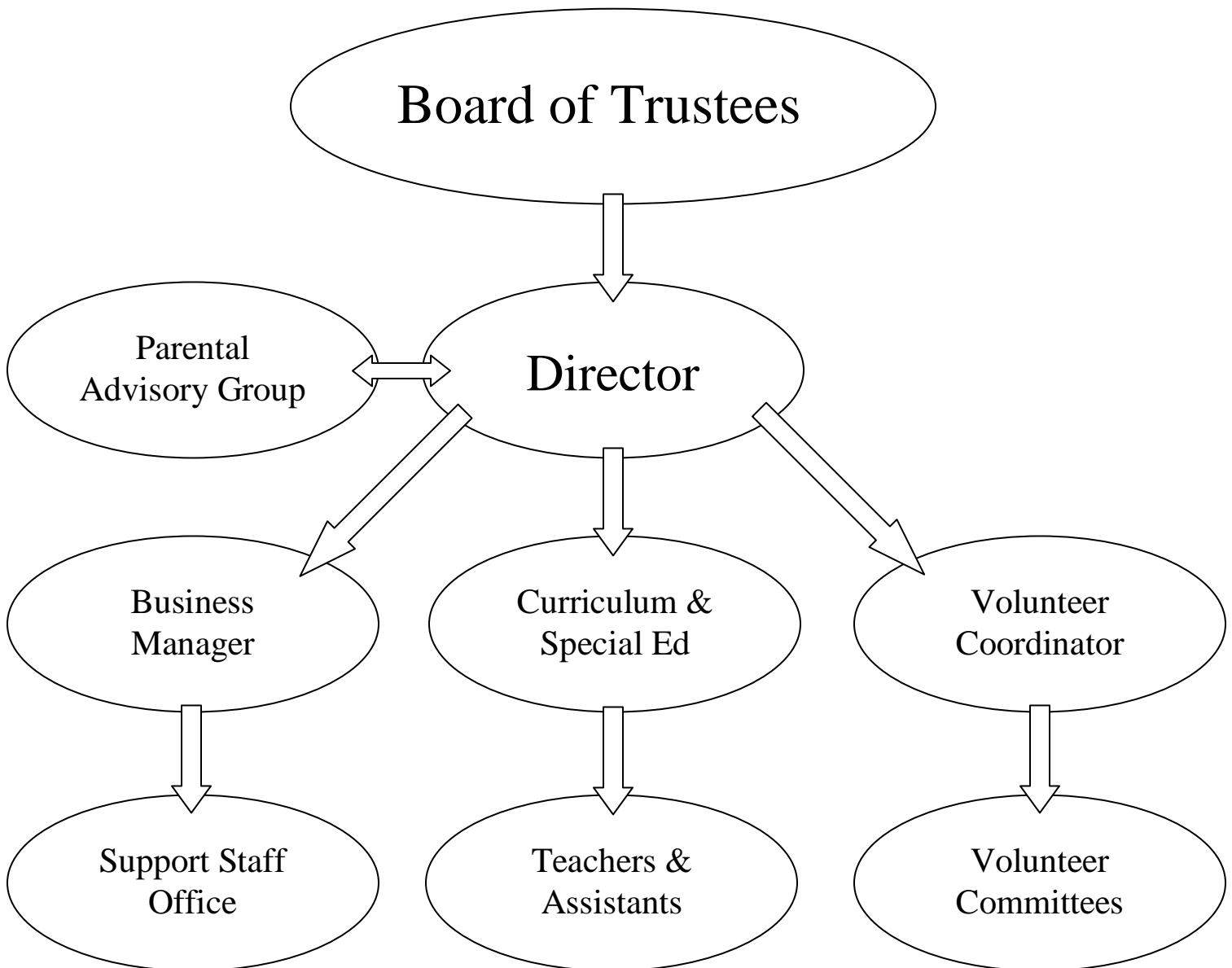
provided by request and as needed. *For more information on parent volunteer opportunities, see section 14 "Opportunities for Parental Involvement".*

**Office Support**

Additionally, the Board may hire clerical support and an office manager(s) to assume any duties or responsibilities it deems appropriate for the efficient daily operation of the Academy.

This staff will receive specialized training and preparation specific to the day-to-day operational requirements of the Academy. This will include, but not be limited to, training and preparation in using the computer operational system for the Academy, State Office of Education and State Charter School Office training sessions and training from the Director and business manager in the daily functioning of the Academy and its finances.

## Organizational Flow Chart



## **Section 10: Articles of Incorporation**

Please see the following page.

## Section 11: Comprehensive Program of Instruction

### Our Mission & Philosophy

**“Learning is a kind of natural food for the mind.”**

Author: [Cicero \(Marcus Tullius Cicero\)](#)

Hawthorn Academy believes that our primary mission is three fold; 1) to engender a true “love of learning” in our students, 2) to address the needs of the “whole child”, and 3) to provide a world-class educational foundation that prepares students for life. Our teaching methodologies and Program of Instruction are geared towards achieving this three-fold mission. The framework for our Comprehensive Program of Instruction will be built around the selection of best-in-class curriculum, from respected and proven publishers, combined with the world-renowned International Baccalaureate (IB) as a teaching methodology that serves as an overlay to our curriculum. Our curriculum is also designed to be compliant with the Utah State Core Curriculum.

Our instructional methods will be focused on in-class activities, content, teaching methods and homework that are congruent with the IB philosophy. As a result, the student experience will be more focused on system inquiry and Socratic methods more than rote memorization, repetition and “kill and drill” methods.

Rather than a lot of busy work, homework will be purposeful with the express objective of 1) teaching children to be responsible, 2) engaging parents in the learning process, and 3) reinforcing classroom learning. We believe that most children have an innate love of learning. We want to reinforce their natural desire to question, probe, understand, and then enhance these traits by teaching them how to execute practical application of what they have learned outside of the classroom. We also want them to develop a life-long love of learning that doesn’t fizzle out during the educational experience.

### *Program of Instruction*

#### International Baccalaureate Organization

In order to achieve our mission and to maintain long-term consistency and continuity in our school, Hawthorn Academy will overlay the International Baccalaureate Organization’s (IBO) teaching methodologies. By incorporating IB we will be able to provide a challenging academic experience that fosters life-long learners. The IBO’s mission is to address the “whole child” by meeting the academic, social, physical, emotional, and cultural needs of the child. The IB framework is not curriculum, but a highly respected method for organizing and teaching the curriculum content that we choose through a well-developed teaching methodology.

We have selected IB after much evaluation and research into other public and charter schools that match our vision. In fact, many of the founding members of Hawthorn Academy have tried to get their children into a local charter school that is currently using IB methodologies, but have been unsuccessful due to large waiting lists. In large part, this application is being submitted by parents who want their children to attend such a school but have been unsuccessful at gaining admission. We have also researched other IB schools nationwide and have found them to be highly-regarded by parents and children with consistently good test scores when compared to local districts as well as state schools. We have not been able to find a program we admire more than IB.



## IB is TRANS-DISCIPLINARY

IB is a “trans-disciplinary” teaching model, which means that children are taught how traditional subjects, such as Math and English, are connected and relate to one another. This trans-disciplinary approach not only increases the level of inquiry but assists students in identifying how what they are learning relates to their own life experiences. This will increase curiosity and excitement for the learner and provide a better foundation for life experience.

All teachers, as well as our Administrator will be trained in the IB philosophy. We have consulted with other IB schools and understand the required training and costs associated with implementing IB. While IB is not an inexpensive program, it is achievable under the current WPU.

Our school will also have a full-time IB Coordinator as opposed to an Assistant Director to make sure that the school is meeting the requirements to become a fully authorized IB school. The process of becoming fully authorized can take three to five years.

## The IB Framework

As previously mentioned, IB is not a curriculum per se, but a framework for how curriculum is implemented and taught. IB divides subjects into six areas. These subject areas are **language, social studies, mathematics, arts, science & technology**, and **personal/social/physical education**.

The IB framework consists of five essential elements: **concepts, skills, attitudes, action** and **knowledge**. *Knowledge* is considered to be a holistic understanding of ideas, not merely the acquisition of facts and skills. The **knowledge** component is divided into six trans-disciplinary themes to be used in the classroom as a framework in applying trans-disciplinary education.

The themes are as follows:

- Where we are in place and time
- How we express ourselves
- How we organize ourselves
- Who we are
- How the world works
- Sharing the planet

The purpose of these trans-disciplinary themes is to add another dimension to learning traditional subjects, not to replace local and state standards.

## IB: Practical Application in the Classroom

Teachers are trained to weave subjects together by asking certain kinds of questions, making specific connections between subjects and promoting cross-curricular thinking strategies into their lesson plans. These strategies influence how a student receives, assimilates and then utilizes what they learn. This method of teaching deepens understanding while encouraging the student to be inquisitive and to develop strong critical thinking and problem solving skills. The following are examples of these day-to-day strategies:

- *Form: What is it like?*
- *Function: How does it work?*

- *Perspective: What are the points of view?*
- *Responsibility: What is our responsibility?*
- *Connection: How is it connected to other things?*
- *Reflection: How do we know?*
- *Causation: Why is it like it is?*
- *Change: How is it changing?*

## The IB Attitudes

As part of educating the whole child, IB has also adopted the *IB Attitudes* which are designed to help children understand and embrace universal principles and values. The IB Attitudes are constantly taught and reinforced in the classroom:

**Appreciation:** appreciating the wonder and beauty of the world and its people.

**Commitment:** being committed to their learning, preserving and showing self-discipline and responsibility.

**Confidence:** feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions.

**Cooperation:** cooperating, collaborating and leading or following as the situation demands.

**Creativity:** being creative and imaginative in their thinking and in their approach to problems and dilemmas.

**Curiosity:** being curious about the nature of learning and the world, its people and cultures.

**Empathy:** imaginatively projecting themselves into another's situation, in order to understand his/her thoughts, reasoning and emotions.

**Enthusiasm:** enjoying learning.

**Independence:** thinking and acting independently, making their own judgments based on reasoned principles and being able to defend their judgments.

**Integrity:** having integrity and a firm sense of fairness and honesty.

**Respect:** respecting themselves, others and the world around them.

**Tolerance:** feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others.

## IB Foreign Language Requirement

IB requires that every student learn a foreign language. The learning of a foreign language has been shown to have multiple benefits:

- Potential for higher cognitive development.
- Improves overall academic performance.
- Enhances understanding of native language - increasing scores on SAT verbal entrance exams.
- Promotes respect & understanding of other cultures.
- Language mastering increases at early ages.

We have selected Spanish as the foreign language to be taught to every student at Hawthorn Academy beginning in Kindergarten. Our objective is to see students become proficient at understanding the Spanish language concepts and speech by the 6<sup>th</sup> grade. Spanish was selected primarily because of the vast amount of resources available as well as extensive exposure to the language in the community.

## Taking Action

The application of learning will be essential to students at Hawthorn Academy. Students will be taught to be good stewards over what they have learned by applying the education to everyday life. IB also requires that students participate in community service projects every year.

## IB Provides an International Perspective

Trans-disciplinary themes contain an international perspective which is beneficial because learning takes place in a much broader context. The purpose of using an international perspective and trans-disciplinary approach is to support children in becoming inquirers, thinkers, communicators, risk-takers; to be knowledgeable, principled, caring, well-balanced, and reflective. Not only will students learn about their own identity, culture, and values, but differing perspectives from other populations outside of Utah will be explored. This will increase the inquiry skills of students as they become aware of similarities and discrepancies between their own views and those of others.

## Summary of IB Framework

In summary, the basic IB elements are **Concepts, Skills Attitudes, Action and Knowledge**. The first four are relevant in and across all subject areas and provide the framework for structured and purposeful inquiry. They can have different applications and interpretations, depending on the subject area. The fifth element is **knowledge**, which is considered to be a holistic understanding of ideas, not merely the acquisition of facts and skills. The table below shows how the overall IB themes are structured around the four primary elements.

CONCEPTS	SKILLS	ATTITUDES	ACTION
Form	Thinking	Tolerance	Reflect
Function	Communication	Respect	Choose
Causation	Social	Integrity	Act
Change	Research	Independence	
Connection	Self-Management	Enthusiasm	
Perspective		Empathy	
Responsibility		Curiosity	
Reflection		Creativity	
		Cooperation	
		Confidence	
		Commitment	
		Appreciation	

## Curriculum Plan

### Utah State Core Compliance

Hawthorn Academy will implement the Utah State Core Curriculum as presently defined to provide our K - 9 students with a strong educational foundation. As we implement the *content* of the Utah State Core Curriculum, we will employ International Baccalaureate to *structure* the content in a way that deepens and broadens its scope.

It is important to note that Hawthorn Academy's vision is methodology-based around IB, not curriculum-based. Our next responsibility is alignment with the Utah State Core. We view our curriculum choices, however, to be interchangeable. For example, if we found a new math program that better fit with our vision than our initial selection of SRA Real Math, or we discovered gaping holes in our literacy program, we would make changes to our curriculum as needed. Our initial selections were chosen on their merits of aligning with our vision, but Hawthorn Academy reserves the ability to submit adjustments and changes in individual curricula to the State Charter School Board for approval as needed.

### Secondary Education

Hawthorn Academy understands the requirements of a secondary education program. As we transition into our second year of operation all State requirements will be fulfilled. Secondary classes will align with the Utah State Core Curriculum. Students in the 9<sup>th</sup> grade will begin to earn Board-specified units of credit through course completion or through competency assessment consistent with R277-705 of Utah State law. Our budget reflects the addition of a librarian and a guidance counselor the second year to accommodate the requirements for ninth grade students and Northwest Accreditation. We will also ensure that proper steps are taken to secure this accreditation in a timely manner.

### Literacy K - 6

The Language Arts program at Hawthorn Academy is based on the philosophy and ideals of the Balanced Literacy model which incorporates all reading approaches, realizing students need to use multiple strategies to become proficient readers and writers. By combining whole language with phonics-based teaching methods, students will acquire language skills in the way that they learn best and will learn the concepts with deeper understanding. Balanced Literacy incorporates the following broad categories to teach literacy:

#### Reading

- Reading aloud to children
- Shared reading - whole class
- Guided reading - small group
- Independent reading

**"The love of learning, the sequestered nooks, And all the sweet serenity of books."**

Henry Wadsworth Longfellow, 'Morituri Salutamus,' 1875 US poet (1807 - 1882)

#### Writing

- Shared writing - whole class
- Interactive writing - whole class
- Writer's workshop - small groups or individual

- Independent writing

Our objective is to give students a passion and love for reading that will follow them throughout their lives. Hawthorn Academy is pleased to offer Guided Reading by Scholastic, an innovative K-6 reading program designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and a wealth of reliable teaching tools. Guided Reading Scholastic programs deliver materials to help ALL students become strategic and independent readers who love to read! The Guided Reading programs were created and carefully leveled by Dr. Gay Su Pinnell, America's leading authority on guided reading. In Guided Reading, the teacher introduces the text to support comprehension, with specific attention to concepts and words. The teacher then provides pre-planned word work which helps students attend to word parts and word meanings (affixes, word structure, homophones, synonyms, etc.). As a follow-up to the reading, the teacher teaches processing strategies, which may include both word recognition and how to determine word meanings. Special attention is paid to the recognition of context as an aid to determine word meaning. Children extend the meaning of the text through writing, which necessarily includes attention to vocabulary. In Guided Reading, texts are selected to be “just right”—a level of text at which students know most of the words but there are a few new words to provide opportunities for learning. Reading discussions are aimed at providing opportunities for students to practice vocabulary, exchange opinions, and articulate their own responses to the reading. In addition, students have the opportunity to read the text both silently and orally with teacher support, in order to develop fluency.

### **Literacy – 7 - 9**

The needs of seventh, eighth, and ninth graders will be addressed differently. Rather than a specific curriculum, our English teacher will attempt to meet the unique needs of these students by using curriculum concepts such as thematic organization, teaming with other middle school teachers, appropriate grouping, and interdisciplinary efforts. Our middle school English program will focus on reading comprehension strategies as well as comprehensive instruction in writing process. The Language Arts discipline at the middle / secondary school level will be more about teaching processes than dispensing content. The content will come from the expertise and experience of our teachers, from the other classes in the Core Curriculum and elsewhere.

Students will have an opportunity to read classical and other recommended novels.

Students will also have daily grammar and vocabulary activities, and there will be the opportunity for larger projects and integration between subjects.

### **Language Arts K - 6**

Grades K-3 will be using The Spalding Method, which is a total language arts approach that integrates spelling, writing and reading. The Spalding program is an excellent fit for our IB teaching methodology as it is designed to teach and promote critical thinking skills. Spalding is a multi-sensory program that utilizes kinesthetic, auditory, visual and tactile pathways to the brain to teach spelling (including phonics and handwriting), writing, and listening/reading comprehension. Spalding is also a diagnostic method so that instruction can be tailored to meet each child's individual needs. Spalding is not a one-size-fits-all approach. It is highly effective for both general and special education students and those for whom English

is a second language because it is a diagnostic method, where assessment for learning is continuous so that instruction can be tailored to meet each child's individual needs. In the Spalding Method, students write stories, plays, poems and research reports as intensively as they read. The richness of a complete language arts program is found in Spalding because students have skills to participate fully in the literature culture and to pursue what interests them at their own pace.

The children will have reading and writing modeled to them by their teacher and they will also have ample opportunity to read and write in groups and individually. Our Balanced Literacy program will also include phonics, grammar and penmanship. Hawthorn Academy will also emphasize and facilitate the acquisition of a second language.

Grades 1-6 will also be using engaging fiction and nonfiction literature which will have accessible text. Students will develop reading skills, oral language, vocabulary and writing to build a strong foundation and a love of reading. A reading basil will promote mastery of phonological awareness, oral language, comprehension, vocabulary, fluency and writing providing multiple opportunities for test prep and practice.

### **Science K - 6**

The science curriculum will meet the state core standards. We will rely on resource books created by the Utah State Office of Education. These books are superb and cover all the objectives of each state standard and benchmark. The books assist the teachers in integrating curriculum with Language Arts and Mathematics; an important aspect of trans-disciplinary learning. Technology, new approaches in effective teaching of inquiry processes, and better ideas for presentation of science materials are included in these resources from the State. There are a vast amount of hands-on experimental inquiry processes and science literacy resources. Each science standard is divided into three parts for “smarter” teaching. (1) The first part included student background information for teachers to use with students in shared or guided reading groups. (2) The second part is composed of activities that teach each objective so students will understand science concepts of each standard. All activities include integration ideas, formative assessments, homework and family connections, extensions, and resources. (3) The third part gives assessments for teachers to use for pre and post testing of each standard.

Hawthorn Academy will also rely heavily on FOSS Kits with supplemental materials and activities from Science Works for Kids, by Evan Moor publishing, Discovery Kids Magazine, and FOSS kits.

### **Science – 7 - 9**

Our Middle / secondary School science program will consist of science curriculum that aligns with the state core curriculum requirements. This curriculum, such as Glencoe Science, will provide students with accurate and comprehensive coverage of middle school National Science Education Standards. Concepts are explained in a clear, concise manner, and are integrated with a wide range of hands-on experiences, critical thinking opportunities, real-world applications, and connections to other sciences and to non-science areas of the curriculum. Co-authored by National Geographic, unparalleled graphics reinforce key concepts. A broad array of print and technology resources help differentiate and accommodate all learners. The modular approach allows the teacher to mix and match books to meet specific curriculum needs.

### **Social Studies K - 6**

Our social studies program will follow the Utah State Core with supplements.

Students will also engage in community service projects, reading activities, videos, historical fiction books, maps, individual projects, and hands-on activities. Students will learn geography and cartography through the use of computers and individual research projects that are grade level appropriate. In grades five and six, a service project is required as part of the social studies curriculum. Through community service projects, students learn about society, how they fit in to it, and how they can make a difference.

Students will also learn about Utah History from sources like “The Utah Adventure.”

## **Social Studies – 7 - 9**

Our 7<sup>th</sup> grade middle / secondary school students will use textbooks such as, The Utah Journey, a brand-new 7<sup>th</sup> grade Utah Studies textbook. The outline for this book is based on the Utah State Social Studies Curriculum and teaches history, geography, economics, political science, sociology, psychology, and anthropology. The book places the state’s historical events in the context of our nation’s history.

Our 8<sup>th</sup> grade middle / secondary school students will experience social studies using History of Our Nation by Pearson. The lessons and activities involve graphically organized reading notes, use of the jigsaw method, student presentations, Webquests, and writing for understanding. Dynamic lessons build mastery of state social studies standards.

## **Arts**

Hawthorn Academy believes in order for children to reach their full potential they need to develop both hemispheres of the brain. Research shows that Art Education can improve scores in core subjects up to twenty percent! Consequently, our students will have an opportunity to develop their creative skills by participating in art on a regular basis.

Middle / secondary school students (7-9) will have choices in the areas of music, theatre, dance and art. Classes will be offered based on student choices and teacher availability.

## **Visual Arts – (1-6)**

Visual Art Education will be studied through the program “Meet the Masters.” Meet the Masters is a three-step art education curriculum and is a creative multi-media approach for children to “meet” famous artists. Kids Love the Artist Voices, Interactive Assemblies with costumes, era music, hundreds of images, and finally creating their own Masterpieces! Meet the Masters meets all of the National Visual Arts Standards. Over the course of four years, a student learns from thirty-two New Artists, while steadily advancing in artistic skills and vocabulary.

Meet the Masters includes four difficulty levels based on students learning capabilities – Kindergarten; Beginner: Grades 1–2; Intermediate: Grades 3–4; and Advanced: Grades 5-9.

Artists include: Mary Cassatt, Rosa Bonheus, Alexander Calder, Paul Cezanne, Marc Chagall, Edgar Degas, Paul Gauguin, Katsushika Hokusai, Winslow Homer, Frida Kahlo, Paul Klee, Jacob Lawrence,

Henri Matisse, Joan Miro, Piet Mondrian, Claude Monet, Georgia O'Keeffe, Pablo Picasso, Rembrandt van Rijn, Frederic Remington, Pierre Auguste Renoir, Faith Ringgold, Georges Seurat, Henri de Toulouse-Lautrec, Vincent van Gough, Leonardo da Vinci, and Andrew Wyeth.

**Step 1 - "Introducing the Masters" Assemblies:** The experience begins with a multi-media assembly (slides, artist voices, music, etc.) where students learn about the fascinating lives and famous works of the Master Artists. Interactive questions and eye-catching props keep students' attention while walking through a virtual museum filled with interesting stories and facts.

**Step 2 - "Learning from the Masters" Technique Packets:** Now that the students have a true connection to the artist, it is time to introduce the techniques which made the art revolutionary. In classrooms students will work on a mostly self-guided follow-up packet which will be the pencil-on-paper means for student to "Learn from the Masters".

**Step 3 - "Working with the Masters" Art Projects:** After learning the inspiration and techniques of each Master students are ready for the real fun. Classrooms will transform into an art studio as the teacher's leads the protégés on a step-by-step journey through the art project. Here students will discover their creativity while developing confidence in their own unique abilities.

## Music

Hawthorn Academy's music education will be taught through the Kodály Concept. At the heart of the Kodály Method is Kodály's belief that music literacy is the right of every human being. Kodály stressed that anyone who is capable of reading language is also capable of reading music (Choksy 1999:16). He urged that music education be accessible to everyone, not just to the musically gifted (Landis 1972:41). He felt that no education could be complete without music, and that it was therefore the schools' obligation to offer quality music instruction. Kodály stressed that music be taught daily as a part of the core curriculum and given equal importance as to language and mathematics (Choksy 1999:16).

The Kodály concept is a performance-based music education system that stresses learning through authentic multi-cultural folksongs, rhymes, dances and singing games, jazz and classical art music. Cultural, aesthetic and music history is interwoven with singing, movement, musical literacy, and instrument playing. This approach begins by teaching children to sing in tune, combined with extensive physical movement to develop timing and rhythmic competence. Music is taught in a way that requires each child to learn using a variety of modes - kinesthetic, auditory, and visual. Children learn how to gradually hear and then sight sing standard musical notation through the use of these repetitive patterns, thus developing true musical literacy. Once children have acquired music-literacy skills, they are then able to easily apply this to instrumental study, making such lessons considerably easier and more successful. The Kodály method aligns with and surpasses the National Standards for Music Education as well as State core music standards. It is a child-centered method of music education that sequentially develops basic musical skills and teaches both the reading and writing of music. Research evidence suggests that Kodály training develops children's intellectual abilities beyond music to those needed for the learning of all subjects, as well as developing socialization skills.

## Health & Physical Education



As part of education the “whole child” students will engage constantly in physical activity and will be taught the value of living a healthy lifestyle. Our lunch programs and physical education programs will be further developed as we hire educational professionals to help us develop these programs.

In addition to being committed to the state core requirements of a K – 9 program, we have also selected the Fitness for Life program for 9<sup>th</sup> grade and Glencoe Teen Health for 8<sup>th</sup> Grade.

- Enjoy and seek out physical activity.
- Develop and maintain acceptable levels of physical fitness.
- Develop a variety of basic movement and manipulative skills so they will experience success and feel comfortable during present and future physical activity pursuits.
- Develop the ability to get along with others in movement environments (e.g., share space and equipment, employ the "golden rule" of competition-be a good sport, and demonstrate cooperative behavior).

### **Educational Technology – K - 6**

We believe that technology is an important and critical foundation for all individuals who live in our technologically advanced world. Every student in Hawthorn Academy will constantly be exposed to computers, interactive web-based curricula, smart boards, computer operating systems, word processing, graphs, spreadsheets, and presentations and other forms of technology. Students will also be required to learn the basics of the “digital” information age. All students will become proficient at typing skills as well as the basics of effectively navigating and operating a computer; file systems, user interface, web browsers, graphic arts, presentations, etc. Technology will be purchased and utilized to remain timely for students.

### **Technology – 7 - 9**

Secondary level students will learn technology elements required by the core as well as a more in-depth understanding of applications, operating systems, computer basics, graphic design, the web, etc. Every student will have a technology class twice per week, which will primarily revolve around the use of a personal computer. We have not yet made a decision as to the platform of Windows or Mac, but the principles are transferrable into both environments. Students will be required to participate in web-based and computer based curricula, develop projects, present and write through electronic media.

### **Spanish – All Grades**

Hawthorn Academy will offer instruction in the Spanish Language which enhances learning in every subject and brings fullness of understanding to a students learning experience. Students in Kindergarten through the third grade will build fluency through fun, age-appropriate lessons with ¡Viva el español! Its flexible format combines three integrated systems for the primary grades, and three textbooks supported by an array of ancillary materials for upper elementary schools which makes implementation easy in any elementary school setting. The teachers will have a range of support materials to help make each System adaptable to the needs of individual students or classrooms. Puppets, Vocabulary Flashcards, Audio CDs, posters, Big and Little Books, and much more help in developing students’ full potential. Hawthorn Academy will also have a full time fluent Spanish teacher on staff to help implement ¡Viva el español!

## **Mathematics**

Hawthorn Academy will select a primary math curriculum such as SRA Real Math from McGraw-Hill, Math Expressions, or Glencoe Math, a recognized research based math curriculum that meets the needs of diverse students. Our selection of Math Curriculum will be based on the following criteria:

1. The overall math program must be compliant with the Utah State Core.
2. The math program needs to be a natural and appropriate fit with the International Baccalaureate teaching methodology.
3. The math program should be balanced in that it incorporates the best of traditional math programs (math mechanics) with standards-based math principles (manipulatives, concepts, etc.).
4. Our math program needs to be well written and able to integrate teachers, students and parents in the education of math principles to students. Because Hawthorn Academy is parent-focused, the ability of parents to assist their children in the learning of math principles is critical.
5. The publisher must have a proven and reputable track record of delivering quality content.

## **Mathematics – 6 - 9**

The middle / secondary school students will be able to be challenged at their individual level, enrolling in the class that fits their needs. Students will have a choice of Math 6, 7, 8, & 9; Pre-Algebra, Algebra, or Geometry.

The students will be introduced to their math class by building on mathematical concepts they already know from previous experience. Students can master math concepts found on state tests by presenting a steady progression of manageable lessons. State-of-the-art technology sparks the students' excitement, and helps them use time more effectively.

Because each student learns differently, the program provides:

- Multiple forms of assessment give students experience with state-standardized tests.
- Reach every student, every day with powerful intervention tools integrated into every chapter and every lesson.
- Flexible teacher support, including enrichment activities, practice exercises, and re-teaching strategies, makes everyday teaching easier.
- Consistent step-by-step approach makes math accessible to all students.
- Multi-level practice and assessment give flexibility to meet a wide range of ability levels.
- The right combination of integrated technology resources makes teaching more effective, efficient, and creative.

- Easy-to-follow format includes examples with incremental development of skills and matched exercises that eliminate homework surprises.
- Diagnosis and intervention tools help evaluate student mastery and prescribe intervention or enrichment when appropriate.
- Special Education Adaptations, that makes core material accessible for students with special needs.
- Online study tools

The students will work with graphing calculators, computers, mathematical manipulatives, and daily real life applications to help them learn and love mathematics.

## **Curriculum Adjustments**

Hawthorn recognizes that the Utah State Core will continue to change as will resources available to meet core standards. Hawthorn Academy will use supplemental curriculum and make needed adjustments in textbook adoptions. The Hawthorn Board, along with the Director of Hawthorn, are committed to excellence in curriculum resources for the students of Hawthorn Academy and will adjust the curriculum described above as needed in order to meet state requirements, excel in academic achievement, and align with the IB program.

## **Other Innovations in Organization**

### **Looping**

We will offer a unique “opt-in” **looping** program which will allow a teacher to remain or loop with their respective classes for two years. We will only be offering the looping program in one class per grade, and only in grades 1 - 4. We feel that teaching requirements in grades fifth and above are more specialized making it difficult for the teacher to effectively loop. The concept of looping is research-based and has shown to promote trust, familiarity, and continuity while decreasing alienation, disruptive behavior, and inconsistency in curriculum implementation.

### **Technology & Internet Supplements**

Children will be able to develop strong technology skills as they interact. Our school will be very focused on teaching strong computer and technology skills; both as part of the curriculum as well as daily learning. We will be implementing several innovative homework programs that will have internet-based curricula such as Raz-kids.com to improve reading as well as SRA Real Math web tools. Students will be given user names and passwords by the teacher and will login at home to complete interactive assignments and quizzes that reinforce classroom work.

Program Summary

Hawthorn Academy is built around a trans-disciplinary and inquiry-based teaching methodology that focuses on educating the “whole child”. We will utilize the International Baccalaureate Program to achieve our mission and academic objectives.

Because IB is not a curriculum, it makes it easy for us to be compliant with the Utah State Core Curriculum by using content in the core or by reputable providers who are core compliant. We have initially selected several best-in-class curricula from providers that we have researched and found to be reputable or that have been recommended by other schools for their repute and effectiveness. The following table summarizes our program:

International Baccalaureate Program <i>Teaching Methodology</i>					
<i>Compliance with Utah State Core Curriculum</i>					
Language Arts Balanced Literacy/Spanish Meet the Masters	Social Studies Nat. Geo / Scholastic / Core	Mathematics SRA Real Math / Holt (7-8)	Arts Art (Meet the Masters), Kodaly Music, theatre, etc.	Science/Technology State Core, FOSS Kits, Discovery Kids, Holt (K-8)	Physical/Social Ed SPARK Wellnes, State Core
Interchangeable curricula as needed					

## Effectiveness Goals

At Hawthorn Academy, we realize that excellence in learning includes both academic and social/emotional development. Excellence in education focuses on the whole student as a unique individual and is best measured using a variety of assessment approaches. The student needs to understand and contribute to the process by helping identify her or his efforts, accomplishments and learning needs.

Our overall effectiveness will be measured by:

- 1) U-PASS and other Criterion Reference Tests required by the State of Utah.
- 2) Federal assessments revolving around “Now Child Left Behind” NCLB & “Adequate Yearly Progress” AYP Scores.
- 3) Assessments included with IB.
- 4) Parent feedback and student retention.

The Hawthorn Academy board and administration will measure student progress after grading during each year. We will be using an electronic Student Information System that will provide fast access to reports and data to help us measure our progress. Our initial assessments will be performed prior to the beginning of the first year of school. Because we expect an amalgamation of students from many different schools, background and circumstances, we do not expect our first year scores to be stellar; however, by applying IB methods and religiously following testing scores, teacher assessments and other diagnostic tools to measure how our students are doing, we will be able to quickly make adjustments as needed. We see this agility to be one of the most beneficial aspects of our charter school; the ability to respond and make changes quickly as needs change.

We have consulted with another charter school to develop the following measurements of effectiveness; however, we feel strongly that the ability to measure our progress is critical to our success and mission. We are considering additional methods and are certain that we will learn a great deal as we move the school forward.

### Effectiveness Goals

<b>Goal</b>	<b>Specific Objectives</b> (What will be measured?)	<b>Measurement Criteria</b> (How you know it—means of measuring data, percent mastery, etc.)
<p>1. Improve student learning (Provide a Challenging Learning Environment)</p> <p>2. Provide a Safe Learning Environment</p>	<p>1a. Students will meet statewide performance standards in language arts, math, and science.</p> <p>1b. Students will demonstrate annual improvement in reading and math consistent with grade level standards.</p> <p>1c. Students will achieve mastery of Utah State Core Curriculum relative to grade level.</p> <p>2a. Students will be free from teasing, bullying, threats, or intimidation by peers or teachers.</p> <p>2b. Parents will report satisfaction with students learning environment.</p>	<p>1a. 80% of continuously enrolled students will score 3 or 4 on the Utah Criterion Test in language arts, math and science. After attending school for 1 year then Hawthorn will continue to improve each year by 2% increments at least until 90% is achieved.</p> <p>1b. 75% of continuously enrolled students will score at or above predicted ability/grade level in reading and math as measured by the Iowa Test of Basic Skills after the first year.</p> <p>1c. 75% of students will score 80% or better on the Utah State Core Course End-of-Level Test.</p> <p>2a. Based on student, teacher, and parent submitted “incident reports,” less than 25% of students will report more than one incident of teasing, bullying, threats, or intimidation. 95% of students will report a “satisfactory” resolution of incidents upon follow up.</p> <p>2b. Based on annual surveys 80% of parents will respond “satisfied” or “very satisfied” to at least 85% of questions regarding the student’s learning environment.</p>

<p>3. All teachers meet Utah's definition of professionally qualified</p> <p>4. Hawthorn Academy faculty, parents, students and partnering community have a shared responsibility for education</p>	<p>3a. All teachers will secure and maintain Utah educator licenses appropriate to their assignments.</p> <p>4a. Feedback channels are open and information flows between groups.</p> <p>4b. Parents provide feedback on programs, policies and decisions to be made.</p> <p>4c. Parents have opportunity to understand curriculum and may support child at home.</p> <p>4d. Children lead PEP evaluation discussions (student progress discussions) and showcase their end-of-year PYP exhibition.</p>	<p>3a. 100% of teachers will have and maintain appropriate types of Utah licenses or be enrolled and progressing in an Alternative Route to Licensing and be accurately entered into the CACTUS system within 6 months of their hire date.</p> <p>4a. Newsletter goes to 100% of parents.</p> <p>4b. 10% (valid sample size) of parents participating in formal Parent Dialogue discussions quarterly.</p> <p>4c. Parent support workshops put in place by faculty as needed to support students' learning. Workshops may be held quarterly in Investigations Mathematics, International Baccalaureate, etc. Once collaborative learning and brain integration models are implemented, workshops in those areas may be held as well.</p> <p>4d. 100% of children have a PYP exhibition and lead an evaluation discussion.</p>
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## ***Lesson Plans / Master Course List***

### **Lesson 1 1st Grade Mathematics**

#### **Patterns**

**Lesson aligns with State Standard 2 and Objective 1(b)**

#### **Objectives**

1. To recognize patterns
2. To informally define triangle, rectangle, circle, and square
3. To identify a pentagon as a five-sided figure

#### **Geometry**

1. Recognizing, naming, and drawing shapes
2. Describing attributes of shapes

#### **Number and Operations**

Counting

#### **Data Analysis and Probability**

Comparing, sorting, and classifying objects by observable attributes

#### **Materials**

None

#### **Technology**

Presentation – Lesson 1.2

Math Tool – Shape Tool

Building blocks – Marching Patterns 1

**Context of the Lesson:** This lesson extends classifying skills learned in Lesson 1.1. Classifying objects according to common attributes leads toward the construction or detection of patterns.

#### **Planning for Learning – Differentiate Instruction**

**Intervention** – If students lack the prerequisite skill of one-to-one correspondence, then teach Intervention lesson 1.a counting one and two.

**English Learner** – If students need language support, then use Lesson 1.2 in English Learner Support Guide to preview lesson concepts and vocabulary.

**Enrich** – If students are proficient in the lesson concepts, then emphasize exploiting MathTools.

**Practice** – If students would benefit from additional practice, then extend skill building before assigning the student pages.



**Re-teach** – If students are having difficulty visually recognizing patterns, then extend skill building before assigning the student pages.

## **MENTAL MATH**

Present a series of examples in which students classify foods and nonfoods. Have students show thumbs-up if you name a food and thumbs-down if you name a nonfood. Examples may include the following:

- apple (up)
- bicycle (down)
- banana (up)
- broccoli (up)
- baseball (down)
- boots (down)

## **# 1 DEVELOP**

Tell students in today's lesson they will find patterns, and describe simple shapes.

### **Skill Building**

Review classifying with the following activities.

- Name three things, and have students identify how they are alike. Accept all reasonable answers, including the following:
  - dog, cat, mouse (animals)
  - baseball, basketball, football (sports or balls)
  - shirt, pants, coat (clothing)
- 1. Name three things, and have students identify which one does not belong. Allow students to explain their answers. There will be students who have imaginative answers that are different from those provided here but that are still acceptable. You may use the following examples:
  - pen, pencil, basketball (the basketball does not belong because it is not used for writing.)
  - red pencil, blue crayon, red shirt (The blue crayon does not belong because it is not red; the red shirt does not belong because it is not used for writing.)
  - Horse, donkey, doll (The doll, because it isn't an animal; the horse, because it doesn't begin with the letter D.)

### **Guided Discussion (math tools, whole group)**

Provide students with an opportunity to describe attributes of simple geometric figures. Draw several triangles, circles, squares, and rectangles on the board or using e-Math-Tools: Shape Tool. Call on individual students to describe one of the figures. After each description, ask the following:

a. Are there other figures on the board that can be described in the same way? (Yes, all of these figures have three sides – they are called triangles. All triangles have three sides.)

Have students give informal definitions by identifying attributes of each of the four shapes. Acceptable informal definitions may include the following:

- All triangles have three sides.
- All circles are completely round.
- All rectangles have four sides and are shaped like a box.
- All squares have four sides that are all equal in length.

Tell students you will draw several figures on the board and they are to explain why some of them are not triangles. Repeat for circles, squares, and rectangles. Include some figures that allow for the following explanations:

1. That figure has three sides, but it is not a triangle because it is not closed.
2. That figure has four sides, but it is not a rectangle because it is not shaped like a box.
3. That figure is curved, but it is not completely round so it is not a circle.
4. That figure is shaped like a box and has four sides, but the sides are not all equal in length so it is not a square.

### **Skill Building**

Engage students in this activity to demonstrate real-life patterns. Without explaining why, have a girl come to the front of the room. Call upon a boy to stand next to her, then another girl, another boy and finally a girl. Ask the class, who should come stand in front of the room next? (A boy) Have the class add more students to the pattern. Then repeat the activity with a different pattern, such as students standing in the front of the room and alternately facing forward and backward.

## **# 2 ASSIGN STUDENT PAGES**

The class will then begin pages 5-6 (shape and color pattern worksheets) as a group activity.

### **Monitoring Student Progress**

If students have difficulty determining which picture comes next in the pattern, then have students quietly read the patterns aloud to themselves by naming each picture as they point to it; for example, triangle, circle, triangle, circle.

As students finish...

Marching Patterns 1

Shape Tool Have students explore geometric shapes.

## **# 3 REFLECT**

### **Guided Discussion (whole group)**

Call attention to Problem 12 on student page 6, and ask students to identify the pattern and missing figure. If students do not notice, give them a clue, such as the pattern involves three, four, and five.

Some students will note that the missing figure is a triangle but may not be able to see that the number of sides of the figures follows the pattern three sides, four sides, and five sides. Help all students to see the pattern, and then tell them that a figure with five sides is called a pentagon.

### **Writing + Math Journal**

Have students imagine and draw their own patterns. They may then ask other students to figure out what their patterns are.

**Cumulative Review:** Assign Problem 2 on student's page 17 to review patterns.

## **# 4 ASSESS & DIFFERENTIATE**

### **Gather Evidence**

1. Use the Daily Class Assessment Records in Assessment or Assess to record daily observations.

### **Summarize Findings**

2. Analyze and summarize assessment data for each student. Determine which Assessment Follow-up is appropriate for each student. Use the Student Assessment Record in Assessment or Assess to update assessment records.

### **Assessment Follow-up (Homework)**

Have children do the Patterns Worksheet "Draw the missing picture." Practice Lesson 1.2.

Adding the International Baccalaureate Organization:

The teacher will plan her lesson around the following:

1. What is our Purpose ( to learn about patterning "abab")
2. What resources will we use ( worksheets in math work book 5-6 and Shape Tool)
3. What do we want to learn (recognize patterns and identify a pentagon)
4. How best will we learn ( by hands on patterning using boy, girl or red block, blue block and work sheets and group discussion)
5. How will we know what we have learned (by doing page 17 #2)
6. How will we take action (having children do their Practice Sheet)

During the lesson the teacher will continue to use the techniques and methods they have learned from Math IB Trainings. At the end of Class the teacher will ask themselves, "To what extent did we achieve our purpose"? This will help the teacher determine what steps to take next.

## **Lesson 2**

### **3<sup>rd</sup> Grade Reading/Language Arts**

**Lesson aligns with State Standard 8 and Objective 1.**

**Objective 1: Students will learn about the elements of fiction.**

Fiction:	Stories that tell about imaginary people or events.
Setting:	Where and when does the story take place?
Main Character:	Who is the person or animal this story is mainly about?
Problem:	What problem does the main character need to solve?
Solution:	How is the problem solved?

**Objective 2: Students will read and learn how to write fiction stories and students will have the opportunity to read their stories out loud to help them practice speaking in public.**

**Overview:**

Teacher will read out loud one short Fairy Tale story to the class. The class will talk about how this story is fiction, and fill out the “I can read Fiction & Parts of a Story” worksheets. Each child will then be asked to read a fairytale of their choice and fill out the “Parts of a Story” worksheet. They will later be asked to use the Reading Street Bulletin Board and draw out a main character and problem and will then create their own fairytale and will read out loud to the class.

**Connection to the Curriculum:**

Reading and Writing

**Materials Needed:**

Fairy Tale Stories (printed off internet)  
“Parts of a Story” worksheet  
“I can read Fiction” worksheet  
“I can write Fiction” worksheet

**Step 1: Reading Fiction Together**

- Read a fiction story with your class
- Complete the Parts of a Story worksheet together
- Discuss what makes the story fiction
- Ask each child to write (or tell) a summary of the story using the “I can read Fiction” worksheet

**Step 2: Independent Reading and Story Analysis**

- Students select and read fiction books
- Students complete the “Parts of a Story” worksheet

- Students use the “Parts of a Story” worksheet to complete the “I can read Fiction” worksheet
- Students cut the “Parts of a story” worksheet into strips and put the strips in the appropriate pockets of the Reading Street Bulletin Board

### **Step 3: Writing Original Fiction**

- Each student selects a Character strip and a Problem strip from the bulletin board
- Students imagine a Setting and a Solution to go with the Character and Problem they selected
- Students complete the “Parts of a Story” worksheet
- Students write their new story using the “I can write Fiction” worksheet

### **Step 4: Developing Oral Language and Listening Skills**

- Students read their stories to the class
- The class identifies the character and problems from the stories they read independently

### **Assessment:**

The teacher will be able to evaluate how much each child learned by his/hers “I can write Fiction” story, the teacher can also have a pop quiz in the beginning of class that day on, Fiction, Setting, Main Character, Problem, Solution and what they all mean, to see how much the children already know.

### **Adding the International Baccalaureate Organization:**

The teacher will plan their lesson around the following:

1. What is our Purpose (to learn about fiction)
2. What resources will we use (copies of simple Fairy Tales printed off the internet)
3. What do we want to learn (what makes a story fiction and how to write fiction)
4. How best will we learn ( by reading, writing and discussing Fairy Tales and Fiction)
5. How will we know what we have learned (have the children write and tell about their own stories)
6. How will we take action (have the children do the worksheets, write their own stories, then practice speaking in front of others by reading their own stories out loud)

During the class the teacher will continue to use the techniques and methods they have learned from LA/Reading at the IB trainings. The teacher will allow the children to pick the Fairy Tale they want to read to keep their interest in the subject. At the end of the class the teacher will ask themselves (the teacher), “To what extent did we achieve our purpose?” This will help the teacher determine what steps to take next.

## **Lesson 3**

### **4<sup>th</sup> Grade Social Studies**

#### **Mountain Men, Trappers, and Explorers**

##### **I. Specific Objective**

Students will be able to analyze contributions made from diverse groups to the development of Utah's culture. (Utah State Core Curriculum Standard 2 Objective 1). Students will know the life of Mountain Men, Trappers, and Explorers. They will understand the Influence these men had on Utah's cultural development.

##### **II. Materials**

Classroom text book  
Final Project Handout and Information

##### **III. Pre-requisite Vocabulary**

Mountain Man, Frontier, Rendezvous, Trapper, Explorer, and Expedition

##### **IV. Instructional Procedures**

- A. Initial Activities: As a class we will go over and discuss vocabulary words and assure that every student understands the meaning of these words and how they apply to what we are studying. We will add these words to our word wall in an order to help increase our understanding as well as our vocabulary.
- B. Core Activities: As a class we will read parts of their class textbook on Mountain Men, Trappers, and Explorers. We will have a class discussion on the following areas
  - a. Reasons for travel
    - i. Claim new land
    - ii. Sense of adventure
    - iii. Shorter route to obtain spices
  - b. Hunting for their food
  - c. Traveling by foot or on horseback

At this point students will then break into assigned groups and read on their assigned mountain man, trapper, or explorer. They will come up with a way to present the information to the class. For example, this may be presented in the form of a skit, a song, a game, and the more creative the better. Every student will get an opportunity to participate and gain the information stated in the objective in a fun and creative way.

- C. Culminating Activities: Students will "teach" the class all about their historical figure in a fun and exciting way.

##### **V. Differentiation for diverse students needs**

Students will get the opportunity to choose their final project based on interest and learning profile, thus allowing every student the opportunity to learn and succeed.

## **VI. Preparation**

Have all groups ready and assigned to research their person. Make sure you have final project information ready and available at the end of the lesson.

## **VII. Assessment**

Teacher will observe and take note of how well the student participated in class discussion and how well they did telling the class about their mountain man, trapper or explorer.

Students will take the knowledge they have gained and apply it into the final project of their choosing. They will choose their final project from a list of six options, and must complete any three of their choice. They will have opportunities to work with others who have their same projects and share and discuss ideas; this will support further knowledge on their topics.

### **Project Options Include:**

- Make a word search about explorers, mountain man, or trapper.
- Do a Venn diagram about two explorers, mountain man, or trapper.
- Write an acrostic poem about an explorer, mountain man, or trapper.
- Design, color, and draw an explorer, mountain man, or trapper. Label their attire.
- Write questions that you might ask an explorer, mountain man, or trapper. Write down possible answers they may give.
- Make an explorer, mountain man, or trapper timeline.

## **VIII. Follow-up or Enrichment**

Allow groups of students to share their final projects with other classmates. This will not only allow students to take pride in their work but will also allow students to become the expert and reinforce everything that was learned from this unit.

## **Adding the International Baccalaureate Organization Frame Work**

The teacher will plan their lesson around the following:

1. What is our purpose? (Learn how certain historical figures helped our culture develop)
2. What resources will we use? (state text book and handout)
3. What do we want to learn? ( Utah's cultural development)
4. How best will we learn? (Find out what figures the children already know about, and introduce new figures)
5. How will we know what we have learned? (Final Project, as well as asking the children what new things they have learned)
6. How will we take action? (Have the children create a Final project of their choice)

Begin class by asking the students what they already know about the particular historical figures in Utah who had an impact on our culture. The teacher will give the students a chance to give their answers; this helps the teacher to see what the students already know, and what the next stage of inquiry will be.

Throughout the lesson the teacher will continue to incorporate the skills they have obtained in the IB training to further enhance student learning. At the end of the lesson the teacher will give

the students the opportunities to demonstrate what they have learned, and ask themselves (the teacher) to what extent did we achieve our purpose? From that the teacher can determine what should be taught in the next lesson.



## ***Calendar and Master Schedule***

Hawthorn Academy will follow the Jordan School District school year calendar. The 2009-2010 school-year calendar is tentative and may be subject to change. Below is a sample calendar that will reflect the school year (2009-2010). If any adjustments are necessary the school board will make those considerations (See [www.jordandistrict.org](http://www.jordandistrict.org)).

### **2009-10 SCHOOL YEAR CALENDAR**

Orientation Meetings for Teachers.....Wed.-Tues. Aug. 12-18, 2009  
Official School Year Begins .....Thursday, Aug. 20, 2009  
\*All Teachers at Academy .....Thursday, Friday and Monday, Aug. 20-24, 2009  
School Professional Development Day .....Tuesday, Aug. 25, 2009  
**Beginning of Classwork for Students .....Wednesday, Aug. 26, 2009**  
**Kindergarten Classwork Begins .....Thursday, Sept. 3, 2009**  
**Close of Classwork for Students .....Thursday, June 3, 2010**  
\*Check-out Day for Teachers .....Friday, June 4, 2010  
Official School Year Ends .....Friday, June 4, 2010

### **HOLIDAYS AND OTHER DAYS SCHOOL WILL BE CLOSED**

Labor Day Recess .....Monday, Sept. 7, 2009  
\*\*Compensatory Recess for Secondary Parent-Teacher Conferences .....Friday, Oct. 2, 2009  
(Middle School Conferences see schedule below)  
Teacher Professional Development Day .....Monday, Oct. 5, 2009  
Fall Recess .....Monday and Tuesday, Oct. 19-20, 2009  
Teacher Professional Development Day.....Monday, Nov. 2, 2009  
\*\*Compensatory Recess for Elementary Parent-Teacher Conferences.....Friday, Oct. 13, 2009  
(Elementary School Conferences see schedule below)  
Thanksgiving Recess .....Thursday and Friday, Nov. 26-27, 2009  
Winter Recess .....Close at end of day Wednesday, Dec. 23, 2009  
School opens Monday, Jan. 4, 2010  
Teacher Professional Development Day .....Friday, Jan. 15, 2010  
Dr. Martin Luther King Jr. Day Recess .....Monday, Jan. 18, 2010  
Washington and Lincoln Day Recess .....Monday, Feb. 15, 2010  
\*\*Compensatory Recess for Secondary Parent-Teacher Conferences.....Friday, Feb. 26, 2010  
(Middle School Conferences see schedule below)  
Teacher Professional Development Day—Elementary School .....Friday, Feb. 26, 2010  
\*\*Compensatory Recess for Elementary Parent-Teacher Conferences .....Friday, March 5, 2010  
(Elementary School Conferences see schedule below)  
Secondary Professional Development Day.....Friday, March 26, 2010  
Spring Recess .....Thursday, Friday and Monday, April 1, 2, and 5, 2010  
Memorial Day Recess .....Monday, May 31, 2010

### **FALL PARENT-TEACHER CONFERENCE SCHEDULE**

Middle / secondary School .....Wednesday and Thursday, Sept. 30,  
Oct. 1, 2009  
Elementary School .....Wednesday and Thursday, Nov. 11-12, 2009

### **SPRING PARENT-TEACHER CONFERENCE SCHEDULE**

Middle / secondary School .....Tuesday and Wednesday, Feb.  
23-24, 2010  
Elementary School .....Wednesday and Thursday, March 3-4, 2010

### END OF QUARTERS

1<sup>st</sup> Quarter—Monday, Nov. 2, 2009 .....44 Days  
2<sup>nd</sup> Quarter—Friday, Jan. 15, 2010.....44 Days  
3<sup>rd</sup> Quarter—Friday, March 26, 2010 .....47 Days  
4<sup>th</sup> Quarter—Thursday, June 3, 2010 .....45 Days

Total Contract Days                      184  
Total Instructional Hours                990

\* 184 Contract Days

\*\* Counted as Days in School

**Emergency closures in will be made up first on Washington and Lincoln Day, then on Spring Recess.**

### Bell Schedule

8:15	School starts
8:20	Class begins/tardy bell rings
9:45 - 10:00	K - 1 Recess
10:00 - 10:15	Grades 2 Recess
10:15 - 10:30	Grades 3 Recess
10:30 - 10:45	Grades 4 Recess
10:45 - 11:00	Grades 5 Recess
11:00 - 11:15	Grades 6 Recess
11:05	Morning kindergarten dismissal
11:00-11:30	1st Grade Lunch
11:15-11:45	2nd Grade Lunch
11:30-12:00	3rd Grade Lunch
11:45-12:15	4th Grade Lunch
12:00-12:30	5th Grade Lunch
11:55	Afternoon Kindergarten Begins
12:00	Tardy bell rings for PM Kindergarten
12:15-12:45	6th Grade Lunch
12:45-1:10	7 - 9 Grade Lunch*
2:45	School Ends for K – 6
3:00	School Ends for 7 – 9

\* There will not be a ninth grade lunch the first year of operation. The second year of operation, the grades will not yet be at capacity. The Academy therefore has combined the 7 – 9 lunch slot in the above schedule and will revise as students begin to fill up the upper grades.

There will be a morning (A) and afternoon session (B) of Kindergarten.

## Master Schedule

Below are Master Schedules which have been developed through the consultation of similar charter schools using the IB methodology. Developing a master schedule for Hawthorn Academy's IB program is a complex process that involves rigorous planning by the administrator and the IB coordinator and, therefore, the schedules below are subject to change. The Academy plans on hiring an administrator three to eight months prior to opening that will begin working with IB consultants immediately thereafter to solidify the master schedule.

### Kindergarten Master Schedule

2 Kindergarten Teachers	AM	PM		8:20 - 11:05	11:05 - 11:55	11:55 - 2:45	2:45 - 3:45
Kindergarten A	19	19		Core & Structured Play	Teacher Lunch	Core & Structured Play	Teacher Prep
Kindergarten B	19	18		Core & Structured Play	Teacher Lunch	Core & Structured Play	Teacher Prep
Total Kindergarten Students		75					

### Grades 1 – 6 Master Schedule

1	8:20-9:15 Math	9:15-9:45 LA	9:45-10:00 Recess	10:00-11:00 Spanish	11:00-11:30 Lunch	11:30-12:00 LA	12:00-12:30 Science	12:30-12:45 Recess	12:45-1:15 LA	1:15-2:00 Lib/PE	2:00-2:45 SS/Science
2	8:20-9:15 Math	9:15-10:00 LA	10:00-10:15 Recess	10:15-11:15 Spanish	11:15-11:45 Lunch	11:45-12:30 LA	12:30-12:45 Recess	12:45-1:15 Science	1:15-2:10 SS	2:10-2:45 Library/PE	
3	8:20-9:15 Math	9:15-10:15 LA	10:15-10:30 Recess	10:30-11:00 Lib/PE	11:00-11:30 Spanish	11:30-12:00 Lunch	12:00-12:45 LA	12:45-1:00 Recess	1:00-2:00 SS	2:00-2:45 Science	
4	8:20-9:30 Math	9:30-10:30 SS	10:30-10:45 Recess	10:45-11:15 Lib/PE	11:15-11:45 Spanish	11:45-12:15 Lunch	12:15-12:45 Science	12:45-1:00 Reading	1:00-1:15 Recess	1:15-2:45 LA	
5	8:20-9:30 Math	9:30-10:30 SS	10:30-10:45 Reading	10:45-11:00 Recess	11:00-12:00 Spanish	12:00-12:30 Lunch	12:30-1:00 Science	1:00-1:15 LA	1:15-1:30 Recess	1:30-2:05 LA	2:05-2:45 Lib/PE
6	8:20-9:30 Math	9:30-10:00 Lib/PE	10:00-11:00 SS	11:00-11:15 Recess	11:15-12:15 LA	12:15-12:45 Lunch	12:45-1:15 Science	1:15-1:30 Reading	1:30-1:45 Recess	1:45-2:45 LA	

### Grades 7 – 8 Master Schedule (Year 1)

TIME	8:20-9:10	9:15-10:05	10:10-11:00	11:05-11:55	11:55-12:45	12:45-1:10	1:15-2:05	2:10-3:00
PERIOD	1	2	3	4	5	Lunch	6	7
Math	7a	Prep	8c	8b	8a		7c	7b
Science	7b	7a	Prep	8c	8b		8a	7c
Language	7c	7b	7a	Prep	8c		8b	8a
PE/Health	8a	7c	7b	7a	Prep		8c	8b
Social Sci	8b	8a	7c	7b	7a		Prep	8c
Spanish	8c	8b	8a	7c	7b		7a	Prep
Fine Arts/CTE	Prep	8c	8b	8a	7c		7b	7a

### Grades 7 – 9 Master Schedule (Year 2)

Teachers	Subject	Advisory	1st	2nd	3rd	4th	5th	Lunch	6th	7th
			8:20-9:10	9:15-10:05	10:10-11:00	11:05-11:55	11:55-12:45	12:45-1:10	1:15-2:05	2:10-3:00
Teacher 1	English	Advisory	English 9	English 8	English 8	English 7	English 7		Prep	English 9
Teacher 2	History	Advisory	UT Hist/7	Prep	UT Hist	US History	US History		US History	TLC 7
Teacher 3	Hist/Engl	Advisory	Prep	World Geo. 9	English 8	English 7	World Geo. 9		Chior	TLC 7
Teacher 4	Math	Advisory	Pre Algebra	Pre-Algebra	Prep	Math 7	Pre-Algebra		Pre - Algebra	Pre - Algebra
Teacher 5	Math	Advisory	Algebra	Pre-Algebra	Prep	Pre-Algebra	Geometry		Algebra	Algebra
Teacher 6	Science	Advisory	Prep	Earth Sci 9	Earth Sci 9	Comp/Comp	Science 8		Science 8	Science 8
Teacher 7	Science/CTE	Advisory	Prep	Prep	Health 8	Science 7	Science 7		Science 7	TLC 7
Teacher 8	Spanish	Advisory	Student Gov.	Prep	Spanish B	Spanish A	Spanish A		Spanish C	Spanish A
Teacher 9	PE		PE 7/PE7	PE 8 / PE 7	PE 8 / PE 8	PE 9/ PE 9				
Teacher 10	Art		Art	Art	Art					
									Newspaper	
									Orchsetra	

### Board Specified Units of Credit (Grade 9)

Subject	Units of Credit	Opt A	Opt B	Opt C
Language Arts	3.0			
Mathematics	2.0	Elem. Alg	Algebra I	Geometry
Science	2.0	Earth Sci.	Biology	Chemistry
Social Studies	2.5	Geography	World Civ.	
The Arts	1.5	Visual	Music	Dance
PE / Health	2.0	Health	Life Fit.	

## ***Special Education***

Hawthorn Academy believes that every student should be afforded an equal opportunity to receive an exceptional education. Students with any kind of disability will receive full attention from faculty through Hawthorn Academy's special education program. The Academy has consulted Chastman House (Chastman), a service provider that specializes in special education services. Chastman will work closely with the Academy's Director and special education staff to ensure a firm understanding of IDEA 2004 and all Utah Special Education Rule Requirements. Chastman will help the Academy establish a special education program that provides a continuum of special education services addressing all students with disabilities, regardless of severity.

Chastman will ensure the Academy's program provides direct, consultative, and related services per IEP. Specifically, we believe that the IEP and individualized pacing plan for mastery are integral to every student, not only those identified with special educational needs. In order to ensure success, Hawthorn Academy will provide a mentor and student success team comprised of parents, teachers, students, administrators and counselors as appropriate to every student. Each student will work with the mentor and success team to create an educational plan including required competencies and competencies unique to his or her individual needs, strengths, interests, and limitations. We consider the mentoring and individualized educational plan model to be in the very best interest of every student.

Our special education plan will utilize the same types of competency-based, mentoring and individualized instruction central to all Hawthorn Academy curriculum, with the added support of para-educators, training, resources and guidelines. We have adopted the USBE Special Education Rules Handbook and will adhere strictly to the guidelines outlined therein as we create an educational program to meet the needs of our special education students and identify new students with special needs.

Our identification process for students with special needs, as outlined in the USBE Special Education Rules and Regulations Handbook (State Handbook), includes a concentrated sequence of regular classroom interventions, an initial evaluation that can be requested by parents or suggested by teachers, and subsequent determination of needs and eligibility based on State Guidelines. Our new student academic assessment process includes a recommendation by the assessing teacher if each new student should be recommended for a Special Education pre-placement evaluation.

It is Hawthorn Academy's policy that all students are entitled to an appropriate education, and individuals with disabilities should have the same opportunity for a free and appropriate education. The Academy will accept all students regardless of race, religion, creed or disability as required under Federal law, and the Academy will provide Free and Appropriate (FAPE) public education for each and every individual student with a disability regardless of the severity of their disability.

This includes constructing the Academy's facilities to ensure nondiscrimination of access to the facilities on the basis of disability as set forth in the Americans with Disabilities Act Standards for Accessible Design described in 28 CFR Part 36, and any other applicable federal, state, or local requirements. The Academy's design plan will include, among other things, classrooms, IEP private rooms that can also be used for speech and hearing assessment and instruction, curb ramps, accessible routes, space allowances,

appropriate restroom access and equipment, parking and passenger loading zones, building access, and space available for special education programs, as needed that is equitable with general education.

The Academy will implement an aggressive “child find” program to identify, locate, and evaluate students that are or may need special education support. Consistent with the requirements of Part B of the IDEA and with the Utah Special Education Rules, the Academy will aggressively seek to identify, locate, and evaluate all students with disabilities and ensure, regardless of the severity of their disability, that students with disabilities are provided the appropriate program and related services. The determination that a student is a “student with a disability” will be made on an individual basis.

Hawthorn Academy will utilize each component of the “Child Find” system as outlined in the State Handbook (see USOE Special Education Rules and Regulations Handbook, pg. 13):

- a. LEA implementation and coordination of Child Find activities, including private schools within the LEA’s jurisdiction.
- b. Provisions by the USOE of ongoing technical assistance to LEA’s, charter schools, private schools, and other state agencies in implementing the Child Find system.
- c. Implementation of the state wide data collection system for reporting student information, including federal child count.
- d. USOE on-site monitoring of Child Find procedures through the regularly scheduled district monitoring process.
- e. Collaboration and coordination with the State and Local Department of Health, which has responsibility for providing early intervention services for infants and toddlers with disabilities, ages birth through two (Part C program).

The collection and use of data to meet the requirements of this section are subject to the confidentiality of information provisions under the rules found in the State Handbook.

To ensure knowledge of IDEA 2004 and the Utah Special Education Rules’ requirements, several models of comprehensive system for personnel development (CSPD) will be provided to Academy staff based upon need. Trainings will be conducted by individuals with specific expertise in the requested areas. The Academy will hire certified and highly qualified special education staff members who possess the education, skills, and expertise that allow them to appropriately select teaching methods and strategies, and are trained in the pedagogy of special education law. This staff may include consulting services from Chastman House.

In addition, all Academy staff members will gain awareness of commonly used tests in Education/Special Education such as categorical evaluation criteria and assessment requirements and procedures, and implications of high stakes testing. This will enable the Academy to appropriately identify, or not identify, a student as being an individual with a disability. Academy staff members will also receive appropriate instructional programming to facilitate access to and progress in the general curriculum.

Student placement and services will be determined on a case-by-case basis depending on the unique needs of that student. Both school officials and the student’s parents/guardians will determine the appropriateness of special education services for the child. Each student’s IEP plan will focus on what is best for the student in the least restrictive environment. Inclusion and mainstreaming strategies will be used to ensure students with disabilities are with their peers for as much of the academic day as possible.

Parents will be notified of the intent to evaluate their child for services, and must consent to an initial evaluation before the evaluation begins. Parents will also be involved in the IEP (Individualized Education Program) process and provide consent to the initial and annual subsequent placement. Communication with parents and students will be in their native language or another mode of communication that will ensure they have knowledge and understanding of the school's plan.

### **Pre-placement Evaluation**

A pre-placement evaluation will be conducted when a student is suspected of having a disability and an evaluation of the student's unique educational needs will be assessed. Parental consent will be obtained before an evaluation is conducted. The pre-placement will include what is being proposed, reasons for proposal, evaluation procedures, and an explanation of parent rights and procedural safeguards. Parents, students, or school personnel may request an evaluation. After an evaluation is requested an early intervention is tracked for a period of 30 days or "a reasonable amount of time" according to current Utah State law. If a student continues to have problems, it may be determined that the student receive special education.

In addition to the pre-placement evaluation, the Academy will use regular education intervention to assist students who are suspected of having a disability. Such regular education intervention may include peer tutoring, additional instruction before or after school, one-on-one tutoring with teachers or instructional assistants, various teaching techniques, and parent tutoring.

### **Process**

A multidisciplinary team will conduct evaluations on an individual basis to determine if a student is a "student with a disability". The team will include at least one teacher or other specialist familiar with the suspected disability. The results of the evaluation will be based on more than a single procedure or assessment and tests will not be racially or culturally biased. The student will be assessed in all areas related to the suspected disability. These related areas will include: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. Assessment results will be reviewed by the team to determine eligibility for special education and related services. After eligibility is determined, parents and school personnel will work together to discuss the results and the IEP.

The IEP will serve two purposes: (1) to establish learning goals for the child; and (2) to specify the instruction, services, and related services the school will provide. After it has been determined that a child is eligible for special education, a team consisting of teachers, parents and the LEA will meet to determine the IEP for the student. The starting date of services will be as soon as possible after the IEP meeting. As outlined by IDEA, a yearly meeting will be held to review and, if appropriate, revise each student's IEP.

The academy will have at least one trained special education teacher on staff at all times and additional staff will be added based on special education needs. An Academy administrator will serve as the Academy's LEA (Local Education Agency) and be responsible to communicate with parents, teachers and state agencies to ensure all IDEA guidelines are being followed. The Academy will ensure that all special education services will be available to all students with disabilities, regardless of severity.

It is the Academy's policy that careful assessment and evaluation are required when making a "disability" determination. The impact of labeling an individual as "disabled" is life changing, for the better or for the

worse; therefore, the Academy will be vigilant and thorough when making such determinations. With that in mind, the Academy's LEA will implement effective evaluation strategies to obtain information for use in determining IDEA eligibility and, if appropriate, for instructional programming to facilitate access to the general curriculum in the least restrictive environment.

To ensure knowledge of IDEA 2004 and the Utah Special Education Rules' requirements, several models of training will be provided to Academy staff based upon need. Trainings will be conducted by individuals with specific expertise in the requested areas to ensure the Academy will have special education staff members who possess skills and expertise that allow them to appropriately select, administer, and interpret assessments for determining special education eligibility. Academy staff members will gain awareness of commonly used tests in Education/Special Education such as categorical evaluation criteria and assessment requirements and procedures, and implications of high stakes testing. This will enable the Academy to appropriately identify, or not identify, a student as being an individual with a disability. Academy staff members will also receive appropriate instructional programming to facilitate access to and progress in the general curriculum.

It is the Academy's policy to protect the confidentiality of personally identifiable information at the collection, storage, disclosure, transfer, and destruction stages. All persons collecting or using personally identifiable information receives training or instruction regarding the state's policies and procedures and FERPA. All records will be kept in a locked file cabinet and will have a master list of eligible people who can view the files. All IP's must be reviewed at least once annually. To request files, one must submit a State request form before any files can be transferred or sent. Copies of IP's will be made before transferred or sent to anyone requesting a file and be kept in a locked filing cabinet in a dedicated room to assure that the files are not lost. The Academy will permit parents to inspect and review any education records relating to their children which are collected, maintained, or used by the Academy. The Academy will comply with a request without unnecessary delay and before any meeting regarding an IEP or any due process hearing, including an expedited hearing.

### **9<sup>th</sup> Grade**

As specified in R277-700-6 Students with disabilities served by special education programs may have changes made to graduation requirements through individual IEPs to meet unique educational needs. A student's IEP shall document the nature and extent of modifications, substitutions or exemptions made to accommodate a student with disabilities.



## **Section 12: Admission & Suspension/Expulsion Procedures**

### **Admission Procedures**

In accordance with state and federal law, admission to Hawthorn Academy is not limited based on ethnicity, national origin, gender, religion, income level, creed, color, disabling condition, proficiency in the English language, or athletic ability. No tuition or fees are charged for attendance at Hawthorn Academy.

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

- First preference in enrollment is given to children of the founding members of Hawthorn Academy, limited to at most 10% of the Academy's total enrollment;
- Second preference in enrollment is given to siblings of currently enrolled Academy students;
- If space is available after the aforementioned preferences have been granted, admission will be offered to any other students residing in Utah.

After which, students will be selected who completed their applications, by a computer-generated random draw (lottery), conducted in an open meeting. The random draw or "lottery" will follow procedures according to 53A-1a-506(2)(b)(i and ii) of Utah State law. This random draw will start with 6<sup>th</sup> grade students. When a student is chosen, the siblings of the applicant will also be invited to enroll, provided there are openings. The random draw will continue down to the 5<sup>th</sup> grade, then 4<sup>th</sup> grade etc. Students already enrolled will be given preference for re-enrollment during each year thereafter. Siblings of enrolled students will also be given preference relative to other applicants. Children accepted in the draw will receive an email or phone call within 72 hours of the completion of the draw. The children not accepted in the draw will receive a letter or email stating so, within three weeks after the draw.

If an opening in the school occurs while classes are in session and no students remain from the most recent lottery, a notice for applications and an enrollment time period will be announced and applicants will be enrolled on the same basis as outlined above.

### **Waiting List Procedures**

In the event that there are more applicants than openings, applicants will be placed on a list in order of the random draw and will be invited to enroll as spots become available. Once on a waiting list, students will remain eligible for placement within the school indefinitely and will not be required to reapply each year thereafter.

Each year preference will be given as follows:

- First, returning students
- Second, children of Founding Members
- Third, siblings of current or returning students
- Fourth, original applicant pool
- Fifth, new applicants received after initial lottery

## Registration

To register parents/ guardians of students will need the following:

- Health Form
- Registration Form
- Immunization Form
- A copy of the child(ren)'s birth certificate
- Free and Reduced Lunch Form

Utah State Law requires that each child be registered at only one school at a time. If a parent registers with Hawthorn Academy they must notify the school at which they were registered of their registration at Hawthorn Academy.

## Immunizations

As determined by Utah State Law, Hawthorn Academy is required to have immunization records or a waiver form the Health Department for each enrolled child. Exemptions are available to parents for medical, religious, or personal convictions. If a child has not been immunized according to the Utah schedule, a parent may obtain an exemption form from the County Health Department. A parent may bring the signed white copy, with the pink form documenting which immunizations a child has received, to Hawthorn Academy at the time of registration.

## Suspension/Expulsion

The teacher will be responsible for the majority of discipline issues. Teachers begin by presenting clear expectations regarding behavioral expectations. The majority of problems will be handled in the classroom. If the teacher is unable to remedy the problem generated by the student in the classroom, teachers will work closely with Academy administrators and parents to coordinate their efforts in the resolution of discipline matters.

The Academy is also committed to ensuring its actions are consistent with IDEA. Hawthorn Academy recognizes that students with disabilities, who attend the Academy, and their parents/guardians, retain all rights under Part B of the IDEA, §§ 53A-15-301 through 53A-15-305 *Utah Code Ann.*, and other rules protecting the rights of students with disabilities. As a result, the Academy will adopt the Utah State Board of Education's *Special Education Rules*, Section V. regarding the discipline of students protected under IDEA or State Law. In the event that the Academy's policy does not comply with Part B of the IDEA, Sections 53A-15-301 through 53A-15-305 *Utah Code Ann.*, and other rules protecting the rights of students with disabilities, the Academy will adopt a policy that ensures compliance with the aforementioned laws and regulations.

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

### I. Procedures of Suspension/Expulsion

- a. A **suspension** is the temporary removal of a student from class(es) or school. A suspension can be determined by the Director or Vice-Director (or designee). The major

function of suspension is to alert the parent/guardian that there is a serious problem that needs the attention and effort of the student, the parent/guardian, and the school.

It is important that contact with the parent/guardian be made, along with other minimal due process procedures, prior to suspension, namely the right to know what the alleged offense is and the right to provide an explanation. This student/administrator or student/teacher conversation should be documented by the teacher/administrator in writing or on a permanent computer file.

There may be instances, however, when a student is subject to an immediate suspension without due process if his/her behavior presents an immediate danger to persons (himself included) or property. In such cases, the due process procedures will be held as soon as practicable. Students should never be released until and unless a parent or emergency contact is notified. The student still should be supervised until a responsible person is made aware of the suspension, and the school is given permission to release the student to the custody of an adult or to leave the premises.

- b. An **expulsion** is the formal process of dismissing a student from school for an extended period of time, up to one year. Expulsion also transfers the primary responsibility of providing educational services for the student during the expulsion period from the school to the home, and makes the parent/guardian responsible for compliance with the compulsory education act for the duration of the expulsion. Only the Academy Board of Trustees, or a designated Academy Board member, can expel a student. (Utah Code 53A-11-907(2)).

Before an expulsion, the Chief Administrative Officer of the Academy ("CAO") shall provide the student a hearing at which the student is afforded the following due process procedures:

- i. Prior notice of the charges and the proposed sanctions so as to afford a reasonable opportunity for preparation. The notice shall be in writing and the student shall be notified of the hearing date.
- ii. Right to a hearing.
- iii. Right to a fair hearing officer (credible and objective person or panel – not necessarily uninformed).
- iv. Right to an adult representative and/or legal counsel at the hearing.
- v. Opportunity to testify and to present evidence and witnesses in his/her defense.
- vi. Opportunity to examine the evidence presented by the school administration and to question witnesses. (However, the Board or its Chief Administrative Officer may, upon a finding that good cause exists, determine that the disclosure of the identity of a witness and the testimony of that witness at the hearing would subject the witness to an unreasonable risk of harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board or the hearing officer. Copies of these sworn declarations which are edited in such a manner as to delete the name and identity of the witness shall be made available to the student.)

- vii. A summary written record shall be maintained by any means. An electronic recording may be made; however, the electronic recording is not the official record of the hearing.
- viii. All witnesses appearing at the hearing shall be placed under oath.
- ix. If the CAO conducting the hearing recommends expulsion, findings of fact in support of the recommendation shall be prepared.
- x. The decision must be made by a preponderance of the evidence.

The decision will be based exclusively on the evidence presented at the hearing. The final decision shall be communicated to the student and parent/guardian within ten (10) working days. Academy officials and the student have the right to legal counsel at any step in the process.

- c. If a student is suspended or expelled for more than ten (10) school days, the parent of the guardian is responsible for undertaking an alternative education plan which will ensure that the student's education continues during the period of suspension/expulsion.
- d. The Academy shall maintain a record of all suspended or expelled students.

## II. Right to Appeal.

- a. The expelled student has the right to appeal the decision of the CAO by requesting a review hearing before the Academy Board of Trustees. This appeal must be in writing and must be received in the offices of the Academy within thirty (30) calendar days following receipt of the decision of the CAO. (Pending a final decision by the Academy Board, the decision of the CAO to expel shall remain in force.)
- b. This review hearing will not be a hearing de novo and will be held within thirty (30) calendar days following receipt of the request for the hearing.
- c. The Academy Board will provide all necessary copies of the record of the expulsion hearing to the interested parties within fifteen (15) working days of the student's request.
- d. The hearing before the Academy Board shall be held in executive session.
- e. No evidence other than that contained in the record of the original hearing may be heard.
- f. The review of the CAO's decision of the Executive Board shall be limited to the following issues:
  - i. Did Academy officials meet with the procedural requirements of the policy?
  - ii. Was the decision to expel the student supported by the findings of fact?
  - iii. Were the findings of fact supported by the evidence?
- g. Following the review hearing, the Academy Board shall vote in public and shall enter an order either affirming or reversing the decision of the CAO.

- h. The decision of the Academy Board shall be binding upon the student and shall be served upon the student in writing by personal service or by certified mail.

NOTE: *Additional information regarding causes for disciplinary action, disciplinary actions that may be taken, and alternatives to suspension/expulsion are available upon request.*

### **III. Discipline Procedures for Students with Disabilities.**

The primary purpose of this portion of the suspension/expulsion policy is to ensure the Academy's actions are consistent with IDEA. Hawthorn Academy recognizes that students with disabilities, who attend the Academy, and their parents/guardians, retain all rights under Part B of the IDEA, Sections 53A-15-301 through 53A-15-305 *Utah Code Ann.*, and other rules protecting the rights of students with disabilities. As a result, the Academy will adopt the provisions regarding discipline procedures for students with disabilities as set forth in the Utah Board of Education's *Special Education Rules*, Section V. In the event that the Academy's policy does not comply with Part B of the IDEA, Sections 53A-15-301 through 53A-15-305 *Utah Code Ann.*, and other rules protecting the rights of students with disabilities, the Academy will adopt a policy that ensures compliance with the aforementioned laws and regulations.

## Section 13: Procedures to Review Complaints

Parents/Guardians of students attending Hawthorn Academy are vital to the success and operation of the school. Parents/Guardians will be taking part in the many opportunities to help establish new and varied ways of improving the school. In addition, parents will be asked to provide feedback and suggestions through surveys. Complaints by parents/guardians will be reviewed according to the definitions and procedures below:

### Definitions

A “complaint” is a claim based upon an event or condition causing dissatisfaction and disagreement between or among the parties involved. The “complainant” is the person(s) who make the claim.

### Purpose

The purpose of this policy is to secure, at the lowest possible administrative level, equitable solutions to complaints which may arise.

### Procedure

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

Formal complaints are to be made in writing when the complainant is not satisfied with the disposition of the issue through the informal complaint process. The complainant may, within ten (10) working days after the informal complaint decision has been rendered, file the complaint in writing, with any member of the Academy Board of Trustees.

Within ten (10) working days after receipt of the formal written complaint, the CAO, or other designate officer of the Board will meet with the complainant in an effort to resolve the issue.

In the event the complaint is not resolved, the complainant may request a hearing before the Board of Trustees. The Board shall review the complaint at the next scheduled Board meeting after receipt of the request.

The Board’s decision shall be final and shall be made within ten (10) working days of the hearing.

### Individuals with Disabilities Education Act (“IDEA”) Complaint Procedure

The primary purpose of this section of the Academy’s complaint policy is to ensure the Academy’s compliance with IDEA. Hawthorn Academy recognizes that students with disabilities, who attend the Academy, and their parents/guardians, retain all rights under Part B of IDEA, §§ 53A-15-301 through 53A-15-305 *Utah Code Ann.*, and other applicable regulations.

**IDEA Policy**

The Academy recognizes the importance of adhering to the necessary and proper procedures of resolving complaints that allege violations of Part B of IDEA, State Rules, or other applicable laws protecting disabled individuals. Due to the complexity and importance of these procedural safeguards, the Academy has determined to adopt the procedures endorsed by the Utah Board of Education in their handbook entitled *Special Education Rules*, § IV.G. COMPLAINT PROCEDURES. As part of the Academy's Complaint procedure, the Academy has established procedures to allow parties the opportunity to resolve disputes through a mediation process that is available whenever a due process hearing or an expedited due process hearing is requested. These procedures are outlined in the *Special Education Rules* handbook § IV.J. MEDIATION. In the event that the Academy's policy does not comply with Part B of the IDEA, State Rules, or other rules protecting the rights of students with disabilities, the Academy will adopt a policy that ensures compliance with the aforementioned laws and regulations.

**Compliance**

If the application of any requirement of the Academy's complaint policy to a student with a disability is not permissible, or becomes impermissible, under IDEA or State Law, the Academy shall implement other actions consistent with the conflicting law or regulation which shall most closely correspond to the requirements of this policy.

## Section 14: Opportunities for Parental Involvement

Hawthorn Academy will adopt the Utah State Board of Education's Resolution on Parental Involvement. Hawthorn Academy encourages parental involvement to assist in every level of operations and academic progression. Parent partnership and involvement is core to the decision making process at Hawthorn Academy and we recognize that parents have chosen Hawthorn Academy because of the opportunity to get more involved with their student's education. Parents may directly participate in crucial decisions facing Hawthorn Academy by: serving on the governing board; participating in Hawthorn's Parent Organization; serving on committees, etc.

In an effort to facilitate the volunteer process, parents will be able to coordinate their volunteer service with the Academy volunteer coordinator. The volunteer coordinator will maintain the volunteer notebook, notify parents for opportunities that correspond to the information received from the volunteer packet, post special requests for volunteer service in the Academy newsletter, and maintain communications with Academy teachers to assess and meet classroom needs. The Academy will notify parents of opportunities for parental involvement by: notifications sent home with students; Hawthorn Academy newsletter; Website postings and discussion forums, etc.

**Other examples of opportunities for parental volunteerism may include:**

After-School Programs	Playground Supervision
Fundraising	Computer Support
School tours	Musical assistance
Quarterly festivals	Office support
Community council	Assisting with field trips
Student awards	Newsletter
Committee and/or Board membership	Parking lot assistance
In-class assistance	Extra-curricular activities
Provide food for special events	Library assistance
Teacher appreciation	Morning greeter
Assemblies	Parent Organization
Health & Safety	Computer lab assistant
Academic review board	

In addition to volunteer work, parents will also have access to information concerning the Academy and their student(s) via the Academy's website. Communication with parents is vital to encourage parents to become, and remain, involved in the Academy's operations and success. To this end, the Academy will send parents a monthly newsletter and maintain a current bulletin board on the website that provides news and updates concerning the operation of the Academy.



## Section 15: Educator Qualifications

Hawthorn Academy will seek dynamic, innovative, professional faculty members to teach its students. The Academy anticipates serving students with a wide range of needs and abilities. Academy teachers will be trained to identify specific needs, gifted students, and problem areas for students. The Academy will provide an ambitious environment where teachers can continue to progress in their education and teaching methodologies that align with the mission and values of Hawthorn Academy.

The Academy will comply with all applicable state and federal laws in staffing. This includes certification and/or alternative certification as required by Utah law per Utah Charter School law 53A-1a-512.4. In addition, the Academy will hire qualified special education teachers to ensure that the needs of disabled or struggling students are met. All paraprofessionals hired for a program supported by Title I funds will have appropriate qualifications as outlined in Utah State Law R277-524, including: holding a secondary school diploma or recognized equivalent, or completion of at least two years (48 semester hours) at an accredited higher education institution, or hold an associates(or higher) degree from an accredited higher education institution, or has satisfied a rigorous state assessment about the individuals knowledge of State CORE areas, and completes a criminal background check.

Hawthorn Academy will hire a *Director* who demonstrates competency related directly to the job description. The Academy will seek candidates who currently hold an administrative license or who will operate within state rule while seeking a letter of authorization. The Director of Hawthorn Academy will possess some or all of the following experience and/or skills:

- Masters degree or equivalent work experience in the field of education
- Administrative license or will operate within state guidelines
- Prior teaching experience, especially within the Academy's curricula
- An ability to treat faculty, parents and students with respect and honest communication
- An ability to incorporate parents, students, board, community, etc. in the problem solving and decision making process
- Experience managing and monitoring business goals and outcomes
- Experience managing performance and holding others accountable for performance
- Additional certifications, degrees, or training relevant to elementary and middle / secondary school education
- Prior to initiating the staff selection process, a detailed employment application shall be created and posted in accordance with Utah law.

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

### **Educational Qualifications**

- Teachers will be required to meet the additional licensure requirements for the specific courses and classes they will teach at the school in accordance with the requirements outlined in R277-520.
- Teachers will be required to have a current Utah State teaching credential or be willing and able to meet State Board requirements for alternative certification or authorization.

- Teachers will be required to continue to educate themselves in the subject matters taught at the Hawthorn Academy.
- Teachers will agree to participate in Hawthorn Academy's regular in-service program.
- Teachers will be required to have a bachelor's degree or in special circumstances board approved equivalent experience and mastery in their field.

### **Instructional Skills**

- Teachers must understand and have the ability to develop lesson plans that meet the Utah State core curriculum;
- Teachers must adopt and implement the teaching philosophy, mission statement, and special emphasis of Hawthorn Academy;
- Teachers must demonstrate the ability to complete the following tasks:
  - Develop and implement strategies to meet the needs of students using a variety of teaching strategies;
  - Instruct students in academic subjects, using a variety of techniques, including competency based instruction, in order to reinforce learning and to meet students' varying needs and interests;
  - Confer with other staff members to plan and schedule lessons promoting learning that align with the approved curricula;
  - Establish clear objectives for all competencies, lessons, and projects, and clearly communicate those objectives to students;
  - Establish clear objectives for all competencies, lessons, units, and projects, and implement those objectives in the classroom;
  - Organize and supervise games and other recreational activities to promote physical, mental, and social development;
  - Plan and supervise class projects, field trips, visits by guest speakers, or other experiential activities, and guide students in learning from those activities;
  - Prepare competencies, objectives and outlines for courses of study, following curriculum guidelines or requirements of the USOE and the Academy.
  - Administer standardized ability and achievement tests, and interpret results to determine students' strengths and areas of need.

### **Management/Leadership Skills**

- Maintain accurate and complete student records, and prepare reports on children and activities as required by law and Academy policy;
- Establish and enforce rules for behavior and policies/procedures to maintain order among the students for which they are responsible;
- The ability to monitor teacher assistants to ensure that they understand the school curriculum and can teach it in the teacher's absence;
- Prepare for assigned classes, and show written evidence of preparation upon request from immediate supervisors;
- Supervise, evaluate, and plan assignments for teacher assistants and volunteers;
- Attend staff meetings, and serve on committees as required by the Academy;
- Attend professional meetings, educational conferences, and teacher training workshops in order to maintain and improve professional competence;

- Use computer software and other appropriate technological tools for student-tracking and student-teaching;
- Demonstrate consistent respect for students and parents;
- The ability to mentor students in their personal learning progression.

**Personal Skills**

- Work with parents or guardians, teachers, counselors, and administrators in order to resolve students' behavioral and academic problems.
- The ability to communicate effectively and respectfully with parents, administrators and other teachers and staff members.
- Collaborate with other teachers and administrators in the development, evaluation, and revision of school programs.

**NCLB “Highly Qualified” Teachers**

Teachers who do not qualify as “Highly Qualified” under NCLB and R277-510 will be encouraged to do what is necessary to achieve that status. The Academy will keep an ongoing record of the teachers who are not “Highly Qualified” and provide resources on an individual teacher basis to assist them in qualifying.

As an incentive, Teachers who are “Highly Qualified” under NCLB and R277-510 will receive an annual financial bonus in an amount to be determined by the Academy Board.

**Substitutes, Aids, Student and Intern Teachers**

The same standards that apply to teachers will apply to paraprofessionals and substitute teachers, but with less complete prior experience required and exceptions to the listed standards allowed. Student teachers, interns, and instructional assistants or teacher aids will work under the supervision of a qualified Academy teacher. Student teachers and interns will be accepted from board approved teacher preparation institutions and comply with R277-509. Academy standards for paraprofessionals and substitute teachers will comply with R277-508 and R277-524 respectively.

Instructional assistants and classroom aids will be encouraged to fulfill Academy requirements for teachers and paraprofessionals. The Academy will assist classroom aids with furthering their education and helping them achieve the requirements for official licensure.

**Unsupervised Time with Students**

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

## **Section 16: Administrative Services**

### **Instructional Leader**

The Director is responsible for supervising the day-to-day management of Hawthorn Academy, including general staff and teachers. The Director's primary responsibility will be to set and maintain an environment conducive to learning and demonstrate a commitment to Hawthorn Academy's mission and vision. The Director is also responsible for student welfare (i.e. discipline) and will continuously monitor student performance through the use of regular assessments, CRTs, and IOWA results. As part of student performance responsibilities, the Director will ensure the Academy's compliance with state core requirements. The Director will also make recommendations to the Academy Board when considering all hiring, terminating, disciplining, and pay increases for Academy staff. The Director will complete evaluations for employees and serve as their instructional leader. Additionally, the Director will fulfill the duties of a curriculum coordinator (if a separate coordinator is not on staff) and will oversee the completion of necessary state and federal reports and may assign these duties to the Board or secretarial staff. The Director will be responsible for providing the Academy Board with regular updates on curriculum and any proposed improvements to the school's instructional program. After receiving this information, the Board will determine whether modifications are necessary. Supervision of instruction on a day-to-day basis will be the responsibility of the Director. The Director will be responsible for interpreting board policy in all instructional and behavioral concerns. Based on instructional methods, test scores, and student achievement, a collaborative effort will be used to improve supervision and instruction within the school.

Under the supervision of the Director, a custodian will be responsible for physical plant, custodial, and grounds maintenance. Additional personal will be provided and/or contracts made to assist the custodian in his/her duties.

### **Curriculum Consultant**

Initially, the Academy intends to contract for professional curriculum consultation services. The Academy has not yet contacted or specified which consultant to utilize. These consultants will work closely with the Academy's Director to ensure that classroom instruction aligns with the state core and the Academy's goals and philosophy. In turn, the Director will work closely with teachers to gain practical insight and implement improvements in the Academy's instructional program. The curriculum will be the collective responsibility of all school personnel, and instructional methodologies will be improved through research and best practice.

### **Supervision and Improvement of Instruction**

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

**Interpretation of Student and School Progress and Performance**

Beginning with the classroom teacher, grade level teams, Director, and the Board, a collaborative approach will be used to ensure all goals and objectives are achieved. Correction and instructional approaches will be made with the input of all stakeholders with the understanding that the Board will act in the best interests of the students and the Academy.

**Community Relations**

Community relations will be the primary responsibility of the Director and Board of Trustees.

**Staff Professional Development**

Teachers at Hawthorn Academy will be provided numerous opportunities to improve and develop their teaching skills either in a specific curriculum or in the general practice. The intent behind staff development is to: (i) provide professional development and technical assistance to teachers and administrators in their school-wide implementation of the Academy's comprehensive program of instruction; (ii) to focus on meaningful learning and understanding for all students in order to raise their level of achievement; and (iii) provide follow-up components for professional development to ensure that implementation of the comprehensive program of instruction results in improved student performance. In furtherance of these objectives, the Academy intends to engage the services of qualified professional development instructors to work with the Director and/or the teachers to suggest professional readings, conduct teacher in-service, disaggregate test scores, explore instructional strategies to improve student performance, and engage Academy staff in discussing practice.

The Board has the authority to express concerns to the educational team for remediation and correction. Implementation of the interpretation and analysis of programs of instruction will be left to the Director who will serve as the instructional leader of the school. All staff development will be based on curricular concerns and building needs.

**Counseling**

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

**Employment Issues**

All hiring and firing of Academy employees will be the responsibility of the Board. The Director, teachers and other staff members may be selected to serve on hiring committees. The hiring committees will screen applicants and decide whom to interview. Individuals will be selected based on school needs and individual qualifications. All hiring will be approved through the Board, and candidates will be offered positions at the Academy only upon Board approval.

**Business Administrator**

The Academy will contract with an outside business consultant firm that specializes in education management and has experience managing charter schools. The board will consider multiple qualified parties in accordance with our purchasing policy. Please reference the "Fiscal Policy" Section of the application as well as the "Operational Budget Assumptions" section for more details on the role and qualifications of the Business Administrator.

**Discipline**

Teachers have the primary responsibility of maintaining classroom discipline for the students assigned to them. Each classroom will be required to have the classroom rules posted with the consequences for all inappropriate behaviors. When situations arise that cannot be handled by the classroom teacher, behavioral matters will be addressed by the Academy's Director.

*See also the "Admission Procedures" Section of the Application for the Suspension/Expulsion Policy.*

**Management of School Equipment and Supplies**

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

**Preparation and Completion of Federal and State Reports**

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

**Assistance and Support to Teachers and Staff**

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

**Administrative Services**

The board will consider multiple qualified parties in accordance with our purchasing policy. Fees for the Academy's first three operational years are detailed in the "Business Plan", "1-3 Year Operational Budget" and "Operations Budget Assumptions" sections of the application.

**Business Administrator**

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

A secretarial staff will be maintained to assist administrative and teaching staff as needed.

## Section 17: Library Plan

Hawthorn Academy will create a library that utilizes materials, policies, and staff that is consistent with the Academy's mission and method of instruction. The library will be a place of instruction and entertainment for students of the Academy. Hawthorn Academy intends to meet the Northwest Association of Accredited Schools accreditation standards in accordance with R277-410(3)(C) of Utah State law by the second (2) year of operation.

### Vision

The Academy library media program intends to be the primary resource for information, literacy, and curriculum support. Hawthorn Academy's library media program, through the coordinated efforts of the Director, staff, and a certified library media specialist, will contribute to the success of student learning by providing resources, instruction, and activities that allow students and staff to become independent, effective users of information and ideas students can use for the rest of their lives.

### Goals and Objectives

Hawthorn Academy's Goals and Objectives for Student learning will align with all Utah State Standards of Education in Library Media (see *Library Media/Information Literacy*; [www.uen.org](http://www.uen.org)):

#### Standard 1

Students will define a task and identify information needed.

##### Objective 1

Define an information problem.

- Analyze task in terms of what is required.
- Seek clarification from teachers and others through a variety of all communications media; e.g., in-person, electronic mail, written, fax.
- Select and narrow or broaden topics into a manageable focus.
- Formulate a topic sentence or thesis statement.
- Identify audience.
- Conceptualize form of final product based on personal learning style, assignment constraints, and/or nature of information to be presented.
- Formulate criteria for evaluation of the process for efficiency and effectiveness and the product for effectiveness.
- Build a reasonable timeline for completion of tasks.

Objective 2: Identify the information needed.

- Analyze task in terms of information already known.
- Analyze task in terms of information needed, considering amount, format, location, and type; e.g., numerical, text, pictorial information.
- Formulate primary research questions.
- Select and narrow or broaden keyword search terms.

#### Standard 2

Students will identify, evaluate, and select resources.



**Objective 1**

Determine a wide range of resources.

- Develop an information search strategy based on a personal information search style, beginning with the resources available in or through the school library media center.
- Identify potential information resources in such formats as CD-ROM, video, network, virtual reality, print, and videodisk, including:
  - General references; e.g., encyclopedias, almanacs, newspapers, periodicals, dictionaries, atlases, thesauruses.
  - Subject-specific references; e.g., geographical dictionaries, art encyclopedias, automotive manuals, computer handbooks.
  - General collection resources, both nonfiction and fiction, including literature.
  - Human resources; e.g., interviews, in person, or on radio, on television.
  - Community resources; e.g., other libraries, art galleries, museums, chambers of commerce, historical organizations, private and governmental agencies.
  - Databases on local and global networks; e.g., news and weather services, stock market reports, library catalogs, full-text services.
  - Information and resources available through electronic bulletin boards, discussion groups, e.g., mailing lists, newsgroups.
- Recognize recreational uses of literature in print and nonprint resources.

**Objective 2**

Select the best resources.

- Evaluate for relevance, accuracy, availability, timeliness, cost, authority, and ease of use.
- Evaluate for differing points of view and absence of bias and prejudice.
- Apply an understanding of the difference between primary and secondary resources.
- Determine if resource can be obtained within the defined timeline of the task.
- Select only materials meeting above criteria.

**Location and Access: Where can I find these resources?****Standard 3**

Students will locate resources and access information within resources.

**Objective 1**

Locate identified resources.

- Locate potential resources in electronic, print, media, and/or human form.
- Locate service areas and collections in the school library media center.
- Understand and use circulation and distribution systems.
- Understand and use the Dewey Decimal System and other classification systems.
- Search automated or card catalogs.
- Obtain resources through interlibrary loan.
- Search local and global networks; e.g., electronic databases, bulletin boards, mailing lists, newsgroups, and other discussion groups.
- Use appropriate indexes and abstracts.
- Use location skills including:
  - alphabetizing skills.
  - searching with keyword search terms.
  - narrowing or broadening keywords based on search success.
  - truncation.
  - Boolean and proximity searching.
- Use distance learning education technologies.

## **Objective 2**

Access information within resources.

- Recognize and apply the handling and use requirements of print, media, and electronic resources.
- Use features of print, media, electronic, and human resources; e.g., indexes, glossaries, tables of contents, appendixes, menus, and interview techniques.
- Apply information access skills; e.g., alphabetizing, keyword search terms, interview techniques.

## **Use of Information: What can I use from these resources?**

## **Standard 4**

Students will engage and extract information.

### **Objective 1**

Engage information.

- Understand and use circulation and distribution systems.
- Develop skills to formulate questions that most effectively elicit information.
- Develop skills for interactive listening to enhance the connection between new information and personal knowledge base.
- Survey and interview others.
- Choose appropriate comprehension level.
- Read, listen, and view critically for significant concepts and details, using appropriate skills; e.g., skimming, highlighting.
- Read and interpret maps, graphs, charts, illustrations, cartoons, art, and other visual information.
- Read a variety of literature to:
  - Share common experiences.
  - Appreciate classic and contemporary themes and genres.
  - Understand United States and world cultures and traditions.
- Respect the principle of intellectual freedom.
- Respect the rights of others regarding the use and handling of information resources.
  - Recognize the need for equal access to materials and resources.
  - Follow guidelines and etiquette using electronic information sources.
  - Recognize and apply handling and use requirements of print, media, and electronic resources.
  - Maintain the physical integrity of information resources and facilities.
  - Follow policies and procedures for use of facilities, systems, and resources.

### **Objective 2**

Extract information.

- Evaluate and select information in terms of authority, completeness, relevance, format, point of view, reliability, and timeliness.
  - Apply an understanding of the difference between primary and secondary sources.
  - Distinguish between fact and opinion.
  - Recognize propaganda and the presence of bias or prejudice.
  - Recognize gratuitous violence in forms of popular culture.
- Use a variety of note-taking methods; e.g., note cards, photocopy and highlighting, cut-and-paste, downloading and uploading.
- Recognize copyright as protection for the copyright holder.
- Paraphrase instead of plagiarize.
- Abstract and summarize.
- Credit appropriate sources using accepted citation format.
- Use remembering, encoding, and recalling skills.
- Use word-, image-, and sound-processing tools individually or in combination.

## Synthesis: How can I share what I learned?

### Standard 5

Students will organize, synthesize, and present information.

#### Objective 1

Organize information from multiple resources.

- Establish a clear purpose for product.
- Select a product format based on personal learning style, assignment constraints, and/or nature of information to be presented.
- Practice ethical use of information and information technologies.
- Evaluate critically how selected information integrates to complete the task.
- Use webbing and outlining.
- Use word-processing programs to organize textual information.
- Use electronic spreadsheets to organize numerical information.
- Use electronic presentation programs or other techniques to organize pictorial information.
- Relate literature to classroom curricula; e.g., folk tales and mythology to explanations of scientific phenomena, biography to mathematics, natural history writing to science.
- Understand the qualities inherent in various genre of literature and consider use of literary genres in reporting information.
- Create, revise, and refine drafts; e.g., script, manuscript, storyboard, scientific abstract, as necessary.
- Apply criteria for quality and craftsmanship based on existing models and personal criteria.

#### Objective 2

Present the result.

- Present information using appropriate formats; e.g., electronic, print, media, and hypermedia.
  - Use word-processing programs to present textual information.
  - Use electronic spreadsheets to present numerical information and graphs.
  - Tell stories and give book talks in all forms; e.g., skits, mime, puppet shows, games.
- Cite sources in notes and bibliographies according to accepted citation and bibliographic format standards.
- Use remembering, encoding, and recalling skills in tests and other presentations.
- Use facilities and equipment responsibly for production and presentation.

## Evaluation: How will I know I did my job well?

### Standard 6

Students will evaluate the process and the product.

#### Objective 1

Judge the process for efficiency and effectiveness.

- Reflect upon personal information problem-solving skills (the Big Six®) as a means of ongoing self-evaluation throughout the assignment.
  - Develop and complete a checklist.
  - Keep a journal.
  - Assess learning style(s).
- Solicit and reflect upon peer reviews and teacher comments about process performance.
  - Conference with peers and teachers.
  - Read and respond to written evaluation from peers and teachers.

**Objective 2**

Judge the product for effectiveness.

- Reflect on level of personal satisfaction.
- Compare product with criteria from the original task definition.
- Solicit and reflect upon peer reviews and teacher comments about the product.
  - Conference with peers and teachers.
  - Read and respond to written evaluation from peers and teachers.

**Objective 3**

Judge use of time in the library media center.

- Evaluate use of on-task time for personal satisfaction and intellectual and aesthetic growth.
- Evaluate use of leisure time for personal satisfaction and intellectual and aesthetic growth.

**Activities and Measures**

Hawthorn Academy also intends to provide activities and measures for the student population in alignment with Utah State Library Media standards. Competencies will be established and measured in accordance with the mission of the Academy and coordinated by the Library Media Director. These competencies will facilitate the academic achievement of the students and provide them with a solid foundation for continued learning.

**Budget**

Hawthorn Academy's budget has allocated sufficient funds for our library in years 1 through 3. The Academy intends to have a "Library Committee" that will work together with the "Fundraising Committee" to organize library fundraisers to purchase materials necessary for the success of our library program. *For more details on library budget, see Section 6: "Detailed Business Plan"*

**Materials**

Hawthorn Academy will provide sufficient books and materials for the student population in accordance with Northwest Association of Accredited Schools. The collection of books and resource materials will cover all core subjects as extensively as financially feasible. The Academy will build a solid collection of age-appropriate books. We will create a useful and comprehensive reference section of the library for students and faculty and we will also have access to the internet through library computers for outside research. The library will always look for new ways to expand on their materials as funds become available. The Academy will primarily rely on revenues detailed in the budget portion of the business plan as the main source of funding for library and media requirements. The Academy intends to have a "Library Committee" that will work together with the "Fundraising Committee" to organize library fundraisers to purchase materials necessary to expand the library's collection and media needs. These include, but are not limited to, book fairs, book exchanges, business partnerships, fundraisers, read-a-thons, donations, and grants to meet the literary needs of the students.

**Policies**

Hawthorn Academy will train students to effectively and efficiently use the library and its resources. As the primary source of information and educational support, the library is to be utilized in an orderly manner. The library will provide students with the ability to become effective, independent users of ideas and information. Hawthorn Academy, with the help of the IB coordinator will create a Handbook that outlines the library policies and procedures clearly in order to maintain an environment conducive to mission and philosophy of the school.

**Facilities**

Hawthorn Academy library will be located in an area of the school building that is easily accessible to all students in accordance with IDEA. The library media program will be available to individual students and class groups throughout the day. Students will be allocated sufficient time each week to fully utilize any necessary materials in the library and will be able to check out certain books to take home and study. The library will be of large enough to accommodate a variety of functions simultaneously. The library media facility will contain bookshelves, computers, tables and chairs, comfortable reading areas, and a librarian office.

**Staffing**

Initially, Hawthorn Academy will rely on a media director and volunteers to perform the duties accompanied with the library program. The Academy plans to hire a certified librarian by the second year of operation. The librarian will play an active role in reading and other instructional programs that rely heavily on the library. The librarian will also be responsible for advocating the mission and philosophy of the Academy through library activities. The entire Academy population within the first five years is expected to accommodate 750 students. The Academy will hire additional staff as required in order to efficiently and successfully maintain the library.

The Academy library will always utilize volunteers to assist with library activities and duties. Volunteers may consist of students within the Academy that are advanced readers. The advanced readers will be encouraged to read with and mentor their fellow students. Additional volunteers may also consist of parents, college interns, community leaders, and qualified volunteers interested in assisting in the academic advancement of the Academy.

## Section 18: Extra-curricular Activities

Hawthorn Academy will provide opportunities to participate in on-campus extra-curricular activities. These activities may include but will not be limited to: Cross Country, Debate, Theater, Choir, Band, Orchestra, Spirit Club, Chess Club, and Astronomy Club. Many of the traditional sports such as: Baseball, Soccer, Basketball, Football, Golf, etc., are currently offered in city leagues in the West Jordan area. It is the choice of the parents/guardian whether or not to participate in any city league activity.

Whenever possible, all Academy activities will be available to all students with no additional fees for participation. Hawthorn Academy will strive to obtain and maintain a collection of equipment and supplies to minimize the requirement of the students to provide their own. Travel, equipment and facilities will be paid for by the following sources in order of priority: budget, grant, sponsor, fundraiser, and as a last resort, the student. To ensure that no student is denied the opportunity to participate in a class or school-sponsored or supported activity because of an inability to pay a fee, the school will provide for adequate waivers or other provisions in lieu of fee waivers. The procedure will include the following:

- A. The Director will administer the policy and grant waivers.
- B. The process for obtaining waivers or pursuing alternatives shall be administered fairly, objectively, and without delay, and avoid stigma and unreasonable burdens on students and parents.
- C. The Director will inform patrons of the process for obtaining waivers.
- D. Students who are granted waivers or provisions in lieu of fee waivers shall not be treated differently from other students or identified to persons who do not need to know of the waiver.
- E. Fee waivers or other provisions in lieu of fee waivers are to be available to any eligible student.

All of the above activities will be monitored by the administration to ensure all title IX requirements are met. All extra-curricular activities will be conducted and promoted in such a way as to further the mission of Hawthorn Academy.

## **Section 19: Terms and Conditions of Employment**

Hawthorn Academy is committed to the principles of equal employment opportunity. In keeping with this commitment, we will maintain policies concerning recruitment, employment, compensation, terms, conditions, and privileges of employment of qualified persons without regard to race, age, sex, religion, ethnicity, national origin, disability, veteran status, or any other category protected by applicable federal, state, or local law. The Academy's policies and procedures will always meet the standards set forth in 53A-1a-508(3)(r) of Utah State law. Individuals shall be judged solely on their job-related aptitude, training, skills, and performance.

### **Hiring**

Hawthorn Academy will seek dynamic, innovative, professional faculty members to teach its students. The Academy anticipates serving students with a wide range of needs and abilities. Academy teachers will be trained to identify specific needs, gifted students, and problem areas for students. The Academy will provide an ambitious environment where teachers can continue to progress in their education and teaching methodologies that align with the mission and values of Hawthorn Academy.

The Academy will comply with all applicable state and federal laws in staffing. This includes certification and/or alternative certification as required by Utah law per Utah Charter School law 53A-1a-512.4. In addition, the Academy will hire qualified special education teachers to ensure that the needs of disabled or struggling students are met. The Academy Board shall manage the hiring and firing of teachers with the assistance of the Director.

### **Termination**

The process for termination will be in accordance with both ADA and Civil Rights protections. Employment at Hawthorn Academy is terminable "at-will." At any time the Academy or the employee may terminate the employee's employment with the Academy, with or without notice, for any reason, including no reason at all, notwithstanding anything to the contrary contained in or arising from any statements, policies, or practices of the Academy relating to the employment, discipline, or termination of its employees. The Academy shall pay the employee all compensation then due and owing; thereafter, all of the Academy's obligations under this Agreement shall cease. The Director of the Academy may recommend the termination of other employees of the Academy, but the Academy Board must confirm the decision.

The Board has the necessary authority to set additional compensation for staff terminated as part of a general staff reduction.

The Academy may also discharge any employee for cause at any time, and without prior notice. If the Academy terminates an employee for cause, the Academy shall pay the employee all compensation then due and owing; thereafter, all of the Academy's obligations under the parties' agreement shall cease. Termination shall be for "Cause" if the employee: (i) acts in bad faith and to the detriment of the Academy; (ii) refuses or fails to act in accordance with any specific direction or order of the Academy; (iii) exhibits in regard to the employee's employment unfitness or unavailability for service, unsatisfactory performance, misconduct, dishonesty, habitual neglect, or incompetence; (iv) has been or is convicted of a crime involving dishonesty, breach of trust, or physical or emotional harm to any person, as permitted by law; (v) is selected for layoff pursuant to a bona fide reduction-in-force; (vii) if, by reason of any physical or mental

incapacity, the employee has been or will be prevented from properly performing the employee's duties under the parties' agreement for more than thirty (30) days in any one (1) year period; (vii) violates any policy or procedure established by the Academy; or (viii) breaches any material term of the parties' agreement.

### **Termination Obligations**

Each employee shall agree that all property, including, without limitation, all equipment, documents, books, records, reports, notes, contracts, lists, supplies, computer disks (and other computer-generated files and data), and copies thereof, created on any medium and furnished to, obtained by, or prepared by the employee in the course of or incident to the employee's employment, belongs to the Academy and shall be returned promptly to the Academy upon termination of employment. In addition, all benefits to which the employee is otherwise entitled shall cease upon the employee's termination, unless explicitly continued under any specific written policy or benefit plan of the Academy. Following any termination of employment, the employee shall fully cooperate with the Academy in all matters relating to the winding up of pending work on behalf of the Academy and the orderly transfer of work to other employees of the Academy. The employee shall also cooperate in the defense of any action brought by any third party against the Academy that relates in any way to the employee's acts or omissions while employed by the Academy.



## Section 20: Employee Evaluation

Hawthorn Academy will always aspire to hire and retain the most qualified employees. As part of the Academy's mission, employees must be highly motivated, innovative, and talented in their respective duties. The Academy will adopt a measurement rubric for employee evaluation that is in line with the mission and philosophy of the school.

### Evaluation Frequency

All teachers will receive at least one formal evaluation per calendar year. Provisional teachers (i.e. student teachers, temporary teachers, or substitutes) will be evaluated at least three times during the calendar year (two formal and one informal). An informal evaluation may occur at anytime. For example, the Director can randomly sit in and observe a classroom at any time. A formal observation will be scheduled in advance by the Director and will consist of the following criteria: class management skills, knowledge and implementation of the curriculum, instructional effectiveness, grading practices and organization, progress made on their Professional Development Plan, and professional practices.

### Formative and Summative Components

- Each employee will meet in a pre-conference with the building administrator at one day prior to the formal evaluation to go over lesson plan and for special considerations to be aware of.
- A post conference will be held no longer than one week after the formal evaluation was held. Remediation will be suggested and a mentor teacher provided to help the teacher make the required changes or improvements.
- Teachers will be required to observe other teachers in practice on a yearly basis as part of the evaluative process.
- Parents and peer reviews will be an annual part of the teacher evaluation process and considered in retaining teachers. A suggestion box will be used for parents to express concerns on school curriculum and instruction and considered in teacher performance evaluations.
- Improvement plans will be evaluated on an as needed basis to help teacher acquire mastery level skills in their instruction, discipline and curriculum development.
- A pre-determined evaluation as well as the methodology used will be introduced to all teachers at the beginning of the school year so they understand the purpose and methods they will be evaluated against.
- Parents will also play an important role regarding employee evaluation by completing two teacher evaluation surveys each year.

### Director Evaluation

At the end of every school year the Governing Board of Hawthorn Academy will evaluate the Director of the Academy. The criteria for such an evaluation may include: ability to communicate the mission and philosophy of Hawthorn Academy effectively to parents, students, faculty, and community; knowledge and

involvement of curriculum; professionalism; ability to lead Academy staff; accessibility and visibility and overall effectiveness.

**Entry Years Enhancement (EYE)**

In accordance with R277-522-3, the Academy will provide training, mentoring, testing, assessment/evaluation, and assistance in developing a professional portfolio. Hawthorn Academy will provide special attention regarding teachers in their first three years of employment to provide them an avenue for success and competence.

## Section 21: Employment of Relatives

Hawthorn Academy School Board is an equal opportunity employer and committed to staff the school with the best qualified candidates available that can best fulfill the mission of the Academy. Policies and procedures regarding employment of relatives are outlined below.

1. Employment will be based solely on merit and job availability.
2. Relatives (i.e. immediate family and close relatives) of applicants will be automatically excluded from any hiring committees and decision making pertaining to the hiring, salary, bonuses or termination of relatives.
3. No one with supervisory responsibility shall hire or recommend for hire any family member including parent, grandparent, spouse, child, grandparent, sibling, or any corresponding in-law, step, adoptive relative, or anyone residing on a permanent basis in the supervisor's home.
4. No employee shall be directly supervised or evaluated by a relative. Family members may not be employed under the same immediate supervisor.
5. The hiring of relatives is also prohibited if it results in a conflict of interest with vendors (i.e. suppliers of materials, food, equipment, etc.) of Hawthorn Academy.
6. Hiring practices for designated part-time positions such as sweepers, community school staff members, etc., shall adhere to item #4 above.
7. When other qualified candidates have not applied, task assignments of short duration (generally less than sixty (60) working days) may be exempt from these guidelines.
8. Academy Board members related to an employee or applicant will be required to abstain as a conflict of interest from any votes related to the hiring, salary, job performance review, bonuses or firing of their relative.

## Section 22: Insurance

Hawthorn Academy will secure \$2,000,000 in liability insurance, property insurance, comprehensive/collision insurance, and its employee dishonesty bond through Utah Division of Risk Management. As of the date of this application, Risk Management has provided the Academy will the following information:

### LIABILITY INSURANCE

Coverage: up to \$2,000,000 (Charter Schools are included under the Utah State Governmental Immunity Act)  
Deductible: none  
Premium: \$18 per student with a \$1,000 minimum per school

### PROPERTY (BUILDING AND/OR CONTENTS) INSURANCE

Coverage: up to the replacement value of the property as estimated by the school at the beginning of the fiscal year  
Deductible: \$1,000 per occurrence  
Premium: \$100 minimum premium for up to \$100,000 in value.  
Over \$100,000 in value, the rate is \$1 per thousand dollars in value  
(for example - \$1,000,000 in property/contents coverage costs \$1,000.)

### VEHICLE COMPREHENSIVE / COLLISION INSURANCE

Coverage: The cost of repairs to the school's vehicle, but not in excess of the current value of the vehicle  
Deductible: \$500 per occurrence  
Premium: \$50 per year per vehicle

### EMPLOYEE DISHONESTY BOND

Coverage: The amount of a proven loss.  
Deductible: none  
Premium: \$250 per year per school

Timing of Premium Billings: A premium deposit will be billed in July, near the start of coverage period. The July deposit is based on the estimated enrollment as shown on the Utah State Office of Education web site at [www.usoe.k12.ut.us/charterschools/directory.htm](http://www.usoe.k12.ut.us/charterschools/directory.htm)

A premium adjustment (billing or refund as appropriate) will be made in November when the October enrollment numbers are available. Charter schools are free to change property coverage during the year as new property is purchased or constructed.

A written insurance policy that includes the specifics of the coverage is provided each year to the charter schools that have enrolled.

## **Section 23: For Conversion Charter Schools**

Hawthorn Academy is not a conversion charter school.

## Section 24: Assurances

### Utah Charter Schools Assurances

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

BB. The charter school will maintain accurate student transcripts.

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

**Name (type):** Diana S. Jesnsen

**Title (type):** CAO

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### **Admission Procedures**

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

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

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

### **Proof of Insurance**

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

### **Electronic Data Submission**

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



**Nonsectarian Statement**

Hawthorn Academy Charter School is nonsectarian in its programs, admission policies and employment practices and all other operations.

**Special Education/Exceptional Student Services Training**

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

Diana S Jensen  
**CAO (please print)**

\_\_\_\_\_  
**CAO's Signature**

\_\_\_\_\_  
**Date**

## **Section 25: Waivers for State Board of Education Rules**

Hawthorn Academy is not currently requesting any waivers for State Board of Education Rules.

## Section 26: Additional Information / Letters of Support

November 21, 2007

RE: Letter of Support for Hawthorn Academy

To Whom It May Concern:

I am writing this letter to express support and excitement for a new charter school in the West Jordan area. As a mother, education is a priority for my family. There is a real need for a charter school in my area.

The spirit of the charter movement is to create choice in education. I am currently sending my children to a private school but the costs are overwhelming. I sent them to a private school because of my ability to become more involved as a parent. A charter school offers the students and parents a different choice in methodology and curriculum. It can create an atmosphere similar to that of a private school but without the cost.

I believe Hawthorn Academy will succeed because of so many good parents, community leaders, and educators in the West Jordan area will rush to support its endeavors. This is an excellent opportunity to be completely involved in our child's education and be certain that we are doing everything we can to make sure our child will be ready for his future education and ultimately, life.

I am excited to see the birth of Hawthorn Academy and the many children, including mine, that will benefit from it. Thank you in advance for the opportunity to present this application. It has the full support of me and my family.

Sincerely,

Kasey L. Eaton

## **Section 27: Utah State Retirement**

Hawthorn Academy will participate in the Utah State Retirement System.

## **Appendix A: Affidavit, Disclosure, and Consent**

*Please see following pages.*